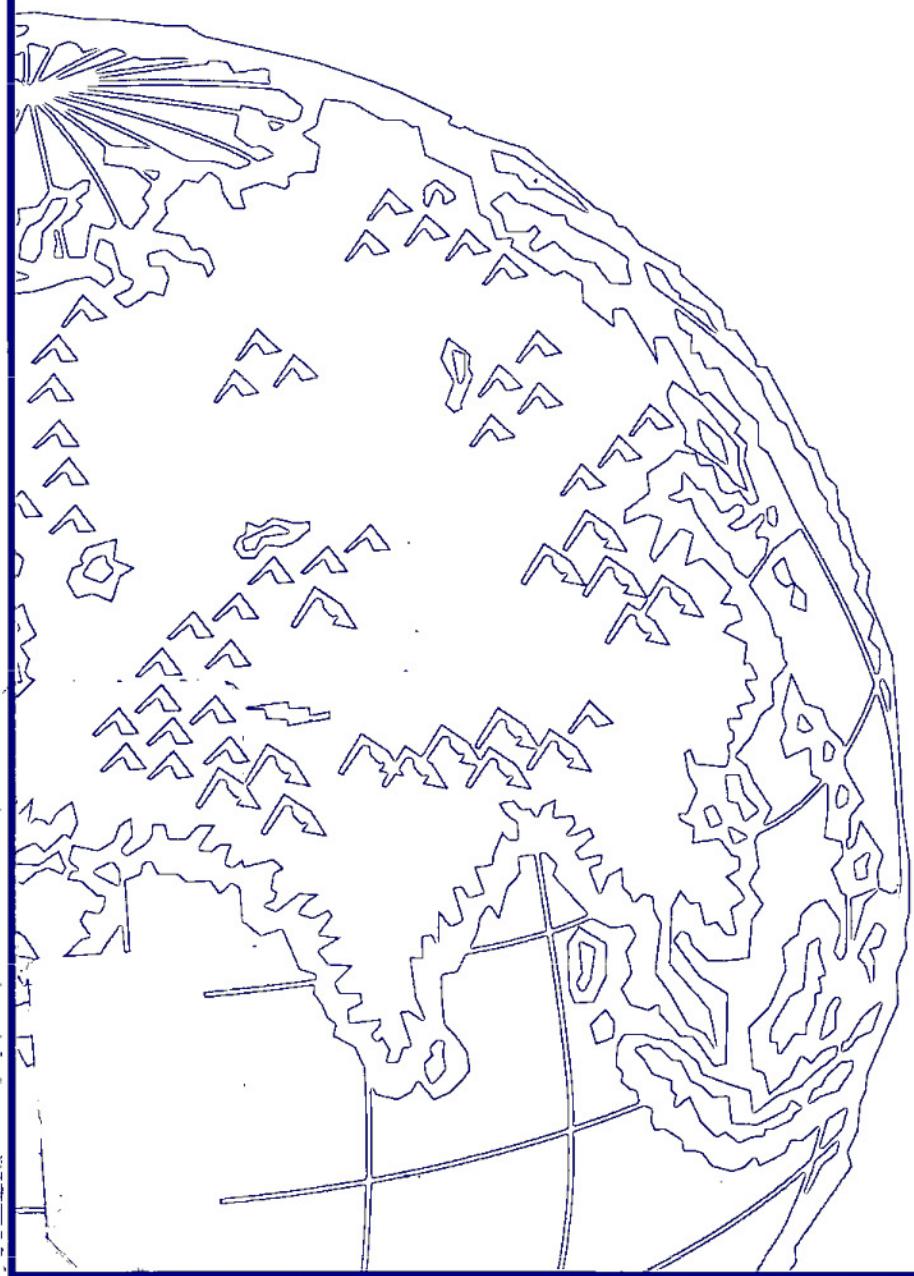




**PEACE CORPS**

**Congressional  
Budget Presentation**

**Fiscal Year  
1997**



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PROPERTY OF  
PEACE CORPS  
ICE RESOURCE CENTER  
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WASHINGTON DC 20526  
(202) 692-2640

Note: World Bank Atlas 1996 is the source of population and per capita income data in this document.



# PEACE CORPS

April 5, 1996

The Honorable Sonny Callahan  
Chairman, Subcommittee on Foreign Operations  
Committee on Appropriations  
House of Representatives  
Washington, D.C. 20515

Dear Mr. Chairman:

As the Peace Corps celebrates its 35th anniversary, I am pleased to provide you with the Peace Corps' FY 1997 Congressional Budget Presentation.

The Administration's budget request for the Peace Corps is \$225 million. These funds will provide direct and indirect support for approximately 6,500 Peace Corps Volunteers serving in 89 countries during the course of FY 1997.

We recognize that Congress faces difficult choices in the allocation of foreign assistance funds. The Peace Corps responded to this challenge last year by adopting a Strategic Plan that will enable the Agency to adjust in a responsible way to a smaller budget and respond to new opportunities for Volunteer service as they arise. The Peace Corps has reduced its administrative and overheads costs at our domestic offices and overseas posts. In FY 1995, three country programs were closed, and over the next three years, 12 additional country programs will be closed. In addition, we plan to reduce the size of our programs in six other countries.

The Peace Corps has taken these steps without sacrificing the most important part of our mission: to recruit, train, and support Volunteers in the field. As this document demonstrates, Peace Corps Volunteers are making a real difference in the lives of countless people in developing countries. At the same time, they bring to communities around the world a spirit of service, optimism, and hope that has earned our country enormous respect and goodwill.

The Peace Corps has enjoyed a long tradition of bipartisan support in Congress and among the American people. We appreciate the support that you have provided, and I look forward to working with you to continue this proud tradition.

Sincerely,

  
Mark D. Gearan  
Director



1990 K Street, N.W.  
Washington, D.C. 20526

## **APPROPRIATIONS LANGUAGE**

For expenses necessary to carry out the provisions of the Peace Corps Act (75 Stat. 612), \$220,000,000 including the purchase of not to exceed five passenger motor vehicles for administrative purposes for use outside of the United States: Provided, That none of the funds appropriated under this heading shall be used to pay for abortions: Provided further, That funds appropriated under this heading shall remain available until September 30, 1998.

Mission Statement  
& Agency Overview

## THE PEACE CORPS: A UNIQUE MISSION

In 1961, President John F. Kennedy established the Peace Corps as a bold new experiment in public service. Its mission was both visionary and idealistic: to foster international peace and friendship by encouraging economic and social progress in developing countries.

For 35 years, the Peace Corps has carried out this mission in the practical way its architects envisioned and has retained its distinction as a government-sponsored assistance program. The Peace Corps shares with the world America's most valuable resource: dedicated citizens who are willing to serve as Volunteers for two years in a developing country, living and working at the grass-roots level, and transferring basic but important skills. Peace Corps Volunteers are a powerful symbol of our country's commitment to, and leadership in, solving some of the most pressing problems in the developing world. They also serve to build trust among people and, in turn, among nations. Volunteers bring to communities around the world a spirit of hope and optimism, and in the process, they have earned the United States enormous goodwill and respect.

At the same time, Peace Corps Volunteers learn from the people they serve—their languages, their cultures, and their traditions. When they finish their service overseas, Peace Corps Volunteers return to the United States with new skills and experience in other countries that broadens America's understanding of, and ability to engage in, the world beyond our borders.

Because of the contributions that Volunteers have made in communities around the world, the Peace Corps has earned the respect and support of Presidents and members of Congress of both parties. This bipartisan support has enabled more than 140,000 Americans to serve as Peace Corps Volunteers in 130 countries since 1961.

## PEACE CORPS VOLUNTEERS: FULFILLING THE MISSION IN THE 1990S

The early years of this decade marked an important period in the Peace Corps' history. Under President Bush and Peace Corps Directors Paul Coverdell and Elaine Chao, and with the strong bipartisan support from the Congress, the Peace Corps expanded the number of its country programs from 65 countries in 1989 to 94 countries in 1992—a 45 percent increase.

Many of the new country programs are in Eastern and Central Europe and the new republics of the former Soviet Union. In Poland, Hungary, the Czech Republic, Latvia, Lithuania, Estonia, Armenia, Ukraine, Kazakhstan and Russia, Volunteers are living and working in communities that had little or no contact with Americans before 1989. They are helping societies make the difficult transition to free market economies. Just as importantly, because they provide people-to-people assistance, Volunteers are restoring or building ties of friendship in this important part of the world.

## MISSION STATEMENT & AGENCY OVERVIEW

The Peace Corps also initiated a program in the newly independent Namibia and sent its first Volunteers to China and Mongolia. In the 1990s, Peace Corps Volunteers returned to a number of countries where internal strife had forced their departure: Volunteers are now serving in Nicaragua, El Salvador, Uganda, Eritrea, and Ethiopia, bringing a powerful message of hope and commitment to people who are struggling to rebuild their societies. Under President Clinton, the Peace Corps plans to respond to historic opportunities and send Volunteers to South Africa and Haiti in 1996.

Volunteers continue to focus their activities in the key areas of agriculture, economic development, education, the environment, and health. In recent years, the Peace Corps has seen a significant increase in requests for Volunteers who can offer skills in environmental protection and small business development.

Volunteers are teaching English, science, and mathematics to thousands of children around the world. They are introducing sustainable agricultural techniques that enable farmers to grow more food for their families and communities, expand their income, and prevent soil erosion. Volunteers are working to improve health care for mothers and reduce infant mortality rates in poor countries, and they continue to lead programs to protect countless children from diseases, such as the Guinea worm. Volunteers are also making important contributions to international efforts to stem the spread of HIV/AIDS in developing countries through education and prevention programs.

Peace Corps Volunteers are responding to growing concerns in many developing countries about the need to protect the environment and manage natural resources. Volunteers are working to help communities protect rain forests in Central America and Central Africa; they are helping countries in Asia and the Pacific protect fragile biodiversity ecosystems; they are working with new non-governmental organizations to expand public awareness about environmental issues in Eastern and Central Europe; and Volunteers are helping school systems in every region integrate environmental themes into educational curricula.

Volunteers are also working in greater numbers to create economic opportunities by teaching new entrepreneurs the basic business skills necessary to compete in free market economies. They are providing advice and training in business management, marketing, credit analysis, privatization, and commercial banking. Volunteers also have established Business Development Centers in Eastern and Central Europe and the Newly Independent States. These Centers have become important sources of information for individuals who are struggling to start small businesses.

**DOMESTIC PROGRAMS:  
REINVESTING THE PEACE CORPS EXPERIENCE IN AMERICA**

Improving America's understanding about the people and cultures of other countries—the Peace Corps' Third Goal—is an integral part of the Agency's mission. To maximize the dividends that returned Volunteers can bring to bear in communities across the country, the Peace Corps sponsors two domestic programs—the World Wise Schools Program and the Peace Corps Fellows Program. Participation in both programs has grown significantly in the 1990s, even as their appropriated budgets have declined in real terms.

**WORLD WISE SCHOOLS**

The World Wise Schools program, which was initiated in 1989, works to educate young Americans about the people and cultures of other countries, and to expose students to positive models of public service. Its foundation is simple and cost effective: more than 4,000 Peace Corps Volunteers are sharing their experiences in developing countries with students in America's classrooms through correspondence exchanges. Over the last six years, more than 300,000 students in 50 states have communicated directly with Peace Corps Volunteers serving in 100 countries. In addition, more than 10,000 returned Volunteers are enrolled in the program to share their time, energy, and experiences in the Peace Corps through visits and presentations in classrooms.

**PEACE CORPS FELLOWS PROGRAM**

In 1985, the Peace Corps instituted the Fellows Program, a public-private partnership that brings together returned Peace Corps Volunteers, institutions of higher education, local government agencies, such as school districts and public housing authorities, community organizations, foundations, and corporate supporters behind a common purpose: to help address some of the most pressing problems in communities across America. Universities offer scholarships or reduced tuition, financed by the private sector, to returned Volunteers—Peace Corps Fellows—who are enrolled in masters degree programs in 26 colleges and universities. In return, Peace Corps Fellows make a two-year commitment to employ the skills and experience they gained during their service in the Peace Corps—resourcefulness, adaptability, cultural sensitivity, languages, and a commitment to improve the lives of the people they serve. They teach in under-served schools or work in local social projects, such as public health, community development, and business development programs. This year, Peace Corps Fellows are working with approximately 18,000 students in America's public schools.

**MEETING THE CHALLENGE OF BUDGET CONSTRAINTS:  
A STRATEGIC PLAN FOR THE FUTURE**

In light of current constraints on foreign assistance resources, the Peace Corps in late 1995 developed a Strategic Plan that has been shared with every Peace Corps post overseas and the Department of State. This Plan will enable the Agency to adjust in a responsible way to budgets constraints and, at the same time, respond favorably when appropriate to new opportunities for Peace Corps programs.

In formulating its Strategic Plan, the Peace Corps drew on its existing planning and evaluation tools, which are consistent with the directives of the National Performance Review and the goals of the Government Performance and Results Act. The Peace Corps' Integrated Planning and Budget System (IPBS) is the Agency's chief strategic planning tool. IPBS is based on a three-year planning cycle. All Peace Corps offices are required to develop a strategic plan, and lay out the goals and objectives that must be met to fulfill the plan. These plans are reviewed annually. In addition to the IPBS, the Agency requires all overseas posts to develop plans for their Volunteer projects that describe the goals, objectives, and life span of the project. These plans are also reviewed each year. The project's strengths and weaknesses are assessed, and the plan is reaffirmed or altered based on lessons learned. Finally, for the past two years, Peace Corps has conducted evaluations of all country programs pursuant to a standard set of criteria. These evaluation activities—the IPBS, the project review process, and the country evaluation process—provide the decision making framework for the Agency.

Even as the Peace Corps makes the administrative and programmatic choices required by a smaller budget, the Peace Corps remains determined not to sacrifice the most important part of its mission. That is to ensure that as many Americans as possible can serve as Volunteers in as many countries as possible within the confines of its appropriated budget, and without sacrificing the quality of its programs or jeopardizing the safety and security of Volunteers.

**REDUCTIONS IN ADMINISTRATIVE COSTS**

In anticipation of FY 1996 budget reductions, the Peace Corps began to take steps in FY 1995 to streamline its domestic and overseas operations and reduce administrative overhead. This process resulted in substantial savings at headquarters, domestic field offices, and overseas posts. Among the some of the reductions that have been made are:

- All headquarters offices have reduced staff positions.
- Five regional recruiting offices have been closed.
- Discretionary travel has been reduced.

- Pre-departure stagings for new Trainees have been reduced by at least one day, and more stagings are held in Washington, D.C. to cut costs.
- Vehicle and equipment purchases have been deferred where possible.
- The cost and frequency of Peace Corps' publications has been reduced.

### **REDUCTION OF COUNTRY PROGRAMS**

As part of the Peace Corps' Strategic Plan and based on its statutory mission, the Peace Corps has used a variety of criteria to determine whether to initiate, continue, or close country programs. These criteria include safety and security for Volunteers, opportunities for Volunteers to make effective contributions in their host countries, adequate support from the host country government, the host country's economic and social development status, and the level of the Agency's appropriated funds. Based on these factors and in response to smaller foreign assistance budgets, the Peace Corps has closed or plans to close the following posts:

- In FY 1995, Peace Corps' programs in Nigeria, the Cook Islands, and the Seychelles were closed.
- In FY 1996, the Peace Corps will close its programs in Comoros, the Marshall Islands, Sao Tome and Principe, and Tunisia.
- In FY 1997, the Peace Corps will close its programs in Swaziland, Uruguay, Hungary, and the Czech Republic.
- In FY 1998, the Agency will close its programs in Botswana, Fiji, Costa Rica, and Chile.

### **REDUCTION AND REALLOCATION IN VOLUNTEERS/TRAINEES**

The Peace Corps employs a similar set of criteria when deciding how many Volunteers and Trainees should be sent to a particular country. The factors that come into play include the development needs of the country, the availability of counterpart organizations with which Volunteers can work, the number of communities that can provide in-kind support to Volunteers, the match between the technical assistance requested and the skills of the Peace Corps' applicant pool, and safety and security considerations.

Some programs have seen significant fluctuations over time. In the 1980s, several programs in the Caribbean and Central America, for example, grew substantially. These country programs are now being reduced to levels that are more appropriate to their size and needs. Other country programs, such as those in the Philippines and El Salvador, have been slowly restored after a period of disruption. In the Peace Corps' newest programs, it will take time to build local relationships and gain the programming expertise necessary to determine appropriate Volunteer levels.

## MISSION STATEMENT & AGENCY OVERVIEW

Based on these factors and a reduced budget, the Agency's Strategic Plan calls for sending in 500 fewer Trainees overseas in FY 1996 than in FY 1995. These reductions will principally be taken from country programs that are scheduled to close. In addition, due to budget and programmatic considerations, the Peace Corps will reduce significantly by FY 1997 the numbers of Volunteers and Trainees in Thailand, Guatemala, Paraguay, Honduras, Eastern Caribbean, and Poland.

## THE PEACE CORPS' FY1997 BUDGET

The Peace Corps' budget request for FY 1997 is \$225 million. This represents a request for a direct appropriation of \$220 million and a \$5 million transfer from the Newly Independent States (NIS) account. This request is approximately 3% greater than the FY 1996 appropriation of \$218 million (\$205 million in direct appropriations and a minimum of a \$13 million transfer from the NIS account).

Between 1989 and 1992, the number of Peace Corps' country programs expanded by 45 percent—from 65 countries in 1989 to 94 countries in 1992. To meet budget constraints, the Peace Corps will proceed with its Strategic Plan to close country programs in the Czech Republic, Hungary, Swaziland, and Uruguay in FY 1997. In addition, the Agency will continue to phase down operations in those countries scheduled to close in FY 1998: Botswana, Chile, Costa Rica, and Fiji. At the FY 1997 budget request level, the Peace Corps can maintain this announced timetable in a responsible manner: it will provide host countries with time to adjust to the departure of the Peace Corps and allow the Volunteers currently serving in these countries to complete their tours.

The Peace Corps will also continue to look for ways to reduce its operational and administrative expenses to ensure that the maximum amount of resources can be devoted to Volunteers in the field. Better management of the Peace Corps' financial systems is one potential area for cost savings. The Peace Corps currently maintains a patchwork of separate systems, and overseas financial information is processed and maintained by the Department of State's antiquated systems. Reconciliation of data tapes is labor intensive and inefficient. The Peace Corps' financial management system is also based on dated technology and does not provide an automated interface to other internal systems. The Agency will conduct a requirements analysis to identify the technical solutions to these problems and is committed to implementing the required changes.

In International Operations, the Peace Corps is experimenting with a new training procedure that is designed to deliver better training for Volunteers at a potentially reduced cost. This new procedure, which was piloted in the Peace Corps' country program in Nicaragua, eliminates the need for the traditional training center and larger training staffs and, instead, places small groups of Volunteers directly in local communities with a tutor for ten weeks of training. In light of the promising results in Nicaragua, the new training procedure will be implemented next in Sri Lanka, Benin, Albania, and Haiti.

The Agency's International Operations staff is also considering the consolidation of some overseas posts so that multiple country programs can be managed from one regional overseas post. This model has worked successfully in the Baltics, where Peace Corps' programs in Latvia, Lithuania, and Estonia are managed from the Agency's post in Latvia, and in the Eastern Caribbean, where the country programs for seven island nations are managed from the Peace Corps' post in St. Lucia. There are, however, important issues of Volunteer safety and program effectiveness that must be weighed in this process, and the model may not be universally applicable.

**THE CRISIS CORPS: PEACE CORPS' CONTRIBUTION TO DISASTER RELIEF**

The Peace Corps plans to formalize its heretofore ad hoc efforts to provide limited assistance during natural disasters and humanitarian crises by establishing a Crisis Corps within the Agency. While the Peace Corps cannot assume a full-scale disaster relief role, the Agency can quickly assemble small teams of experienced Volunteers to provide immediate, but short-term, assistance to communities in need. The Peace Corps can also link currently serving Volunteers and returned Volunteers with agencies, such as the Federal Emergency Management Agency (FEMA), the Office of Disaster Assistance (OFDA) or the International Rescue Committee (IRC), that normally take the lead in disaster situations.

As with any Peace Corps project, the resource provided is people. Experienced Volunteers have the language skills, cross-cultural skills, and knowledge of the countries where they serve to perform effectively in very difficult and challenging circumstances. The Peace Corps already implemented a pilot project with Rwandan refugees in Tanzania in 1994. Currently, a small team of Volunteers, who had recently completed a two-year construction assignment in Gabon, have volunteered to work in Antigua for several months to help rebuild housing that was damaged by Hurricane Luis, and to train teams of young Antiguans in hurricane-resistant construction techniques.

These limited, short-term pilot projects in this field show great promise. Therefore, the Peace Corps plans to continue these efforts and explore opportunities for greater collaboration with FEMA, OFDA, and the IRC.

**ADDITIONAL REQUESTS FOR PEACE CORPS VOLUNTEERS**

The Peace Corps has received requests for Volunteers from the governments of Cambodia and the Former Yugoslav Republic of Macedonia. In addition, discussions concerning a potential country program have been held with the government of Jordan. If conditions permit, the Agency will be prepared to make the adjustments necessary to respond to such historic opportunities for Volunteer service.

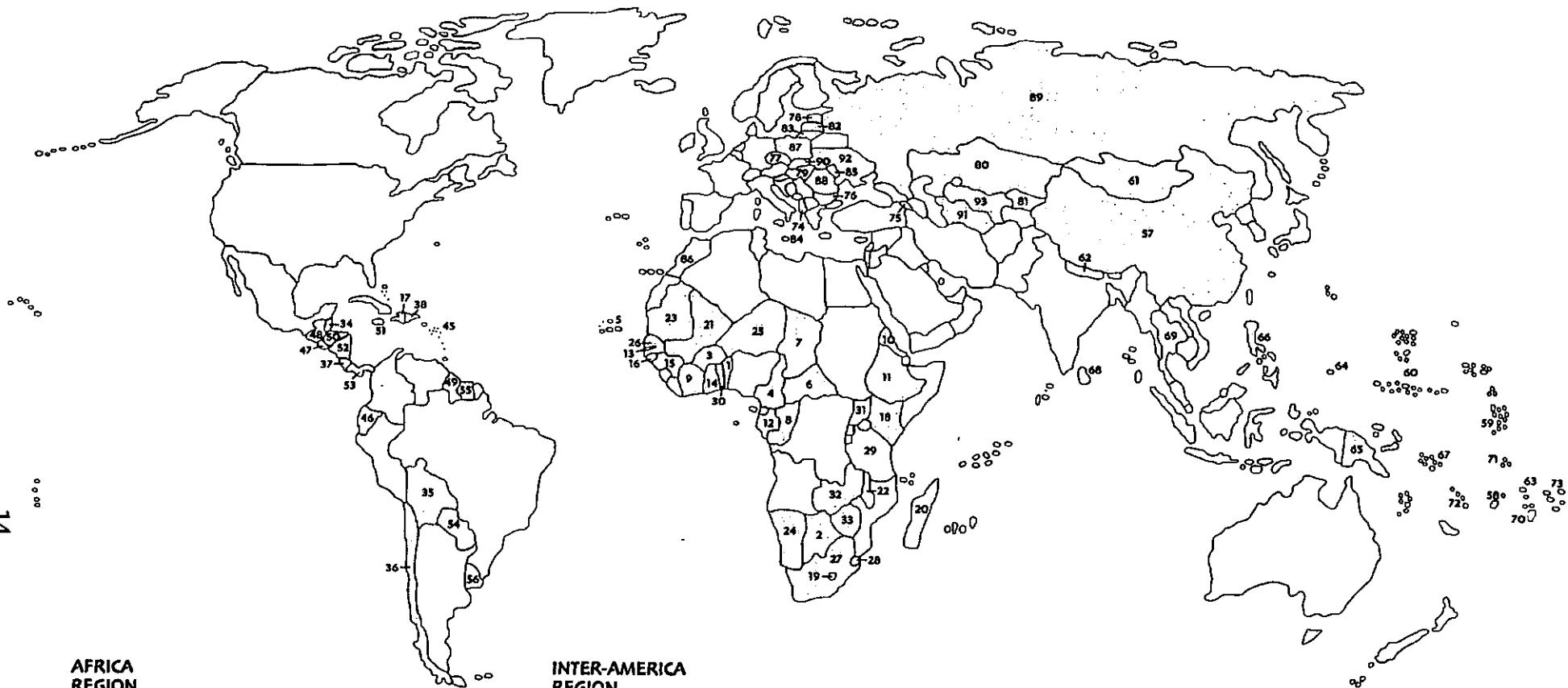
**VOLUNTEER PROFILE (FY 1995)****Women: 54%****Men: 46%****Minorities: 13%****Average Age: 29****Volunteers age 50 and over: 7%****Oldest Volunteer: 79 years****FROM COAST TO COAST...SERVING PEACE CORPS**

<u>States</u>	<u>Today</u>	<u>Since 1961</u>	<u>States</u>	<u>Today</u>	<u>Since 1961</u>
Alabama	44	799	Montana	43	584
Alaska	39	201	Nebraska	58	1,136
Arizona	104	1,046	Nevada	32	220
Arkansas	21	1,149	New Hampshire	74	972
California	954	20,335	New Jersey	179	4,452
Colorado	237	5,284	New Mexico	55	861
Connecticut	152	1,663	New York	478	12,918
Canal Zone	0	7	North Carolina	110	1,727
Delaware	18	353	North Dakota	16	579
District of Columbia	24	1,104	Ohio	303	6,057
Florida	207	3,156	Oklahoma	57	979
Georgia	113	1,273	Oregon	195	3,265
Guam	0	8	Pennsylvania	296	6,545
Hawaii	22	322	Puerto Rico	19	359
Idaho	43	683	Rhode Island	47	732
Illinois	337	7,325	South Carolina	58	642
Indiana	118	2,636	South Dakota	18	584
Iowa	104	1,244	Tennessee	77	543
Kansas	89	743	Texas	239	2,188
Kentucky	63	957	Utah	34	660
Louisiana	42	750	Vermont	53	751
Maine	58	965	Virginia	210	2,577
Maryland	184	2,658	Virgin Islands	1	29
Massachusetts	269	6,484	Washington	351	4,766
Michigan	235	6,038	West Virginia	8	452
Minnesota	265	4,752	Wisconsin	267	4,424
Mississippi	16	340	Wyoming	17	295
Missouri	144	2,697			

Since 1961, Peace Corps has sent over 143,000 Volunteers and Trainees to 130 countries worldwide.

\*Revised 12/18/95

# Countries Served by Peace Corps as of 9/30/96\*



## AFRICA REGION

Benin-1  
Botswana-2  
Burkina Faso-3  
Cameroon-4  
Cape Verde-5  
Central African Republic-6  
Chad-7  
Congo-8  
Côte d'Ivoire - 9  
Eritrea-10  
Ethiopia-11  
Gabon-12  
The Gambia-13  
Ghana-14  
Guinea-15  
Guinea Bissau-16  
Haiti-17

## INTER-AMERICA REGION

Kenya-18  
Lesotho-19  
Madagascar-20  
Mali-21  
Malawi-22  
Mauritania-23  
Namibia-24  
Niger-25  
Senegal-26  
South Africa-27  
Swaziland-28  
Tanzania-29  
Togo-30  
Uganda-31  
Zambia-32  
Zimbabwe-33

Honduras-50  
Jamaica-51  
Nicaragua-52  
Panama-53  
Paraguay-54  
Suriname-55  
Uruguay-56

## ASIA & THE PACIFIC REGION

Antigua/Barbuda  
Dominica  
Grenada  
Montserrat  
St. Kitts/Nevis  
St. Lucia  
St. Vincent & Grenadines

Ecuador-46  
El Salvador-47  
Guatemala-48  
Guyana-49

Niue-63  
Palau-64  
Papua New Guinea-65  
Philippines-66  
Solomon Islands-67  
Sri Lanka-68  
Thailand-69  
Tonga-70  
Tuvalu-71  
Vanuatu-72  
Western Samoa-73

## EUROPE, CENTRAL ASIA & THE MIDDLE EAST REGION

China-57  
Fiji-58  
Kiribati-59  
Micronesia-60  
Mongolia-61  
Nepal-62  
Albania-74  
Armenia-75  
Bulgaria-76  
Czech Republic-77  
Estonia-78  
Hungary-79  
Kazakhstan-80  
Kyrgyzstan-81  
Latvia-82  
Lithuania-83  
Malta-84  
Moldova-85  
Morocco-86  
Poland-87  
Romania-88  
Russia-89  
Slovakia-90  
Turkmenistan-91  
Ukraine-92  
Uzbekistan-93

\* As of September 1996 Peace Corps Volunteers will be serving in 93 countries worldwide



**BUDGET INFORMATION****PEACE CORPS FY 1997 BUDGET REQUEST**  
(In thousands of dollars)**INTERNATIONAL OPERATIONS**

	FY 1995 Actual	FY 1996 Estimate	FY 1997 Estimate
<b>AFRICA REGION 1/</b>			
Program Support	22,256	19,676	19,126
Direct Volunteer Support 2/	22,115	23,440	22,954
In-Service Training	895	1,108	1,112
Pre-Service Training	<u>9,829</u>	<u>8,407</u>	<u>9,058</u>
<b>SUBTOTAL, AFRICA REGION</b>	<b>55,095</b>	<b>52,631</b>	<b>52,250</b>
<b>ASIA PACIFIC REGION 1/</b>			
Program Support	7,804	7,126	7,150
Direct Volunteer Support 2/	7,345	7,120	6,941
In-Service Training	597	624	608
Pre-Service Training	<u>2,920</u>	<u>2,950</u>	<u>2,890</u>
<b>SUBTOTAL, ASIA PACIFIC REGION</b>	<b>18,666</b>	<b>17,820</b>	<b>17,589</b>
<b>EUROPE, CENTRAL ASIA, MEDITERRANEAN REGION 1/</b>			
Program Support	14,447	11,972	12,039
Direct Volunteer Support 2/	9,975	10,685	10,942
In-Service Training	694	806	805
Pre-Service Training	<u>3,961</u>	<u>3,506</u>	<u>3,718</u>
<b>SUBTOTAL, EURASIA MIDDLE EAST REGION</b>	<b>29,077</b>	<b>26,969</b>	<b>27,503</b>
<b>INTER-AMERICAN REGION 1/</b>			
Program Support	12,018	11,140	11,728
Direct Volunteer Support 2/	12,273	13,119	11,939
In-Service Training	467	505	489
Pre-Service Training	<u>4,389</u>	<u>6,391</u>	<u>6,161</u>
<b>SUBTOTAL, INTER-AMERICAN REGION</b>	<b>29,147</b>	<b>31,154</b>	<b>30,317</b>
<b>TOTAL, INTERNATIONAL OPERATIONS</b>	<b>131,985</b>	<b>128,574</b>	<b>127,659</b>

## BUDGET INFORMATION

### OTHER VOLUNTEER SUPPORT

	FY 1995 Actual	FY 1996 Estimate	FY 1997 Estimate
<b>POLICY AND DIRECTION</b>	<b>4,672</b>	<b>4,756</b>	<b>4,878</b>
<b>VOLUNTEER RECRUITMENT AND SELECTION</b>			
Placement	2,814	2,265	2,267
Recruitment	<u>11,017</u>	<u>9,505</u>	<u>9,502</u>
<b>SUBTOTAL, VOLUNTEER RECRUITMENT</b>	<b>13,831</b>	<b>11,770</b>	<b>11,768</b>
<b>TRAINING AND PROGRAM SUPPORT</b>			
Training and Technical Resources	4,834	4,255	4,282
United Nations Volunteers	<u>282</u>	<u>240</u>	<u>250</u>
<b>SUBTOTAL, TRAINING AND PROGRAM SUPPORT</b>	<b>5,116</b>	<b>4,495</b>	<b>4,533</b>
<b>OFFICE OF VOLUNTEER SUPPORT 3/</b>			
Medical Services Operations 3/	5,039	4,411	4,866
Volunteer Services 3/	1,485	1,225	1,260
Federal Employees Compensation Allowance (FECA)	9,959	10,514	10,733
Centrally Shared Resources 3/	8,799	4,979	6,998
Domestic Programs			
Returned Volunteer Services	496	342	397
PC Fellows/USA Program	161	169	172
World Wise Schools	<u>473</u>	<u>373</u>	<u>350</u>
<b>SUBTOTAL, VOLUNTEER SUPPORT</b>	<b>26,412</b>	<b>22,013</b>	<b>24,775</b>
<b>MANAGEMENT</b>			
Operations	5,957	6,736	6,978
Centrally Shared Resources	<u>14,176</u>	<u>15,579</u>	<u>13,993</u>
<b>SUBTOTAL, MANAGEMENT</b>	<b>20,133</b>	<b>22,315</b>	<b>20,971</b>
<b>PLANNING, BUDGET, AND FINANCE</b>			
Operations	3,355	2,699	3,064
Centrally Shared Resources 2/	<u>25,783</u>	<u>25,858</u>	<u>25,517</u>
<b>SUBTOTAL, PLANNING, BUDGET, AND FINANCE</b>	<b>29,138</b>	<b>28,557</b>	<b>28,581</b>
<b>INSPECTOR GENERAL</b>	<b>1,294</b>	<b>1,341</b>	<b>1,385</b>

## BUDGET INFORMATION

	FY 1995 Actual	FY 1996 Estimate	FY 1997 Estimate
<b>TOTAL, OTHER VOLUNTEER SUPPORT</b>	<b>100,596</b>	<b>95,247</b>	<b>96,891</b>
<b>GRAND TOTAL AGENCY PROGRAM LEVEL</b>	<b>232,581</b>	<b>223,821</b>	<b>224,550</b>
<b>APPROPRIATED RESOURCES</b>	<b>219,745</b>	<b>205,000</b>	<b>220,000</b>
<b>RESCISSION</b>	-721		
<b>TRANSFER FROM NIS 4/</b>	<b>11,600</b>	<b>13,000</b>	<b>5,000</b>
<b>UNOBLIGATED BALANCE FROM PREVIOUS YEAR</b>	<b>8,812</b>	<b>6,271</b>	<b>0</b>
<b>TOTAL APPROPRIATED RESOURCES</b>	<b>239,436</b>	<b>224,271</b>	<b>225,000</b>
<b>UNOBLIGATED BALANCE AT END OF YEAR, EST.</b>	<b>-6,271</b>	<b>0</b>	<b>0</b>
<b>RESERVE FOR UNRECORDED OBLIGATIONS</b>	<b>-584</b>	<b>-450</b>	<b>-450</b>
<b>ESTIMATED REIMBURSEMENTS</b>	<b>7,888</b>	<b>7,979</b>	<b>7,139</b>
<b>TOTAL AVAILABLE BUDGETARY RESOURCES</b>	<b>240,469</b>	<b>231,800</b>	<b>231,689</b>

(Detail may not add due to rounding.)

**Notes:**

- 1/ In FY 1996 changes in regional budgeting conventions resulted in a different allocation of resources among Program Support, Direct Volunteer Support, In-Service Training, and Pre-Service Training. For consistency of presentation with FY 1995 and FY 1997, FY 1996 data is presented in the FY 1995 format.
- 2/ As of FY 1995 readjustment allowance, formerly budgeted in each Region in Direct Volunteer Support, has been budgeted in the OPBF CMA account.
- 3/ As of 10/1/95 mandatory Volunteer-related medical assessment, evacuation, and emergency leave costs have been budgeted in the Medical Services Centrally Shared Resources and not in Medical Services or Volunteer Services Operations. All data for these activities are displayed above under Medical Services Centrally Shared Resources.
- 4/ The FY 1996 agreement for these funds has not been finalized yet. Peace Corps expects a minimum \$13 million transfer.

### DESCRIPTION OF PEACE CORPS' PROGRAMMATIC AREAS

#### International Operations

The Peace Corps' International Operations are divided into four regions: Africa, Asia and the Pacific, Europe, Central Asia, and the Mediterranean, and Inter-America. Resources for each of the International Regions are divided into the following major activities. Each activity includes costs borne both overseas and at headquarters.

##### Program Support:

Program Support costs include the costs of regional staff salaries, benefits, travel (for both American and host country staff), rents, utilities, equipment, supplies, and contractual costs related to the administration of our overseas program.

##### Direct Volunteer Support:

This includes the costs required to directly support our Volunteers overseas. Among these costs are:

- **Travel:** For Volunteers from their home to their country assignment and return travel at the end of their two-year tour;
- **Living Allowance:** This is the monthly stipend provided directly to Volunteers for their subsistence;
- **Settling-in Allowance:** Assists Volunteers in setting up their new households; and,
- **Volunteer Health & Safety** Direct costs related to supporting the medical needs of Volunteers including the costs of in-country medical contractors, medical supplies, and medical equipment.

##### In-Service Training

Training is conducted during the Volunteer's service to increase the job effectiveness and job satisfaction of each Volunteer in the field. These programs are designed to address the needs of specific Volunteer assignments and may include language and technical skill training, and safety and security issues.

##### Staging and Pre-Service Training

Volunteers receive training before beginning their actual Volunteer Service through Staging and Pre-Service Training instruction.

- **Staging:** Before leaving for their overseas assignments, Volunteers participate in a short orientation where they learn more about the country in which they will serve and the position to which they will be assigned. Essential administrative, medical, and training activities are conducted immediately before departure.
- **Pre-Service Training:** Before qualifying to serve as a Volunteer, trainees must participate in pre-service training, which includes intensive language instruction, cultural information, technical skill enhancement, and training in personal health and safety. This training lasts, on the average, ten to twelve weeks. Upon completion, Volunteers must demonstrate their ability to participate effectively in their assigned projects.

### Other Volunteer Support

**Policy and Direction:** This program includes costs which support the decision and policy making arm of the Peace Corps. Resources support among others, the Office of the Director, General Counsel, Congressional Relations, Communications, Equal Employment Opportunity, Private Sector Relations, and Planning, Policy and Analysis.

**Volunteer Recruitment and Selection:** One of the Peace Corps' most formidable organizational challenges each year is to recruit thousands of talented Americans to serve as Volunteers for two-year tours in communities that are often remote, and where life at the grass-roots level often poses difficult challenges. In a given year, Peace Corps' 11 recruitment offices field more than 100,000 inquiries from Americans who are interested in becoming Volunteers. The Office of Volunteer Recruitment and Selection reviews the technical and personal skills of applicants to carefully assess and match the most qualified persons to specific Volunteer assignments. Applicants go through a multi-faceted screening process that includes being interviewed, evaluated, supported by reference checks, and placed in assignments addressing specific host country needs. Last year, the Agency processed approximately 10,000 applications to fill less than 4,000 Volunteer positions.

**Training and Program Support:** The Office of Training and Program Support (OTAPS) provides Volunteers with guidance in planning and achieving their specific program goals. OTAPS also ensures that Volunteers have the latest technical information available to assist them in their assignments. OTAPS administers the United Nations Volunteer program.

**Office of Volunteer Support:** Created in FY 1994, the Office of Volunteer Support includes medical and special services for Volunteers. It also includes Peace Corps' domestic program initiatives: Returned Volunteer Services, Peace Corps Fellows/USA Program, and World Wise Schools. Of particular note is the challenge the Peace Corps faces in administering a global health care system that supports almost 7000 Volunteers and trainees in more than 90 countries. Volunteers are often asked to serve in remote areas that can pose significant health risks that

## BUDGET INFORMATION

are not common in the United States, and where access to quality health care is not always available. The Office of Medical Services supports 135 Peace Corps medical officers in the field and supervises more than 600 medical evacuations of Volunteers around the world every year. The Office of Medical Services also provides medical clearance for each nominee for Peace Corps service and helps approximately 700 returned Volunteers and staff file claims for benefits under the Federal Employees Compensation Act.

**Management:** Peace Corps' Office of Management provides administrative support for headquarters, field, and international operations. Through its offices of Human Resource Management, Administrative Services, Information Resources Management, and Contracts and Procurement, the Office of Management ensures that equipment, vehicles, supplies, and other necessary services (such as travel arrangements, passports, and visas for staff and Volunteers) are provided where needed.

**Planning, Budget, and Finance (OPBF):** The Office of Planning, Budget, and Finance maintains the financial planning and internal controls necessary to ensure Peace Corps operates in a fiscally sound manner. It also maintains a readjustment allowance of \$200 per month of service which is transferred to Volunteers upon completion of Peace Corps Service to assist them in their re-entry to life in the United States. The level of the readjustment allowance was last increased in January of 1988.

**Inspector General:** The Office of the Inspector General is charged with reviewing Peace Corps processes and procedures to ensure their economy, effectiveness, and efficiency.

**PEACE CORPS AUTHORIZATIONS AND APPROPRIATIONS**  
**FY 1962 - FY 1997**  
(in thousands of dollars)

Fiscal Year	Authorized	Budget Request	Appropriated a/	Trainee Input	Volunteer Years b/
1962	\$40,000	\$40,000	\$30,000	3,699	3,599
1963	63,750	63,750	59,000	4,969	6,634
1964	102,000	108,000	95,964	7,720	10,494
1965	115,000	115,000	104,100	7,876	12,892
1966	115,000	125,200	114,000	9,216	Not Available
1967	110,000	110,500	110,000	7,565	Not Available
1968	115,700	124,400	107,500	7,391	Not Available
1969	112,800	112,800	102,000	6,243	Not Available
1970	98,450	109,800	98,450	4,637	Not Available
1971	94,500	98,800	90,000	4,686	Not Available
1972	77,200	71,200	72,500	3,997	6,632
1973	88,027	88,027	81,000	4,821	6,194
1974	77,000	77,000	77,000	4,886	6,489
1975	82,256	82,256	77,687	3,296	6,652
1976	88,468	80,826	81,266	3,291	5,825
Transition Qtr	27,887	25,729	24,190	—	—
1977	81,000	67,155	80,000	4,180 c/	5,590
1978	87,544	74,800	86,234	3,715	6,017
1979	112,424	95,135	99,179	3,327	5,723
1980	105,000	105,404	99,924	3,108	5,097
1981	118,531	118,800	105,531	2,729	4,863
1982	105,000	121,900	105,000	2,862	4,559
1983	105,000	97,500	109,000	2,988	4,668
1984	115,000	108,500	115,000	2,781	4,779
1984/5 Supp	2,000	2,000	2,000	—	—
1985	128,600	115,000	128,600	3,430	4,828
1986	130,000	124,400	124,410 d/	2,597	5,162
1987	137,200	126,200	130,760	2,774	4,771
1987/8 Supp	7,200	—	7,200	—	—
1988	146,200	130,682	146,200	3,360	4,611
1989	153,500	150,000	153,500	3,218	5,214
1990	165,649	163,614	165,649 e/	3,092	5,241
1991	186,000	181,061	186,000	3,076	4,691
1992	—	200,000 f/	197,044 f/	3,309	4,927
1993	218,146	218,146 f/	218,146 f/	3,590	5,414
1994	219,745 g/	219,745 f/	219,745 f/h/	3,541	5,644
1995	234,000	226,000 f/	219,745 f/i/j/	3,954	5,884
1996	—	234,000 f/	205,000 f/k	3,460 est.	6,324 est.
1997	—	220,000 f/l/	—	3,371 est.	6,073 est.

## BUDGET INFORMATION

### NOTES:

- a/ Includes reappropriated funds in 1963 (\$3.864 million), 1964 (\$17 million) and 1965 (\$12.1million).
- b/ 1962-1965 Volunteer-years unavailable. Figures for FY62-65 represent number of Volunteers. Volunteer-years include UNVs (as does Trainee Input).
- c/ Includes Trainee Input from Transition Quarter.
- d/ Excludes \$5.59 million sequestered under the Balanced Budget and Emergency Deficit Control Act of 1985 (P.L. 99-177).
- e/ Excludes \$2.24 million sequestered under the Balanced Budget and Emergency Deficit Control Act of 1985 (P.L. 99-177) and a \$725 thousand reduction related to the Drug Initiative (P.L. 101-167).
- f/ Funds to remain available for two years.
- g/ Authorization included report language of a \$15 million transfer to Peace Corps from assistance funds for the Newly Independent States (NIS).
- h/ In addition, Peace Corps received a transfer of \$12.5 million for assistance to the NIS.
- i/ In addition, Peace Corps received a transfer of \$11.6 million for assistance to the NIS.
- j/ Appropriation of \$219,745 thousand was later reduced by a rescission of \$721 thousand.
- k/ In addition, Peace Corps expects a transfer of a minimum of \$13 million for assistance to the NIS.
- l/ In addition, the President has requested a transfer of \$5 million for assistance to the NIS.

Africa  
Region

## AFRICA REGION

### I. Regional Overview

Lost in the often pessimistic portrait of modern-day Africa is the resiliency of most African men and women who continue with their daily lives—farming, fishing, trading, educating their children, taking care of the health of their families, setting up water committees to maintain village pumps, building solid waste disposal systems, running apprenticeship programs for young people, managing their natural resources, and developing small credit unions and businesses.

Peace Corps Volunteers have a long history of cooperation with, and commitment to, African communities across the continent. They work at the grass-roots level on a wide array of projects that have made significant contributions to the lives of ordinary Africans. Volunteers work with underserved communities in their fields, schools, villages, and health clinics. In the process, they have built a spirit of friendship, understanding, and mutual respect between Americans and the people of Africa.

But over the last 35 years the socioeconomic challenges in Africa have escalated. Political instability or repression, drought, and expanding populations, have brought enormous pressures on the land and government-supported social services. Peace Corps Volunteers, however, have mirrored the resiliency of the people with whom they work by continuing their service in countries such as Mali, Niger, Senegal, Ghana, Lesotho, Togo, Malawi, The Gambia, and Guinea. In the process, Volunteers have earned the enduring respect and admiration of their host country partners.

### II. Programming Considerations

Today, over 2,000 Volunteers are serving in 32 countries in Africa. The Peace Corps' programming and training system models the changes that are necessary for the 21st century. Increasingly, Volunteers transfer skills for managing development and strengthening community participation at every stage of a project, from planning to completion and evaluation. Volunteers encourage members of their communities to develop their own performance standards to better understand how projects can improve the quality of life. They are encouraging community leaders to confront an often precarious future by taking on more responsibility for their own futures.

Peace Corps Volunteers are also working with their African counterparts to meet new development needs. In Cote d'Ivoire, for example, Volunteers worked with municipalities to develop a project in which unemployed youth have developed a solid waste disposal business. In Uganda, Volunteers are collaborating with a local non-governmental organization to develop

the income-generating skills of women who take care of children orphaned by HIV/AIDS. Volunteers are leading micro nutrient workshops for maternal and child health projects in Chad, Congo and the Central African Republic.

Across the continent Volunteers have helped put environmental education into school curricula. In Zimbabwe, Gabon, Madagascar, and Tanzania, Volunteers are encouraging school children to share their knowledge about the environment and natural resources with their parents. Volunteers are working with small businesses in Mali to put iodine in salt, which is locally mined and distributed to prevent diseases.

In education, Peace Corps Volunteers have introduced to many African communities the concept of Community Content-Based Instruction. Volunteers work with parents in Eritrea, Ethiopia and Kenya to determine what they want their children to learn. Lessons are then developed around those topics, and the students are encouraged to apply their new skills in their homes and their communities.

As part of the Peace Corps' Strategic Plan to adjust to reduced funding and to take advantage of new opportunities for Volunteer service, the Peace Corps closed its country programs in Nigeria and the Seychelles in FY 1995. In FY 1996, country programs in the Comoros and Sao Tome and Principe will be closed. The Peace Corps will close its country programs in Swaziland in FY 1997 and Botswana in FY 1998. The Peace Corps leaves these countries with great pride in the contributions that Volunteers have made over more than three decades of service, confident and hopeful that the communities where Volunteers lived and worked can manage their own development needs in the future.

In FY 1996, Peace Corps Volunteers returned to Ethiopia and Burkina Faso after lengthy absences, and a new country program was established Eritrea, where people are struggling with the enormous challenges that have come with independence.

This year, Peace Corps Volunteers will, for the first time, begin serving in South Africa. This represents a historic opportunity for Americans to build the kind of people-to-people relationships with the people of South Africa that would not have been possible a few years ago. The first group of Volunteers will begin working to support the professional development of primary school teachers in their role of community leaders. Once Volunteers have established a presence in local schools, the Peace Corps anticipates that they will assist in developing the skills of individuals in surrounding communities, including writing proposals to obtain funding for community-based projects.

For 35 years, since the first group arrived in Ghana, Peace Corps Volunteers have helped build the often slow road to sustainable development in Africa by working daily with the continent's most important resource: Africa's men, women, and children.

### **III. Sector Summaries**

#### **A. Agriculture**



Increasing Africa's agricultural output is one of the continent's biggest challenges. Volunteers are working with thousands of farmers in more than a dozen countries in Africa to promote sustainable farming practices and a greater degree of self-sufficiency in food production. Volunteers work closely with individual farmers, village groups, and local institutions to implement an integrated approach to agriculture that focuses on water resource development, gardening, animal husbandry, agroforestry, prevention of soil erosion, and rural cooperative projects. Women, who are often providers for their families, are target participants in projects focusing on income generation and nutrition.

Volunteers in Gabon, Cameroon, and the Congo are teaching farmers how to increase their family income and produce animal protein for dietary intake through small-scale, intensive, freshwater fish farming. In the Central African Republic, The Gambia, and Guinea Bissau, Volunteers are working with local residents to improve small animal husbandry techniques, educate primary school students about gardening, decrease the negative effects of farming on the environment, and increase the quality and quantity of available foods.

#### **B. Economic Development**



Volunteers are working to promote economic development at the grass-roots level in 10 countries in the Africa region. These Volunteers train entrepreneurs in business management skills such as bookkeeping, accounting, and business planning. They follow-up the entrepreneurs' course work with on-the-job consulting and training. To help ensure the viability and sustainability of the enterprises, Volunteers increasingly facilitate entrepreneurs' efforts to forge linkages with other businesses in the marketplace. They teach entrepreneurs to establish relationships with sources of raw materials and with other businesses to market their products or redistribute them for sale.

Volunteers have engaged in a successful effort with Mauritania's Small Enterprise Development to promote local pump and fence manufacturing businesses. Volunteers have also worked with Senegal's Natural Resource Management to develop fruit and vegetable conservation programs, as well as fruit-tree grafting businesses. Volunteers are also collaborating with a number of international and local non-governmental organizations on a variety of grass roots economic development projects. In addition, Volunteers in Mali and other posts are working to strengthen financial services for local entrepreneurs. Volunteers work in collaboration with village banks, credit unions, non-governmental organizations, and other institutions that provide financial services for communities that are underserved by the formal banking sector.

**C. Education**

Education remains the Africa Region's largest sector, accounting for over 40% of the region's Volunteers. Peace Corps' efforts to improve the quality of, and access to, education in Africa are playing an important role in the futures of many communities.

The Africa region's varied programming in the education sector addresses four areas aimed at strengthening the education systems in host countries: classroom instruction through direct contact with students; improving the teaching skills of African educators; developing instructional resources; and meeting the educational needs of the communities where Volunteers live and work.

Volunteers are teaching math, science and English to thousands of young African students. Volunteers are also working with African teachers and administrators either in teacher training colleges or informally in the classroom setting. They continue to collaborate with local and national governments to strengthen programs in special education, as well as promoting educational equity for girls and women. Volunteers strengthen local education institutions and build bridges between the classroom and community by introducing important issues such as nutrition, water/sanitation and health into education curricula.

In The Gambia, Uganda, Mali and Lesotho, Volunteers are establishing teacher training resource centers. In Guinea, Volunteers participate in government-sponsored seminars that encourage girls to remain in school and succeed academically. In 22 countries, Volunteers are also involved in a number of extra-curricular activities such as computer clubs, Earth Day celebrations, sports clubs, summer language camps.

**D. Environment**

Protecting fragile environments, preserving bio-diversity and developing community-based natural resource management projects are the major goals of Peace Corps' environmental projects in Africa. Across the continent, Volunteers are introducing new techniques to farmers and community groups that both protect the environment and enhance its productivity. Volunteer activities in environmental education are expanding and becoming increasingly integrated in all sector projects. Math and science Volunteers in Gabon are incorporating environmental problem-solving into their lesson plans. In Senegal, Volunteers have worked with the Ministry of Education to integrate environmental education into the national curriculum.

Volunteers participate in activities which strengthen their communities' ability to address environmental issues that impact them—conservation efforts, reforestation and land reclamation, and establishing tree seedling nurseries and watershed resource development. In Togo, villages have developed tree nurseries and planted over 50,000 tree over the last year. In Niger, Volunteers are working on ecologically-sound farming and herding practices to increase crop production and reduce stress on the land. They are also working on a "woodless construction" project that reduces the need for timber and increases the potential for old growth forests. In Guinea, Volunteers help develop community agro-forestry committees and train committee members in integrated farming practices.

#### E. Health



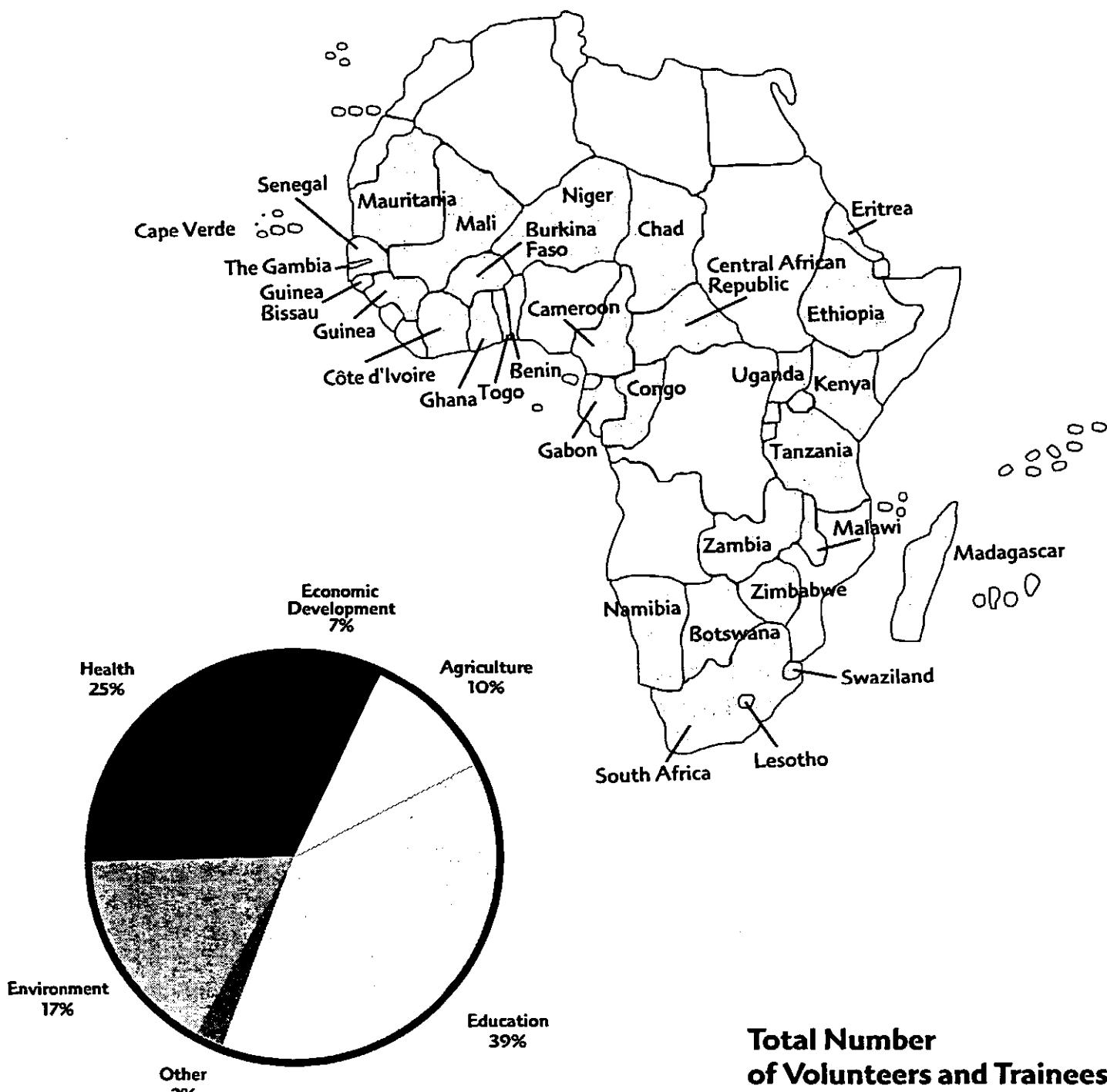
Peace Corps Volunteers have played a critical and highly successful role in international efforts that have led to the virtual eradication of the Guinea Worm disease in Africa. In 19 African countries, Volunteers also are assigned to community health education projects sponsored by host country governments, international organizations, local non-governmental organizations, and community groups. Volunteers promote community-based solutions for the provision of both preventive and curative health services, and they help public and private. They help health care professionals, non-governmental organizations, and local community volunteers to acquire the knowledge and skills to conduct health education campaigns, such as the importance of micro-nutrients, HIV / AIDS prevention, maternal and child health, and the prevention of water and fecal-borne diseases. They also work with local community groups to acquire the basic management skills necessary to take responsibility for local preventive and primary-care services.

Volunteers also have long been active and successful in water projects, primarily well-digging and drilling for potable water supplies. They work to maximize the availability of clean water sources and to develop their communities' capacity for management, maintenance, and repair of these sources.

No other continent has suffered more from the devastating impact of HIV / AIDS than Africa. Peace Corps Volunteers have joined other international efforts to stem the spread of this disease through education and prevention programs, while respecting local, national, and cultural sensitivities about this issue. Volunteers in Malawi, the Central African Republic, and 12 other African countries work on HIV / AIDS awareness and prevention campaigns in local communities. Peace Corps Volunteers in Cameroon have developed a TEFL handbook, "Teach English/Prevent AIDS," that assists Cameroonian teachers how to integrate HIV / AIDS awareness and prevention information into the English-teaching curriculum.

## AFRICA

### AT A GLANCE\*



\* Map depicts countries where Peace Corps Volunteers serve as of 9/30/96.  
Chart depicts Volunteer activity in specific sectors as of 9/30/95.

<sup>1</sup> Volunteer and Trainee information as of 9/30/95.

### Total Number of Volunteers and Trainees<sup>1</sup>

Agriculture	269
Economic Development	196
Education	1023
Environment	439
Health	669
Other	57

## AFRICA REGION

	Trainees			Average Number of Volunteers			Program Funds (\$000)		
	FY 1995	FY 1996	FY 1997	FY 1995	FY 1996	FY 1997	FY 1995	FY 1996	FY 1997
Benin	50	44	44	73	74	77	1,516	1,488	1,605
Botswana	60	23	0	113	104	42	2,583	1,762	1,300
Burkina Faso	19	20	20	0	14	34	748	933	1,214
Cameroon	54	68	68	108	119	117	3,039	3,036	2,993
Cape Verde	21	19	19	24	29	30	1,003	1,051	1,077
CAR	55	51	55	57	79	71	1,570	1,781	1,765
Chad	29	21	21	43	44	36	1,264	1,090	1,025
Comoros	0	0	0	15	0	0	449	55	0
Congo	23	23	23	24	40	41	771	881	898
Cote D'Ivoire	45	52	52	55	69	88	1,186	1,351	1,533
Eritrea	27	25	25	2	24	39	854	960	1,108
Ethiopia	26	24	26	2	25	44	962	1,058	1,297
Gabon	54	45	45	108	103	92	2,733	2,583	2,538
The Gambia	46	33	33	64	73	67	1,363	1,198	1,130
Ghana	92	85	85	115	144	150	2,250	2,415	2,470
Guinea	61	58	58	86	110	108	2,016	1,998	1,974
Guinea Bissau	20	20	20	35	37	35	1,159	1,128	1,123
Kenya	72	61	61	139	129	104	3,044	2,419	2,241
Lesotho	63	63	63	96	107	109	2,246	2,204	2,242
Madagascar	27	20	20	23	44	41	945	956	948
Malawi	102	68	68	81	143	139	1,667	1,765	1,735
Mali	94	78	78	161	169	153	3,128	3,019	2,891
Mauritania	17	19	19	39	34	35	1,284	1,265	1,290
Namibia	46	41	41	76	76	68	1,805	1,749	1,688
Niger	70	61	61	117	118	103	2,458	2,265	2,163
Nigeria	0	0	0	13	0	0	429	0	0
Sao Tome	13	0	0	23	9	0	794	337	0
Senegal	68	62	62	116	115	107	3,230	3,006	2,958
Seychelles	8	0	0	10	0	0	363	0	0
South Africa	0	30	30	0	3	28	0	871	1,140
Swaziland	32	0	0	58	33	3	1,111	736	317
Tanzania	41	43	39	69	65	75	1,716	1,633	1,730
Togo	56	41	39	49	70	67	1,839	1,899	1,879
Uganda	31	34	34	44	55	56	1,109	1,207	1,224
Zambia	27	27	27	20	36	48	1,132	1,197	1,389
Zimbabwe	28	31	31	49	58	55	1,330	1,335	1,369
<b>TOTAL*</b>	<b>1,477</b>	<b>1,290</b>	<b>1,267</b>	<b>2,107</b>	<b>2,351</b>	<b>2,262</b>	<b>55,095</b>	<b>52,631</b>	<b>52,250</b>

\*Detail may not add due to rounding

**BENIN**

Population: 5,246,000

Annual Per Capita Income: \$370

Number of Years Peace Corps in Country: 29

**Peace Corps Country Overview:**

Benin's economy has made modest improvements over the last several years, but the country continues to be challenged by an inadequate education system, poor health care and serious environmental problems, particularly deforestation. There are shortages of teachers and education materials, infant and maternal mortality rates are high and people who rely on agriculture for their livelihood struggle to protect their natural resources. Volunteers work with Beninese communities to address these basic issues of quality education and health care and sustainable agricultural development.

**Resources:**

Benin	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	50	44	44
Average # of Volunteers	73	74	77
Program Funds (\$000)	1,516	1,488	1,605

**Peace Corps Program by Sector:****Education**

Volunteers are helping Benin address its teacher shortage by teaching math, physics and chemistry in secondary schools and developing pedagogical materials. One Volunteer, recognizing that a relatively small number of students in her secondary school would go on to the university, taught special classes on basic business skills to those who planned to seek work after graduation. Another Volunteer formed a computer club to teach interested students about computers. Equipped with the Volunteer's introduction and general orientation to computers, some of these students are already planning on pursuing computer science studies in the future.

## Environment

With an estimated 1,000,000 hectares of land deforested annually, Benin will face serious shortages of wood in the future. Volunteers increase villagers' awareness of the long term impact of environmental degradation and provide training in practical methods to address the problem. They establish tree nurseries, teach forestry and land management techniques and monitor village wood lots. For example, one Volunteer in collaboration with government extension service technicians, designed and conducted three village training sessions on the use of soil-enriching cover crops, animal traction technology and practice, and improved cattle care. And with the support of other Volunteers, over 90 Beninese individuals and groups began and maintained tree nurseries producing more than 1000 trees.

## Health

Volunteers work on Guinea worm eradication and primary health education and sanitation. Great progress has been made on Guinea worm eradication and it is possible that this terrible disease will be eradicated in Benin by the end of 1997. While working on this problem and other basic health care concerns, some Volunteers have also started to work with the physically handicapped. For example, one Volunteer has worked with nine organizations to promote the independence and integration of handicapped people into Beninese society. This Volunteer sought funding for a school for the deaf and organized the first National Seminar of the Deaf on Benin.

**BOTSWANA**

Population: 1,443,000

Annual Per Capita Income: \$2,800

Number of Years Peace Corps in Country: 29

**Peace Corps Country Overview:**

Botswana has made considerable economic progress in recent years. For almost three decades, Peace Corps has worked with the people of Botswana in three principal areas: education, economic development and the environment. The aim of the Volunteers' work has been to transfer skills to local communities so they could begin to meet their own development needs. Particular attention was given to rural areas where shortages of trained professionals are more acute. Many of the goals the Peace Corps developed with its Botswana counterparts have been realized. Therefore, the program is slated to close in the first quarter of FY 1998.

**Resources:**

Botswana	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	60	23	0
Average # of Volunteers	113	104	42
Program Funds (\$000)	2,583	1,762	1,300

**Peace Corps Program by Sector:****Economic Development**

Botswana has a large number of minimally skilled job seekers. They need better training to qualify for the jobs that are available in the local economy, which must expand to absorb the many new workers who will enter the labor force over the next twenty years. To address these twin problems, Volunteers are providing advisory services to vocational and business training centers, and they are working with micro and small entrepreneurs to develop and expand businesses.

One Volunteer has helped to start a Small Business Clinic at the University of Botswana. Twenty-two university students are being trained to consult with small and micro enterprises. Another Volunteer worked with Junior Achievement Botswana to train 40 teachers in basic business practices. Through this Junior Achievement initiative, over 600 students have been reached through 23 programs in 14 schools.

## Education

In addition to providing classroom instruction in eight subjects to thousands of students, Peace Corps Volunteers are working to improve the quality of education available at their schools by establishing computer labs and libraries, and introducing environmental education programs and HIV/AIDS prevention programs. A group of Volunteers has launched a special initiative to create and expand library services in local communities and train librarians.

## Environment

Botswana considers tourism as a potentially significant contributor to its economic development. However, the country's national parks system requires a stronger infrastructure, improved management, and greater education and exchange programs for visitors. Volunteers are working with local counterparts to address these needs, and they are training local leaders and teachers in communities surrounding the parks in environment education.

Environment Volunteers are also working on soil conservation problems that pose an economic threat to farmers and herders of livestock. They are training people how to integrate conservation techniques into their farming and grazing practices. For example, a Volunteer assigned to the Ngamiland Region works with community leaders, other extension workers, staff of the Forestry Department, and District Planners to develop land management strategies and improve agriculture productivity through better grazing schemes, suitable grass and crop cultivation, and pest management strategies.

**BURKINA FASO**

Population: 10,046,000

Annual Per Capita Income: \$300

Number of Years Peace Corps in Country: 22

**Peace Corps Country Overview:**

Peace Corps resumed work in Burkina Faso in 1995 after a thirteen year absence. The political turmoil of the previous years had a very negative impact on the development of the country. Burkina Faso ranks among the poorest countries on the UNDP *Human Development Index*. It is estimated that only 20% of the population has access to clean drinking water. Health care remains poor, and many diseases such as malaria and malnutrition are endemic in Burkina. It is estimated that 86% of Burkinabé over the age of 15 are illiterate. In resuming its program in Burkina Faso, Peace Corps Volunteers are initially focusing their efforts on health care problems.

**Resources:**

<b>Burkina Faso</b>	<b>FY 1995</b>	<b>FY 1996</b>	<b>FY 1997</b>
	Actual	Estimates	Estimates
Trainees	19	20	20
Average # of Volunteers	0	14	34
Program Funds (\$000)	748	933	1,214

**Peace Corps Program by Sector:****Health**

The first group of Volunteers to work in Burkina Faso in thirteen years arrived at their posts in December 1995. They are working with the Burkinabe to revitalize the primary health care system by strengthening local health management committees, improving the skills of the Chief Nurses who staff local health centers, and working with communities to develop health promotion programs on such priority concerns as childhood communicable diseases, malaria, HIV/AIDS education, and Guinea worm eradication.

## CAMEROON

Population: 12,871,000

Annual Per Capita Income: \$680

Number of Years Peace Corps in Country: 34

### Peace Corps Country Overview

Cameroon has seen its per capita income decline by over 50 percent since 1985 due in large measure to the drop in world oil prices. The loss of revenue and devaluation of the local currency have exacerbated economic and social problems. Rising population pressure, land scarcity, and continued reliance on slash-and-burn agriculture have increased pressure on Cameroon's natural resources. Peace Corps Volunteers are working with their Cameroonian counterparts to help make improvements at the local level in the priority areas of agriculture, economic development, education and health.

### Resources:

Cameroon	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	54	68	68
Average # of Volunteers	108	119	117
Program Funds (\$000)	3,039	3,036	2,993

### Peace Corps Program by Sector:

#### Agriculture

Volunteers are working to develop a self-sustaining network of farmers who will incorporate semi-intensive, high-yield aquaculture into their current farming methods. They are also promoting and strengthening fish farmers' associations that can identify and resolve the problems their members face. Volunteers have also completed a series of three technical extension pamphlets that are now being used at the village level to explain aquaculture to individuals interested in beginning their own fish farming activities.

Other Volunteers are assigned to agroforestry projects. These Volunteers train farmers in soil erosion techniques and soil fertility management practices that can help protect natural resources and promote sustainable farming system. Volunteers and farmers worked together to develop 78 seed banks that ensure a steady supply of high-quality seeds of agroforestry species to all project farmers. Nineteen farmers are now self-sufficient in tree seed production, and sell their surplus to other farmers.

## **Economic Development**

Volunteers are working with local counterparts on self-help projects that will increase the income of community members and help communities identify and solve their problems independently. One Volunteer brought together young people and village elders in the far North of Cameroon to establish a community center and museum. They were able to resurrect a traditional method of domed clay house construction and provide jobs for young members of the community.

## **Education**

Education Volunteers are teaching math, biology, and English in secondary schools. They are also strengthening the skills of Cameroonian teachers by conducting team teaching exercises and workshops on subjects ranging from managing classrooms, to maximizing the use of local materials, to running newly created school libraries. Volunteers have also worked with their counterparts to integrate HIV/AIDS prevention into the English teaching curriculum. The Volunteer-designed "Teach English Prevent AIDS" curriculum was used by Volunteers and Cameroonian teachers to teach 10,800 students last year.

## **Health**

Volunteers are working to improve the health of mothers and children by developing and testing methods of community health education. They conduct regular meetings in their communities on diarrhea treatment and prevention, HIV/AIDS and STD prevention, malaria treatment and prevention, and infant and child growth monitoring.

## CAPE VERDE

Population: 381,000

Annual Per Capita Income: \$910

Number of Years Peace Corps in Country: 8

### Peace Corps Country Overview:

Roughly half of the population of Cape Verde now lives in urban/semi-urban areas. The country is attempting to slow the rate of urban migration by promoting rural community development. The development challenges in the rural areas include a lack of potable water and basic sanitary facilities, overcrowded primary and secondary schools, and a weakened agricultural sector. Peace Corps Volunteers are providing assistance in these three priority areas.

### Resources:

Cape Verde	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	21	19	19
Average # of Volunteers	24	29	30
Program Funds (\$000)	1,003	1,051	1,077

### Peace Corps Projects by Sector:

#### Agriculture

Volunteers train rural extension agents and community members in community problem-solving and project planning with the goal of improving farm income. During the past year, more than 21 rural extension agents received training in national seminars organized by Volunteers.

Community projects have included poultry and pig raising and construction of community food storage structures. As a secondary activity, one agriculture Volunteer wrote a computer training manual in Portuguese, the official language of Cape Verde.

#### Education

Volunteers train secondary school teachers at the National Teacher Training School in Teaching English as a Foreign Language. Fifty percent of the national teachers corps has been trained by Volunteers since the school's establishment three years ago. The increased supply of

graduates allows for more teacher placements in remote islands. Volunteers are also working with the Ministry of Education to develop an English curriculum and teaching materials that incorporate Cape Verdean culture and history.

### **Health**

Volunteers are working with local counterparts to establish water quality surveillance, analysis, and treatment programs. Plans are underway for Volunteers to collaborate with the Centers for Disease Control for the treatment and monitoring of water sources and the mitigation of cholera. Volunteers have also developed a video on health education issues for use in schools and communities. The video was done completely in Creole to ensure the broadest possible usage.

**CENTRAL AFRICAN REPUBLIC**

**Population:** 3,235,000

**Annual Per Capita Income:** \$370

**Number of Years Peace Corps in Country:** 24

**Peace Corps Country Overview:**

The Peace Corps has tailored its programming to meet the most basic needs of the people of the Central African Republic. The country suffers from an acute shortage of teachers, a relatively high rate of HIV/AIDS infection, poor water sanitation and an underdeveloped agricultural sector. To help meet these challenges, Volunteers are focusing their efforts in these critical areas of agriculture, education and health.

**Resources:**

Central African Republic	FY 1995 Actual	FY 1996 Estimates	FY 1997 Estimates
Trainees	55	51	55
Average # of Volunteers	57	79	71
Program Funds (\$000)	1,570	1,781	1,765

**Peace Corps Projects by Sector:****Agriculture**

Volunteers have encouraged over 270 farmers to adopt improved agricultural practices such as crop rotation, intercropping, and farm management. Volunteers have also worked with some 700 farmers to grow vegetable gardens that can improve their families' diet and increase their incomes. And Volunteers developed new visual aids to increase farmers' awareness of the effects of traditional farming systems on the environment.

**Education**

Volunteers in the education sector teach math and science in Central African secondary schools. In addition to classroom teaching, 15 Central African English teachers were trained by Volunteers for work in secondary schools. In their schools, they are using the HIV/AIDS curriculum developed by Peace Corps Volunteers in Cameroon. This helps to educate young people about the disease that currently afflicts 12% of the population.

## Health

Volunteers are working with village primary health care committees on malaria control, maternal and child health care, sanitation projects and pharmacy management. Mothers who attended health sessions are now better able to care for their infants and children who are afflicted with diarrhea by using proper oral rehydration therapy. Volunteers and the health care committees have also enlisted communities to construct latrines and health care facilities. Volunteers throughout the Central Africa Republic have also worked with youth groups on HIV/AIDS education and prevention.

**CHAD**

**Population:** 6,183,000

**Annual Per Capita Income:** \$190

**Number of Years Peace Corps in Country:** 22

**Peace Corps Country Overview:**

In Chad, less than 30% of the population has access to potable water and 70% of the population is illiterate. Volunteers help rural villages increase their access to safe drinking water, improve sanitation methods, train local health personnel in preventive health practices, and teach mathematics and English in secondary schools.

**Resources:**

Chad	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	29	21	21
Average # of Volunteers	43	44	36
Program Funds (\$000)	1,264	1,090	1,025

**Peace Corps Program by Sector:****Education**

Volunteers are teaching English and math to several thousand students in Chad. In addition to classroom teaching, Volunteers are working with their Chadian counterparts to improve their teaching materials. New math and English teaching guides, written by Volunteers in collaboration with Chadian teachers, are now used in fifteen schools. Volunteers are also supporting higher education for women through the creation of a women's scholarship fund that has awarded scholarships to eleven rural women students.

**Health**

Volunteers conducted over 200 sessions to train health personnel in health education techniques. With the Volunteers' assistance, nine of these Chadian educators went on to conduct weekly training sessions with village health educators on such topics as immunization, malaria prevention, control of diarrheal diseases, nutrition, water and sanitation. Two Volunteers are breaking new ground in HIV/AIDS education, collaborating with two Chadian Ministries to publish the country's first scholastic guide focused on HIV/AIDS. Volunteers

assigned to water and sanitation projects are working with village committees to install and repair wells and pumps, establish community water system maintenance funds, and conduct health education on water and sanitation. One Volunteer developed a new method of well repair using a sap collected from native acacia trees and other local materials. This new method of well repair costs approximately one-seventh the price of conventional cement repair. In urban areas, Volunteers have organized four sanitation groups to create solid waste collection systems and improved drainage systems. Volunteers working with private sector entrepreneurs engaged in water supply trained eleven Chadian in technical and business management skills. These entrepreneurs now work as private contractors, and have constructed and installed 20 pumps.

**CONGO**

Population: 2,516,000

Annual Per Capita Income: \$640

Number of Years Peace Corps in Country: 6

**Peace Corps Country Overview:**

The Republic of Congo's agriculture sector has been neglected to such a point that more than 70% of its food must be imported. Lack of potable water and adequate sanitation facilities in most rural areas have increased the prevalence of water-borne diseases. This continues to be one of the Congo's most serious health problems, resulting in high mortality rates for young children. Volunteers work with people at the grass-roots level to improve community health, access to potable water and proper sanitation facilities, and fish production.

**Resources:**

Congo	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	23	23	23
Average # of Volunteers	24	40	41
Program Funds (\$000)	771	881	898

**Peace Corps Projects by Sector:****Agriculture**

The primary reason behind deforestation in Central Africa is "slash-and-burn" subsistence agriculture. Freshwater fish culture provides one alternative to slash-and-burn practices.

Volunteers are teaching rural Congolese families the principles and practices of small-scale, intensive freshwater fish culture. Farm families supplement their income and their diets with the fish harvested from ponds that the Volunteers helped them establish. Volunteers also organized three intensive four-day fish culture workshops that improved the management skills of over 40 farmers.

**Health**

Volunteers are helping to increase the potable water supply by working with local counterparts on the construction of wells and water jars for storage. During 1995, Volunteers conducted more than 250 sessions on the relationship between hygienic water production and health.

## AFRICA

Over 3800 people participated. One Volunteer in the town of Ouesso, in collaboration with the local market committee, designed and installed a well that provides potable water for over 500 vendors.

**COTE D'IVOIRE**

**Population:** 13,780,000

**Annual Per Capita Income:** \$510

**Number of Years Peace Corps in Country:** 26

**Peace Corps Country Overview:**

Cote d'Ivoire continues to face serious social and economic problems. Infectious and parasitic disease rates are high, as is the infant mortality rate. Geographic and urban/rural disparities are a very real problem in this country, particularly in access to potable water, waste disposal, electricity, transportation, nutrition and employment opportunities. Urban waste disposal is especially problematic. At the municipal level, systematic trash collection is minimal. Volunteers work in both preventive health care and waste management.

**Resources:**

Cote D'Ivoire	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	45	52	52
Average # of Volunteers	55	69	88
Program Funds (\$000)	1,186	1,351	1,533

**Peace Corps Program by Sector:****Environment**

Volunteers work with local officials to design and implement urban waste-management techniques and to increase the capacity of local government to provide services. In cooperation with community organizations, Volunteers are improving sanitation practices and increasing the supply of potable water. Since the project began in 1991, 22 cities have implemented solid waste management collection systems and composting projects using Volunteer assistance. Volunteers have built over 300 latrines in various cities. They have helped eight cities with the development of erosion control measures, constructed medical waste incinerators in another eight cities, and worked with seven cities to improve their gray water (household waste water) disposal systems by constructing soak-away systems.

Volunteers also work with school teachers and students to design hygiene education materials and instructional manuals. Educating children in latrine usage and working with their teachers and parents to raise funds for the construction of latrines at schools has become a new focus

of the urban program in Côte d'Ivoire. Volunteers in Sinfra developed a guide for teaching hygiene in elementary schools, including model lesson plans, sample tests, and animated images. Volunteers in Akoupé and Biankouma have organized city "Clean-Up" days and "Neighborhood Beautification" competitions. Volunteers in Issia, where an environmental library was established for community use, worked with a local entrepreneur to devise a biogas digester, which can be used to transform waste into methane cooking gas.

### **Health**

In collaboration with the Ministry of Health and Social Welfare, Volunteers work as part of health teams to improve access to, and increase knowledge of, primary and preventative health care services. They work with nurses and local leaders to develop health education activities in support of child survival and to improve the training of village health workers, traditional birth attendants, and village health committees. One Volunteer and her counterparts developed a series of regional training sessions and drafted a training manual to instruct 43 nurses, midwives, and sanitation development agents from rural health centers in health education and team building techniques. Since the training, the staff of several participating centers have drafted health education modules and led local health sessions on HIV/AIDS education and personal hygiene.

**ERITREA**

Population: N/A

Annual Per Capita Income: N/A

Number of Years Peace Corps in Country: 1

**Peace Corps Country Overview:**

Three decades of war with Ethiopia decimated the Eritrean economy. Sanitation conditions are among the worst in the world. Less than 3% of the rural population has access to sanitation and waste disposal, contributing to high child mortality rates (203 per 1,000). Most of Eritrea's population lives on non-arable land, even though nearly 80% of Eritreans derive their livelihoods from subsistence farming, livestock and fishing. With an illiteracy rate of 80%, and only 14% of the secondary education population enrolled in school, education is of the highest priority as the Eritreans rebuild their country. Peace Corps has begun its program in this new country with Education Volunteers who arrived at their posts last Fall.

**Resources:**

Eritrea	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	27	25	25
Average # of Volunteers	2	24	39
Program Funds (\$000)	854	960	1,108

**Peace Corps Projects by Sector:****Education**

Eritrea faces an acute shortage of teachers and quality schools. Peace Corps' education project is designed to strengthen the country's education system by improving the English language capabilities of both students and teachers. Volunteers are working in secondary schools providing direct teaching in English and training teachers. In the 1995-96 school year, Volunteers are teaching over 6,500 Eritrean students. A senior Volunteer at Asmara Technical School, one of only three vocational education training centers in Eritrea, is working with staff on the fundamentals of shop management and assisting with the implementation of more efficient inventory and supply systems. In addition, two Volunteers organized HIV/AIDS awareness activities for International AIDS Day focusing on ways students can work on HIV/AIDS prevention in their local communities.

**ETHIOPIA**

Population: 53,435,000

Annual Per Capita Income: \$130

Number of years Peace Corps in Country: 1

**Peace Corps Country Overview:**

After years of bitter civil war and periods of drought which led to large scale famine, this nation of 53 million people faces the difficult task of rebuilding the country. The Ethiopian economy has been devastated and the country suffers from extreme deficiencies in educational and health services, employment opportunities, access to potable water, and food production. Ethiopians are among the poorest people in the world. The illiteracy rate is 85% and only 44% of the people have access to health services. There is an acute shortage of schools, and only 55% of those who attend school reach the fourth grade. Given the critical needs in education, the first group of Peace Corps Volunteers to serve in Ethiopia in 18 years are focusing their efforts on teaching and teacher training.

**Resources**

Ethiopia	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	26	24	26
Average # of Volunteers	2	25	44
Program Funds (\$000)	962	1,058	1,297

**Peace Corps Projects by Sector:****Education**

Ethiopia faces a considerable challenge in providing its large rural population with a basic education that will produce skilled workers and promote economic development. Peace Corps Volunteers have been asked to teach in rural secondary schools and in training institutes for primary school teachers. Volunteers are working to improve the quality of English language instruction, develop educational resources and strengthen the links between schools, parents and communities. It is expected that by the year 2000, over 60,000 secondary school students and 5,000 students in post-secondary institutes and colleges will have expanded their English language skills with the help of Peace Corps Volunteers.

**GABON**

Population: 1,035,000

Annual Per Capita Income: \$3,550

Number of Years Peace Corps in Country: 26

**Peace Corps Country Overview:**

The relatively high per capita income in Gabon belies the great disparities in income and food availability between urban and rural communities. In an effort to lesson the disparity, Gabon is placing great importance on increasing rural families' self-sufficiency in food production and income-generation. There is also a severe shortage of Gabonese secondary school teachers in science, math, and English. Primary schools are poorly constructed and ill-equipped. Gabon also has relatively high incidence of maternal and child morbidity and mortality. For these reasons, Peace Corps Volunteers are focusing their efforts in the areas of agriculture, education and health.

**Resources:**

Gabon	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	54	45	45
Average # of Volunteers	108	103	92
Program Funds (\$000)	2,733	2,583	2,583

**Peace Corps Projects by Sector:****Agriculture**

Volunteers are promoting the integration of freshwater fish culture, animal husbandry and crop planting as a way to increase farmers' incomes and improve rural diets. They work with farmers to establish fish ponds which are integrated with vegetable gardens, tree farms, livestock, agricultural fields, and other farm activities. They offer farmers alternatives to the environmentally destructive practices of slash and burn agriculture. Alternatives include crop rotation, composting, and the use of natural fertilizers.

One Volunteer works with a blind farmer who has built four fish ponds. The multiple fish ponds allow the farmer to stagger his harvests and provide a more regular supply of fish to his family. The Volunteer and farmer also work together at the local school for the blind to encourage the students to take up fish culture and vegetable gardening.

**Education**

Volunteers teach students and train teachers at the secondary school level in mathematics, physical science, and English as a Foreign Language. Volunteers improve the quality of education by introducing alternative teaching methodologies, diversified learning activities, and school projects, such as libraries, clubs, literacy classes, and environmental education.

One Volunteer, after seeing a school's geography books and maps from the 1960s, worked with the geography teacher and students to paint up-to-date maps of the topography of Africa, Europe and the world.

Volunteers also construct rural primary school facilities and teach carpentry and masonry techniques to community members. One Volunteer is a 63 year-old construction worker who is overseeing and training Gabonese workers in the construction of three schools.

**Health**

Volunteers work with Gabonese counterparts to coordinate and conduct health education sessions at health care facilities and in communities. They focus primarily on nutrition promotion, diarrheal disease control, immunization drives and HIV/AIDS prevention. Volunteers also teach their counterparts how to assess local needs and determine the resources available to address those needs.

## **GHANA**

Population: 16,944,000

Annual Per Capita Income: \$430

Number of years Peace Corps in Country: 35

### **Peace Corps Country Overview:**

The economy of Ghana has shown promising improvements in recent years, but there continues to be a serious need for trained manpower. In rural areas, where 70% of the population lives, many people do not have access to clean water and basic health care. Deforestation and soil erosion are occurring at an alarming rate. More young people are moving from rural areas to the cities, where they often become street children. Many Ghanaians lack the basic business skills that would enable them to participate in their country's economic move forward. Volunteers are addressing these issues through their projects in economic development, education, the environment and health.

### **Resources:**

<b>Ghana</b>	<b>FY 1995</b>	<b>FY 1996</b>	<b>FY 1997</b>
	<b>Actual</b>	<b>Estimates</b>	<b>Estimates</b>
Trainees	92	85	85
Average # of Volunteers	115	144	150
Program Funds (\$000)	2,250	2,415	2,470

### **Peace Corps Program by Sector:**

#### **Economic Development**

Small Business Volunteers work with private sector and government institutions to promote small business development. They are providing training in business management, marketing, product development, and other business skills. Volunteers also help small business link up with sources of business credit as well as potential markets. Through the efforts of one Volunteer, over 40 basket weavers (many of them women) in the Upper East Region of Ghana have improved the quality of their products, developed new products, acquired business management skills and established their own quality control system and standards. This group has been linked to a government-supported business credit system and has won a contract to export their products to the Body Shop® chain of shops in the United States. Another Volunteer, in addition to developing a tree nursery, helped the women of her village tap into the growing tourist trade by showing them how to make beautiful hand-sewn quilts from scraps of material.

**Education**

Volunteers are teaching math, science, art and technical subjects in secondary schools. They have also taught HIV/AIDS awareness classes, encouraged environmental clubs, coached sports teams, organized math and science clubs, and put together art workshops. On World AIDS Day, one Volunteer organized the first AIDS Awareness Day ever held at her secondary school.

**Environment**

Peace Corps is a participating member of Ghana's Collaborative Community Forestry Initiative (CCFI). This national initiative establishes community-based tree seedling nurseries as training and demonstration centers to promote, educate and train people in appropriate, ecologically sound and profitable agricultural techniques. Ghanaian participants learn technical, operational, and administrative skills to prepare them to run the nurseries when management is handed over to community members. As an example, one Volunteer helped a woman establish her own tree nursery, and she now has over 4,000 seedlings. This woman has started harvesting cashews and selling grafted mangos. In addition, she has started an apiary, and has been harvesting the honey for sale and for her own family's consumption.

**Health**

Volunteers work with their local counterparts on health education, community organization and mobilization, health care monitoring, evaluation, training, HIV/AIDS awareness and prevention, and Guinea worm eradication. They also assist rural communities in building technically-appropriate wells and latrines to reduce diseases related to poor water quality and sanitation systems. One 70-year-old Volunteer mobilized her community to build the village's first improved ventilated pit latrines.

**GUINEA**

Population: 6,501,000

Annual Per Capita Income: \$510

Number of Years Peace Corps in Country: 16

**Peace Corps Country Overview:**

Guinea is faced with a number of economic and social challenges. It has one of the lowest literacy rates in the world—25% for adult males and 15% for adult females. Only 30% of children enter primary school, and girls are greatly underrepresented in the educational system. Health conditions in Guinea are particularly bleak. Infant mortality is 180 per 1,000 births and the rate of women who die in childbirth is ranked among the highest worldwide. Life expectancy is only 45 years. Despite an abundance of natural resources, agricultural development is minimal throughout the country. Peace Corps Volunteers are concentrating their efforts in the priority areas of education, the environment and health.

**Resources:**

Guinea	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	61	58	58
Average # of Volunteers	86	110	108
Program Funds (\$000)	2,016	1,998	1,974

**Peace Corps Projects by Sector:****Education**

Volunteers serve as math and English teachers in secondary schools and help students develop critical thinking skills. One Volunteer living near the Liberian border, in collaboration with the International Rescue Committee, taught courses to Liberian refugees in basic computer literacy while teaching English at the local Guinean high school. A Volunteer math teacher, working with a Guinean physics teacher, published a series of physics experiments now in use at other schools. Several other Volunteers are collaborating with Guinean colleagues to develop comprehensive model lesson plans for all grade levels.

**Environment**

Volunteers work in conjunction with the USAID Targeted Watershed Management Project to strengthen environmental education and income-generating projects in the Fouta Djallon region of Guinea. One Volunteer taught a group of village women indigo dying techniques. They are now producing high quality cloth which is being marketed locally. Another Volunteer is also researching food drying methods as a means to improve community diets in times of food shortages.

**Health**

Volunteers work on public health education and outreach. In collaboration with elected community councils, Volunteers craft proposals to secure funding for small-scale community projects, such as the construction of schools, health clinics, clean water sources, and latrines. Several Volunteers worked together during the past year to develop a standardized health education curriculum. Volunteers are introducing these health education sessions in their local schools and hope to make the sessions a permanent part of the health center schedule. These sessions have also been presented to refugee schools and groups in Guinea.

## GUINEA-BISSAU

Population: 1,050,000

Annual Per Capita Income: \$240

Number of Years Peace Corps in Country: 8

### **Peace Corps Country Overview:**

Guinea-Bissau has one of the lowest per capita income levels in the world. Over 80% of the population lives in rural areas working as farmers, artisans, and traders. More than half of the farmers are women who are the main producers of subsistence food. Although once self-sufficient in rice, most small farmers no longer produce enough to feed themselves and their families. Maternal and child health is also a very serious problem. The mortality rate for children under five years of age is 246 per 1000 live births. Thirty-five percent of young children suffer from malnutrition and such illnesses as malaria, diarrhea, and acute respiratory problems. There is also a shortage of trained teachers and educational materials.

### **Resources:**

<b>Guinea Bissau</b>	<b>FY 1995</b>	<b>FY 1996</b>	<b>FY 1997</b>
	<b>Actual</b>	<b>Estimates</b>	<b>Estimates</b>
Trainees	20	20	20
Average # of Volunteers	35	37	35
Program Funds (\$000)	1,159	1,128	1,123

### **Peace Corps Projects by Sector:**

#### **Agriculture**

Volunteers work with farmers to improve food security by increasing rice production. Women rice farmers are now using better seed varieties, improving weed control methods, and constructing earthen dikes to better manage water resources. Volunteers are also working on household nutrition problems by encouraging agricultural diversification. During the past year, Volunteers assisted a community in the purchase of tree seedlings and trained community members in fruit tree care and grafting techniques. Two Volunteers planned a village workshop on horticulture to train women in onion production, a highly marketable crop in the village and local commercial centers.

**Education**

Volunteers teach English to secondary school students, help to strengthen the skills of local teachers and work with those teachers to develop English curricula and teaching materials that are appropriate to Guinea Bissau. Volunteers also teach evening English classes for adults in their communities and establish community resource centers that target at-risk youth.

**Health**

Volunteers train health workers at the village level. Recently, Volunteers organized training programs for 91 community health workers and 70 traditional birth attendants. Volunteers also conducted 107 training sessions for community members and health professionals in the areas of nutrition, prenatal care, prevention of cholera, and HIV/AIDS prevention. One Volunteer assisted with the construction, stocking and inventory control of a new pharmacy at a rural health center.

**KENYA**

Population: 26,017,000

Annual Per Capita Income: \$260

Number of Years Peace Corps in Country: 31

**Peace Corps Country Overview:**

Volunteers work on key problems facing Kenyans in the areas of education, environment, small business, and water and sanitation. Over 80% of all Kenyans live in rural areas. Many of these rural households have no access to safe drinking water or effective sanitation facilities. Approximately 47% of the urban population lives in or near slum areas. Kenya's education system faces a severe shortage of trained math, science and English teachers, and graduation rates among girls at both primary and secondary levels consistently lag behind those of male students. Deforestation is also a serious problem. Kenya has lost 50% of its forest cover over the last thirty years. If this trend continues, Kenya's forests will be largely depleted by the year 2000.

**Resources:**

Kenya	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	72	61	61
Average # of Volunteers	139	129	104
Program Funds (\$000)	3,044	2,419	2,241

**Peace Corps Projects by Sector:****Economic Development**

Volunteers are addressing employment and income-generation issues in both urban and rural areas. They work with business management trainers, teachers, students, small business owners, and entrepreneurs. Since 1992, Volunteers have trained 5600 individuals in business management skills.

Several Volunteers have helped to develop the business skills of small-scale artisans known as "Jua Kali" (typically metal workers, vehicle mechanics, tailors, weavers, etc.). One Volunteer assisted a Jua Kali association in establishing a loan fund for its members. She also helped design a basic business course for the artisans in the association.

**Education**

Volunteers are teaching math, science, and English. In 1995, they taught approximately 4,500 secondary students. In addition, Volunteers are involved in extracurricular activities at their schools, and they have been active over the past year in incorporating HIV / AIDS awareness and environmental education issues into their lesson plans. One Volunteer and his counterparts developed physics laboratory packages to increase students' and teachers' interest in physics. Other Volunteers are working with wildlife clubs in their schools on environmental education.

**Environment**

Volunteers are working with Kenya's Department of Forestry to increase the use of agroforestry practices that reduce environmental degradation. Volunteers and their Kenyan counterparts target individual farmers, primary and secondary school teachers and students, and women's groups. In 1995, Volunteers trained 840 individuals, including 300 women, in agroforestry and energy use techniques. One Environment Volunteer is working with Kenyan Wildlife Services agents who monitor and assess elephant populations to keep elephants from encroaching on villages.

**Health**

Volunteers are working on water sanitation problems and community-based health training. Together with their counterparts, they are constructing water storage systems and sanitation facilities that will improve access to potable water and reduce the incidence of water-borne disease. Training in the operation and maintenance of those facilities and education in proper sanitation practices are also important elements of the Volunteers work. During 1995, the construction of 55 water storage systems and 40 ventilated pit latrines benefited 7,000 Kenyans. More importantly, 22 water committees were established to ensure that these facilities will continue to be properly maintained and operated.

**LESOTHO**

Population: 1,996,000

Annual Per Capita Income: \$700

Number of Years Peace Corps in Country: 29

**Peace Corps Country Overview:**

Lesotho continues to experience serious challenges in providing basic social, health and education services. Unfortunately, the welcomed changes in South Africa have had a deleterious effect on the Lesotho's weak economy. Unemployment remains high, and the economic problems in rural areas have been exacerbated recently by a series of poor harvests. Illiteracy rates hover around 40%. To help address these problems, Peace Corps Volunteers are working with small rural communities, schools, farmers and local government officials on agriculture, economic development, education and environment projects.

**Resources:**

Lesotho	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	63	63	63
Average # of Volunteers	96	107	109
Program Funds (\$000)	2,246	2,204	2,242

**Peace Corps Program by Sector:****Agriculture**

During 1995, Volunteers worked with more than 80 primary schools and over 180 teachers to establish school vegetable gardens that will provide nutritional meals each day for over 12,000 students. These Volunteers also helped the schools raise over 8,500 chickens and plant more than 2,000 fruit and shade trees on school grounds.

One Volunteer worked with and provided training to a Basotho counterpart on the installation of four horizontal wells in the Qacha's Nek, Leribe and Thaba Tseka areas. The wells are in the mountains of Lesotho and supply water to Basotho for general consumption, gardening and livestock. The Volunteer's counterpart is now trained in conducting site assessments, road construction and equipment placement and tool construction for repairs and maintenance.

## **Economic Development**

Volunteers provide technical and managerial training to a growing number of small businesses, business groups and farmers. Volunteers are writing radio programs that will teach basic business skills and a public affairs series for weekly airing on Lesotho television and radio. The first program, "Improving Your Study Skills", will be followed by a variety of programs on business topics. Three Business Volunteers have combined their efforts to provide technical and business training for over 300 women from 11 mountain villages who operate a cooperative that makes and sells woven grass baskets.

## **Education**

Education continues to be Peace Corps' largest program in Lesotho. Volunteers work primarily in remote mountain districts, teaching English, math, science, agriculture, computer science, home economics, and vocational education to over 7,000 students. Volunteers also engage in secondary activities such as building libraries, classrooms, water systems, health clinics, roads, and footbridges in their communities. In 1995, Volunteers helped construct water collection system at isolated rural schools which increased the availability of safe drinking water for several thousand students.

## **Environment**

Volunteers continued to provide valuable assistance as forestry extension agents and as advisors in water development and environmental education. Two Forestry Volunteers worked with 39 individuals and 23 conservation groups to plant over 13,500 trees to control soil erosion. One Volunteer developed a comprehensive environmental education curriculum with a teaching manual that has been distributed to all government ministries and many secondary schools.

## MADAGASCAR

Population: 13,101,000

Annual Per Capita Income: \$230

Number of years Peace Corps in Country: 3

### Peace Corps Country Overview:

Madagascar faces a number of development challenges. The education system is burdened by overcrowded classrooms, poorly trained teachers, lack of teaching materials and high failure rates. The natural resource base is severely threatened. Deforestation, loss of biological diversity, soil erosion and the associated decline in overall land productivity are unparalleled. Much of the population lacks access to basic social services. Volunteers in Madagascar are training teachers, working on natural resource management and community development in and around protected areas, and promoting nutrition, health education and child survival activities.

### Resources:

Madagascar	FY 1995 Actual	FY 1996 Estimates	FY 1997 Estimates
Trainees	27	20	20
Average # of Volunteers	23	44	41
Program Funds (\$000)	945	956	948

### Peace Corps Projects by Sector:

#### Education

Volunteers are helping to train teachers in Madagascar's junior high schools. The Volunteers work one-on-one with Malagasy English teachers to improve their English skills and teaching methods. To date, Volunteers have worked with approximately 140 secondary school teachers. Together with their local counterparts, Volunteers are conducting weekly or bi-weekly English language and methodology classes. Volunteers have also established five English language resource centers and are implementing training seminars and evening English classes in their communities. One Volunteer participated in a national workshop to review Madagascar's school syllabi.

**Environment**

Twenty Volunteers are providing training for local community members and groups to improve the conservation of Madagascar's protected areas. The goals of their projects are to: 1) reduce the degradation of the natural resources in and around six targeted protected areas; 2) develop the capacity of local individuals and institutions to manage sustainable income generating activities around these areas; and 3) enhance the management capabilities of officials responsible for these areas. One Volunteer is helping Malagasy foresters implement a sound management plan for tree harvesting. This Volunteer also instructs surrounding village communities in environmentally sound tree-harvesting techniques and charcoal production so that they can benefit economically from the forest's resources.

**Health**

Peace Corps began a health project in Madagascar in late 1995. Initially, the Volunteers are focusing on child survival and nutrition. They will provide assistance to Malagasy community health personnel who have had little training in public health, program management and supervision. They will also help community groups improve their disease prevention and child care and feeding practices.

**MALAWI**

Population: 10,843,000

Annual Per Capita Income: \$140

Number of Years Peace Corps in Country: 31

**Peace Corps Country Overview:**

Two years ago, the people of Malawi peacefully elected a new president and political leadership following 31 years of one-party, one-man rule. However, the gains in political and individual freedom have been tempered by continuing concerns about drought, hunger, disease, and environmental degradation. Of particular concern is the very high rate of HIV/AIDS infection in Malawi. Twelve percent of urban, middle-class adults between the ages of 15 and 44 are infected with HIV/AIDS. Projections indicate that the number of children orphaned by this epidemic will reach 600,000 by 1998. These statistics, coupled with the growing demands for education and environmental rehabilitation, reinforce the important role that Volunteers play in Malawi's development.

**Resources:**

Malawi	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	102	68	68
Average # of Volunteers	81	143	139
Program Funds(\$000)	1,667	1,765	1,735

**Peace Corps Program by Sector:****Education**

Volunteers are teaching math and science in secondary schools located primarily in underserved rural areas. Classroom sizes vary from 30 to 150 students. One Volunteer science teacher made laboratory equipment from locally-available materials. His efforts so impressed national teacher college officials that he was invited to produce lab materials, develop teaching materials, give demonstrations, and teach Malawian teachers how to make their own equipment.

Other Education Volunteers are assigned to a Special Education Project that focuses on teacher training, curriculum development, and demonstration classrooms for mentally and physically handicapped students, pre-school children, and adults. Education Volunteers are also involved in secondary activities such as sponsoring environmental conservation projects, "Edzi Toto" ("No AIDS") Clubs, science clubs, and sports activities.

### **Environment**

Volunteers are serving as environmental educators, national park officers, and community coordinators. They work with local residents of national parks and neighboring "protected areas" to relieve human pressures on the natural environment, increase food security, and create income-generating activities for local residents. One Volunteer secured funding for and helped construct the Michiru Mountain Park Environmental Education Center. The Center includes an office, classroom, display room, reception area and store rooms. It will greatly improve the environmental education programs for several thousand young people and adults in the area. Another Volunteer, based at Lake Malawi National Park in Monkey Bay, formed a multi-national band that travels to other parks and performs songs aimed at promoting environmental conservation with communities surrounding the parks.

### **Health**

Malawi is one of the countries most affected by the HIV/AIDS epidemic. Peace Corps began a pilot HIV/AIDS prevention project in April 1993, and now twenty Volunteers are assigned to the project. They work in rural communities as educators and counselors, teaching HIV/AIDS prevention strategies and counseling techniques to Malawi counterparts, co-workers, patients, students, and community groups. Other Health Volunteers work on child survival programs. They instruct families in childhood disease prevention and appropriate sanitation practices. After a survey identified safe drinking water as the most critical need for a village, one Volunteer helped mobilize the community to find a site for the well. Working with the local chief and a committee composed mainly of women and youth, they dug a well and molded and erected the bricks to protect it.

### **Urban Development**

Volunteers work in teams to address the myriad of problems caused by rapid urbanization in the four major cities in Malawi. The teams, which are made up of architects, engineers, accountants, and community development workers can also travel to smaller cities to work on short-term projects. One Volunteer, serving as a Community Services Coordinator, worked with her Malawian counterpart, an engineer in the engineering services department, to complete the water system for a village of 2,000 people.

**MALI**

Population: 9,524,000

Annual Per Capita Income: \$250

Number of Years Peace Corps in Country: 25

**Peace Corps Country Overview:**

Mali faces multiple development challenges. The country is not self-sufficient in food production and frequent droughts have only exacerbated the problem. The rapidly increasing population continues to strain the natural resource base. Currently, Peace Corps Volunteers are working in the priority areas of food production, water availability, environmental conservation, basic education, small income generation, and preventative health care.

**Resources:**

Mali	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	94	78	78
Average # of Volunteers	161	169	153
Program Funds (\$000)	3,128	3,019	2,891

**Peace Corps Projects by Sector:****Agriculture**

Volunteers are working with Malian farmers to increase crop production and improve the diets of local communities. They focus on gardens, planting practices and food preservation/storage techniques. Volunteers are also introducing high yield soybean plants and better breeds of chickens to help improve the nutritional intake in many communities.

One Volunteer worked successfully with a farmer to demonstrate to his community how intercropping with soybeans can improve the soil and the yields. This practice has now been adopted village-wide and, in addition, mothers in the village are incorporating soybeans into the children's meals.

**Economic Development**

The goal of the economic development project is to expand the small business sector in Mali by improving the management capabilities of small business entrepreneurs, and by increasing the availability of financial and technical resources. Volunteers provide training and counseling

on feasibility studies, marketing surveys, inventory control, accounting, and product pricing. Volunteers are also supporting the establishment of savings and credit cooperatives, which is a special initiative of the President of Mali. The government agency which formerly controlled cooperatives is now in the process of devolving decision-making to the local level. A Volunteer is assisting in this effort by improving the government communications systems and advising agency officials on how to conduct savings and credit trainings.

### **Health**

Volunteers are working to reduce the number of preventable deaths among children by increasing community awareness of health issues, improving general health care practices among villagers, and upgrading the skills of local health workers. Volunteers assist traditional mid-wives and first aid workers to promote health education projects such as: proper weaning, breast feeding, diarrheal disease control, vaccinations, and HIV/AIDS prevention. Some Volunteers also work with primary school teachers to incorporate health topics into the curriculum.

One Volunteer played an active role in helping his community overcome various obstacles to establish a community health care center. After encouraging the local villages to form an action committee, this Volunteer served as a resource and a liaison between the villages and regional health authorities. He also helped with certain phases of the center's construction and trained the new staff in simple business procedures. These villages now have a functioning, sustainable health center which they created themselves.

### **Environment**

Volunteer foresters concentrate on encouraging communities to use their natural resources more efficiently and to conserve biodiversity. Their primary goals include promoting soil conservation, tree conservation and production, fuel efficient stoves and the construction of woodless houses. Volunteers are also promoting environmental education in the primary schools, as well as with out-of-school youth. And Volunteers are developing Mali's capacity to improve the management of limited water resources and local sanitary conditions. They work with blacksmiths to construct low-cost water pumps, which provide Malian farmers with an affordable alternative to high cost motor pumps and can be manufactured and repaired locally. Volunteers are the primary catalysts for the formation of regional and local sanitation committees, marking the first time community leaders have joined with government and non-governmental organizations to solve sanitation problems.

Two Volunteers have taken the initiative to establish a national park in Bafing Makana in order to protect the biodiversity in that region. In collaboration with their Malian counterparts, these Volunteers initiated meetings in several villages which are located near the proposed boundaries of the park. The Volunteers and their communities are now working with the

government and several non-governmental organizations to establish park boundaries and to develop materials which will be used to educate the local populations, as well as tourists and other visitors.

### **Education**

Volunteers work as technical advisors to help primary school directors and teachers integrate practical subjects into the education curriculum. The goal is to make the education system more relevant to the needs of those students who will not continue their studies, but will become farmers and artisans. Volunteers are also coordinating technical exchanges between rural and town based teachers to promote new methodologies and techniques in the education system.

**MAURITANIA**

Population: 2,217,000

Annual Per Capita Income: \$480

Number of Years Peace Corps in Country: 26

**Peace Corps Country Overview:**

Mauritania has suffered from a series of intermittent droughts which have forced a large percentage of the rural population to abandon their traditional nomadic way of life and move to the larger towns and cities. These towns are unable to cope economically or structurally with this influx. The results are high unemployment and a situation where only 15% of Mauritanians have access to clean water. Peace Corps Volunteers are attempting to address these complex problems by working with local counterparts to increase agricultural production and incomes, promote reforestation and dune stabilization projects, implement preventive health care with an emphasis on providing clean water, and develop the formal and informal business sectors.

**Resources:**

Mauritania	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	17	19	19
Average # of Volunteers	39	34	35
Program Funds (\$000)	1,284	1,265	1,290

**Peace Corps Projects by Sector:****Agriculture**

Volunteers are part of an integrated development effort to implement improved agriculture and forestry practices throughout rural Mauritania. Volunteers are working to improve the capacity of local farmers in selected oases and villages to produce nutritious food, both for consumption and income generation, while also protecting garden sites, villages, and oases against sand encroachment and natural degradation.

One Volunteer and his fellow villagers began a tree nursery with over 2,000 seedlings. The village is hoping to use the trees for shade, wind protection, soil conservation, and fruit production. The entire community came together, despite their tribal differences, to collaborate on the project.

## Economic Development

Volunteers are transferring basic business skills to small-scale entrepreneurs in Mauritania's informal economic sector in an effort to strengthen their planning, financial management, marketing, and profitability. These skills will increase entrepreneurs' access to credit, allowing them to create new businesses or expand existing ones.

Three Volunteers began trainings in three towns for small business owners. The business owners' increased knowledge in basic accounting and marketing skills helped them to qualify for loans sponsored by the Government of Mauritania and non-governmental organizations. This marks the first time in these three communities that credit was granted to the informal sector, a sector which offers the greatest potential for increasing jobs.

## Health/Water Sanitation

Volunteers strive to improve the health of the rural population by providing these communities with the necessary analytical and technical skills to reduce the incidence of water-borne and hygiene-related diseases. Specific projects include constructing and maintaining public water and waste elimination systems, promoting community health education, and training village-based health agents. By installing water pumps on wells and near rivers, communities can increase their access to potable water, thus reducing the amount of water-borne diseases.

One Volunteer provided local craftsmen with the incentive to produce and sell an affordable, yet durable, water pump that is constructed entirely out of locally-available resources. He guided these blacksmiths through the process of pricing, marketing, and distributing this product. The pump is so successful that it is now being fabricated in five regions. As a result, many communities have seen a marked decrease in water-borne diseases, as well as an increase in new businesses and new jobs.

**NAMIBIA**

Population: 1,500,000

Annual Per Capita Income: \$2,030

Number of Years Peace Corps in Country: 5

**Peace Corps Country Overview:**

One of the key problems Namibia faces is a shortage of skilled manpower. Namibia's illiteracy rate is estimated at 60%. As recently as 1992 , it was estimated that some 20% percent of school age children do not attend school. Before independence in 1990, the quality of Namibia's education was uneven, as each ethnic authority ran the schools in its area without adhering to an established standard. Volunteers are working to support the national goal of making a quality education available to all Namibian youth.

**Resources:**

Namibia	FY 1995 Actual	FY 1996 Estimates	FY 1997 Estimates
Trainees	46	41	41
Average # of Volunteers	76	76	68
Program Funds (\$000)	1,805	1,749	1,688

**Peace Corps Program by Sector:****Education**

The government of Namibia has made education the nation's number one development priority. Volunteers are teaching English, mathematics, and science in secondary schools throughout the country and are involved in secondary projects designed to improve the conditions at their schools and in their communities. One Volunteer has established vocational training as part of the school curriculum, while another Volunteer has established a Department of Lower Primary Studies as part of teacher training courses. Additionally, many Volunteers have spearheaded initiatives to establish libraries at their schools.

Several Volunteers have made the environment the focus of their secondary projects by establishing environmental clubs that attract students and other communities members. Other Volunteers have made the needs of women and girls their priority by establishing girls clubs, which expose the girls to leadership opportunities and assist women with income generating projects.

Peace Corps is also participating in an initiative with the government of Namibia and USAID. to train primary school teachers. Some Volunteers in this project serve as instructors of methodology, English, and child development at teacher training colleges. Other Volunteers serve as in-service teacher trainers operating within clusters of schools upgrading the teaching skills of teachers or as Resource Center Managers working with Namibian school officials to establish libraries and secure books and equipment for the Centers.

### Youth Development

Over the last two decades, Namibia has maintained an annual population growth rate of three percent. Seventy-two percent of the population of Namibia is under 30 years of age. Prior to independence in 1990, there were no services for youth or structures for providing information, training or counseling to the indigenous people. Eight Volunteers are now involved in youth development activities. One Volunteer has been instrumental in creating a national juvenile justice program aimed at assisting youth "at risk" while another Volunteer has helped to establish a youth resource center in a community that previously had no facilities for youth.

**NIGER**

Population: 8,846,000

Annual Per Capita Income: \$230

Number of Years Peace Corps in Country: 34

**Peace Corps Country Overview:**

Niger is one of the least developed countries in the world according to the United Nations Development Program. The country's natural impediments to growth include its landlocked position, limited arable land, and the vulnerability of its agriculturally based economy to the harsh, drought-prone climatic conditions. These obstacles are compounded by rapid population growth, a limited supply of skilled personnel, intensive exploitation of the already fragile soils, and insufficient health services. Peace Corps assigns Volunteers to work in these critical areas of agriculture, education, environment and health.

**Resources:**

Niger	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	70	61	61
Average # of Volunteers	117	118	103
Program Funds (\$000)	2,458	2,265	2,163

**Peace Corps Projects by Sector:****Agriculture**

Agriculture Volunteers focus on increasing Niger's food self-sufficiency by working with community leaders to initiate or improve projects such as irrigated gardening, soil erosion control, tree nurseries, well construction, fuel-efficient cook

stoves, small animal raising, literacy training, and woodless construction. One Volunteer worked with two local masons to organize a mason's training project in their region to share the technology of woodless housing. They trained over 50 masons, who in turn built over 30 woodless structures in 10 different villages.

## Environment

Volunteers work with local communities on conservation methods and sustainable land management practices. Project activities include planting new trees, improving the management of naturally regenerated trees, performing annual inventories of plants in a forested region, building improved water pumps with locally available materials, and designing and distributing environmental education journals.

## Health

Niger suffers from one of the world's highest infant mortality rates. In addition, roughly 25% of children under the age of two are malnourished. Volunteers are working to improve the nutritional status of children and pregnant lactating women in rural areas by educating mothers on how they can improve their feeding and dietary practices.

One Volunteer helped develop a peanut production project with a women's group in the village of Mayara. The Volunteer acquired fertilizer and seeds and trained a group of 400 women to work on this project. As a result of their efforts, a ready source of protein is now available to the village, and the women have been able to supplement their income through peanut sales.

**SENEGAL**

Population: 8,102,000

Annual Per Capita Income: \$610

Number of Years Peace Corps in Country: 33

**Peace Corps Country Overview:**

Senegal is facing serious economic problems that are compounded by low literacy rates, poor school attendance, and limited access to health care. Unemployment and underemployment are increasing. Rainfall levels continue their steady decline, which has a negative impact on agriculture production and profits. In addition, due to a combination of soil depletion/degradation, deforestation, and desertification, much of the agricultural land in Senegal is in fragile condition. Senegal's child mortality rate remains one of the highest in the world, with 250 per 1,000 childhood deaths each year among children age five and under. Volunteers are assigned to projects in the priority areas of agriculture, economic development, environment and health.

**Resources:**

Senegal	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	68	62	62
Average # of Volunteers	116	115	107
Program Funds (\$000)	3,230	3,006	2,958

**Peace Corps Program by Sector:****Agriculture**

In the agricultural sector, the misuse and mismanagement of Senegal's natural resources has led to a reduction in crop yields. To overcome these problems, Volunteers work with farmers on a variety of projects designed to improve soil fertility and increase the production of both traditional and non-traditional crops. Examples of these projects include the promotion of vegetable crop production, composting, crop diversification, live fencing and integrated pest management. One Volunteer worked with four farmers to construct pits for making compost. This project lead to an appreciable difference in yields between composted and non-composted soil.

Senegal continues to be heavily dependent on imported rice. With the support of Winrock International, an American non-governmental organization, Volunteers work with women farmers in the southern part of the country to increase rice yields. Volunteers have introduced a technical package to increase crop output that has been quite successful. During the last production campaign, over 270 farmers produced nearly 11 thousand kilograms of improved variety rice from a small amount of seed.

### Economic Development

Volunteers work on improving the organizational and management capabilities of village and urban-based community groups and individual micro-entrepreneurs. One Volunteer, in collaboration with a Forestry Volunteer and a young entrepreneur, promoted the creation of a commercial nursery in the town of Kolda. The purpose of this project is to demonstrate to the local community that tree nurseries can generate income. Another Volunteer organized a workshop for women from seven villages on fruit and vegetable conservation. Participants were trained to construct and use solar dryers during the workshop.

### Environment

Volunteers educate farmers and students about sustaining agricultural production through the protection of Senegal's natural resource base. The student project currently encompasses 10 schools and 40 teachers in the Diourbel area. One Volunteer, in collaboration with several teachers, created an environmental education center in the town of Passy. Students can borrow books upon payment of a small access fee. The fees provide funds for the center to acquire new publications. Volunteers in this project, working closely with host country counterparts, also sponsored a National Environment Day in Senegal, which was covered by local TV.

Volunteers also work with farmers on reforestation efforts in village communities. Volunteers have revitalized five agricultural demonstration sites where they can show local farmers improved varieties of trees and reforestation techniques. For each site, Volunteers have developed a five-year plan describing objectives of the site, scheduled activities, and training sessions. Volunteers currently are establishing a 10,000 fruit tree nursery at one of the sites. Another Volunteer designed a tree identification dichotomous key encompassing 115 species, which the Senegalese Forest Service has decided to include in its Agroforestry Manual.

### Health

In close collaboration with local health officials and community-based development groups, Volunteers aid in the planning, organization, and implementation of a broad primary health care program. Volunteers show how to conduct health education classes and encourage community-based development projects. One Volunteer reviewed immunization records for her health district, found inconsistencies and revamped the entire record-keeping system. The project drew the praise of the chief medical officer and other staff members. This Volunteer

has since worked with Volunteers and their counterparts in other regions to improve record-keeping. Two other Volunteers have developed an HIV/AIDS education project for schools. Volunteers, nurses and teachers are working together to develop health talks for their classes. Future plans include a poster contest and a nationally televised youth discussion on HIV/AIDS.

**SOUTH AFRICA**

**Population:** 41,591,000

**Annual Per Capita Income:** \$3,010

**Number of Years Peace Corps in Country:** New Country Entry

**Peace Corps Country Overview:**

In April 1994, South Africa held its first democratic multi-racial elections. The people of South Africa are working to overcome the legacies of apartheid. Approximately 17 million people live below the poverty level. Eleven million of these are in rural areas. Among the problems faced by the rural population are a lack of schools, housing, and health care. It is estimated that some 12 million people lack access to potable water and over 20 million do not have adequate sanitation facilities.

In December 1995, the Peace Corps and the government of South Africa signed a country agreement that will make it possible for Volunteers to serve there for the first time.

Peace Corps' assessment team visited South Africa in February, 1996. The team met with officials on both the national and local levels, as well as non-governmental organizations and private citizens in order to determine the most appropriate ways that Peace Corps Volunteers can be of assistance. Peace Corps will begin its work in South Africa with a teacher training program. The first group of 30 Volunteers should arrive in the country by the end of FY 1996.

**Resources:**

South Africa	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	0	30	30
Average # of Volunteers	0	3	28
Program Funds (\$000)	0	871	1,140

**TANZANIA**

Population: 28,846,000

Annual Per Capita Income: NA

Number of Years Peace Corps in Country: 23

**Peace Corps Country Overview:**

Although favored with abundant natural resources, Tanzania is still struggling to achieve self sufficiency. In recent years, the liberalization of the economy has encouraged the development of private enterprise. There remains, however, a high rate of unemployment, and the majority of the people support themselves through small-scale agricultural activities. Tanzania has placed science education and technology at the center of its development strategy. However, the country currently suffers from a shortage of qualified math and science teachers to meet its needs. Peace Corps Volunteers have concentrated their efforts on improving science and mathematics education in secondary schools.

**Resources:**

Tanzania	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	41	43	39
Average # of Volunteers	69	65	75
Program Funds (\$000)	1,716	1,633	1,730

**Peace Corps Program by Sector:****Education**

During the past year, Volunteers have provided math and science instruction to over 8,000 secondary school students in Tanzania. One Volunteer worked with his local community to secure a donation of four computers from AT&T for his school.

In addition to their primary teaching assignments, Volunteers are also involved in secondary activities that benefit their communities. Projects include water improvement schemes, building libraries, designing HIV/AIDS materials and Special Olympics. Three Volunteers helped their schools develop income generating projects to purchase educational materials. Projects included a dairy project and the construction of fuel efficient stoves. Another group of Volunteers established and improved computer facilities at their schools.

## Environment

In April 1996, the Peace Corps will begin an environment project in Tanzania. The initial group of 12 Volunteers will work on community-based natural resource management in three rural districts.

**THE GAMBIA**

Population: 1,081,000

Annual Per Capita Income: \$360

Number of Years Peace Corps in Country: 29

**Peace Corps Country Overview:**

The people of The Gambia are confronting significant social, economic and environmental constraints that are exacerbated by population migration from rural to urban areas. The Gambia is also facing rapid declines in its natural resource base and agricultural productivity. In the health sector, the country is experiencing high infant and maternal mortality rates, particularly in rural areas. At both the primary and secondary school levels there is a major shortage of qualified math, science, and English teachers. Textbooks, teaching aids, and instructional materials are also in short supply. The enrollment rates of children in primary school only reach 60% and, in some rural areas, less than half of girls are enrolled. In view of these critical problems, Peace Corps Volunteers focus their activities on education, the environment, and health.

**Resources:**

The Gambia	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	46	33	33
Average # of Volunteers	64	73	67
Program Funds (\$000)	1,363	1,198	1,130

**Peace Corps Projects by Sector:****Education**

Peace Corps Volunteers have taught thousands of Gambian students in math, science and English and established 12 school-based resource centers and libraries. Volunteers have conducted over 30 teacher training programs for the design and introduction of new teaching methodologies and teaching aids. Education Volunteers have also spearheaded school and community-based environmental education activities. This past year, a resource teacher began a battery collection drive to remove hazardous waste from her community. Over 8,000 batteries were collected and disposed of in an environmentally safe manner. This initiative has spawned similar activities throughout the country. Another Volunteer, working closely with her

Gambian counterparts and students, incorporated environmental learning activities in the curriculum and the management of the school. Their combined efforts won a \$7,000 national award from the National Environment Agency. Their work is now a model for other schools.

### **Environment**

Over the past year, Volunteers trained 48 Gambian farmers in nursery management and fruit tree grafting. They also have conducted 35 soil fertility and erosion control community workshops and sponsored 20 community-based environmental education projects. One Volunteer recently completed a public awareness campaign that included radio presentations focused on brush fire control. This campaign drew national attention. Other Volunteers have begun work in more than 20 communities to assist the local citizenry to demarcate, establish fire breaks, and manage the remnants of their natural forest cover.

For the fourth consecutive year, Peace Corps has supported the development of Kiang West National Park. Much of the infrastructure work has been completed, and the park is now being visited by numerous schools and groups from throughout the country. Volunteers are currently expanding environmental education activities with communities located adjacent to the park.

### **Health**

Peace Corps' health project began in the first quarter of FY 1996. Volunteers have been assigned to health centers, dispensaries, and village health committees. Volunteers will develop and implement primary health care education activities, placing special emphasis on maternal and child health care.

**TOGO**

Population: 4,010,000

Annual Per Capita Income: \$320

Number of years Peace Corps in Country: 34

**Peace Corps Country Overview:**

Togo continues to struggle with the effects of the Structural Readjustment Program undertaken in 1993. A significant percentage of the rural population lives in extreme poverty, and only a minority of Togo's people have access to adequate sanitation. Diseases such as malaria and tuberculosis are endemic, as is malnutrition. The country relies heavily on subsistence agriculture and commerce as its main economic activities but is unable to produce sufficient resources for its population. Poor health care and educational systems contribute to a low standard of living for the general population. Peace Corps assigns Volunteers to promote self-sufficiency in areas of health, agriculture, economic development, and environment.

**Resources:**

Togo	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	56	41	39
Average # of Volunteers	49	70	67
Program Funds (\$000)	1,839	1,899	1,879

**Peace Corps Program by Sector:****Agriculture**

Volunteers work primarily at the rural or village level with village associations, women's and youth groups, and individual farmers on community organization, construction technologies (e.g., water cisterns, latrines, wells and hand pumps, improved grain storage facilities, schools, local market facilities), improved animal husbandry, and vegetable gardens. In the future, Volunteers will work with farmers to test new and improved plant varieties, as well as better poultry raising techniques.

**Economic Development**

The goal of this project is to improve basic business and entrepreneurial skills in order to foster opportunities for growth and job creation in Togo's large micro-enterprise sector. Volunteers teach accounting and marketing skills to credit union clients and other

entrepreneurs. They also provide training in feasibility studies and strategic planning, and offer on-going consulting services. Small Business Development Volunteers have conducted workshops for approximately 400 entrepreneurs. Togo television's English language journal is recording a series of business classes conducted by a Volunteer.

### **Environment**

Togo's agricultural systems are strained due to heavy demographic pressure and overuse of arable land. There is a critical need to reverse the decline in farm yields, halt environmental degradation, and increase the supply of forest products in targeted areas. Volunteers are introducing appropriate agroforestry techniques, such as tree nurseries, erosion control, and inter-cropping. They are also educating rural communities about their environment and ways they can sustain, nurture and best utilize that environment. A total of 50,000 trees were planted last year by communities working with Volunteers.

### **Health**

To address the major health problems of Guinea worm, communicable diseases, malaria, and poor child and maternal health care, Volunteers are training rural health educators and working directly with families and communities. Volunteers have lead the campaign to eradicate Guinea worm, and over the last two years, the number of cases has decreased by 75%. Due to the success of their efforts, it is anticipated Volunteers will no longer be needed in this area after 1996. One Volunteer made an important contribution to the eradication campaign by translating a pamphlet on Guinea worm eradication from French to Ifè, a local language, so that this information would be more accessible to the rural communities.

**UGANDA**

Population: 18,592,000

Annual Per Capita Income: \$200

Number of Years Peace Corps in Country: 15

**Peace Corps Country Overview:**

In Uganda, the rapid spread the HIV/AIDS virus has exacerbated socio-economic conditions in a society already devastated by two decades of political turmoil and economic decline. HIV/AIDS is now the main cause of death among young adult Ugandans. With a per capita income of \$200, Uganda is also one of the poorest countries in the world. The education system is in disarray and needs thorough reform. Uganda's natural resources have been neglected and mismanaged. However, increased stability, more personal freedom and a loosening of restrictive government controls are now creating a climate for sustained economic growth. Volunteers are working to address some of Uganda's key development challenges through projects in natural resource management, teacher training, and microenterprise development.

**Resources:**

Uganda	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	31	34	34
Average # of Volunteers	44	55	56
Program Funds (\$000)	1,109	1,207	1,224

**Peace Corps Projects by Sector:****Economic Development**

Volunteers are working on a project to provide women who are caring for orphans with the business skills necessary to increase household incomes. Since September 1994, Women in Small Enterprise Volunteers have been working with a local non-government organization, the Ugandan Women's Efforts to Save Orphans, founded by First Lady Janet Museveni. Volunteers are focusing on business skills training and credit access for women who have already started or are planning micro-enterprises. Volunteers also collaborate with an A.I.D. project which aims to raise a large number of farmers' incomes by increasing the production and marketing of export crops such as maize and beans.

## Education

Volunteers are helping to revitalize and improve technical education at teacher training colleges in Uganda by providing in-service training, monitoring, and evaluation assistance. Volunteers have conducted more than 500 classroom visits since FY 1995. Volunteers established resource centers at the colleges featuring prototypes of instructional materials which can be made from locally available resources. A senior education Volunteer also conducted numerous training sessions for mothers' groups on how to construct solar ovens. And Education Volunteers are collaborating with Environment Volunteers to produce a set of environmental instructional activities for primary school students.

## Environment

Volunteers are working with Ugandan counterparts to increase the effective management and sustainable use of natural resources. Twenty-four Volunteers work in twelve national parks and have trained over 150 rangers and park guides in trail design and management, tourist orientation and interpretive guide tours, research techniques and protected area management. Volunteers have also assisted several communities adjacent to national parks in developing businesses which provide services to tourists. Two Volunteers, an architect and an engineer, are working with national park headquarters to develop infrastructure plans. Another Volunteer has established over 35 kilometers of trail work for gorilla tracking and mountain climbing in Mgahinga Gorilla National Park, contributing to a total of 125 kilometers of trail work covered in the past year.

**ZAMBIA**

Population: 9,196,000

Annual Per Capita Income: \$350

Number of Years Peace Corps in Country: 3

**Peace Corps Country Overview:**

Zambia held its first multi-party election in 1991, but the country continues to suffer from numerous economic problems. The majority of Zambians do not have access to safe drinking water and proper sanitation facilities. Peace Corps Volunteers are concentrating their efforts on promoting community participation in solving rural water and sanitation problems. They provide health education on the relationship between clean water and proper sanitation practices and the reduction of diseases such as dysentery, cholera and other water borne diseases.

**Resources:**

Zambia	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	27	27	27
Average # of Volunteers	20	36	48
Program Funds (\$000)	1,132	1,197	1,389

**Peace Corps Program by Sector:****Education**

Through a collaborative effort started in 1995 between the Cornell University Law School, the University of Zambia and the Peace Corps, two Volunteer lawyers have been assigned to the law school in Lusaka to teach courses in administrative law, international trade and investment, public international law, and constitutional law. These Volunteers have also established a free legal clinic in their community.

**Health**

Volunteers are working on community sponsored water supply and health education projects. These projects include the construction and rehabilitation of traditional wells, the construction of ventilated pit latrines at schools and health centers, and training workshops on health and hygiene.

**ZIMBABWE**

**Population:** 11,002,000

**Annual Per Capita Income:** \$490

**Number of Years Peace Corps in Country:** 5

**Peace Corps Country Overview:**

Since gaining independence in 1980, the number of secondary schools in Zimbabwe has increased by 850%, but the country has been unable to fully staff them with qualified teachers. About 20% of secondary level teachers are still untrained, and the figure is considerably higher in the rural areas. Zimbabwe only recently converted to a free market economy and is struggling to generate private sector jobs. Over the past several years, Volunteers have played an integral role in improving the quality of education of the children of Zimbabwe. Volunteers provide basic business training to entrepreneurs and techniques on how to access technical assistance and credit. As a complement to efforts to increase business opportunities, Peace Corps has begun initiatives in youth development with programs designed to assist both rural and urban youth, school graduates and school dropouts.

**Resources:**

Zimbabwe	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	28	31	31
Average # of Volunteers	49	58	55
Program Funds (\$000)	1,330	1,335	1,369

**Peace Corps Program by Sector:****Economic Development**

With the added stress on the economy of several years of severe drought, support for small business has been identified as one of Zimbabwe's highest priorities. Volunteers working in small business development provide training to rural entrepreneurs and carry out business extension work in rural communities. With the Volunteers' assistance, over 120 participants have successfully completed training in carpentry, metal work, building, and tailoring. Upon completion of the training, Zimbabweans receive low interest loans in the form of tools and materials to help them start their businesses. Volunteers continue to provide individual follow-up training and consultation after the training ends to help ensure the success of the new businesses.

**Education**

Since 1991, Volunteers have taught math, science, and vocational skills to over 22,000 students in rural Zimbabwe. Volunteers have helped in the redesign of the national English syllabus into thematic lesson plans that emphasize the practical use of English. In March 1995, the Peace Corps' Women in Development Committee organized a WID Conference with Zimbabwean professional women designed to motivate female students to explore their career options and to raise teachers' awareness of gender bias in the classroom.

**Education/Youth Development**

Volunteers have become increasingly active in projects focused on youth, particularly "at risk" youth. In Harare, a Volunteer played a key role in initiating a youth program called "Street Kids In Action," which assists the growing population of homeless children of the city by providing them with housing and educational training.



## ASIA AND THE PACIFIC REGION

### I. Regional Overview

Peace Corps Volunteers in Asia and the Pacific (A/P) serve in a vast and diverse region: over 80% of the world's rural population live in this region, which stretches from the Himalayan mountains of Nepal to the volcanic islands of the South Pacific. While a number of countries in this region have achieved impressive rates of economic growth, they are in many respects the exception. Throughout the region, many smaller countries continue to face many of the same development challenges that confront other parts of the developing world: lack of economic opportunity in rural areas, high population growth rates, and limited human and financial resources for education. Many rural communities do not have access to potable water, basic sanitation, or health care facilities. Some countries are experiencing severe problems linked to the spread of HIV/AIDS.

Of particular concern is the struggle to maintain fragile resources and indigenous cultures while absorbing the social, ecological, and economic impact of modern technologies. Unsustainable practices create a host of environmental problems throughout the region. Erosion and waste mismanagement are destroying unique and fragile ecosystems. The small Pacific islands are particularly vulnerable to coastal degradation because of their size. In Asia and Melanesia, rapid deforestation rivals the rate of destruction occurring in the South American rain forests.

Peace Corps Volunteers are working in the A/P region to address some of these problems at the grass-roots level and, at the same time, strengthen the ties of friendship and cross-cultural understanding with the people of this critical part of the world.

### II. Programming Considerations

By the end of FY 1996, Volunteers will be serving in 17 countries in the A/P region. Volunteers are making important contributions in agriculture, education, economic development, environmental protection and restoration, and health. Innovative programming is also underway to develop the capacities of out-of-school youth. Volunteers in the region are working closely with organizations such as 4H Clubs, Junior Achievement, and Youth Conservation Corps to explore new ways to build leadership, employability, and life skill competencies, including behavior change to prevent the spread of HIV/AIDS.

To meet recent budget reductions, the Peace Corps will implement its Strategic Plan, which calls for the following adjustments in A/P country programs over the next two years:

In FY 1995, the Peace Corps closed its country program in the Cook Islands. In June 1996, the country program in the Marshall Islands will be closed, and the country program in Fiji will be closed in March 1998. Due in large part to Thailand's economic success, the Peace Corps

will reduce the number of Volunteers in the region's largest program from 150 Volunteers to approximately 30 by October 1997. The remaining Volunteers will work in carefully targeted rural communities to address critical health concerns, including malnutrition and HIV/AIDS education and prevention.

Peace Corps Volunteers have made significant contributions to the development of these countries and leave behind a proud legacy of service and friendship with their host country counterparts.

The A/P region has taken a number of steps to improve the quality of support and preparation for Volunteers. New programming and training methods have helped to clarify and strengthen the impact of Volunteer contributions by encouraging long-term solutions to development needs, including:

- knowledge and skills that are broad enough to allow for flexibility in responding to changing situations;
- inclusive (male, female, young and old) community participation;
- sustainable use of natural resources;
- strong linkages between the community and outside resources;
- efforts to plan, implement, and monitor for sustainable impact;
- projects grounded in the reality of local cultures.

The Peace Corps received a formal request from the government of Cambodia for Volunteers, and in 1994 a country agreement was signed. An assessment team recently examined security conditions and programming opportunities in Cambodia. The Agency remains cautiously hopeful that Volunteers will eventually be able to contribute to human resource development through an integrated education and community development project.

### **III. Sector Summaries**

#### **A. Agriculture**



Volunteers are working in eight agriculture projects to address problems caused by rapid population growth, environmental degradation, and food and nutrition shortages. Volunteers in the Philippines, Micronesia, and Nepal introducing sustainable agricultural practices, including diversified farming, plant protection, and agricultural research. All efforts are aimed at promoting the use of ecologically sound farming practices and increasing crop yields. Volunteers in Thailand, Nepal and Fiji work in fisheries projects to increase available sources of protein and to provide additional sources of income to rural families. Innovative community development projects in the Philippines, Solomon Islands, and Papua New Guinea place Volunteers in remote sites to improve agricultural self-sufficiency and economic opportunity for local communities.

## B. Economic Development



Volunteers are actively engaged in projects designed to encourage economic growth and opportunity in some of the poorest communities in the Asia/Pacific region.

Volunteers in Tonga, Western Samoa, Micronesia, and Palau work with development banks and other local institutions to train managers of small businesses through outreach services and apprenticeship programs. Peace Corps' projects in a number of A/P countries focus on improving access to credit for women entrepreneurs and youth, while Volunteers in Mongolia are teaching business concepts to entrepreneurs through English lessons.

## C. Education



The rapidly expanding youth population in the A/P region represents an enormous development challenge: more than half the population is under the age of 20. Education systems, however, lack the teachers and resources to prepare future generations for productive lives, and the majority are unable to compete for the limited positions beyond primary schools. This problem is particularly acute in rural areas. Weakening cultural support systems and the lack of opportunities have resulted in the disaffection of a large portion of the youth population. Alcoholism, drug use, and suicide rates have risen dramatically, particularly among young males.

More than half of all Volunteers in the A/P region are working to address this problem by serving as teachers in English, mathematics, science, and vocational education projects. Volunteers help students, teachers, and communities make education more relevant to local needs. They challenge students with problem solving methodologies and work with local teachers to develop lesson plans that incorporate environmental awareness, small enterprise development, and health education, including HIV/AIDS prevention. They also help to strengthen family involvement in school-based activities through projects such as Earth Day and Special Olympics.

## D. Environment



Environmental education has been one of the most successful Peace Corps programming initiatives in the A/P region. Volunteers in all environmental projects are helping communities to assess, protect, and manage natural resources through cooperative planning and management approaches that strengthen local support networks. Volunteers assigned exclusively to environmental projects address specific natural resource problems. Volunteers in the Philippines and Thailand assist local agencies in the development and management of national parks and nature preserves. In Nepal, Volunteers are improving the management and use of natural resources by helping with efforts to restore depleted forest areas, establish tree nurseries, and educate

local populations about sustainable wood-cutting practices. In Sri Lanka and Micronesia, Volunteers promote technologies that protect and conserve fragile marine ecosystems and encourage sustainable livelihoods for coastal populations.

**E. Health**

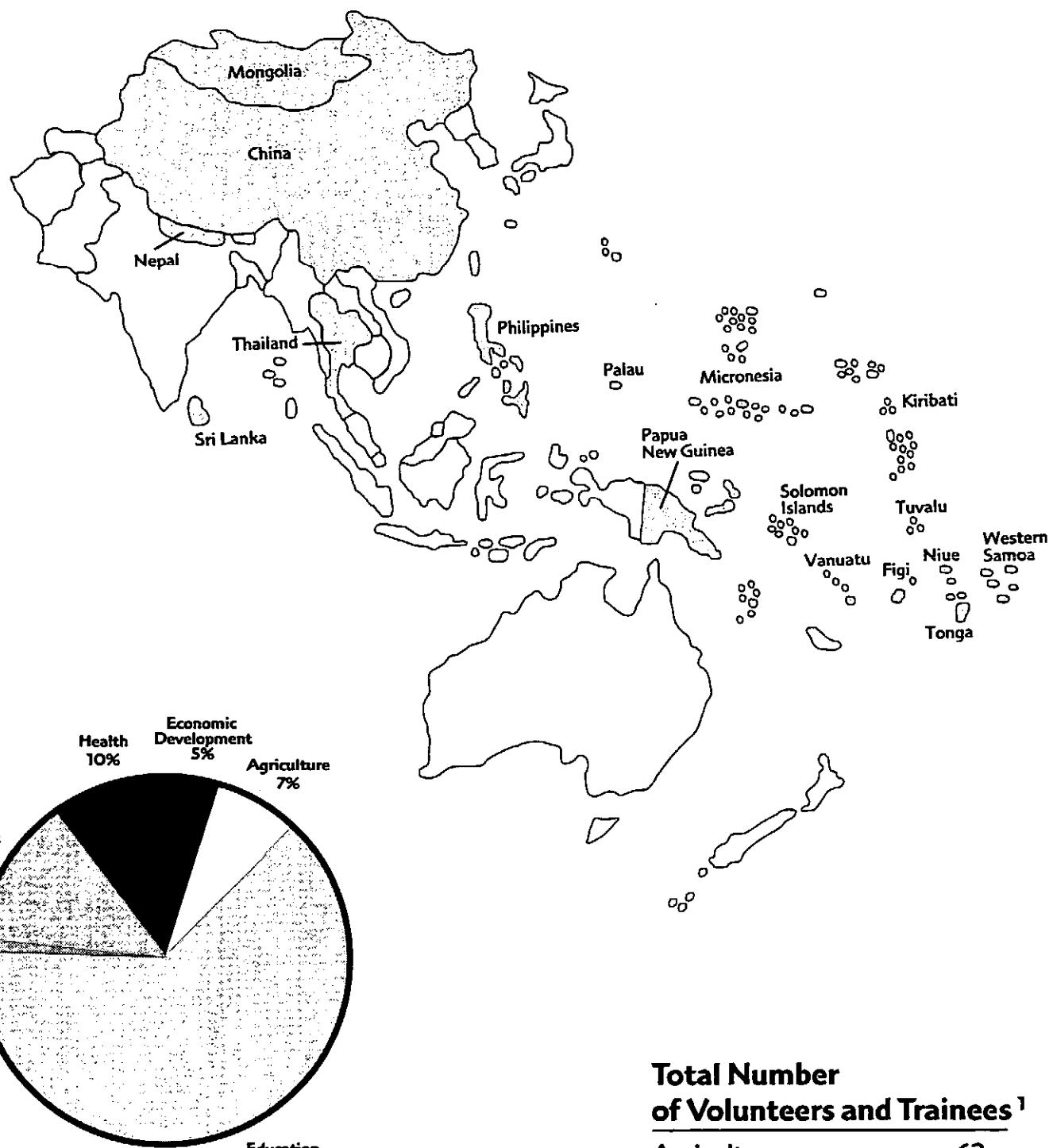
Volunteers in Asia and Pacific countries are involved in a variety of health, nutrition, water and sanitation projects. Volunteers in Thailand, Nepal, Western Samoa, Papua New Guinea, the Philippines, and Fiji are supporting health and nutrition projects through community education programs. Volunteers in a number of A/P countries also address serious water and sanitation problems by helping community members to construct potable water systems.

An HIV/AIDS education project that the Peace Corps initiated in Thailand has become a model for regional efforts to stem the spread of this disease. In 1995, Volunteers conducted HIV/AIDS health and education sessions for over 3,500 students in Thailand. While Volunteers are encouraged through a regional initiative to participate in activities that promote HIV/AIDS awareness, Peace Corps also respects local, national, and cultural sensitivities about this issue.

**F. Special Area of Emphasis: Urban and Youth Development**

Many countries in the A/P region face mounting problems associated with rapid urbanization, population growth, and urban youth unemployment. Currently, Volunteers are working in municipalities in Nepal to help local officials plan programs in drainage control and sanitation, designing land-use maps and town master plans. Volunteers in the Philippines are helping provincial governments improve their development planning efforts.

The Peace Corps recently led an open forum with non-governmental organizations from 13 A/P countries to explore ways to involve Volunteers in projects that address the expanding needs of urban youth in the region. The Peace Corps is now developing projects with staff and ministry officials in Nepal, the Philippines, Sri Lanka, Tonga, and Western Samoa to help out-of-school youth become productive members of society through practical education and community service activities.

**AT A GLANCE\***

\* Map depicts countries where Peace Corps Volunteers serve as of 9/30/96.  
Chart depicts Volunteer activity in specific sectors as of 9/30/95.

<sup>1</sup> Volunteer and Trainee information as of 9/30/95.

**Total Number  
of Volunteers and Trainees<sup>1</sup>**

Agriculture	63
Economic Development	43
Education	558
Environment	114
Health	89
Other	10

## ASIA PACIFIC REGION

	Trainees			Average Number of Volunteers			Program Funds (\$000)		
	FY 1995	FY 1996	FY 1997	FY 1995	FY 1996	FY 1997	FY 1995	FY 1996	FY 1997
China	15	20	20	11	14	29	624	780	893
Fiji Islands & Tuvalu	34	37	0	83	73	43	1,606	1,492	992
Kiribati	15	11	11	22	22	18	472	492	459
Micronesia, Palau, & Marshall Islands *	35	30	30	73	58	50	2,193	1,839	1,763
Mongolia	16	35	35	30	27	51	915	990	1,234
Nepal	84	83	83	132	135	139	2,160	2,239	2,252
Papua New Guinea	47	50	50	54	61	87	1,535	1,648	1,948
Philippines	59	66	66	62	80	102	1,605	1,915	2,126
Solomons	35	26	26	57	45	40	1,226	1,128	1,087
Sri Lanka	16	16	18	41	26	31	608	654	720
Thailand	71	0	30	148	133	69	3,077	1,963	1,463
Tonga	16	26	26	49	48	51	959	946	970
Vanuatu	13	15	15	17	27	29	604	669	706
W. Samoa, Cook Islands & Niue **	21	21	21	52	46	38	1,084	1,062	976
<b>TOTAL***</b>	<b>477</b>	<b>436</b>	<b>431</b>	<b>832</b>	<b>794</b>	<b>776</b>	<b>18,666</b>	<b>17,820</b>	<b>17,589</b>

\* Marshall Islands closed in FY1996.

\*\* Cook Islands closed in FY1995.

\*\*\* Detail may not add due to rounding.

**CHINA**

Population: 1,190,918,000

Annual Per Capita Income: \$530

Number of Years Peace Corps in Country: 3

**Peace Corps Country Overview:**

The Peace Corps' program in China is entering its third year. Volunteers are teaching English at five colleges and a medical school in the Sichuan province. The primary project goal is to increase the number of teachers in middle schools in the more remote areas of Sichuan province.

**Resources:**

China	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	15	20	20
Average # of Volunteers	11	14	29
Program Funds (\$000)	624	780	893

**Peace Corps Program by Sector:****Education**

Volunteers train future instructors who will teach high school English. In addition, Volunteers work with their Chinese faculty colleagues to improve English teaching techniques.

At one site Volunteers set up a resource center where faculty and students have access to a wide variety of reference materials and literature. A number of Volunteers are also involved in community-oriented projects such as improving conditions at a local orphanage. Several Volunteers organized an Earth Day campaign to pick up litter.

**FIJI**

Population: 771,000

Annual Per Capita Income: \$2,320

Number of years Peace Corps in Country: 28

**Peace Corps Country Overview:**

During the past 25 years, economic conditions have improved in Fiji for the majority of the population. Increases in tourism and the production of sugar contributed to Fiji's economic growth of over 3% in 1994. Fiji also has a very high literacy rate and a larger GDP per capita than its small-island neighbors.

However, income, quality health care, schooling and opportunity are not evenly spread over Fiji's 322 islands. Fiji continues to have a shortage of trained teachers, especially in technical areas. Health care and education vary depending on the remoteness of the village or island. While export markets for agricultural products are well-established, there is a real challenge to create business and employment opportunities at the local level, especially in rural areas. Large increases in urban population in this mainly agricultural society place demands on municipal governments, infrastructure, and fragile island environments.

Peace Corps Volunteers have served in Fiji since 1968, and have made many important contributions. Recently, Peace Corps and the government of Fiji have concluded that Fiji will soon be able to meet its own needs for trained teachers and development workers. Therefore, the Peace Corps Fiji program will graduate in 1998.

Peace Corps Fiji administers a small program in the neighboring country of Tuvalu. Approximately 50 Peace Corps Volunteers have served in Tuvalu since 1974. Peace Corps Tuvalu will also graduate in 1998.

**Resources:**

Fgi	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	34	37	0
Average # of Volunteers	83	73	43
Program Funds (\$000)	1,606	1,492	992

## **Peace Corps Program by Sector:**

### **Agriculture**

Volunteers work to develop and manage freshwater *tilapia* fish farms among rural populations for food and income. Their work involves pond construction and maintenance, spawning and harvesting fish, and market advising. The combined yield from Volunteer-assisted fish farms averaged over 9,500 kg each year for the last four years. A Volunteer helped a farmer expand his fish farm from one small pond to five ponds covering 24,000 square meters. The ponds provide income and jobs for the farmer and his family.

### **Economic Development**

Volunteers work with the Development Bank, Poverty Alleviation Unit, Junior Achievement, Ministry of Youth, and Department for Women and Culture to provide advice and technical assistance to small business owners. One Volunteer in Vanua Levu advises women's groups on income generation activities. Another Volunteer and her counterpart have set up the Women's Social and Economic Development Program, providing credit and training for small businesses.

### **Education**

Volunteers teach math, science, accounting, and environmental studies. Peace Corps also assigns Volunteers as teacher trainers at the Fiji College of Advanced Education (FCAE). A Peace Corps Volunteer was instrumental in spearheading an environmental education project designed to clean up the city of Suva. He organized a group of five hundred students who removed trash and installed garbage bins in a park by the seashore.

### **Health**

Volunteers started working in health education and nutrition throughout the islands in August 1994. Volunteers travel to various villages as members of regional teams. One Volunteer works with the AIDS Task Force Fiji to prevent the spread of HIV/AIDS, a growing problem in Fiji in both urban and rural areas.

### **Urban Development**

To revitalize local-level public administration and strengthen Fijians' management skills, Volunteers travel within an assigned province to organize and facilitate management workshops, develop planning aids, and monitor and evaluate management systems. One Volunteer works at the Ministry of Fijian Affairs, training ministry staff in management techniques. Another Volunteer, based at the Namosi Provincial Office, conducts training events with village leaders.

**FEDERATED STATES OF MICRONESIA AND PALAU**

Population: 107,000

Annual Per Capita Income: \$1,890

Number of years Peace Corps in Country: 30

**Peace Corps Country Overview:**

The Federated States of Micronesia (FSM) and Palau both operate under Compact Agreements of Free Association with the United States. Economic development has progressed slowly and the residents of the islands are heavily dependent on imported foods, which has caused a drain on the economy and contributed to health and nutrition problems. There is virtually no industry, no commercial agriculture, and a very small commercial fishing industry. Although more than 50% of the people are under the age of 18, resources for education are scarce. Resources are concentrated in the larger islands thus leaving the more remote islands with insufficient funds to educate their students.

**Resources:**

Micronesia & Palau	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	35	30	30
Average # of Volunteers	73	58	50
Program Funds (\$000)	2,193	1,839	1,763

**Peace Corps Program by Sector:****Agriculture**

Agriculture Volunteers develop systems for providing planting materials to the most remote locations in this region. Volunteers specializing in nutrition work with the Family Food Production and Nutrition Coordinator at the Division of Agriculture and Forestry to raise public awareness about nutrition issues and to help community leaders develop nutrition-based educational activities. One Volunteer developed songs to highlight the importance of nutrition and set them to the tune of well-known folk songs for children in the villages. Volunteers conduct cooking demonstrations that utilize nutrient-rich local foods. Along with their counterparts, Volunteers work with local women to set up their own family gardens.

## Economic Development

Volunteers provide small businesses with training support in management, accounting, and marketing. Volunteers also help small businesses identify credit sources and emphasize the development of local sustainable resources. In Palau, Volunteers teach entrepreneurial business skills to individuals hoping to take advantage of the burgeoning tourist trade. A Volunteer in Kosrae works with a local women's group to market traditional crafts. She encouraged the group to set up a cooperative and the women now market their crafts at a local tourist hotel.

## Education

Teaching English as a Second Language (TESL) continues to be the centerpiece of Peace Corps' educational program in this area. Volunteers serve as English teachers at the elementary, secondary and college level. In addition to classroom instruction, Volunteers develop education materials and share education experience and knowledge with fellow teachers. Teacher training and classroom support are important features of the program. In Palau, Volunteers work with school faculty to develop improved library resources and programs.

Students of one Volunteer set up geography lessons around "World Awareness Wall" in his classroom. He and his students illustrated a large world map utilizing photos from calendars and magazines to illustrate the diversity of the peoples from around the world. The Volunteer regularly holds geography competitions using the map.

## Environment

In 1993, Volunteers first began a project with the FSM Marine Resources Development and Conservation to demonstrate the viability of clam and sponge farming as well as other marine resource-based economic opportunities. Volunteers teach business planning and operations to their counterparts. In addition, Volunteers work with the government and the community to increase knowledge and understanding of viable marine resources.

One Volunteer works with the Pohnpei Division of Marine Resources in order to conduct surveys of the marine environment surrounding Pohnpei. To increase awareness in the community, she and her counterpart developed a puppet show for elementary students that stresses taking care of the environment and has performed the show at all the public elementary schools on Pohnpei.

**REPUBLIC OF KIRIBATI**

Population: 77,000

Annual Per Capita Income: \$730

Number of years Peace Corps in Country: 23

**Peace Corps Country Overview:**

The Republic of Kiribati's poor resource base makes it difficult for the government to raise enough revenue for development programs, particularly education. Although English is one of the nation's two official languages it is not widely spoken or understood, particularly in the outer islands, and many teachers are not familiar with Teaching English as a Second Language (TESL) methods. Even the best primary school students who do qualify to enter high school have generally poor English skills, which slows their progress throughout the rest of their education. Consequently, Kiribati finds it difficult to obtain the educated and trained workforce it needs for economic development. Peace Corps helps address these issues by providing teachers and teacher trainers.

**Resources:**

Kiribati	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	15	11	11
Average # of Volunteers	22	22	18
Program Funds (\$000)	472	492	459

**Peace Corps Program by Sector:****Education**

The Volunteers' principal objective is to improve the English teaching skills of their teacher counterparts so that students at this level will get a better grasp of the English language. Volunteers are involved in curriculum development, lesson planning, and the development of appropriate classroom materials. They also teach math, science, and social studies, in addition to assisting in staff development and the training of their fellow educators.

Recently, the Kiribati government requested that Peace Corps Volunteers work at the local college level to assist in meeting its increasing demand for more qualified teachers. Volunteers develop math and science curricula as well as teach math and science courses to student teachers.

One Volunteer who is assigned to a government consolidated primary school delivers in-service workshops and then works closely with each teacher individually to plan and then co-teach lessons based on the workshop's content. She has organized the school library and promoted the use of story books in the classroom. She helped organize a women's soccer league, planted a school garden, and started a school seaweed culture project to raise funds for the school. This Volunteer hopes that her many activities will show her students and the community the options that are available through education.

**MONGOLIA**

Population: 2,363,000

Annual Per Capita Income: \$340

Number of Years Peace Corps in Country: 5

**Peace Corps Country Overview:**

In 1989, Mongolia began the transition from a centrally planned economy to a market economy. The inflation rate rose to over 250%, unemployment soared, real GDP declined by 12% in 1990 and another 8% in 1992. Consumer goods were scarce before entrepreneurs found new suppliers to replace the Soviet resources. While steady progress has been made, the infrastructure remains weak: transportation is unreliable and the four power plants in Ulaanbaatar often run at less than 50% capacity.

After being virtually isolated from the west for many years, Mongolia hopes to improve its overall relations and trading status with western countries. Peace Corps Volunteers are teaching business skills and English in Mongolia. And, beginning in 1996, additional Volunteers will be placed in health and environment positions.

**Resources:**

Mongolia	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	16	35	35
Average # of Volunteers	30	27	51
Program Funds (\$000)	915	990	1,234

**Peace Corps Program by Sector:****Education**

Eighteen Volunteers are teaching in higher education institutions in Mongolia. Approximately 220 Mongolian teachers have participated in teacher trainings with Volunteers and now conduct their own classes in English. Volunteers themselves teach English to about 2,600 students annually. Since 1990, almost 1,700 entrepreneurs and bureaucrats have learned English from Peace Corps Volunteers.

One Volunteer, along with Mongolian English teachers of Bayanhongor province, conducted the first Annual English Olympics in the province. The three day event brought over 100 students from across the province to compete in seven events. The Olympics were a great success and will now become an annual event.

### Economic Development

Small Business Development Volunteers work with business educators and as well as government officials responsible for overseeing privatization process. Volunteers have provided business development assistance to 17 different organizations, including 10 departments in seven educational institutes. In 1995 alone, Volunteers taught business skills to approximately 150 students, over 100 entrepreneurs in addition to employees of both public and private organizations.

One Volunteer assigned to a newly privatized commercial bank developed systems to improve the banks efficiency: the Volunteer taught bankers to make business decisions based on risk rather than the plans of the government; created a computer system to track banking information, modified accounting procedures so that records would be recorded by the bank rather than by the government.

Volunteers in the Management Education Institutes developed materials for 11 courses at three institutes. Volunteers worked with their counterparts to establish a credit hour system at one institute, and assist in standardizing the grading system at another institute. Volunteers also developed course curricula and materials for classes dealing with marketing, finance, accounting and auditing education.

**NEPAL**

Population: 21,360,000

Annual Per Capita Income: \$200

Number of Years Peace Corps in Country: 34

**Peace Corps Country Overview:**

The population in Nepal has increased dramatically over the last three decades from nine million to twenty million. Over two-thirds of Nepal's people live in absolute poverty, and the country has been unable to meet critical needs in health care and education. Only 8% of the people in Nepal have access to sanitation facilities, and only 39% of rural dwellers have ready access to water. Twenty-seven percent of the country's babies are born underweight. Under these conditions, life expectancy in Nepal is 52 years, and the literacy rate is only 27%. While still mostly rural, the urban population has been growing at more than 8% annually, outstripping available infrastructure and placing new pressures on local governments. The result is unsafe water, extreme air pollution, and inadequate waste disposal. Volunteers help address these challenges by working in education, health, environment, urban development, and agriculture.

**Resources:**

Nepal	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	84	83	83
Average # of Volunteers	132	135	139
Program Funds (\$000)	2,160	2,239	2,52

**Peace Corps Program by Sector:****Agriculture**

Eighty-five percent of Nepalese live in rural areas and depend on agriculture for income. In the last few years, Volunteers have helped train thousands of crop farmers, 500 fish farmers, and established dozens of test plots to increase agricultural production. One Volunteer and his counterpart trained and encouraged the members of a women farmers' group who were interested in running a fishing cooperative. Earnings from the cooperative-run pond will be used for community development projects. Another Volunteer assists farmers in developing new solutions to group transportation and post-harvest loss problems, and encouraged them to expand their business with off-season vegetable production and export to India. When her village was devastated by a flood, one Volunteer coordinated relief aid.

## Economic Development

Volunteers are working to address some of the pressures brought about by rapid population growth in Nepal's urban areas. They work as community development facilitators to help neighborhoods and youth groups organize, identify problems, and solve them. In Biratnagar, a Volunteer has helped train three Nepalese planners to complete a design and begin construction of a four-kilometer storm water drainage system. Another Volunteer worked with the Red Cross and local businesses to organize the distribution of free clothes and school supplies to orphans at the Social Welfare Centre in Rajbiraj. She was also able to help one of the orphans of the center get a scholarship to attend college.

## Education

Only one-third of Nepalese youth now attend school, and most teachers are under-qualified. In 1995, Volunteers trained more than 1,000 Nepalese primary and secondary math, science, and English teachers. Volunteers also assist Nepali counterparts in preparing resource manuals, including a science lab safety handbook printed this year. Volunteers also continue their efforts after-hours in their communities: one math-teacher Volunteer and his village completed a hydroelectric project, providing sustainable power for 3,000 people.

## Environment

Deforestation is causing severe soil erosion in Nepal. Over the last few years, Volunteers have helped re-plant over 500 hectares of forest, train 700 people in forestry management, and form hundreds of environmental cooperatives.

Two Volunteers in neighboring Districts involve village women in soil conservation activities, such as distributing seedlings, giving motivating speeches, and awarding prizes. They also worked with local schools to involve school children in conservation poster and essay contests. One Volunteer has developed a form and interview format to monitor community forestry progress in Syangja District. She field tested this monitoring system with forest rangers, training them how to interview user group members, record information, and analyze the data to determine the progress made during the last several years and the needs for further training in user group organization and forest management.

## Health

Last year, Volunteers helped 55,000 Nepalese develop safe water supplies and trained 700 Nepalese nursing students. Volunteers also have organized mother's health/nutrition clubs and are assisting families with child spacing plans. Several Volunteers organized communities in latrine building and spring protection. One Volunteer has cleaned up her Health Post in Kanchanpur District, planted a garden, and encouraged counterparts and community members in the importance of a pollution-free, waste-free clinic site. Another Volunteer gives training

in building and using "chulos," or smokeless stoves, and has overseen the construction of 27 chulos in four villages. She has also been instrumental in establishing a library for the use of her Health Post and the surrounding community.

## PAPUA NEW GUINEA

Population: 4,205,000

Annual Per Capita Income: \$1,160

Number of Years Peace Corps in Country: 15

### **Peace Corps Country Overview:**

One of the largest and most dynamic nations in the Pacific, Papua New Guinea (PNG) is undergoing tremendous changes associated with the transition from a traditional to a modern society. With Volunteer assistance, the government of PNG is trying to improve the country's education system. Currently, the adult literacy rate is 52%, and only 59% of first grade entrants complete the primary level of schooling. There is also a shortage of trained teachers, especially in science and mathematics. Volunteers focus on secondary education and rural community development.

### **Resources:**

<b>Papua New Guinea</b>	<b>FY 1995</b>	<b>FY 1996</b>	<b>FY 1997</b>
	<b>Actual</b>	<b>Estimates</b>	<b>Estimates</b>
Trainees	47	50	50
Average # of Volunteers	54	61	87
Program Funds (\$000)	1,535	1,648	1,948

### **Peace Corps Program by Sector:**

#### **Economic Development**

The purpose of this project is to assist interested rural communities in developing self-reliance with a community development plan which best serves their needs. Volunteers help communities improve health and literacy levels. Volunteers teach individuals to produce vegetables and other food crops for market. Volunteers work with local organizations to encourage community involvement in village development activities.

In several communities, Volunteers have held women's club meetings and provided sewing, knitting, and crochet lessons. Women have earned funds for their resource centers by selling handmade clothes. In addition, community income-generating projects provide cash income to villagers through trade in local artifacts, forest products, and cash crops. Some of the women have improved their business skills by taking courses in bookkeeping.

## **Education**

Volunteers teach core subjects such as math, science, English, and social studies to secondary school students. Some Volunteers incorporate environmental themes into lesson plans. Volunteers participate in secondary activities in a variety of areas depending on their interests and the needs of their school. Beginning in 1996, Peace Corps plans to assist in PNG's efforts to train qualified secondary education teachers.

A computer studies teacher at Bugandi Secondary School in Lae helped the school secure funds from the European Community in order to buy 11 IBM computers. He also obtained software packages free of charge from the Microsoft Corporation. Another Volunteer assisted in the production and design of school magazines.

## PHILIPPINES

Population: 66,188,000

Annual Per Capita Income: \$960

Number of Years Peace Corps in Country: 34

### Peace Corps Country Overview:

Rapid population growth in the Philippines—expected to reach 75 million by the year 2000—is threatening the country's natural resources, upon which 57% of the rural population directly depend. Forty percent of people in the Philippines rely on agriculture for subsistence. Fifty-eight percent of the total population lives below the poverty line, and the number reaches 63% in rural areas. Deforestation and illegal logging have denuded much of the forest cover, and the pressure on marine resources has had a devastating effect on fish yields, increasing the pressure on rural people to migrate to the cities. The urban population has reached nearly 50% of the overall population, seriously straining available resources, services, and infrastructure. Volunteers help address these challenges with work in the health, education, environment, and agriculture sectors.

### Resources:

Philippines	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	59	66	66
Average # of Volunteers	62	80	102
Program Funds (\$000)	1,605	1,915	2,126

### Peace Corps Program by Sector:

#### Agriculture

Volunteers are working in crop extension projects on six islands, and livestock management on another six islands. With assistance from Volunteers, local farmers have been able to increase their productivity and income. Volunteers have assisted in over 120 farming communities by providing agricultural resources and new technologies. A Volunteer who works with livestock has been instrumental in redirecting the focus of local governmental efforts from regulation enforcement to providing much needed services for farmers in remote areas. He has trained Ministry of Agriculture staff to do farmer visitations and farm animal treatment. Volunteers have helped local farmers plant 2,000 neem, 500 mahogany and 4,000 coffee trees.

## **Education**

The English Language Assistance project addresses the overall decline in English language fluency throughout the Philippines. Volunteers work primarily with Filipino secondary school teachers in a wide variety of projects designed to increase their English fluency and teaching skills. In 1995, Volunteers conducted summer workshops for 2,400 Filipino teachers at 10 training centers around the country. Over 380,000 Filipino students have benefited from the classes taught by teachers who have participated in seminars and workshops conducted by Volunteers. Six Volunteers are involved in the Distance Education Project, which addresses the continuing education needs of teachers in the most rural areas of the Philippines. Volunteers have also started Parent Teacher Associations at eighty high schools to encourage parents' participation in their children's education.

## **Environment**

Volunteers are working at island sites, national parks, and marine sanctuaries to encourage conservation of coastal resources and to develop management plans. They focus on upgrading parks planning and management practices in ten protected areas sites. Through an integrated program, Volunteers are also addressing the developmental issues of the buffer zones surrounding these areas. The number of visitors to the St. Paul Underground River Park on Palawan Island has seen a ten-fold increase in the number of visitors to the park over the last five years. The park director says the one factor for the increase is the enhanced capacity of staff in managing and promoting the park. He attributes this entirely to the assistance provided by Peace Corps Volunteers working in the park and the neighboring buffer zone. At other sites Volunteers conducted environmental education field trips for over 250 students and provided ecological talks to 180 youth. Through marine training sessions with local fishermen, another Volunteer demonstrated the economic benefits of allowing fish stocks to replenish through limited fish harvesting.

## **Health**

Volunteers in the Philippines are working on eleven islands to extend training in health and nutrition education, and they are working on ten other islands to build or refurbish water and sanitation systems. One Volunteer worked to develop recipes and other materials in the local language for nutrition classes and obtained sewing machines and introduced tailoring classes as an alternative income generating project. Three Volunteers conducted health and nutrition classes for mothers in 115 villages. An Agriculture Volunteer has trained local people in bio-intensive gardening and the nutritional value of vegetables. Mothers in the village have reported a significant reduction in rates of child illnesses.

## **SOLOMON ISLANDS**

Population: 366,000

Annual Per Capita Income: \$800

Number of Years Peace Corps in Country: 25

### **Peace Corps Country Overview:**

Solomon Islands is a nation of 5,000 villages on 350 small, scattered islands in the South Pacific. It is overwhelmingly rural: 85% of the population lives in small villages of less than 200 people. Nearly half of the Solomon Islands' population is 15 years old or younger, and the population growth rate is a relatively high 3.6%. The adult literacy rate is estimated to be less than 30%, one of the lowest among the Pacific island nations. In response to the efforts by the Solomon Islands government to improve the access to and quality of education and training programs, the Peace Corps has focused its programming on formal and non-formal education.

### **Resources:**

<b>Solomon Islands</b>	<b>FY 1995</b>	<b>FY 1996</b>	<b>FY 1997</b>
	<b>Actual</b>	<b>Estimates</b>	<b>Estimates</b>
Trainees	35	26	26
Average # of Volunteers	57	45	40
Program Funds (\$000)	1,226	1,128	1,087

### **Peace Corps Program by Sector:**

#### **Education**

In order to strengthen both formal and non-formal education, Volunteers help fill a shortage of qualified teachers and provide academic and vocational instruction to students in remote secondary schools. Eighteen Volunteers provide academic instruction in math, science, business studies, and environmental education. Additionally, 12 Volunteers (six married couples) are assigned to vocational boarding schools designed for students who do not advance to the secondary school level. The curriculum at these schools focuses on practical instruction in subjects such as small engine mechanics, woodworking, agriculture, crafts production, and small business management.

A Volunteer assigned to the Kaotave Rural Training Center on Guadalcanal teaches sewing to local women and helps them market their wares to the surrounding community. Her husband teaches mechanics and carpentry. Another Volunteer helped his woodworking and mechanics students in getting apprenticeships so that they can become certified master craftsmen upon graduation.

In the Rural Community Education Project, Volunteers work primarily as advisors to local leaders to strengthen community education programs and rural development projects. Volunteers coordinate training to help people manage their own small-scale development projects in such areas as health, small business, and environmental education.

A Volunteer assigned to this project led a construction crew in building a 3,000 square-foot dormitory for a school in the Shortland Islands. Others have started cocoa drying projects, introduced improved poultry-raising techniques, established bee-keeping projects, and introduced adult literacy and women's small business development project activities.

## SRI LANKA

Population: 18,125,000

Annual Per Capita Income: \$640

Number of Years Peace Corps in Country: 18

### Peace Corps Country Overview:

Although Sri Lanka has experienced a rapid economic growth rate of 5% over the last several years, the country faces a number of important challenges. The population has nearly tripled—from six million to eighteen million—in the last four decades and it is expected to reach 20 million by the year 2000. One-third of all Sri Lankans are under the age of 15. This will have a major impact on future needs for infrastructure, education, and employment in Sri Lanka. Forty-nine percent of the population is employed in agriculture, and 80% still live in rural areas. Volunteers help address these challenges with work in education, environment, and economic development.

### Resources:

Sri Lanka	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	16	16	18
Average # of Volunteers	41	26	31
Program Funds (\$000)	608	654	720

### Peace Corps Program by Sector:

#### Economic Development

Volunteers currently work in several small communities around Sri Lanka, helping rural farmers become more self-reliant through community development and small business activities. One Volunteer, along with the counterpart and community, helped construct a permanent Montessori school for the children in her village of Hunuwala. The parents' council has taken over the project completely, raising funds, obtaining materials and training for teachers, with the Volunteer as a facilitator and advisor. Another Volunteer assisted Nadigamvila village in repairing its main road. The village was able to organize government assistance with some heavy equipment, but accomplished most of the manual labor themselves.

**Education**

English is important in Sri Lanka, not only as the language of international commerce, but also as a critical bridge between its two major ethnic communities. During the past eleven years, Volunteers have helped train 15,000 student teachers in English. A recent survey indicates that over 80% of these Sri Lankans are still actively engaged in the field of education.

Five Volunteers began working with the Distance Training Program, a new method of delivering training to teachers. The Volunteers work as curriculum writers and educational media consultants to develop prototype distance training packages: one for school principals and another for secondary English teachers.

**Environment**

Volunteers now work directly with the National Mangroves and Coastal Habitat Conservation fund, a non-governmental organization, to aid in the conservation of the mangrove habitats in Sri Lanka. One Volunteer assists with periodic community-based workshops on lagoon fisheries and mangrove management, sea turtle conservation, eco-tourism development, and small-scale agriculture. She has also encouraged lagoon fishermen to begin a poultry project as an income alternative to environmentally destructive fishing practices.

## THAILAND

Population: 58,718,000

Annual Per Capita Income: \$2,210

Number of Years Peace Corps in Country: 34

### Peace Corps Country Overview:

Thailand's development record over the past decade has been impressive. Unfortunately, years of rapid economic growth have led to high inflation, skilled labor shortages, environmental degradation and infrastructure breakdowns. Moreover, progress in poverty alleviation has been uneven and more than 16% of the population, primarily rural, remain poor. Education and human resource development remain the paths out of poverty.

In recent years, the Peace Corps program in Thailand has averaged 175 Volunteers. However, there is currently a plan in force stipulating substantial reduction in numbers by FY98.

The Thai government has stated that their greatest need for outside assistance continues to be in the education sector. The Peace Corps has responded with a redesigned project to assist in educating youth in rural communities, addressing specific health and environmental problems and in providing training to teachers in rural schools. HIV/AIDS education and prevention are a high priority for the Peace Corps Thailand.

### Resources:

Thailand	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	71	0	30
Average # of Volunteers	148	133	69
Program Funds (\$000)	3,077	1,963	1,463

### Peace Corps Program by Sector:

#### Agriculture & Environment

Volunteers in these two sectors work with villagers and farmers to provide technical assistance for fish pond and breeding station construction. They help develop educational programs and wildlife research projects. Many of the projects in this sector encourage income generation at the village level and encourage efficient use of natural resources. Last year, Volunteers

provided training in integrated pest management, aqua culture, alley cropping and park interpretation. Volunteers also facilitated construction of 72 nursery fish ponds and 24 spawning stations, as well as 23 tree nurseries that provided 86,000 tree seedlings to farmers.

A Volunteer in Sukhothai province received financial assistance from USAID to construct a renewable energy source. The solar panel system built by the Volunteer and his co-workers provides electricity for lighting, communication, and water supply pumps at a camp ground at a national park. This project will be followed by a visitor center display about solar energy and a 3-day workshop on solar energy for park staff and participants from other environmental agencies around the country.

### **Education**

Education Volunteers serving in the English teaching project are assigned to small, rural junior high schools. Volunteers also "crossover" into other sectors—agriculture, community development, health and the environment. They assesses needs and then create projects in the schools or surrounding communities to address those needs. Last year, Volunteers taught English to more than 6400 students; trained 1000 Thai teachers in English and other courses in the academic curriculum. Approximately 15,000 students participated in health clubs' activities and learned basic facts about environmental as well as HIV/AIDS awareness issues.

One Volunteer initiated a remedial reading program that included one-on-one and small group support which established a model for other teachers to follow. Her interest in special education included researching ways for the Peace Corps to expand into working with students with severe learning disabilities and the hearing impaired. She also Volunteered her services at a special education school in a neighboring province.

### **Health**

In the health sector, Volunteers work to eradicate malnutrition, prevent the spread of HIV/AIDS, and to control the spread of malaria and filariasis. The Volunteers' provide innovative health education in a variety of settings such as schools, military institutions, and factories. This outreach is directed to promote community participation in addressing the prevention of the disease. Last year, more than 3,000 trainings focusing on nutrition, HIV prevention, and mosquito-borne infections were held for villagers and health workers.

One Volunteer with specific experience in hospice care was able to translate her technical background and apply it in Thailand. She developed a relationship with the locally revered abbot and others who wanted to provide care for people with HIV/AIDS. With the Volunteer's careful attention, the community is in the process of setting up a small hospice for HIV/AIDS patients near the temple. The hospice is near completion and it is hoped that it will become a model for temple-based hospice care in Thailand.

**TONGA**

Population: 98,000

Annual Per Capita Income: \$1,640

Number of Years Peace Corps in Country: 29

**Peace Corps Country Overview:**

In recent years, the Kingdom of Tonga has seen an economic boom, with increasing squash exports to Japan, an expanding construction sector and a growing tourist industry. However, Tonga is still beset by problems that many small island nations face. A chronic shortage of secondary teachers, especially in science, makes it difficult to prepare enough Tongans for technical jobs. Tongans also feel pressure to learn and use English, while still maintaining the Tongan language and culture. Industrial and agricultural development is depleting limited natural resources and degrading topsoil, rain forests, coastal reefs, and fresh water supplies. With over half the population under the age of 18, Tonga also faces the challenge of a growing youth population with limited educational and economic opportunities.

**Resources:**

Tonga	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	16	26	26
Average # of Volunteers	49	48	51
Program Funds (\$000)	959	946	970

**Peace Corps Program by Sector:****Economic Development**

Several Volunteers work as small business advisors and accountants for the Tonga Development Bank, the Cooperatives Federation and the Ministry of Labor, Commerce and Industries. As advisors at the Bank, they help entrepreneurs develop business plans, accounting systems, and marketing strategies. Other Volunteers train Bank staff in business advisory skills, as well as in accounting and loan management.

**Education**

Volunteers serve as secondary-school teachers in biology, chemistry, and physics. Peace Corps Tonga promotes peer teacher training by placing Volunteers in selected, rural middle schools where they can promote learner-centered methodologies. As part of the increasing emphasis

on transferring skills, science teachers now serve one year directly teaching students, and after additional training, spend their second year as teacher trainers. Other Volunteers work as English teachers and teacher trainers and are involved in implementing a new national literacy curriculum at the primary level. Volunteers work directly with teachers and their supervisors to improve faculty English skills and strengthen teaching methodologies.

### **Education/Youth Development**

As the result of a needs assessment survey conducted in 1994, Peace Corps Tonga is currently expanding its role in providing unemployed or at-risk Tongan youth with educational and development opportunities. Starting in 1996, Volunteers will work as sports instructors, small business and vocational skill advisors, and environmental educators for youth. Currently, one Volunteer works with youth groups in Nuku'alofa, organizing sporting events and coaching teams in rugby and other activities.

### **Environment**

Volunteers work in the development and maintenance of habitats and parks, environmental education, and renewable energy. Three Volunteers work as environmental officers within youth groups and associations. Volunteers also work with other educators to protect natural resources. One Volunteer established an environmental education program for the Tonga National Bird Park, located in rural Tongatapu. One Volunteer, in association with Tonga Island Watch—an environmental group started by Volunteers—organized a competition to raise awareness of the plight of the 'Eua parrot and many other rare Tongan birds.

## VANUATU

Population: 165,000

Annual Per Capita Income: \$1,150

Number of years Peace Corps in Country: 6

### Peace Corps Country Overview:

The Republic of Vanuatu is an archipelago of over 80 islands located in the South Pacific. The population is growing at a relatively high rate of 3.5% per year. There are insufficient educational opportunities for children and a shortage of trained teachers. Many youth lack the skills necessary to find employment, and many more are forced out of the educational system because of a shortage of spaces at the secondary and higher levels. With 75% of its land area covered with tropical forest, Vanuatu is facing the challenges of managing this valuable resource. Eighty percent of the population live in rural areas and work in subsistence agriculture.

### Resources:

Vanuatu	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	13	15	15
Average # of Volunteers	17	27	29
Program Funds (\$000)	604	669	706

### Peace Corps Program By Sector:

#### Economic Development

In conjunction with the Development Bank of Vanuatu, a Volunteer helps local entrepreneurs gain financing for micro-enterprise ventures and provides training in accounting and other business skills. He has helped a local craftsman apply for a loan to build a wooden boat. They hope that this enterprise, using locally available materials, will revive the ancient art of wooden boat-making.

#### Education

Volunteers serve as skilled educators in math, science, and business studies. To help the educational system at the national level, two Volunteers assist in the publication and broadcasting departments in the Curriculum Development Unit in Port Vila, the capital city.

An alternative to secondary schools, Rural Training Centers, try to overcome young people's limited access to higher educational opportunities. The training centers provide basic practical skills to dropouts so they can improve their living standards after they return to their villages. Volunteers provide vocational training in subjects ranging from carpentry, plumbing, electrical wiring, to sewing, business studies, and nutrition.

Volunteer teachers become involved in a variety of community activities. An industrial arts teacher with a background in architecture assists the Vanuatu Department of Archaeology in documenting traditional building styles. Another teacher coached the girls' volleyball team at his school to a first place finish at a volleyball tournament. Two Volunteers at a rural training center obtained books from the Rotary Club and established a school library.

## WESTERN SAMOA AND NIUE

Population: 169,000

Annual Per Capita Income: \$970

Number of years Peace Corps in Country: 29

### Peace Corps Country Overview:

While Western Samoans have made significant improvements in recent years, over half of the rural population still lives in poverty. Cyclones in 1990 and 1991 caused setbacks in agricultural, industrial, and infrastructure development. While Western Samoa has a 98% literacy rate, educational opportunities remain limited and there is a shortage of qualified teachers, especially in math and science.

The growth of Western Samoa's youth population is outpacing any increase in educational and employment opportunities. The lack of educational and employment opportunities, and emigration of skilled Samoans has caused a "brain drain" in technical and professional areas.

Women's issues are growing in importance and visibility as well. While women have always played a major role in the development of Western Samoa, they are now beginning to work together to expand their economic opportunities.

Peace Corps Western Samoa also administers a program in Niue.

### Resources:

Western Samoa/Niue	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	21	21	21
Average # of Volunteers	52	46	38
Program Funds (\$000)	1,084	1,062	976

### Peace Corps Program by Sector:

#### Economic Development

Volunteers work with Western Samoa's Development Bank and other organizations to provide training and advisory services to the managers of businesses and income-generating projects. One Volunteer advises the Bank in its computerization of systems. Another Volunteer assists the Treasury Department in the privatization of state-owned enterprises. Two Volunteers

work as coordinators for Women-in-Development programs. One has helped in the organizational development of the private sector Women in Business Foundation, which sponsors "Market Days" to promote village handicrafts.

In Niue, Volunteers focus their efforts on strengthening the private sector and developing the island's infrastructure. Included in the first group of Volunteers, who arrived in November 1994, are an adviser to the newly established Development Bank of Niue, a trainer who teaches accounting skills to governmental departments, and a mechanic for heavy equipment at the Public Works Department.

### **Education**

Volunteers teach at the senior secondary level in science and business studies. A teacher training component has also been added to develop Western Samoa's ability to provide qualified instructors. In addition, Volunteers are helping to improve teaching methodologies and curriculums. Currently, a Special Education Volunteer utilizes a computer to teach children with a variety of learning disabilities and special needs. Another Volunteer works as an agricultural educator at the University of the South Pacific in Apia.

The Peace Corps has also made inroads into youth development in Western Samoa. Volunteers teach vocational skills in motor mechanics, metalwork, and woodworking. Other Volunteers work after hours with students and drop-outs on projects to generate. Volunteers also integrate environmental education into their classroom and after-school activities.

### **Health**

The government of Western Samoa identified primary health care as one of its top priorities and is beginning to focus resources on nutrition and dietary education. Volunteers are assigned to the Nutrition Center of the Health Department. They also work as health educators and maintain a large vegetable garden from which they distribute produce and seeds. A Volunteer epidemiologist will begin a nation-wide nutrition survey system in 1996.



## EUROPE, CENTRAL ASIA, AND THE MEDITERRANEAN REGION

### I. Regional Overview

Soon after the fall of the Berlin Wall and the dissolution of the Soviet Union, the Peace Corps, with strong support from President Bush and members of Congress of both parties, responded to the historic opportunity for Americans to serve in this once closed part of the world.

Today, the countries that constitute the Europe, Central Asia, and the Mediterranean (ECAM) region are among the Peace Corps' most promising opportunities for strengthening economic and social development and building people-to-people contacts with communities. In addition to the nearly 6,000 Volunteers who have served in Morocco and Tunisia since 1962, more than 3,000 Volunteers have served in Eastern and Central Europe and the Newly Independent States since 1990, constituting a new cadre of American professionals with grass-roots experience in an important part of the world. Peace Corps Volunteers are playing an significant role in international efforts to sustain and support the challenging transition to democratic societies and open economies.

The Peace Corps' grass-roots approach to assisting developing countries has become a model of success for other development agencies and non-governmental organizations throughout the region. Volunteers build personal relationships in their communities, learn to speak local languages, share American culture, live in communities that often have no other development workers, and encourage innovation at the local level. This approach gives Peace Corps Volunteers a comparative advantage as international development organizations search for better and more efficient ways to encourage participatory development in this part of the world.

The Peace Corps' strategy for the ECAM region is to focus on the needs and requests of host country communities in three main sector areas: economic development, education, and environmental protection and restoration. There are also several smaller health and agriculture programs in some ECAM countries. In addition, Volunteers carry out a number of important secondary activities: they help establish radio programs, school newspapers, women's business associations, environmental organizations, and summer camps for youths. These outreach activities generate significant local enthusiasm and provide Volunteers with the opportunity to encourage community service, problem solving at the grass-roots level, and cross-cultural understanding. This distinguishes the work of Peace Corps Volunteers from many other development agencies.

## II. Programming Considerations

To meet recent budget reductions, the Peace Corps will implement its Strategic Plan and close country programs in Tunisia in July 1996, and in Hungary and the Czech Republic by the summer of 1997. The Peace Corps will depart from these countries with pride in the contributions that Volunteers have made to their development and confident that the communities where they served can adequately meet their own development needs.

The Peace Corps also recognizes the need to continue and, where possible, strengthen the presence of Volunteers in Arab and Balkan countries. Therefore, the Peace Corps is exploring the possibility of opening a country program in Jordan and a small-scale project in the Former Yugoslav Republic of Macedonia, which would be managed through the Peace Corps' country program in Bulgaria. This type of sub-regional management is indicative of the Peace Corps' on-going strategy to streamline field operations and is modeled on the Peace Corps' operations in the three Baltic states, which are managed by one country program staff in Latvia.

As detailed below, some of the Peace Corps' most significant successes include the widespread impact of Volunteers who serve as Teachers of English as a Foreign Language (TEFL) across the entire region, as well as Volunteer activities in economic development, business education, and environmental protection, which have become models for other agencies.

## III. Sector Summaries

### A. Economic Development



The countries of Central and Eastern Europe and the former Soviet Union continue to face enormous challenges in making the transition from centrally-planned economies to free market economies. Entrepreneurs and citizens throughout the region lack information about, and expertise in, operating businesses, as well as an understanding of the support systems businesses need to thrive. These conditions hinder countries' economic transition and democratization efforts. Peace Corps Volunteers are working to help address these problems directly at the grass-roots level.

Volunteers in this sector work with a variety of institutions, including business advisory centers, local governments, educational institutions, non-governmental organizations, and business associations. Volunteers provide privatized businesses and new entrepreneurs with technical advice through training seminars and one-on-one counseling. They address credit needs by helping organizations to establish micro-loan funds and by working with other financial institutions on credit analysis and management systems.

Volunteers also work with local governments on methods to encourage private investment and support business development. They have played an important role in building networks among local governments and linking business support organizations with international sources of information and resources, such as USAID's Regional Enterprise Funds. Volunteers

are also becoming increasingly involved with business education to help address the fundamental lack of understanding of free market systems in many communities. By working with younger students, Volunteers promote a more comprehensive understanding of market economics at an early age, laying the groundwork for lasting change in the region. In collaboration with Junior Achievement and other organizations, the Peace Corps is currently developing a region-specific curriculum for entrepreneurship education.

### B. Education



The demand for English language education continues to grow in the ECAM region. Virtually every ECAM country where Volunteers live and work has at least one TEFL education project. Over the past year, more than 800 Volunteers were serving as English teachers in secondary schools and institutions of higher learning throughout the region. They work closely with national and local Ministries of Education to develop teaching methods and curricula for students and educators. Since English is the language of international business and commerce, Volunteers are developing and teaching English courses designed to meet the specific needs of business entrepreneurs, government officials, and other professionals as they seek to expand their contact with the international community. Volunteers are also working in teacher training colleges to help prepare future teachers of English.

TEFL Volunteers have introduced new teaching techniques, established libraries and resource centers for students and teachers, and have also taken a lead in helping to organize local community activities, such as English language radio and TV programs, and English summer camps. Nearly all of these Volunteers are involved in educational outreach programs that allow a greater number of citizens in the wider community to benefit from the Volunteer's skills and ideas.

### C. Environment



Many host countries in the ECAM region continue to request additional Volunteers to help address problems associated with decades of environmental neglect and degradation. The Volunteers' primary focus is to raise the public's awareness of environmental issues and concerns, as well as to strengthen the organizational capacities of local environmental non-governmental organizations and government agencies to address these concerns at the local level. Volunteers help develop environmental education themes in schools, participate in efforts to protect national and community parks, and encourage local environmental restoration projects. A new project

in Albania features Volunteer assistance to rural farmers in tree planting and reforestation. To prevent destructive deforestation practices in Morocco, Volunteers have trained carpenters to build solar-powered ovens as an alternative to wood-burning stoves.

#### **D. Health/Agriculture**



Maternal and child health care remains a critical problem in the rural parts of North Africa. Peace Corps' role focuses on local health delivery systems and the training of health practitioners. Volunteers in Morocco work in local clinics to educate health providers and mid-wives in pre-natal care, proper sanitation, and treatment of diarrhea and parasitic infections. In Turkmenistan, Volunteers in a new project work in curriculum development and training to improve the quality of local medical workers.

The only project in the ECAM region devoted exclusively to agriculture is the Animal Husbandry Extension Project in Morocco. Volunteers do, however, provide business assistance to agriculture-related enterprises in countries throughout the former communist world.

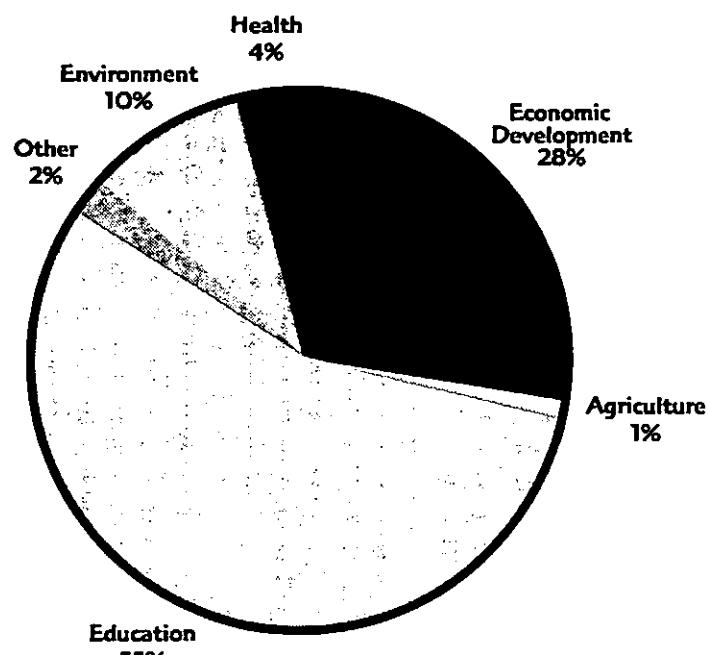
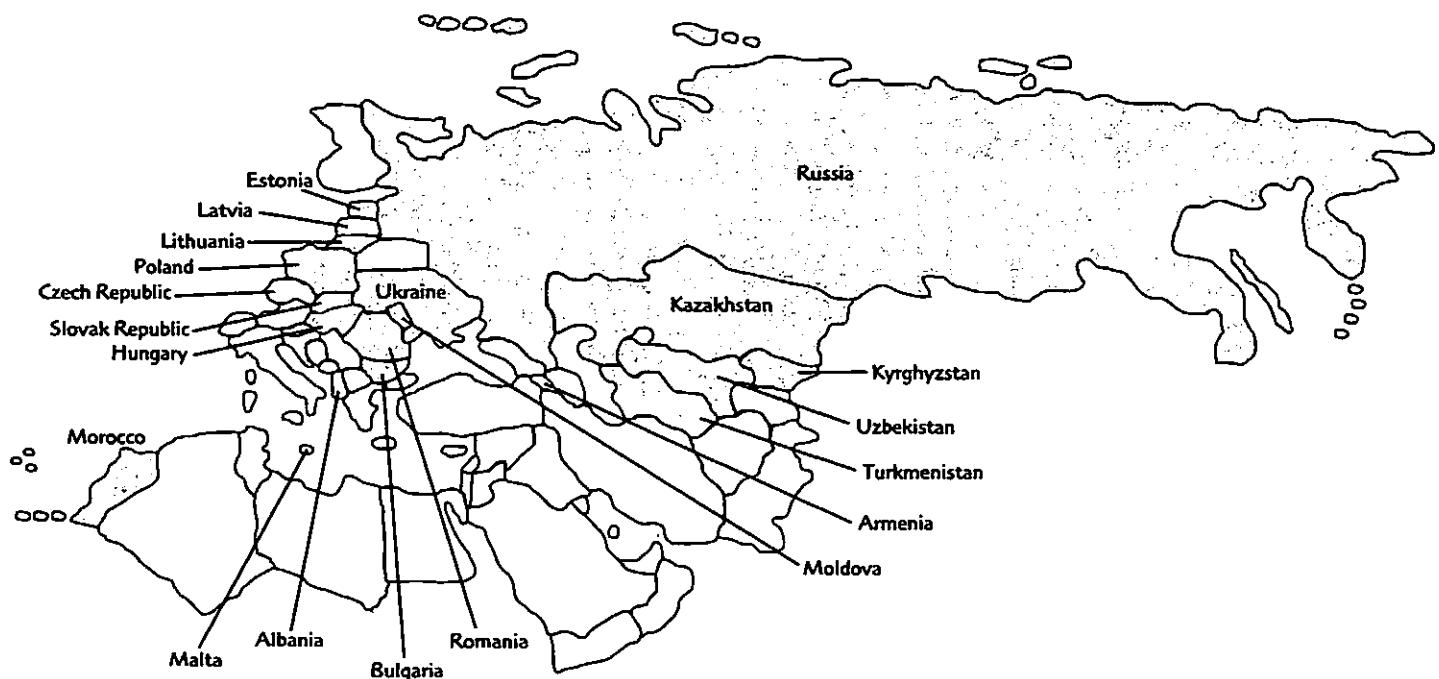


Volunteers have helped promote agricultural orchards in Armenia, establish agricultural cooperatives in Poland, and provided consultative services to Slovakian agribusiness professionals. In Albania, a new agroforestry project was initiated last year to promote farmers' production of fuel wood and fruit trees for income generation and home use.

#### **E. Areas of Special Emphasis: Social Work and Youth Development**

Volunteer efforts in Romanian universities and youth outreach centers have resulted in a national strategy to redevelop the social work profession. This is an outgrowth of the Peace Corps' initial effort to assist Romanian orphanages. Working with nonprofit agencies, Volunteers are also help working families with handicapped children.

Volunteers are also achieving significant results in youth assistance through work in the economic development and environment sectors. For example, increasing numbers of Business Volunteers have initiated programs in Junior Achievement at local schools. In Uzbekistan, for example, this activity now constitutes 50% of the work of Business Volunteers. Environment Volunteers devote considerable efforts to environmental education of youth.



### Total Number of Volunteers and Trainees<sup>1</sup>

Agriculture	15
Economic Development	428
Education	854
Environment	152
Health	61
Other	31

\* Map depicts countries where Peace Corps Volunteers serve as of 9/30/96.  
Chart depicts Volunteer activity in specific sectors as of 9/30/95.

<sup>1</sup> Volunteer and Trainee information as of 9/30/95.

## EUROPE, CENTRAL ASIA, AND THE MEDITERRANEAN REGION

	Trainees			Average Number of Volunteers			Program Funds (\$000)		
	FY 1995	FY 1996	FY 1997	FY 1995	FY 1996	FY 1997	FY 1995	FY 1996	FY 1997
Albania	41	46	46	34	58	74	1,205	1,267	1,506
Armenia	32	31	31	28	47	53	1,003	1,055	1,153
Baltics*	79	58	58	107	118	112	2,399	2,197	2,205
Bulgaria	37	50	50	42	50	74	1,137	1,143	1,434
Czech Republic	50	0	0	61	67	38	1,497	1,073	642
Hungary	52	0	0	100	80	32	2,285	1,357	729
Kazakhstan	54	56	56	77	85	87	1,748	1,497	1,618
Kyrgyz Republic	35	32	32	44	54	53	943	1,013	1,058
Moldova	28	41	41	35	43	57	864	890	1,077
Morocco & Malta **	70	74	74	115	115	111	2,173	1,994	2,107
Poland	105	85	85	171	163	151	3,158	2,733	2,757
Romania	40	40	40	54	60	64	1,296	1,197	1,299
Russia/Moscow	0	38	38	0	50	61	242	1,673	1,877
Russia/Saratov	35	0	0	36	10	0	1,279	134	0
Russia/Vladivostok	35	49	49	22	48	74	1,203	1,485	1,895
Slovak Republic	36	48	48	58	69	78	1,268	1,310	1,467
Tunisia & Malta**	2	0	0	63	26	0	1,177	740	0
Turkmenistan	46	30	30	38	52	58	961	900	962
Ukraine	88	81	81	85	115	123	2,280	2,293	2,583
Uzbekistan	35	30	30	27	42	48	954	1,017	1,132
<b>TOTAL***</b>	<b>900</b>	<b>789</b>	<b>789</b>	<b>1,195</b>	<b>1,351</b>	<b>1,347</b>	<b>29,077</b>	<b>26,969</b>	<b>27,503</b>

\* Includes Estonia, Latvia and Lithuania.

\*\* In FY 1995 and FY 1996, Malta was part of the Tunisia program. In FY 1997 Malta will be part of the Morocco program.

\*\*\* Detail may not add due to rounding.

**ALBANIA**

Population: 3,414,000

Annual Per Capita Income: \$360

Number of Years Peace Corps in Country: 4

**Peace Corps Country Overview**

Albania is one of the poorest countries in Europe. Unemployment is rampant, health and welfare provisions are insufficient, and basic services such as housing, electricity, water, and heating are inadequate. Health and education reform has been severely hampered by a lack of basic materials and equipment, as well as the emigration of many thousands of students, teachers, doctors and nurses. Albania needs assistance in restructuring its economy and educational systems, as well as in addressing environmental concerns. Currently 64 Volunteers teach English, advise businesses, banks and non-governmental organizations, and work as Agroforestry advisors.

**Resources:**

Albania	FY1995	FY1996	FY 1997
	Actual	Estimates	Estimates
Trainees	41	46	46
Average # of Volunteers	34	58	74
Program Funds (\$000)	1,205	1,267	1,506

**Peace Corps Program by Sector:****Economic Development**

The Economic Development Project started in June 1993 with 12 Volunteers assisting Regional Business Associations throughout the country. The Regional Business Associations act as business incubators offering assistance to entrepreneurs with advice on business development, business planning and how to obtain and use credit. In September 1994, ten Volunteers broadened the Economic Development project by becoming advisors and trainers in the credit departments of Rural Commercial Banks (RCB). In September 1995, the Economic Development project expanded further, placing one Volunteer at a university business school and one Volunteer at an Albanian non-governmental organization. Based on these pilot placements, future Volunteers will be more involved in business education and the development of Albanian non-governmental organizations.

In the past year, Volunteers trained 20 bank credit officers in office and computer systems. Volunteers have been instrumental in putting into place a system for evaluation of business plans used for credit applications, and have worked with more than 500 entrepreneurs during 1995. In addition, one Volunteer helped organize an income generation program for educational development in three rural villages. This Volunteer also developed a credit training program for bank credit directors so they could more effectively manage a large World Bank loan. Another Volunteer gives presentations on different decision making processes and methods at local high schools.

### **Education**

In the past Albanians have had little opportunity to learn English. Today, the Albanian government has declared English the "official foreign language." In addition, the Ministry of Education has recently implemented experimental English immersion programs in a number of elementary schools. Currently, 29 Volunteers teach English at the secondary and university levels. Since English Education Volunteers arrived over three years ago, they have worked with more than 580 Albanian English teachers in schools throughout Albania, exchanging ideas on lesson planning, textbook usage and student-centered methodology. Secondary school level Volunteers have taught English to over 4,500 Albanian students. Volunteers have also initiated a number of interesting secondary projects, including two Volunteers who present a weekly radio program designed to teach beginning conversational phrases and inform Albanians about different aspects of American culture. Another Volunteer has put his journalism background to work by assisting local newspaper editors.

### **Environment**

The first group of 15 Agroforestry Volunteers are assigned to small villages where the greatest need exists. The Volunteers promote tree planting and new forest management techniques to Albanian farmers. These are the first rural placements for Peace Corps Volunteers in Albania. After less than six months at their sites, most of the Volunteers have an above average understanding of the Albanian language. Many Volunteers have already conducted community evaluations to assess the resources and needs of their villages. And thanks to a good growing season over the summer, this project is 6 to 8 months ahead of schedule.

## ARMENIA

Population: 3,773,000

Annual Per Capita Income: \$670

Number of years Peace Corps in Country: 4

### **Peace Corps Country Overview:**

Armenia became independent from the former Soviet Union in 1991, and since that time the country has been moving to privatize its economy. Although Armenia is committed to the transition, progress has been difficult. The government of Armenia has requested training and supplies for its schools which are struggling with a lack of teachers and teaching resources. In addition, about one-tenth of its industrial capacity which was destroyed by an earthquake has yet to be restored. Peace Corps sent its first Volunteers to Armenia in December 1992. Currently, there are projects in Education, Small Business Development and Agribusiness Development sectors aimed at addressing a wide range of problems.

### **Resources:**

<b>Armenia</b>	<b>FY 1995</b>	<b>FY 1996</b>	<b>FY 1997</b>
	<b>Actual</b>	<b>Estimates</b>	<b>Estimates</b>
Trainees	32	31	31
Average # of Volunteers	28	47	53
Program Funds (\$000)	1,003	1,055	1,153

### **Peace Corps Program by Sector:**

#### **Small Enterprise/Agribusiness Development**

Volunteers are working with small business development centers and local, regional, and central governments in three general areas: developing institutional capacity, increasing access to information and management training, and overall regional economic development. Two Volunteers work in the Armenian Foundation for Small and Medium Enterprises (AFSME) in Yerevan that provides assistance to would-be entrepreneurs and existing businesses in business plan development, marketing, accounting, and budgeting. The center has been so successful that a second AFSME center will open in earthquake-devastated Giumri. Another Volunteer has been instrumental in helping other international agencies to coordinate the development of agricultural project proposals.

## **Education**

In response to a request from the government of Armenia, Peace Corps Volunteers are teaching English to students and teachers in secondary schools and institutions of higher education. Sixteen new schools have been added to the project in the last year and; teaching methodology workshop discussions have been organized by Volunteers as a means of discussing various teaching methods and techniques. Two Volunteers organized and held HIV/AIDS education trainings. In addition, the Armenian Association of English Teachers was established with the help of Volunteers.

**BULGARIA**

Population: 8,818,000

Annual Per Capita Income: \$1,160

Number of Years Peace Corps in Country: 5

**Peace Corps Country Overview:**

The post-communist Bulgarian economy has encountered significant challenges while attempting to transition to a market-oriented economic system and a to decentralize government services. Inflation and unemployment is high and shortages of food and fuel are widespread. Environmental degradation is rampant because concern for economic recovery and growth have overshadowed most efforts aimed at protecting the environment. Peace Corps is addressing these issues with projects in Small Business Development, Education, Environment sectors.

**Resources:**

Bulgaria	FY1995	FY1996	FY 1997
	Actual	Estimates	Estimates
Trainees	37	50	50
Average # of Volunteers	42	50	74
Program Funds (\$000)	1,137	1,143	1,434

**Peace Corps Program by Sector:****Economic Development**

Volunteers work with small business owners and entrepreneurs to provide skills training and access to resources and information. Most Volunteers are assigned to one of 11 Peace Corps Business Centers throughout the country. Currently, Peace Corps is working to turn over the administration of these centers to local organizations. Each Volunteer works with a Bulgarian counterpart and one or more interns to facilitate communication among business people and organizations. Over the past year, more than 600 clients were assisted by these Centers. Over the life of the project, more than 5,200 beneficiaries have participated in business seminars.

At the Business Center in Stara Zagora, Volunteers developed an accounting and reporting system for agricultural cooperatives. This system serves as a model to address the financial accounting needs of many cooperatives and other private farms in Bulgaria. In addition, the

Business Center in Plovdiv was instrumental in seeing a community project to fruition. This project was designed to fight unemployment among women by providing them with the skills necessary to start their own businesses.

### **Education**

During the past year, 29 Volunteers taught English to more than 4,500 Bulgarian students in 24 communities. Volunteers increase their students' knowledge about modern American society and their appreciation of different cultural values and lifestyles through both classroom and extracurricular activities. Fourteen resource centers were established, and 19 schools received substantial donations of books. These and other material donations were made possible by the active participation of the Volunteers and their counterparts. Over the life of the project, more than 250 Bulgarian teachers have been formally and informally exposed to communicative and innovative teaching methods.

Many Volunteers have also established English Clubs. These clubs provide an informal setting where Volunteers teach English and discuss American culture. These events are enhanced by showing American movies, organizing sports events, and having guest speakers. Many Volunteers have augmented their educational curriculum by instituting "pen-pal" programs. One Volunteer even directed a small theater group for students. Another Volunteer guided her students in editing, publishing and marketing an English language newspaper. In addition, she and her students visit a local orphanage twice a week to assist in the care of children.

### **Environment**

In 1995, five environmental Volunteers began Peace Corps' newest project in Bulgaria: The Environmental Management and Training Project. These Volunteers serve as environmental advisers to non-governmental organizations and municipalities, focusing their efforts on educational, training and capacity-building activities among citizens and staff to promote local solutions to local environmental problems.

## ESTONIA

Population: 1,541,000

Annual Per Capita Income: \$2,820

Number of Years Peace Corps in Country: 4

### Peace Corps Country Overview:

Since reclaiming independence in 1991, Estonia has made considerable strides in economic and political reform, producing expanded opportunities to participate in international research, pursue higher education abroad, and build up the educational base. However, the vast majority of progress has been concentrated in the capital city of Tallinn; the rural regions and towns are still in dire need of Volunteer help in small enterprise assistance and English education to help the entire country achieve a level of marketability within the world economy.

### Resources:

Estonia	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	26	19	19
Average # of Volunteers	35	39	37
Program Funds (\$000)	799	732	735

### Peace Corps Program by Sector:

#### Economic Development

Volunteers are working to build small enterprise capacity in Estonia's rural areas by providing newly-privatized businesses and entrepreneurs with access to those business skill necessary to succeed in a free market economy. They also provide planning assistance to economic development units of municipal governments and business advisory centers. Volunteers have taught a number of courses and seminars on a variety of business-related activities. One-on-one consultation sessions are held with current business managers/owners and potential entrepreneurs resulting in business capitalization and credit application skills transfer. Two Volunteers have been extensively involved in establishing and assisting in the development of Sister City concepts, linking Estonia towns with towns and cities abroad.

#### Education

Volunteers are improving overall English education and promoting a better understanding of American culture. They teach English to secondary-level students and develop outreach activities for community teachers and learners. At the national English Language Competition held in Tartu University in March 1995, among the ten highest scoring students, four were taught Peace Corps Volunteers.

**KAZAKHSTAN**

Population: 17,027,000

Annual Per Capita Income: \$1,110

Number of years Peace Corps in Country: 3

**Peace Corps Country Overview:**

Since the break up of the Soviet Union, Kazakhstan has struggled with pressing concerns of economic reform, legal development, democratization and ethnic tensions. Scarce financial support has been available for environmental projects and the upgrade of the educational system. Even though Kazakhstan has declared education a high priority, most schools have inadequate teaching staff, outdated textbooks, and very limited teacher resources to teach English. Kazakhstan is dedicated to making the transition to a market economy, but financial resources are limited. The Government has emphasized the importance of privatization and is working to strengthen its small business sector. Environmental organizations in Kazakhstan lack access to technical information, mechanisms of international and inter-regional communication, funding sources and language training. Ninety Volunteers in Kazakhstan work in Economic Development, Education, and Environment.

**Resources:**

Kazakhstan	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	54	56	56
Average # of Volunteers	77	85	87
Program Funds (\$000)	1,748	1,497	1,618

**Peace Corps Program by Sector:****Economic Development**

Volunteers divide their time between working in universities and institutes teaching business and acting as business consultants. Volunteers provide training and consulting in marketing skills, and internationally accepted accounting systems. Two Volunteers assisted a quilt manufacturer receive funds for expansion. This \$85,000 will allow the manufacturer to increase production and hire approximately 15 more women. Another Volunteer was instrumental in forming a revolving loan fund which operates nationwide. The fund has loaned a total of \$1,000,000 to farmers throughout Kazakhstan.

## Education

Volunteers provide language instruction to students in schools, establish English language resource centers, develop and conduct workshops for teacher education, and facilitate the formation of both local and national organizations of teachers of English. Volunteers have taught more than 4,500 secondary students and 1,400 college and university students. Ten resource centers were developed and 320 teachers attended skill-enhancing workshops. Outside of the classroom, Volunteers host English language radio and television programs, organize summer camps, write for local newspapers, coach Little League, and facilitate education exchanges between the United States and Kazakhstan. One Volunteer teaches an American Studies course with two Kazakhstani teachers. The Volunteer reports a small, but symbolically important change: other teachers in the school are following the Volunteer's lead and unbolting classroom furniture from the floor to make it easier to use small group activities in class.

## Environment

Volunteers work with counterparts at environmental non-governmental organizations and local ministries to assist with grant and proposal writing, set up local and international networks, and work to raise the public's awareness of environmental issues. Volunteers develop environmental education curricula, give environmental education lectures at schools, and assist with research projects. One Volunteer wrote an evaluation report after spending eight months researching the design and operations of a local metallurgy and heating plant in his city. The report suggested ways of making plant operations more efficient. The results were given to his non-governmental organization and distributed to plant managers. The interest generated by this report facilitated additional fee-based lectures and raised money for the NGO to use on additional environmental training.

**KYRGYZ REPUBLIC**

Population: 4,667,000

Annual Per Capita Income: \$610

Number of years Peace Corps in Country: 3

**Peace Corps Country Overview:**

Since Independence, the Kyrgyz Republic has demonstrated a strong commitment to entering the global market. As it seeks to expand its participation in the international economy, the government has identified the need to expand its English language programs for students and workers at all levels of society. For the nation, an international language capability is a resource which links the Kyrgyz Republic to the world beyond its borders and the myriad of opportunities for cultural and commercial exchange through such a link. However, economic priorities have left the education sector financially deficient. The country's education system faces a severe shortage of trained teachers of English, textbooks, and basic instruction materials. Fifty five Volunteers work in Education in the Kyrgyz Republic.

**Resources:**

Kyrgyz	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	35	32	32
Average # of Volunteers	44	54	53
Program Funds (\$000)	943	1,013	1,058

**Peace Corps Program by Sector:****Education**

Volunteers teach English and communicative methodologies in secondary schools and institutes of higher education. They introduce cooperative learning strategies and work with students to develop critical thinking skills, including analysis, problem solving, and decision making. Volunteers and their Kyrgyz counterparts develop teacher training workshops and create English language resource centers. Volunteers are also assigned to target health care professionals, government agencies, and the business community. These Volunteers teach communication skills by introducing adult education techniques and cooperative learning strategies. Since 1993, Volunteers have taught over 5,000 secondary school students, 1,000 higher education students, and have worked with over 200 Kyrgyz counterpart teachers. One Volunteer worked with the director of her school to organize a teacher's conference.

About 25 educators participated, sharing and learning about a variety of teaching techniques. Two Volunteers organize and host an English language learning television program. Local students and teachers have begun to help plan and produce the programs.

**LATVIA**

Population: 2,583,000

Annual Per Capita Income: \$2,290

Number of Years Peace Corps in Country: 4

**Peace Corps Country Overview:**

Latvia is in the process of converting the centrally-planned economy to a market economy. While the country possesses a diversified industrial production base, it lacks natural resources and suffers from severe shortage of fuels and raw materials. GDP dropped drastically after independence as a result of difficulties with currency reform and supply restructuring. Shortages of basic commodities have added to the country's problems. These difficulties notwithstanding, progress has been made. The Latvians see training as key to their continued development and have asked the Peace Corps to help in the critical areas of education and rural economic development.

**Resources:**

Latvia	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	26	19	19
Average # of Volunteers	35	39	37
Program Funds (\$000)	799	732	735

**Peace Corps Program by Sector:****Economic Development**

Volunteers work to increase small businesses in rural areas. The work in projects to promote community economic development. Volunteers consult clients on farm business and credit applications for individuals. Another Volunteer created a database of sources of new markets for area agricultural producers. Two Volunteers co-authored a 23-page booklet, "A Farmer's Guide to Business Decision Making," that was translated into Latvian.

**Education**

In addition to teaching English on the secondary-level, Volunteers provide training for Latvian teachers to enhance their English language proficiency and teaching skills. Through active involvement in the Language Improvement Program, Volunteers increased English language

skills, and have introduced new techniques to English teachers, thus improving overall English teaching quality in the country. Three Volunteers gave presentations at the international English teachers' conference which was held in Jurmala, Latvia, this year. Two Volunteers were actively involved in establishing student parliaments in their schools. They organized two five day seminars for 55 participants, who were from schools interested in setting up student governments.

**LITHUANIA**

Population: 3,706,000

Annual Per Capita Income: \$1,350

Number of Years Peace Corps in Country: 4

**Peace Corps Country Overview:**

The government of Lithuania is working diligently to support the development of small and medium sized businesses, but entrepreneurs lack not only expertise in marketing and business management skills, but also access to information resources. Lithuania is also working to expand access to English language instruction in its secondary schools.

**Resources:**

Lithuania	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	27	20	20
Average # of Volunteers	36	40	38
Program Funds (\$000)	800	733	735

**Peace Corps Program by Sector:****Economic Development**

Volunteers are assigned to Economic Development Units of local governments, Business Advisory Centers, and other organizations. They teach business management skills to entrepreneurs and work with local governments on economic development plans. Three Volunteers conducted a program for the employees of the Lithuanian Labor Exchange (national unemployment service). Volunteers teach feasibility analysis and business planning basics to unemployed Lithuanians who apply for labor exchange loans. A Volunteer assisted in developing and editing promotional materials about Lithuania published by the Lithuanian Information Institute, that included titles such as "Official Vilnius," "Lithuanian Banks," and "State Higher Education and Research Institutions."

**Education**

Volunteers work with the Ministry of Education to increase access to English language instruction in Lithuania at the secondary school level, thereby giving citizens access to newly expanding technological, educational, social, and commercial developments. Volunteers also

provide training for Lithuanian teachers to enhance their English language proficiency and teaching skills, increase teaching resources, and promote community activities. Former Russian language teachers who participate in the Ministry's Re qualifying Program improve their English language speaking skills and awareness of American culture through sessions delivered by Volunteers.

One Volunteer distributed an English resource manual, including tests and exams to five schools in her region through her outreach program. Another Volunteer developed a 32-page booklet of TEFL activities to share with teachers and Volunteers. Another Volunteer produced five theme-based unit plans including cassettes for his school. These unit plans focused on aspects of American culture such as blues music, history and geography.

**MOLDOVA**

Population: 4,420,000

Annual Per Capita Income: \$870

Number of Years Peace Corps in Country: 3

**Peace Corps Country Overview:**

Transition from a centrally-planned economy to a more western market system has proved a challenging one for Moldova, although the country has made great progress since 1991. Inflation at 7.6% is low, the currency is stable and signs of structural progress are evident. However, much of this economic success has yet to improve the standard of living for the average Moldovan. Because the country was dependent on other former Soviet republics for supplies of coal, oil, gas, electronic equipment and consumer goods, Moldova's output has suffered substantially. The obstacles to growth in Moldova are primarily due to a limited industrial base and the inability of the agricultural sector to produce enough goods.

Moldova's education system suffers from a critical shortage of English language resources. Although English teachers are being trained as quickly as possible, there is still a shortage of qualified English education teachers. The government has a very real concern that lack of English proficiency, especially in fields of current international concern such as the environment and business development, will inhibit cultural and economic contact with the West.

**Resources:**

Moldova	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	28	41	41
Average # of Volunteers	35	43	57
Program Funds (\$000)	864	890	1,077

**Peace Corps Program by Sector:****Economic Development**

The Economic Development project was initiated this year with 11 of the 43 Volunteers serving in business centers, mayors' offices, banks and Moldova's Academy of Public Administration. Volunteers are providing advice on the privatization of smaller public enterprises, offering

technical advice to local entrepreneurs, organizing and conducting training programs and establishing libraries and data banks. In 1996, Volunteers will work on the development of non-governmental organizations.

#### Education

TEFL Volunteers have been making great strides in sharing communicative methods with Moldovan teachers. In 1995, Volunteers taught 3,000 primary, secondary, and university students, using communicative methods incorporating problem solving, critical thinking and environmental awareness activities. During the past year, 35 peer-training workshops were held to promote the use of communicative methodologies, critical thinking, and group problem solving. Ten Volunteers established resource centers that provide students with a variety of materials ranging from books, magazines, and newspapers in English, to visual aids and audio cassettes created by Volunteers.

One Volunteer created a Teacher's Handbook based on gender issues to be used in TEFL teaching. The Handbook was distributed to Moldovan and American teachers throughout the country.

**MOROCCO**

Population: 26,488,00

Annual Per Capita Income: \$1,150

Number of years Peace Corps in Country: 33

**Peace Corps Country Overview:**

Peace Corps Volunteers have encouraged many significant improvements in the quality of life in Morocco over the last 34 years, but Morocco faces a number of pressing development issues. The maternal mortality rate is exceptionally high in rural areas at 362 per 100,000 births. Only 31% of the births in Morocco in 1992 were assisted by qualified health personnel. Forty percent of Morocco's population is employed in the agriculture and environment sectors, but drought, over-grazing, and a lack of veterinary services continue to hamper livestock production and management. Morocco's population growth has contributed to the drainage of wetlands, de-forestation of public forests, and erosion in national park areas. Since tourism is a major industry in Morocco, the management and protection of parks and environmental education has become a priority. Currently, Volunteers work in eight fields: maternal and child health, hygiene and water sanitation, English for special purposes, university-level English, education, orientation and mobility training for the visually impaired, large and small animal husbandry, parks and wildlife preservation, and environmental education.

The Peace Corps Morocco Office will administer the program in Malta beginning in mid-1996.

**Resources:**

Morocco/Malta	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	70	74	74
Average # of Volunteers	115	115	111
Program Funds (\$000)	2,173	1,994	2,107

**Peace Corps Program by Sector:****Agriculture**

Small rural farmers are an important part of Morocco's agricultural industry, yet they have only limited access to information and resources designed to improve productivity or increase income generating opportunities. Volunteers are working with farmers on sustainable

agriculture and livestock production, development of income generating activities, extension education, and rural women's development. Volunteers train young farmers and women in appropriate agricultural practices and the marketing of agricultural products.

One Volunteer in Malta has compiled and produced a plant disease manual for use as a resource by the Maltese Ministry of Agriculture in its efforts to identify and combat plant disease on the island.

### **Education**

Volunteers and their Moroccan colleagues are working together to improve teaching techniques, expand educational resources, and design targeted technical English curricula. Volunteers are also expanding and developing departmental resource centers at Moroccan universities. In 1997, Volunteers will concentrate on the development of university libraries and information management systems. They are also teaching orientation and mobility skills at schools for the visually-impaired to prepare students for integration into the education system and their communities.

Volunteers in Malta are working within Institutes of Agriculture, Health and Education at the University of Malta to develop curricula for new programs in agricultural extension, health management and special education.

One Volunteer arranged for a group of 12 Moroccan teachers of the visually impaired, school administrators, and students to visit the United States to see the latest technology for the blind, to visit schools and centers for the blind, and to make connections for supplies and training.

### **Environment**

Morocco is in the process of developing a national strategy to improve its parks and ecological reserves, which officials hope will attract tourism and generate economic growth. Volunteers are developing management strategies for unique ecosystems in these parks, introducing solar ovens to communities, promoting eco-tourism development, and designing environmental education curricula.

In Malta, Volunteers are working to improve the island's waste management infrastructure. One Volunteer in Morocco worked with her community leaders and park officials to design environmentally friendly income generating projects, including: developing a camping site, building a tree nursery, and developing a poultry facility. Another volunteer and her counterpart in Malta have identified three new landfill sites and have outlined a five-year plan for solid waste management activities for the country.

## **Health**

Volunteers work predominately in rural Moroccan communities, to improve maternal and child health care and increase safe water supplies. Health education is a major component of their projects. Volunteers have implemented vaccination campaigns, trained nurses in communication and patient counseling, constructed water supply systems, and developed dental hygiene awareness campaigns.

One Volunteer embarked on a project to improve health awareness among women through improved access to education. Working with a local Moroccan women's organization, she has helped to develop a girls' education fund that will support scholarships and grants for Moroccan girls.

One Volunteer on Malta organized a symposium on health service management. The conference was attended by all the students in the program, as well as Italian and Turkish representatives who came to share information on their Health management programs.

**POLAND**

Population: 38,341,000

Annual Per Capita Income: \$2,470

Number of Years Peace Corps in Country: 6

**Peace Corps Country Overview:**

Since 1990, Poland has been making the difficult transition to democracy and a free market economy. While political changes were immediate and dramatic, Poland's economic transition has been slower and more difficult. Goods appeared on the consumer market almost immediately, yet the standard of living for most Polish people has been ravaged by the effects of inflation. High unemployment, high interest rates, and problems in both the agricultural and educational sectors have inhibited investment. Poland is also working to overcome numerous environmental problems, and to increase English language education. Peace Corps is working to ease this transition by providing Volunteer assistance in economic development and education.

**Resources:**

Poland	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	105	85	85
Average # of Volunteers	171	163	151
Program Funds (\$000)	3,158	2,733	2,757

**Peace Corps Program by Sector:****Economic Development**

Volunteers advise municipal organizations, provide business training, and work on privatization efforts. Volunteers help non-governmental institutions and non-governmental organizations implement programs for local economic restructuring and development. Volunteers work with Polish business training centers and business schools to provide assistance in accounting, marketing, promotion and advertising, international trade, finance, and banking.

The Professional Placement Program which was started by a Peace Corps Volunteer, addresses the needs of the disadvantaged in that Volunteer's community. With resources from local organizations, this Volunteer created a computer facility with software and hardware developed for blind students. The Volunteer is also helping to find jobs for the physically and visually disadvantaged.

### **Education**

Volunteers in Poland play a prominent role in teaching English at secondary schools and teacher training colleges. Volunteers work not only to raise the students' English language ability, but also to heighten their cross-cultural awareness. Volunteers provide English instruction, improve learning resources, develop school-based community outreach projects, and enhance the confidence, skills and knowledge of Polish teachers. Volunteers instruct Polish educators on how to become more competent at teaching English.

One Volunteer secured a grant that helped his school buy audio equipment and computer scanners for foreign language classes. He also organized three computer courses including one course that provided training for the unemployed. Other Volunteers continued to coordinate Model United Nations programs throughout Poland to teach about democratic process in a large, international forum.

### **Environment**

Volunteers help Polish non-governmental agencies, local governments, and municipalities in an effort to strengthen public awareness of environmental issues, and to improve organizational management and human resource development. Volunteers assist agencies in planning, funding, managing and evaluating environmental projects.

## **ROMANIA**

Population: 22,736,000

Annual Per Capita Income: \$1,230

Number of Years Peace Corps in Country: 5

### **Peace Corps Country Overview:**

Over the past five years, Romania has been slowly transformed from a command economy to a market economy. While large-scale privatization has proceeded slowly over the past four years, small-scale privatization has moved more swiftly. Approximately 33% of GDP is now generated by the private sector. The inflation rate is lower but still remains over 80%. While foreign investment is increasing, the overall growth of the economy remains sluggish. The need for highly skilled educators is even greater now due to the burgeoning number of unemployed youth who are going back to school.

### **Resources:**

<b>Romania</b>	<b>FY 1995</b>	<b>FY 1996</b>	<b>FY 1997</b>
	<b>Actual</b>	<b>Estimates</b>	<b>Estimates</b>
Trainees	40	40	40
Average # of Volunteers	54	60	64
Program Funds (\$000)	1,296	1,197	1,299

### **Peace Corps Program by Sector:**

#### **Economic Development**

In the past year, Volunteers assisted over 2,200 individuals with business planning, financial analysis, loan applications, marketing, and organizational issues. They conducted 37 seminars on such topics as: finance/banking, exporting/importing techniques, marketing, tourism development. Ten companies involved in privatization received management training and technical assistance.

Most business Volunteers were involved in organizing business English classes. An estimated 3,000 Romanians have participated in these programs. One business Volunteer devised a "Cluster Fax" program, in which trade information is collected, organized into a one-page fax message, and distributed weekly to participating business centers. Another Volunteer was instrumental in initiating the Romanian International Special Olympics Committee.

## Education

Thirty-two Volunteers taught English to more than 4,600 Romanian students in middle or upper-secondary schools in Romania. Even though a dramatic shortage of qualified English language teachers remains, the Peace Corps has enabled several schools to initiate the Intensive English Language curriculum. Volunteers work directly with 106 Romanian English teachers to exchange ideas on teaching methods and American culture. One Education Volunteer with five instructors at her school to write and publish an English Language teaching manual entitled *Time to Talk*. Through Peace Corps assistance, more than 12,000 books, tapes, and videos were received and distributed to schools and universities throughout Romania during 1995.

Two Volunteers worked on bringing e-mail to students who were not specifically assigned to the computer sciences classes. With the World Youth Network and the Soros foundation, the Volunteers obtained equipment, set up e-mail, and then surveyed other schools throughout the country to determine barriers and levels of interest. Ultimately, they provided a series of computer workshops to train Romanian students and teachers in at least five communities.

Thirteen Volunteers are currently working on the development of new social services plans. Some Volunteers are assigned to Romanian universities where they developed curriculum of the School of Social Work, which is the first in the country. Of the 500 Romanian students participating in this program, approximately 425 are women. Volunteers also initiate and assist in projects to counsel street children, work with Maternal Health Centers, develop HIV/AIDS education materials or work on the International Festival for Children with Handicaps. Volunteers also work with a Romanian staff that provides job training skills to handicapped youth.

One Volunteer designed and organized a workshop on hospice care and support for the terminally ill. Participants in the workshop learned the basic concept of hospice care, and experienced new models of communicating with their terminally ill clients and their families.

## **RUSSIA**

Population: 148,366,000

Annual Per Capita Income: \$2,650

Number of Years Peace Corps in Country: 4

### **Peace Corps Country Overview:**

Russia faces enormous challenges in sustaining economic reform policies, and the domestic context in which new institutions are struggling to take hold remains uncertain. Moreover, Russia has only begun to address problems associated with environmental neglect, and it needs to modernize and enhance its educational system. Peace Corps Volunteers are making important contributions at the grass-roots level in Russia's efforts to establish a free market economy, revitalize education, and protect the environment. Volunteers have become valuable sources of advice and expertise for Russian entrepreneurs, business professionals, and local governments, as well as for other international development organizations.

Peace Corps' initial focus in Russia was to provide advice and expertise to the burgeoning small business community. In 1995, however, Volunteers began teaching English, training teachers and developing new curricula. In addition, Volunteers began working with local officials and non-governmental organizations to undertake a number of environmental projects. Today, Volunteers are an important referral source for the many international exchange and internship programs now taking place in Russia.

### **Resources:**

<b>Russia</b>	<b>FY 1995</b>	<b>FY 1996</b>	<b>FY 1997</b>
	<b>Actual</b>	<b>Estimates</b>	<b>Estimates</b>
Trainees	70	87	87
Average # of Volunteers	58	108	135
Program Funds (\$000)	2,724	3,292	3,772

### **Peace Corps Program by Sector:**

#### **Economic Development**

In 1995, Volunteers conducted business seminars, workshops, and individual consultations for more than 1,500 individuals and businesses in Russia. Volunteers participated in four major conferences on tourism, women in business, international trade, and banking. A Volunteer in Khabarovsk organized a major credit card/debit card seminar to introduce state-of-the-art electronic payment systems to the Russian Far Eastern banking community.

Volunteers also offered training courses in capital investment, staff development, customer service, inventory management, marketing, and Junior Development curriculum. Business Volunteers also taught and developed business education curricula at universities and technical institutes. Volunteers established three business information libraries, two business centers, and one agribusiness center in 1995. Volunteers fulfilled over 4,000 requests for business and economic information through information networks. A Volunteer on Sakhalin Island established, with her Russian colleagues, a functioning Chamber of Commerce to support an ethical and cooperative business infrastructure on the island. Through a regular column in Sakhalin's largest circulation English newspaper, the Volunteer has also promoted the Peace Corps' role in business development.

### **Education**

For many Russians, learning English is a key factor in their ability to compete economically: it is the language of international commerce, computers, and trade. Peace Corps' English language projects have taught over 2,000 teachers and students of English since the fall of 1994. In 1995, five Volunteers conducted 40 teaching methods and American culture presentations to over 600 Russian participants. Volunteers introduced technology into Russian classrooms: a Volunteer is creating a literature course that combines text and video. Volunteer in western Russia produced a video lecture series on English methodologies. One Volunteer is assisting in the federally sponsored production of textbooks for distribution to secondary schools throughout Russia. Another Volunteer established the Togliatti English Language Teachers' Association. Four Volunteers presented papers and participated in the First International English as a Second Language conference in Saratov, Russia, organized by a teachers' association that was established by a Volunteer. More than 300 teachers attended the conference.

### **Environment**

The vast natural resources of the Russian Far East make it one of the richest areas of the world. Russians are increasingly concerned about their environment and natural resources. In October 1995, 11 Volunteers began working in environmental projects, including forestry, conservation, and environmental education. Volunteers were assigned to nature preserves where they developed comprehensive management programs. Volunteers were also assigned to school systems, national and state forests, and environmental non-government organizations. The environmental project is in its first year and will continue to evolve over the next few years. Nine additional Volunteers will be added to the project in the summer of 1996.

**SLOVAKIA**

Population: 5,333,000

Annual Per Capita Income: \$1,970

Number of years Peace Corps in Country: 6

**Peace Corps Country Overview:**

Slovakia's separation from the Czech Republic slowed the pace of reform significantly. Inflation and unemployment have risen, and industrial output has dropped. However, Slovakia is still actively engaged in soliciting western development assistance and training as it makes the transition to a market economy. Slovakia also faces increasing challenges in protecting and restoring its environment.

**Resources:**

Slovakia	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	36	48	48
Average # of Volunteers	58	69	78
Program Funds (\$000)	1,268	1,310	1,467

**Peace Corps Program by Sector:****Economic Development**

As members of Slovakia's newest Peace Corps project, economic development Volunteers have already made a significant impact by working with local advisory centers throughout the country. Volunteers placed in these centers work with directors, host staff, and local consultants to formulate strategic plans and deliver technical assistance to Slovakian entrepreneurs. Volunteers are developing a business network at 12 centers throughout Slovakia. Centers now work closer together on projects and are sharing information with other groups engaged in similar work.

In response to an expressed interest within Slovakia, a Volunteer organized a series of seven agro-tourism seminars that focused on assessing, evaluating and developing agro-tourism facilities while creating a community network throughout Slovakia. Since the series was initiated, Volunteers developed materials, conducted research in surrounding countries and trained sponsors.

## **Education**

Slovak universities and teacher training colleges have almost universally replaced Russian instruction with English language training. With this change, Slovak education institutions have sought to fill the language void with English lecturers from various Western organizations. Volunteers are now working in smaller cities and towns, areas which are exposed to very few native English speakers. Volunteers divide their time between direct classroom instruction, teacher training, and English conversation training and an increasing number of Volunteers have been assigned to secondary education institutions. Peace Corps also anticipates expanding into language instruction at the primary education level over the course of the next year.

Volunteers have initiated numerous secondary projects apart from their principal teaching duties. Volunteers have coordinated learning workshops, information sharing, and fundraising events. One Volunteer organized her students to conduct a Halloween ball in order to raise money to purchase audio equipment for her school's English department. Another Volunteer orchestrated donations of clothes and toys to a local orphanage that had previously relied solely on infrequent government subsidies.

## **Environment**

Volunteers work in municipal environmental planning, development of non-governmental organizations, and administration of national parks. As advisors to local governments and national park authorities, Volunteers help design strategic plans, evaluation tools, and public participation campaigns. Volunteers have also been instrumental in aiding Slovak organizations as they design pilot projects for tourism promotion and computer networking among Slovak national parks.

One Volunteer working in a landscape protection office recognized an insufficient amount of information was made available to the public. Along with his counterpart, he initiated a pathway containing signs that provide information about the unique landscape of the area, the history which shaped the region and unique flora and fauna which are indigenous to the area. The two will post signs addressing laws pertaining to the protection of the area, conservation issues and the result of continued encroachment of these natural resources.

## TURKMENISTAN

Population: 4,010,000

Annual Per Capita Income: \$2,450

Number of years Peace Corps in Country: 3

### **Peace Corps Country Overview:**

Since Turkmenistan became independent in 1991, it has experienced tremendous political, economic, and social changes. Turkmenistan has begun to look to the West for trade, economic support, and assistance in the training of professionals to enhance its economy and promote development. The government recognizes the need for increased English education and the need to communicate in English as it opens to the outside world. Also, as the health status of Turkmenistan's population declines due to the lack of supplies, training, and technology formerly provided by the Soviet Union, the Ministry of Health has requested Volunteers to serve as nurses and health educators to assist the medical community's efforts to modernize their profession.

### **Resources:**

<b>Turkmenistan</b>	<b>FY 1995</b>	<b>FY 1996</b>	<b>FY 1997</b>
	<b>Actual</b>	<b>Estimates</b>	<b>Estimates</b>
Trainees	46	30	30
Average # of Volunteers	38	52	58
Program Funds (\$000)	961	900	962

### **Peace Corps Program by Sector:**

#### **Education**

Volunteers work in secondary schools and institutes of higher education teaching English and introducing communicative methodologies. The Volunteers introduce cooperative learning strategies and work with students to develop critical thinking skills, including analysis, problem solving, and decision making. Volunteers and their counterparts develop teacher training workshops and create English language resource centers. Volunteers also teach English at health care facilities. Since 1994, more than 2,000 secondary school students and more than 600 college and university students and more than 400 medical students and professionals have improved their English language communication skills. Volunteers have helped to develop six resource centers in the schools and one medical resource center at a medical institute. One Volunteer assisted her supervisor in securing funds to establish

Turkmenistan's first National Diabetes Center. Another group of three Volunteers organized the first annual Career Day for girls to acquaint girls with different career options by giving them opportunities to talk with local women from various professions.

### **Health**

Volunteers work at nursing schools to develop practicum training and continuing education programs to modernize clinical skills of nurses and midwives' clinical skills as well as philosophical approaches to patient care. Volunteers also are introducing contemporary techniques in pre- and post-natal care, labor and delivery practices, infant care, sick child care, breast feeding, and nutritional practices. They also teach patient education skills, family planning techniques, and basic infection control. One Volunteer is working at a medical institute setting up internships for the student nurses.

## UKRAINE

Population: 51,465,000

Annual Per Capita Income: \$1,570

Number of Years Peace Corps in Country: 4

### Peace Corps Country Overview:

With its declaration of independence in 1991, Ukraine has experienced many of the same problems of the other former Soviet countries as it makes the difficult transition to a democracy and free market economy. It has asked Peace Corps Volunteers to help in the transition. Ukraine's Ministry of Education identified needs for its school system in a forward-looking program, *Education - Ukraine in the 21st Century*. Among the problems outlined are the need for native speakers of the English language as well as assistance in developing curricula for language teaching. Peace Corps can directly answer these needs by providing skilled and motivated Volunteers.

### Resources:

Ukraine	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	88	81	81
Average # of Volunteers	85	115	123
Program Funds (\$000)	2,280	2,293	2,583

### Peace Corps Program by Sector:

#### Economic Development

The key elements of the business development project include business education, business advisors in governmental structures, and transfer of technology to business leaders. One Volunteer took students to factories when covering related topics in the classroom. For most students, this was their first exposure to a manufacturing facility. In turn, the businesses were exposed to the next generation of business people, initiating a valuable link between business and the customer.

Another Volunteer, working with his counterpart, has devised a new option for coal mine workers. They will develop mushroom-growing facilities in the dark and damp shafts close to the surface, with good air quality. This is healthier, safer, more environmentally friendly,

and more economically sound than maintaining the mining operations. A Volunteer in a small town has written a series of articles for a regional newspaper on various business topics, including writing a business plan.

### **Education**

Volunteers are working to expand and improve the quality of English language instruction in Ukraine by providing trained English teachers for secondary schools.

Ten students from a school in Fastiv, who were taught by a Volunteer, finished with either a first, second, or third prize in their regional English Olympiad. It was the first time any student from that school had won a prize in the competition. Fifty teachers from the Khmelnitsky oblast attended a two-week, 30-hour workshop focusing on American culture and Western teaching methods organized and presented by a Volunteer. Volunteers obtained a grant of \$16,000 from the International Renaissance Foundation to purchase equipment for the project. During the summer floods, the contaminated water system threatened the health and welfare of citizens, especially children, in the northeast city of Kharkiv. Two Volunteers mobilized 34 other Volunteers to assist in emergency camps throughout Ukraine.

**UZBEKISTAN**

**Population:** 22,349,000

**Annual Per Capita Income:** \$950

**Number of years Peace Corps in Country:** 4

**Peace Corps Country Overview:**

The people of Uzbekistan are working to make the difficult transition to a free market economy and cope with all of the changes inherent in this kind of tremendous upheaval. The ability to communicate in English is viewed as a vital ingredient in Uzbekistan's economic development and status as a new nation in the international community. Thus, a government priority in this process of renewal and redirection is the education system. Uzbekistan's per capita income ranks among the lowest of the former Soviet republics, with almost 50% of the population living at the official poverty level. Small businesses are hampered by a lack of progress on privatization legislation, changing laws that affect small business, lack of commercial credit, raw materials, supplies and equipment, and lack of information about and expertise in operating a business within a free market economy. Fifty Volunteers work in Uzbekistan in Education and Economic Development.

**Resources:**

Uzbekistan	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	35	30	30
Average # of Volunteers	27	42	48
Program Funds (\$000)	954	1,017	1,132

**Peace Corps Program by Sector:****Economic Development**

Volunteers are supporting Uzbekistan's transition to free market economic activities by advising and promoting small businesses at the micro level, and by teaching economic development courses based on Junior Achievement materials at the secondary and university levels. Volunteers helped to establish a revolving credit fund for a Women's Business Association, they helped to develop a student-run restaurant and business laboratory at the Tashkent State University of Economics, and they assisted in securing grants for computers and communications equipment for several small businesses.

**Education**

One of the goals of the English Education and Resource Development Program is to increase the availability of quality English language instruction to secondary schools and university students by using communicative teaching techniques and methodologies. Another goal is to improve local English teachers' capabilities by increasing their opportunities to gain access to these new teaching approaches and techniques. Volunteers also assist teachers at the local, regional and national level in creating and developing their own forums of networking and information exchange. Over the past year, Volunteers have taught over 1,200 secondary and university students. More than 300 teachers have attended Volunteer organized seminars and workshops. Four resource centers have been established. Outside of the classroom, Volunteers are involved in drama clubs, summer camps, and English clubs. One Volunteer is reporting for a weekly English language news program on national television. Another Volunteer organized and facilitated the first environmental youth conference in Uzbekistan. As a result of this conference, education officials in the Volunteer's city have begun to encourage environmental education and environment clubs at the local schools.

Inter-America  
Region

## INTER-AMERICA REGION

### I. Regional Overview

For 35 years, Peace Corps has been a positive and constructive presence in the Inter-America region, representing what is best about the United States and touching the lives of thousands of people in Central and South America and the Caribbean. Today, Peace Corps Volunteers are poised to play an even greater role in helping the people of the Inter-America region achieve their development objectives and, at the same time, strengthen the ties of friendship and understanding between Americans and the people of this hemisphere.

A combination of budget constraints, security concerns, and other factors caused a severe retrenchment in Peace Corps' activities in the Inter-America region in the 1970s and 1980s. The 1990s, however, have been a period of careful and selective growth for the Peace Corps. The decline of civil strife, the presence of democratically-governments in every country of the region, except one, and the adoption by most countries of an economic framework within which economic and social progress can occur give Peace Corps Volunteers a new opportunity to make their most effective contribution yet to this hemisphere.

By living and working at the grass-roots level and, building ties of friendship and understanding, Volunteers are uniquely positioned to help the people of the region address some of their most pressing development problems. Since 1990, Peace Corps Volunteers have returned to Bolivia, Chile, Uruguay, Nicaragua, Panama, El Salvador, and Guyana, and a new program has been established in Suriname. In April 1996, Peace Corps Volunteers will return to Haiti to help in that country's successful transition to a democratic society.

In many of the countries that the Peace Corps has re-entered, Volunteers have been welcomed back with enthusiasm. This good will spreads as Volunteers become part of their communities, and it strengthens America's image in this important part of the world. Of the many lessons that the Peace Corps has learned over the last 35 years, perhaps the most basic is that development proceeds on its own schedule, and external influences can only be as effective as the domestic context permits them to be. This is particularly true in the Inter-American region, where Peace Corps' effectiveness has often been mitigated by civil strife, poor governance, unsound economic policies, and other factors.

Peace Corps Volunteers in the Inter-America region will continue to work with local communities to help them respond to their needs in of education, health, agriculture, environmental protection, and small business development. In the process, Volunteers will help the people of these communities build and strengthen the representative, participatory organizations through which they seek to improve their lives and participate in the development of their countries. They will play a crucial role in helping to form a hemispheric community at the people-to-people level to complement the economic community being formed at the level of trade relationships.

## II. Programming Considerations

Programming will continue to be diversified across each of the Peace Corps' sectors, with the greatest number of Volunteers working in the environment sector. Volunteers will also continue to place emphasis on youth development, municipal management, and urban programs, as well as the integration of youth and women into all of Peace Corps' projects.

As part of the Peace Corps' Strategic Plan to adjust to budget constraints and to position the Agency for the future, the country program in Uruguay will be closed in FY 1997, and the programs in Chile and Costa Rica will be closed in FY 1998. Although the needs in these countries continue to be great, their economic and social indicators are among the highest of the countries in which Peace Corps operates in the Inter-America region. Graduating these countries will enable the Peace Corps to concentrate its resources in the poorer countries of the region and to respond to new opportunities. The Peace Corps will depart Chile and Uruguay secure in the knowledge that Volunteers have made important contributions the success of these countries. In Costa Rica, where Volunteers have served continuously since 1963, the Peace Corps will leave knowing that Volunteers have had a significant impact on the country's development and have forged lasting ties with its people.

In addition to these closures, many Peace Corps posts in the Inter-America region have reduced their activities, cut staff, and are planning for fewer Volunteer. Guatemala, Honduras, and Paraguay will see their Volunteers levels decline from approximately 200 Volunteers to the 150-160 range. The Dominican Republic country program will be reduced from 160 Volunteers to approximately 140, and Volunteer levels in the Eastern Caribbean will be reduced from 130 Volunteers to less than 100.

However, the Peace Corps' newer programs in Bolivia and Nicaragua, two large countries with serious problems of poverty, will expand to approximately 120 and 110 Volunteers, respectively. The presence of Volunteers in these countries recognizes not only their need for assistance, but also the importance of fostering people-to-people ties and strengthening national linkages between the region and the United States. All of these factors will affect the allocation of Volunteers among the Peace Corps' host countries.

The Peace Corps' country program in Nicaragua has piloted a new training model that does away with the traditional training center. Instead, under this model Volunteers receive training on-site at the community level in order to achieve more effective language acquisition and a more rapid adaptation to local culture and community life. Initial evaluations indicate that this model can deliver better training at potentially lower costs.

In April 1996, Peace Corps will revive its program in Haiti after an absence of nearly five years. The country director for the Haiti program, in consultation with Haitian officials and non-governmental organizations, is determining programming and site selection for the first group of 12 Volunteers.

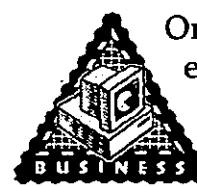
### **III. Sector Summaries**

#### **A. Agriculture**



The Inter-America region's agriculture sector consists of 15 projects in 8 countries. Eighteen percent of our Volunteers serve in this sector. The sector's focus has been to increase income among farm families and to increase and diversify rural employment opportunities. Our work in the sector is evolving from a traditional focus on production towards a systems approach to agricultural development, including farm management, agro-forestry, integrated farming, storage, and marketing activities.

#### **B. Economic Development**



One of the Peace Corps' fastest-growing sectors in the Inter-America region, economic development employs 17 percent of Volunteers, who work on 15 projects in 12 countries. Volunteers promote the development of micro, small, and medium-sized enterprises—many of which exist on the margins of their countries' economies—in both rural and urban areas, helping low-income people increase employment and income-generation opportunities. Through the transfer of business-management knowledge and skills, Volunteers provide technical assistance to individual entrepreneurs as well as to organizations that provide credit and training to small businesses. Future programming will place greater emphasis on targeting our assistance to those areas of economic activity that have the greatest potential for increasing small business ventures and promoting employment.

#### **C. Education**



Volunteers work to increase knowledge and skills in areas requested by host countries and communities, such as environment and business. Volunteers are also working less in the formal education system and focusing more on "at-risk" urban and rural youth. Projects focus on providing youth with work experience, leadership training, and skills for employment through vocational training, sports activities, arts education, environmental education, and entrepreneurship. Volunteers are renewing programs to work with marginalized adults through non-formal education, especially in the areas of literacy and leadership training.

#### **D. Environment**



Environmental protection, conservation, and sustainability have constituted the fastest-growing area of Volunteer service in the Inter-America region. There are 20 projects in 14 countries, accounting for 25 percent of Volunteer assignments. The focus of the environment sector is to reverse the degradation of environmen-

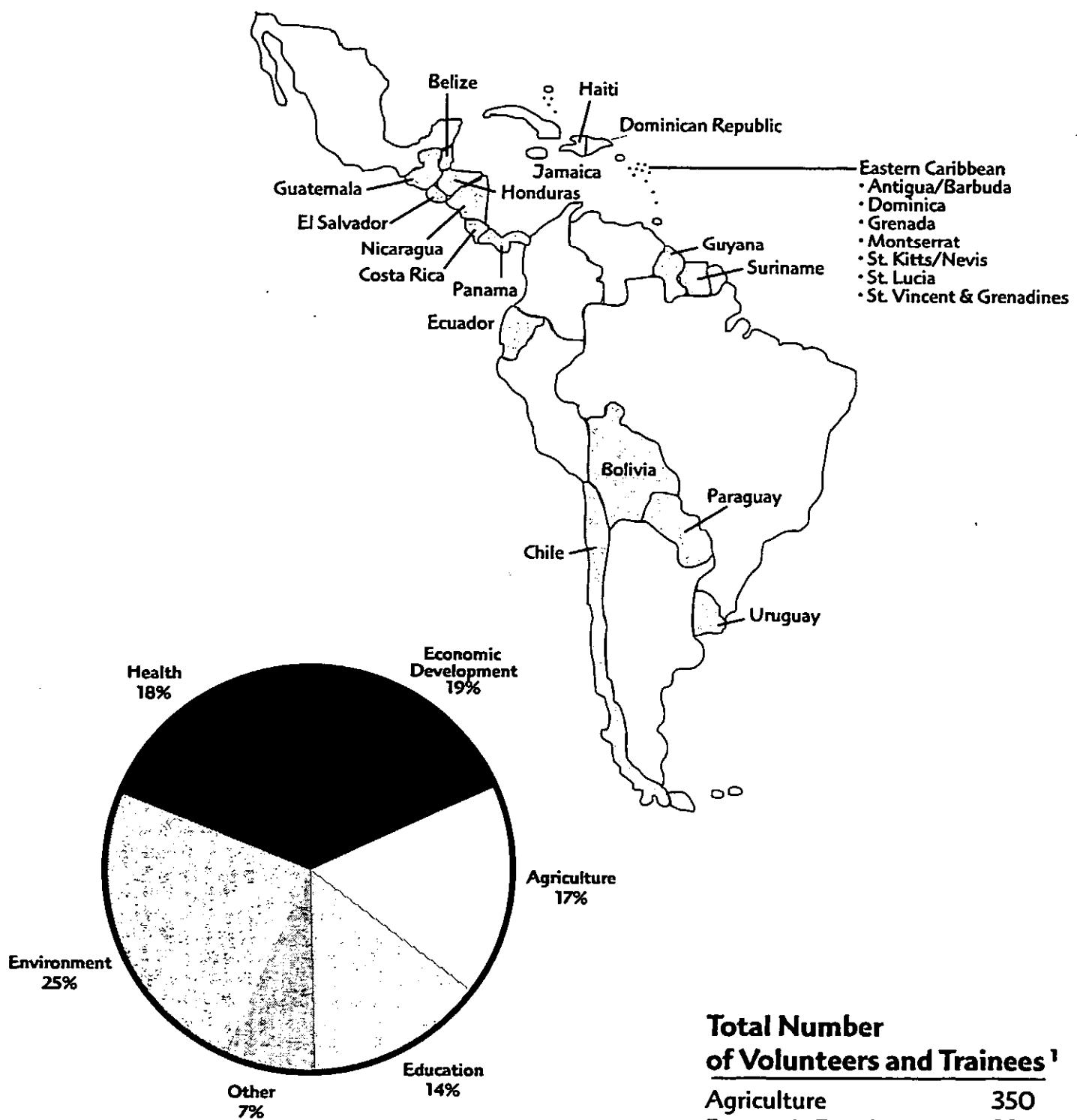
tal conditions in the countries where Volunteers work. Volunteers are working to on opportunities to integrate economic development interests within a framework of environmental sustainability.

**E. Health**

The health sector consists of 19 projects in 10 countries with 19 percent of Volunteers working in this sector. Volunteers focus on improving the health of individuals and families in communities throughout the Inter-America region. Volunteers conduct child immunization programs, build latrines, and help purify water supplies and systems. With the increasing threat of HIV/AIDS in the Inter-America region, Volunteers are helping communities increase the quantity and quality of blood available at blood banks, upgrade blood control mechanisms, and provide community education to reduce the spread of the disease.

**F. Area of Special Emphasis: Municipal Management**

Throughout the Inter-America region, local communities are assuming more responsibility for socio-economic development initiatives through a partnership between the public and private sectors. At the request of some communities, Peace Corps Volunteers have been asked to offer training and technical assistance in the planning, organization, and implementation of local development projects.

**AT A GLANCE\***

\* Map depicts countries where Peace Corps Volunteers serve as of 9/30/96.  
Chart depicts Volunteer activity in specific sectors as of 9/30/95.

<sup>1</sup> Volunteer and Trainee information as of 9/30/95.

**Total Number  
of Volunteers and Trainees<sup>1</sup>**

Agriculture	350
Economic Development	392
Education	298
Environment	504
Health	380
Other	152

## INTER-AMERICA

### INTER AMERICAN REGION

	Trainees			Average Number of Volunteers			Program Funds (\$000)		
	FY 1995	FY 1996	FY 1997	FY 1995	FY 1996	FY 1997	FY 1995	FY 1996	FY 1997
Belize	32	27	27	46	56	50	969	1,055	1,026
Bolivia	73	77	77	88	116	123	1,892	2,070	2,170
Chile	33	26	0	71	66	39	1,793	1,636	1,159
Costa Rica	71	35	0	105	117	71	1,927	1,513	1,096
Dominican Republic	89	77	75	162	164	141	1,971	2,804	2,663
Eastern Caribbean	75	55	55	127	125	106	2,826	2,565	2,420
Ecuador	76	86	86	156	145	151	2,480	2,416	2,499
El Salvador	39	37	35	33	53	59	643	780	835
Guatemala	124	91	91	228	201	167	2,593	3,043	2,862
Guyana	20	32	32	1	16	41	325	558	794
Haiti	0	12	12	0	3	14	0	450	605
Honduras	112	92	92	208	183	156	2,195	2,751	2,629
Jamaica	76	58	58	101	112	105	1,925	1,802	1,783
Nicaragua	56	62	62	77	105	107	1,343	1,536	1,583
Panama	41	42	42	69	64	70	1,276	1,190	1,251
Paraguay	106	87	91	206	189	169	3,147	2,967	2,906
Suriname	20	26	26	1	23	44	413	714	931
Uruguay	34	0	0	46	59	40	1,430	1,304	1,105
<b>TOTAL*</b>	<b>1,077</b>	<b>922</b>	<b>861</b>	<b>1,723</b>	<b>1,795</b>	<b>1,653</b>	<b>29,147</b>	<b>31,154</b>	<b>30,317</b>

\* Detail may not add due to rounding.

**BELIZE**

Population: 210,000

Annual Per Capita Income: \$2,550

Number of Years Peace Corps in Country: 34

**Peace Corps Country Overview:**

Currently, 82% of the youth in Belize are defined as "at-risk," and 65% of the population lives in absolute poverty. Sixty-five percent of the population is under 24 and only 18% of the youth aged 10-19 are enrolled in secondary schools. The rural primary school system in Belize suffers from overcrowding, lack of facilities, books and supplies. Only a small percentage of rural teachers have professional training.

Sixty percent of Belize is covered by a range of forest eco-systems that accommodate many endangered species. In addition, the barrier reef is the core of an important coastal and marine ecosystem. Effective management of these areas will be required to maintain these natural resources.

To help address these problems, Volunteers are working in seven projects: environmental conservation and awareness, youth enhancement services, sports for youth, rural primary education, rural community development, and vocational education.

**Resources:**

Belize	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	32	27	27
Average # of Volunteers	46	56	50
Program Funds (\$000)	696	1,055	1,026

**Peace Corps Program by Sector:****Education**

The youth enhancement services project is designed to improve the social and economic prospects of Belizean youth aged 12 to 24. In 1992, the Center for Employment Training was established in Belize City to increase the vocational employment of youth in urban cities and to help supply the region with a more skilled labor force. Volunteers provide training in a

variety of subjects including auto-mechanics, construction, welding, electronics and hospitality management. One Volunteer initiated a successful "Start Your Own Business" course to encourage self-employment among graduates.

Volunteers work with Hispanic immigrants to address needs in their newly settled communities. In 1995, one Volunteer helped a women's group establish a bakery. Volunteers work to improve the quality of health and education services available in isolated areas. Since the project began in 1990, six new schools have been constructed in rural communities.

Volunteers conduct teacher training workshops to improve rural primary education in Belize. In 1995, workshops were held for 400 rural and urban teachers, many of whom had never received any training. Volunteers held summer training workshops for elementary teachers. As a result, more than 150 teachers are now implementing student-centered teaching strategies and are demonstrating creativity in their use of local resources. In addition, a Volunteer has been teaching special education teachers how to deal with the needs of their students. As a result the special education students are doing better academically.

#### **Environment**

In 1995, Volunteers organized the second National Symposium on the Belize State of the Environment. Over 400 participants attended the two-day educational event. One Volunteer created an Environmental Conservation Carnival that will visit 30 schools in northern Belize. Due to its widespread success, there are plans for the show to travel around the country.

**BOLIVIA**

**Population:** 7,237,000

**Annual Per Capita Income:** \$770

**Number of Years Peace Corps in Country:** 14

**Peace Corps Country Overview:**

Bolivia remains one of the least developed countries in South America. Eighty-five percent of the rural population live in absolute poverty. Rural Bolivia suffers from one of the highest infant and under-five mortality rates in Inter-America, and the average life expectancy at birth is among the lowest in South America. Bolivia has an agriculture based economy which lacks any improved technology. The environment is faced with unplanned forest conversion, uncontrolled logging, and problems associated with rapid urban growth. Limited access to economic opportunities perpetuates poverty, and development throughout the country is hampered by a lack of mechanization, investment, and poor infrastructure. Peace Corps returned to Bolivia in 1990, following an almost 20-year absence. Volunteers are working with national agencies, municipal governments as well as with private volunteer organizations on projects in agriculture, water and sanitation, forestry, small business development, and cooperative promotion.

**Resources:**

<b>Bolivia</b>	<b>FY 1995</b>	<b>FY 1996</b>	<b>FY 1997</b>
	<b>Actual</b>	<b>Estimates</b>	<b>Estimates</b>
Trainees	73	77	77
Average # of Volunteers	88	116	123
Program Funds (\$000)	1,892	2,070	2,170

**Peace Corps Program by Sector:****Agriculture**

Volunteers work with farmers and their families to improve agricultural production, enhance family nutrition, and increase income while preserving natural resources. One Volunteer has implemented gardening and nutrition activities in his community. To help the farmers improve their production of goats, the main source of livestock in the area, he organized a pasture improvement workshop in 11 communities.

## Economic Development

Volunteers work with their Bolivian counterparts in various organizations—rural agricultural associations, mothers' clubs, artisan groups, and youth development organizations—to develop better business management skills.

One Volunteer established a bakery workshop to teach young children living in an orphanage the skills needed to run a business. They learned not only how to bake bread but also learned basic inventory and accounting rules. They learned about self-discipline in the work place, gained a sense of independence, and came away with better self-esteem. Eighty percent of the salary these orphans earn is saved and given to them when they leave the orphanage.

Two Volunteers published a community training and credit manual for women. Some Bolivian artisans who have used the manual to market and sell their products have returned to their communities to emphasize the importance of quality, timely production, and customer satisfaction.

## Environment

The primary focus of this project is soil conservation, watershed management, and educating the youth about the environment.

Volunteers teach communities they serve about the importance of conservation and re-vegetation. One Volunteer helped farmers to expand their land through irrigation practices. They have rehabilitated six hectares of land and still have the capacity to irrigate more. The farmers are now able to farm all year long. Three families instead of just one can work and benefit from the land.

Volunteers also integrate conservation lessons into the school curricula, which has motivated school children to start their own gardens.

## Health

Water is a scarce resource in the High Valley regions of Bolivia. Although government and donor organizations have financed projects for the construction of water systems, very little effort or money has been dedicated to train people to effectively manage systems after the project is completed. Volunteers are working with their counterparts to manage and administer water systems. Volunteers provide guidance on the construction, maintenance, and operation of water systems and sanitary latrines.

A first year Volunteer, from the Chaco region worked with a community to assess their water and sanitation needs. Seventeen families participated in sanitary education courses and then constructed latrines for their families with the help of Volunteers.

**CHILE**

Population: 14,044,000

Annual per capita income: \$ 3,560

No. of years PC in country: 25

**Peace Corps Country Overview:**

Although Chile is recognized as an advanced developing country, 40% of the population lives below the poverty line including more than 10% who live in extreme poverty. Reforms have brought a free market system, decreased the role of government, and privatized utilities. The lack of advanced education and planning experience on the part of the mayors and other local officials as well as the difficulty in attracting professionals to work in poor rural municipalities present serious obstacles for delivering services.

Chile's economic regeneration has caused various environmental problems such, as dangerous levels of air pollution, water contamination, uncontrolled dumpings of solid waste and a degradation in the ecosystem. While all levels of the socio-economic spectrum are affected by these environmental dangers, the poor are especially impacted.

Volunteers are assigned to the poorest 20% of municipalities where the need for professional services is greatest and where the Volunteers are most valued. Volunteers work in municipal management and planning, economic development and environmental education.

Because of Chile's more advanced level of development, the Peace Corps plans to close its program in FY1998.

**Resources:**

Chile	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	33	26	0*
Average # Volunteers	71	66	39
Program Funds (\$000)	1,793	1,636	1,159

\* PC Chile will close at the end of FY 98. Last trainees enter on duty in FY 96.

**Peace Corps Program by Sector:****Business Development**

Volunteers educate small business owners in proper business practices in several areas: preparing financial plans, keeping accounting ledgers, improving market penetration, and managing loans. In an impoverished area where the coal industry has collapsed, another Volunteer works with the municipal government to develop a plan for attracting new industry. A business Volunteer in the Santiago region teaches micro-entrepreneurs courses on how to grow business and basic accounting practices. In addition, the Chilean government has targeted a special loan to this group of entrepreneurs making it possible for them to increase production and thus increase the number of people they employ.

Since 1990, local governments have been assuming a greater role in managing community affairs. Municipal governments are now responsible for providing services to their citizens in education, health, welfare, economic development, public housing and environmental protection. Volunteers in the Municipal Management program provide technical assistance in planning, and local economic development.

One Volunteer has developed a general plan for the delivery of various services in his municipality, which has earned broad support among the local population. Another Volunteer works with a neighboring municipality organizing women's services. She organized a battered women's support group, taught women how to increase income for their households by improving small business skills, conducted health education classes, secured legal assistance, and helped women qualify for housing subsidies.

**Environment**

Environmental degradation is rampant in Chile and poses a serious risk to the population. The Government of Chile hopes to educate the next generation of Chileans about the importance of environmental protection. A majority of Volunteers work with the educational authorities to incorporate environmental themes into the curriculum.

One Volunteer started a paper recycling program in the schools in her area. Students collect, sort, and package the recycled material. The town then trucks the materials free of charge directly to a recycling plant. The schools can earn money for their recyclable materials, classes compete with one another to earn prizes for the most paper collected.

Another Volunteer in a poor municipality teaches methods of constructing an adobe cooking stove that uses half the amount of wood of an open fire. This liberates women and children from the need to collect as much wood, protects the native tree species that surround the community, and raises environmental awareness.

**COSTA RICA**

Population: 3,304,000

Annual Per Capita Income: \$2380

Number of Years Peace Corps in Country: 33

**Peace Corps Country Overview:**

Over the years, Volunteers have worked with the people of Costa Rica to transfer skills to local communities so they could begin to meet their own needs for trained manpower for economic development, environmental protection and urban development. Although the need in Costa Rica continues to be great, their economic and social indicators are among the highest of the countries in which the Peace Corps operates in this hemisphere. Many of the goals the Peace Corps developed with its Costa Rican counterparts have been realized. Therefore, the Peace Corps plans to graduate Costa Rica in FY98.

**Resources:**

Costa Rica	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	71	35	0
Average # of Volunteers	105	117	71
Program Funds (\$000)	1,927	1,513	1,096

**Peace Corps Program by Sector:****Economic Development**

Volunteers work directly with micro entrepreneurs to provide technical assistance in various areas: marketing, financial planning and management, quality control, the use of credit to increase opportunities and income. Volunteers teach basic business concepts and skills to elementary and vocational school students. Volunteers work in conjunction with High School teachers, to develop lesson plans for teaching basic business skill at Costa Rica's technical high schools.

Volunteers also work with at-risk urban youth to improve education and social development. One Volunteer works in a cooperative where she teaches the skills in financial organization and conducts business skills workshops to cooperative clients. She works with five women's groups in the surrounding farming communities; she teaches administrative procedures to make them more effective in their businesses. In addition, she teaches young people through the Junior Achievement Program basic business principles.

## **Education**

Volunteers work in three projects areas: adult education, community education, and integrated child development. Volunteers help previously illiterate adults pass functional literacy tests and middle school and high school students learn skills to help them pass equivalency exams. Volunteers work with community members to establish pre-school programs, kindergartens, youth groups, income generation activities for women, and local infrastructure projects. Volunteers work to identify learning problems and reduce the number of primary school drop-outs.

One Volunteer organized a committee of parents to start and operate a kindergarten. She located and trained a community member to be a teacher. Today, it is a functioning kindergarten. The Volunteer obtained bus service to her remote community and is currently working on the construction of a bridge and road improvement as well obtaining electricity and telephone service.

Another Volunteer along with a group of indigenous youth have built an organic garden which functions as an educational project, a source of nutritional food, and additional income for the participating youth. The same Volunteer also works in a blackberry cultivation project with an indigenous women's group. This project is the main source of income for many of the women, who are single heads of households. In addition, this Volunteer works with seven women to promote self-esteem, educational development, and economic independence. Two members of the group will soon be the first females in the community to acquire a high school diploma.

## **Environment**

Volunteers assist farmers and other community members in basic resource management and conservation, including agroforestry, soil conservation, watershed management, pesticide safety, and waste management. Volunteers organize workshops and seminars to train teachers to incorporate environmental topics into their regular curricula. Volunteers developed an environmental-education curriculum guide that was used as a training and teaching tool for approximately 4,000 primary and secondary school students and over 1,200 teachers across Costa Rica.

In conjunction with an international environmental organization, Volunteers provide technical assistance to municipalities and other organizations interested in waste management and recycling. With the help of a Volunteer the municipality of Upala will begin the composting of organic waste materials with her assistance. The project has been highlighted in the local newspapers for the tremendous success of the waste management project. This has created an interest in waste management among other Costa Rican communities who have contacted both her and the municipality of Upala to obtain information on how to initiate similar projects within their communities.

## **DOMINICAN REPUBLIC**

**Population:** 7,684,000

**Annual Per Capita Income:** \$1,320

**Number of Years Peace Corps in Country:** 33

### **Peace Corps Country Overview:**

The Dominican Republic remains the second poorest country in the Caribbean and the sixth poorest in the Hemisphere. Seventy percent of the Dominican population lives below the poverty line. Rapid urbanization has transformed the country from 70% rural to 70% urban in one generation. The microenterprise sector accounts for 23% of GDP and is often the only recourse for the poor and women, who have limited opportunities and discrimination in the formal sector. Land degradation is exacerbated by slash and burn agriculture and widespread use of fuel-wood and charcoal to meet domestic energy needs. This contributes to the high degree of soil erosion, destruction of watersheds, decreased flow of streams and rivers, and decreased agricultural productivity.

### **Resources:**

<b>Dominican Republic</b>	<b>FY 1995</b>	<b>FY 1996</b>	<b>FY 1997</b>
	<b>Actual</b>	<b>Estimates</b>	<b>Estimates</b>
Trainees	89	77	75
Average # of Volunteers	162	164	141
Program Funds (\$000)	1,971	2,804	2,663

### **Peace Corps Program by Sector:**

#### **Agriculture**

Volunteers work in targeted regions which exhibit the greatest incidence of poverty. They work to improve the technical knowledge of small farmers and encourage more efficient, productive, and sustainable agricultural management practices. Their goals are to increase the soil and water conservation practices, and agricultural techniques such as intercropping, pest management control, and organic composting.

Along the northwest frontier with Haiti, several Volunteers have worked to address soil conservation, water management, and crop diversification needs, as recognized by farmers and technicians in the region. For example, using both live and dead barriers while

intercropping with fruit trees. Volunteers have introduced methods for local adaptation of new crops. At the same time, Volunteers encourage local farmer leaders to demonstrate and expand their knowledge base.

### Economic Development

Volunteers work in microenterprise development to strengthen local organizations providing credit and technical assistance to microentrepreneurs. Through these organizations, Volunteers work to increase income generation activities for both rural and urban population. Volunteers also promote basic business practices among Dominican youth through educational workshops and programs. They provide technical assistance that focuses on appropriate managerial procedures or systems in the areas of finance, accounting and controls, credit and collections, planning, human resources and group processes, marketing, and computerization.

One Volunteer has initiated the Junior Achievement program in the Dominican Republic. Due to his efforts, Junior Achievement Dominicana (JAD) is an official affiliate of Junior Achievement International, with a strong board of directors from the local private sector. Currently JAD consultants are giving courses in eleven elementary schools in Santo Domingo.

### Education

The public school system, which educates 79% of primary level students, spends only \$39 per student per year. Only one child in five who begins first grade completes eighth grade. At least 25% of teachers in rural areas do not have the minimum credentials to be teachers. The community education project works to improve primary education in the Dominican Republic through the implementation of simple, easily replicable, low-cost programs, such as development and distribution of locally-produced materials, on-the-job teacher training, improvement of physical facilities, and the start-up and strengthening of parent associations. Volunteers are assigned to the Ministry of Education and assist Parent/Teacher Associations to plan, oversee, and improve the physical infrastructure and human resources of the educational system and organize training workshops to provide new teaching practices to teachers.

One Volunteer assisted in the planning of a breakfast school program in her rural community, Los Naranjos, with the Parent-Teacher Association. They received money from a group based in the United States and purchased a cow. The PTA held various fund-raisers to obtain the proper feed for the cow, and built a kitchen adjacent to the school. A second Volunteer replaced this Volunteer and continues to work on the project with the community. The PTA now serves a snack to the morning and afternoon students and continues to fund-raise to purchase the provisions needed for the 200 students in the rural school.

## Environment

Volunteers are working to reverse soil erosion and environmental degradation and strengthen awareness among Dominicans concerning proper interaction with the environment. Volunteers work with 1,000 low-income, rural farmers in four geographic areas of the Dominican Republic to promote reforestation activities and the introduction of agroforestry and soil conservation techniques. In education, Volunteers assist the Ministry of Education to develop and implement environmental education programs which will train teachers on how to incorporate environmental concepts into their education curriculum. Agro-forestry Volunteers also assist five Dominican organizations to improve their capabilities to train small farmers in appropriate soil conservation and agroforestry practices according to specific needs.

Volunteers helped 150 small farmers establish multiple-use wood tree plots on their lands. The project entailed establishing five regional nurseries, transplanting more than 70,000 wood and fruit trees, and incorporating appropriate soil conservation practices on the farmers' lands. Another Volunteer developed an environmental school manual to train school teachers in environmental education themes. The manual has been used to train more than 500 school teachers.

## Health

Infant mortality accounts for the death of at least 8,600 children every year. Through projects that focus on children's health and water sanitation, Volunteers work to reduce the risk of infant mortality in low-income families and institutionalize the management of potable water systems. Two Volunteers have designed and implemented clubs for pregnant and lactating mothers at their project sites. This is an innovative strategy to deal with child malnutrition. They are each working with approximately 15 mothers, training them in the importance of breast feeding, prenatal care, and nutrition education.

**EASTERN CARIBBEAN**

Population: N/A

Annual Per Capita Income: N/A

Number of Years Peace Corps in Country: 34

**Peace Corps Country Overview:**

The Peace Corps Eastern Caribbean program presently serves six island nations, Antigua, St. Kitts/Nevis, St. Vincent, Dominica, St. Lucia, and Grenada, with Volunteers spanning a 350 mile archipelago. These island nations share many similarities. Economically, they rely on mono-culture agriculture, mainly bananas, sugar and spices, with tourism as an important industry, particularly in Antigua, St. Lucia, St. Kitts, and Grenada. Their education system has not kept up with the expanding population. Lack of trained teachers and classroom space prohibit primary school graduates entrance to secondary levels, and less than 50% of eligible children attend secondary school. The social problems found in the Eastern Caribbean include high unemployment, a vulnerable economy, increasing use and trans-shipment of drugs, with a corresponding increase in crime, a high rate of functional illiteracy, and one of the world's highest rates of households headed by single women.

**Resources:**

<b>Eastern Caribbean</b>	<b>FY 1995</b>	<b>FY 1996</b>	<b>FY 1997</b>
	<b>Actual</b>	<b>Estimates</b>	<b>Estimates</b>
Trainees	75	55	55
Average # of Volunteers	127	125	106
Program Funds (\$000)	2,826	2,565	2,420

**Peace Corps Programs by Sector:****Education**

Volunteers work as resource teachers in the areas of physical education, language arts, math, science, and art. These activities are taking place at the primary, and secondary levels of education. In the science and mathematics secondary school education project, Volunteers on St. Vincent and the Grenadines are involved in classroom teaching, teacher training, and establishing local resource centers for science and mathematics.

Nineteen Volunteers on Grenada developed a new curriculum for teaching language arts. Over the life of the project, additional community libraries will be established in all seven parishes of Grenada. Two Volunteers work in the St. Vincent language arts project to develop reading and writing skills among primary school children and to improve language arts instruction among primary school teachers.

### Health

Volunteers work to improve the blood donation system for one island's health department, train first aid workers, provide direct nursing care at district health centers, conduct health education programs, and work to upgrade St. Lucia's rehabilitative services. Through the blood services project on St. Lucia, Volunteers are helping to increase the quantity and quality of blood to approximately 5,000 units per year and to upgrade blood quality control mechanisms. The first aid education project, which is under the auspices of the St. Lucia Red Cross, is designed to reduce morbidity and mortality at the immediate site of an accident. Four Volunteers are now assigned to the project, working in such areas as emergency firstaid, parenting and child health, and first aid for children. Volunteers have given HIV/AIDS education seminars to more than 500 people.

A Volunteer has assisted the St. Lucia Red Cross in its disaster relief efforts following the passage of a disastrous storm. She facilitated support sessions for disaster victims in the hardest hit communities. Two such support sessions helped lead to the re-activation of disaster preparedness groups and the establishment of a development committee in one community. She acts as a resource person to these groups and has assisted them in identifying and implementing short term projects with the overall aim of developing the skills of members.

**ECUADOR**

Population: 11,220,000

Annual Per Capita Income: \$1,310

Number of Years Peace Corps in Country: 34

**Peace Corps Country Overview:**

Ecuador is a poor country with limited access to basic services, especially in rural areas. The standard of living is low and the country has a high infant mortality rate. The Peace Corps' development work has been in rural areas with a focus in the areas of agriculture, environmental education, reforestation and health. Working with a broad spectrum of Ecuadorians—teachers, farmers, parents, and youth—Volunteers provide technical assistance and training to improve the health and well-being of the poor and to maximize the use of scarce resources.

**Resources:**

Ecuador	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	76	86	86
Average # of Volunteers	156	145	151
Program Funds (\$000)	2,480	2,416	2,499

**Peace Corps Program by Sector:****Agriculture**

Volunteers teach farmers and ranchers new methods that increase crop production and income for farmers and ranchers. Volunteer efforts are predominantly directed to the poor indigenous populations and include planting fruits and non-traditional vegetables, selling products directly to customers, and using environmentally safe fertilizers.

One Volunteer established and promoted 40 fruit plantations and vegetable gardens with the use of organic fertilizers and worms. He also organized several field days, conferences, workshops and visits to experimental centers with small farmers on agricultural issues and food processing issues.

**Economic Development**

Ecuador has experienced an economic crisis resulting in high rates of unemployment, underemployment, inflation, and a sharp decrease purchasing power among its citizens. Volunteer activities in this sector are targeted at people living at or near the poverty level and designed

to support them through technical assistance. Volunteers develop lending programs, conduct technical and administrative training for individuals and organizations, and assist individuals in the creation of new businesses.

One Volunteer established a workshop in the local high school where Students learned metal-working techniques. In addition, this Volunteer implemented an industrial safety system resulting in fewer accidents.

### **Education**

Volunteers work with Ecuadorian educators to increase the quantity and quality of special education services to deaf and mentally and physically challenged students. These programs are designed to increase their living skills, economic independence, and community acceptance.

One Volunteer tutored a group of students who lacked reading skills. After much work, these students who were previously identified as "non-readers" were able to read and comprehend. As a result, teachers begin to ask the Volunteer to help them implement these new interactive techniques, and six teachers are now using these techniques with the students in their classes as an alternative to their typical rote methods.

### **Environment**

Working with non-governmental organizations in Ecuador, Volunteers are implementing projects to improve environmental education and the restoration and conservation of natural resources. These projects implement economically and ecologically-sound principles in agroforestry, sustainable management of biological resources, and urban forestry. The purpose is to restore, manage, or protect trees, forests, natural areas, and urban vegetation in at least 60 rural and urban communities so that these resources will be available on a sustainable basis.

One Volunteer, along with his supervisor and counterparts, promotes the use of agroforestry in indigenous communities in the Province of Chimborazo. With his leadership, soil erosion is being reduced. Instead of promoting the labor-intensive construction of terraces the project has been successfully experimenting with the planting of grass and trees on contour lines of steep lands. The project has been successful in promoting the growth of grass which is then harvested to feed the animals.

### **Health**

Respiratory illnesses, parasites, dehydration caused by diarrhea, and malnutrition are the leading causes of death for children under the age of five in Ecuador. The rural health project has approximately 30 Volunteers assigned to work in clinics in communities where currently no other national or international development organization is addressing the population's

health needs. Rural health nurses provide health education to improve hygiene practices, combat malnutrition, and increase the use of oral re-hydration treatment solutions. Visiting five house holds a day, Volunteers identify and register families with children under the age of five.

Two Volunteers are pioneering HIV/AIDS prevention in Ecuador by working with local Ministry officials and high school teachers to train them to work with youth and their parents in HIV/AIDS prevention.

## **EL SALVADOR**

Population: 5,641,000

Annual Per Capita Income: \$1,480

Number of Years Peace Corps in Country: 18

### **Peace Corps Country Overview:**

El Salvador continues to experience severe economic and environmental problems due to population pressures and agricultural practices. Recent estimates indicate that only 15% of the rural population has access to potable water and approximately 50% of the population does not have access to sanitation services. The Salvadoran Government's strategy to combat poverty and promote social development focuses on basic human needs including education, health and nutrition, water and sanitation, housing and job development through micro-enterprises and access to land. Since Peace Corps' return to El Salvador in June of 1993, after a 14 year absence, Volunteers have been working with Salvadoran agencies, both governmental and non-governmental, to help decentralize the government, rebuild communities, and develop sustainable economic and environmental activities.

### **Resources:**

<b>El Salvador</b>	<b>FY 1995</b>	<b>FY 1996</b>	<b>FY 1997</b>
	<b>Actual</b>	<b>Estimates</b>	<b>Estimates</b>
Trainees	39	37	35
Average # of Volunteers	33	53	59
Program Funds (\$000)	643	780	835

### **Peace Corps Program by Sector:**

#### **Economic Development**

Salvadorans face a number of serious economic problems such as a lack of decentralized government services, and little available credit for micro-entrepreneurs and new land owners. Volunteers assist municipal governments in managing development projects under the national reconstruction program. Volunteers work with local cooperatives to teach business and management skills to individual micro-entrepreneurs to increase their employment opportunities.

A Volunteer assigned to one of the first electric cooperatives is working on a project to decentralize the national government's electricity distribution. The Volunteer is an integral part of the management of the cooperative, acting as a technical resource advisor. The cooperative is reorganizing its administrative and management personnel, developing sound accounting practices, setting adequate price structures, and beginning to embark on promotional programs to increase the number of users of the Coop's services.

### **Environment**

Environmental degradation in El Salvador is severe: ninety-eight percent of El Salvador's original forest has been cut; soil erosion affects 80% of the land and has been classified as the nation's most serious ecological problem. Volunteers educate farmers about sustainable agroforestry practices resulting in an increase in forestation and soil fertility as well as less soil erosion. One Volunteer organized a group of 70 men and women and over 200 school children to build seven nurseries that produced over 10,000 trees. The trees were divided among the participants and planted on their land. All decisions regarding the tree nursery were made at the community level and all work was voluntary. The project provides a future source of family income, a source for wood for fuel and does not destroy the natural forest.

### **Health**

Access to water and sanitation services, particularly in rural areas, continues to be a barrier to a better quality of life for Salvadorans. Volunteers work to improve the health of communities by building latrines, improving sanitary waste disposal systems, increasing access to potable water, and maintaining water and sanitation systems. Volunteers also focus on educating the communities on the importance of good hygiene practices. They teach individuals how to manage their own water and sanitation resources.

**GUATEMALA**

Population: 10,322,000

Annual Per Capita Income: \$ 1,190

Number of Years Peace Corps in Country: 33

**Peace Corps Country Overview:**

According to the World Bank, 74% of Guatemala's population lives in absolute poverty. Only 41% of the population has access to running water, and only 52% has access to adequate sanitation. The country also suffers from a high rate of infant and child mortality, lack of economic opportunities for its rural population, and widespread overuse of pesticides that are causing health and environmental pollution problems. Currently Volunteers work with public and private institutions providing assistance through eleven projects in the agriculture, environment, health, and economic development sectors.

**Resources:**

Guatemala	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	124	91	91
Average # of Volunteers	228	201	167
Program Funds (\$000)	2,593	3,043	2,862

**Peace Corps Program by Sector:****Agriculture**

Volunteers teach farmers to how diversify agricultural production and improve marketing strategies. In 1995, Volunteers helped farmers establish 822 vegetable and fruit gardens and various agriculture demonstration plots covering 26 hectares. Volunteers along with their Guatamalan counterparts identified an onion dehydrating plant to which farmers now sell their onions. As a result, farmers will realize a profit greater than their three previous years' profits combined.

Volunteers teach farmers new pest management techniques that produce stable, quality crops while reducing costs, minimizing health risks, and decreasing ecological damage. In the first six months of the project, 360 rural families from 48 communities received organic pest management training. As a result, 300 families successfully marketed their produce at a

national organic produce fair. One Volunteer helped a group of seven women living in an isolated village to organize a self-sustaining, integrated animal project. The women have a tree nursery and run a small store where they sell produce grown by the group.

### **Economic Development**

Since 1988, Volunteers have taught almost 4,000 individuals business skills designed to increase profits and to create greater employment opportunities. In order to reach an even wider audience, Volunteers produced three new technical pamphlets that are already being used extensively by host country counterparts. In 1995, nine Volunteers trained over 500 youths in business basics, including how to run a small business.

### **Environment**

Deforestation in Guatemala is widespread due to traditional agriculture practices and the overuse of firewood in the traditional food preparation. Volunteers in conservation and natural resource management work with farmers on soil conservation techniques and reforestation practices. In 1995, Volunteers trained over 650 farmers in agroforestry systems, soil conservation techniques, and organic fertilizer and pesticide use. Volunteers also research environmental conditions in protected areas and buffer zones.

In 1995, 26 community leaders and park guards learned how to educate the public about current problems confronting local natural resources. One Volunteer developed an "Environmental Interpretation Manual" for her counterpart agency, which plans to publish 2,500 copies of the manual for use in the Tikal National Park.

### **Health**

During 1995, Volunteers educated 72 health promoters and 60 midwives in the prevention and correct treatment of diarrhea, the second leading cause of death among children under five in Guatemala. One Volunteer taught 100 teachers to incorporate health lessons in the classroom. Another Volunteer created a teacher-resource pamphlet so that other teachers can incorporate health lessons into their curricula.

Corn, the principal food source in Guatemala, does not provide appropriate levels of proteins or iron. Therefore, Volunteers work with farm families to promote the consumption of a variety of nutrient rich foods. One Volunteer is working with the Ministry of Education to raise awareness among Guatemala's school children of the importance of nutrition and health issues. Another Volunteer trained ten community leaders to become health promoters in their localities.

## GUYANA

Population: 825,000

Annual Per Capita Income: \$530

Number of Years Peace Corps in Country: Re-entry in 1995

### **Peace Corps Country Overview:**

After a 24-year absence, the Peace Corps re-entered Guyana in November 1995. Guyana is moving from a centralized to a market-oriented economy. Volunteers are helping to ease the sometimes difficult social, and economic challenges that come with this transition by focusing on health care delivery and youth programs.

### **Resources:**

<b>Guyana</b>	<b>FY 1995</b>	<b>FY 1996</b>	<b>FY 1997</b>
	<b>Actual</b>	<b>Estimates</b>	<b>Estimates</b>
Trainees	20	32	32
Average # of Volunteers	1	16	41
Program Funds (\$000)	325	558	794

### **Peace Corps Program by Sector:**

#### **Health**

Guyana's health system suffers from a lack of facilities, equipment, supplies, and a trained work force. The problem is particularly acute in rural areas. Volunteers strengthen primary health care services by training community health care workers. Volunteers train health center staff and community leaders to develop innovative health education outreach to schools and community groups. Volunteers work with communities to identify leaders, facilitate community health assessments, and then design and implementation programs to address pressing health problems.

#### **Youth Development**

Guyana has few youth development programs, and without proper guidance, young people face a bleak future with little opportunity in the work force. Volunteers work with youth organizations to assist them in skill-building activities. Volunteers link institutions with communities to implement youth leadership and positive youth development training activities.

**HAITI**

Population: approximately 7,035,000

Annual Per Capita Income: \$220

Number of Years Peace Corps in Country: Re-entry in 1996

**Peace Corps Country Overview:**

The Peace Corps and the Government of Haiti signed a Country Agreement on August 12, 1982. Since that date, Peace Corps Volunteers have served in Haiti from 1983 to 1987, and again from 1989 to 1991. Peace Corps/Haiti discontinued its activities in 1987 due to political unrest and again in 1991 due to a presidential coup.

Currently, the Peace Corps plans to return to Haiti in April 1996 with 12 Volunteers in Agri-Business and Community Development/Municipal Management projects.

Once a forest covered island, today Haiti's hillsides are severely eroded due to uncontrolled exploitation of the natural resources. Haiti is the poorest country in the western hemisphere. Adult illiteracy is approximately 70% percent. Malnutrition and infectious diseases are widespread, and only 56% of the population has access to potable water. Twenty-five percent of the children suffer moderate or severe malnutrition and life expectancy is 35% below other Caribbean nations.

**Resources:**

Haiti	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	0	12	12
Average # of Volunteers	0	3	14
Program Funds (\$000)	0	450	605

**Peace Corps Program by Sector:****Agriculture**

Most of Haiti's population depends on agriculture for its existence. Due to poor soil quality, land that is available is often unsuitable for agriculture. Volunteers will work with local farmers to develop viable agro-businesses from their fruit tree production, e.g. processing fruit into value added products like jams, jellies, candies, dried fruit, for sale in local and regional markets. Volunteers will work with farmers to assess the actual and potential fruit

production capacity of various rural areas, undertake marketing studies of projected sales, and prepare feasibility studies for appropriate scale technology processing facilities. Some of the local youth will be trained to operate and manage the processing facilities.

### Community Development

Governance is being decentralized from the national level to regional departments, municipalities and rural villages. Volunteers will work with local municipalities to develop efficient delivery of various services. In support of the decentralization effort, a number of international donor organizations are pledging funds for jobs programs, infrastructure development and small projects assistance. Volunteers will assist in conducting local needs assessments, develop plans with broad citizen participation and improve the effectiveness and efficiency of community-based organizations.

## HONDURAS

Population: 5,493,000

Annual Per Capita Income: \$580

Number of Years Peace Corps in Country: 34

### **Peace Corps Country Overview:**

Honduras is one of the least developed countries in Central America. It faces significant problems: extreme poverty, high illiteracy and unemployment, shortages of basic foods, ecological degradation on a national level, and one of the highest child and maternity mortality rates in the hemisphere. The vast majority of small farmers in Honduras are extremely poor, with per capita incomes of about \$300 per year. Deforestation and environmental degradation are increasing as poor farmers begin to cultivate more marginal and environmentally-sensitive land. The infant mortality rate in rural Honduras continues to be high (80 per 1,000 live births), and 45% of children in rural areas are moderately or severely malnourished. Twenty-five percent of the population obtain water from rivers and creeks. Volunteers work in seven project areas: hillside agricultural extension, environmental education, protected areas management, child survival, water sanitation, primary education, and economic development.

### **Resources:**

Honduras	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	112	92	92
Average # of Volunteers	208	183	156
Program Funds (\$000)	2,195	2,751	2,629

### **Peace Corps Program by Sector:**

#### **Agriculture**

Volunteers assist farmers in sustainable production techniques to generate food and income for their families. Volunteers train farmers in soil conservation and enrichment, integrated pest management, and improved agricultural practices. Volunteers work at the village level to train farmers. Eventually, they work with community groups to identify local leaders who will then be responsible for training other farmers. Since 1990, of the 1,100 farmers trained through workshops and educational field trips, more than 700 have changed from traditional farming practices to improved practices, and almost 120 village leaders have been selected and trained to conduct hillside farming extension work. Almost 800 acres of land have been

protected with soil conservation structures, and more than 1,300 acres have been enriched through organic methods. Over 250 farmers have reduced production costs by using pest management techniques.

Over the last year, farmers have participated in various agriculture expositions in various sites throughout Honduras. Volunteers participated in 12 agriculture expositions, allowing more farmers improve the soil conservation and management skills.

### Economic Development

Volunteers address unemployment in Honduras teaching basic self-employment skills. They identify markets and resource institutions for newly trained entrepreneurs. About 66% of the clients are women and about 80% are indigenous artisans who produce traditional crafts. In 1990, the Peace Corps started an informal Junior Achievement program that has become an independent government institution. One Volunteer advises 16 community banks formed by 320 poor women. He also works in three schools with youth in the Junior Achievement program.

### Education

A 1992 educational assessment identified that many pre-school children do not enter first grade and have low reading comprehension skills. Peace Corps/Honduras now includes a pre-school component to address these issues. Volunteers from both the primary and special education joined together to train first through third grade teachers. Volunteers educate teachers about basic, special, and primary education techniques. Special education methodologies are implemented with regular pre-school and primary students, as well as those with learning problems. One Volunteer created a special education resource room. Now, teachers create room decorations and self-esteem posters to make lessons more interesting and stimulating for students.

### Environment

Volunteers conduct training workshops for management teams in 20 environmentally protected areas. Together they improve the living conditions of rural populations in the buffer zones surrounding protected areas, and preserve the biodiversity of the region. They also create base maps with inventories of natural resources, mark the boundaries of protected zones, and take management teams on educational trips to these areas.

The Environmental Education project was established to support an environmental education program and campaign. Volunteers produced the National Environmental Education Manual for use in primary school education. Volunteers have introduced environmental concepts into teacher training curriculum.

Another Volunteer developed an environmental education program at a Mayan archaeological park. The program included a native tree reforestation project, development of nature trails, and exposition of children's environmental art work at the visitors center. In 1994, over 1,400 students visited the park.

## **Health**

Volunteers train midwives in breast feeding, vaccination techniques, the dangers of high-risk pregnancies, newborn examinations. In addition, Volunteers train health care workers how to vaccinate properly, use oral re-hydration salts, treat acute respiratory infections, and to monitor child. Volunteers have facilitated Health Action Groups which educated individuals about HIV/AIDS.

Volunteers work to improve water quality and sanitation conditions by organizing community groups to oversee water system and latrine projects. These community groups are trained to function as community water associations. One Volunteer trained 20 students as youth leaders. Students gain knowledge in leadership development, sustainable water and sanitation projects, health education, and environmental activities and community organization. After training they traveled to primary schools giving talks on hygiene, nutrition, safe use of drinking water and latrines, trash collection and environmental games. This group planted 50 trees at their school, built trash cans to be located in public places, and conducted hygiene campaigns.

**JAMAICA**

**Population:** 2,496,000

**Annual Per Capita Income:** \$1,420

**Number of Years Peace Corps in Country:** 34

**Peace Corps Country Overview:**

Jamaica's economy relies on tourism and natural resources, primarily bauxite, as well as traditional plantation agriculture, particularly sugar and bananas. Female workers account for 46% of the total labor force, but the incidence of unemployment is over twice as great for women. Although official unemployment is 20%, there remains considerable underemployment because of the seasonal nature of the tourism industry and of cash-crop cultivation. Unemployment among the country's youth, in particular, is a major problem. At the same time, however, the island suffers from a severe shortage of skilled labor, partly because of the high level of external migration.

**Resources:**

Jamaica	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	76	58	58
Average # of Volunteers	101	112	105
Program Funds (\$000)	1,925	1,802	1,783

**Peace Corps Program by Sector:****Agriculture**

Inappropriate farming practices have caused environmental degradation in Jamaica. Volunteers provide technical assistance to government and non-government programs designed to benefit hillside farmers through increased crop yields and income. Two Volunteers who work with women's groups to develop their home management and leadership skills are enabling rural women to take greater control of their lives.

**Economic Development**

While there has been a significant increase in recent years in the number of Jamaicans who have started small business ventures, statistics show that almost 70% of these new ventures fail within five years. This high attrition rate has lead to increased unemployment and a

reduction in family incomes. Government and private organizations have begun to provide job training programs and enhanced access to credit. Volunteers help Jamaican entrepreneurs develop viable enterprises and strengthen the technical capabilities of small business agencies and credit institutions. Volunteers also work with programs to improve the skills and employment opportunities for women.

One Volunteer has spearheaded the start-up of many income-generating projects from which local cooperative members are now profiting. One of the projects is the production of Nutritional Manna Cereal which is sold in shops and schools. Volunteers work with a private sector company to produce a high protein drink to be used in the school feeding program. A Volunteer has begun a pilot nutritional program for youth and elderly people: a local store owner prepares five meals each week from Manna Cereal for 20 children and 10 elderly people.

#### **Education**

Since coming to Jamaica in 1962, Volunteers have taught science, math, environment, special education, and vocational and technical education to over 100,000 students. Volunteers conduct teacher training workshops for secondary math and science, vocational education, remedial reading, and secondary education. One Volunteer developed a computer laboratory where students and adults can learn. He teaches computer skills to businessman and women, teachers from several surrounding schools, housewives and husbands, tourism representatives, Ministry of Education regional personnel, and government civil servants.

#### **Environment**

Volunteers work with the government as well as thirteen non-government organizations, and numerous community groups to increase environmental awareness in Jamaica. One Volunteer has coordinated a project to protect breeding areas for fish, lobsters, sea turtles (now endangered) and a variety of birds.

#### **Health**

Volunteers work with government agencies, non-government organizations, and private voluntary groups to increase public awareness of health issues. In addition, Volunteers support the Ministry of Health's effort to strengthen primary and secondary health care services, the training of health care professionals, and to upgrade health and recreational services for disabled children. One Volunteer assists a parent support group for children with disabilities. They will establish a day school for approximately 20 mentally handicapped children from several surrounding communities. Parents and caregivers learn how to access local resources, stimulation techniques, use adaptive aids. Local government community health workers not only learn to conduct classroom activities but also to go directly to homebound children and to areas difficult to reach by vehicle.

## NICARAGUA

Population: 4,275,000

Annual Per Capita Income: \$330

Number of Years Peace Corps in Country: 15

### Peace Corps Country Overview:

Conditions in Nicaragua have improved since Peace Corps' return in December 1991. However, according to the World Bank, 19% of the population still lives in abject poverty due to economic disruptions, poor harvests, and natural disasters. Many Nicaraguans have limited access to adequate medical care, have little ability to purchase medicines, and suffer from malnutrition and disease. Volunteers work in Economic Development, Environment, and Health sectors, with the government and non-governmental organizations, in efforts to confront these problems.

### Resources:

Nicaragua	FY 1995 Actual	FY 1996 Estimates	FY 1997 Estimates
Trainees	56	62	62
Average # of Volunteers	77	105	107
Program Funds (\$000)	1,343	1,536	1,583

### Peace Corps Projects by Sector:

#### Economic Development

Volunteers work with support agencies to provide credit and technical assistance to microentrepreneurs. These microenterprises provide employment opportunities for the poorest populations living in rural and urban areas.

One Volunteer began working with an entrepreneur who printed shirts with one machine. The Volunteer demonstrated how to improve the quality of the product, obtain working capital. With an improved product, the vendor gained access to sell his products fairs and at markets in other regions. In less than one year, the vendor obtained four additional machines, his sales have gone up five fold, and he now employs seven people.

**Environment**

Rapid deforestation and soil erosion have devastated Nicaragua. Volunteers work at the community level with farmers, community associations, and government and private voluntary organizations to address environmental challenges. One Volunteer worked with a community group to establish and maintain a nursery of 5,000 seedlings on the East Coast of Nicaragua. Ten community members participated in the establishment and maintenance of the nursery, which includes fire resistant species, as well as fruit trees, and fuelwood for family consumption. Another Volunteer works with the Ministry of the Environment and Natural Resources to promote environmental education. He organized approximately 30 students in a paper recycling program in the city of Boaco. Students collect the paper and give presentations on the importance of recycling for conservation.

**Health**

The Nicaraguan government has placed an emphasis on preventive care and health education. Volunteers work to increase the knowledge and participation of local community groups and local health volunteers in many of the poorest areas of Nicaragua. Volunteers improve local capacities for preventive health and health education, and to lower infant and maternal mortality, contagious diseases, and other health problems. Two Volunteers developed a three-day workshop on HIV/AIDS prevention.

One Volunteer organized a health fair in his community. He worked with villagers, local volunteers, and members of the nearest health post to present a whole range of health education skits and exercises, as well as preventive health check-ups. Many local health center officials attended the fair and decided to have similar events to involve local people in delivering health information.

**PANAMA**

Population: 2,585,000

Annual Per Capita Income: \$2,670

Number of Years Peace Corps in Country: 14

**Peace Corps Country Overview:**

During the last fifteen years Panama has experienced a dramatic deterioration of its environment. The unplanned and exhaustive use of natural resources, together with the lack of conservation practices, has created environmental problems such as deforestation, erosion, pollution, loss of biological diversity, and the degradation of the coastal and marine systems. To address these problems, approximately 65 Volunteers are serving in environmental education and agroforestry projects.

**Resources:**

Panama	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	41	42	42
Average # of Volunteers	69	64	70
Program Funds (\$000)	1,276	1,190	1,251

**Peace Corps Program by Sector:****Environment**

The natural resources project focuses on the protection of Panama's forests, parks and protected areas. Volunteers work with Panamanian farmers to introduce new, sustainable agriculture techniques, and are provide agroforestry training in soil conservation, pest control, hillside farming technologies, nursery development, and reforestation techniques.

Volunteers assist the Ministry of Education in curriculum development to improve the national environmental education program. Volunteers developed activity guides that integrate environmental themes into the existing primary school curriculum.

**PARAGUAY**

Population: 4,830,000

Annual Per Capita Income: \$1,570

Number of Years Peace Corps in Country: 30

**Peace Corps Country Overview:**

Paraguay is one of the poorest countries in Latin America. It is estimated that over 70% of the population lacks one or more of the following basic human needs: health, education, income, and shelter. Over 60% of the rural population has inadequate access to health services, over 95% of Paraguayan children are infected by parasites, and just 7% of rural families have potable water. Pre-school education is virtually non-existent in rural communities and elementary education is of very a low quality. Rural farm families suffer from low and declining incomes from dependence on cotton monoculture, the rising cost of credit, and poor farming practices that deplete soil and forest resources. In addition, Paraguay's extremely high population growth rates (3.1% nationally, and significantly higher in rural communities), limited land resources, and few job opportunities in rural areas is resulting in massive rural-to-urban migration. Unfortunately, rural Paraguayans, many of whom are youth, move into the growing marginal urban communities. There are few jobs: the unemployment nationally is estimated to be over 15% and growing and the unemployment rate for youth estimated at over 50%. In both urban and rural communities, environmental contamination and degradation is also a growing problem; few Paraguayans understand the effect of inappropriate waste disposal practices, clear-cutting forests for pastures and farm land, and an overuse or incorrect use of pesticides.

**Resources:**

Paraguay	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	106	87	91
Average # of Volunteers	206	189	169
Program Funds (\$000)	3,147	2,967	2,906

**Peace Corps Projects by Sector:****Agriculture**

Volunteers work with small-scale farmers to improve productivity and crop diversification to ensure sustained food crop availability. While farming employs 43% of the Paraguayan labor force, the country is currently experiencing losses in agricultural productivity due to soil

erosion and crop damage due to poor pest control practices. In addition, the country is attempting to promote crop diversification to alleviate dependence on cotton monoculture, which suffers from unstable and declining prices.

In 1995, both crop extensionists and beekeepers helped almost 150 farm families plant and maintain nitrogen fixing crops, which improved soil fertility and increased yields of cotton, sugar, corn. Volunteers assisted 85 farm families in the introduction of new food and cash crops such as potatoes, bananas, tomatos, soy beans, and citrus fruits. They also provided instruction for improved production of poultry, pork and milk products for 265 farm families. Bee keeping Volunteers helped 320 farm families increase their incomes by improved management or introduction of over 400 bee hives.

One Volunteer works with 12 women to improve their knowledge of bee keeping. Through an international donation, the women received five bee hives each and were able to open an account at the local cooperative. One woman was able to generate enough income to repay her loan and have enough money left over to build a brick oven, which would conserve wood for cooking purposes.

### Economic Development

In Paraguay, unemployment is approaching 20%, while the buying power of the current basic salary has declined by over 42% over the past six years. The purpose of the Small Enterprise Development Sector is to create jobs and increase incomes of low income Paraguayans by providing technical training and assistance to small business owners and rural cooperatives. Cooperative Promotion Volunteers are assigned to work with small agricultural cooperatives in management, accounting, marketing, savings and loan services, and educational programs.

In 1995, 325 new businesses received intensive technical assistance or training courses from Volunteers, which resulted in better accounting and administration practices, improved access to credit, credit management, quality control, and marketing. Eleven cooperatives where Volunteers are assigned, worked with over 400 low income Paraguayan families. One hundred and 60 women and 85 youths participated in Peace Corps training events on basic bookkeeping, credit management, project planning, and cooperative education. In one Paraguayan community that is home to the National Cement Factory, a cooperative development volunteer conducted a study showing that 2,000 of the 14,000 residents of the town suffer from some form of acute respiratory disease, leading to a community-wide education campaign, and USAID funding to combat the dangerous effects of this environmental contamination which has gone unchecked for over 10 years.

## **Education**

The goals of this sector are to prepare pre-school children to participate in the formal elementary school system, increase the independence, learning, and daily living skills of mentally or physically challenged students, and to improve the knowledge, skills, and practices of teachers in rural eastern Paraguay. Volunteers work with community members to establish new pre school programs; Special Education Volunteers are assigned to rural communities, where they work with both teachers and students in the most effective special education practices. Volunteers work at local colleges, to train future teachers and their professors in modern teaching methodologies.

In 1995, Volunteers trained over 600 teachers to improve teaching methods, including bilingual education, classroom management, and self-esteem building. Forty-three Paraguayan teachers learned new techniques for integrating special needs children into the regular classroom. Five new preschool programs were established, benefiting 136 children, and over 200 pre-school teachers at new and existing pre-schools were trained in more effective teaching practices. Over 200 home visits were carried out to 85 families with special needs children leading to improvement in the children's development, as well as in the families' ability to help their children.

One Volunteer helped her community build the first classrooms designed especially for special education students. With initial support by a community special education census showing this need, the Volunteer combined a grant from USAID, community contributions, and the Ministry of Education to complete this classroom. The Paraguayan Ministry of Education also committed funds to pay special education personnel to utilize this resource.

## **Environment**

Paraguay has lost over 5.5 million hectares of forests since 1945 and current estimates of deforestation in Paraguay are up to 400,000 hectares per year, leading many experts to predict that Paraguay's remaining forests will be depleted by the year 2002. The rate of degradation of the country's water, soil, and wildlife has accompanied the destruction of Paraguay's forests. While small farm families are those who suffer most from these devastating consequences, and they are least aware of what they can do to protect themselves and their resources.

The Peace Corps Environment Sector is designed to promote the conservation and sustainable use of Paraguay's natural resources by providing environmental education training to children and teachers. presenting environmental education classes. In 1995, Volunteers facilitated 24 teacher workshops, and over 300 training sessions on integrating environmental education in the classroom for over 330 rural school teachers. Thirty community events were carried out for 3,000 children to learn about their role in protecting the environment. More than 200

farmers participated in workshops, demonstrations, and field days on agroforestry systems, soil conservation, citrus grafting. Fifty-five farmers have established agroforestry systems on their farms and more than 60 farmers have adopted new soil conservation practices.

An Environment Volunteer worked with a group of farmers on increasing their plantation of sour orange trees to be interspersed on their limited acreage. Sour orange trees are one of the crops that Volunteers promote to help farmers ease away from the financially risky cotton monoculture. Not only does the sour orange tree produce a very valuable oil (\$20 to \$22 per kilogram), it works to contain soil erosion. One of the farmers working with the Volunteer has built a distilling factory to extract the sour orange oil and can now provide this service to other farmers. Spurred on by the success of this project, farmers have begun enrichment plantings in the remaining forest near their land.

### Health

The goal of the Peace Corps Paraguay Health Sector is to improve the infant, child and maternal health of rural Paraguayans. Maternal mortality is second highest in South America and is largely due to hemorrhages and infections. Over 95% of the children of Paraguay are infected with parasites, 35% of pregnant women have anemia, and 49% of school age children have goiter and dental caries. Only 7% of the rural population has access to potable water and just 11% has access to proper waste disposal. Nursing, Health Extension, and Sanitation Volunteers promote pre- and post- natal care, provide training to local health workers on parasite prevention and other health topics, promote gardens, teach dental health care, and promote and construct sanitary latrines, wells and water pumps.

In 1995, Volunteers formed and supported 27 rural community health commissions, ensuring greater access to national health services including vaccines, medicines, and maternal health care. They organized vaccination campaigns that provided over 2,300 children and 1,200 pregnant women appropriate immunizations. Anti-parasite medications were provided to 4,600 infected rural school children, and 226 sanitary latrines and 152 family and school wells were built, benefiting more than 1,600 Paraguayans. Over 1,200 Paraguayan families have adopted improved nutrition and dental hygiene practices.

In April 1994, a Peace Corps Volunteer ending her service held a meeting with the leaders of her community to identify their priorities and appropriate follow-up. The community leaders identified electrification of the community and a potable running water system as their priorities, and asked that another Volunteer be assigned to Calle San Miguel to facilitate the projects. When the new Volunteer arrived in May 1994, the community had already initiated the electricity project, and a commission had been formed to work with the Volunteer on the water project. Realizing the large expense of the project, the community requested the assistance of the regional office of National Environmental Sanitation Service (SENASA) for technical and financial support of their project. As SENASA was unable to provide full financial support for the project, the commission members went to local agencies and leaders of nearby

cities and finally asked for support from UNICEF and USAID through a Peace Corps Small Project Assistance (SPA) grant. Recently, UNICEF perforated an artesian well in the community, and SPA money will be used for the purchase of the tank and pipes and equipment for the system. With assistance from the Peace Corps Volunteer, the community will construct the tank base and complete the basic installation of the system. Members of the community have been trained in construction, and will be able to maintain the system once it is completed.

### **Youth Development**

Paraguay is increasingly experiencing the migration of rural youth to urban areas where they often end up out of school and out of a job. According to the 1992 census, 51% of the population of Paraguay is under 20 years of age and nearly half of these youth are considered "at risk," living in very difficult conditions. In the cities, many live in overcrowded slums, with no recreational spaces and scarce services. Drug abuse, delinquency, and homelessness are increasingly common among Paraguay's youth.

In May 1995, Peace Corps Paraguay initiated a new youth development designed to help at-risk youth to build their self-esteem, to better integrate them into their communities, and to strengthen their employment skills and abilities. During the first six months of the project, Youth Volunteers have formed eight community youth groups serving over 180 youth. They have involved these youngsters in educational programs and activities related to self-esteem, drug prevention, HIV/AIDS prevention, health and nutrition, physical education, and basic business skills.

With the help of a school psychologist, a Volunteer is helping 5th and 6th graders learn how to build their self-esteem. The Volunteer requested that the student participants write letters to express their thoughts and concerns, and then spent long hours answering each personal letter. Through this project, the Volunteer gained the respect of the students and was able to focus activities, including self-esteem building games, to meet needs the students had expressed. The students are slowly building a better sense of self-worth, and gaining communication skills, which will help them face the pressures and trials of adolescence.

**SURINAME**

**Population:** 418,000

**Annual Per Capita Income:** \$870

**Number of Years Peace Corps in Country:** Entry in 1995

**Peace Corps Country Overview:**

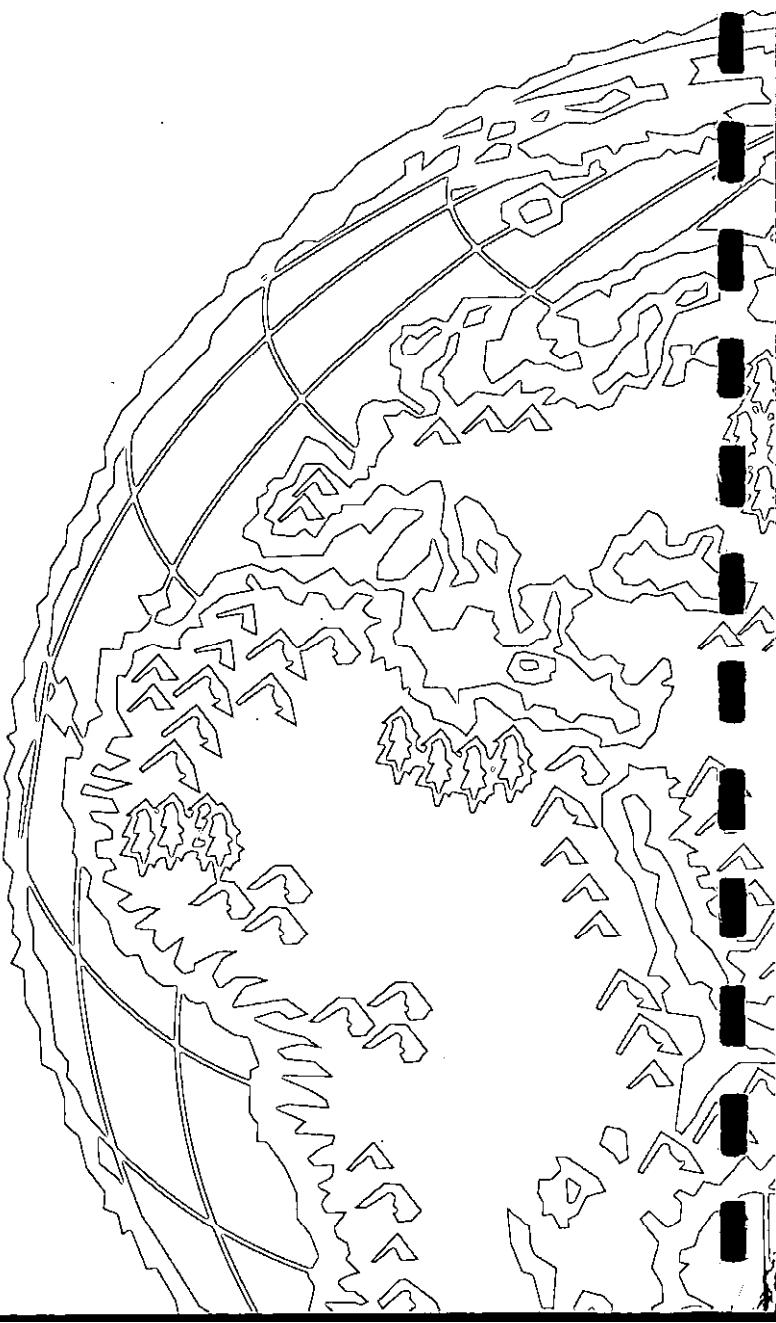
Suriname is a sparsely populated country. Almost 85 % of the population live in urban and semi-urban areas along the coastal zone. Rural communities are located primarily on rivers and are isolated from the national capital because of poor and unreliable transportation. Many communities lack access to education, health care, proper nutrition, and employment opportunities. The primary focus of the Peace Corps in Suriname is the Rural Community Development program. The first group of Volunteers have been working in this program since December 1995.

**Resources:**

Suriname	FY 1995	FY 1996	FY 1997
	Actual	Estimates	Estimates
Trainees	20	26	26
Average # of Volunteers	1	23	44
Program Funds (\$000)	413	714	931

**Peace Corps Program by Sector:****Education**

Volunteers work along with their counterparts to assess the priorities of the communities they serve. Volunteers help to rebuild and improve community infrastructure, access outside resources, improve income generation opportunities and strengthen local women's and youth groups.



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