Moroccans for Morocco

Community Participatory Development Projects

Morgan Hume | Caitlin Kelly | Andre Martinez | Roophy Roy | Ai Vuong

NYU | ROBERT F. WAGNER GRADUATE SCHOOL OF PUBLIC SERVICE

CORPS AFRICA

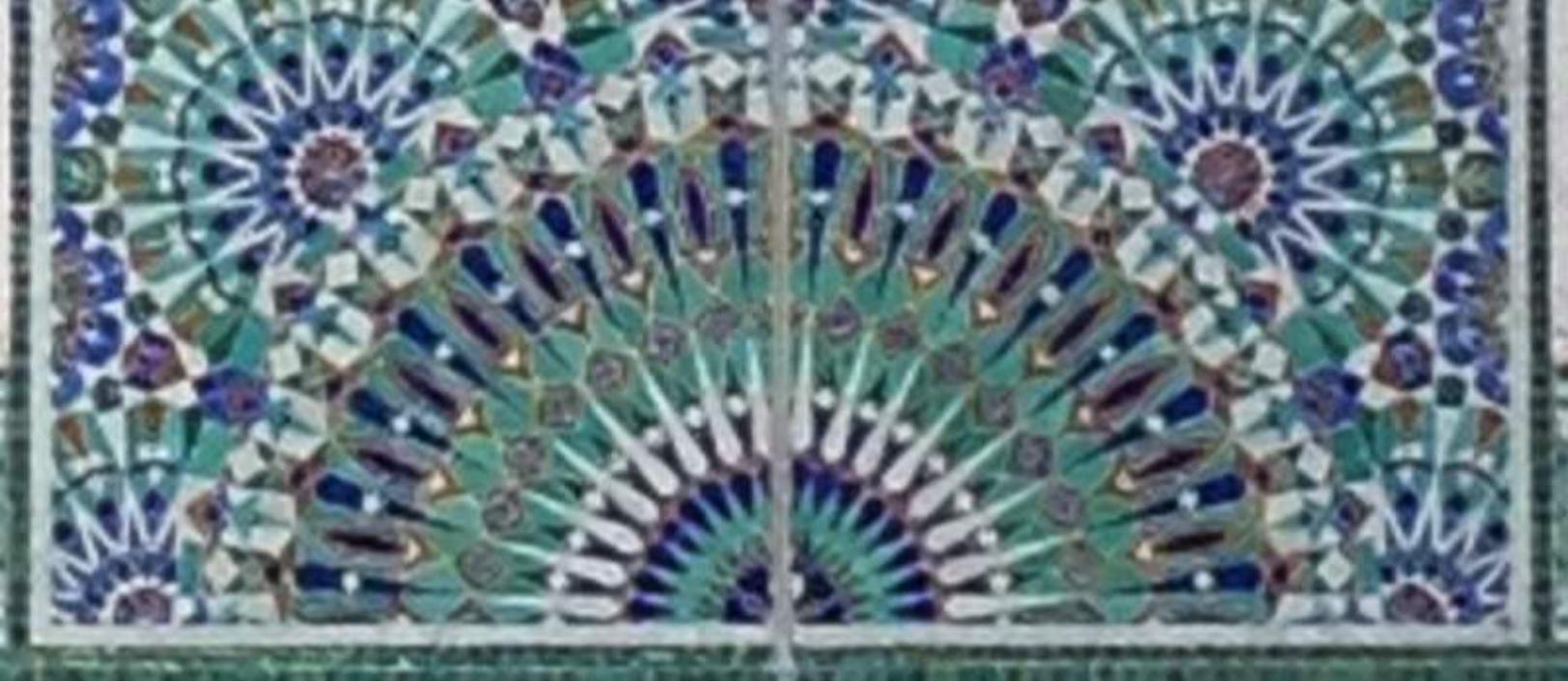# Moroccans for Morocco: Community Participatory Development Projects

Developed for CorpsAfrica

By: Caitlin Kelly
Morgan Hume
Andre Martinez
Roophy Roy
Ai Vuong
Faculty Advisor: Katherine Bourne

Robert F. Wagner School of Public Service
Capstone Project 2014

Established in 1938 as New York University's Graduate School of Public Administration and renamed the Robert F. Wagner Graduate School of Public Service in 1989, NYU Wagner offers graduate degree programs in public and nonprofit management and policy, health policy and management, and urban planning. NYU Wagner is dedicated to preparing students to address the serious issues facing society today. The academic programs emphasize a mix of theory and practice, so that students can build a portfolio based on their curriculum and real-world experience in their specific area of interest.

Part of the core curriculum of the Master of Public Administration and Master of Urban Planning programs at NYU Wagner, the Capstone Project, in lieu of a thesis, provides students with both a critical learning experience and an opportunity to perform a public service. Capstone brings together teams of 3-5 graduate students to address complex challenges and identify new opportunities for nonprofit, governmental, health-related, urban planning, and international agencies. Project teams approach their assignments with initiative and professionalism. They organize and frame the project into a thorough work plan which results in a carefully considered final product. Every team produces a written report and conducts a final presentation of their findings and recommendations.

Acknowledgements

The Capstone Team would like to thank the following people, without whom this project would be not be possible.

Liz Fanning, Executive Director and Founder of CorpAfrica
Patricia Tibbetts, Monitoring & Evaluation Consultant
Soukaina Haima, CorpsAfrica Program Officer

The first cohort of CorpsAfrica Volunteers for their insight, feedback, and spirit:
Abdessamad Ait Dada
Bouchra Kouryani
Hiba Tazi
Malika Boukbout
Naima Nina
Salma Moumou
Soukaina Bouihi
Wafaa Afkir

We would like to thank New York University Wagner School of Public Service, especially our advisor, Professor Katherine Bourne, for her support and guidance throughout this process.

Table of Contents

Executive Summary

This report presents an overview of the development of four simple, adaptable monitoring and evaluation tools for CorpsAfrica, a not-for-profit organization that focuses on national service and participatory community development. CorpsAfrica seeks to provide youth across the continent of Africa with opportunities to serve as Volunteers in their own countries in order to find solutions to poverty at the community level.

This report then lays out the rationale behind the creation of each tool, the intended use of each document, the progression from one tool to the next, and the administration of these tools by CorpsAfrica. This report also highlights the three key insights that informed the development of the tools.

The first of these insights is that cultural context matters. Secondly, the language of each tool had to be easily translatable across many languages without losing meaning. The third insight guiding the Capstone Team was the necessity for the tools to be pragmatic and realistic.

In light of the aforementioned insights, the Capstone Team created the following four tools as support for CorpsAfrica's programming, community project development, and measurement of project outcomes. The tools are:

- The **Situation Analysis:** composed of questions for the Volunteers to ask in community meetings and individual interviews. Answers collected by this document provide a comprehensive look at the community and the experience of the Volunteers from the beginning of their placement.
- The **Project Work Guide:** developed as a tool for CorpsAfrica's internal usage and assists Volunteers in designing their projects.
- The **Project Development Tracker:** created for monitoring the progress of the community projects based on the planned versus actual results and assesses the major risks to the completion of the project.
- The **Evaluation Tool:** designed as a survey of community members to be utilized in three, timeline-specified phases. The Evaluation Tool measures the results of the community project with respect to community members' perceptions of community engagement in the project, capacity building among community members, community satisfaction with the projects, and project outcomes.

Each Tool appears in full in the appendices to this report. These tools are but the beginning of an evaluation process that seeks to strengthen CorpsAfrica's participatory model.

Introduction

Founded in 2013, CorpsAfrica is a not-for-profit organization with a focus on national service and participatory community development. CorpsAfrica seeks to provide youth across the continent of Africa with opportunities to serve as Volunteers in their own countries and to seek out solutions to poverty at the community level. CorpsAfrica is currently operating in Morocco as a part of a three year pilot. In their first year of operations, CorpsAfrica has awarded eight young Moroccans a volunteer opportunity wherein they are placed in rural villages throughout the country with the goal of the facilitating community engagement over the course of a nine-month project.

Founder and Executive Director Liz Fanning launched CorpsAfrica with the objective of providing Africans with volunteer opportunities similar to her own experience volunteering with the Peace Corps in Morocco in the 1980s. Fanning brings to this endeavor a background in fund development with the American Civil Liberties Union and an education in finance and economics. From the onset, Fanning decided CorpsAfrica would be an organization dedicated to a transparent and "fail-forward" approach to development that would allow the organization to learn from both its successes and shortcomings.

In committing to taking an academic approach to demonstrate the outcomes of CorpsAfrica projects, Fanning approached her alma mater, New York University's Wagner School of Public Service, to request a Master's-level Capstone Team "to develop tools for measuring impact and a system for collecting and recording results."[1]

> "We must measure – however imperfectly – in order to learn from both successes and failures – and, more likely, the vast gray area between these two theoretical extremes"
> *- Liz Fanning, Executive Director*

Although Fanning initially requested an impact evaluation, the Capstone Team concluded that an impact evaluation is premature at this nascent stage in CorpsAfrica operations. The projects implemented within the Volunteers' term of service will not have been running long enough for impact to occur. The Team determined that impact from projects may occur in the aggregate after several years of implementation, particularly if projects are carried out in a single community with multiple years of project continuation.

The Four Tools:

- Situation Analysis
- Project Work Guide
- Project Development Tracker
- Evaluation Tool

The final tools The Capstone Team created are a Situation Analysis, Project Work Guide, Project Development Tracker, and an Evaluation Tool comprised of Community Member Surveys to be administered in three phases. Complete versions of these tools are included in the appendices of this report.

Overall, this report summarizes our research and approach to create the four tools that would enable CorpsAfrica to measure project success within their communities. The report also outlines the rationale behind the creation of our tool *(what they seek to measure)*, their logical progression *(why they are to be used in a particular order),* and the means of deployment of these tools *(how, given resource constraints, CorpsAfrica can utilize these tools).*

Background on Morocco

CorpsAfrica piloted the aforementioned Model during the 2013 - 2014 year in Morocco. Coincidentally, the King of Morocco has recently turned a focus towards community development and encouraged a wave of new initiatives. Therefore, it would seem that CorpsAfrica has entered the community development scene in Morocco at exactly the right time.

Morocco is a North African Kingdom with a population of 32.9 million.[2] The landscape of Morocco ranges from the High Atlas Mountains to the Saharan desert to the northern coastline and has direct access to the Mediterranean Sea. Alongside this geographic diversity is a vast cultural diversity that is perhaps most evident in the languages of Morocco. The official languages are Arabic and Berber, which is the traditional language of the the Moroccan people. Coming from modern day Muslim influence, Arabic is the language required for instruction in both primary and secondary education, however, many educated Moroccans also speak French, the language of instruction for most post-secondary academic institutions. The French influence originates from the colonial protectorate from 1912 to 1956. The Capstone Team noted that the variation of language used in education as a hindrance to human advancement in rural Morocco. Roughly only sixty-seven percent of the population of Morocco is literate.[3] Ultimately, the diversity of geography, culture, and language in Morocco were essential to the contextualization of the Capstone Team's deliverables.

Design of the CorpsAfrica Model

The Corps Africa

Volunteers immerse themselves in the community

↓

Volunteers engages local community in participatory actions

↓

The community collectively agrees to a development

↓

Partner with a local NGO to implement the projects

↓

The community takes ownership of the project

Under the CorpsAfrica Model, Volunteers devote one year to service in rural villages. CorpsAfrica Volunteers participate in pre-placement training in early fall, after which they are sent to their sites to spend the first two months integrating into their communities. It is a goal of the CorpsAfrica Model to have Volunteers facilitate participatory community development projects within the communities in which they live. Each village has different cultural and social norms and varying local dialects. Therefore, the first few months that the Volunteers are acclimating to their new environments are extremely important to the Model. Once immersed in their new homes, the Volunteers facilitate community meetings, conduct in-depth interviews, and observe local needs. The community development projects are intended to emerge from a comprehension of the community and the needs articulated by the community.[4]

CorpsAfrica Volunteers periodically gather together at CorpsAfrica's headquarters to complete In-Service Training. The trainings allow the Volunteers opportunities to present their findings and progress, engage in peer-to-peer mentoring, meet with experts, and learn additional skills necessary to facilitate the projects. Once projects are defined, Volunteers and the community partners with local NGOs to design and implement the projects. Local community members take ownership of these development projects through active participation. This participatory approach to community development, which engages the local community at each step, is the cornerstone of the CorpsAfrica Model.

CorpsAfrica Model in Practice

In their first year of operation, CorpsAfrica piloted their Model with only three of the eight Volunteers. CorpsAfrica experienced two main adjustments to their Model: a partnership with the OCP Foundation and a subsequent delay in Volunteer placement. The Capstone Team had to consider each of these factors as they were designing the monitoring and evaluation tools.

The first adjustment, CorpsAfrica's partnership with the OCP Foundation, altered implementation of the CorpAfrica Model. The OCP Foundation manages "citizen-oriented interest programs" within Morocco consisting of programs relating to education, agriculture, health access, youth employment, and socio-cultural activities. The Foundation sponsored five CorpsAfrica Volunteers to monitor and support existing OCP programs. This separated the eight Volunteers into two groups, three of whom continued employing the strict CorpsAfrica Model, and five of whom were assessing OCP projects. As a result, the number of Volunteers living in communities where use of the tools would be appropriate was significantly reduced from the original cohort Volunteers who were supposed to volunteer under the strict CorpsAfrica model, thus allowing the Capstone Team to pilot their tools with fewer communities. Therefore, the tools developed by the Capstone Team could not measure the project outcomes for the five Volunteers that did not operate within the pure CorpsAfrica Model at this point in time. However, the first two tools, the Situation Analysis and the Project Work Guide, were developed to be used by all eight Volunteers.

The second adjustment was a time delay in Volunteer placement. While all of the Volunteers were to leave for their sites simultaneously at the end of October, external circumstances in particular villages paused Volunteer placement, some until the end of January. This meant that the eight volunteers would be in different stages of the CorpsAfrica model, with some in the project design stage while others were still assessing local needs.

Along with the two adjustments outlined above, the Capstone Team experienced limitations in designing the tools. The Team originally intended for the first cohort of Volunteers to test each tool, but due to delayed Volunteer placement, the Situation Analysis could not be piloted until the Team traveled to Morocco in January. This fieldwork informed and influenced the development of each of the tools. Specifically, the Team piloted the Situation Analysis with the Volunteers in three rural villages and garnered first-hand feedback which contextualized the tools, which is detailed later in this report. The other tools, including the Project Work Guide and Evaluation Phases were designed prior to field-testing, but were sent to CorpsAfrica's pro-bono consultant, Tricia Tibbetts to pilot after the team returned to the United States.

Research

Desk Research

The Capstone Team began the project by conducting desk research on monitoring and evaluation with a special focus on the Middle East and North Africa region. The initial research was aimed at having a greater grasp on how different organizations and academics approach evaluating participatory development projects. The Team utilized resources available through the World Bank, UNICEF, USAID, CARE, Save the Children as well as consultations with Moroccan NGOs.

The potential range of project designs from site to site necessitated a broad approach to researching participatory community projects. Accounting for this diversity, the Team focused on development in rural settings, covering a variety of subjects such as drip irrigation, viable cash crops to increase small scale farming yields and profits, water, sanitation, and hygiene, as well as youth development. The regional and country level research provided nuanced context for the diverse range of projects the Volunteers may implement. Furthermore, the Team was limited to monitoring indicators that relate to project success before, during, and after project execution. This design and set of outcome indicators were modeled using Carol Weiss' *Evaluation and Better Evaluation's Equal Access Participatory Monitoring Evaluation Toolkit* respectively.[5]

In light of the diversity of potential projects, the Capstone Team ultimately focused on outcome indicators that measure the success of program activities pertaining to levels of community engagement, satisfaction, capacity building, and specific project outcomes. These are the four main outcome indicators that the Capstone Team believed most directly provided pertinent information to CorpsAfrica regarding the projects the volunteers would implement.

The Team Considered:

- Participatory development models
- Diversity of possible CorpsAfrica projects
- Evaluating relevant indicators

The Team's research suggested that CorpsAfrica will benefit from measuring engagement, as this outcome indicator will be prevalent in all projects, regardless of the range of community participation in projects and high degree of variation. Community engagement, according to Arnstein's people centered approach in the Ladder of Participation discussed in *Practical Approaches to Participation*, labels levels of engagement along a ladder that provide a linear meter for which participation efforts receive a positive or negative description.[6] This description varies according to the quality of opportunity the community is offered for engagement. This research emphasized the importance of equitable opportunities for participation in community led project development, as well as how change is rooted in participation and engagement of marginalized communities. These are outcomes CorpsAfrica hopes materialize in its rural community projects in Morocco and beyond.[7]

The Team's research also suggested measures of satisfaction would be useful in ascertaining CorpsAfrica's quality of project implementation. Satisfaction relates to measurements of capacity, project outcomes, and community engagement through the participatory model implemented by CorpsAfrica. Satisfaction also spans across the service, development, and completion of the project.

Further research indicated that community participation is a process of developing community capacity and empowerment. Michener's *The Participatory Approach: Contradiction and Co-option in Burkina Faso* identifies the aforementioned people-centered participatory approaches focus on "building capacity and empowering local people to define and meet their own needs."[8] The CorpsAfrica Model directly aligns with this definition; collective action through community meetings serve as a way for community member's to envision future projects, and offers some members of the community the opportunity of taking stock in project outcomes. This exercise in participation may build planning and priority setting skills for those community members involved.[9] Therefore, in order to more fully measure community participation and the externalities associated, the Team reasoned that they would need to gauge capacity built through the project.

Finally, the Team's research touched on project outcomes, as they relate to the execution and completion of the project, and continued use of services. However, the varied nature of the projects overseen by CorpsAfrica's Volunteers pushed the Team into researching a range of small scale development projects to get a wider sense of how project outcomes are measured and evaluated.

Fieldwork

To support and contextualize the desk research, the Team conducted a two-week field study in Morocco. The first week of the trip consisted of site visits to five CorpsAfrica Volunteers placements in rural Morocco where the Team was able to pilot and refine the Situation Analysis Tool, with Volunteer and community member feedback. During the second week in Morocco, the Team met with a number of the professionals from local Government and Non-Government Organizations. Meeting with Kamel Braham from the World Bank offered the Team a comprehensive survey instrument with indicators for community engagement, proxy indicators for wealth, functionality of local rural schools, and community engagement in different facets of village life and activities. At a meeting with several representatives from USAID Morocco, the Team gleaned insight into the USAID Morocco's partnerships with community budgeting boards and how they gauged youth participation in local political processes. Through that conversation, the Team gained a greater understanding of the limitations to engagement of different demographics of the population, and the challenges in measuring engagement. The Team also met with Selma Abaouss of The U.S. Embassy in Rabat, Morocco whose expertise is in women issues. She emphasized the importance of gender sensitivity in each of the Tools.

Upon returning to the United States, the Team narrowed the focus of their research further to channel their efforts into understanding relevant indicators, evaluation structure, question syntax, and time lapse. This focus was informed through the research, interviews and focus groups of which the Team participated in Morocco.

The Volunteers' Projects

Abdessamad Ait Dada
Site: Oulad Salmane
Population: Unknown

Abdessamad is also an OCP Fellow who is responsible for assessing the impact of the organization's projects at his site. With CorpsAfrica, he, through conversations with locals, have suggested three projects: forming a caper co-op, buying an argan machine, and attaining more water faucets.

Bouchra Kouryani
Site: Essaouira
Population: Unknown

Bouchra's project also follows the CorpsAfrica model. Her community has expressed water as the primary need, as the villagers have extremely limited access to water. Bouchra is currently implementing a water project to drill a well for the community.

Hiba Tazi
Site: High Atlas Mountains
Population: 130 families

Hiba is one of the three Fellows following the pure CorpsAfrica model. The community has collectively agreed to build a new structure to be used as a community center. The previous building is old, decrepit, and too small. The center would be used to hold classes, house the

---

Malika Boukbout
Site: Eljadida
Population: Unknown

Also an OCP Fellow, Malika monitors two main projects. The first of which is the introduction of a school bus, which has been helpful to the community. The second is the building of latrines in the village. The main sources of income for the local villagers are wheat, barley, and crafts made of plastics or recycled materials.

Naima Nina
Site: High Atlas Mountains
Population: Unknown

Naima is also one of the three Fellows following the pure CorpsAfrica model. After several community meetings, the people voted to build a Hammam, a public bath house. The villagers currently have to walk an hour to the nearest village in order to bathe. The project already has identified the land, labor, and a small source of funding.

Salma Moumou
Site: Youssoufia
Population: 260,000 people

Salma assesses an OCP program targeted for school-aged children to provide informal education of language skills and mathematics. Within her site, she has also identified maternal mortality as high-needs.

Soukaina Bouihi
Site: Khouribga
Population: 2,766 people

As an OCP Fellow, Soukaina assesses the impact of a bee-keeping project and support classes for the community. The community has also identified a women's cooperative to sell carpets, a goat cooperative, youth training programs, or agriculture development projects for her project with CorpsAfrica. They are in the midst of prioritizing those ideas.

Wafaa Afkir
Site: Village near Ben Guerir
Population: 300 people

Wafaa is one of the five OCP Fellows. Her primary role at her site is to assess different development projects of the OCP in collaboration with the High Atlas Foundation. The two OCP projects are an agriculture project of olive trees and an education project at the local school.

Key Insights for Tool Development

During their year working with CorpsAfrica to address monitoring and evaluation concerns, the Capstone Team acquired three main insights that informed their creation of tools that would be simple and adaptable.

The first of these takeaways is: cultural context matters. The Team's fieldwork in Morocco revealed the gender dynamics between men and women at the village and local government, or commune, level. The role of women varied from community to community but, in an extremely patriarchal society, women's roles were often viewed as secondary to men's. Therefore, the Team prioritized gender sensitivity throughout the creation of each tool.

The Tools, in particular the Situation Analysis, had to be structured to help Volunteers come across as naturally inquisitive newcomers to the community rather than outsiders with a set agenda. In the same manner, it was important that the language and syntax in the tools would not create division between the Volunteers and their communities. Using words that would be unfamiliar or pretentious-sounding to interviewees might make the interview appear disconnected from the reality of the people they were working with and hinder not only the elicitation of quality information, but be detrimental to building trust between the Volunteer and their community. Moreover, some communities consisted of only a few close-knit families while others had a significantly larger population. The Capstone Team had to ensure that their tools would gather perspectives and insights from as many voices as possible in order to ascertain community desires.

Three Key Insights:

1) Cultural context matters
2) Language translation bias
3) Pragmatism of Tools

Secondly, the language in the tools had to be easily translatable across many languages without losing meaning. The tools will be translated from English to Arabic and possibly local dialect. As CorpsAfrica expands through the continent, there will be even more necessary translations. The Team had originally written very specific questions, but after testing the tool in the field and learning that the Volunteers could not necessarily translate certain words verbatim, the Team refined the language of the Situation Analysis, using the simplest terms possible. Compounding this challenge, the team had to keep in mind that in Morocco many community members in rural villages were illiterate and that a more complex word choice could refer to concepts or ideas that were irrelevant and thus, possibly unknown, to a rural community.

For instance, in the piloted version of the Situation Analysis, the Team asked community members, "What are some of the characteristics that divide the community (such as stigma of certain groups, ex: the disabled community members, families living in extreme poverty, or other disadvantaged groups?)" Most respondents, according to the Volunteers, were baffled by this question because everyone in the community were perceived as part of a collective whole. The concept of stigmatized groups did not translate directly. Accordingly, the Team simplified and broaden the question to ask, "Who do you want to help the most?" Whereas the original question aimed to extract the various divisions within the community by providing examples of stigmatized groups, the revised question allows respondents to talk freely about community members without any prompts.

The third insight was the necessity for the tools to be pragmatic and realistic. The Volunteers are located in remote villages that lack constant electricity or Internet access. The Tools needed to ask enough questions to capture the necessary information, but be short enough to be able to be realistically handwritten by the Volunteers. Moreover, though each tool builds off knowledge and insight gathered from the previous tool, each tool can also be used independently and on a timeline that best suits a particular Volunteer and community's needs. For some Volunteers utilization of the Project Work Guide may be deemed appropriate when the Volunteer is only partly through completing the Situation Analysis. While it is advisable that the Volunteer continue with the Situation Analysis, with a community that is ready to start a project it would be acceptable to begin working in the Project Work Guide as well. Communities are different, as such utilization of the tools will differ. This is not only acceptable, but it is how the tools were designed--to be adaptable to the reality of the many different villages in which the Volunteers would be placed.
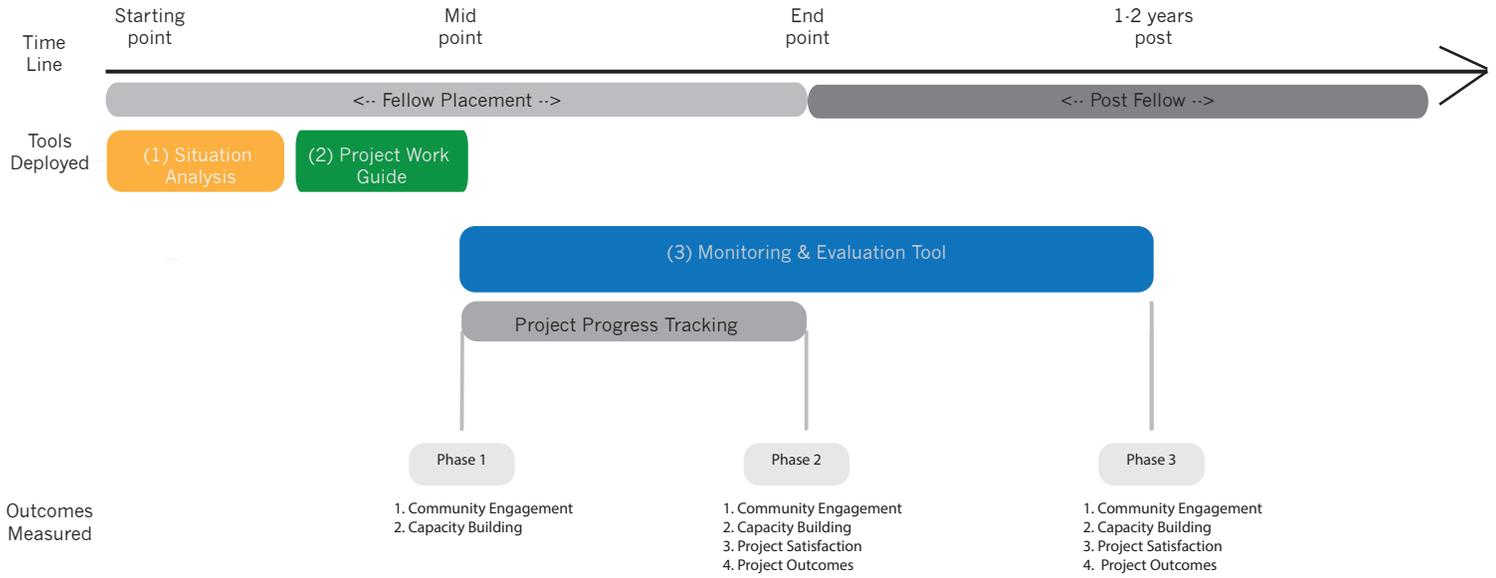
Through literature reviews, interviews, focus groups, and many conversations with the first cohort of CorpsAfrica Volunteers, the Capstone Team developed the following tools to best serve the needs of the organization:

1) Situation Analysis
2) Project Work Guide
3) Project Development Tracker
4) Evaluation Tool

The Tools

Corps Africa Projects: Measuring Outcomes

Goal: To monitor & measure 1) community engagement 2) capacity building 3) project satisfaction and 4) project outcomes of the CorpsAfrica Projects during and post the 1-year Fellow placement

	Starting point	Mid point	End point	1-2 years post
Time Line				
	<-- Fellow Placement -->		<-- Post Fellow -->	
Tools Deployed	(1) Situation Analysis	(2) Project Work Guide		

(3) Monitoring & Evaluation Tool

Project Progress Tracking

	Phase 1	Phase 2	Phase 3
Outcomes Measured	1. Community Engagement 2. Capacity Building	1. Community Engagement 2. Capacity Building 3. Project Satisfaction 4. Project Outcomes	1. Community Engagement 2. Capacity Building 3. Project Satisfaction 4. Project Outcomes

The timeline illustrates when these Tools would be deployed in relation to the Volunteer's placement in their communities. As the timeline exhibits, the Situation Analysis is deployed at the start of the Volunteers' placement while the Project Work Guide follows it. The Evaluation Tool is initially used for data collection upon beginning project implementation.

Situation Analysis

Situation Analysis Includes:

- Guiding Questions for Volunteers
- Community Meeting Questions
- Key-informant Individual Interviews

The Team designed the **Situation Analysis** [in appendix A] with the objective and necessity to sketch out the landscape of each community. Through research, particularly referencing *Toolkits: A Practical Guide to Planning, Monitoring, Evaluation and Impact Assessment* by Save the Children, the Team discerned that gathering comprehensive information about the Volunteers' communities would be imperative to goals such as understanding community strengths and project implementation.

This Tool would enable the Volunteers to brainstorm with their communities a myriad of possible projects that could be undertaken. The Team divided the Situational Analysis into three sections:

- The first one consisting of Guiding Questions meant to help the Volunteers. These questions were designed not to be explicitly answered, but to inform the Volunteers on the information the tool is supposed to collect and to help their thought processes around the data collection portion of the tool.
- The following two sections consist of guidelines and questions for Individual Interviews and Community Meetings. The purpose of these sections are to help the Volunteers understand how different issues affect various groups within their community, the complexities of these issues, the root causes, and how the community has started to address them.

Armed with this information the Volunteers and CorpsAfrica could begin to think about the appropriate projects that can further address these issues.[10]

The Team learned early on, thanks to the help of the CorpsAfrica Volunteers, that Community Meetings would largely need to be gender-specific. While the female Volunteers had little trouble interviewing men in their villages, the current male Volunteer discovered it was not considered culturally appropriate for him to interview or hold community meetings with women. Nonetheless, recommendations on interviewing were issued, including conducting interviews with both a male and female interviewer, with the expectation that some barriers would exist.

The Situation Analysis, like all of the tools, was designed to be able to offer useful insights for CorpsAfrica into long-term, cross-sectional, and geographical trends which could inform future programmatic operations. For example, the Situation Analysis gathers information on community meeting attendance by demographic (age and sex). Over time through that aggregated data, CorpsAfrica may see trends developing. One trend might be: Communities that hold meetings with high attendance of elders experience consistently high levels of community engagement. If this were to be the case, it may be that CorpsAfrica would want to train the Volunteers on outreach to elders in villages where elders are less participatory in community decision-making processes. Furthermore, the Situation Analysis will also allow for insight on differences between community and Volunteer perception of needs and wants within a community. Perhaps CorpsAfrica will find over time that communities with low levels of women's participation in community meetings have the greatest discrepancy between what a community articulates as being a priority and what Volunteers or key informants see as being a priority. The organization could then conduct a higher number of key informant interviews or target women as priority key informants in communities with low-levels of women's participation in meetings.

Project Work Guide

After utilization of the Situation Analysis, it is expected that the Volunteers will have a strong sense of the community's needs. The **Project Work Guide** [in appendix B], developed as a tool for CorpsAfrica's internal usage, assists Volunteers in facilitating community selection of the project, and in project design and implementation. After fieldwork in Morocco and speaking with the Volunteers, the Team determined that the Project Work Guide would be a logical follow-up to the Situation Analysis.

In designing the Project Work Guide, the Team took an asset-based community development (ABCD) model developed by Lionel J. Beaulieu to enhance the CorpsAfrica model. The ABCD model is:

- Asset-based, starting with what is present in the community
- Internally-focused, concentrating on the problem solving capabilities of locals
- Relationship-driven, building relationships between individuals, village associations, and local institutions

This model also emphasizes the importance of building relationships among community members and other agents for "mutually beneficial problem solving."[11]

The CorpsAfrica Model exhibits the three facets of the ABCD approach. The Volunteer acts as a facilitator of change by empowering the community to gather together to solve their own problems through small-scale projects. These projects had to be feasible and implementable depending on the communities' resources, as voiced through community meetings and individual interviews. Based on the CorpsAfrica Model it is clear the organization values relationship building between its volunteers and the community. Additionally, because CorpsAfrica seeks to build and strengthen relationships among the different community actors the Team chose the ABCD approach to frame the project design process.

The components of the Project Work Guide are:

- An asset-mapping exercise allowing Volunteers to see alignment between the direction of the community project and strengths within the community. This section of the tool will allow capacity-building outcomes [data collected in tools discussed later] to be compared to alignment of assets and projects. Volunteers map current resources within their communities and then analyze the best "assets" among those.
- Guiding questions to narrow the focus and scope of the project, including consideration of additional resources the community would need from local NGO partners, including potential pros and cons of different organizations with which they may be consider working.
- A work plan is provided that guides the Volunteers through a project design process surrounding budgeting, a timeline, stakeholder analysis, and beneficiary and resource consideration.

Project Work Guide Includes:

- Community Asset Mapping
- Stakeholder Analysis
- Budgeting
- Guiding Questions
- Timeline
- Project Plan

The Project Work Guide is an integral step in the CorpsAfrica Model as it enables the Volunteer to design a project in light of existing resources and time constraints.

Project Development Tracker

Project Development Tracker:

- Monthly Activities Sheet
- Project Risk Assessment
- Budget Plan v. Actual

The monitoring tool that follows the Project Work Guide is the **Project Development Tracker** [in appendix C]. The Team developed the Project Development Tracker to monitor the progress of the community projects based on the planned versus actual results to assess the major risks to the completion of the project. This tool is comprised of:

- A monthly activities sheet that asks the Volunteer to list major activities outlined during the Project Work Guide and compare whether the activity is actually being carried out according to plan.
- A project risk assessment sheet which is a quick assessment of any major risks to project implementation
- A planned versus actual budget sheet that allow the Volunteer to track major obstacles associated with completing their project during the entire span of the year.

Because the Volunteers are living in the communities for six to eight months, the tools can only begin to monitor their activity during that time. Once the Volunteers leave, the projects are passed onto local members in the villages. Therefore, the team focused on tracking information, such as budget and major obstacles and community engagement, that the Capstone Team felt would be useful for CorpsAfrica with its future volunteer cohorts.

As CorpsAfrica expands, the range of diversity of communities and projects will multiply. However, by monitoring the status of the projects as they are being designed, trends or patterns might emerge that underscore major trends that the organization can anticipate in the future. Similarly to the Situation Analysis, information gathered through the Project Work Guide and Project Development Tracker should be used to inform CorpsAfrica program development and to provide a context for data gathered in other tools such as the Evaluation Tool. For example, it may be found that projects relating to access to clean water consistently take 10-15% more time to implement than other types of projects. As such, CorpsAfrica can plan and provide assistance to its Volunteers accordingly. It may also be found that public health projects, for instance, have low levels of community engagement by two years after a Volunteer leaves. This can guide future expectations of community engagement in future public health projects and perhaps CorpsAfrica would want to create extra sessions for community engagement training among Volunteers involved with public health projects.

Evaluation Tool

Sampling Method

The sampling method for the evaluation tool is non-probable, purposive, and meets a proportional quota. Non-probability sampling meant that participation in the Evaluation Tool would not be random. This was due to the organization's limited resources and an inability to collect a substantial number of observations. The Team recommended a proportional quota—requiring that those individuals participating in data collection for the Evaluation Tool were in sum, representative of a larger population demographic in Morocco.[12] The collection of observations is proportional in order to represent the larger Moroccan population according to age.

The methods also focus on an approach for collecting data from three different community member targets: beneficiaries, target populations meant to receive service but who have not received program benefits, and non-beneficiaries, or people for whom the program was not meant to deliver any service. The sampling methodology is therefore aimed at collecting a wide array of observations. To achieve this, the evaluator will design a Venue Date and Time (VDT) schedule. Venue Date Time is a sampling application that entails identifying venues, dates and times where quotidian community gatherings and activities occur, and/or where the project services are provided.[13] This will help evaluators find opportunities for selecting respondents that are beneficiaries and community members who are not intended as project service recipients.

Three Phases of Evaluation

The design of the tool itself is a multi-point evaluation to be conducted in three phases: 1) start of project implementation, 2) completion of volunteer's service and project, and 3) one to two years after the completion of volunteer's service. The design is a one-group design that seeks to gather data according to the aforementioned schedule to track community perceptions. Due to project variability and range in scope, all questions asked in the monitoring and evaluation process will be applicable to all CorpsAfrica community projects.

It was also integral to have three phases specifically timed with stages of the project in order to gather information of Volunteer involvement, to determine how projects were functioning, and whether communities are engaged after the project was over.

Phase One [included in Appendix D.2] is a data collection tool to be used around the midpoint of the Volunteer's placement just as the Volunteers and their communities begin implementation of the project. The Phase One Tool gathers data on perceptions of community engagement and capacity building through twelve simple questions. The Team was mindful of including a few proxy questions to gauge an individual's household wealth. Otherwise, the questions were structured to leave space for qualitative data while also providing quantitative analysis through the use of multiple-choice questions and other answers based in a Likert Scale.

Phases Two and Three [Appendix D.3 and D.4, respectively] are conducted accordingly at the end of the Volunteer's service and after one to two years. Each phase builds on the questions from the previous phase with the addition of questions on project satisfaction and project outcomes.

Outcomes Measured

The evaluation tool is intended to measure the results of the community project with respect to community members' perceptions of (1) community engagement in the project, (2) capacity building among community members, (3) community satisfaction with the project, and (4) project outcomes. The Capstone Team defines these outcomes and their measurements in the following ways:

Evaluation Tool Measures:

- Community Engagement
- Project Satisfaction
- Capacity Building
- Project Outcomes

- Community engagement is the level of participation in the design and implementation of the project, and frequency of the use of project services. The Team measures engagement by asking binary questions related to participation with the project and project relevance, and by using Likert scales related to agreement with the project's implementation and service.
- Project satisfaction is the community's perception of the project and their satisfaction rate with the implementation of the project. This is measured by asking questions regarding project quality, the degree of satisfaction with the project related to its perceived benefits and participatory process.
- Capacity building encompasses the transfer of knowledge related to leadership, volunteerism, individual and collective empowerment, labor related skill development, and communication. This outcome indicator measures perceptions on skills that were gained due to project participation, limited to community meetings, tasks, communication, and problem solving activities.
- Project Outcomes are measured by ascertaining access and frequency to services. Data collected here also presents information on whether or not the project is continuing to be implemented and if not, why that might be the case.

Limitations to Validity & Reliability

As with any evaluation tool, there are concerns surrounding validity and reliability. There is the potential for a construct validity issue--that the will measure something other than what it was designed to measure. The Capstone Team recommends diligent monitoring of qualitative data collected to help ensure that respondent's answers to quantitative questions are being perceived as intended.[14]

Additionally, lines of causality between items such as project outcomes or community engagement with the project cannot be drawn to other altered community traits. For example, although rates of attendance at community meetings may have increased after project implementation, CorpsAfrica cannot reliably deduce that the increased attendance is a direct result of their presence in the community.[15]

Furthermore, there may be reliability issues with the evaluation tool and CorpsAfrica's facilitation of the survey. CorpsAfrica's presence in both project management and project evaluation could induce respondents to give positive responses, skewing actual project outcomes. With longer lengths of time between responses, there can be issues with recalling project details from respondents that may not have been previously interviewed.[16]

Next Steps for CorpsAfrica

With the Situation Analysis, Project Work Guide, Project Development Tracker, and the Evaluation Tool that the Capstone Team have provided, CorpsAfrica is armed with a set of tools intended to 1) design and implement appropriate projects, 2) measure outcomes during its first operational year, and 3) aggregate data to monitor trends and developments. The tools were designed to be simple and flexible with the idea that CorpsAfrica will expand to other African countries, with Ethiopia and Senegal as the next target countries. With that in mind, the Tools themselves will need to be tested and further modified for use in Morocco and then later adapted for future Volunteer cohorts in differing countries. The Team sees the data collected can be used to inform CorpsAfrica efforts in implementing projects and programming. For the Evaluation Tool, the Capstone Team recommends an independent team of evaluators to collect the data using the tools. Over the next few years, CorpsAfrica will have collected data on perceived levels of community engagement, satisfaction with the projects, capacity building, and project outcomes. With this data in hand, CorpsAfrica can continue to measure the outcomes of the projects within each community in the years following implementation and to chart patterns in project use and sustainability.

In summary, this work is but the beginning of an evaluation process that seeks to strengthen CorpsAfrica's participatory model. The Capstone Team leaves CorpsAfrica with four adaptable and simple tools: a Situational Analysis, Project Work Guide, Project Development Tracker, and an Evaluation Tool comprised of a Community Member Survey in three phases. Each of these tools builds upon the previous to capture the community's engagement, satisfaction, capacity built with the CorpsAfrica, and the outcomes of each development project. These tools will enable thoughtful and transparent evaluation allowing CorpsAfrica to gather information to realistically reimagine participatory development on the African continent.

References

1 Fanning, Liz. CorpsAfrica Proposal for NYU Capstone 2013-2014. Submitted 2013.

2 The World Factbook: Morocco. Central Intelligence Agency. Updated 2014. <https://www.cia.gov/library/publications/the-world-factbook/geos/mo.html>

3 Morocco: Statistics. Unicef. Updated 27 December 2013. <http://www.unicef.org/infobycountry/morocco_statistics.html>

4 About Us. CorpsAfrica website <http://www.corpsafrica.org>

5 Weiss, Carol H. Evaluation Research: Methods for Assessing Program Effectiveness. 2nd ed. Englewood Cliffs, NJ: Prentice-Hall, 1997. Print.

6 Caspian Richards, K. B., Claudia Carter (2004). "Practical Approaches to Participation " Socio-Economic Research Group.

7 Burns, B., Howard, J., Lopez-Franco, E., Shah, T., and Wheeler, J. (2013). "Work With Us: How People and Organisations can Catalyse Sustainable Change." IDS Bulletin.

8 Michener, Victoria J. "The Participatory Approach: Contradiction and Co-option in Burkina Faso." World Development Journal. Volume 26: December. 1998. pg 2105-2118.

9 Fetterman, D. (2002). "Empowerment evaluation Building communities of practice and a culture of learning." American Journal of Community Psychology 30(1).

10 Gosling, Louisa, and Mike Edwards. "Chapter 6: Assessment and Programme Planning."Toolkits: A Practical Guide to Planning, Monitoring, Evaluation and Impact Assessment. London: Save the Children, 2003. 71. Print.

11 Beaulieu, Lionel J. Mapping the Assets of Your Community: A Key Component for Building Local Capacity in Southern Region Community Development Institute. Mississippi State, MS: Southern Rural Development Center, June 22-26, 1998. Little Rock, AR.

12 Babbie, Earl "The Practice of Social Research" (2010) 13th Edition, Chapman University.

13 Muhib, F. B., Lin, L. S., Stueve, A., Miller, R. L., Ford, W. L., Johnson, W. D., & Community Intervention Trial for Youth Study Team. (2001). A venue-based method for sampling hard-to-reach populations. Public Health Reports, 116(Suppl 1), 216.

14 Weiss, Carol H. Evaluation Research: Methods for Assessing Program Effectiveness. 2nd ed. Englewood Cliffs, NJ: Prentice-Hall, 1997. Print.

15 IBID

16 IBID

Additional Resources

Adams D, H. M. (2005). Measuring Community Engagement. International Conference on Engaging Communities Brisbane, Australia

Ann Zukoski, M. L. (2002). "Participatory Evaluation, What is it? Why do it? What are the challenges?" Community-Based Public Health, Policy Practice(5).

Ayers, Jessica. Simon Anderson, Sobongile Prahan, & Tine Rossing. Participatory Monitoring, Evaluation, Reflection, and Learnng for Community-based Adaptation: Manual: A Manual for Local Practitioners. CARE International. June 2012.

Burns, B., Howard, J., Lopez-Franco, E., Shah, T., and Wheeler, J. (2013). "Work With Us: How People and Organisations can Catalyse Sustainable Change." IDS Bulletin.

Caspian Richards, K. B., Claudia Carter (2004). "Practical Approaches to Participation " Socio-Economic Research Group.

Catley, A., Burns, J., Abebe, D., Suji, O. (2013). Participatory Impact Assessment: A Design Guide. Feinstein International Center, Tufts University, Somerville

Eyben, R., Kabeer, N. and Cornwall, A. (2008). "Conceptualising empowerment and the implications for pro poor growth." Grey Literature.

Fetterman, D. (2002). "Empowerment evaluation Building communities of practice and a culture of learning." American Journal of Community Psychology 30(1).

Fink, A. (2009). How to Conduct Surveys: A Step-by-step Guide, SAGE.

Gosling, L. (2003). Toolkits: A Practical Guide to Monitoring, Evaluation and Impact Assessment Save the Children

Green, D. (2012). From Poverty to Power: How Active Citizens and Effective States Can Change the World, Oxfam Publishing

Harvey, B. a. L., J. (2010). " Re-imagining Capacity and Collective Change: Experiences from Senegal and Ghana." IDS Bulletin 41: 79–86.

Harvey, B. a. L., J. (2010). "Re-imagining Capacity and Collective Change: Experiences from Senegal and Ghana." IDS Bulletin 41(79–86).

June Lennie, J. T., Bikash Koirala, Michael Wilmore and Andrew Skuse (2011). "Equal Access Participatory Monitoring and Evaluation toolkit." Retrieved 12/07/2013.

Morrissey, J. (2000). "Indicators of citizen participation: lessons from learning teams in rural EZ/EC communities " Community development 35(1).

O'Sullivan, M. (2010). "Can the Center Hold? Finding Decentralization in Moroccan Migration." Independent Study Project.

Roche, C. (1999). Impact Assessment for Development Agencies: Learning to Value Change, Oxfam GB Oxfam Novib.
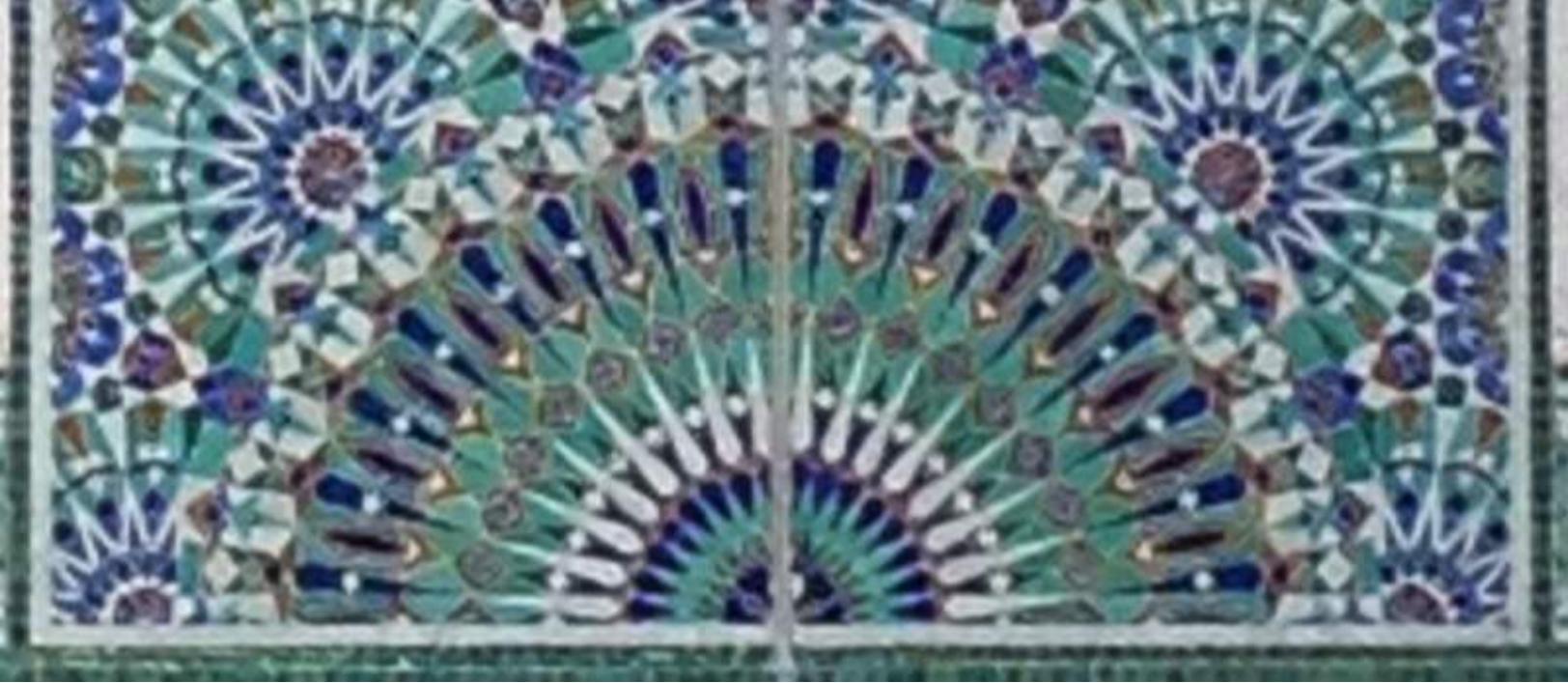
Appendices

Appendix A: Situation Analysis

Purpose: The Situation Analysis Tool is designed to help CorpsAfrica Volunteers gain, in a structured way, a deeper understanding of the communities they are living in. This tool is designed to be used during the first two months of the Fellow's service. The tool ensures that Fellows are observing and thinking about community norms, and community structure. Through a series of questions asked of the Fellows, the community, and individual interviews, the Fellows, by the end of this tool, will be able to narrow down the main points of concerns for the community and begin, in broad strokes, to identify projects that the community may want to work on.

Description & Instructions: The Situation Analysis Tool is split into four sections: Community Engagement Record; Guiding Questions for the Fellows; Community Meetings; Individual Interviews; and Reflection Questions. Each part will be explained below.

Guiding Questions for the Volunteers:

- Purpose: The Guiding Questions section is designed to help the fellows gain a deeper insight into the communities they are joining. This section will help fellows to think about community norms, the community decision making process, and general safety concerns. These questions are not an exhaustive list of questions that can or should be asked by fellows as they observe the community. The questions are designed be answered over the course of first month.
- Instructions: The following questions are meant to guide your thought process, but are not to be explicitly asked to the community. These questions should be answered through your research and through reflection on your experience. Please provide thorough and thoughtful explanations to each question, limiting your answers to no more than 250 words. It is advisable that this not be completed all at once, but throughout the first month of your placement.

Community Meetings:

- Purpose: The Community Meetings section is designed to help Fellows gain community opinions in a structured way. The questions asked are set up to get the community to reflect on itself: the things the community enjoys, and the challenges they face. The first few community meetings

are not set up to come away with answers, or any specific project. They are simply to get the conversation started.

- Instructions: Identify a meeting place (for example: a large home, mosque, dar shabeb, school, clinic, municipality office, or other) to facilitate community gatherings. You should strive for diversity within each gathering. Your groups should be made up of ten to twelve community members and approximate ages and gender should be recorded. Meetings should be held for both males and females, either separately or together; please make the gender disaggregation at your own discretion. This is a guide but please use your understanding of community norms to get as diverse a group as possible.
- Meeting Format: When asking the questions, it is ideal that every participant is given equal opportunity to speak without interruption and there is time for open discussion at the end. If one or two participants are reluctant to be vocal in the open discussion, draw them in by directly asking for their thoughts. This community meeting should not take more than 2 hours, with a 15 minute break scheduled after the first hour.
- Sample Agenda:
  - o Introduce yourself
  - o Explain purpose of the meeting
  - o Explain the rules of the meeting (everyone should talk freely without being interrupted.)
  - o Open discussion
  - o Close discussion with a general recap of what was discussed

Community Engagement Record:

- Instructions: These tables are to be used to track attendance of men and women at community meetings. This tool is NOT used to evaluate you, but to understand trends and topics of interest to the community. We understand there are many reasons participation may fluctuate. Please be honest in your answers.

Individual Interviews:

- Purpose: The Individual Interviews section is designed to help Fellows gain individual opinions about the community in a structured way. The questions asked are set up to get the individual to reflect on the community itself: the things, from the individual's perspective, the

community enjoys, and the challenges the community faces. The first few individual interviews are not set up to come away with answers, or any specific project. They are simply to get the conversation started.

- Instructions: Choose three community members you can have a more in-depth conversation with regarding the needs of the community. Each interview you conduct should be approximately 45 minutes. Be sure to offer your time to anyone who wants to participate in the interviews to avoid exclusion. Try to conduct interviews in public spaces and do not interview men alone.

- Guidelines: The following suggestions for informants should only serve to prioritize your interview selection process, they are not required.

- Suggestions for Key Informant Criteria
  - o Community leaders (Association Leader, Religious leader, Teacher, Government official, any person you think has influence in the community)
  - o Host Family
  - o Community members interested in engaging in discussion
  - o Peace Corp volunteer (if one is working in the area)

Situation Analysis

Guiding Questions for Fellows

Instructions: The following questions are meant to guide your thought process, but are not to be explicitly asked to the community. These questions should be answered through your research and through reflection on your experience. Please provide thorough and thoughtful explanations to each question, limiting your answers to no more than 250 words. It is advisable that this not be completed all at once, but throughout the first month of your placement.

I. Community Norms

1. What does the community look like?
- Approximately how many people/families live in the community?
- What are the norms within the community (gender, age, religious, etc)?

2. What works well in the community? What is the biggest challenge the community faces?

3. What are people most satisfied with? What are people most worried about?

4. Have any organizations done projects in your community in the past? What went well? What did not go well?

5. Who do you want to help the most?

II. Decision-making and Participation

1. Who makes decisions?

2. How are current community meetings held?
* Who attends the meetings? Who does not attend?
* Are there groups of people who attend but do not participate? Why might that be?
* Do you perceive that there might be people who would want to participate given the opportunity?

Meeting Number:
Date:

Community Meetings

Instructions: Identify location(s) to facilitate community gatherings and recruit participants. It is recommended that you facilitate at least one community meeting with women and one with men, or more if necessary.

When asking the following, it is ideal that every participant is given equal opportunity to speak without interruption and there is time for open discussion at the end. If one or two participants are reluctant to be vocal in the open discussion, draw them in by directly asking for their thoughts. Any planned meeting should be 45 min - 1 hour.

1. What is good about your community?

2. What brings you joy?

3. What's difficult about living here?

4. What does your community need?

5. Who do you go to when you need help?

6. What organizations are in your community? (examples may include: communes, associations, co-operatives, Peace Corps)

7. What community projects have there been in the past?

Appendix B: Project Work Guide

Overview: After the Situation Analysis, you should have now a strong sense of the community's needs and desires. The Project Work Guide is meant to help navigate your thought process as you are formulating your project based on your observations, community meetings, interviews, and experience living in the village. The Project Work Guide consists of four parts that will help you design a meaningful and effective CorpsAfrica Project. The five parts include:

1. **Asset-Mapping**

    Purpose: To list and analyze all of the community's current resources, or assets, in order to develop a feasible and effective project.

    Instructions: In the following page, list out any and every resource that can be viewed as an asset in the following categories: Associations, Government, Institutions, Physical space, Local economy, and Individuals.

2. **Guiding Questions**

    Purpose: To hone down ideas on projects based on insights from situation analysis and current community assets

3. **NGO Partnership**

    Purpose: To locate an NGO partner and define which aspects the NGO is responsible for implementing

4. **Project Plan**

    Purpose: To formulate an in-depth outline and plan for the project

5. **Project Monitoring Tools**

    Purpose: To monitor the progress of your project based on your planned v. actual and assess major risks to the completion of your project

Asset Map

```
                        ┌─────────────────┐
                        │  Your Community │
                        └─────────────────┘
              ↙                  ↕                  ↖
┌─────────────────┐   ┌─────────────────┐   ┌─────────────────┐
│  Local economy  │   │   Institutions  │   │   Associations  │
└─────────────────┘   └─────────────────┘   └─────────────────┘


      ┌─────────────────┐        ┌─────────────────┐
      │   Government    │        │   Individuals   │
      └─────────────────┘        └─────────────────┘
```
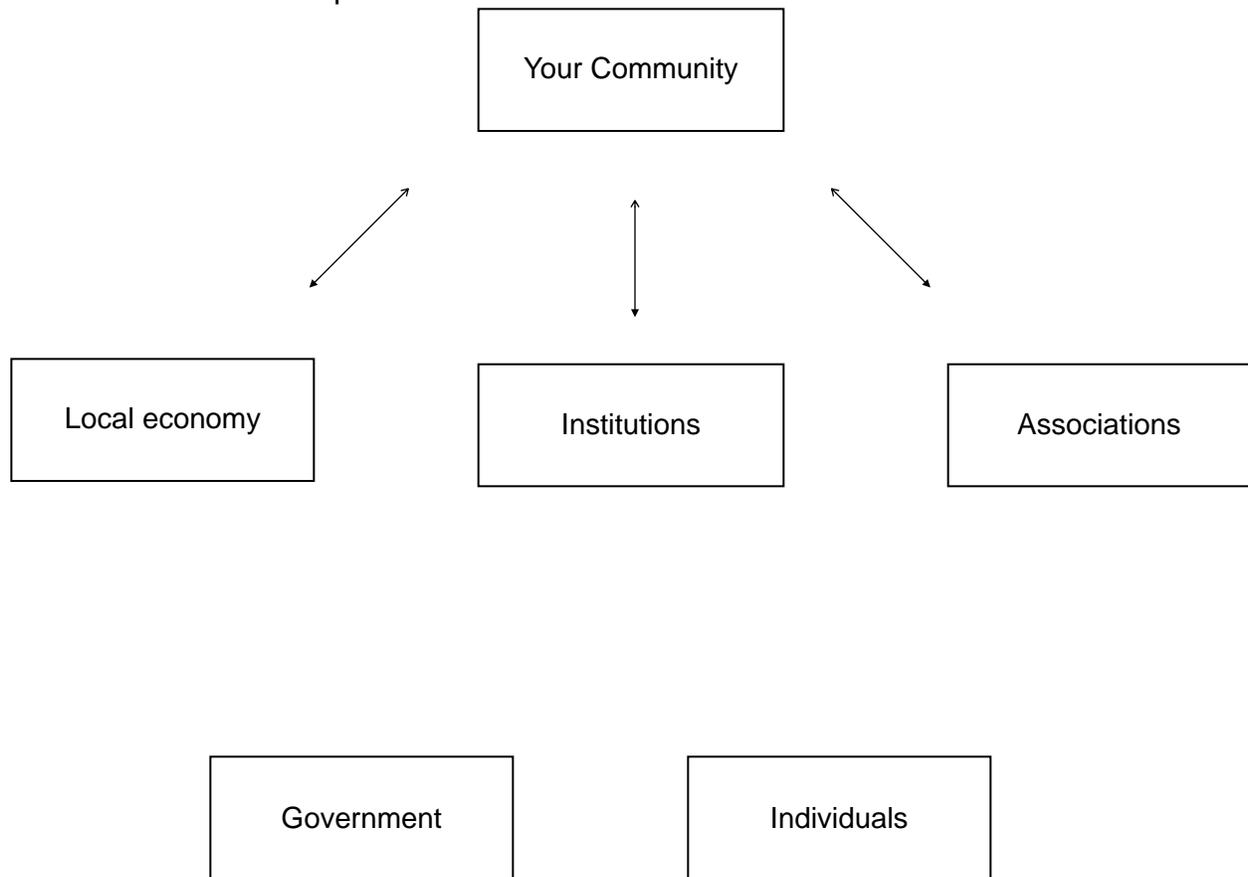
Asset Mapping Analysis:

What are the three best things of the community?
1)
2)
3)

What are the three things that need improvement?
1)
2)
3)

What are three things we need to know more about?
1)
2)
3)

Project Guiding Questions

- What project(s) can be realistically implemented with the existing community capacities?

- What project(s) are within the scope of CorpsAfrica?

- How did the community narrow its focus to this project?

- How did your assessment of community needs compare to community's perception of needs?

Local-International NGO Partnership

1. What kind of assistance does the community need in executing their chosen project?

2. What are some potential NGOs that would be a good fit to help with this project? (Recall from training or other NGOs you've researched)

3. What are some specific ways this NGO will help to execute the project?

Project Work Plan

<u>Summary</u> (150 – 250 words)
Which project has the community identified as the most relevant to community needs and assets?

<u>Objectives</u>
What are the objectives the project will aim to reach?

List 3-5 objectives the project will attain. (Objectives should be measurable)

1.
2.
3.
4.
5.

<u>Beneficiaries</u>
Who will be the direct and indirect beneficiaries of the project? Who will be directly impacted from participating in the project? Who might you think can benefit indirectly from the project?

<u>Stakeholders/Engagement</u>
What are the responsibilities in project implementation? Who is in charge of which responsibility? Which direct members of the communities will take responsibility for x, y, z?

Additional Resources Needed
What are additional resources, including money, labor, and structure, you see in implementing and sustaining this project? What else, aside from the above listed community assets, are necessary for the project?

Potential Challenges or Obstacles
Where do you see potential barriers/challenges to implementing this project?

Budget
What is the estimated budget of this project? If the project is beyond the scope of the current CorpsAfrica budget, how do you expect to get additional funding?

Procedure/Steps
What are the steps you will need to take in order to develop this project? Include specific people you need to contact, additional money you need to get, etc

<u>Timeline</u>
What is the basic timeline in project implementation?

Date:
Task:
Point Person:

Date:
Task:
Point Person:

Date:
Task:
Point Person:

Date:
Task:
Point Person:

Appendix C: Project Development Tracker

Overview: The Project Development Tracker monitors implementation as detailed in the Project Work Guide. These tools, when completed, will elucidate the findings in the evaluation.

The following tables are meant for the Volunteers to track monthly progress and are to be completed at the end of each month. They include an overall project tracker, a monthly activity sheet, and budget status.

Project Tracker (Overview):

		Month 1 (Beg)	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7 (End)
1	**Major Project Obstacle**							
2	**Obstacle Resolved?** (Y/N)							
3	**If no, what's being done?**							
4	**Project Risk Status** (Low/Medium/High)							
5	**Project Status** (On-time/Delayed/Completed)							

Monthly Activity Sheet (In-depth):

	Activity		Undertaken by whom?	Unanticipated outcomes?	What improvements can we make for next year?
	Planned	Actual			
1					
2					
3					
4					

Budget Status (Budgeted v Actual)

CorpsAfrica Budget Template		Budgeted	Actual	Variance
Project:				
Site:				
Fellow:				
		Budgeted	**Actual**	**Variance**
1	**LABOR**			
1a	Local			
1b	Consultants			
	Total Labor:			
2	**TRANSPORTATION**			
	Local			
	Total Transportation:			
3	**EQUIPMENT**			
3a	Equipment/Capital			
3b	Supplies			

3c	Training materials				
3d	Support				
	Total Equipment:				
4	**Additional Project Costs**				
	Misc				
	Total Additional:				
	TOTAL PROJECT COSTS:				

Sampling Methods

Overview: The evaluation tool is intended to measure the progress of the community project with respect to (1) Community Engagement in the project, (2) Capacity Building among community members, (3) Communities' Satisfaction with the Project, and (4) Project Outcomes. The design is a multi-point evaluation to be conducted in 3 phases:

> **Phase 1:** Start of Fellow's service & Project implementation
> **Phase 2:** Completion of Fellow's service & Project
> **Phase 3:** One to two years after the completion of Fellow's service.

Rationale:

The sampling method for CorpsAfrica's participatory community development projects will be **non-probability**, **purposive sampling** with a **proportional quota**. We recommend the sample size be *n* of 50 for each phase of the evaluation, with community members as the unit of analysis. The frequency of data collection will depend per evaluation phase, but shall be collected as frequently as needed in order to reach the desired sample size of *n* of 50.

We have chosen **non-probability sampling** because it does not include random selection or a control group. Due to CorpsAfrica's model, the sampling method is non-probable because the project is bound by community needs, resources, and the participatory selection of the project. Consequently, there is a high degree of variability for each project from one site to another. This makes it difficult to have a rigorous random sample with a control where quantitative and qualitative data can be gathered for a specific project. Therefore, within each site, we can only measure for community perceptions of change. The data collected, then, is highly subjected to community members' interpretation of participation, satisfaction, and capacity building.

This sampling method is **purposive** because it employs the judgment of community representatives and project staff to determine locations, and or informants, and is therefore subject to bias. Because the sampling is purposive and dependent on local knowledge, we have selected the Value Date Time (VDT) approach, which entails identifying venues, dates and times where quotidian community gatherings and activities occur, and/or where the project services are provided. To do this, the Fellow will have to determine appropriate locations, schedules, types of activities as well as the seasonal differences of such to

develop a strategy for sampling and collecting site specific responses. This will help evaluators find opportunities for selecting respondents that are beneficiaries and community members who are not intended as project service recipients. For example, if the project's intended outcome is to help women who collect wood in the community, then mapping the area in which women gather to collect wood will ensure that the evaluator can encounter the project's target population in an environment where participants are comfortable. In this environment, their responses may be collected free from other contaminating external factors, such as family elders or other men. It is necessary to collect data from various venues identified in order to capture a wide range of targeted beneficiaries, targeted non-beneficiaries, and non-beneficiaries.

The reason for the purposive VDT approach is that CorpsAfrica will benefit from targeting relevant population at the source of service as well as those who do not meet beneficiary status. This means the evaluators will use their knowledge of the community as a whole to determine the most practical venues, dates and times, deciding which project site or which gathering places provide the best environment for collecting data from beneficiaries and other community members the project does not intend to serve.

Due to its commitment to community-borne development, CorpsAfrica projects are intended to measure attitudes of a large cross section of the community. Therefore, the sampling method will collect observations with a **proportional quota method**, which means that in addition to targeting relevant populations, the evaluator will divide the sample by gender, age and proximity to project in order to collect data with proportions representative of the larger population.

With a sample respondent quota of N=50, the age distribution* should be:
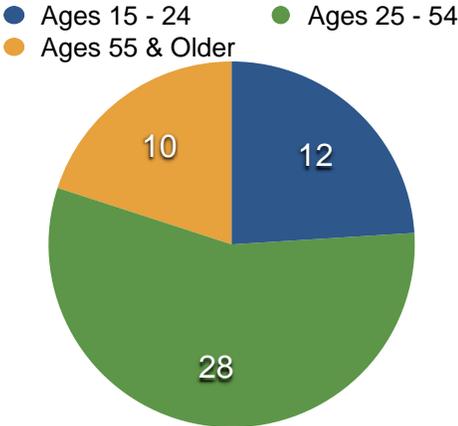
*Approximation from Moroccan population

In addition:
- Half of the observations are collected from females, the other half from males.
- Half of the observations are collected from beneficiaries.
- The 3 different VDTs will account for beneficiaries, non-beneficiaries, marginalized groups at the evaluator's discretion.

The collection of observations cannot be restricted to project beneficiaries, so sticking with the aforementioned women's project example, the evaluator will determine a VDT schedule for women who were intended to benefit from the project, in addition to those women who were targeted beneficiaries of services but did not have access to them, as well as those not intended to benefit, such as men. Because each project is different and therefore each target population is subject to change, it is up to CorpsAfrica staff and evaluators to determine venue, date and time that is appropriate for each project. This means that there is a high level of flexibility in sampling, yet sampling is designed to determine 3 VDT schedules that meet the following criteria:

1. VDT Project Application
   - This is the site of the project, the space in which the project takes place or the location where services are being provided and as such it is the venue for the VDT schedule that samples beneficiaries.
2. VDT Social Application
   - This can be a cafe, souk, work location, community event or any VDT that meets a social end that does not include project beneficiaries.
3. VDT Target the Ultra Poor
   - This is a place where the poorest members of the community may reside, or locations that include the social sphere. Respondents in this VDT are sought by CorpsAfrica to ensure the poorest members of community are included in the sample.

Venue-based application goes as follows:
- Consider the community space: are there mountain ranges? Is the community a sprawl or tightly contained? What do boundaries look like?
- Consider social space: are there community gatherings? Are there festivities or events? What are the work schedules of community

members you have met? Do women discuss more freely when working together? What constraints or freedoms do women have in sharing information within a female group? What are the different hierarchical structures (across age, within age, across gender, within gender)?
- Consider the nature of the project: what type of service does the project provide? Is it aimed at a target population or is it a public good that is available for all? What is the schedule of usage? What is the aim of the project? Who are the beneficiaries and who are those who may not benefit from the project at all?

Construction of sampling frame and criteria to prioritize venue, date and time (VDT) to enumerate:
- Ask qualifying questions from community elders to determine VDT.
- Choose venue that will not put you in jeopardy where respondents do not feel inhibited to participate.
- Create a space that will allow for conversation.
- Select time with sensitivity on type of activity performed so as to not interrupt, i.e. if you chose project service location, such as a school, make sure you ask potential respondents the questions at a time suggested by teacher(s) and parents.

Example:

Let us take a hypothetical project, such as a craft-making project designed to help women create arts and crafts that can be sold at the local markets. Choosing the area in which women get together to collect wood will ensure that the evaluator can encounter target cases in an environment where the participants are comfortable. The venue where women collect wood might mean that women there may not all be beneficiaries, so it is necessary to also attend VDT Project application and VDT that targets the ultra poor. The reason for the purposive VDT approach is that given limited resources, CorpsAfrica will benefit from targeting relevant population at the source of service as well as in venues in which other community members that do not meet benefit from the service provided can be surveyed. This means the Evaluators will use their knowledge of the community as a whole to determine the most practical venues, dates and times, deciding which project site or which gathering places provide the best environment for collecting data from community members the project does not intend to serve.

CorpsAfrica projects are intended to measure attitudes of all members representative of their community due to the organization's commitment to development that is inclusive and transparent. Therefore, the sampling method will collect observations with a proportional quota method, which means that in addition to targeting relevant populations, the enumerator will divide sample by gender, age and proximity to project, and collect data with proportions representative of the larger population.

Timeline:
During the visits, the evaluator should:

First Visit:
- Develop length of time and dates from observing the venue; this venue can be a project location, area where community members meet for work or community activities.
    - Evaluate if designed VDT is attended by target population by counting the number of community members.
    - Count the number of community members that attend VDT to determine if there are large enough numbers.

Subsequent Visits:
- Collect data using VDT schedule, with as many variations as necessary to collect sample that meets the gender and age requirements, as well as venue that is not only limited to location of project, but other areas where community members gather en masse.
- Data collection per case will take approximately 30 minutes, with expected data collection schedule of 3-4 days, longer depending on the design of VDT application.
- Write responses on answer sheet; do not write answers on questionnaire sheet.
- Take a picture of each response sheet then text it or email it to CorpsAfrica staff.

Conclusion:

These sampling steps will aid you in collecting a representative sample. We rely heavily on previous tools to determine who beneficiaries are and who might not benefit from the project as much. There might be projects, such as

a water well, that are communal and as such used by all, just as much as there could be a project like the craft-making for women project used as an example previously, that only target a certain population. It is important, regardless of project scope, to capture a diverse sample that is representative of the community, so we it is up to Fellow and Evaluator discretion to select the right set of community member numbers so as to capture the community's voice.

Community Member Survey

Age: _____
Sex: _____

0. Answer Yes/No to the following:
      (a) Does your household have a television?: _____
      (b) Does your household own livestock (such as a mule or a cow)?:
      _____
      (c) Does your household own land with crops (such as walnuts, apples or
      argan)?: _____

Section I: Community Engagement Questions

1. Do you participate in the project? **Yes/No**

2. If you chose yes, how do you participate with the project? (Choose all that apply)
      (a) I attend community meetings.
      (b) I talk about the project to others outside of community meetings.
      (c) I spend time working on the project outside of community meetings

3. If you attended community meetings, how many did you attend?
      (a) 1-2 meetings
      (b) 3-4 meetings
      (c) 5 or more meetings

4. If you talk about the project to others, tell us more about the things you talk about.

5. If you spend time on project outside of community meetings, about how much time per week did you spend?
      (a) 1-2 hours a week
      (b) 3-5 hours a week
      (c) 6-10 hours a week
      (d) More than 10 hours a week

6. If you answered No, please tell us the reason why you did not participate:
      (a) Did not know about the project.
      (b) Did not know about the meetings.
      (c) Meetings times were not convenient.
      (d) I did not have the time to participate.

For the following question, choose Yes or No according to the statements. Allow time for additional explanation.

7a.   **Yes/No**: I think members of my community are satisfied with the project selection process.

    7b. *If you said Yes, please let us know what you liked about the project selection process:*

    7c. *If you said No, please let us know what you did not like about the project selection process:*

For the following questions, please rate your level of agreement with the statement. Allow time for additional explanation.

8a.	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
The project is important to the community.	1	2	3	4	5

    8b. *Please tell us more about your answer:*

9a.	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
I am involved in the project as much as I want to be.	1	2	3	4	5

    9b. *Please tell us more about your answer:*

Section II: Capacity Building Questions

For the following questions, please rate your level of agreement with the statement. Allow time for additional explanation.

10a.	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
My skills and knowledge are useful for the project.	1	2	3	4	5

10b. *Please tell us more about your answer:*

11a.	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
My skills and knowledge are useful for the project.	1	2	3	4	5

11b. *Please tell us more about your answer:*

12a.	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
I have learned more about my community's needs.	1	2	3	4	5

12b. *Please tell us more about your answer:*

Community Member Survey

Age: _____
Sex: _____

0. Answer Yes/No to the following:
      (a) Does your household have a television?: _____
      (b) Does your household own livestock (such as a mule or a cow)?:
      _____
      (c) Does your household own land with crops (such as walnuts, apples or
      argan)?: _____

Section I: Community Engagement Questions

1. Do you participate in the project? **Yes/No**

2. If you chose yes, how do you participate with the project? (Choose all that apply)
      (a) I attend community meetings.
      (b) I talk about the project to others outside of community meetings.
      (c) I spend time working on the project outside of community meetings

3. If you answered No, please tell us the reason why you did not participate:
      (a) Did not know about the project.
      (b) Did not know about the meetings.
      (c) Meetings times were not convenient.
      (d) I did not have the time to participate.

For the following question, choose Yes or No according to the statements. Allow time for additional explanation.

4a.   **Yes/No**: I think members of my community are satisfied with the project election process.

    4b. If you said Yes, please let us know what you liked about the project selection process:

    4c. If you said No, please let us know what you did not like about the project selection process:

Venue: Date: Time

Corps Africa Evaluation: Phase 2
PROJECT:

For the following questions, please rate your level of agreement with the statement. Allow time for additional explanation.

5a.	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
The project is important to the community.	1	2	3	4	5

5b. *Please tell us more about your answer:*

6a.	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
I am involved in the project as much as I want to be.	1	2	3	4	5

6b. *Please tell us more about your answer:*

Section II: Capacity Building Questions

For the following questions, please rate your level of agreement with the statement. Allow time for additional explanation.

7a.	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
My skills and knowledge are useful for the project.	1	2	3	4	5

7b. *Please tell us more about your answer:*

Corps Africa Evaluation: Phase 2
PROJECT:

8a.	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
I learn new things from others because of the project.	1	2	3	4	5

8b. *Please tell us more about your answer:*

9a.	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
I have learned more about my community's needs.	1	2	3	4	5

9b. *Please tell us more about your answer:*

10. I have gained new skills because of the CorpAfrica project? **Yes/No**

11. If you chose yes, what types of skills have you acquired. (Choose all that apply)
      (a) I can lead community meetings.
      (b) I can do my daily tasks more efficiently.
      (c) I can effectively communicate problems to community leaders.
      (d) I can gather friends or family to solve a problem.

12a.	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
Because of the CorpsAfrica project, I can take initiative in future developments in my community.	1	2	3	4	5

12b. *Please tell us more about your answer:*

Corps Africa Evaluation: Phase 2
PROJECT:

Section III: Project Satisfaction Questions

For the following question, please rate your level of agreement with the statement. Allow time for additional explanation.

13a.	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
How satisfied are you with the CorpsAfrica project?	1	2	3	4	5

13b. *Please tell us more about your answer:*

14a. **Yes/No:** Is your satisfaction with the project important to CorpsAfrica?

14b. *Please tell us more about your answer:*

Please rate your level of satisfaction with the following project attributes. Allow time for additional explanation.

15	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
a. Quality of the project.	1	2	3	4	5
b. Benefits of the project.	1	2	3	4	5
c. Community member participation in the project.	1	2	3	4	5
d. NGO support of the project.	1	2	3	4	5

15e. *Please tell us more about your answer:*

Corps Africa Evaluation: Phase 2
PROJECT:

For the following question, please rate your level of agreement with the statement.

16a.	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
This project made me feel good about being part of my community.	1	2	3	4	5

For the following question, please rate your answer on a scale ranging 1-5. Allow time for additional explanation.

17a.	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
What type of effect did the CorpsAfrica project had on your community?	1	2	3	4	5

*17*b. *Please tell us more about your answer:*

18a.	Has Declined Considerably	Has Declined	Has Remained About the Same	Has Improved	Has Improved Considerably	Do Not Know
How has community satisfaction with the project changed in the past year?	1	2	3	4	5	6

For the following questions, please circle your answer.

19a. Compared to other projects you may know about, would you say that CorpsAfrica's project is

a) Worse   b) About the same   *19*b.   c) Better

19b.*Please tell us more about your answer:*

20. What would you like to tell CorpsAfrica about your satisfaction with the project that was not already asked in the survey?

Section IV: Project Outcomes Questions

For the following question, please rate your level of agreement with the statement. Allow time for additional explanation.

21a.	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
This project gave me access to a new service.	1	2	3	4	5

21b. Please tell us more about your answer:

22. How often do you use the services provided by this project?
    (a) Daily
    (b) Once a week or more often
    (c) 2 to 3 times a month
    (d) Once a month
    (e) Every 2-3 months
    (f) Once a year or less often
    (g) Do not use

23. Please tell more about the service the project provides.

Corps Africa Evaluation: Phase 3
PROJECT:

Community Member Survey

Age: _____
Sex: _____

0. Answer Yes/No to the following:
  (a) Does your household have a television?: _____
  (b) Does your household own livestock (such as a mule or a cow)?:
     _____
  (c) Does your household own land with crops (such as walnuts, apples or
     argan)?: _____

1. Is _____ still operating / in service?

Section I: Community Engagement Questions

2. Did you participate in the project? **Yes/No**

3. If you chose yes, how do you participate with the project? (Choose all that
apply)
  (a) I attend community meetings.
  (b) I talk about the project to others outside of community meetings.
  (c) I spend time working on the project outside of community meetings

4. If you answered No, please tell us the reason why you did not participate:
  (a) Did not know about the project.
  (b) Did not know about the meetings.
  (c) Meetings times were not convenient.
  (d) I did not have the time to participate.

**For the following question, choose Yes or No according to the statements.
Allow time for additional explanation.**

5a.　　**Yes/No**: I think members of my community are satisfied with the project
election process.

　　5b. *If you said Yes, please let us know what you liked about the project
　　selection process:*

　　5c. *If you said No, please let us know what you did not like
　　about the project selection process:*

| Venue: |
| Date: |
| Time |

For the following questions, please rate your level of agreement with the statement. Allow time for additional explanation.

6a.	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
The project is important to the community.	1	2	3	4	5

6b. *Please tell us more about your answer:*

7a.	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
I am involved in the project as much as I want to be.	1	2	3	4	5

7b. *Please tell us more about your answer:*

Section II: Capacity Building Questions

For the following questions, please rate your level of agreement with the statement. Allow time for additional explanation.

8a.	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
My skills and knowledge are useful for the project.	1	2	3	4	5

8b. *Please tell us more about your answer:*

9a.	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
I learn new things from others because of the project.	1	2	3	4	5

9b. *Please tell us more about your answer:*

10a.	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
I have learned more about my community's needs.	1	2	3	4	5

10b. *Please tell us more about your answer:*

11. I have gained new skills because of the CorpAfrica project? **Yes/No**

12. If you chose yes, what types of skills have you acquired. (Choose all that apply)
    (a) I can lead community meetings.
    (b) I can do my daily tasks more efficiently.
    (c) I can effectively communicate problems to community leaders.
    (d) I can gather friends or family to solve a problem.

13a.	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
Because of the CorpsAfrica project, I can take initiative in future developments in my community.	1	2	3	4	5

13b. *Please tell us more about your answer:*

Section III: Project Satisfaction Questions

For the following question, please rate your level of agreement with the statement. Allow time for additional explanation.

14a.	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
How satisfied are you with the CorpsAfrica project?	1	2	3	4	5

14b. Please tell us more about your answer:

15a. **Yes/No:** Is your satisfaction with the project important to CorpsAfrica?

14b. Please tell us more about your answer:

Please rate your level of satisfaction with the following project attributes. Allow time for additional explanation.

16	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
a. Quality of the project.	1	2	3	4	5
b. Benefits of the project.	1	2	3	4	5
c. Community member participation in the project.	1	2	3	4	5
d. NGO support of the project.	1	2	3	4	5

16e. Please tell us more about your answer:

Corps Africa Evaluation: Phase 3
PROJECT:

For the following question, please rate your level of agreement with the statement.

17a.	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
This project made me feel good about being part of my community.	1	2	3	4	5

For the following question, please rate your answer on a scale ranging 1-5. Allow time for additional explanation.

18a.	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
What type of effect did the CorpsAfrica project had on your community?	1	2	3	4	5

*18*b. *Please tell us more about your answer:*

19a.	Has Declined Considerably	Has Declined	Has Remained About the Same	Has Improved	Has Improved Considerably	Do Not Know
How has community satisfaction with the project changed in the past year?	1	2	3	4	5	6

For the following questions, please circle your answer.

20a. Compared to other projects you may know about, would you say that CorpsAfrica's project is

a) Worse   b) About the same   *19*b.   c) Better

20b.*Please tell us more about your answer:*

21. What would you like to tell CorpsAfrica about your satisfaction with the project that was not already asked in the survey?

Section IV: Project Outcomes Questions

For the following question, please rate your level of agreement with the statement. Allow time for additional explanation.

22a.	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
This project gave me access to a new service.	1	2	3	4	5

22b. *Please tell us more about your answer:*

23. How often do you use the services provided by this project?
    (a) Daily
    (b) Once a week or more often
    (c) 2 to 3 times a month
    (d) Once a month
    (e) Every 2-3 months
    (f) Once a year or less often
    (g) Do not use

24. Please tell more about the service the project provides.