

DEVELOPMENT THROUGH DATA: AN ANALYSIS OF U.S. GOVERNMENT-  
LED EFFORTS FOR THE DEVELOPMENT OF TOGO, WEST AFRICA

A Thesis

by

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## ABSTRACT

For years, those working in the field of international development have sought to ensure interventions in developing countries are addressing the appropriate needs, while reducing the degree of unintended consequences. This paper aims to evaluate the effectiveness of the United States government (USG) to address the needs of Togolese people through the funding of aid interventions such as projects, programs, and funding opportunities through 2010-2017. Operating under the Principal-Agent theory, the researcher compared needs being addressed through Request for Proposals (RFPs) submitted on a USG website with needs that existed in rural areas of Togo, West Africa. The first part of the study used data from 39 RFPs that were disaggregated into a spreadsheet and analyzed to identify needs being targeted. The second part of this study took place during the researcher's time in the Peace Corps, and used data from 140 interviews of rural Togolese people throughout the country that were coded and analyzed to identify grassroots needs. The results of both analyses suggest that USG efforts at identifying development needs in Togo align with the grassroots needs that exist in rural parts of the country.

## DEDICATION

I would like to dedicate this paper to my mother. Without her unwavering strength and support, I would not be where I am today. This paper, and my master's degree, is all for her and the rest of my family in Colombia.

I would also like to dedicate this paper to the people of Oké Adogbenou and to my counterpart, Dado Ayegbemi. It is because of her and the community members that welcomed me into their lives that I was able to complete my Peace Corps Service.

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### **Contributors**

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All work conducted for the thesis was completed by the student independently.

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## NOMENCLATURE

AIDS	Acquired Immunodeficiency Syndrome
CDC	Centers for Disease Control and Prevention
CHW	Community Health Workers
DOD	Department of Defense
DOE	Department of Education
DOL	Department of Labor
DOS	Department of State
HCN	Host Country National
HHS	Department of Health and Human Services
HIV	Human Immunodeficiency Virus
ID	International Development
LGBTQ+	Lesbian, Gay, Bi, Transgender, Queer, and others
M&E	Monitoring and Evaluation
NGO	Non-governmental Organization
PCV	Peace Corps Volunteer
RFA	Request for Applications
RFP	Request for Proposals
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAID	United States Agency for International Development
USG	United States Government

## TABLE OF CONTENTS

	Page
ABSTRACT .....	ii
DEDICATION .....	iii
ACKNOWLEDGEMENTS .....	iv
CONTRIBUTORS AND FUNDING SOURCES.....	v
NOMENCLATURE.....	vi
TABLE OF CONTENTS .....	vii
LIST OF FIGURES.....	ix
LIST OF TABLES .....	x
CHAPTER I INTRODUCTION .....	1
Background to Problem.....	1
Statement of the Problem .....	3
Objectives.....	7
Assumptions .....	7
Delimitations .....	8
Limitations .....	9
CHAPTER II LITERATURE REVIEW.....	11
Youth and Technology .....	12
Theoretical Framework .....	14
CHAPTER III METHOD.....	18
Research Design.....	18
Population and Sample.....	20
Lens .....	22
Instrumentation/Data Collection .....	26
Data Analysis .....	29
CHAPTER IV DATA ANALYSIS AND FINDINGS .....	31

Objective 1 - Identify the Supply In Development Resources From USG Agencies Eligible For Togo .....	31
Objective 2 – Identify the Demand In Development Resources From the Perspective Of a Togolese Sample Rural Population.....	43
Objective 3 – Determine If There Are Gaps In What Is Needed and What Is Being Offered as a Means for Improving Development Targets In Rural Togo .....	53
Objective 4 - Add to Existing Public Data On Togo In an Effort to Improve Development Efforts .....	60
CHAPTER V SUMMARY OF KEY FINDINGS AND CONCLUSIONS .....	61
REFERENCES .....	71
APPENDIX A ENGLISH SURVEY TOOL .....	77
APPENDIX B IRB APPROVAL DOCUMENT .....	81



## LIST OF FIGURES

	Page
Figure 1. Principal-Agent Model.....	15
Figure 2. Proportion of Female to Male Participants.....	23
Figure 3. Participants by Region.....	23
Figure 4. Marital Status of Participants.....	24
Figure 5. Education Level of Participants.....	25
Figure 6. Participants by Profession.....	25
Figure 7. Percentage of RFP Topics.....	32
Figure 8. Percentage of Federal Agencies that Posted RFPs.....	34
Figure 9. RFPs Posted Per Year 2010-2017.....	34
Figure 10. Frequency and Percentage of Total Awards Available per Topic.....	37
Figure 11. Percentage of Participants That Have Participated in Opportunities.....	44
Figure 12. Frequency of Opportunity Topics.....	45
Figure 13. Frequency of Reported Ways Participants Found Out About Opportunities...	46
Figure 14. Frequency of Reasons for Lack of Participation.....	47
Figure 15. Frequency of Topics Participants Wanted to Learn More About.....	48

## LIST OF TABLES

	Page
Table 1. Frequency of Agencies that Posted RFPs. ....	33
Table 2. Total Amount of Dollars Available in RFPs per Topic. ....	35
Table 3. Frequency of Total Awards Available per Topic.....	36
Table 4. Amount of Dollars Available per Award within Each Topic. ....	38
Table 5. Cost-share Requirements per Topic. ....	39
Table 6. Median Length of Time for Projects per Topic.....	40
Table 7. Frequency of Target Beneficiaries that Were Listed in RFPs.....	41
Table 8. Frequency and Percentages of RFPs Containing Gender Components. ....	42
Table 9. Frequency of Participants Who Have Participated in an Intervention. ....	43
Table 10. Frequency of Participant Priority Rankings. ....	49
Table 11. Profile of Participants Who Reported Health as Top Priority.....	53
Table 12. Profile of Participants Who Reported Education as Top Priority. ....	54
Table 13. Profile of Participants Who Reported Energy as Top Priority.....	55
Table 14. Profile of Participants Who Reported Economy as Top Priority. ....	56
Table 15. Profile of Participants Who Reported Environment as Top Priority. ....	56
Table 16. Profile of Participants Who Reported Democracy as Top Priority.....	57
Table 17. Profile of Participants Who Reported Technology as Top Priority. ....	58

## CHAPTER I

### INTRODUCTION

#### **Background to Problem**

The United States (U.S.) has been providing foreign assistance since the 1800s, but their involvement in international development after the Marshall Plan of 1948 became notable or institutionalized in the early 1960's during John F. Kennedy's presidency. Since then, African countries have received billions of U.S. dollars in foreign aid and international development efforts. The West African region was deeply affected by the transatlantic slave trade, some arguing "that Africa was drained of necessary labor supplies, that indigenous slavery intensified dramatically, and that the influx of guns and gunpowder triggered the emergence of centralized militaristic states," which has led to economic and political instability in most of the countries in that region (Monroe & Ogundiran, 2012, p. 7). Centuries of colonization followed by decades of civil unrest greatly factored into the stunting of West Africa's overall development, creating deplorable living conditions in some situations. Togo is one such country, listed as one of the world's 50 least developed countries by the United Nations (United Nations, 2018).

Togo is a small country encompassing 22,008 square miles and has a population of just over eight million and a life expectancy of 65 years. The gross domestic product in 2017 was 4.8 billion and 55.1% of the population lived under the national poverty line in 2015 (CIA, 2017; World Bank, 2019; 2017). Togo is located between the larger countries of Ghana and Benin along the Ivory Coast of northwestern Africa. All three

countries were originally one territory (later known as the Gold Coast), which was first colonized by the Portuguese in the late 15<sup>th</sup> century (Jones, 2015). Rule over the country was transferred to France by Germany after World War I and Togo remained under French rule until gaining independence in 1960. After the first coup d'état on the continent of Africa killed Togo's first elected president in 1963, another political leader took control and initiated his own government. Another coup followed suit and then-General Gnassingbe Eyadema was installed as a military ruler in 1967. He was succeeded following his death in 2005 by his son, Faure Gnassingbe. Political pressure from agencies such as the World Bank and the European Union (the latter cutting off aid in 1993 following human rights violations, for example) allowed for the registration of multiple political parties in Togo and for seats to be held in parliament by parties opposing the dominant Rassemblement du Peuple Togolais (BBC, 2005; Peace Corps, 2013).

The U.S. established diplomatic relations with Togo soon after its independence from France and the Peace Corps arrived in 1962. Since then, the U.S. government (USG) has been working with the Togolese government to develop all sectors of Togolese society, focusing on four themes in particular: security, governance, opportunity and development, and economic growth (United States Embassy, n.d.). Between 2010 and 2017, the USG announced dozens of Request for Proposals (RFPs) for millions of dollars towards the development of several countries, including Togo. A range of agencies, including the U.S. Agency for International Development (USAID), U.S. Department of Defense (DOD), and the Centers for Disease Control and Prevention

(CDC), have targeted education, healthcare, economic development, disease prevention, wildlife and environmental protection, among other issues.

In 2010, USAID's Bureau for Policy, Planning, and Learning released its Evaluation Policy which renewed its commitment "to investing in high-quality evaluation practices that inform effective program management, demonstrate results, promote learning, support accountability and provide evidence for decision-making" (USAID, 2016). Since then USAID has made great strides in integrating monitoring and evaluation (M&E) into international development (ID). M&E has become a standard component of most USG development projects to enable agencies to better track and measure objectives and outcomes, allowing for increased transparency and accountability.

### **Statement of the Problem**

The problem is that current methods for grassroots data collection in Togo may be inadequate to accurately identify needs in rural communities, creating a possible gap between USG aid resources and the overall goal of helping Togo in its development efforts. Jahan and Mumtaz (1996) suggested that gaps in ID efforts exist due to a wide range of factors, including miscommunication of goals and objectives, lack of appropriate measurement standards and program interventions, cultural assumptions and projections in creating and executing standards and interventions, and weak institutional frameworks. Some of these problems could be mitigated with more robust data collection, and having an understanding of the relationship and possible misalignment between the two is crucial to improving development efforts in the country.

Grassroots data implies the collection of information on a localized level, directly seeking target beneficiaries, rather than collecting data through larger institutions or professional reports. One USG agency performing this type of data collection is the Peace Corps (PC). Projects implemented in PC are on the most grassroots level, taking place in some of the most rural areas of host countries. PC Togo was the first post to initiate an M&E Task Force and ask its volunteers to conduct interviews in their host communities to measure the successes and failures of interventions. While the component of M&E is quite new to PC service, and the organization is nowhere near serving as a representation for the entire field of U.S. developmental efforts, it is one of the leading grassroots organizations in the country and has the potential to provide some of the most accurate field data as compared to other agencies or NGOs. In efforts to collect said field data, PCVs can also identify flaws and gaps in data collection tools and methods because they are the ones sitting with their Togolese host country national (HCN) counterparts and administering the interviews.

Based on the researcher's experience in PC, several problems existed in terms of collecting grassroots data in Togo. During the researcher's time on the M&E Task Force, it was observed that problems first arose in the form of assumptions. In the U.S., many people are familiar with interviews and the etiquette related to them. It is up to Americans working in the field of M&E in ID to unpack all possible assumptions to ensure accurate data is collected. The first assumption was that HCNs who served as interpreters or administrators of the interviews have certain education levels and comprehension of words and concepts that were used in the research. Many Peace Corps

Volunteers (PCVs) did not take the time to sit down with their HCN counterparts and review every question in every interview that would be administered in the community to ensure that the HCN understood what was being asked. This was possibly due to the perceived simplicity and clarity of the question on the part of the PCV, or perhaps it was due to an assumption that the PC staff had already trained HCN counterparts on relevant topics or screened for those who had necessary knowledge. Either way, this first assumption lead to incorrect translations and, therefore, poor quality data.

The second assumption was that direct translations of English or French words existed in all Togolese local languages. What often happened when a HCN counterpart asked a participant to define or describe a word is that the counterpart ended up giving away the answer in the question. For example, instead of asking “What is reforestation?” the question that was asked was, “What is the replanting of trees?” Without prior knowledge or clear communication between HCN and PCV that the word reforestation did not exist in the local language, this lead to an inaccurate measure of knowledge.

The third assumption was that the Togolese have the same basic interview knowledge that many Americans obtain at a young age due to the integration of interview and data culture in U.S. society. Those raised in the rural areas of Togo had not been exposed to questions such as *Circle all correct answers*, nor was there the understanding that interviews held no rewardable or punishable weight (i.e. not for a grade like in school) thus removing the incentive to cheat. Knowing, as an interview administrator, not to give leading questions in order to help the interviewee guess the correct answer was another example of something more innate in American culture

versus in Togolese culture. In order to obtain these skills and insights, ample training was necessary for HCN counterparts. However, this level of training was not given to HCN counterparts that worked with PCVs to collect data.

The compilation of the aforementioned assumptions could have led to the collection of poor-quality data. Wilkins Winslow et al., (2002) discovered through their work using focus groups with Emirati women that, due to challenges faced regarding language and education level barriers, “more attention needs to be paid to the development of culturally appropriate research methods. Researchers cannot automatically assume that data collection techniques used successfully with Western populations are transferable across cultures.” Therefore, it can be surmised that the many difficulties surrounding the collection of data from those who are uneducated, illiterate, and/or do not speak an official written language result in either an underrepresentation or misrepresentation. In development research of these populations, this is known as a gap. Such gaps can be identified and addressed through the use of M&E tools which can and continue to be refined and strengthened every year. PC is a long-standing organization that has worked in the field of international development for decades. The issues and gaps that arise within this organization could easily arise in any other ID agency that works within the massive system of the USG.

Some studies found that ID projects could often be inefficient or ineffective, which has prompted calls for better management, accounting, and impact assessment systems (Lovegrove et al., 2011). ID projects usually have a variety of stakeholders involved, including local government and institutions, local populations, organizations



implementing projects in the same area, beneficiaries, local implementing partners, the project manager(s), taxpayers, U.S. Congress, and the development agencies. Being that there is such a wide range of stakeholders involved, the researcher hypothesized that communication gaps between principal (the USG or agency) and agent (project managers) has led to inadequate data collection in Togo; thus creating a misalignment or gap between the supply and demand of USG aid efforts.

### **Objectives**

The objectives of this study were to:

- 1) Identify the supply in development resources from USG agencies eligible for Togo;
- 2) Identify the demand in development resources from the perspective of a Togolese sample rural population;
- 3) Determine if there are gaps in what is needed and what is being offered as a means for improving development targets in rural Togo; and
- 4) Add to existing public data on Togo in an effort to improve development efforts.

### **Assumptions**

1. There was the assumption of honesty and truthful responses on behalf of the participants.
2. There was the assumption on behalf of the interpreters in terms of not adding their own context or changing the participant's answers.
3. There was the assumption that there are discrepancies of information or incentive between principal (USG or agency) and agent (project managers).

4. There was the assumption that agents are not able to accurately communicate the needs of beneficiaries to the principal, thus creating a gap between needs being targeted by the principal and needs that exist on the ground.
5. There was the assumption that asymmetry exists between incentives, i.e. funding from U.S. Congress, pressure from taxpayers/interest groups, and what agents are reporting that beneficiaries need.

### **Delimitations**

1. This study was delimited to seven villages located in the five regions of Togo.
2. Data were collected entirely in communities where a PCV was stationed.
3. Data were collected between April and June 2018.
4. Data were collected from participants with whom HCN counterparts were familiar and comfortable.
5. Data were collected using a semi-structured interview guide and administered orally. IRB application was submitted and approved, a copy of which can be found in Appendix B.
6. PCV availability/willingness to host the researcher and help with interviews delimited the number of samples. Even those volunteers who initially signed up to be hosts later changed their minds or were not able to host for as long as was needed to collect all of the necessary data.

## **Limitations**

1. Cultural limitations existed in that the researcher and all PCVs hosting the researcher are American and some have light skin color, and are thus considered “white” by the Togolese participants. Due to the nature of power dynamics associated with race and ethnicity, there was always an inherent bias present solely based on skin color. Results could have varied if the researchers were exclusively Togolese or from any sub-Saharan country.
2. The study took place in 2018, when there was political instability throughout Togo. This could have impacted participant responses relating to democracy since there was a general feeling of mistrust and antipathy towards the Togolese government on the part of its citizens.
3. In Togolese society, people are ridiculed when they do not know the correct answer to a question. This could have led to participants giving the answer they think the researcher wanted to hear because they were afraid of being wrong and thought of as unintelligent.
4. The study relied on publicly available data for the RFPs published by the USG and did not review projects that received the proposed funding. Thus, future efforts could be made to conduct a similar study as this, but from the point of view of proposals that successfully achieved funding.
5. Potential participants were limited to those who spoke the languages that the interpreters spoke. Since there are so many languages and different ethnic groups,

there were limitations as to who can be interviewed because of language barriers or social stigma surrounding certain ethnic groups.

6. Data were collected during the harvest season, which could have affected who was available to be interviewed.
7. Women's numerous responsibilities (taking care of all household duties, tending to children, working in the fields, and selling crops at the market) possibly affected their availability and thus could have resulted in their underrepresentation.
8. Due to the delimitations of PCV willingness, only two communities in Maritime, one community in Plateaux, one community in Centrale, two communities in Kara, and one community in Savanes were interviewed, instead of two communities per region as originally proposed.

## CHAPTER II

### LITERATURE REVIEW

According to the literature, studies on the evaluation of ID projects focus only on the evaluation conducted of non-governmental organizations (NGOs), rather than of a government as a funding agency (Ba Tall, 2009). In order to piece together a holistic view of what the objectives were for ID interventions in Togo from the point of view of the USG as a funding source, data from the website [www.grants.gov](http://www.grants.gov) were assessed. From here, RFPs between 2010 and 2017 were compiled and disaggregated into a spreadsheet. Of the 39 RFPs where Togo was an eligible country to receive funding, the following list enumerates the topics represented in the RFPs: democracy (one), energy (one), technology (two), transportation (two), economy (three), environment (four), youth (four), education (seven), and health (15). Eight agencies published RFPs: American Embassy (one), UNESCO (one), Department of Labor (one), Department of Health and Human Services (two), Centers for Disease Control and Prevention (three), Department of Education (four), Department of State (nine), and USAID (18). During this seven-year period, RFPs were posted in: 2010 (four), 2011 (three), 2012 (five), 2013 (one), 2014 (five), 2015 (nine), 2016 (six), 2017 (five), and one is renewed annually. The average yearly award sum was \$55,051,172, with \$25,000 as the smallest award and \$500,000,000 as the largest award. According to USAID (2017), cost-sharing is “the resources a recipient contributes to the total cost of an agreement. It becomes a condition of an award when it is part of the approved award budget.” In terms of cost-sharing, five RFPs required a 10% cost-share, three required a 15% cost-share, one required a 25%

cost-share, and one required a 25% cost-share in the first fiscal year and 50% cost-share in the second; 22 RFPs required no cost-sharing. The average duration of projects was 38 months, with 12 months being the shortest and five years being the longest.

When building and implementing ID research or projects, some “scholars seek to employ participatory research methods with the aim of including indigenous and local knowledge into the understanding of coupled human–environmental phenomena” (Denney et al., 2018). The goal of including a wide range of local participants is reflected in the target beneficiaries found in RFPs, which include minority and disadvantaged groups, female sex workers, and educators. The populations that were most frequently listed as target beneficiaries were youth, farmers, and pregnant women/women of child-bearing age. Most people living in the rural areas of Togo are farmers and would be widely impacted from development interventions. Women in patriarchal societies such as Togo especially “experience economic woes as well as psychological and social problems” when faced with issues such as divorce, and thus stand to benefit from any intervention that mitigates problems due to lack of autonomy (Küçükşen, 2016, p. 826).

### **Youth and Technology**

Youth play a special role in the development of African countries. According to the United Nations, youths are all persons between the age of 15 and 24 years, and the 2010 National Youth Policy of Ghana and the African Youth Charter [stipulated that] youths are people in the 15-35-year age bracket (Akinwale, 2016). Young people across the world adopt technologies at increasingly quicker rates than older adults, and thus

shape the way culture is viewed and constructed (Rogers et al., 2017). Akinwale (2016) concluded in his study that the youth have proven critical to the development of African culture through “the adoption of innovation and blending of some traits in the traditional system of cultures in African societies with select elements of foreign cultures” (pg. 143). Bastien et al., (2016) studied the use of youth as change agents in the implementation of sanitation innovations in Maasai pastoralist communities. Schools were used as settings for project implementation due to their ability to act “as gateways to the wider community in recognition that youth require support for their ideas to truly hold change-making potential” (Bastien et al., 2016, p. 33). In the U.S., the potential behind empowering youth agency is growing. For example, youth-led research programs are gaining traction, where “students are trained to identify major concerns in their schools and communities, conduct research to understand the nature of the problems, and take leadership in influencing policies and decisions” (Ozer et al., 2008, p. 279).

Youth have even greater effects in countries such as Togo, where technology was introduced in such a rapid and abrupt way. In 2009, only 20% of the country had access to electricity, and mobile subscriptions jumped from around one per 100 people in 2000 to around 78 per 100 people in 2019 (Admin, 2012; World Bank, 2019). Technology has changed the way Togolese people communicate, and young people are the ones who best know how to manipulate these new innovations. Because of this, they are shaping the future of Togolese culture and will be the change agents in their communities. Rogers (2003) contends that “the main elements in the diffusion of new ideas are: (1) an innovation (2) that is communicated through certain channels (3) over time (4) among

members of a social system” (p. 36). Keeping these elements in mind, and the fact that around 60% of the population are under 25 years of age, it is clear that the youth will play an instrumental role in the future of developmental efforts in Togo (CIA, 2018). The innovation of projects and programs stemming from development agents will require the youth as communication channels to best reach the target populations throughout the social systems.

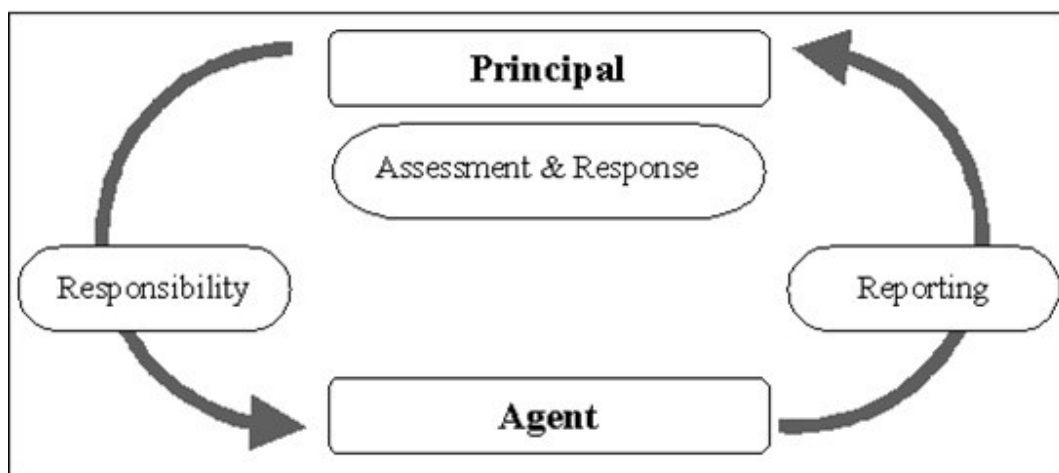
### **Theoretical Framework**

The theoretical framework utilized in this study to guide the research and provide an applicable perspective to final results was the Principal-Agent Theory (PAT), which uses principal-agent (P-A) models to illuminate “specific performance problems in the design and implementation of ... policies and projects that may be traced to delegation and incentive choices and mechanisms” (Gutner, 2004, p. 4). P-A problems are typically found in the field of economics or finance and refer to a financial advisor as principal and investment manager as agent, but they are applied here to the world of international relations and political science. Gutner (2004) further explained P-A models as being:

“...premised on the assumption that performance problems naturally arise when one actor (the principal) delegates to another actor (the agent) the authority to act in the former’s interest. These models seek to explain why and how the divergence of interests between the two parties may result in the agent’s actions differing from the principal’s expectations, and how agents may be better controlled. In other words, P-A models recognize the existence of gaps between institutional goals and actions that are



caused by these ‘side effects’ of delegation that generate agency losses and other costs to the principal, and are used to suggest measures to reduce opportunistic agent behavior” (p. 2).



**Figure 1. Principal-Agent Model (Reprinted from Boucher, 2019)**

The P-A model introduces new insights into the role of information asymmetry (the idea that one person has more or better information than another person) and incentives within a system or relationship. It provides a way in which to view power as the manipulation of incentives to encourage actions on behalf of the agent that are beneficial to the principal (Miller, 2005). Karsenty and Ongolo (2012) used the P-A model to examine the ability of a fragile government to undertake its own development initiatives. Here, the state acts as principal and those who have been delegated development tasks act as agents. The reduction of information asymmetry is theorized to

reduce the transactional costs that arise due to differing incentives between principal and agent. Discrepancies between principal and agent can arise due to differences in transparency, incentives, power or information asymmetry, environmental influences, and risk assumption.

Delreux and Adriaensen (2017) studied the way in which power was delegated throughout the European Union (EU) using the P-A model. In their book, the researchers used the P-A model to: “(1) [map] institutional structures and political interactions; (2) [study] the reasons and modalities of delegation; and (3) [investigate] the consequences of delegation in terms of the resulting balances of power” (Delreux & Adriaensen, 2017, p. 3). The authors came to the conclusion that the P-A model continues to be relevant in examining policy delegation structures and that there is room for further utilization in research if the model is expanded to create a wider net of applicability.

In a study seeking to determine whether or not NGOs were restricted to what issues were addressed depending on funding, Keck (2014) used the P-A model to analyze the relationship between the U.S. as a funding source and NGOs as the executors of development projects. Keck found that “the US, as principal, has developed effective control mechanisms, including earmarking funds and political restrictions to control NGOs and limit their programmatic and geographic autonomy as agents” (2014, p. 1330).

In this research, the P-A model was used and assumes there are discrepancies of information or incentive between principal (USG or agency) and agent (project managers). It was assumed that agents were not able to accurately communicate the

needs of beneficiaries to the principal, thus creating a gap between needs being targeted by the principal and needs that existed on the ground. Another assumption under which the study operated as consequence of the P-A model was that of an asymmetry between incentives, i.e. funding from U.S. Congress or pressure from taxpayers/interest groups versus what agents were reporting that beneficiaries needed.

The author of this study aimed to analyze USG development efforts in Togo through the lens of the P-A model to determine whether the needs being addressed through RFPs are needs that truly exist on the ground. Due to centuries of inequities Togo has faced, the country is in a position to accept foreign aid in efforts to develop the economy, infrastructure, and education, and healthcare systems. The researcher used her experience as a Peace Corps volunteer in Togo to collect data and then evaluated whether the USG as a principal is addressing needs that NGOs and other actors as agents target through their implementations of projects and programs in the country. Since so few academic articles are available on Togo outside the realm of health issues such as disease and maternal health, the researcher also collected data with the intent of adding to the body of literature in order to further understanding of the country and improve future development and research efforts in the country, and perhaps, the region.

## CHAPTER III

### METHOD

#### **Research Design**

The research design for this study followed a qualitative approach, which “is largely inductive, with the inquirer generating meaning from the data collected in the field.” (Creswell, 2003, p. 9). Further, following a qualitative approach is useful when little research exists about a topic, due to the exploratory nature of qualitative research. Little data exists in the academic field on Togo that is not relating strictly to health issues such as tropical diseases or maternal health, thus the need to acquire a broader research base. In studying the intended effects of development efforts, a phenomenological study was undertaken in hopes of discovering the commonalities of how Togolese people perceived and interpreted their experiences with development projects and programs. In order to develop a more holistic data base on Togo, the use of semi-structured interviews in this study allowed for an objective and measurable body of data, which provided the evidence required to achieve the following objectives of the study:

- 1) Identify the supply in development resources from USG agencies eligible for Togo;
- 2) Identify the demand in development resources from the perspective of a Togolese sample rural population;

- 5) Determine if there are gaps in what is needed and what is being offered as a means for improving development targets in rural Togo; and
- 3) Add to existing public data on Togo in an effort to improve development efforts.

Phenomenological studies require a collection of in-depth interviews with the aim of identifying the essence of an experience, which is the “essential structure of a phenomenon that researchers want to identify and describe” (Fraenkel & Wallen, 2009, p. 429). The researcher chose to utilize semi-structured interviews because of their ability to “elicit specific answers...that can later be compared and contrasted” (Fraenkel & Wallen, 2009, p. 446). The interview questions, a copy of which can be found in Appendix A, were administered orally due to very low levels of literacy and language barriers, and were done using a HCN counterpart who was fluent in French and local languages. Having collected 140 interviews, the researcher read through participant statements in search of meaning and relevance. In following the phenomenological framework, the researcher “cluster[ed] these statements into *themes*, those aspects of the participants’ experiences that they had in common,” and analyzed the themes in order to “describe fundamental features of the experience that have been described by most” participants (Fraenkel & Wallen, 2009, p. 429). Overall, the type of research used for this study was evaluative research, which is “concerned with evaluation of such occurrences as social and organizational programs or interventions” (Bryman, 2015). This method was used because of its ability to form in-depth understandings of the context around which an intervention or program occurs and also take into consideration

the various stakeholder points of view, while simultaneously examining the possible range of intervention outcomes (Greene, 1994).

The large sample size denoted credibility in that trends were able to be identified in the responses regarding prioritized needs regardless of factors such as region, age, occupation, level of education, marital status, and household size. The researcher lived in a rural Togolese community for two years, enhancing the trustworthiness of the study by virtue of prolonged engagement. An audit trail was maintained to ensure that all interviews and records of key decisions throughout the research process were kept, and a confirmability audit exists tracing results to the original raw data.

### **Population and Sample**

Due to the qualitative nature of the study and the large population size in Togo, anyone under the age of 18 or above the age of 65 was excluded from data collection, leaving a population size of 3,206,000. Those who the HCN counterparts could not communicate with due to language barriers were also excluded. While data from several different groups within the communities were gathered, the purpose of doing so was to aggregate a holistic view of the needs of all people in Togo and compare that with the needs being addressed through RFPs. Comparisons between groups were analyzed to identify any stark differences or to make note of anything that stands out in particular. But, the overall purpose of the study is not to make comparisons between the groups.

The type of sampling utilized in this study was purposive sampling, a nonrandomized sampling method that was chosen due to the nature of the settings and its ability to help transferability. According to Etikan and Alkassim (2016), purposive

sampling is the deliberate choice of participants by the researcher based on what needs to be known and “who can and are willing to provide information by virtue of knowledge or experience.” In this case, those chosen to participate in this study were chosen due to their ability and willingness to provide in-depth information. Five groups of participants were target: (1) CHWs, (2) educators, (3) farmers, (4) women’s group members, and (5) small business owners. These five target groups were chosen due to their representation within the broad population. Most people living in rural Togo fell into one of the five target groups, so collecting equal samples of each group would provide a broad yet representative perspective regarding the phenomenon of development. It should be noted that HCN counterparts were the ones who chose participants and selected people they knew or those within their ethnic groups because they are most comfortable around them. This could have possibly presented a bias in the data due to the participants’ likelihood to already be familiar with PC and the projects that they, or other NGOs, facilitate. Purposive sampling was utilized instead of random sampling for three reasons: the hosting PCV was most likely to have close bonds with people in the community and therefore had high chances of helping the researcher obtain accurate answers, there would have already been guaranteed interpreters by virtue of HCN counterparts who aided the researcher in conducting interviews, and it saved a significant amount of time since the researcher did not have to do reconnaissance beforehand on how to get to sites where participants lived, where to stay, and who to talk to. Participants were also limited to those who spoke the languages that the HCN interpreters spoke. Since there are so many languages and different ethnic groups, there

were limitations as to who can be interviewed. For example, no Fulani were interviewed because of the language barrier and social stigma surrounding their ethnic group. Data were collected during the harvest season, which could have affected who was interviewed. As women were generally the busiest ones in society (taking care of all household duties, tending to children, working in the fields, selling crops at the market), they were possibly underrepresented due to lack of availability. Rote memorization is the norm in the Togolese education system rather than a system that emphasizes critical thinking. The systemic rote memorization is accompanied by mockery or shame if a person does not know the correct answer, creating a disincentive to answer interview questions with honesty and authenticity. Finally, PCV availability and willingness to host the researcher and help with interviews delimited the number of samples. Even those PCVs who initially signed up to be hosts later changed their minds or were not able to host for as long as was needed to collect all of the necessary data.

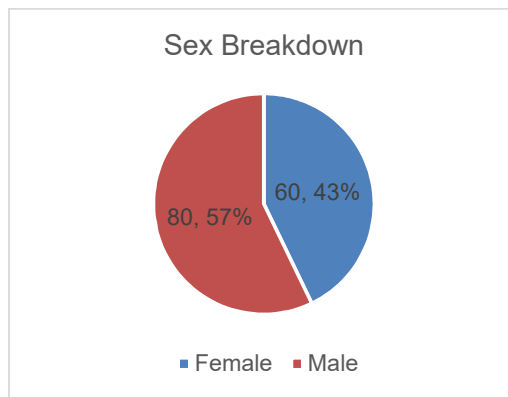
### **Lens**

The type of observation conducted by the researcher during the interviews was naturalistic, which “involve[d] observing individuals in their natural setting” (Fraenkel & Wallen, 2009, p. 442). This was due to the settings where data was collected, outside of participants’ homes rather than in an official building. Choosing a naturalistic setting was done by the researcher to employ a sense of comfort for the participants, to collect the most authentic and genuine responses, and to allow for flexibility for the participants. In collecting data at participants’ homes rather than at a centralized location, participants felt less pressured to answer the questions in a timely manner since they could conduct



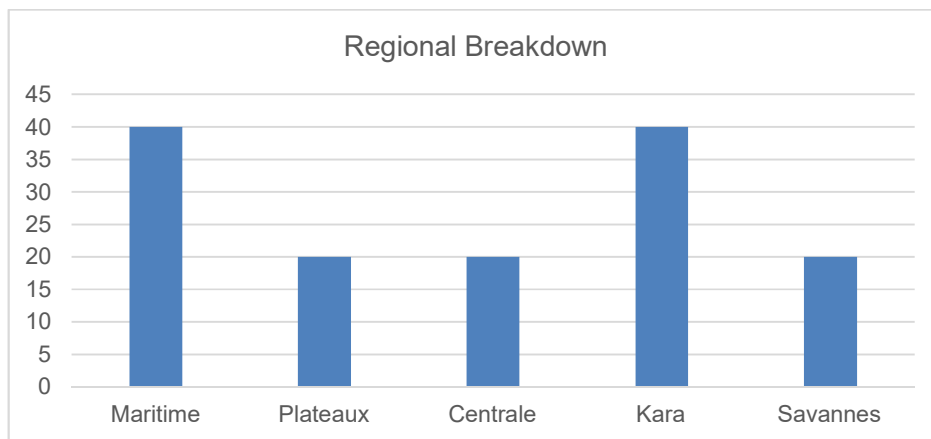
other chores during the interview such as feeding children, cleaning beans, washing clothes, and braiding hair.

Following are the demographics of the participants:



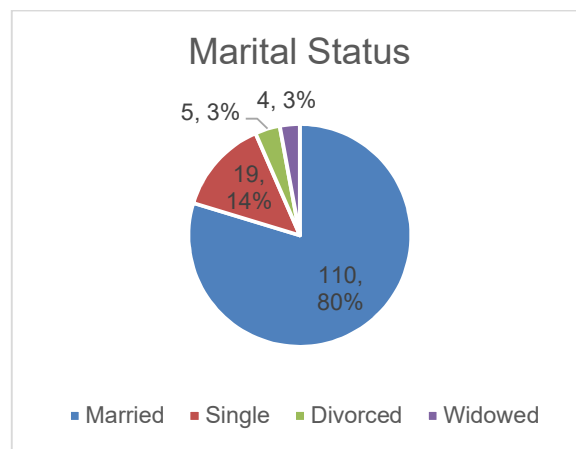
**Figure 2. Proportion of Female to Male Participants.**

Figure 2 demonstrates that participants were predominantly male.



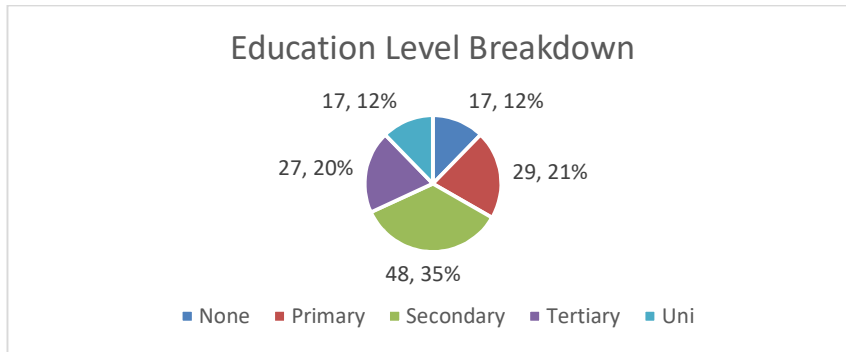
**Figure 3. Participants by Region.**

While data were collected across the five regions in Togo, Figure 3 shows that there was a higher rate of participation in Maritime and Kara. This was due to the availability/willingness of PCVs to facilitate the collection of data, rather than the availability/willingness of Togolese participants.



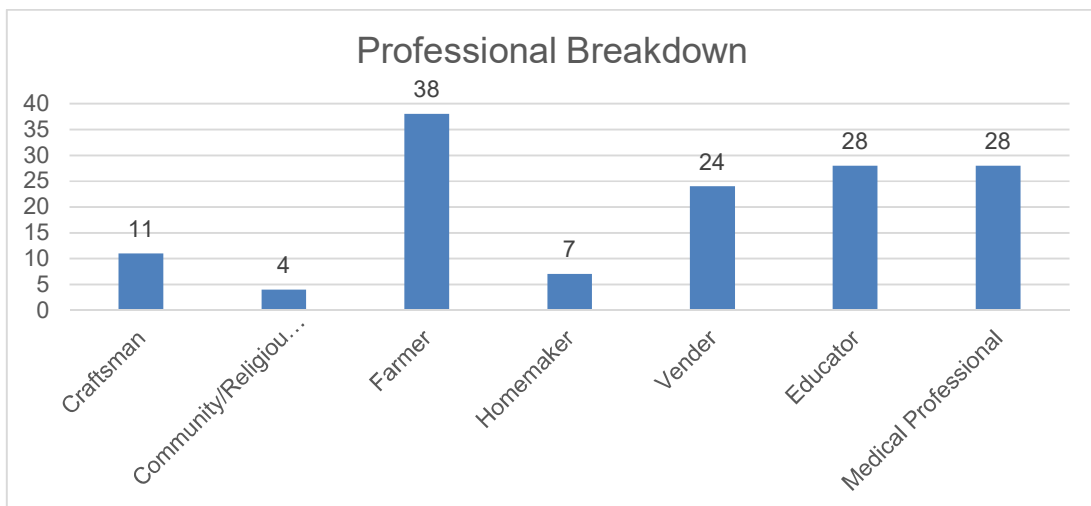
**Figure 4. Marital Status of Participants.**

Figure 4 shows that the vast majority of participants were married; this meant both in the formal and informal sense, since the rule of law and judicial system were not strong in the country. Dowries were still exchanged for brides, so the terms *married*, *single*, and *divorced* were meant in the local and ethnic contexts.



**Figure 5. Education Level of Participants.**

As can be seen in Figure 5, the largest section of the participants reported having a secondary level of education of 35% while 21% had primary level, 20% had tertiary, and there were equal percentages of those who either had no education or had university level education. The primary school level in Togo was comparable to elementary school in the U.S., secondary level to middle school, and tertiary level to high school.



**Figure 6. Participants by Profession.**

Figure 6 displays the different professions reported by participants. Most Togolese people, particularly those who lived in rural areas, were farmers. Even if they had other professions, they were likely to be farmers as well. The term *farmer* was used to refer to small-scale farmers who often only conduct subsistence farming. Even those who farmed on a larger scale for market sales normally had no more than a few hectares and no machinery. Therefore, it can be assumed that the majority of participants who reported having a profession other than farming did also farm to some degree.

The approximate household composition of participants is one husband, two wives, and four children, thus averaging a household size of six people. The average size of land that participants reported renting or owning was 1.8 hectares. Most participants owned rather than rented land and those who owned were predominantly men.

### **Instrumentation/Data Collection**

The first part of this study, which took place in College Station, Texas, consisted of a review and in-depth content evaluation of the RFPs that have been published between 2010 and 2017 to provide funding opportunities for development projects where Togo was an eligible country. This review and evaluation identified development areas that researchers and funding agencies believe respond to the needs of the Togolese population. The RFPs were sourced from [www.grants.gov](http://www.grants.gov) and were extracted from existing, closed, and archived files. When reviewing the RFPs, the documents were analyzed to identify nine different components: (1) the topic of the program or project, (2) the federal agency that requested the proposals, (3) the year that the RFP was posted, (4) the total available funding for the program or project, (5) the number of awards

available, (6) whether or not a cost-share was required, (7) the length of the project or program, (8) target beneficiaries, and (9) whether or not there was a gender component in the RFP, and if so, in what capacity. Disaggregated data from 39 RFPs were arranged into several tables comparing the information within all the RFPs by specific component. Tables and their respective graphs can be found in Objective 1 of this study.

The second part of this study, conducted in Togo, were semi-structured interviews normally lasting between 30 to 60 minutes. Data collection took place in communities hosting a PCV in order to collect interview responses in communities that already have a relationship with PC and have experienced interviews before. PCVs were stationed at various sites throughout the country. The interview guides consisted of a section for non-identifying demographic information and a combination of yes/no, multiple choice, and open-ended questions. It was constructed in order to answer the following questions:

1. What are the existing needs of the Togolese people?
2. What are the stratified needs between groups?
3. What are the most and least prioritized needs?
4. Can participant identify any American organizations or programs?
5. Does participant feel they have directly benefited from any U.S. government program?
6. What assistance programs would participant be interested in participating in?
7. Does participant feel personal needs have changed in past ten years?
8. Does participant feel community needs have changed in the past ten years?

These questions were compiled by the researcher in hopes of being able to identify ways in which USG efforts are succeeding or failing, and to make suggestions as to how project objectives can be improved if areas for improvement appear. The

English version of the interview guide can be found in Appendix A. The researcher collected a vast quantity of data, but for the purpose of this study, only qualitative results from the questions that are underlined in the interview guide were used. Data from the interview guide that were not underlined provided no valuable information and would have only been adding length, but no depth, to the research. In an effort to maintain a concise yet information-rich study, only interview results that uncovered trends and connections were utilized.

There are dozens of languages spoken throughout the country. A large percentage of the population is illiterate or partially literate, particularly in the rural communities where participants were recruited. For these reasons, the semi-structured interviews were conducted orally with the aid of an HCN counterpart who served as an interpreter. Many interview participants struggled with the concept of ranking needs and with being asked why topics are or are not important to them. This could be in part due to the way the education system has been established. Students are simply taught rote memorization instead of critical thinking, so when participants thought of what they knew to be the “right answer” to a question (the textbook definition for health, for example), they answered with ease. However, if participants were faced with a question that did not necessarily have a correct answer, they often struggled. Member checks were conducted on some participants in order to clarify the answer if it seemed the participant did not understand the question, or sometimes to have the participant elaborate on their answers. It was discovered through the process of interviewing that several English and French words did not exist in the local language, and therefore the

researcher and interpreter worked together in order to reframe the question to obtain accurate data. The settings in which interviews took place were largely informal, as it is easier to speak with people at their homes instead of recruiting participants and asking them to meet at a certain location at a certain time. Due to the informal setting of residential compounds, there often were other people around who would attempt to help the participant or try and give them the “right answer.” For these reasons, the researcher and interpreters would sometimes have to intervene, re-frame, or re-word questions to help the participant understand exactly what was being asked. Other times, clarification was necessary because participant answers were unclear or did not make sense. Cross-checking interview responses at different times throughout the interview process through member checks ensured data triangulation (Merriam, 2009).

### **Data Analysis**

Once all of the pertinent information was collected, the constant comparative method was used to analyze the interview data in order to discover the “regularities and the patterns or connections between and among these regularities” (Dooley, 2007, p.27). The researcher tabulated the interview responses into a spreadsheet and then analyzed the answers to each of the questions using open and then axial coding. Open coding was used to break down, examine, compare, and categorize the data, while axial coding was used to put data back together in new ways by making connections between categories (Bryman, 2016). Depending on the question being analyzed, the researcher used frequencies, counts, averages, or medians to evaluate correlations among the coded data. The evaluation method of “gap mapping” was then used to determine whether or not a

gap appeared between the supply and demand of USG aid services and programs in Togo. Gap mapping consolidates what is known and not known “about ‘what works’ in a particular sector or sub-sector by mapping completed and ongoing systematic reviews and impact evaluations in that sector” (3IE Impact, 2016). Research implementing gap mapping has appeared predominantly in medical journals and it is not until recently that the use of evidence gap mapping has made its way to the application of policy-making and development work. In order to map any existing gaps between supply and demand of USG aid in Togo, results from the interviews completed on the ground were compared to the results from the RFP data disaggregation spreadsheet. The prioritization of USG resources were identified by analyzing the frequency with which topics appeared in RFPs, the amount of money allocated towards different topics, the length of time designated for projects, how many proposals would be awarded funding, and whether or not there was a required cost-share. The results were compared with the prioritization of Togolese needs that appeared in the responses of the interviews, identified through a ranking of topics in terms of priority.

The researcher’s intent was to collect 40 interviews per target group: educators, clinic staff, women's groups, farmers, and small business owners. Due to study limitations however, only two communities in Maritime, one in Plateaux, one in Centrale, two in Kara, and one in Savanes were interviewed, totaling seven communities with at least four interviews per represented group for a total of 20 interviews per community. This resulted in a total of 140 interviews.



CHAPTER IV  
DATA ANALYSIS AND FINDINGS

**Objective 1 - Identify the Supply In Development Resources From USG Agencies**

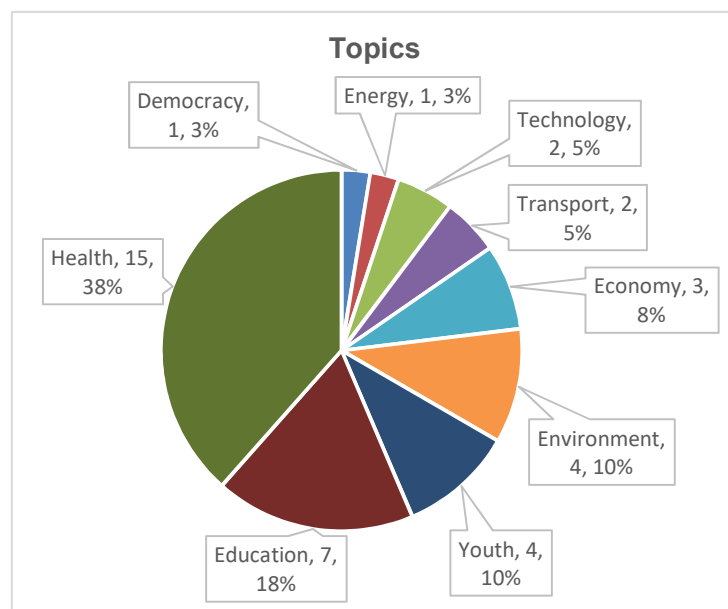
**Eligible For Togo**

Between 2010 and 2017, 39 RFP's were posted to [www.grants.gov](http://www.grants.gov) that listed Togo as an eligible country. Over several months, the researcher read through each RFP and tabulated information about the request into an Excel spreadsheet. The information gleaned from the RFPs was separated into the following nine categories: (1) topics or the overall general need being addressed, (2) the federal agency that posted the RFP, (3) the year between 2010-2017 in which the RFP was posted, (4) the total dollar amount each RFP could allocate towards proposals, (5) the number of different awards possible to distribute per RFP, (6) whether or not the RFP required a cost share and how much, (7) the timeframe in which the project or program would be completed, (8) target beneficiaries or who is supposed to benefit from intervention, and (9) gender component, or whether or not gender was taken into consideration throughout the RFP and to what degree.

1. Topics: The majority of RFPs were aimed at tackling problems in the area of health, consisting of 38% of all RFPs. Most within this topic area related to HIV/AIDS, tropical diseases, maternal and child health, and family planning. The next most-common topic after health was education, consisting of 18% of all RFPs. These were mainly related to curriculum or material development and capacity building of educators. Following

education in frequency was environment, at 10% of all RFPs. Aims within this topic mainly focused on improving agricultural technologies to enhance water management and reduce pollution in water systems.

To determine USG priorities in terms of resources allocated for different projects, the RFPs were ranked by the categories in the Excel sheet. To begin, the researcher reviewed the number of RFPs that were submitted in each topic.



**Figure 7. Percentage of RFP Topics.**

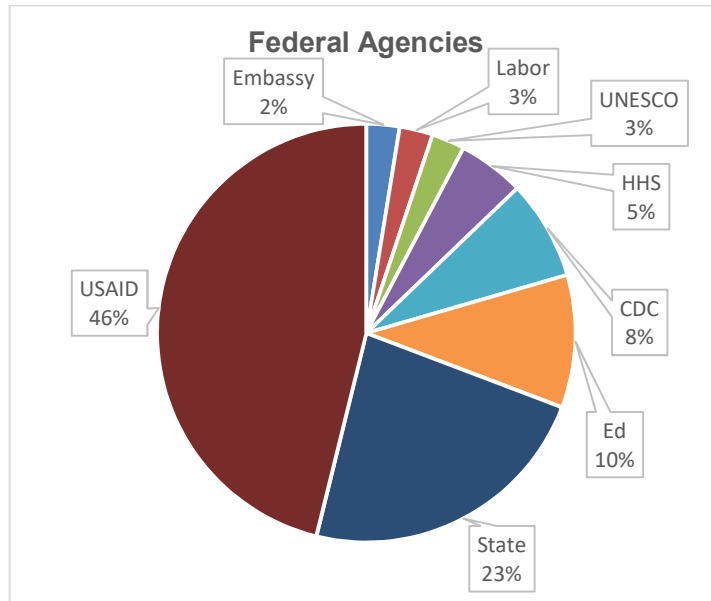
**Interpretation:** It is clear by looking at Figure 7 that, in terms of number of RFPs submitted, health is the overwhelming priority need being addressed by the USG. Following health were education, environment, and youth; the least prioritized topics were democracy and energy.

2. Federal Agency: Unsurprisingly, USAID released the majority of RFPs compared to other agencies by a wide margin, followed by the State Department and then the Department of Education.

**Table 1. Frequency of Agencies that Posted RFPs.**

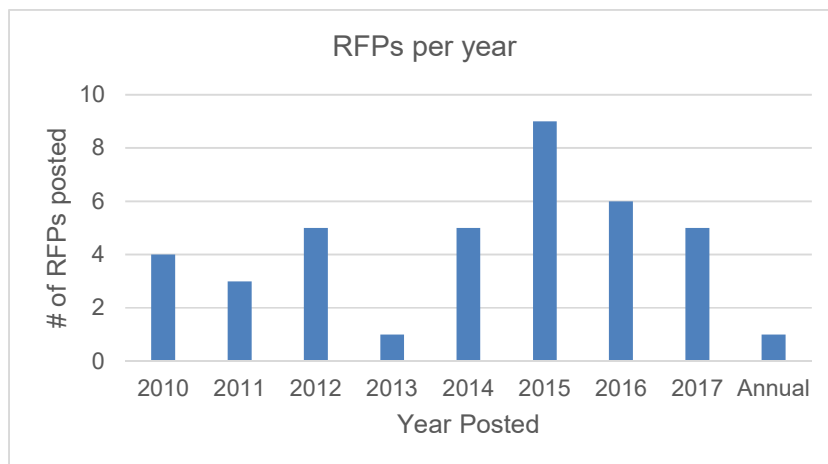
Agency	<i>f</i>	%
USAID	18	46%
DOS	9	23%
DOE	4	10%
CDC	3	8%
HHS	2	5.5%
UNESCO	1	2.5%
DOL	1	2.5%
Embassy	1	2.5%
Total	39	100%

**Interpretation:** Table 1 and Figure 8 demonstrate that a large percentage of RFPs released by USAID were aimed at (in order from most to fewest) health, environment, transportation, economy, education, and environment. The State Department released RFPs relating to (in order from most to fewest) youth, economy, technology, education, and environment. The Department of Education’s focus was solely on education and released no RFPs relating to any other topic. While UNESCO is not a USG agency, the organization published an RFP through [www.grants.gov](http://www.grants.gov) and was the only RFP with a sole focus on African girls.



**Figure 8. Percentage of Federal Agencies that Posted RFPs.**

3. Year Posted:



**Figure 9. RFPs Posted Per Year 2010-2017.**

**Interpretation:** In Figure 9, it can be seen that the number of RFPs posted per year ranged from one to nine, with a dip in 2013 and a peak in 2015. One RFP was listed as annual, meaning that it is renewed every year; no specific posted year could be found.

4. Total Available Funding:

**Table 2. Total Amount of Dollars Available in RFPs per Topic.**

Ranking in terms of total dollars	Dollar amount	<i>M</i>	<i>SD</i>
Health	1,427,000,000	\$126,853,333	\$166,131,423
Education	52,629,798	\$6,375,685	\$9,807,367
Environment	44,629,798	\$21,884,875	\$28,650,419
Youth	29,600,000	\$7,400,000	\$5,663,921
Energy	15,000,000	\$15,000,000	\$5,000,000
Economy	9,580,245	\$3,763,374	\$1,872,684
Technology	2,650,000	\$1,325,000	\$1,661,701
Transport	250,000	\$275,000	\$35,355
Democracy	25,000	\$25,000	0
Total	1,581,364,841	20,322,474	53,920,830

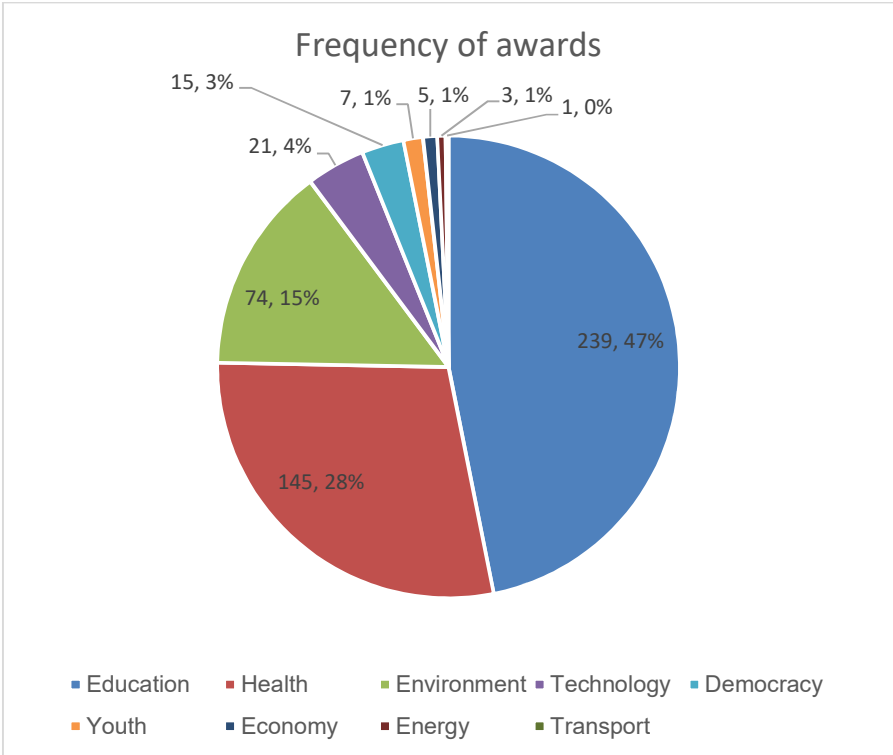
**Interpretation:** Table 2 was rearranged by total number of dollars available per topic.

These numbers were derived by finding the total available funds for each RFP, then summing the total available funding according to the topic. The table also provides the mean and standard deviation for each topic. By observing the total dollar amounts, Table 2 reveals that health, education, and environment resulted as top priorities, and democracy, transportation, and technology resulted as lowest priorities.

5. Number of Awards Available:

**Table 3. Frequency of Total Awards Available per Topic.**

Ranking in terms of number of awards	<i>f</i>	%
Education	239	47%
Health	145	28%
Environment	74	15%
Transport	21	4%
Energy	15	3%
Youth	7	1%
Technology	5	1%
Economy	3	0.5%
Democracy	1	0.5%
Total number of awards	510	100%



**Figure 10. Frequency and Percentage of Total Awards Available per Topic.**

**Interpretation:** Table 3 and Figure 10 were arranged in terms of the total number of awards per topic. The numbers that form this table were derived by counting the number of RFPs available within each topic. Again education, health, and environment resulted at the top of the chart, while transportation, energy, and economy resulted at the bottom.

6. Average Dollars per Award:

**Table 4. Amount of Dollars Available per Award within Each Topic.**

Ranking in terms of dollars per award	Total Dollar Amount per Topic	<i>f</i> of Awards Available	Average dollars per award
Health	1,427,000,000	145	9,841,379
Youth	29,600,000	7	4,228,571
Economy	9,580,245	3	3,193,415
Energy	15,000,000	15	1,000,000
Environment	44,629,798	74	603,105
Technology	2,650,000	5	530,000
Education	52,629,798	239	220,208
Democracy	25,000	1	25,000
Transport	250,000	3	11,905
Total	1,581,364,841	510	19,653,583

**Interpretation:** The numbers that form Table 4 were derived by dividing the total amount of funding within a topic by the total frequency of awards available. By looking at the derivation in this way, priorities do not follow the same patterns as the other tables and charts in this section. Here, the top three priorities were health, youth, and economy, whereas the topics at the bottom were transportation, democracy, and education. In most other arrangements of the topics, education ranks among the top priorities. With regards to total amount of funding available, education was the second-most funded topic. However, when dividing the total by the number of proposals the awards would be funding, education resulted in having one of the fewest amount of dollars per award.



7. Cost share:

**Table 5. Cost-share Requirements per Topic.**

Topics	Required cost-share?
Environment	25-50%
Energy	15%
Health	10-15%
Education	No
Youth	No
Economy	No
Technology	No
Transport	No
Democracy	No

**Interpretation:** As is seen in Table 5, most RFPs did not require a cost-share in the proposals, but those that did require a cost-share of 10-50% were exclusive to RFPs relating to health, environment, and energy. Awards within these three topics were generally of large amounts, which could explain the necessity for a cost-share. One of the rationales for implementing a cost-share in proposals is to instill a sense of buy-in on the part of the awardees (University of Wisconsin-Milwaukee, 2019). With awards of large quantities, cost-shares can be written into a proposal to incentivize the awardee to take ownership of the intervention.

8. Length of Time: Table 6 was arranged in order of longest to shortest amount of time for projects according to topic. These numbers were derived by looking at the median number of years that projects within the topic were set to take place.

**Table 6. Median Length of Time for Projects per Topic.**

Ranking in terms of time	Length of time
Health	5 years
Environment	3 years
Energy	3 years
Youth	2 years
Economy	2 years
Technology	2 years
Education	1.5 years
Transport	1.5 years
Democracy	1 year

**Interpretation:** Resulting at the top of Table 6 were health, environment, and energy, and resulting at the bottom of the table were democracy, transportation, and education. Again, education is found at the bottom of this table, signifying that projects related to education have some of the shortest timelines and lowest funding per award. Overall, however, it is evident that the USG believes Togolese people’s greatest needs are within the topics of health, environment, and education. Consistently resulting as bottom priorities were transportation and democracy.

9. Target Beneficiaries:

**Table 7. Frequency of Target Beneficiaries that Were Listed in RFPs.**

Target Beneficiaries	<i>f</i>	%
Those in education	6	11%
Women	5	9%
CHW	5	9%
Farmers	5	9%
Youth	5	9%
Adults	4	7%
Children	3	6%
Sex workers	3	6%
LGBTQ+	3	6%
Businesses	2	4%
Ill w HIV/AIDS	2	4%
Ill	2	4%
Entrepreneurs	2	4%
U.S. organizations	2	4%
Everyone	1	2%
Inmates	1	2%
Girls	1	2%
Disabled	1	2%
Total	53	100%

Table 7 lists the different target beneficiaries found in each of the RFPs, ranking them in order from most frequently found to least frequently found. Each request has at least one, and often times several, groups of people that would benefit from the project or program funded by the USG agency. Target beneficiaries were found by analyzing the RFPs and determining who would benefit from the intervention, then coding them in the spreadsheet and summing each code found in the RFPs. Those at the top were the ones found most frequently in RFPs, and those at the bottom were found least frequently.

Resulting at the top of the list are those in education, which includes teachers, students, and school directors. The following four categories were found in equal numbers: women, community health workers, farmers, and youth. Those found least frequently were: the general population, inmates, girls, and disabled persons. It is worth noting that, despite the prevalence of farming in Togolese society, there is a strikingly small emphasis on agriculture and farming in ID efforts by the USG.

10. Gender Component: Gender is becoming an increasing focus in the world of international development, and as such the researcher decided to also measure the frequency with which gender was mentioned, taken into consideration, or the focus of RFPs. The measurement of “high” was designated to those RFPs that were either solely focused on women or took women into consideration heavily throughout the document. Those designated as “medium” mentioned gender or took women/girls into consideration in about 40-50% of the RFP; those designated as “low” only mention gender a handful of times or simply refer to USAID’s Gender Equality and Female Empowerment Policy.

**Table 8. Frequency and Percentages of RFPs Containing Gender Components.**

Gender component	<i>f</i>	%
High	5	13%
Medium	10	25.5%
Low	10	25.5%
None	14	36%
Total	39	100%

**Interpretation** – In Table 8, it can be seen that out of the 39 RFPs, 36% had no gender component at all, 25.5% were categorized as low, 25.5% were categorized as medium, and only 13% were categorized as high.

**Objective 2 – Identify the Demand In Development Resources From the Perspective Of a Togolese Sample Rural Population**

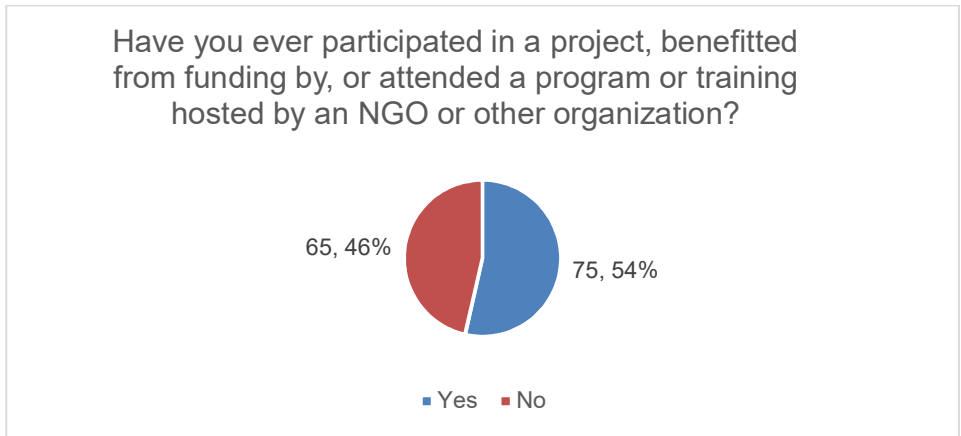
Beginning from the point at which Togolese people access information, the question was asked: How do you gain access to information about program, project, training, or funding opportunities? The most common reported means of access to information were:

1. Radio
2. Word of mouth
3. Groups/cooperatives
4. Technical advisors (such as superiors in the workplace i.e., nurses or doctors at the clinic, school directors, agricultural organization representatives, etc.).

Table 9 and Figure 11 demonstrate that more than half of participants reported having participated in some form of project or program.

**Table 9. Frequency of Participants Who Have Participated in an Intervention.**

Have you ever participated in a project, benefitted from funding by, or attended a program or training hosted by an NGO or other organization?	
Yes	No
75	65

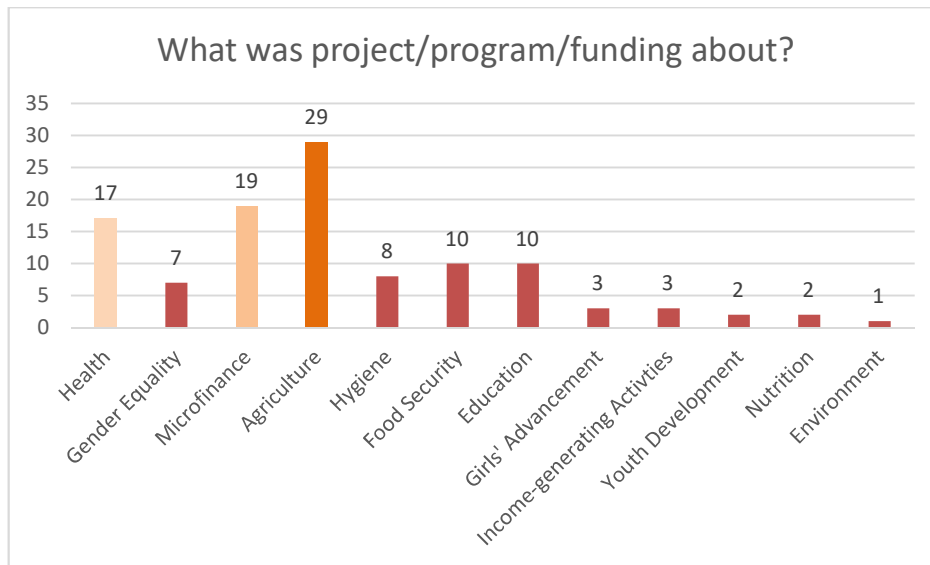


**Figure 11. Percentage of Participants That Have Participated in Opportunities.**

The most common topics of project/program/funding participants took part in were:

- 1. Agriculture
- 2. Microfinance
- 3. Health

Figure 12 below shows the frequency with which opportunity topics that participants reported partaking in were reported.

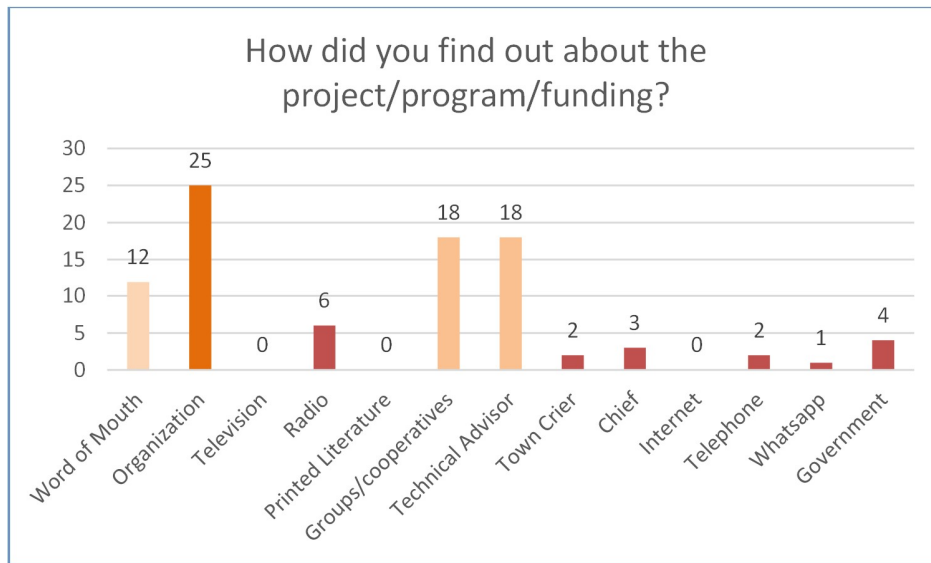


**Figure 12. Frequency of Opportunity Topics.**

The most common ways participants who actually participated in some form of opportunity reported finding out about the project/program/funding were:

1. An organization (i.e. NGOs, governmental organizations, non-profits)
2. Groups/cooperatives
3. Technical Advisors
4. Word of mouth

Figure 13 below shows frequency of the means by which participants learned about opportunities.



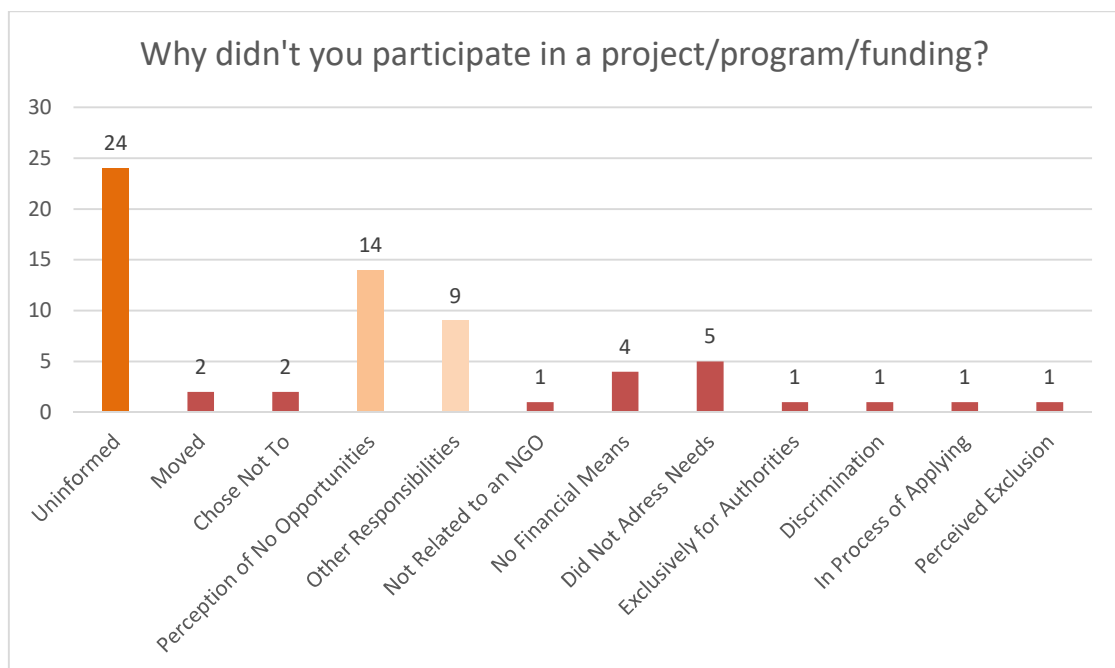
**Figure 13. Frequency of Reported Ways Participants Found Out About Opportunities.**

**Interpretation:** The majority of participants reported hearing about opportunities most often from the radio, but radio did not appear on the top four methods of information access for those who actually participated in a project or program. The most effective means of informing Togolese people in rural areas about projects, programs, or funding were through organizations and groups/cooperatives. Out of those participants who reported organizations as their main source of information about opportunities, 57% actually participated in something and found about that opportunity through organizations; 35% of participants who reported being informed about opportunities through groups or cooperatives actually participated and were informed about the opportunity through a group or cooperative. The most frequently self-reported means of



access to information were through word of mouth and radio, but the frequency of actual use and participation were 22% and 11%, respectively.

The most common reasons why a participant did not participate in a project/program/funding were: (1) They were not informed of any; (2) they had the perception that no opportunities existed, either in their community, their region, or throughout the whole country; and (3) they had other responsibilities such as taking care of children, tending to the fields, or running their small business. Figure 14 below shows the frequency of the reasoning behind why a participant chose not to partake in opportunities.

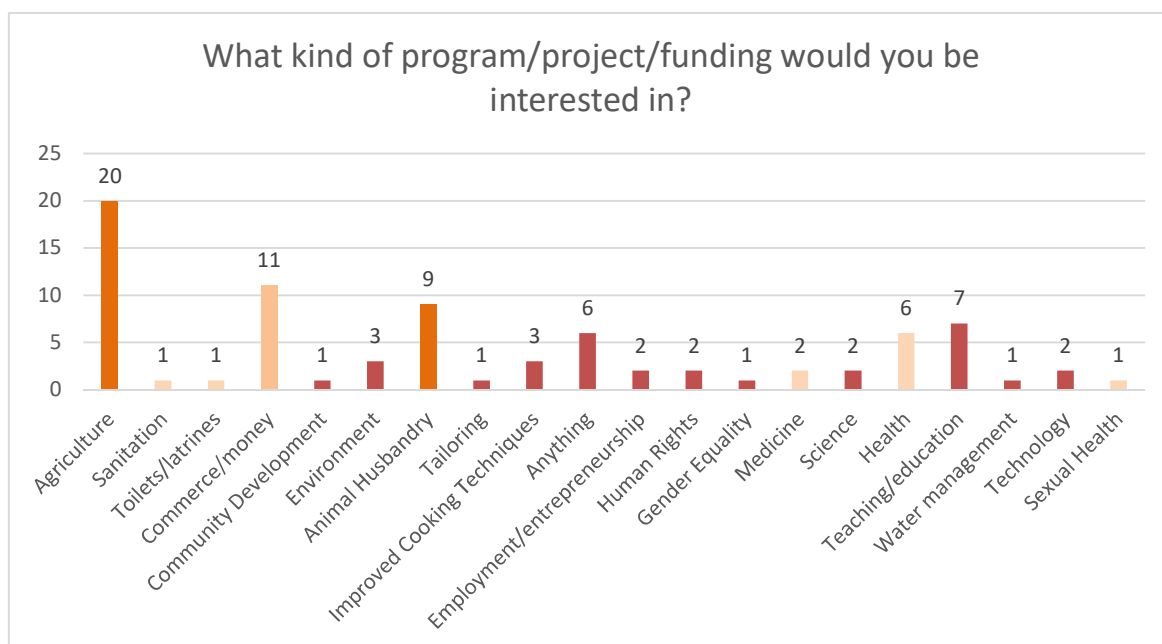


**Figure 14. Frequency of Reasons for Lack of Participation.**

The most common topics that participants who have not taken part in any opportunity reported interest in learning more about are:

1. Agriculture (agriculture, animal husbandry)
2. Commerce/money
3. Health (sanitation, toilets/latrines, medicine, health, sexual health)

Figure 15 shows the frequency of topics that participants reported being interested in learning more about.



**Figure 15. Frequency of Topics Participants Wanted to Learn More About.**

Having analyzed the various ways in which the Togolese rural population gain access to information about development opportunities, the next set of data analyzed were the various priorities that Togolese participants were asked to rank. The level of

importance between nine topics (derived from the disaggregated RFP data) were listed as one through nine. Participants were asked to rank them with one representing the top priority and nine representing the bottom priority. These topics were the same nine as the ones identified in Objective One: (1) energy, (2) health, (3) education, (4) youth, (5) economy, (6) technology, (7) environment, (8) transportation, and (9) democracy.

The overall top three priorities were:

1. Health
2. Education
3. Environment

The overall bottom three priorities were:

1. Democracy
2. Transportation
3. Youth

Table 10 below shows the frequency with which each topic was ranked in terms of priority. The bolded numbers highlight the topics that were most frequently chosen as the priority per ranking. For example, the highest priority topic resulted in being health, which was ranked first 95 times. The lowest priority topic resulted in being democracy, which was ranked sixth 38 times.

**Table 10. Frequency of Participant Priority Rankings.**

Topic	Priority Ranking					
	1	2	3	4	5	6
Energy	8	14	9	19	12	19
Health	95	22	10	1	0	0
Education	17	49	30	2	4	5
Youth	0	2	8	<b>26</b>	22	15

**Table 10. (continued)**

	Priority Ranking					
Technology	1	4	9	20	31	15
Environment	6	10	<b>33</b>	19	15	4
Transportation	0	2	8	18	<b>32</b>	32
Democracy	5	3	10	20	14	<b>38</b>

**Interpretation:** Many participants reported finding all nine topics important, but health was overwhelmingly the lead in terms of priorities. Following health were education and the environment; at the bottom of the priorities list were democracy, transportation, and the youth. A phrase known by every Togolese person, one that was heard almost daily, is “*la sante avant tous,*” meaning health before everything. When asking participants to rank the topics, they were asked to define them using their own words and also to detail why the topic was or was not important to them. The phrase *la sante avant tous* was the most commonly used definition for health or why it is important. Other definitions include:

1. “Being free of illness”
2. “A strong body”
3. “Without health, one cannot do anything”

### *Health*

In the majority of rural Togolese communities, manual labor is a part of daily life for both men and women. As there is only a small percentage of rural communities with electricity and almost none with running water, even simple tasks such as bathing require the physical ability to draw water from a well or to pump it from a manual water

pump. Therefore, being in good health is crucial to being able to perform even the most basic daily tasks. Health is also constantly at risk for many people, as there is an incredibly high rate of malaria contraction and diarrhea due to water or food borne illnesses. Living in this reality keeps health at the forefront of all people's minds throughout the country.

### *Education and Youth*

When defining education, most participants defined it as the transfer of knowledge, with an emphasis on children. There was also a common mentioning of educating children for the future, despite youth being ranked low on the list of priorities. It could be inferred that a high priority of educating children would result in prioritizing the youth as well, but this was not the case. In rural Togo, the current cultural gap between the young and the old is incredibly wide due to the rapid introduction and adoption of technology. As in most cultures around the world, the youth adopt and adapt to new technologies at much faster rates than older generations (Rogers, et al., 2017). In most of the Western Hemisphere, however, the evolution of technology has been developing for decades. In comparison, technologies such as cell phones and the internet were introduced to the Togolese before they ever experienced land-line telephones. With the ability to access internet comes the capability of seeing how the rest of the world looks, functions, dresses, talks, and organizes. Because of the desire to be more western, young people have begun foregoing traditional Togolese attire for more western attire. Women are now wearing pants, and sometimes even shorts or short dresses instead of

adhering to a strict dress code of long skirts and dresses. The smartphone application, Whatsapp, has provided people with a way to communicate with those around the country and around the world, allowing for the spread and debate of ideas and perspectives that had not penetrated the region before. Young people are changing the way they talk, behave, dance, treat elders, and view the government and social norms. Such drastic changes over a short period of time has created a sort of animosity among older generations towards the youth. It should also be noted that the term *youth* in Togolese vocabulary is generally used to describe teenagers and young adults, rather than children. This could explain the discrepancy between the prioritization of education and the low prioritization of youth.

#### *Environment*

The term environment was most often associated with its ability to provide food and life. Being that most rural Togolese are farmers, the environment they are most familiar with are the farms where they grow food to sell or for subsistence. They are very well aware of the detrimental impacts caused by climate change and are affected by it more every year. Taking this into consideration, the fact that environment is so high on the list of priorities makes sense.

#### *Democracy*

During the time that data was collected, the country was in a state of political instability. Increasing numbers of the population are calling for a more legitimate democratic government and a change in leadership, as the current president has been in power for fourteen years. The introduction of technology that allows new ideas about

governance and faster means of communication have led swaths of citizens losing faith in the government and calling for change. The current political climate could be correlated with the low prioritization of democracy. The most common reason for placing it at the bottom of the ranking was that participants did not feel their current government cared about or represented them at all.

**Objective 3 – Determine If There are Gaps In What Is Needed And What Is Being Offered as a Means for Improving Development Targets In Rural Togo**

In order to gain a better understanding about the participants and their top priorities, profiles were compiled for each topic that had been ranked as the first priority. Table 11 details the information corresponding to respondents who chose health as their top priority.

**Table 11. Profile of Participants Who Reported Health as Top Priority.**

Those who chose Health as the top priority were: (97 participants)	
Gender	49 males, 48 females
Median Age	35
Region	29 in Maritime, 15 in Plateaux, 9 in Centrale, 32 in Kara, 12 in Savanes
Marital Status	77 married, 3 divorced, 3 widowed, 13 single
Level of education	34 had secondary level, 20 had primary level, 17 had tertiary level, 14 had no education, 10 had university level, two chose not to respond
Occupation	24 were farmers, 23 were community health workers, 16 were educators, 14 were vendors, 10 were craftsmen, six were homemakers, two were community leaders
Average Household Size	Six
Own or Rent Land	37 own, 32 rent land, 28 have no claim to land

**Table 11. (continued)**

Those who chose Health as the top priority were: (97 participants)	
Reported medium of information access	32 reported radio, 18 reported groups or cooperatives, 17 reported technical advisors, 17 reported word of mouth, 15 reported a chief, nine reported an organization, nine reported the town crier, six reported TV, three reported printed literature, three reported the telephone, three reported Whatsapp, and two reported the internet
Have participated in project/program/funding opportunity?	55 have participated, 42 have not
Could name an organization?	51 could, 43 could not, and three chose not to respond
Feel personal needs have changed?	78 did, and 17 did not, and two chose not to respond
Feel community needs have changed?	69 did, 20 did not, and eight chose not to respond

Table 12 details the information corresponding to respondents who chose education as their top priority.

**Table 12. Profile of Participants Who Reported Education as Top Priority.**

Those who chose Education as the top priority were: (18 participants)	
Gender	15 male, three females
Median Age	37
Region	Four in Maritime, two in Plateaux, three in Centrale, five in Kara, four in Savanes
Marital Status	11 married, one divorced, five single, and one chose not to respond
Level of education	Two primary level, three secondary level, eight tertiary level, and five university level
Occupation	All educators
Average Household Size	Eight
Own or Rent Land	Seven own, five rent, and six have no claim to property
Reported medium of information access	Nine reported radio, five reported word of mouth, four reported groups or cooperatives, three reported TV, two reported an organization, two reported a chief, one reported technical advisors, and one reported the internet



**Table 12. (continued)**

Those who chose Education as the top priority were: ( <u>18</u> participants)	
Have participated in project/program/funding opportunity?	10 did, eight did not
Could name an organization?	14 could, three could not, and one chose not to respond
Feel personal needs have changed?	13 did, four did not, and one chose not to answer
Feel community needs have changed?	14 did, three did not, and one chose not to answer

Table 13 details the information corresponding to respondents who chose energy as their top priority.

**Table 13. Profile of Participants Who Reported Energy as Top Priority.**

Those who chose Energy as the top priority were: ( <u>seven</u> participants)	
Gender	All male
Median Age	35
Region	Six in Maritime and two in Plateaux
Marital Status	All married
Level of education	Two had no formal education, four had primary level, and one had secondary level
Occupation	Five were vendors, two were farmers
Average Household Size	Six
Own or Rent Land	Three own, two rent, and two have no claim to property
Reported medium of information access	Two reported an organization, two did not access at all, one reported word of mouth, one reported radio, and one reported the town crier
Have participated in project/program/funding opportunity?	Four did not, three did
Could name an organization?	Six could not, one could
Feel personal needs have changed?	All did
Feel community needs have changed?	All did
Definition of Energy	All defined energy as electricity or light

Table 14 details the information corresponding to respondents who chose economy as their top priority.

**Table 14. Profile of Participants Who Reported Economy as Top Priority.**

Those who chose Economy as the top priority were mostly: ( <u>six</u> participants)	
Gender	All male
Median Age	50
Region	One in Maritime, two in Centrale, one in Kara, and two in Savanes
Marital Status	All married
Level of education	All had secondary level
Occupation	Four were vendors, one was a craftsman, and one was a medical professional
Average Household Size	10
Own or Rent Land	Four owned land, two did not have any claim to property
Reported medium of information access	Five reported radio, three reported technical advisor, two reported word of mouth, one reported a chief, and one reported Whatsapp
Have participated in project/program/funding opportunity?	Four did, two did not
Could name an organization?	Three could, three could not
Feel personal needs have changed?	Three did, three did not
Feel community needs have changed?	Four did, two did not

Table 15 details the information corresponding to respondents who chose environment as their top priority.

**Table 15. Profile of Participants Who Reported Environment as Top Priority.**

Those who chose Environment as the top priority were: ( <u>six</u> participants)	
Gender	Five males, one female
Median Age	35
Region	Five in Centrale, one in Plateaux
Marital Status	Four married, one widowed, one single
Level of education	Three had secondary level, two had primary level, one had tertiary level
Occupation	Five were farmers, one was a homemaker

**Table 15. (continued)**

Those who chose Environment as the top priority were: ( <u>six</u> participants)	
Average Household Size	Five
Own or Rent Land	Three owned, one rented, and two had no claim to property
Reported medium of information access	Two reported word of mouth, one reported radio, one reported technical advisors, and one reported a chief
Have participated in project/program/funding opportunity?	None did
Could name an organization?	Four could not, two could
Feel personal needs have changed?	Three did, three did not
Feel community needs have changed?	Five did not, one did

Table 16 details the information corresponding to respondents who chose democracy as their top priority.

**Table 16. Profile of Participants Who Reported Democracy as Top Priority.**

Those who chose Democracy as the top priority were: ( <u>five</u> participants)	
Gender	Four males, one female
Median Age	37
Region	One in Maritime, one in Centrale, one in Kara, two in Savanes
Marital Status	Four married, one divorced
Level of education	Two had university level, one had no education, one had primary level, one had secondary level
Occupation	Three farmers, one educator, and one medical professional
Average Household Size	Five
Own or Rent Land	Two owned, one rented, two had no claim to property
Reported medium of information access	Two reported word of mouth, two reported radio, two reported groups/cooperatives, one reported technical advisors, and one reported Whatsapp
Have participated in project/program/funding opportunity?	Three did, two did not

**Table 16. (continued)**

Those who chose Democracy as the top priority were: ( <u>five</u> participants)	
Could name an organization?	Three could, two could not
Feel personal needs have changed?	Four did, one did not
Feel community needs have changed?	Three did, two did not

Table 17 details the information corresponding to respondents who chose technology as their top priority.

**Table 17. Profile of Participants Who Reported Technology as Top Priority.**

Those who chose Technology as the top priority were: ( <u>one</u> participant)	
Gender	Male
Median Age	30
Region	Centrale
Marital Status	Married
Level of education	Secondary level
Occupation	Community/religious leader
Average Household Size	Four
Own or Rent Land	Owns land
Reported medium of information access	Technical Advisor
Have participated in project/program/funding opportunity?	No
Could name an organization?	Yes
Feel personal needs have changed?	Yes
Feel community needs have changed?	Yes

**Interpretation:** The majority of participants chose health as their first priority, and the profile of participants who chose health was generally representative of the entire sample population. Most of the other topics that were chosen as top priority can be explained by the occupation of the participants. For example, those who ranked education as their top

priority were predominantly educators. Those who chose energy were predominantly vendors; those in boutiques relied on solar panels or electricity to illuminate their shops at night, and those selling on the side of the road relied on street lamps in order to continue sales once the sun goes down.

When asked about identifying American organizations (governmental or non-), the majority of participants could only name PC. This is likely due to the presence of a PCV in the community, and therefore creates an inherent bias. Other two most frequently named organizations after PC were UNICEF and Red Cross.

In terms of the difference in needs over the past ten years, there were two similar types of answers depending on whether the participant was discussing personal or community needs. When elaborating on personal needs, the most commonly cited change was related to family, i.e. getting married, having children, or moving out of parent's home, and the new responsibilities that come with those changes. When asked about community needs, the most frequently cited changes were infrastructure projects completed by the government or development organizations, i.e. a new school or clinic, latrines, or a new road.

**Objective 4 - Add to Existing Public Data On Togo In an Effort to Improve  
Development Efforts**

Due to the settings in which the researcher collected data, it was necessary to gain PC approval to undergo study. Therefore, the researcher will work with the PC in seeking their permission to publish this study with the goal of adding to existing public data on Togo in the international development community. By doing so, the researcher hopes to make future initiative or intervention easier and more effective for future researchers and international development workers.

## CHAPTER V

### SUMMARY OF KEY FINDINGS AND CONCLUSIONS

By analyzing all RFPs published between the years 2010 and 2017 where Togo was an eligible country on the USG website [www.grants.gov](http://www.grants.gov), the three main topics that recurred as priorities among the RFP components were health, education, and environment. The USG agency that released the most RFPs was USAID, with a dip in overall number of RFPs released in 2013 and a peak in 2015. The median number of years for project duration was two years. Most frequently targeted beneficiaries listed throughout RFPs were those in education (educators or students), women, CHWs, farmers, and youth. In terms of gender as a priority in RFPs, the majority did not mention it as a consideration at all or included the bare minimum as per USAID standards.

Most participants were land-owning male farmers who were married and had a secondary level education equivalent to a middle school education in the US. Results from the interviews revealed that the majority of participants reported gaining access to information about different projects, programs, or funding opportunities through the radio, by word of mouth, through groups or cooperatives, or through technical advisors such as superiors in the workplace. In reality, those who actually participated in opportunities learned about them through organizations, groups or cooperatives, technical advisors, and by word of mouth; radio did not appear as a response.

The most frequently cited reason for not participating in any opportunity was because the participant had not been informed of any. Both the participants who partook

in opportunities, and those who had not, reported a desire to learn more about agriculture, commerce/microfinance, and health. Out of those three topics, agriculture was, by and large, the most desired topic to become more informed about. This is likely due to the fact that, regardless of reported occupation, the majority of rural Togolese people are farmers. Thus, any intervention relating to agriculture will affect a wider net of people than potentially intended if this fact is not taken into consideration.

Topics such as girls' advancement and gender equality, on the other hand, received little attention or interest. This is likely due to the patriarchal nature of Togolese society. Unfortunately, women are still viewed as property and often times as second-class citizens in Togo. Women have very few rights, particularly in the rural areas where there is no formal legal system. When a woman gets divorced or her husband dies, it is not uncommon that the husband's family will take all of her possessions and sometimes even the children because they claim to have more of a right to them as the blood relatives of the deceased man. Küçükşen found that women in patriarchal societies with "low education level, unemployed or working with low income are affected more by [the] financial problems [brought on by divorce], not having economic and social support of their families" (2016, p. 832). As it relates to young girls, a family is more likely to only send their sons to school than their daughters if they are struggling to make ends meet, because boys are still valued more than girls in most parts of Togo.

When asked to rank topics from most to least important (topics gleaned from the RFP data), health, education, and the environment resulted as most important, while democracy, transportation, and youth resulted as least important. The most frequently



reported top priority was health, with 97 of 140 participants citing it as the most important topic to them. This topic was the most representative of the population as a whole, since both sexes were equally represented, the levels of education were distributed similarly to the levels of education of the entire population, and most occupations were represented as well. Those who reported health as the top priority gained access to information via the radio, groups or cooperatives, and technical advisors. Most participants have participated in some form of opportunity, could name an organization, and feel both personal and community needs have changed over the past 10 years. It is especially important to consider high participation rates, such as those from this sample, where the majority of participants reported being involved in some sort of opportunity. Denney et al. highlight the importance of participant feedback, stating that “social learning is bi-directional, as researchers and practitioners cannot simply tell stakeholders how they should adopt sustainability goals and implement sustainability interventions” (2018, p. 890). High participation rates provide an opportunity for researchers to acquire rich and accurate data from participants if societal etiquette, power dynamics, and inherent biases are addressed before and throughout the data collection process. Having the ability to remain flexible and open to readjusting approaches if new information arises relating to the way in which participants interact with researchers would prove invaluable.

The second-most frequently reported top priority was education, with 18 of 140 participants citing it as the most important topic. The majority of these participants were male, around 37 years of age, either married or single, and had an education level

equivalent to a U.S. high school or university education. These participants worked as educators, had an average household size of eight, owned land, reported the radio as the most common means of gaining access to information, have participated in some form of opportunities, could name an organization, and feel both personal and community needs have changed.

The third-most frequently reported top priority was energy, with seven of 140 participants citing it as the most important topic. The majority of these participants were male, around 35 years of age, married, and had an education level equivalent to a U.S. elementary school education. These participants predominantly worked as vendors, had an average household size of six, owned or rented land, and reported organizations as the most common means of gaining access to information or did not report accessing information at all. Most of these participants have not participated in some form of opportunities, but reported interested in participating if something were offered, specifically in topics about money. Many of the participants could not name an organization, felt both personal and community needs have changed, and defined energy as electricity or light. This last point is notable, as no other topic was defined exactly the same way by participants.

The fourth-most frequently reported top priority was economy, with six of 140 participants citing it as the most important topic. The majority of these participants were male, around 50 years of age, married, and had an education level equivalent to a U.S. middle school education. These participants worked as vendors, had an average household size of ten, owned land, reported the radio or technical advisors as the most

common means of gaining access to information, have participated in some form of opportunities, and could name an organization. Half of these participants felt their personal needs have changed over the past 10 years, and half did not feel this way. Most participants felt their community needs have changed.

The fifth-most frequently reported top priority was environment, with six of 140 participants citing it as the most important topic. The majority of these participants were male, around 35 years of age, married, and had education levels equivalent to U.S. elementary, middle, and high school educations. These participants worked as farmers, had an average household size of five, owned land, and reported word of mouth, radio, technical advisors, and the village chief as the most common means of gaining access to information. It is valuable to note that the majority of those who prioritize the environment identify as farmers, because farmers are the ones who are most directly impacted by changes in the environment. Most participants have not partaken in some form of opportunities, but could name an organization. Half of these participants felt their personal needs have changed over the past 10 years, and half did not feel this way. Most participants did not feel that their community needs have changed.

The sixth-most frequently reported top priority was democracy, with five of 140 participants citing it as the most important topic. The majority of these participants were male, around 37 years of age, married, and had education levels equivalent to U.S. elementary, high school, or university educations, or had no formal education at all. These participants worked as farmers, had an average household size of five, owned or rented land, and reported word of mouth, radio, and groups or cooperatives as the most

common means of gaining access to information. Most participants have partaken in some form of opportunities, could name an organization, and felt both their personal and community needs have changed over the past 10 years.

Finally, the seventh-most frequently reported top priority was technology, with one of 140 participants citing it as the most important topic. This participant was male, 30 years of age, married, and had education levels equivalent to a U.S. middle school education. The participant worked as a community or religious leader, had a household size of four, owned land, and reported technical advisors as the most common means of gaining access to information. He had not partaken in any form of opportunities, but could name an organization. This participant felt that both his needs and the needs of the community have changed over time.

Jahan and Mumtaz (1996) came to the conclusion through their research that gaps likely existed in ID efforts. However, this study concluded differently, as the main topics being prioritized by the USG through funding opportunities aligned strongly with the main topics that were prioritized by the participants. Both the supply and demand for aid resources were aimed at health, education, and the environment. These results appear to be valid, due to the heterogeneous nature of participants who ranked health, education, and environment as top priorities. It should be noted that health, education, and environment are the three PC sectors in Togo, therefore there is a chance that prior knowledge of such programs could have impacted participant answers. There is also the possibility that USG monitoring and evaluation efforts were accurately measuring the

needs of the Togolese people, and because PC is an arm of the USG, the program sectors consequently aligned well with the needs of Togolese communities.

An assumption that was made throughout this study was that PCVs represented one of the most able populations to collect accurate data, due to the nature of the physical and emotional relationships built with their Togolese community members who participated in the study. Thus, it was surmised that their experiences and results in the field of development research accurately reflected the experiences and results of most USG international development work. The data proved this assumption to be incorrect. If this assumption had been true, a gap between the supply and demand of USG resources would have made itself evident. The fact that the needs being addressed and the needs that exist so closely align lead one to believe that those working in the field of international development for the USG are well-equipped at doing their job and there is little issue between principal and agent. While there is always room for improvement, this study does not suggest that there are any glaring issues in the field of M&E within the world of USG international development efforts, and does not support Keck's (2014) conclusions that the USG uses control mechanisms to limit NGO autonomy.

Future researchers can conduct similar studies as this, but in communities with no prior intervention exposure, to determine if similar results are found or if there are note-worthy differences. When undertaking research in such rural areas as these with little-to-to prior exposure to foreigners, it is important to implement more culturally appropriate research methods, as suggested by Wilkens et al., (2002) to ensure accurate data collection and representation of the sampled population. Further research using

qualitative methods can also be conducted with professionals within the top topic priorities (doctors and nurses, teachers and school directors, agricultural cooperative presidents) to better define what needs exist within these topics and evaluate whether those specific needs are being addressed by funded projects.

There is room for improvement in the area of target beneficiaries, in that intersectionality should be more closely considered in who is benefitting from interventions. Since most of the population still resides in rural areas, and the majority of people living in rural communities are farmers, it would be beneficial to take that into consideration when creating programs and projects. Not only is a target beneficiary a child or a woman or a community health workers (CHW), but they are a child who spends a large percentage of time working in the fields, or a woman who has to split her time between household duties, working on the farm, and selling crops, or a CHW who also travels five kilometers a day to tend to their farm. Women were underrepresented in this study but compose half of the Togolese population. Future researchers and development workers working in Togo should make concerted efforts to equally include women in their studies, as there is potential for drastically different results if participants were majority or exclusively female. The intersectionality of women as farmers in rural areas puts them in a particularly vulnerable position in society as someone who already holds less power due to the patriarchal nature of the culture, as someone who is likely to be less educated, and as someone who is geographically distanced from access to resources. Taking a female-focused approach could provide a more holistic approach to

development work in Togo, since it cannot be expected that interventions impact 100% of the population if only 50% of the population are being represented.

The data from this study also suggests that efforts could be made to improve the way development opportunities reach those in the areas that need them most.

Participants who had not participated in any type of project, program, or funding reported not doing so only because they were not informed of any, but responded with interest in participating if an opportunity were offered. Both the types of opportunities participants partook in and the types of opportunities participants would like to learn more about are in the areas of agriculture, commerce or microfinance, and health. It is also critical to consider the future demographics of the Togolese population, since there is such a large portion that are currently under the age of 25. The youth in Togo will soon be taking over positions of leadership, and as Akinwale (2016) stated, are critical to the development of African culture. While the most current method of information transfer is likely through conversation at the village market or at a meeting hosted by an NGO, Rogers's (2003) theory on the diffusion of new ideas suggests that the relationship between the Togolese youth and technology will require a restructuring of the way information regarding development efforts are disseminated to include heavier usage of applications such as Whatsapp and Facebook. Therefore, USG development efforts are targeting the correct needs, but improvements can be made in the form of outreach. This study agrees with Delreux and Adriaensen's (2017) conclusion that there is room for further utilization of the P-A model if it is expanded into other areas of research outside of economics and business. The use of the P-A model in this research provided a solid

framework through which to evaluate USG development efforts on a broad scale, and can be used as a framework in future research to evaluate the impact of USG development efforts on a narrower and more targeted scale.



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APPENDIX A

ENGLISH SURVEY TOOL

<b>Demographic Information</b>			
Sex : _____	Age : _____	Region: Maritime	Plateaux Centrale
Kara	Savanes		
Marital Status : Married	Divorced	Widow	Single
Level of Education : None	Primary	Secondary	High School
University			
Occupation : Craftsman	Community/Religious Leader	Farmer	
Homemaker	Vendor	Educator	Medical
Professional			
Number of persons you feed in the household: _____			
Adult males: _____	Adult females: _____	Children :	

1. How long have you been working in your current occupation?

\_\_\_\_\_

2. Do you own or rent land? YES NO  
a. If yes, do you own or rent? OWN RENT  
i. How many hectares? \_\_\_\_\_

3. How do you gain access to information about program, project, training, or funding opportunities?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Have you ever participated in a project, benefitted from funding by, or attended a program or training hosted by an NGO or other organization? (Circle one)

YES NO

- a. If yes:  
i. What was it about?  
ii. How did you find out about it?  
iii. Why did you decide to attend or seek out the funding?
- b. If no:  
i. Why not?

- ii. Would you be interested in participating if something were offered?
  - iii. Are there any areas of your life in which you would like to learn more?
5. Out of the following, rank the most important to you: (**MARK ONLY 1**)
- a. Energy
  - b. Health
  - c. Education
  - d. Youth
  - e. Economy
  - f. Technology
  - g. Environment
  - h. Transportation
  - i. Democracy
6. Out of the following, rank the second most important to you: (**MARK ONLY 1**)
- a. Energy
  - b. Health
  - c. Education
  - d. Youth
  - e. Economy
  - f. Technology
  - g. Environment
  - h. Transportation
  - i. Democracy
7. Out of the following, rank the third most important to you: (**MARK ONLY 1**)
- a. Energy
  - b. Health
  - c. Education
  - d. Youth
  - e. Economy
  - f. Technology
  - g. Environment
  - h. Transportation
  - i. Democracy
8. Out of the following, rank the least important to you: (**MARK ONLY 1**)
- a. Energy
  - b. Health
  - c. Education
  - d. Youth
  - e. Economy
  - f. Technology



- g. Environment
  - h. Transportation
  - i. Democracy
9. Out of the following, rank the second least important to you: **(MARK ONLY 1)**
- a. Energy
  - b. Health
  - c. Education
  - d. Youth
  - e. Economy
  - f. Technology
  - g. Environment
  - h. Transportation
  - i. Democracy
10. Out of the following, rank the third least important to you: **(MARK ONLY 1)**
- a. Energy
  - b. Health
  - c. Education
  - d. Youth
  - e. Economy
  - f. Technology
  - g. Environment
  - h. Transportation
  - i. Democracy
11. For three most important themes, ask participant to define what each theme means to them, in order from 1<sup>st</sup> to 3<sup>rd</sup> most important:
- a. \_\_\_\_\_
    - i. Why is this most important to you?
  - b. \_\_\_\_\_
    - i. Why is this second most important to you?
  - c. \_\_\_\_\_
    - i. Why is this third most important to you?
12. For three least important themes, ask participant to define what each theme means to them, in order from 1<sup>st</sup> to 3<sup>rd</sup> least important:
- a. \_\_\_\_\_
    - i. Why is this least important to you?
  - b. \_\_\_\_\_
    - i. Why is this second least important to you?
  - c. \_\_\_\_\_

i. Why is this third least important to you?

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13. Can you name any organization that you know to be American? YES NO

a. If YES, please list:

---

b. If YES, do you feel you have directly benefitted from any of these organizations?

YES NO  
14. Do you think your personal needs have changed over the past 10 years?

YES NO  
a. If YES, how have they changed?

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15. Do you think the community needs have changed over the past 10 years?

YES NO  
a. If YES, how have they changed?

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APPENDIX B

IRB APPROVAL DOCUMENT

**DIVISION OF RESEARCH**

**EXEMPTION DETERMINATION**

March 19, 2018

Type of Review:	Initial Review
Title:	Development Through Data: An Analysis of U.S. Government-Led Projects for the Development of Togo, West Africa.
Investigator:	Manuel Pina
IRB ID:	IRB2018-0195M
Reference Number:	071972
Documents Reviewed:	IRB Application Version 1.1; Edited Consent Form Version 1.0; Edited Information Sheet Version 1.1; Versions 1.0: 19 FEB Host Volunteer Survey, 19 FEB Survey Tool Supplement, Survey Tool – French, 19 FEB Thesis Survey Tool-cleaned
Risk Level of Study:	Not Greater than Minimal Risk under 45 CFR 46 / 21 CFR 56

Dear Manuel Pina:

The HRPP determined on 03/19/2018 that this research meets the criteria for Exemption in accordance with 45 CFR 46.101(b) under Category 2: Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior unless: the information is recorded in an identifiable manner and any disclosure of the subjects’ responses outside of research could reasonably place

the subject at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability or reputation.

Your exemption is good for five (5) years from the Approval Start Date. At that time, you must contact the IRB with your intent to close the study or request a new determination.

If you have any questions, please contact the IRB Administrative Office at 1-979-458-4067, toll free at 1-855-795-8636.

Sincerely,

IRB Administration

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979.862.3176 <http://rcb.tamu.edu>