



PEACE  
CORPS

# Tanzania HOST COUNTRY IMPACT STUDY

## Purpose

In 2008, the Peace Corps launched a series of studies to determine the impact of Volunteers in meeting two of the agency's three goals: building local capacity and promoting a better understanding of Americans among local people in host countries. These Host Country Impact Studies are unique in providing feedback from the people who lived and worked with Peace Corps Volunteers. A team of Tanzanian researchers conducted this study in the winter of 2010, interviewing 150 respondents in 21 diverse communities. The Peace Corps Office of Strategic Information, Research, and Planning developed the methods and protocols, trained the local researchers, and produced a series of reports on this and other Host Country Impact Studies.

## Study Focus: Secondary Education and Health Education Projects in Tanzania

As of 2011, 2,322 Volunteers have served in Tanzania since the Peace Corps opened in 1961. The goal of the Secondary Education Project (SEP) is to improve the skills and knowledge of secondary students and teachers in training colleges. The Health Education Project (HEP) promotes healthy behaviors among teachers and students.

### Peace Corps Goal One

*"To help the people of interested countries in meeting their need for trained men and women."*

## Findings

Education and health knowledge and practices improved:

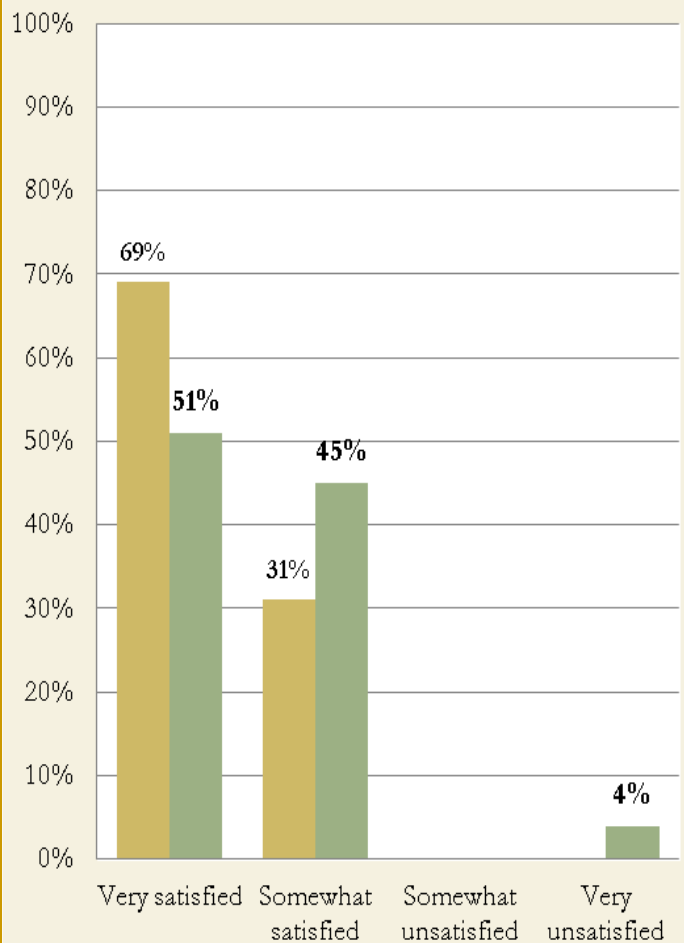
- 98 percent of SEP project partners and beneficiaries reported improvements in English language fluency among teachers, teachers' knowledge of HIV/AIDS prevention, and students' English language skills.
- 94 percent of SEP project partners and beneficiaries reported increased knowledge of HIV/AIDS prevention.
- 92 percent of SEP project partners and beneficiaries reported increased knowledge of math, science, computer, or critical thinking skills.
- 100 percent of HEP project partners and beneficiaries (youth, peer educators, teachers, and health staff) reported improvement in avoiding/minimizing risky behaviors, knowledge of child abuse prevention, use of participatory methods to teach about health issues, and access to information about disease prevention.

Sustainability:

- More than 60 percent of respondents from both projects reported daily professional and personal use of the skills developed through their projects.
- 84 percent of the changes mentioned by SEP respondents and 72 percent of the changes mentioned by HEP respondents were reported as sustained after the departure of the Volunteer.

HEP partner: *"I use what I learned all the time at home, especially health knowledge like washing your hands before eating, proper waste and sanitation, and protecting myself against HIV/AIDS."*

## Satisfaction with Changes Resulting from Peace Corps Projects



■ HEP (project partners and beneficiaries)  
■ SEP (project partners and beneficiaries)



## Peace Corps Goal Two

*“To help promote a better understanding of Americans on the part of the people served.”*

### Findings

*Before* interacting with Volunteers:

- 68 percent of project partners and beneficiaries had learned about Americans from television or movies.
- Tanzanian respondents described Americans as selfish, impolite, cruel, and racist.
- They also described them as generous, kind, and developed.

Beneficiary: *“They are cruel, discriminate, and [do] not like to cooperate with other people; they are impolite and think of themselves.”*

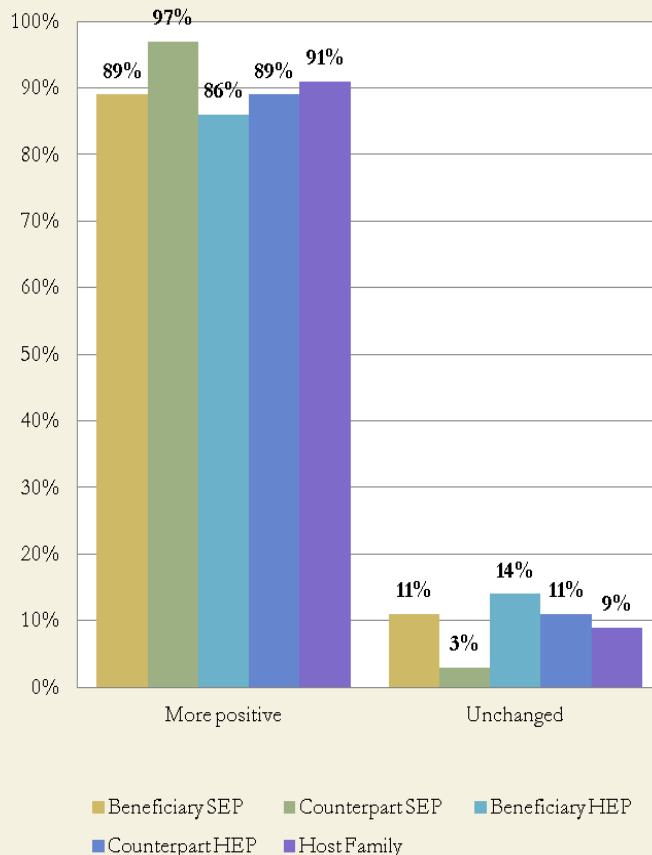
*After* interacting with Volunteers:

- 91 percent of Tanzanian project partners, beneficiaries, and host family members reported a more positive opinion of Americans.
- Tanzanian respondents described Americans as good, hardworking, and generous.

Project partner: *“The Americans are good, hardworking people...they like to cooperate with the community and they are quick to adapt to a new environment.”*

Beneficiary: *“They are normal people [who are] able to live with anyone; people we can collaborate [with] together throughout the day.”*

Opinion of Americans After Interacting with Volunteers



Overall, education professionals improved their teaching skills, language skills, and HIV/AIDS prevention skills. Communities and teachers were able to sustain these changes to a large degree and continue to use the skills and knowledge they gained on a daily basis in their professional lives.