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Gëm Sa Bopp: a Case Study of Peace Corps Senegal Girls' Camps

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Gëm Sa Bopp: a Case Study of Peace Corps Senegal Girls' Camps

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Abstract

This research explores the design, curriculum, and monitoring & evaluation efforts of Peace Corps Senegal Girls' Camps through the lens of Youth Program Leadership and Design theory. The literature review reveals a research gap in youth camp programming and hopes to draw attention to this fact to promote more literature on this subject in the future. Interviews were conducted to gain information on the design and monitoring & evaluation experiences of camp facilitators from the 2015 and 2016 PCS Girls' Camps. This research draws upon data collected from literature, interviews, personal experience, and relevant documents from Peace Corps Senegal to promote empowerment and leadership building curriculum and improve monitoring & evaluation efforts. This capstone seeks to serve as a resource for future PCV facilitators of youth camps in Peace Corps Senegal.

List of Abbreviations

PC	Peace Corps
PCS	Peace Corps Senegal
PCV	Peace Corps Volunteer
RPCV	Returned Peace Corps Volunteer
HCN	Host Country National
CED	Community Economic Development
YPLD	Youth Program Leadership & Design
TOT	Training of Trainers
COS	Close of Service

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Introduction

The CIA World Factbook (2016) describes Senegal as a country in West Africa, roughly the same size as the state of South Dakota. It borders the Atlantic Ocean and the countries of Gambia, Guinea, Guinea-Bissau, Mali, and Mauritania. Senegal has a population of approximately 14 million people, 62% of whom are under the age of 24. “Because of the country’s high illiteracy rate (more than 40%), high unemployment (even among university graduates), and widespread poverty, Senegalese youth face dim prospects; women are especially disadvantaged.” Statistics to support the CIA’s claim can be found at Unicef.org.

Unicef (2013) surveyed Senegalese youth to determine school attendance rates from 2013. The resulting statistics paint a clear picture of educational inequity between males and females. For example, 81.2% of the female population starts primary school, yet their enrollment drops to 41% at lower secondary school, and then dramatically drops to 17.4% enrollment in upper secondary school. With less than 18% of the female gender graduating secondary school, they are at a large disadvantage socially, politically, and economically. According to Peace Corps Senegal (PCS) on Facebook, “Each year Senegal has more than 100,000 job seekers and 78% are young people. Among these young people, 42% have no qualifications.”

Yet, often, female youth is a motivated and innovative group if given tools and resources. The conflict created by this growing but unskilled demographic can be alleviated through trainings provided by non-profit organizations such as the Peace Corps. This organization has long had a history in Senegal of providing technical skills for the empowerment of local communities.

The Peace Corps program in Senegal was established in 1951 as a partnership between the countries of Senegal and the U.S. to expand cultural knowledge and promote development in Senegal. It is one of the biggest Peace Corps country programs in the world, with over 200 volunteers currently serving a diverse country with more than five distinctive cultural groups and languages (peacecorpssenegal.org, 2016). Such a large population of volunteers led to the creation of regional volunteer groups within the country. PCS works with the regions of Senegal in the three sectors of Health, Agriculture, and Community Economic Development (CED), and does so at the invitation of the Senegalese government.

PCS also has a fourth informal sector called SeneGAD, which works to close the gender disparity gap in Senegal. Many of these regions have created annual youth camps for middle school-aged students that last for approximately one week. Each regional group of Peace Corps Volunteers (PCVs) has its own culture within Senegal, and the regional camps reflect this through different languages, cultural needs, and expectations. Although all the camps are unique in format and design, all PCVs must adhere to the PC organizational goals, monitoring, evaluating, and reporting of project indicators. This framework is set by Peace Corps headquarters in Washington D.C.

While some regional camps invite male and female students, others invite only female students. Since female youth are especially disadvantaged in Senegalese society, the focus of this capstone will remain on female-only participant camps named ‘Girls’ Camps’. Interview results from organizers of these camps show markedly different goals, designs, and monitoring and evaluation efforts. While many volunteers saw the camps as a rare opportunity for “girls to be girls,” others viewed the camps as an opportunity to give the girls “important life skills.” In the past, PCVs have had great autonomy in designing and implementing their camps. Recently,

however, in 2016 and 2017 PCVs have felt a lot of pressure from PCS administration to adhere more strictly to PCS's framework and to produce a program with more quantifiable results.

There has been an immense effort made in the last two years by PCVs to provide camp programs that produce quantifiable results and make an impact on the participants' lives. The new challenge for PCVs is to record evidence of the short-term outcomes that adhere to the PCS framework while continuing the slow but very important work on systemic issues. Reporting on systemic issues is often not feasible as progress can come in incremental forms such as empowering youth to be leaders in their own community.

Anyone who visits a Senegalese school can attest to a growing desire among female youth to see aspects of their society change. To create change agents within a society, youth first need access to tools and information on how to create and work toward change. Senegalese female youth live in a patriarchal society where they face challenges of early child marriage leading to teen pregnancy and a future with limited academic and economic opportunities. These are systemic issues that will need to be solved by Senegalese society in a culturally appropriate way.

Through personal experience as a facilitator at one of these Girls' camps, it is apparent that these programs do create an impact on the participants. At the same time, when comparing this camp experience to the theories behind Youth Program Leadership & Design, it appears there is room for improvement. In addition, further discussion of Girls' Camps at a PC training event indicates a desire by the PCS community to combine and integrate the knowledge from various camps to make more of an impact across Senegal.

This capstone seeks to first understand what aspects of Youth Program Leadership Theory can be applied to these camps to better empower participants. Second, it aspires to

understand what monitoring and evaluating efforts can be implemented to create more effective youth programming in the future. Last, after delving into this project, this capstone also seeks to clarify the importance of the PCS Girls' Camps.

Literature Review

Gender dynamics in Senegal are very different from those experienced in the United States. The equality gap between males and females in Senegal greatly impacts educational, social, political, and economic opportunities for women. Although attitudes about gender roles are changing in Senegal, females face far more challenges and have access to far less opportunities in their lives. For this reason, a huge need exists for female-focused culturally appropriate youth programming that delivers tools and knowledge that female participants can learn and use throughout their lives. When women are given tools and knowledge at a young age through different programming options, they are able to make gains on the equity gap between the genders. This then allows them to participate more actively in social, economic, political, and educational spheres. The literature shows that youth camps provide interpersonal skills that positively impact youth development.

Women face many challenges in Senegal, often compounded because they are not given a voice or being represented about issues that are most important to their own lives. Foley (2001) examined the participatory role of women in health sector reform and its implementation over two decades in the city of St. Louis, Senegal. She found that women have largely been excluded from local politics, civil society, and the local health committees in St Louis. Foley discovered that while women have been viewed as family health managers and as targets for health education messages, they have not been engaged as potential leaders or participants in their

community health structures. In this article, Foley points out that health reforms are affected by social relations and the micro politics of a given place; therefore, changes need to be made to ensure women's equity and full participation in health care management.

Women are primary caretakers in Senegal but are often not included in health care management (Foley, 2001). The cause of this exclusion is in part due to international policies and partly due to local structures of power and authority. Although there are no direct restrictions to female employment, invisibility and exclusion to management is a challenge that they often face. Despite this, women have worked hard, if given the opportunity, to create spheres of influence and control over their own lives.

In the case of finances, a traditionally male responsibility/privilege, women are still working to develop a culturally acceptable system that grants them a measure of personal control. Guerin (2006) examined the complexities of informal financial practices of Senegalese women using data from surveys conducted in Senegal. Guerin found that the women in these programs have a constant tug and pull between short- and long-term goals, the requirements of daily survival, community solidarity, personal aspirations, and collective constraints. Guerin also found microfinance services need to adapt to the diverse demands that women balance in their everyday lives. This article demonstrates that Senegalese women would like to create situations where they can make and save money, but that there are systemic challenges of inequality that they must navigate to be successful. Culturally, men are considered the financial providers of the family, while women are the caretakers. This power structure of men being the financiers of the family leaves women with little to no power over family income and takes away individual power from women to make decisions in the family.

In order for women to gain power in the family, they would need an economic advantage to their current status. Van den Broeck and Maertens (2015) used survey data to assess how female employment in rural Senegal impacts fertility rates. Van den Broeck and Maertens found through survey data that female employment reduces the number of children per woman by 25%, and that this effect is approximately the same for both poor and non-poor women, and is more impactful for illiterate than literate women. They also found through their study that employment is a strong instrument for empowering rural women and increased economic opportunities may allow them to make changes in fertility preferences. This article indicates that by empowering rural women in Senegal through increased economic opportunities, women also increase their social or individual power in family planning decisions.

Adult women in Senegal are far from powerless, but they do face multiple systemic challenges to having power over themselves. They face political, economic, and social challenges (Van den Broeck and Maertens, 2015). Many of these inequities that women face are possible because of systemic challenges that begin while they are still in their youth.

One of the greatest challenges that female youth in Senegal face today is how to end the practice of child marriage. Maswikwa, Richter, Kaufman, and Nandi (2015) compiled data from multiple surveys and databases to look at the relationship between national laws and the prevalence of child marriage and adolescent birth. Maswikwa et al found that child marriage was 40% lower in countries with consistent laws against child marriage versus those without consistent laws. Maswikwa et al also found that teenage pregnancies were 25% lower in countries with consistent minimum marriage age laws versus countries without consistent laws. Statistically, this article shows that national policy can positively impact females and provide increased protection against exploitation of girls.

In order for women to advocate for stricter laws against child marriage they need to also address the invisibility factor in the arenas of economics and politics. One path towards this is increasing the educated female work force. This is another challenge as girls also have systemic obstacles to completing their education.

Far too often the image of caretaker interferes with the ability for female youth to finish their education. Unicef (2017) published statistics from surveys taken from 2013 school attendance rates in Senegal. The Unicef survey results found that there is an 81.2 % of female primary school net enrollment participation and a survival rate of 59.2%. When looking at the next level of education in Senegal the percentage of Lower secondary school female gross enrollment has dropped to 41%. The percentage of Upper secondary school gross enrollment drops dramatically to 17.4%. This means that although 81% of the female youth population is enrolling in primary school, only 17.4% of this same population is surviving the educational system into Upper secondary school.

The structural inequalities that the female gender has to navigate to be leaders and change makers in Senegal are frequently overwhelming. The challenges are daunting, but the current generation is motivated and ready to address these issues if given the opportunity to do so. It is therefore the responsibility of the adult population of activists to create youth programs that provide knowledge, skills, and tools to empower the youth of Senegal.

The easiest and most direct route to working with youth is by partnering with public schools to provide after-school programs. Massey, Prelip, Rideau, and Glik (2013) evaluated the impact of school-based, peer-led youth programs focused on preventing HIV in Dakar, Senegal. Massey et al examined the differences in knowledge, attitudes, and behavioral intentions related to HIV testing among students at three intervention schools and a comparison school. Results

found that students who participated in the intervention activities were 1.5 times more likely to get HIV tested compared to those who had not participated in the program. Massey et al also found that it was beneficial to use digital technologies to spread the prevention messages and suggests that this medium will be used more often as access to digital technologies increases. This study was conducted in the capital city of Dakar, where access to digital technologies is very different than in rural communities; therefore, spreading a message through such sources would be limited in its influence of the targeted behaviors.

Interestingly, the evaluation of the on-site after-school program does not show as great an impact as the outcomes of most youth camps that bring participants to a new location away from their usual social networks. Many factors play into the impact of a program like relativity of the subject to participants' interests, the skill of the facilitator, the design of the programming, etc. It should also be noted that the idea of youth programming in Senegal has traditionally been centered on sports, and the idea of youth programming in other aspects is still developing in Senegal.

Youth camps are a valuable route to providing desired skills to youth, but because each culture is unique, facilitators must be wary of relying on a one-size-fits-all model. Alvarez (1994) examined the complexities of evaluating youth programs considering their different cultural contexts. He found that to understand the usefulness of youth programs, a multi-faceted monitoring and evaluation approach must be developed. Alvarez warns against placing too much emphasis on goal achievement, as it may not reflect the importance of the intervention itself. Alvarez also found that youth programs are constantly evolving in new ways and patterns that don't follow a uniform pattern across countries.

This doesn't mean that youth camps can't be used as a method of youth development (YD) across cultures, but rather that the principles behind YD must be analyzed first to understand what aspects of youth camps should be integrated into the local cultural context. Garst, B.A., Browne, L.P., & Bialeschki, M.D. (2011) examine youth development through the camp experience using research conducted by the American Camp Association. Garst et al found that positive outcomes do not just happen because a child attends camp. The desired outcomes must be designed/implemented, monitored and evaluated; positive results should then be incorporated into future program planning efforts. Garst et al found that should all these measures be taken by the organizers of the camp, the experience has affective, cognitive, behavioral, physical, social, and spiritual benefits for youth both during and after the camp experience. Garst et al uses historical, contextual, and statistical data to demonstrate that one-week camps can serve as incredibly meaningful experiences for youth development. This article does not alone in this research outcome. Several other researchers came to the same conclusion.

In related research, Thurber, C.A., Scanlin, M.M., Scheuler, L., & Henderson, K.A., (2006) examined youth development outcomes through customized questionnaires from 3,395 families whose children had attended a one-week camp that are either day or residential camps. Thurber et al measured growth from before and after camp in four areas: positive identity, social skills, physical & thinking skills, and positive values & spirituality. The results showed positive change in all four domains, more so than would have been expected by natural maturity growth. They also found that most of the gains made were maintained or showed additional growth six months later. This article demonstrates the strengths of camp as an educational institution and as a social movement that can promote important development experiences when fine-tuned to a particular group or context.

The literature on youth camps as a quantifiable method of providing youth programming in the United States is available, but that is not the case worldwide. There is a greater amount of literature available on after-school programs, but not youth camps. This is a weakness in the overall literature, as cultural contexts and youth issues change depending on the country.

In the countries that have strong community traditions around rituals, integrating them into youth programming creates a greater impact on the participants. Pinnock and Douglas-Hamilton (1998) examined the importance of ritual to adolescents and using ritual in youth programming to promote positive behaviors in youth. Pinnock and Douglas-Hamilton used experiential learning, ritual, and influential members of the community to create culturally sensitive youth programs in South Africa to promote positive behaviors and choices. They found that adolescence is a period of intense feeling and is also a hugely creative time for youth, but that adolescents need culturally sensitive rituals to help guide them during this time in their lives. Pinnock and Douglas-Hamilton created a strong starting point for future research into the use of local traditions to increase community engagement in youth programming interventions. In the case of youth non-intervention leadership programs the emphasis is on empowering the participants.

The idea that youth are not passive community members but are capable of creating positive change is a growing trend in literature of youth development. DiBenedetto and Ungerleider (1997) reflected on the impact of the Vermont Governor's Institute on Public Issues and Youth Empowerment one-week intensive summer youth camp on its participants. DiBenedetto and Ungerleider used a framework during the camp that consisted of: intellectual challenge, emotional nurturance, and shared power to empower the participants of the camp. They found that a one-week intensive program following the above framework allowed youth to

feel recognized, powerful, and capable of effecting change. DiBenedetto and Ungerleider also found that this camp empowered students so that they could return as leaders and burgeoning activists in their schools and communities. Further research found similar findings with non-U.S. participants as well.

Youth camps can also be used to promote peace among conflicted parties. Ungerleider (2006) evaluated the impact of two-week intensive, summer peacebuilding camps for Cyprus youth conducted at SIT Graduate Institute through a survey administered at a follow-up reunion held in Cyprus. Ungerleider found that the youth who took the follow-up survey had developed new competencies for leadership and peacebuilding in the terms of: deeper connection to peers, increased capacity for coping, as well as collaboration in follow-up activities and projects between youth of opposite communities of the Cyprus conflict. Ungerleider also found through the survey that former camp participants maintained a commitment to work with their peers across the political divide to promote bi-communal relationships and work towards a peaceful future. This article attests to the powerful impact youth camps designed to fit the local context can have on participants to engage them in advocating for a better future. It is not only the framework itself, but also the methods used in the programming that provides this transformative space.

One of the design goals of YPLD is to create a safe space where participants feel that their voice matters. Ungerleider (2012) examined the role dialogue plays in creating a space to empower youth leadership and peacebuilding. He found that dialogue with youth builds leadership skills and capacities in five areas: relational, expressive, intercultural, analytical, and personal abilities. Ungerleider also found that using dialogue in youth programs allows participants to further their self-reflection, compassion, and empowerment not only as

individuals, but also as a group, that is needed to deal with the many concerns of their generation. This article maps a course for facilitators to use dialogue in youth programs across cultures and backgrounds.

Although there must be other youth programs in Western Africa, the research available on such programs is very limited. Research on youth, on female challenges, on educational programs, and on Africa-based subjects of interest can be found. The literature on youth camps that seek to impact female youth in Western Africa, however, is difficult, if not impossible, to find. This lack of literature indicates that there has been a lack of programming with youth in Western Africa. This is a growing concern, since over half the population of sub-Saharan Africa is part of the youth demographic that continues to increase exponentially. There is definitely a need for research and literature on youth programming in sub-Saharan Africa. This capstone aims to do its small part in adding to the literature that already exists and as a resource for others to continue to close the gap in youth programming research.

PCS Girls' Camps Overview

Each separate PCS Girls' Camp has a unique approach to its program design and implementation. Despite this fact, similarities exist. The Girls' Camps share a motto of "Gem sa bopp" (Believe in yourself)! Each camp program runs five to six days long, with additional half- or full-travel days built in to transport participants to and from the camp. The camps are held at locations that require participants to travel outside of their community and social networks. This allows the girls to reflect on who they are without the influence of the patriarchal structure that usually impacts their opinions and willingness to participate. The smallest camp invites a minimum of 21 participants, while the largest camp invites a maximum of 60 participants.

To help run each camp, approximately 15-26 PCVs participate from the respective regions of the invitees. It is the responsibility of the PCVs to locate and invite girls who are thought to be academically engaged and stand out as possible future leaders in their community. Some camps use local schools to recruit, while others choose the girls from their community who they believe would be successful at the camp. To be culturally sensitive, between four and nine local Senegalese are also invited to the camp. Often these women are teachers, health workers, or other leaders that PCVs have worked with on other projects.

The role of the Senegalese women differs from camp to camp. In one camp they are mothers of invited girls and serve as chaperones for those invited from their community. In this case, they too are invited as participants but attend their own separate sessions during the day. In another camp the Senegalese women are matrices (chaperones/counselors) of a team of girls; they provide background language and cultural support, and also sometimes co-facilitate sessions with the PCV. In the third camp the women are matrices, and co-facilitators of sessions. In this third camp one Senegalese woman is also considered a camp director as she runs point on many logistical aspects.

In addition to the adult Senegalese women brought in, every camp invites at least two junior camp counselors as well. The most engaged, influencing, and empowering girls from the previous year are invited back the following year to serve as role models, offering background and counselor support to the participants. One camp also strives to give their junior counselors the confidence and experience to train other trainers (TOT) in various subjects promoted at the camp. In 2015 not all of the camps had this program, but all three had integrated the idea into their curriculum by 2016. It is widely regarded by PCVs as one of the best design aspects of the camps.

Another important design aspect of the camps is the invitation of guest lecturers. These facilitators are brought in for specific sessions that PCVs understand to be culturally sensitive, and thus is better coming from an adult of the local culture. An example of a culturally sensitive session at the camps is the feminine health lecture that all three camps include in their programming. Not all of the guest lecturers come for sensitive-only subjects, though. Each camp strives to put together a career panel for the girls. This allows them to think more in-depth about future choices and paths. It is also inspiring for the girls to talk with Senegalese women who have completed their education and came from the same background.

Some camps bring in only two outside guest lecturers, while others strive to include either one of the Senegalese women or a guest lecturer to co-facilitate every session. Indeed, the girls seem most engaged when the sessions are co-facilitated or completely facilitated by Senegalese instructors. This is to some degree influenced by language barriers and to some degree by culture. Although the guest lecturers are primarily brought in for classroom sessions, the camps utilize other methods to impart knowledge as well.

The camps include experiential learning, a concept that is rarely included in Senegalese schools. These youth camps start early in the morning and continue until (and sometimes after) dinner. Each camp includes academic/informational sessions, experiential activities, teambuilding activities, spaces for questions/debate/voicing of opinions, a physical activity such as yoga, and creative space for theater/crafts/cultural night, among others. Another aspect the camps share is a goal to develop the leadership skills of the participants throughout the week. Depending on the experience of the facilitators, some of the camps do this more intentionally than others.

All three camps have a goal that is based on the PCS framework, but is individualized to each region. Each camp includes programming that allows for quantifiable results of project indicators in the areas of: Health, Agriculture, and Community Economic Development. An example of programming that applies involves a health lesson on nutrient-rich Moringa trees to promote better eating habits. Afterwards, each participant plants her own Moringa seed in a sack to take home with her at the end of camp. This is followed by a lesson on how to plant, care for, and eventually harvest the matured tree to make a financial profit from the effort. The participants have acquired new skills, and the facilitators can report that new skills have been transferred on their reports to PCS.

One reason that PCS mandates evidence of more quantifiable results is that PCVs have not been required to create and maintain institutional memories of these camps. Some information is passed on to organizers of the camps from year to year, such as budgets and schedules, but actual evaluations of the programs have not. This conflict has inspired the more recent camps to improve their monitoring and evaluation practices, but there is room to do more. For example, most camps have a pre and post survey to determine the increase (if any) on the themes of the camp. Follow-up surveys three to six months down the line should also be conducted, but in reality are rarely done. There are challenges that limit PCV's ability to do more in-depth monitoring and evaluating practices, but that will be discussed later.

Methodology

Peace Corps Senegal (PCS) gave its permission to conduct this study of their Girls' Camp (appendix A). PCS looks forward to using the result of this capstone as a resource for future volunteers. Although camps provide some documentation from year to year, the knowledge and

experience across the Girls' Camps has never been compiled nor synchronized. To close this gap and to gain a better understanding of how these camps are designed, implemented, monitored, and evaluated, interviews were needed with PCVs who had been part of the different camps.

PCVs invited to be part of this study came from three Girls' Camps across Senegal: the St. Louis Girls' Camp, the Matam Camp, and the Kaolack Camp. Each of these camps bring in participants from more than the camp's region title; for example, the Kaolack camp invites participants from the regions of Kaolack, Fatick, and Kaffrine. PCVs who participate in the Kaolack camp are part of one of these three regions as well, and not just Kaolack. Therefore, PCVs invited to participate in the study served in over seven different regions of Senegal. PCVs were invited to participate in the study based on their mixed experience of having leadership and logistical knowledge of how the camp was put together during the years of 2015 and 2016. Eighteen people met this criteria. A portion of the invitees had finished their service at the time of the interviews (RPCVs), and another portion had not yet completed their service. No other considerations were taken into account. Identities of the PCVs who participated in this study include multiple genders, ages, cultures, and experiences.

Each of the 18 PCVs was invited to participate in a voluntary one-time interview of 30-45 minutes. Their participation was requested by email and had a consent form attached that had to be filled out prior to the actual interview (appendix B). Out of the original contact made, seven volunteers responded and set dates for an interview. Eleven invitees did not respond. After two weeks a second email was sent out re-inviting those who had not responded to participate in an interview. Four more invitees responded positively and interviews were set up. Seven invitees did not respond at all, and after the second email invitation were assumed to be uninterested in participating.

Interviewees were given the option of having the interview handled by phone or through a digital interface such as Skype. Nine out of eleven chose digital interface, one chose the phone, and one chose digital interface but then had to switch to a phone interview due to technological difficulties. In an effort to understand a variety of opinions it was this researcher's goal to interview four PCVs from each camp representing experiences from both 2015 and 2016. This was accomplished with two out of the three camps.

The interviews were one-on-one, semi-structured, and informal. Each interviewee was asked the same list of qualitative questions (appendix c), though extra questions were occasionally needed to clarify a previous statement. All interviews were recorded and transcribed in full to ensure the accuracy of any statements used in this capstone. Hand written notes were taken during the interviews; all transcriptions were made at a later date. Any quotes used come directly from the transcribed interviews.

Other data methods include unobtrusive data taken from the Peace Corps Senegal website and internal documents from the three 2015 and 2016 PCS Girls' Camps included in this study. These resources added quantitative information to the data gathered in the personal interviews. Any observations included in the data analysis are my own and come from my personal experiences and skills gained as an RPCV, and as a student of the SIT YPLD course. Additional observations come from facilitating at the Vermont Governor's Institute on Current Issues & Youth Activism 2013, and the World Learning Jóvenes en Acción 2013 summer youth camps.

Limitations include:

Almost all of the regions of Senegal participate in a youth camp. Due to the focus of this capstone on female-only camps, half of the camps in Senegal could not be included in this study.

The youth camps that are multi-gender have some unique ideas that would have been useful to compare with this study had they qualified in the parameters.

It would be interesting in a future study to compare the female-only camps to multi-gendered camps in Senegal to understand the following questions: 1) Which camp (if either) makes the greater impact on Senegalese youth and 2) How does mixing the genders affect the participation and exchange of ideas in female participants? Also, it should be noted that one other PCS Girls' Camp exists that was not included. This is due to a lack of contact information for PCVs that met the qualifications of this study.

Ideally, it would have been beneficial to interview every PCV who met the qualifications of this study, but this was not possible. One reason for this may be the technological challenges that PCVs have to overcome. Most of the contacted PCVs must travel to get to a location with access to electricity. The time spent by these PCVs in a location with available electricity is usually limited and may have discouraged them from choosing to participate in an interview.

Despite these challenges, I feel confident that this sample of experiences and opinions represents an honest picture of the perspectives held across the board of PCVs who participated in leadership roles in PCS Girls' Camps. While a small possibility exists that not all perspectives are represented because one camp was not included in the study, a thorough cross-section of Girls' Camps was conducted and reflects the knowledge and opinions of leaders of these camps.

The literature review, the interviews, collection of unobtrusive data, and analysis of all data were completed entirely by one researcher. An academic advisor at SIT Graduate Institute reviewed the draft and final paper. While this capstone does not have the added insurance that comes with a group project, this researcher did her best to remain objective and gather as much relevant available data as possible.

Results

Eleven qualitative interviews of 15 questions each were conducted to better understand the work that goes into the Girls' Camps. Question themes included logistical information, efforts to empower participants, and efforts to monitor and evaluate the camps. Challenges and limitations were clarified, and improvement and successes were recorded. Many changes were implemented to improve the camps from 2015 to 2016. It was also apparent that a shift in thinking took place 2015 to 2016 to provide more purposeful programming that directly impacted the issues of female Senegalese youth in the Girls' Camps.

It is very important for a program to have an overriding goal. This allows for the development of outcome goals, and project indicators to meet those goals. Multiple people from each of the three camps were interviewed. Out of these camp groups not a single goal description matched the others. Despite this, some collective themes emerged. For instance, eight out of 11 interviews mentioned the desire to increase education, career planning/development, health knowledge, and agricultural/environment knowledge. In addition, six out of 11 interviews included in their goals an increased knowledge of gender issues, increased leadership and empowerment of the participants. The goal of creating trainer of trainers is also developing as a theme. While only one 2015 interview included TOT in their goal, this tripled in 2016. Next, the interviewees were asked logistical questions that will not be covered as they have already been addressed in the program overview: length of program, number of people involved in the program, and roles of the chaperones/matrices.

The next two questions asked what language(s) were used and how language impacted participant/facilitator interactions at the camps. The PCVs are native English speakers, who comprehend, at varying levels, of one of the languages spoken in Senegal (depending on their

community). Camp participants are a mix of Wolof, Pulaar, Sereer, and Mandika speakers. The guest lecturers prefer to present their sessions in French. Choosing one language over another can have implications for participant comprehension, so it is a difficult situation to balance. This challenge affects some regions in Senegal more than others depending on their demographic make up.

After conducting all 11 interviews a matching trend emerged in all three camps. In 2015 the interviewees reported that their camps were conducted mainly in the presiding local language, while some of the camp was also conducted in French. Language choice was decided by the facilitator's preference with a given subject. Two of the camps use Wolof as the main language chosen, while one uses Pulaar. In 2015, all participants were in lower secondary school or upper secondary school. The public school system is conducted in French in Senegal. Participants should, theoretically, be able to understand French at the camps. Yet, all three camps in 2016 chose to use little to no French at their camps and to use the majority language--Wolof or Pulaar, instead.

When asked if they thought language impacted facilitator/participant interaction, ten out of 11 interviews answered in the affirmative. The only interview that answered in the negative clarified that in the 2016 camp only local language was used, so no communication problems were encountered. Out of the ten that answered in the affirmative, responders were evenly split on whether the impact was due to the facilitator's or the participant's language skills. Three interviews from 2015 specified that cultural communication differences between the U.S. and Senegalese cultures had an impact on the interactions as well. This knowledge was passed on to the 2016 facilitators who then made adjustments to the camps to improve communication.

When asked if language impacted monitoring and evaluation (M&E) efforts, the 2015s all affirmed yes, except for one interview. This lone exception stated that the M&E was done in the local language and was sufficient for accurate reporting. Multiple 2015 responders noted that the methods they used for M&E were culturally different than the participants were familiar with; this aspect, as much as the chosen language, impacted the results. One person stated,

“I think going back to the cultural part of it, filling out surveys is such an American thing to do...I wonder how much of our mixed M&E results was because of language, but also how much of it was presentation style.”

In 2016, changes were made to the way M&E was conducted. Half of the 2016 interviews reported ‘no’ to any impact. Despite the changes made, half of the 2016 interviews still reported that language impacted their M&E. The methods used to collect data from the camps was not identical and so some may have been more successful than others.

The next set of questions was designed to understand the efforts made to build leadership and empowerment skills among the participants. When asked if empowerment was incorporated into the camps, 100% replied ‘yes’. The tools most often used to empower participants in 2015 included providing space for group discussions and time to voice an opinion. The 2016 results were the same and expanded to include a training of trainers (TOT) program. This program’s goal is to train the participants in certain skills and then those same participants teach it to others through mock trainings to build confidence. Other mentions include: sports, debates, a university tour, artwork, culture night/talent show, the creating of action plans for the return to their communities, and actively engaging shy participants by staff.

When asked if participant leadership was considered in the design, nine out of 11 said ‘yes’. While two interviews from 2015 reported ‘yes’ as well, they stated it was only minimally

considered. The anamatrice (junior counselor) program was the most lauded aspect of the camps to purposefully incorporate leadership. One person stated,

“...they were all girls who had previously come to camp and shown themselves to be leaders and were invited back. Girls kind of knew about this, and knew that if they wanted to be considered for something like that [anamatrice program] they really had to show leadership qualities.”

Other program designs that were noted by multiple interviews included group presentations, skits, life-map projections, TOT, and group projects. Although they were single mentions also included were: a talent show, sports, team leaders, asking opinions, giving leadership roles to shy participants, and inviting female guest speakers. It should be noted that some of the interviewees appeared to confuse the difference between empowerment and leadership building skills. After establishing the empowerment and leadership building aspects of the curriculum, the interviews progressed to M&E questions.

The next question asked how an activity's impact on the participant was evaluated. Multiple methods were described during the interviews such as: the use of pre and post tests, team talks (the girls split into teams), participant opinion surveys, informal observations, journal activities, and formal volunteer evaluations of sessions/interviews with participants. The methods were not identical from camp to camp or even from year to year at the same camp.

In comparison, the next question asking about the monitoring and evaluation efforts used to determine the camps' overall impact was fairly similar. Again, pre and post tests were mentioned, as well as informal observations, journaling, and participant opinion surveys. This question brought forth statements that some camps have participants create action plans. One camp has a post-camp volunteer review discussion. Five 2015 interviews reported the existence

of an optional post-camp visit. Three to six months after the end of the camp, facilitators were asked to check in with the specific girls they invited to camp to determine what knowledge/tools had been retained. Yet in 2016 only one person mentioned this effort of a post-camp visit. This was elaborated on during a following question.

When asked if the facilitators faced any limitations to their M&E efforts, the interviewees had quite a lot to say. The M&E limitations from most to least mentions were: 1) language was mentioned in seven separate interviews; 2) volunteer turnover mentioned in 6 interviews; 3) literacy of participants, cultural test taking differences, problematic PC project indicators, and volunteer commitment mentioned in five interviews; 4) geographic location obstacles preventing follow-up with participants noted in four interviews; 5) the lack of continuity from one year to the next in the camps was stated in three interviews; and 6) lack of M&E training, the seasonal/social calendar, and respondent bias were each stated once. These limitations create real challenges for the facilitators of these camps and further reflection of them will continue in the discussion section.

In contrast with the limitations of producing these camps, another question asked what results were obtained with the M&E efforts. Mixed 2015 pre and post test results revealed several participants failed to increase knowledge in camp subjects. This was theorized to be partly due to language and cultural barriers. As predicted, in 2016 there were no negative trends in the pre/post tests. Some questions did see little to no growth, but again, there were no failures after adjusting the way the pre and post test was conducted. Among the informal observations stated, the interviews reported that the camps were “positive, inspiring, [there were] noticeable small differences, like asking critical questions, and participants didn’t want to leave.”

Positive outcomes in the 2015 group include one interview reporting that a participant took leadership action after returning to her village. This trend increased in 2016, as four separate interviews reported on girls taking leadership action when they returned to their villages. For example, a matrice and two girls from the camp created a girl's club at their school. One interview also reported that after girls went back to their villages and talked about what they had learned, adults came to the PCV facilitators and asked them for trainings based on that information. This created more quantifiable evidence to report back to PCS.

At this point in the interviews, the remaining two questions were an opportunity for the responders to state any future changes they would like to see implemented, as well as state anything else they felt was important to add to the interview data. The 2015 group of facilitators had some suggestions that have been accomplished by their successors, such as increasing facilitator commitment to the camp, adding a civic engagement aspect, and reformatting the pre/post tests. The 2016 group of facilitators would like to see small changes like session improvements, TOT logistical changes, and finding more reliable guest lecturers. Both 2015 and 2016 agreed on the need to improve the anamatrice role, improve Senegalese staff training to enhance Senegalese staff involvement in the camp, and improve the post camp follow-up. Other mentions include improving camp sustainability, making logistical adjustments, adding a field trip, and receiving PCS administration support.

When asked if the person being interviewed would like to add any other information (the final question), 21 separate ideas were recorded. Out of those several stood out because they were reported multiple times. In seven of the 11 interviews PCVs restated that they thought camps are impactful, positive, and important. Three out of 11 interviews also noted that some culturally sensitive sessions should only be led by a Senegalese woman. PCVs stated in three out

of 11 interviews that sustainability of the camps is a major concern, as camps are generally funded by private donations from friends and family of currently serving PCVs. They added that they are seeking solutions to address this problem. Finally, six of 11 interviews included a comment regarding a lack of PCS administration support. One person stated,

“I think for camps in Senegal specifically, it’s so important to have administration support. They always say that they don’t understand what we’re doing, they don’t know what we’re doing, or that we’re not doing enough. The reality is, we are inviting them [PCS administrators]. We would love for them to come, we would love for them to share their expertise.”

This is a very challenging situation, as the PCS administration has the ability to influence, positively or negatively, the success of these camps. Traditionally, PCVs have requested the presence of influential Senegalese PCS staff members for culturally sensitive topics. This changed in 2016 as according to one responder, at least one PCS staff member was denied permission to speak at the camps. The camp in question was alerted to this cancellation three days before the girls were scheduled to arrive and camp organizers had to scramble to fill that gap.

Based on the compiled research, it would benefit both the administration and the volunteers to work together to resolve any issues in the camp system. This cooperation would allow the PCVs to continue to make a positive impact on Senegalese female youth through the context of these camps. One of the conflicting points between these two groups has been the lack of M&E in the past; in 2015 and 2016 PCVs have continually sought to improve their M&E methods.

Discussion & Recommendations

Simon Norton once asked the question,

“How can one provide powerful, life-changing experiences for young leaders that enable them to understand the way the world works, meet passionate peers from other countries and cultures, and develop the skills, knowledge and empowerment to start taking action on a local level? (Norton, 2012).”

Future Girls’ Camp organizers need to ask themselves this question as they begin to design their own camps. Where girls’ clubs in local schools may be able to address much of Norton’s question, these clubs can’t substitute for the meeting of passionate peers from other cultures. The Girls’ Camps provide this diversity by bringing girls from different Wolof, Pulaar, Sereer, and Mandinka cultures together under the same goal.

The first recommendation for the organizers of the Girls’ Camps is a simple one: Email each other and decide on a united goal moving forward. This enables the participants of the separate camps to continue to connect as leaders after the camp ends. The goal can be as simple as empowering girls to be civically engaged in their community. Since all of the camps are already working on action plans or doing TOT programs, this is an achievable goal. As one interviewed person stated,

“It’s interesting because I’ve seen girls who were in camps a year before I got there and just had this amazing [experience]...just talked about it in such positive terms. Their parents talk about it in positive terms.”

A united goal across the camps will allow the experience stated above to have a grassroots impact across Senegal.

In addition to creating a united goal, it would behoove PCVs to agree on a timeframe for the camps. This would create an even greater impression of unity and organization in sharing the same goal and designing the camp for the same duration of time. “A strong body of research suggests that camp experiences as short as one week can increase children’s locus of control and general self-efficacy, and positive effects of camp experiences on children’s psychosocial development are maintained for months and years beyond the camp experience (Ventura & Garst, 2013).” Bringing all the logistical aspects of a camp together is difficult for PCVs working in a second language, but as Garst stated, the results influence the psychosocial development of the participants for months and years afterwards. Planning a six-day camp (with travel half days) rather than a five-day camp allows for a little more time put into each theme or subject of the camp to enhance the positive effects on the participants.

It was reported in the interviews that PCV facilitator motivation decreases toward the end of the camp. The mixture of long days and second language immersion takes its toll. One way to ameliorate the exhaustion in PCVs is to reduce their workload by providing more training for Senegalese staff so they can take on more responsibilities over time. Senegalese staff would not face the same language difficulties. The goal over time should be the complete administering of the camps by Senegalese staff to make these camps sustainable.

The changeover from PCV to Senegalese-run camps will only become possible if all camps increase their institutional memory on an annual basis. It’s important to keep strong working relationships with the Senegalese staff that share the beneficial ideas promoted at the camp. Finding motivated women as described by a PCV makes a difference to the camp,

“We probably had three or four meetings with them before the start of camp and they were spaced out once a month or so before meeting up. They [matrices] also helped,

especially the director, who took a larger role and helped secure the space we did the camp in and helped us through food contracts and stuff. A few of them took a larger role before the camp even began. I don't think the camp would be nearly as impactful or as awesome without them."

Of course, the opposite situation is also possible, especially with guest lecturers. One volunteer stated, "...the previous year we had three matrices who had been there since the first camp like five years ago and who were there just to get a paycheck basically. They were just checked out, on Facebook, on their phones, goofing around."

It is important to find people who fit the positive description rather the negative. A study found that, "The results indicated that the greatest strength of camp was supportive relationships between youth and adult staff (Garst et al, p75, 2011)." Since there is a language barrier in this context for PCVs, as fluent as they believe themselves to be in local language, it would be appropriate to put the time and training into Senegalese staff. They don't share the language and cultural obstacles. The goal of these camps is to transfer skills and knowledge, while empowering youth to be leaders in their community.

There has been effort recently to improve the design of camps, but there's room to improve sessions through the use of YPLD theory. DiBenedetto & Ungerleider recommend a three-step process of 1) providing information and training, 2) providing a safe space for youth to practice critical analysis, and 3) leaving space for the students to present their personal opinions and ideas (1997)." Each year, PCVs have worked toward providing these three aspects. PCVs are still discovering how to fulfill the third aspect. Providing session time for action plans was a good start, but the TOT program is a level above that. "For example... participants focusing on student activism did guerrilla theater in the cafeteria about AIDS awareness. Even within the

limited parameters of the institute, the experience of themselves as informed activists proved empowering to students... (DiBenedetto & Ungerleider, 74, 1997).” This capstone strongly recommends that each Girls’ Camp integrates the TOT program into their curriculum. The TOT idea incorporates all necessary aspects of a successful program: it starts with imparting skills and knowledge; it invites participants to think critically about the subject; and it gives participants the space to practice using their own voice. It also goes a step further and allows the participants to develop skills in leadership and civically engage with the community. This program also provides a platform for a specific activity in which the camp facilitators can monitor and evaluate three to six months after the end of the camp.

Monitoring and evaluating these programs is not easy, mainly because no system specifically designed for the youth camps currently exists in the PCS network. Additionally, numerous challenges exist in trying to monitor and evaluate the camp after it finishes. As one volunteer summed up the biggest challenge,

“...about every six months one stage leaves and another stage comes in. Almost wherever you’re going to have a camp, you’re going to end up having volunteers gone by the time that extra three or six months comes up. Volunteers who just get in country are not going to feel capable of leading sessions or bringing girls to the camp, so they don’t. It’s usually the older volunteers that do and shoulder that kind of burden, and then they just don’t have time towards the end.”

This quote describes the number one challenge to monitoring and evaluating these camps. Even the most committed volunteers struggle to do a three to six month follow-up when dealing with the emotional turmoil of closing your experiences and way of life for two years.

Options can be found to alleviate the strain of the follow-up. For starters, most families in Senegal have a cell phone. The camp should require all participants to provide contact information. When doing the follow-up, if PCVs can't physically visit the participants, they should have access to the cell number as a back up to conduct their follow-up questions. One camp chooses all their participants from villages that PCVs serve in; if uniformly done, this would also make following up easier.

One camp, for example, requires all PCVs who brought girls to the camp to do a reportable activity with them three to six months after the camp ends. This is a creative solution for the issue of providing quantifiable results from the camp and combatting lack of commitment in PCVs. To increase data, perhaps volunteers who are in their close of service phase (COS) should be organizers and facilitators, but not bring participants. This would eliminate the problem of whether or not camps will receive participant data from COSing PCVs. As organizers, COSing PCVs could focus on providing institutional memory-based-reports from their camp.

Ideally, it would benefit all PCVs if someone stepped up and provided an M&E framework for the youth camps. In lieu of this occurring, the next step is to look at the best practices being put forth in the camps. To understand the impact of each day's activities on the participants, the use of dialogue would be another method to empower students. As Ungerleider explains (2012), "Participants come away with new perspectives on each other and a newfound sense of empowerment to improve their shared world..." Some camps have already incorporated some form of this through nightly team talks.

As one camp reported, "PCV X had a meeting with the matrices every day, to present them with the questions that she wanted to ask them during their debrief. But it was also so the

matrices could give feedback about how things were going, the girls' feedback, or their own feedback." The next step would be to take the talks and turn them into actual dialogue sessions.

"Dialogue to develop intercultural understanding and leadership concentrates on analyzing issues that impact youth directly...while assessing what it means to be a leader who can respond to specific issues in collaboration with a supportive community of peers. An intercultural leadership dialogue moves from: 1) interpersonal and intercultural sharing; 2) to analyzing issues; 3) to sharing personal challenges; 4) to envisioning leadership for social change; 5) to follow-on project planning (Ungerleider, 2012)."

The results of dialogue sessions on participants can't be understated. Participants grow together in an emotionally safe space and come out more mature and empowered. On the M&E side, dialogue sessions are also a great way to collect qualitative data to use for improving the camp in all aspects. Matrices can be trained to report back points of interest from dialogue sessions that a PCV could use as a document to preserve institutional memory for future camps.

The Let Girls Learn initiative recently provided a training that allowed the Kaolack camp to experiment with a new M&E method to collect quantifiable data. This method was used for the pre and post surveys and was found to be more culturally appropriate.

"...they wrote each question in French on a poster and hung posters around the room. Then they explained what each question meant to the participants in the room, and then let them make a round around the room and put a sticker on a spectrum beneath each question. An example question would be, 'How confident do you feel about your knowledge on gender roles and gender stereotypes?' There would be a line underneath like very well, kind of in-between, not very well at all. Then each girl would have a sticker to answer each question and she would put that sticker somewhere along that line.

Above the line was at the beginning of the camp and below the line was the end of camp.

And you could see the difference in the group as a whole from before to after.”

This process was found to be successful and effective at providing a platform to accurately understand what knowledge/skills the participants had developed throughout the camp. The above method does have the possibility of creating a respondent bias in that everyone looks to see what the group is doing to answer the question. Instead of posters, perhaps a better method might entail putting gradient questions on individual papers.

These are just a few suggestions for the improvement of the Girls’ Camps. This discussion provides a pathway for making a more purposeful program and curriculum design for the future camps as well as synthesizing some of the ideas from all of the camps. More aspects of the camp curriculum, M&E, and sustainability can and should be discussed by active facilitators of the camps.

Conclusion

This capstone worked to understand and address the weaknesses of the Girls’ Camp to promote more purposeful curriculum to empower female Senegalese youth. Literature was reviewed and further research identified through the lens of Youth Program Leadership theory, supporting the idea that youth camps are effective and impactful programming tools. YPLD literature was also applied to the results of the interviews to discuss the findings and provide recommendations for future programming and M&E efforts. This paper seeks to be a starting point for further research into youth camps in West Africa. Finally, after delving into this project, this capstone strives to add a resource to Peace Corps Senegal’s archives to support and inspire the continuation of youth camps in Senegal.

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Appendix A



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January 11, 2017

TO WHOM IT MAY CONCERN:

This letter certifies that Peace Corps Senegal grants permission to Ms. Tesia Eisenberg to survey Current and Returned Peace Corps Volunteers who have partaken in organizing girls camps between 2015 and 2016 as part of her capstone project: Gëm Sa Bopp: a Case Study of Peace Corps Senegal Girls Camps.

Ms. Eisenberg entered into duty to begin training for service as a Peace Corps Volunteer on March 3, 2014 and her close of service date was April 21, 2016. Ms. Eisenberg served in Guinguineo, in the Kaolack region of Senegal.

We trust that Ms. Eisenberg's research project will be a rewarding endeavor and we look forward to her constructive feedback as we are always looking to improve future girls camps.

Should you have any questions please feel free to contact me at +221-33-859-7575 or via email at mcunningham@peacecorps.gov.

 January 11, 2017
Signature of Authorized Certifying Official
Maureen Cunningham, Acting Country Director

Senegal
Peace Corps Office or Post

Développement avec le peuple pour le peuple



Participant Informed Consent Form

Title of the Study: Gëm Sa Bopp: a Case Study of Peace Corps Senegal Girls' Camps

Researcher Name: Tesia Eisenberg

My name is Tesia Eisenberg. This year I am completing my M.A. with SIT Graduate Institute. I would like to invite you to participate in a study I am conducting for partial fulfillment of my MA in Conflict Transformation and Peacebuilding. Your participation is voluntary. Please read the information below, and ask questions about anything you do not understand, before deciding whether to participate. If you decide to participate, you will be asked to sign this form and you will be given a copy of this form.

PURPOSE OF THE STUDY

My final capstone paper with SIT will be delving into the subject of Peace Corps Senegal Girls' Camps. The purpose of this study is to gain a better understanding of the information/opinions available on the impact of Girls' Camps on the participants. The goal of this research is to create a resource available to all PCVs on effective youth programming.

STUDY PROCEDURES

Participation involves being interviewed by Tesia Eisenberg from SIT Graduate Institute. The interview will last approximately 30-45 minutes. Notes will be written during the interview. An audiotape of the interview and subsequent dialogue will be made. If you don't want to be taped, you will not be able to participate in the study.

POTENTIAL RISKS AND DISCOMFORTS

There are no foreseeable risks to participating in this study and no penalties should you choose not to participate; participation is voluntary. During the interview you have the right not to answer any questions or to discontinue participation at any time.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

Participants in this study and society will benefit from an increased understanding and knowledge of international youth programming. Peace Corps Senegal will benefit from having an added resource in the form of the final capstone paper, which will serve future volunteers.

CONFIDENTIALITY

Any identifiable information obtained in connection with this study will remain confidential. Privacy, confidentiality, and anonymity will be protected. Personal names, Senegalese names, and position titles will not be used in the final paper. Instead, identities will

be kept anonymous by randomly giving each participant a fake name that once belonged to one of my pets. I will be the only person with access to the raw data collected from participant interviews. Data will be stored on my computer and will be password protected. I will keep this data until the publication of my capstone paper in SIT's Capstone Collection. After the final capstone paper has been published I will delete the raw data from my computer to protect the participants' confidentiality.

The data will not be used for any purposes other than my capstone paper, Gëm Sa Bopp: a Case Study of Peace Corps Senegal Girls' Camps. The only data that will be accessible online will be the final published capstone paper. All subjects will be offered the opportunity to obtain a copy of the final capstone paper through the mail or email. When the results of the research are published or discussed in conferences, no identifiable information will be used.

PARTICIPATION AND WITHDRAWAL

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

I have read the above and I understand its contents and I agree to participate in the study. I acknowledge that I am 18 years of age or older.

I give my consent to being recorded.

Participant's Signature _____ Date _____

Researcher's Signature _____ Date _____

Consent to Quote from Interview

I may wish to quote you from the interview either in the presentations or articles resulting from this work. A pseudonym (fake name) will be used in order to protect your identity.

Initial one of the following to indicate your choice:

_____(initial) I agree to being quoted under a pseudonym for either the presentation or article resulting from this work.

_____(initial) I do not agree to being quoted under a pseudonym for either the presentation or article resulting from this work.

RESEARCHER’S CONTACT INFORMATION

If you have any questions or want to get more information about this study, please contact me by email at tesia.eisenberg@mail.sit.edu or by cell phone at 503.810.4952 or my advisor at John.Ungerleider@sit.edu

RIGHTS OF RESEARCH PARTICIPANT – IRB CONTACT INFORMATION

In an endeavor to uphold the ethical standards of all SIT proposals, this study has been reviewed and approved by an SIT Study Abroad Local Review Board or SIT Institutional Review Board. If you have questions, concerns, or complaints about your rights as a research participant or the research in general and are unable to contact the researcher please contact the Institutional Review Board at:

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Appendix C

Sample Interview Questions

- a. What was the goal of your camp?
- b. What was the duration of the camp?
- c. How many facilitators (PCVs), matrices, participants, and guest lecturers attended the camp?
- d. If the camp had matrices, what were their roles?
- e. What language(s) was your camp conducted in?
- f. Did language impact facilitator/participant interaction? How so?
- g. Did language impact monitoring and evaluation of the camp? How so?
- h. Was participant empowerment incorporated into the design and implementation of activities? Please elaborate.
- i. Was participant leadership considered in the design and implementation of the camp, such as, but not limited to: leading activities, giving presentations, etc.? Please elaborate.
- j. Please describe how an activity's impact on the participant was evaluated.
- k. Please describe the monitoring and evaluation efforts used to appraise the camp's overall impact on the participants including any efforts after the camp ended.
- l. What were your results?
- m. Did you face any limitations in monitoring and evaluating the camp? Please elaborate.
- n. Are there any future changes you would like to see implemented at the camp?
- o. Is there anything else that you think is important that you would like to add?