

CONGRESSIONAL BUDGET PRESENTATION  
FISCAL YEAR 2002



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FISCAL YEAR 2002**

PEACE CORPS  
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## **Peace Corps Appropriations Language**

For expenses necessary to carry out the provisions of the Peace Corps Act (75 Stat. 612), \$275,000,000, including the purchase of not to exceed five passenger motor vehicles for administrative purposes for use outside of the United States: Provided, That funds appropriated under this heading shall remain available until September 30, 2003.

letter from the Director

THE DIRECTOR OF THE PEACE CORPS  
WASHINGTON, D.C.

April 10, 2001

Dear Member of Congress:

On behalf of more than 7,000 Americans currently serving as Peace Corps Volunteers in 77 countries, I am honored to submit the Peace Corps' FY 2002 budget request of \$275 million. These funds will be used to recruit, train, and support Volunteers who are promoting development at the community level around the world.

This year America commemorates the 40<sup>th</sup> anniversary of the Peace Corps. During the past four decades, over 162,000 Americans have served our country and the world as Peace Corps Volunteers. Peace Corps Volunteers work in some of the world's most remote villages, helping people in poor communities improve living conditions and meet their basic needs. Volunteers also live and teach in urban communities that are demanding access to more services, jobs, and education. Still others are at work in nations that are making fundamental transitions to open economies and open political systems. Because of these important contributions, we continue to receive requests from developing countries for the services of Peace Corps Volunteers. Moreover, each year a growing number of Americans apply for Peace Corps service. With full funding of the Administration's budget request, the Peace Corps can continue to provide qualified and trained Volunteers who can help address many of the pressing challenges and unmet needs that people face in the developing world.

Peace Corps Volunteers embody many of our country's most enduring values: service, altruism, and a dedication to the cause of peace and development. They promote these values through their work in education, the environment, technology, health, economic development, and agriculture. In the process, Peace Corps Volunteers help people in developing countries take more control over their own development and their lives. Volunteers also advance our own country's interests by strengthening the ties of friendship and cross-cultural understanding. Given America's leadership position in the global economy, this "domestic dividend" has never been more important.

In recent years, the Peace Corps has implemented a series of management reforms that have reduced the average cost per Volunteer and permit us to direct more resources to our overseas programs. With this record and support from you and other friends of the Peace Corps in Congress, we can provide a new generation of Americans with the opportunity to serve as Peace Corps Volunteers.

On behalf of the Peace Corps and our current and former Volunteers, I thank you very much for your support and look forward to working with you in the coming year.

Sincerely,

  
Charles R. Baquet III  
Acting Director



## **The Peace Corps: Advancing the Lessons of 40 Years**

Since 1961, Peace Corps Volunteers have brought a wealth of practical assistance to individuals and communities throughout the developing world. This is achieved by the Peace Corps' long-standing commitment to the unique role that Volunteers perform in furthering the three core goals of the organization, set forth forty years ago:

- To work at the grassroots level with people of our host countries in sustainable development activities that will improve their living conditions and quality of life;
- To foster improved mutual understanding and build links between the American people and the people of our host countries; and
- To demonstrate, through the personal commitment of the Volunteers, the interest and involvement of American citizens in the welfare of people of other countries that is distinct and separate from the official relations and policies of governments.

American Volunteers are the heart and soul of the Peace Corps. Through their dedication and sacrifice, they demonstrate the most enduring of American values. Their individual efforts allow Peace Corps to provide direct assistance to those most in need at the community level. During their two-year service, each Volunteer is challenged to learn the local language; to adapt to local customs; and to become an active participant in the life of the community served. In so doing, the Volunteer is better able to transfer skills directly to those who have the greatest need for them — whether it be in education, environment, health, agriculture, economic development or information technology.

Despite the variety of their work assignments, each Volunteer serves a similar role in contributing to a host community's understanding of the American people. Volunteers also provide more direct opportunities for their host communities to learn about

the United States by facilitating links through the Coverdell World Wise Schools program and other partnership programs. Volunteers carry back home with them knowledge of other cultures, other peoples, and other countries, gathered in communities rarely seen by Americans. In so doing they add a unique contribution to American understanding of the reality of life in other countries.

### **FY 2002 Budget Request**

As the Peace Corps celebrates its 40th anniversary, more than 7,000 Peace Corps Volunteers are living and working in communities in 77 countries throughout the world. Over the past few years the Peace Corps has focused its efforts upon the health and safety of the Volunteer community; prudent growth in Volunteer strength; various program initiatives including HIV/AIDS prevention, girls' education, and information technology; and streamlining of business operations. As the Agency reflects upon the accomplishments of the past 40 years, it is also involved in a transition to a new administration. The confluence of these two events provides an opportune time for strengthening our foundations, consolidating our efforts, and demonstrating the flexibility requisite for change and new leadership.

### **Priorities for FY 2002:**

#### **Volunteer Safety and Security**

The safety and security of our Volunteers are the Peace Corps' highest priority. Volunteers working under difficult circumstances in remote areas of the world need the assurance that they will be able to perform their assignments without undue risks to their safety and security. The Agency has taken significant steps over the past few years by means of supplemental funding to ensure the requisite support and training for Volunteers to carry out their work.

Specific efforts include greater attention to the identification of Volunteer sites; upgraded communications systems to enhance safety; updating and regular testing of emergency action plans at each post; hiring of three Safety and Security Officers to support posts and; providing safety reviews and expanded training. The Peace Corps has also provided additional guard protection and physical security enhancements at overseas posts. The Agency will also continue to explore opportunities to strengthen our efforts and systems in this area including peer support networks and increased capability to provide adjustment and mental health support. Since most of these enhancements were funded by means of supplemental appropriations, the Peace Corps will be required to absorb these on-going needs within its current operations.

#### **Identifying New Programs, Graduations, and Right-sizing of Programs**

Consistent with the global nature of its mission, the Peace Corps maintains a broad international presence in seeking to provide as many opportunities as possible for Americans to serve overseas. It is also faced with the changing realities of political, economic, and social development within the countries served. Given these realities, the Peace Corps utilizes its annual internal strategic planning process to assess its global presence in order to ensure that Volunteers are able to respond effectively to the development needs of host countries.

In FY 2001 this process resulted in the opening of a new Peace Corps program in the Republic of Georgia and a re-opening of the program in Uganda. The Peace Corps will close programs in Poland in FY 2001 and in the Slovak Republic, Latvia, Estonia, and Lithuania by the end of FY 2002.

The process of assessing country entries and departures is further compounded by the need to determine whether the Peace Corps has an appropriate Volunteer presence in each country given the changing circumstances encountered at each post. Thus, the number of Volunteers viewed as neces-

sary and appropriate during phases of development may change as a country's priorities evolve. These assessments result in an informed means for managing new country entries and graduations as well as the internal re-allocation of Volunteer resources to meet changing needs.

#### **Strengthening Business Support Systems**

The Peace Corps utilizes a composite of functions and processes in its essential operations. Examples of these functions are business processes such as: recruiting and delivering Volunteers; recruiting, hiring and training staff in domestic and overseas offices; providing management oversight; financial management and support; technology infrastructure and support; and communications across the Agency. FY 2002 will be a critical year to focus upon these business infrastructure systems to ensure that our business operations are sound and efficient.

Key means and strategies for beginning to address this challenge in FY 2002 include:

- the first phase of implementation of a new financial management system that will meet the needs of the Peace Corps in the coming years;
- initiating the Agency's conversion from Macintosh to Windows computers at overseas posts;
- developing standards, policies and guidelines to simplify the management and security of overseas information technology systems;
- modifying the means and strategies by which Volunteers are recruited and placed by taking greater advantage of improved information technology capabilities; and
- enhancing customer service to internal and external clients of the Peace Corps.

All of these efforts will allow for greater management capability and oversight over existing operations.

## **Addressing the Peace Corps' Goals**

The spirit and dedication of Volunteers, who commit two years of their lives to serving the needs of others in the Peace Corps, has sustained the Peace Corps for over 40 years. Through their individual and collective service, Volunteers fulfill the three goals of the Peace Corps that established the Agency four decades ago and remain highly relevant in today's changing world.

### **GOAL ONE: Fostering Sustainable Development**

Peace Corps Volunteers work with people at the grass-roots level in a broad spectrum of activities within the general areas of education, business, health, environment, and agriculture. The focus of Volunteers' efforts is to help people develop the ongoing capacity to improve their lives. This capacity-building approach focuses on people, not things.

All Volunteers receive intensive training that prepares them to conduct comprehensive assessments of their communities' needs, communicate effectively in the local language, and transfer appropriate skills to local people. In addition to their primary job assignments, Volunteers are encouraged to engage in additional community-based activities that respond to local needs. Volunteers typically must adapt their activities and approaches to their assignments in response to the specific circumstances and needs of the community. Volunteers serving as teachers, for example, often incorporate health, business, or environmental education messages in their lessons, and many Volunteers have assisted in curriculum revisions to institutionalize such practices.

Despite the differences in their work assignments, all Volunteers serve a similar role in contributing to their host communities' understanding of the American people. They frequently provide direct opportunities for their communities to learn about the United States by facilitating cross-cultural links through the Paul D. Coverdell World Wise Schools program or other partnership programs, increasingly using information technology. The benefits from these activities are proving as valuable and lasting as the technical skills that Volunteers share.

### **Education and Teacher Training**

Education is fundamental to human progress. Through both formal and non-formal education, people and communities acquire understanding, learn new skills, and are more able to improve their lives. Yet in much of the developing world, access to basic education is limited. Education systems suffer from a lack of resources, both human and financial, and many students, particularly girls, are unable to attend school beyond the elementary level. Only a few students reach high school, and even fewer attend college.

Education remains the Peace Corps' largest field of activity, with Volunteers serving as teachers of English, math, science, and business. Through a broad range of activities, they seek to improve the professional development of host country teachers, access to teaching resources and educational materials, curriculum planning, and community involvement. While many Volunteers work in primary and secondary schools, others are engaged in early childhood development, special education, or university teaching. They also provide vocational training and develop non-formal education activities for adults and youth. In several countries, Peace Corps Volunteers collaborate with their host country governments to implement national education reforms.

With most Volunteers working in rural schools, sustainable development is promoted through capacity-building activities designed to improve practical knowledge, skills, and resources of local teachers and communities. Through greater community participation and integration of topics such as business, health, and environmental protection, education becomes education for development. Volunteers help build libraries and resource centers, promote adult literacy, and encourage parents and communities to become more involved in the education of their children. By supporting the concepts of individual achievement, civic responsibility, and problem solving, Volunteers help more people expand their horizons, lead fuller lives, and participate actively in the development of their communities.

### **Girls' Education**

Studies indicate that the education of girls is one of the most influential contributions that can be made in development. This is an area where Volunteers have been making significant contributions. While gender gaps have narrowed over the past few years, women and girls continue to have far lower school enrollment and literacy rates than their male counterparts. Despite progress in economic development, economic opportunities for women continue to lag well behind those of men, leaving women disproportionately represented among the poorest of the poor.

The Peace Corps recognized the unique ability of Volunteers to address these needs and has identified girls' education as a priority for the agency. Sixty-one percent of Peace Corps Volunteers are women, all working at the grass-roots level. Volunteers, both women and men, are in a unique position to serve as role models of attitudes and possibilities. They promote girls' enrollment and retention in school, encourage their participation in the classroom, model gender equity for both boys and girls, promote community awareness of girls' achievements and potential, and provide valuable life skills training. They conduct summer camps for girls' leadership, organize career fairs, establish safe after-school study environments, and provide literacy training for mothers. In all program areas, Volunteers encourage access to training opportunities and participation in decision-making for women and girls.

### **Health and HIV/AIDS**

Resources for basic health care are often severely limited in many developing countries. In some communities, the lack of safe drinking water and inadequate sanitation expose children to life-threatening, but preventable, illnesses. Many pregnant women do not have access to pre-natal and post-natal care. The rapid spread of HIV/AIDS and other communicable diseases poses a growing threat to the health, safety, and prosperity of people throughout the world, particularly in developing countries. By focusing on human capacity-building, Peace Corps Volunteers make

important contributions to improving basic health care for people and communities at the grass-roots level where their impact can be the most significant and where health needs are most pressing.

Volunteers focus on preventing health problems, and through education, they promote healthy behavior. Historically, they have played a leading role in smallpox eradication campaigns and more recently, in international efforts to eradicate Guinea worm, a severely debilitating disease in many African communities. Volunteers will continue to work to improve nutrition, especially among women and children. They help communities expand their access to potable water and manage their sanitation needs by digging new water wells, building latrines, and teaching people how to maintain them. In addition, Volunteers conduct education programs about the importance of proper immunization and control of parasitic diseases. Most importantly, Volunteers work with people and communities to help them assume more responsibility for their own health care.

Since the beginning of the AIDS epidemic, Peace Corps Volunteers have been actively engaged in efforts to address the devastating social, economic, and health impact of the disease. Over the course of the last year, Volunteers and staff, in tandem with local communities and organizations, have greatly intensified their efforts and widened the scope of existing HIV/AIDS activities, particularly in Africa. Peace Corps Volunteers are uniquely suited to work in HIV/AIDS prevention and education because they live and work in local communities and are able to share information in a culturally sensitive way. Given their important role, all Volunteers in Africa—including those in education, business, agriculture, and the environment—are being trained as advocates and educators of HIV/AIDS prevention and care. The Peace Corps is also training Volunteers in the Caribbean, Eastern Europe, and Central Asia, where HIV/AIDS is rapidly spreading. With this training, Volunteers have increased their efforts to prepare youth as peer educators; collaborate with religious leaders to develop appropriate education strategies; provide support to children orphaned by HIV/AIDS; and develop programs that provide emotional and financial sup-

port to families and communities affected by the disease. In each of their activities, Volunteers help communities to gain a better understanding of HIV/AIDS and to promote a supportive environment for discussing and implementing behavior change that will reduce the spread of the disease.

### **Business Development**

In many countries where Peace Corps Volunteers serve, governments and local communities face impediments to economic growth, such as high unemployment, a rapidly increasing population growth rate, an unskilled work force, and a lack of private sector investment. For the past forty years, Volunteers have worked with people and communities to promote economic opportunities at the grass-roots level and to improve the quality of life for the people they serve. Their activities focus on four major areas: 1) increasing family income; 2) improving the environment for businesses; 3) educating young people to enter the work place and participate in a market economy; and 4) assisting businesses to find markets for traditional and value-added products.

Business Volunteers participate at many levels, whether it's helping artisan cooperatives in rural Africa market their handmade goods or training people in the former Soviet Union to take advantage of new free-market practices. They support micro-enterprise development in both rural and urban areas by training entrepreneurs in the basic skills of small business development, such as marketing, business planning, and bookkeeping. They help women gain access to credit, find new markets for the products they create, and increase their incomes. Volunteers also work with people in indigenous non-governmental organizations to share skills in organizational development and to strengthen the groups' sustainability. In recent years, business education has become a growing focus for Volunteers, who teach marketing and management skills at secondary schools and universities and train out-of-school youth to increase their job opportunities.

### **Environment**

Depletion of forests, threats to fragile bio-diversity, pressures on national parks and public lands, and exhaustion of natural resources are problems that affect communities worldwide. In many developing countries, people often are directly dependent on their local environment, and its degradation can have enormous and unintended consequences for their livelihoods. Peace Corps Volunteers are approaching questions of natural resource management, agro-forestry, and national park development from a variety of directions. Volunteers work with communities, local governments, and local and international non-government organizations to identify, increase, and protect resources such as trees, fauna, and water.

The work of Volunteers is focused on human needs, sustainable alternatives, and change through education. The success of their efforts is rooted in the active participation of the entire community, which includes the important role of women in decision-making. Their work reflects the growing consensus that environmental protection is vital in sustaining economic development. To help prevent deforestation, for example, Volunteers help establish forest conservation plans, lead tree-planting projects, and develop alternatives to wood as a source of fuel and energy. They collaborate with schools, youth groups, and non-governmental organizations to promote environmental education. Through youth environment camps, Volunteers train young people in preservation and parks development and assist them in developing skills for future jobs. They work to involve more people in the creation of park management plans, protection of endangered wildlife species, and promotion of recycling projects and local clean-up initiatives. By assisting in strengthening understanding about the environment, Peace Corps Volunteers are helping people make informed choices about how to protect and preserve their local areas.

## **Agriculture**

Producing food is the primary economic activity of most of the world's people. But the inability of many countries to produce adequate supplies of healthy food often contributes to poor nutrition, particularly among children. Moreover, many communities employ farming practices that contribute to soil erosion and deforestation. Peace Corps Volunteers seek to improve agricultural production in developing countries by working directly with farmers and their families. They teach men and women how to diversify their crops, prevent soil erosion, and reduce the use of harmful pesticides. Volunteers work with farmers on small animal husbandry projects and fisheries to increase animal protein consumption in the local community. They collaborate with farmers to grow gardens with fruits and vegetables that are high in micro-nutrients to help alleviate iron, iodine, and Vitamin A deficiencies among children. Volunteers also introduce crops that help improve soil conditions in land that has suffered from "slash and burn" agriculture. Increasingly, Volunteers work with local non-governmental organizations to improve their ability to manage natural resources and provide services to local farmers.

As communities adopt more sustainable and productive agricultural practices, Volunteers work with farmers on agro-business projects to find new markets for their products and expand their incomes. Household food security is being strengthened by Volunteers through the integration of activities in health, agriculture, and business. Volunteers also work with schools to produce healthy food to feed their own students. By supporting community efforts to grow more and healthier food in environmentally-sound ways, Volunteers help people to meet one of their most basic needs and promote self-sufficiency.

## **Information Technology**

New technologies are penetrating the most remote communities, providing new tools for development. The unique role of Peace Corps Volunteers places them at the vanguard in the advancement of American technological innovation in these commu-

nities. Schools with access to the Internet, clinics with access to on-line medical information, and community information centers that function like public libraries are all examples of development that were unimaginable just a few years ago. Even where basic human needs are evident, governments are requesting assistance in building technological skills, particularly to prepare youth for the information age. Volunteers recognize the need to provide more equitable access to technology, which can help poor communities advance their development goals in education, health, small business development, and agricultural production.

Volunteers in all program areas assist in building local capacity to effectively utilize new technologies as they become available and to integrate them as tools for development. They establish school computer labs, offer micro-entrepreneurs access to new markets on the Internet, create databases for farmers' cooperatives to track market trends, help communities set up "tele-centers," and help train youth for future employment in computer maintenance. By working with schools, non-governmental organizations, entrepreneurs, and community-based organizations, Volunteers ensure that technological skills will be transferred to local organizations and communities, thus expanding their educational and economic opportunities.

## **Crisis Corps**

The Crisis Corps is an innovative Peace Corps program that mobilizes returned Volunteers to help communities recover from natural disasters and humanitarian crises. Crisis Corps Volunteers typically serve from three to six months. By virtue of their prior Peace Corps service, Crisis Corps Volunteers bring to their assignments the language, technical, and cross-cultural skills necessary to provide immediate assistance in critical times. Through the Crisis Corps, the Peace Corps is able to broaden and deepen its contribution to recovery efforts when its host country partners need that help the most.

Since the program was formally established in 1996, more than 380 Crisis Corps Volunteers have served in 26 countries. In the Crisis Corps' largest

effort to-date, more than 200 Volunteers were sent to countries in Central America and the Caribbean devastated by Hurricanes Georges and Mitch, where they provided both immediate recovery assistance and long-term disaster preparation and mitigation training to local communities. Volunteers were sent to Venezuela to assist in reconstruction following the devastating floods of 1999, and Volunteers are being assigned to El Salvador to assist communities following the January and February 2001 earthquakes. Crisis Corps Volunteers have also been assigned to HIV/AIDS projects in Africa to provide immediate assistance to local organizations supporting the global fight against HIV/AIDS. In addition, the Crisis Corps continues to explore opportunities to provide humanitarian assistance to refugees, displaced peoples, and to countries emerging from conflict. As an example, Crisis Corps Volunteers will for the first time be sent to Bosnia to work in small enterprise development, municipal development, and inter-ethnic reconciliation.

## **GOAL TWO: Developing Mutual Understanding**

The Peace Corps is far more than the sum total of the Volunteers' individual projects. It is a non-traditional government agency that reflects the most enduring values and ideals of the American people: generosity, civic pride, a strong work ethic, and a commitment to service. By demonstrating and sharing these qualities during their service, Volunteers contribute each day to creating a better understanding of Americans around the world. In the face of many personal and physical challenges, Peace Corps Volunteers offer their ingenuity and an approach to problems that is both optimistic and pragmatic.

The role of Volunteers is especially vital in many countries where, even today, Peace Corps Volunteers are often the first Americans that many people have ever seen or met. In countries of the former Soviet Union, Volunteers are establishing new bonds of friendship and understanding between Americans and the people of these countries, where not long ago both sides viewed each other with animosity and suspicion. Volunteers are also playing a pivotal role

in North Africa and the Middle East, where interaction between Americans and people from those countries has been limited. In South Africa, Volunteers representing the diversity of America are working side-by-side with South Africans of all races. In Latin America, Africa, Eastern Europe, Asia, and the Pacific, Volunteers learn about the rich heritage and culture of their host countries and provide the citizens of those nations a greater insight into American character and culture.

Peace Corps Volunteers' service differs from the approach taken by other governmental agencies and international development organizations. Volunteers are engaged at the grass-roots level, and they are required to speak local languages. A fundamental purpose of their service is to develop a knowledge of the host country and to forge lasting relationships with individuals in their communities. Peace Corps Volunteers are the face of America in places like rural Kazakhstan, the high plateau of Bolivia, urban centers of Eastern Europe, and small villages in Africa, where they may represent the only visible American presence. The people-to-people nature of the Peace Corps, and its separation from the formal conduct of the foreign policy of the United States, has allowed Volunteers to establish a record of service that is highly respected and globally recognized.

## **GOAL THREE: Continuing to Make Contributions at Home**

The Peace Corps' Third Goal—to help strengthen Americans' understanding of other peoples and cultures—is an integral part of the agency's mission. During and after their service, Peace Corps Volunteers share their understanding of the culture, language, and traditions of other countries with countless family members, friends, co-workers, and community groups in the United States. Volunteers can share these skills and experiences directly with the American people through two programs: the Paul D. Coverdell World Wise Schools Program and the Peace Corps Fellows Program.

Volunteers also make a difference at home through their continuing community service and by applying the skills they learned as Volunteers to a

variety of professional disciplines. In an era of increasing globalism, the Peace Corps is helping to prepare more and more Americans to live and work in a multi-cultural society. With more than 162,000 Americans having joined the Peace Corps since 1961, their impact has been felt in thousands of communities across the country.

### **Peace Corps Volunteers Educating Young Americans**

The Paul D. Coverdell World Wise Schools Program was established in 1989 under the leadership of former Peace Corps Director Paul Coverdell, who understood the importance of cross-cultural exchange at home and abroad. The program seeks to give American school children an opportunity to learn first-hand about—and learn from—the world's diverse peoples, cultures, and geography from current and former Peace Corps Volunteers. Volunteers' experiences are shared with schools through the Internet, video conferences, on-line teacher guides, classroom speakers, and educational broadcasting. Since its inception, the program has helped more than two million U.S. students communicate directly with Peace Corps Volunteers all over the world. Approximately 5,000 current Peace Corps Volunteers are sharing their experiences through correspondence exchanges, and more than 400,000 students in all 50 states are benefiting from some aspect of the program. The agency continues to produce and update its award-winning "Destination" videos and teacher guides, which provide information about everyday life in countries in which Peace Corps serves and are distributed to World Wise Schools classrooms and other interested groups. The benefits from these collective activities, especially to students who have not had the opportunity to travel or to experience another culture, are proving as valuable and lasting as the technical skills that Volunteers share overseas.

On March 1, 2001—commemorating the 40th Anniversary of the signing of the Peace Corps Executive Order—the Peace Corps celebrated "Peace

Corps Day" in America's schools, in communities across the country, and at more than 70 overseas posts. More than 6,000 returned Peace Corps Volunteers shared their overseas experiences with more than 400,000 students in all 50 states. Activities also included video and telephone links between currently serving Volunteers and U.S. classrooms, "Peace Corps Day" proclamations issued by dozens of governors and mayors, community service projects organized by returned Volunteers, and a variety of other local and national activities. In commemoration of "Peace Corps Day" and the Peace Corps' 40th anniversary, the first-annual Coverdell Awards for Excellence were presented in Washington, D.C., which paid tribute to the late Peace Corps Director and recognized seven outstanding teachers for their contributions to global education.

### **Preparing America's Work Force with Overseas Experience**

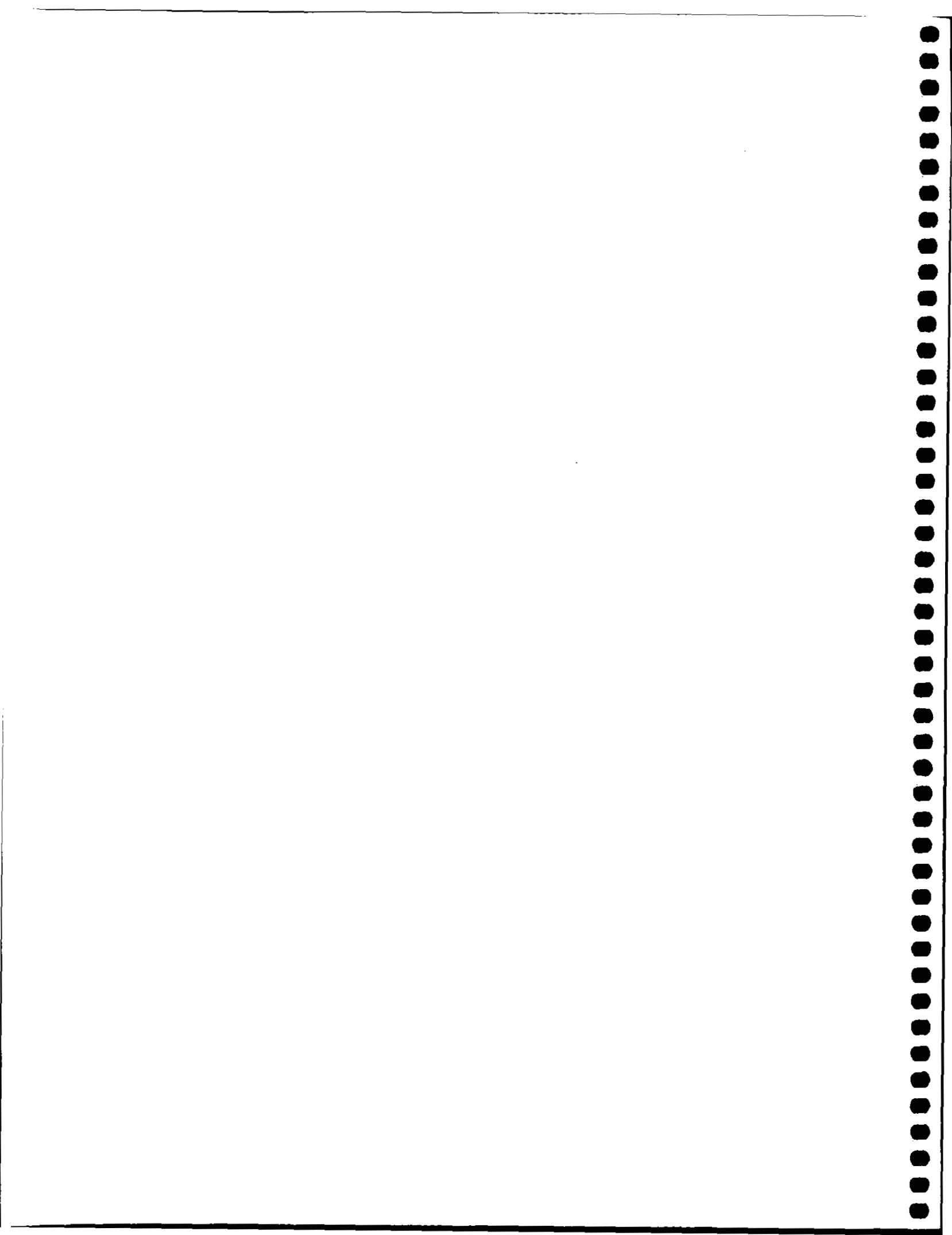
The Peace Corps also contributes to our country by providing training and skills to thousands of Americans each year—an experience that is increasingly relevant to America's participation in the international economy. Volunteers worldwide learn more than 180 languages and dialects, and they receive extensive cross-cultural training that enables them to function effectively at a professional level in different cultural settings. Returned Volunteers often use these skills and experiences to enhance careers in virtually every sector of our society—Congress, the Executive branch, the Foreign Service, education, business, finance, trade, health care, and social services. Today, former Peace Corps Volunteers are serving as American Ambassadors in Algeria, Cambodia, Guyana, Honduras, Kenya, Malawi, Nigeria, Paraguay, Poland, and Togo. Returned Volunteers can be found in every walk of life, and many of them say that their Peace Corps experience had a profound impact on their careers. They possess a high level of confidence, independent judgment, and cross-cultural resourcefulness that is recognized by employers in all professions.

### **Peace Corps Volunteers Continuing To Serve Local Communities**

The Peace Corps Fellows/ USA Program, established in 1985 under the leadership of the late Peace Corps Director Loret Miller Ruppe, is a public-private partnership that brings returned Peace Corps Volunteers, institutions of higher education, community organizations, foundations, and corporate supporters together behind a common purpose: to use the unique experience and skills of returned Volunteers to help address some of the most pressing problems in communities across America. Twenty-nine colleges and universities across the United States offer scholarships or reduced tuition, financed by the private sector, to more than 300 returned Volunteers who are enrolled in master's degree programs. Each Peace Corps Fellow, in return, makes a two-year commitment to work in a local, under-served community in areas such as education, public health, social work, and business. More than 1,500 returned Volunteers have participated in the Fellows program since it was established, and more than 100,000 people have benefited from the important work the Fellows have performed.

### **Conclusion: Making a Difference at Home and Abroad**

Through an innovative and dynamic pursuit of its three chartered goals, the Peace Corps remains a leading international service organization engaged in grass-roots development. The agency remains committed to instituting efficient business practices, private sector partnerships, and streamlined operations so that more resources are focused on sending well-trained and well-supported Volunteers overseas to promote world peace, friendship, and grass-roots development. With the increasing relevance of international experience and cross-cultural skills, Peace Corps Volunteers will be leaders in every field. And most importantly, they will continue to exemplify America's proud tradition of service, at home and abroad.



# **Attachments**

**Map of Countries Where Volunteers Serve**

**Volunteer Profile and Demographics**

**Life Cycle of the Volunteer**

**Languages Spoken by Volunteers**

**Domestic Dividend**

# Countries Where Peace Corps Volunteers Serve

12

- AFRICA**
- 1 Benin
  - 2 Burkina Faso
  - 3 Cameroon
  - 4 Cape Verde
  - 5 Cote d'Ivoire
  - 6 Gabon
  - 7 Ghana
  - 8 Guinea
  - 9 Kenya
  - 10 Lesotho
  - 11 Madagascar
  - 12 Malawi
  - 13 Mali
  - 14 Mauritania
  - 15 Mozambique
  - 16 Namibia
  - 17 Niger
  - 18 Senegal
  - 19 South Africa
  - 20 Tanzania
  - 21 The Gambia
  - 22 Togo
  - 23 Uganda
  - 24 Zambia
  - 25 Zimbabwe

- EUROPE and the MEDITERRANEAN**
- 26 Armenia
  - 27 Bulgaria
  - 28 Estonia
  - 29 Former Yugoslav Republic of Macedonia
  - 30 Georgia
  - 31 Jordan
  - 32 Latvia
  - 33 Lithuania
  - 34 Moldova
  - 35 Morocco
  - 36 Poland
  - 37 Romania
  - 38 Russia
  - 39 Slovak Republic
  - 40 Ukraine

- CENTRAL AND EAST ASIA**
- 41 Bangladesh
  - 42 China
  - 43 Kazakhstan
  - 44 Kyrgyz Republic
  - 45 Mongolia
  - 46 Nepal
  - 47 Thailand
  - 48 Turkmenistan
  - 49 Uzbekistan

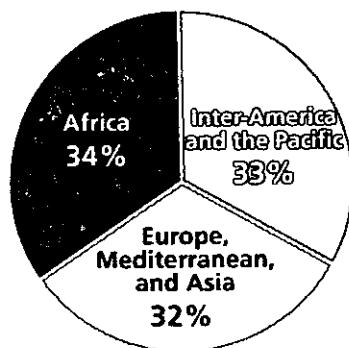
- the PACIFIC**
- 50 Federated States of Micronesia
  - 51 Kiribati
  - 52 Niue
  - 53 Palau
  - 54 Papua New Guinea
  - 55 Philippines
  - 56 Samoa
  - 57 Tonga
  - 58 Vanuatu

- INTER-AMERICA and the CARIBBEAN**

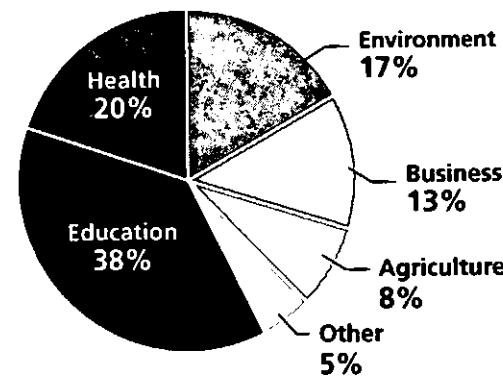
- 59 Belize
- 60 Bolivia
- 61 Costa Rica
- 62 Dominican Republic
- Eastern Caribbean:
- 63 Antigua and Barbuda
- 64 Dominica
- 65 Grenada
- 66 St. Lucia
- 67 St. Vincent and the Grenadines
- 68 Ecuador
- 69 El Salvador
- 70 Guatemala
- 71 Guyana
- 72 Haiti
- 73 Honduras
- 74 Jamaica
- 75 Nicaragua
- 76 Panama
- 77 Paraguay
- 78 Suriname

\* As of May 2001, Peace Corps Volunteers will be serving in 78 countries worldwide.

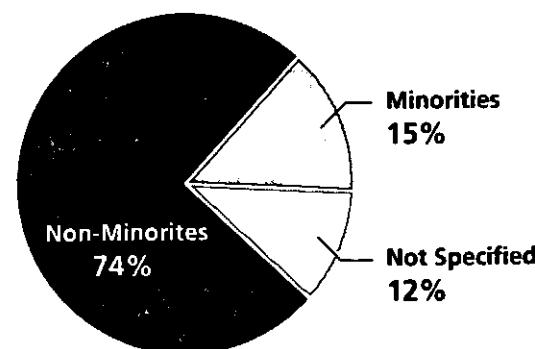
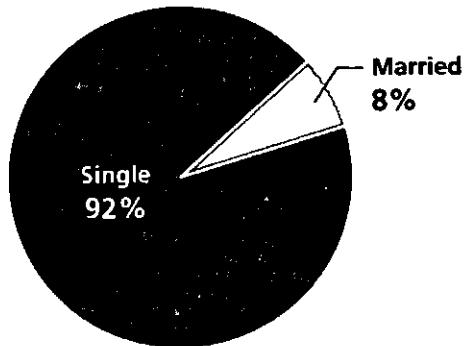
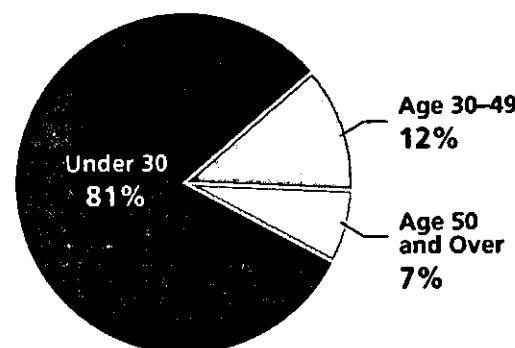
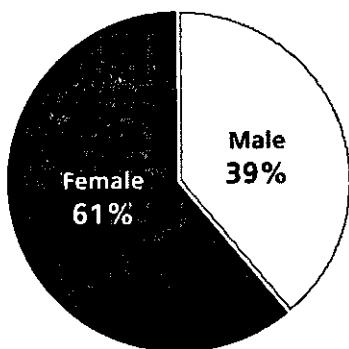
## Volunteers By Region



## Volunteer Projects



## Volunteer Profile\*



\*totals may not add to 100% due to rounding. Data current as of end of FY 2000 (September 30, 2000).

# The Lifecycle of a Volunteer

## How the Peace Corps Supports Volunteers During Their Two-Year Service and Beyond



1

### Applicant Phase

- **Recruitment**

Recruiters in all regional offices identify and encourage qualified Americans to apply to the Peace Corps. These efforts are enhanced by a comprehensive marketing strategy to reach a diverse applicant pool.

- **Application**

Recruiters conduct in-depth interviews to assess applicants for motivation, emotional maturity, cultural adaptability, and technical skills.

- **Clearances**

Peace Corps staff clear superior candidates for legal and medical requirements.

- **Placement**

Placement officers match candidates to a country and to a specific project, according to skills, experience, and interests.



2

### Trainee Phase

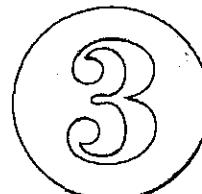
- **Orientation**

Staff conduct one-to-two day orientation to provide basic pre-departure information and clarify agency policies.

- **Training**

Staff conduct intensive pre-service training for 10-12 weeks to prepare trainees for living and working at their sites. Training components include: language, technical, cross-cultural, health and personal safety. After successful completion of training, trainees are sworn-in as Volunteers.

## **Volunteer Phase**



- **Site Selection**

Peace Corps' in-country staff ensure that Volunteers have suitable assignments and adequate and safe living arrangements.

- **Living Allowance**

Peace Corps' financial management system ensures that Volunteers receive a monthly living allowance to cover housing, utilities, household supplies, clothing, food, and transportation.

- **Health**

The Peace Corps Medical Officer administers a comprehensive health care program that includes health training, immunization, periodic medical exams, and visits to Volunteers.

- **Volunteer Security**

Peace Corps posts work with the State Department to review overall safety requirements in the host country. At headquarters, the Coordinator for Volunteer Safety and Overseas Security works to assess and address potential safety and security risks to Peace Corps Volunteers.

- **In-Service Training**

Post staff organize and conduct periodic training to improve technical and language skills and to increase awareness of changing health and safety issues.

- **Continuing Links with the U.S.**

Through the Paul D. Coverdell World Wise Schools correspondence program, headquarters staff link students in the U.S. with Volunteers serving overseas to expand the students' awareness of other countries and cultures.

- **Private Sector**

Headquarters staff match interested Volunteers with potential donors for textbooks, sports equipment, and other resources.

- **Service Extension**

A limited number of Volunteers—provided they have a unique skill needed in a project and an outstanding record of service—are allowed to extend their service for an additional year.

## **Returned Volunteer Phase**

- **Career Planning**

Peace Corps staff compile information on career and life planning that is distributed to Peace Corps Volunteers 3-6 months before the end-of-service. Volunteers over age 50 also receive a Senior Volunteer Packet, addressing the needs of older Volunteers.

- **Readjustment Allowance**

At the close of service, Volunteers receive \$225 per month served to help finance the transition from Peace Corps service to careers and/or school in the U.S.

- **Health Insurance**

Volunteers are automatically enrolled in a comprehensive health insurance plan for the first month after they leave the Peace Corps and can opt to continue the policy on their own for up to 18 additional months.

- **Returned Volunteer Services (RVS)**

At Peace Corps headquarters and at 11 regional offices, returned Volunteers can obtain information on career and educational opportunities.

- **Crisis Corps**

Headquarters staff recruit, train, and place experienced Volunteers in short-term assistance positions for disaster relief and humanitarian response efforts.



# Languages Spoken By Peace Corps

## Africa

<b>Benin</b>	Adja Fon Bariba Dendi Ditemari French Goun Gourmatche Ife Kotafon Mina Naténi Yom Yoruba (Nagot)	<b>Guinea</b>	French Guerzé Maninka Pulafuta Sousou	<b>Niger</b>	French Fulfulde Gulmancema Hausa Kanuri Zarma Senegal French Jaxanke Mandinka Pulaar Pulaufuta Seereer Wolof
<b>Burkina Faso</b>	French Fulfulde Gulmancema Jula Lobiri Moore	<b>Kenya</b>	Kalenjin Kikuyu Kiswahili Luo Luyha	<b>South Africa</b>	Northern Sotho Tsonga Venda Tanzania Kiswahili
<b>Cameroon</b>	Bulu Creole (English based) French Fulfulde Ghom alà Kako	<b>Madagascar</b>	Antanasy Bara French Malagasy Sakalava	<b>Togo</b>	Bassar Cotocolis Ewe French Gourma Ife (Ana) Kabiye Komkonba Moba Tchamba Tchokossi Tem
<b>Cape Verde</b>	CV Criolo Portuguese	<b>Malawi</b>	Chichewa Chitumbuka	<b>Uganda</b>	Baganda Basogo Langi Rwanda
<b>Cote d'Ivoire</b>	Dioula French	<b>Mali</b>	Bambara Dogon French Fulfulde Malinke Minianka Senoufou Sonrai	<b>Zambia</b>	Bemba Kaonde Lunda Nyanja
<b>Gabon</b>	Fang French Mitsogo Nzebi Obamba Punu Teke	<b>Mauritania</b>	Arabic French Hassynia Pulaar Soninke Wolof	<b>Zimbabwe</b>	Ndebele Shona
<b>The Gambia</b>	Jola Mandinka Pulaar Wolof	<b>Mozambique</b>	Portuguese		
<b>Ghana</b>	Asanti Buli Curuni Dagare Dagbani Dangme Ewe Fanté Ga Gonja Hausa Kasem Kusaal Twi	<b>Namibia</b>	Afrikaans Damara/Nama Ju/'hoansi Khoekhoegowab Oshikwanyama Oshindonga Otji Herero Rugciriku Rukwangali Silozi		

# Volunteers Across the World

## Europe, Mediterranean & Asia

Armenia	Armenian
Bangladesh	Bengali
Bulgaria	Bulgarian
China	Mandarin
Estonia	Estonian
Estonia	Estonian
Georgia	Georgian
Kazakhstan	Kazak Russian
Kyrgyz Republic	Kyrgyz Russian
Latvia	Latvian
Lithuania	Lithuanian
Macedonia, FYR	Macedonian

Moldova	Romanian Russian
Mongolia	Mongolian
Morocco	Arabic French Tamazight Tashelheet
Nepal	Nepali
Philippines	Asi Bantayonon Bantuanon Bikol-Albay Bikol-Naga Bikol-Norte Cuyunon Hiligaynon Ilokano Itbayaten Ivatan Loocnon Porohanon Romblomanon Tagalog Viracnon Waray

Romania	Romanian Hungarian
Russia	Russian
Slovak Republic	Slovak Hungarian
Thailand	Thai
Turkmenistan	Turkmen Russian
Ukraine	Ukrainian Russian
Uzbekistan	Uzbek Russian

Belize	Creole Spanish
Bolivia	Quechua Spanish
Dominican Republic	Spanish Eastern Caribbean French Creole (Kwyeol) Caribbean English Dialect
Ecuador	Quechua Spanish
El Salvador	Spanish
Guatemala	Cakchiquel Kek'chi Spanish
Guyana	Creole

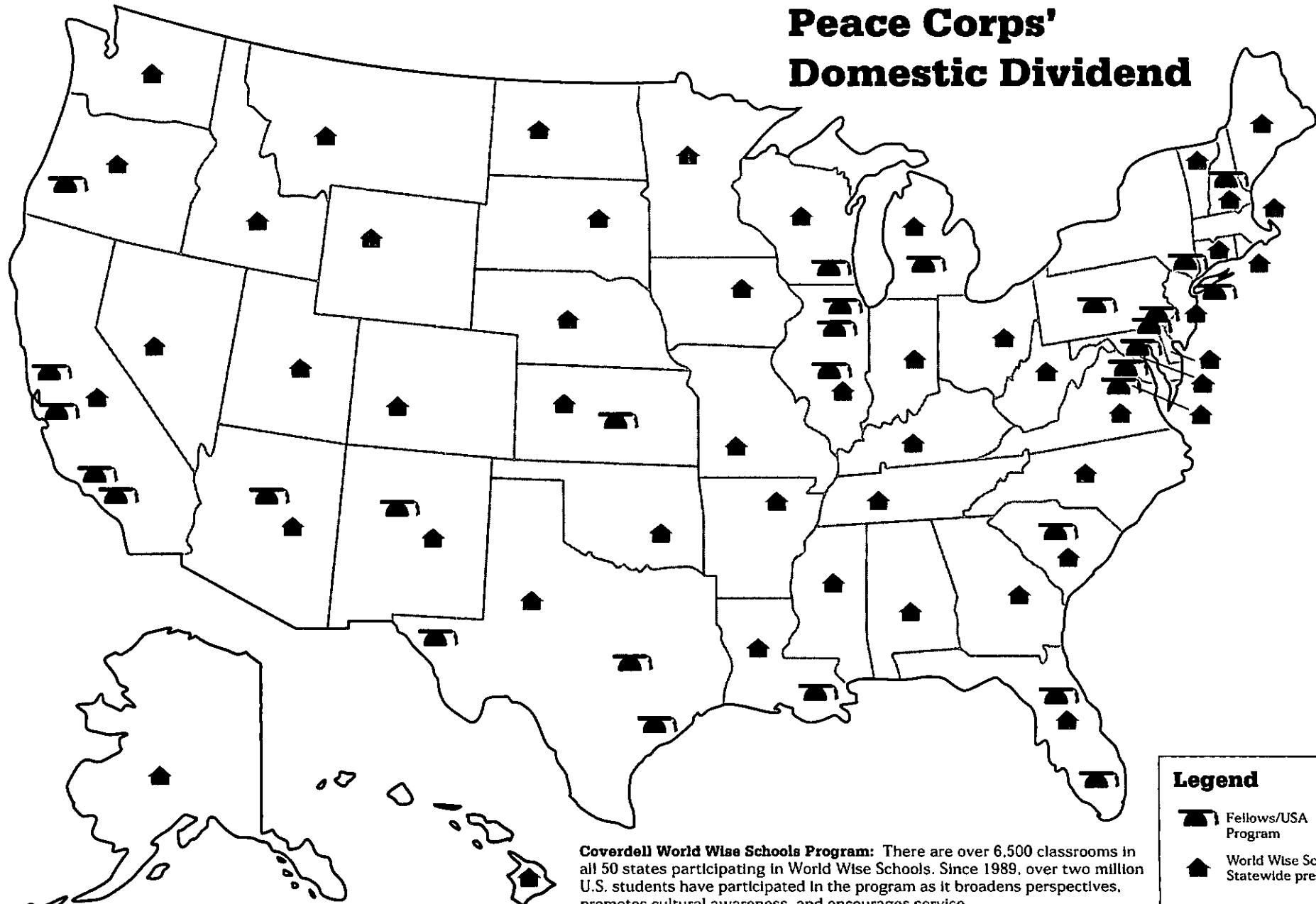
Haiti	Kreyòl
Honduras	Miskito Spanish
Jamaica	Jamaican Creole (Patwah)
Kiribati	i-Kiribati
Micronesia	Chuukese Halls Island Kapingamarangi Kosraean Namonuito Nukuoro Palauan Pingilapese Pohnpeian Sapwuaflik Satawalese Ulithian Woleain Yapese

## Inter-America & Pacific

Nicaragua	Spanish
Panama	Spanish
Papua New Guinea	Tok Pisin
Paraguay	Guarani Spanish
Samoa	Samoan
Suriname	Carib Ndjuka Saramaccan Sranan Tongo
Tonga	Tongan
Vanuatu	Bislama

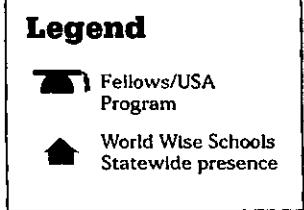
## **Peace Corps' Domestic Dividend**

18



**Coverdell World Wise Schools Program:** There are over 6,500 classrooms in all 50 states participating in World Wise Schools. Since 1989, over two million U.S. students have participated in the program as it broadens perspectives, promotes cultural awareness, and encourages service.

**Fellows Program:** Through the Fellows/USA Program, RPCVs attend graduate school while working in underserved communities. At 29 colleges and universities in 17 states, returned Volunteers serve thousands of community members while attaining a Master's or Ph.D degree.





## **Peace Corps' FY2002 Budget Request**

The Peace Corps' budget request for FY 2002 is \$275,000,000, an increase of \$10,583,000 over the \$264,417,000 provided to the Peace Corps in FY 2001. The FY 2002 request will enable the Peace

Corps to continue its current program and will provide additional funds to support on-going costs related to safety and security needs and technology infrastructure improvements.

### **How the Peace Corps Counts Volunteers**

**The Peace Corps counts Volunteers in the following three ways. They are referred to in the budget tables that follow.**

#### **Trainee Input**

Americans enter Peace Corps Volunteer service as trainees. Peace Corps training is conducted overseas and lasts an average of ten weeks. Training programs start throughout the year, depending on the program and the country. Upon successful completion of training, a trainee becomes a Volunteer. Volunteers serve for approximately two years.

The total number of new trainees who enter service in a given fiscal year is identified as trainee input. Trainee Input for FY 2002 will be 4,016.

#### **Average Number of Volunteers**

Throughout the fiscal year, constant fluctuations occur in the size of the Volunteer corps. Trainees become Volunteers; other Volunteers complete their overseas service; some Volunteers

leave Peace Corps service early for other reasons (health, family emergencies, or a decision to terminate service early); and some Volunteers elect to extend their service beyond two years. In order to estimate the size of the Volunteer corps, Peace Corps calculates the average number of Volunteers during the fiscal year. This estimate excludes trainees. The average number of Volunteers projected for FY 2002 is 6,680.

#### **Volunteers on Board**

The Peace Corps is often asked "How many Americans serve in the Peace Corps?" An accurate answer to this question should capture the total number of Americans, including both trainees and Volunteers, who are in service at any given time. Thus, the Peace Corps counts the number of trainees and Volunteers on board on the last day of the fiscal year (September 30th). The number of Volunteers on Board projected for September 30, 2002 is approximately 7,300.

The Peace Corps' FY 2002 request includes the following:

**Maintain Security for Volunteers and Staff  
(+\$ 3,113 thousand)**

In FY 1999, the Peace Corps received supplemental resources totaling \$8,269 thousand to improve the safety and security of Volunteers and staff at our overseas posts. The FY 2002 request includes additional funds for upgrading communications capabilities, provides for additional guard services, and supports the hiring of three new Regional Safety Officers.

**Continue Technology Infrastructure  
Improvements (+\$2,323 thousand)**

During FY 2000, the Peace Corps initiated a leasing arrangement for the Agency's headquarters and domestic field computers that converted the exist-

ing Macintosh computer platform to a Windows platform. In FY 2001 Peace Corps began an initiative to provide a similar conversion process for Peace Corps' overseas posts. The FY 2002 funds requested will continue this initiative at approximately 20 additional posts. \$747,000 is also requested for additional anticipated costs associated with the implementation of the new financial management system.

**Balance needed to Maintain Current  
Operations (+\$5,147 thousand)**

The Peace Corps will need an additional \$1,496 to support the second year costs of the new FY 2001 Volunteers currently serving in the field. The remaining \$3,651 is requested to enable the Peace Corps to continue to operate at the same level as in FY 2001 when costs are adjusted for increases resulting from inflation and pay raises.

# **Peace Corps FY 2002 Budget Request**

**FY 2001 Foreign Operations Act  
Appropriation** **Dollars in  
Thousands** **264,417**

**FY 2002 REQUEST**

Security for Volunteers and Staff*	+3,113
Continue Technology Infrastructure Improvements*	+2,323
Balance needed to maintain Current Operations	+5,147

**FY 2002 Requested Increase** +10,583

**FY 2002 REQUEST** **275,000**

(Detail may not add due to rounding)

\* Note: Requested increases are allocated to the Peace Corps Regional budgets.

## **Peace Corps FY 2002 Budget Request**

	FY 2000 Actual	FY 2001 Estimate	FY 2002 Request
<b>Overseas Operational Management</b>			
Africa	52,341	54,512	53,574
Europe, Mediterranean, and Asia	40,101	42,764	41,519
Inter-America and Pacific	43,381	43,584	43,571
Crisis Corps and United Nations Volunteers	1,543	2,045	1,593
<b>Subtotal, Overseas Operational Management</b>	<b>137,365</b>	<b>142,905</b>	<b>140,257</b>
<b>Overseas Operational Support</b>			
Volunteer Support Operations	6,662	6,742	7,048
Federal Employees' Compensation Act	10,870	10,284	10,760
Medical Services Centrally Shared Resources	9,712	8,270	11,385
The Center for Field Assistance and Applied Research	4,589	4,733	5,174
Volunteer Recruitment and Selection	11,682	12,188	12,867
Private Sector Cooperation and International Volunteerism	643	661	744
International Financial Operations <sup>1</sup>	2,137	1,894	1,985
Centrally Managed Overseas Equipment and Supplies	4,360	4,556	4,025
Volunteer Readjustment Allowance	15,029	21,578	21,834
Reimbursements to Department of State 3/	4,355	6,070	6,948
<b>Subtotal, Overseas Operational Support</b>	<b>70,038</b>	<b>76,977</b>	<b>82,769</b>
<b>SUBTOTAL, DIRECT VOLUNTEER OPERATIONS</b>	<b>207,404</b>	<b>219,882</b>	<b>223,025</b>
<b>Volunteer Operations Support Services</b>			
<b>Third Goal Programs</b>			
World Wise Schools	511	595	654
Fellows U.S.A. Program	93	197	105
Returned Volunteer Services	508	529	647
<b>Subtotal, Third Goal Programs</b>	<b>1,113</b>	<b>1,321</b>	<b>1,406</b>
<b>Agency Administration</b>			
Director's Office, General Counsel, and Congressional Relations	2,806	2,988	3,158
Communications	1,426	2,003	2,099
Office of Planning, Budget, and Finance (OPBF)	9,385	11,631	12,809
OPBF Centrally Managed Resources	1,098	2,012	2,065
Office of Management <sup>1</sup>	5,998	8,290	9,435
Office of Management Centrally Managed Resources	17,492	18,428	19,192
Inspector General	1,659	1,617	1,701
<b>Subtotal, Agency Administration</b>	<b>39,864</b>	<b>46,969</b>	<b>50,458</b>
<b>SUBTOTAL, VOLUNTEER OPERATIONS SUPPORT SVCS</b>	<b>40,976</b>	<b>48,290</b>	<b>51,864</b>
<b>GRAND TOTAL AGENCY PROGRAM LEVEL</b>	<b>248,380</b>	<b>268,172</b>	<b>274,889</b>

	FY 2000 Actual	FY 2001 Estimate	FY 2002 Request
<b>APPROPRIATED RESOURCES</b>	<b>245,000</b>	<b>265,000</b>	<b>275,000</b>
RECISSION	-931	-583	
<b>SUPPLEMENTAL RESOURCES</b>			
<b>TOTAL ENACTED</b>	<b>244,069</b>	<b>264,417</b>	
 <b>UNOBLIGATED BALANCE FROM PREVIOUS YEAR</b>	 <b>11,789</b>	 <b>3,960</b>	 <b>0</b>
<b>TOTAL APPROPRIATED RESOURCES</b>	<b>255,858</b>	<b>268,377</b>	<b>275,000</b>
<b>MISCELLANEOUS RESOURCES</b>	<b>632</b>	<b>595</b>	<b>489</b>
 <b>RESERVE FOR UNRECORDED OBLIGATIONS</b>	 <b>-600</b>	 <b>-800</b>	 <b>-600</b>
<b>ESTIMATED UNOBLIGATED BALANCE AT END OF YEAR</b>	<b>-3,960</b>	<b>0.0</b>	<b>0</b>
<b>ESTIMATED REIMBURSEMENTS</b>	<b>5,961</b>	<b>7,042</b>	<b>7,200</b>
<b>TOTAL AVAILABLE BUDGETARY RESOURCES</b>	<b>257,566</b>	<b>275,214</b>	<b>282,089</b>

(Detail may not add due to rounding.)

<sup>1</sup> In FY2001, funds were shifted from IFO/OPBF to Management to reflect staffing reorganization.

## Description of the Peace Corps' Programmatic Areas

### Direct Volunteer Operations

#### Overseas Operational Management

##### *Regional Operations*

Overseas operations are organized and administered through a regional structure composed of three offices: Africa; Europe, Mediterranean, and Asia; and Inter-America and the Pacific. These offices provide general oversight and direction to Peace Corps country programs, or posts. Post budgets include Volunteer allowances (living, settling-in, and leave), in-country travel for Volunteers and staff, return travel for Volunteers, and in-country medical costs, including the health unit. Post budgets also include training for Volunteers. Before qualifying to serve as a Volunteer, trainees must participate in pre-service training of ten to twelve weeks. This training includes intensive language instruction, cultural information, technical skill enhancement, and training in personal health and safety. Volunteers also receive training during their service to increase their job effectiveness and job satisfaction.

In addition, overseas budgets cover the costs of maintaining the posts: local staff (long term and contractual), rents, communications, utilities, supplies, and equipment.

Regional budgets also include headquarters costs of managing overseas operations. Among these are overseas American salaries and benefits, headquarters regional staff salaries and benefits, assignment travel for staff and Volunteers, and certain pre-service training costs borne here.

##### *Crisis Corps and United Nations Volunteers*

Crisis Corps sends extending and returned Peace Corps Volunteers on short assignments to assist with disaster relief and humanitarian response efforts. Peace Corps also participates in the United Nations Volunteer (UNV) program by recruiting American UNVs and providing them with some support.

### Overseas Operational Support

#### *Volunteer Support Operations*

This function provides medical support for Volunteers, medical screening oversight for applicants, and initial and ongoing training for medical contractors. It also develops programs and materials to train Volunteers in maintaining their health and safety.

#### *FECA*

These are costs resulting from the Federal Employees' Compensation Act. The Peace Corps reimburses the Department of Labor for disability payments and medical costs for primarily returned Volunteers and staff who experience service-related injuries or sickness. A vast majority of these costs relate to Volunteers' claims; staff claims are a small proportion.

#### *Medical Services Centrally Shared Resources*

These are direct Volunteer medical expenses including care and travel for medical evacuations, and the costs of pre- and post-service examinations.

#### *The Center for Field Assistance and Applied Research*

This new office combines functions formerly administered by the regional operations offices, the former Office of Training and Program Support, and the office of International Operations, which was abolished. This office will: identify and disseminate best practices in Volunteer programs and training; collect and analyze data from Peace Corps projects; apply technology to the promotion of innovation and learning; manage partnerships and reimbursable agreements with other agencies; and provide training and development opportunities to overseas field staff.

#### *Volunteer Recruitment and Selection*

This office oversees the recruitment of Peace Corps Volunteers through 11 offices across the U.S. The technical and personal skills of applicants are assessed and qualified persons are matched to spe-

cific Volunteer assignments. Applicants go through a multi-faceted and competitive screening process that includes interviews, evaluations, and reference checks. As of FY 1998, this office manages staging, the short orientation Volunteers receive in the U.S. before leaving for pre-service training.

#### *Private Sector Cooperation and International Volunteerism*

This office manages private sector funds and in-kind contributions which the Peace Corps receives. These funds are used primarily in support of Volunteer projects.

#### *International Financial Operations*

This office provides direct financial management support to overseas posts. These services were previously provided by the Department of State. Since the end of FY 1998, the Peace Corps has serviced all posts through IFO.

#### *Centrally Processed Overseas Equipment and Supplies*

Overseen by the Office of Management, this account funds the purchase of vehicles for overseas Volunteer support and certain medical supplies for Volunteers — medical kits, eyeglasses, and mosquito nets.

#### *Volunteer Readjustment Allowance*

This allowance of \$225 per month of service is provided to Volunteers upon termination to assist them when they return to the United States.

#### *Reimbursements to the Department of State (ICASS)*

These are the payments the Peace Corps makes to the Department of State for administrative and some financial management support at overseas posts. Since the end of FY 1998, most financial management support has been provided by Peace Corps directly to its posts.

## **Volunteer Operations Support Services**

### **Third Goal Programs**

#### *Paul D. Coverdell World Wise Schools Program*

This program allows current and returned Peace Corps Volunteers to share their overseas experiences with American schoolchildren. Through this classroom program, more than 1 million students in 50 states have communicated directly with Volunteers serving in 100 countries since the program's inception in 1989.

#### *Peace Corps Fellows Program*

This program is a public-private partnership that provides scholarships to returned Volunteers who make a two-year commitment to work in local, underserved communities.

#### *Returned Volunteer Services*

This office assists returned Volunteers with the readjustment process when they return to the United States by providing job and other practical information. It also liaises with private returned Volunteer groups and with Peace Corps offices that collaborate with returned Volunteers.

## **Agency Administration**

#### *Director's Office, General Counsel, and Congressional Relations*

These offices provide general policy and direction to the agency, and serve as a liaison with Congress. Also included is the American Diversity Program and the Office of Planning, Policy, and Analysis.

#### *Communications*

This office manages all official, external communications, including the Press Office. A major part of this office's function includes marketing, which directly supports Volunteer Recruitment and Selection.

*Office of Planning, Budget, and Finance (OPBF)*

OPBF maintains the financial planning, oversight, and internal controls necessary to ensure that the agency operates in a fiscally sound manner. As of November 1997, the Office of Contracts became part of OPBF.

*OPBF Centrally Shared Resources*

These resources are primarily for specific staff costs including unemployment compensation, severance pay, terminal leave payments, and overseas staff medical evacuation costs.

*Office of Management*

This office provides administrative support for headquarters, U.S. field, and international operations through its offices of Human Resource Management, Administrative Services, and Information Resources Management.

*Office of Management Centrally*

*Shared Resources*

These funds include GSA rent for headquarters and recruiting offices, telecommunications costs, and data center operations.

*Inspector General*

This office fulfills the mandates of the Inspector General Act of 1978, as amended.

# Peace Corps Authorizations and Appropriations

## FY 1962–FY 2002

(thousands of dollars)

Fiscal Year	Authorized	Budget Request <sup>a</sup>	Appropriated <sup>a</sup>	Trainee Input	Average Number of Volunteers
1962	\$40,000	\$40,000	\$30,000	3,699	N/A
1963	63,750	63,750	59,000 <sup>d</sup>	4,969	N/A
1964	102,000	108,000	95,964 <sup>d</sup>	7,720	N/A
1965	115,000	115,000	104,100 <sup>d</sup>	7,876	N/A
1966	115,000	125,200	114,000	9,216	N/A
1967	110,000	110,500	110,000	7,565	N/A
1968	115,700	124,400	107,500	7,391	N/A
1969	112,800	112,800	102,000	6,243	N/A
1970	98,450	109,800	98,450	4,637	N/A
1971	94,500	98,800	90,000	4,686	N/A
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 <sup>d</sup>	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 <sup>e</sup>	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 <sup>f</sup>	3,092	5,241
1991	186,000	181,061	186,000	3,076	4,691
1992	—	200,000	197,044	3,309	4,927
1993	218,146	218,146	218,146	3,590	5,414
1994	219,745 <sup>g</sup>	219,745	219,745 <sup>h</sup>	3,541	5,644
1995	234,000	226,000	219,745 <sup>i, j</sup>	3,954	5,884
1996	—	234,000	205,000 <sup>k, m</sup>	3,280	6,086
1997	—	220,000 <sup>l</sup>	208,000 <sup>n</sup>	3,607	5,858
1998	—	222,000	222,000 <sup>o</sup>	3,551	5,757
1999	—	270,335	240,000 <sup>p</sup>	3,835	5,729
2000	—	270,000	245,000 <sup>q</sup>	3,919	5,989
2001	298,000	275,000	264,417 <sup>r</sup>	4,016 est.	6,592 est.
2002	327,000	275,000	—	4,016 est.	6,680 est.

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**NOTES:**

- a Starting in FY 1992, funds to remain available for two years.
- b 1962-1971 Average Number of Volunteers not available (N/A). Average Number of Volunteers includes UNVs (as does Trainee Input). Crisis Corps Volunteers also included in Average Number of Volunteers.
- c Includes reappropriated funds in 1963 (\$3.864 million), 1964 (\$17 million) and 1965 (\$12.1 million).
- d Includes Trainee Input from Transition Quarter.
- e Excludes \$5.59 million sequestered under the Balanced Budget and Emergency Deficit Control Act of 1985 (P.L. 99-177).
- f 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).
- 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 received a transfer of \$13 million for assistance to the NIS. An additional \$1 million of NIS funds, intended for FY 1996, was received in FY 1997.
- l In addition, the President requested a transfer of \$5 million for assistance to the NIS.
- m Appropriation of \$205,000 thousand was later reduced by a rescission of \$296 thousand.
- n In addition, Peace Corps received a transfer of \$12 million for assistance to the NIS. An additional \$1 million of NIS funds, originally intended for FY 1996 in addition to the \$13 million received that year, was received in FY 1997.
- o In addition, Peace Corps received a base transfer of \$3,581 thousand from the Department of State for Peace Corps' participation in International Cooperative Administrative Support Services.
- p Appropriation of \$240,000 thousand was later reduced by a rescission of \$594 thousand. In addition, Peace Corps received a transfer of \$1,269 thousand from Economic Support Funds for security; \$7,500 thousand from the FY 1999 Emergency Appropriations Act (\$7,000 thousand for security and \$500 thousand related to the Kosovo conflict); \$6,000 thousand from the Central American and Caribbean Disaster Recovery Fund; and \$1,554 thousand from the Business Continuity and Contingency Planning Fund for Y2K preparedness.
- q Appropriation of \$245,000 thousand was reduced by a rescission of \$931 thousand.
- r Appropriation of \$265,000 thousand was reduced by a rescission of \$583 thousand.



## **International Operations**

This section of the Peace Corps' Congressional Budget Presentation provides a general overview of the agency's programs in its three administrative regions of the world. The section describes the general conditions that exist in the countries where Volunteers serve and the activities Volunteers are engaged in with their host communities.

### **Africa Region**

Americans have served in 46 countries on the continent. The Peace Corps has continued to develop a strong partnership with the people of Africa, with Volunteers currently working in 25 countries in the areas of education, health, business, agriculture, and the environment. Since the first Peace Corps Volunteers arrived in Ghana in 1961, over 61,000 Volunteers have served in Africa. The Peace Corps seeks to respond to various changes and complexities that impact Africa's development. These include the importance of HIV/AIDS prevention and education, girls' education, the increasing pressures of environmental degradation, advances in information technology, and the democratization process that some countries are committed to supporting.

The Peace Corps continues to emphasize sound safety and security for all Volunteers in Africa. The agency recognizes that Volunteers' daily safety is, for the most part, best assured when they are integrated into local communities, valued and protected as extended family members, and viewed as contributors to development. With guidance from African leaders and counterparts, Volunteers work within the cultural context of the region, taking care to respect the values and beliefs of their communities.

Education is the Peace Corps' largest sector in Africa, with 36 percent of Volunteers participating in education projects in 18 countries. While most projects continue to emphasize traditional classroom teaching of math, science, and English at the secondary school level, greater focus is being placed on girls' education and creating beneficial links with com-

munities beyond the classroom. African professional women are becoming involved in girls' mentoring programs and reaching out to reassure parents that educating girls will benefit and reflect well on families and society. Volunteers and community groups raise local funds for girls' scholarships and encourage parents' acceptance of daughters attending school and living away from home. The Girls' Empowerment through Education project in Togo and Uganda's Primary Education Teacher Training project are successful examples of this effort, the tenets of which have become a basis for education projects elsewhere on the continent.

The Peace Corps has intensified its role in the global effort to fight HIV/AIDS, by training all Volunteers in Africa as educators and advocates of HIV/AIDS prevention and education. Regardless of their primary project, all Volunteers will be equipped to play a role in addressing the multiple health, social, and economic problems related to the HIV/AIDS epidemic. As examples, Kenya and Tanzania initiated projects with a strong focus on HIV/AIDS and established behavior-changing programs that will protect at-risk family members. Nearly all health projects have now integrated HIV/AIDS education and prevention into their design, and in FY 2001 South Africa initiated a project to strengthen the capacity of non-governmental organizations to address the growing HIV/AIDS epidemic in that country.

The Peace Corps continues its long-standing tradition of improving basic health care for communities in Africa. Volunteers help villages and small towns take responsibility for their health care and form committees to expand the services offered by the few trained health care professionals. Volunteers work with community leaders to organize resources, expand access to health care, and provide access to safe drinking water.

The protection of Africa's natural resources is impeded by population pressures and harmful agricultural practices. In response, Peace Corps Volunteers and their counterparts promote environmental education in schools and encourage environmentally

responsible agricultural practices among farmers. They also work to improve food security in rural areas and introduce unique community-based approaches to natural resource management such as eco-tourism.

In many countries, increased urbanization poses a serious long-term challenge to environmental protection. In Côte d'Ivoire, Volunteers in the Urban Environment Management project respond to this problem by working with local municipalities to stimulate local development and improve the management of human, material, natural, and financial resources. Volunteers increasingly turn to information technology and small businesses to disseminate important information and improve awareness of environmental issues.

Volunteers also successfully work in small business development, an area which is perhaps the most affected by democratization movements and the rapid spread of information technology. Volunteers are working in seven countries on a variety of projects. From small non-governmental organizations and credit institutions, to business schools and universities, computers and the internet are making their presence felt. The Peace Corps has taken advantage of the technology revolution by promoting the use of appropriate technology to improve the skills and opportunities for entrepreneurs, students, local organizations, and government ministries. Special effort is being made to promote access to, and training for, for girls and women. Volunteers in Ghana, the Gambia, and Kenya are working to increase the quality of life by increasing financial and technical resources available to entrepreneurs and to enhance their information technology skills to expand their participation in the global economy.

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### **Europe, Mediterranean, and Asia Region**

In many countries of the Europe, Mediterranean, and Asia Region, Peace Corps Volunteers work with governments, local organizations, and entrepreneurs to assist in the transition from centrally-planned

economies to market-driven systems. In other parts of the region, Volunteers work to strengthen the capacity of local communities to address changing and complex needs in education, health, business, agriculture, and the environment. Throughout the region—and particularly in nations that were long isolated from western democracies—Volunteers share important technical expertise, promote civic responsibility, and make significant contributions to creating a better understanding of Americans.

The Peace Corps continues to emphasize sound safety and security for all Volunteers in the region. The agency recognizes that Volunteers' daily safety is, for the most part, best assured when they are integrated into local communities, valued and protected as extended family members, and viewed as contributors to development. With guidance from local leaders and counterparts, Volunteers work within the cultural context of the region, taking care to respect the values and beliefs of their communities.

Despite considerable progress in adjusting to a new economic system, many countries in the region remain hampered by a lack of local institutions and business skills required in a free market economy. In addition, investment is discouraged by unstable monetary systems, industries that rely on outdated technology, and inconsistent legal and business practices. Faced with pressing economic needs, governments are unable to provide adequate financial support to other important sectors, such as English education, environmental protection, and health education. To help address these varied needs, Volunteers work to provide practical business skills, revitalize English language teaching, create environmental awareness, and improve health systems.

In the business sector, Volunteers disseminate information about new economic laws to micro-entrepreneurs and local businesses, and introduce youth to business basics by organizing Junior Achievement programs. Volunteers have strengthened the management of local chambers of commerce and non-profit and non-governmental organizations, which are becoming essential as central governments devolve responsibility to the local level. In many countries in the region, Volunteers provide training in the

use of technology to access resources available on the Internet and to strengthen the infrastructure of local institutions. As one successful example, Volunteers in Armenia have established business development centers that provide a nation-wide communications network to promote economic opportunities. In Jordan, Volunteers help expand income-generating opportunities for rural women by teaching basic business and leadership skills such as planning, record-keeping, and marketing. Volunteers have also introduced business and community leaders to U.S. and international funding organizations and have supported educational exchange programs.

Many countries identify English language proficiency as an important aspect for full participation in the global economy, but suffer a critical shortage of qualified English teachers and teaching materials. Peace Corps Volunteers respond to these needs by serving as English teachers, developing the professional skills of local teachers, implementing curriculum reforms, and expanding access to improved teaching resources and materials. In addition, they have established libraries and resource centers for students and teachers, helped create English language radio and television programs, and organized summer English camps. Across the region, Volunteers integrate community development issues into course content, such as girls' access to education, environment awareness, and prevention of HIV/AIDS.

Throughout the region, Volunteers work with schools and local organizations to create awareness about the quality of the environment and its relationship to public health. To ensure greater sustainability of their efforts, Volunteers help environmental groups gain access to technical information and to long-term funding opportunities. Volunteers also work with community groups and students in protecting national and community parks and organizing environmental restoration projects. In Jordan and Morocco, two key nations of the Arab world, Volunteers work to educate communities about the depletion of valuable, non-renewable resources. Another successful effort is in Nepal, where Volunteers assist farmers in soil conservation and horticulture projects and help

villagers improve water and sanitation infrastructure.

In recognition of the significant progress made by certain countries of the region, the Peace Corps will end its work in Poland by the end of FY 2001, and its programs in the Slovak Republic and the Baltic countries by the end of FY 2002. In these countries Volunteers have taught English, business skills, and environmental awareness to tens of thousands of students, helping to expand employment and educational opportunities. Through these efforts, Volunteers will leave a legacy of service, community development, and cross-cultural exchange that will enable communities to continue development activities long after the Peace Corps' departure.

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## **Inter-America and Pacific Region**

Approximately 2,100 Peace Corps Volunteers currently work in the 28 countries served by the Inter-America and Pacific (IAP) Region. Because the Peace Corps responds to the expressed needs of the peoples and governments of host countries, the types of programs and specific Volunteer activities vary considerably across this vast and diverse region. The majority of Volunteers work in health, the environment and education, with large numbers also engaged in small business development and agriculture. Volunteer activities in most IAP countries also target women and youth-at-risk.

Increased political democratization is occurring in most Peace Corps countries in the region. The Peace Corps has responded to this trend with an increased emphasis on building the capacities of individuals, organizations, and communities to address their development needs. As an example, the Peace Corps has established municipal development programs in El Salvador, Guatemala, and several other Latin American nations to work with local governments to improve service delivery and civic participation at the grassroots level.

With a burgeoning youth population affecting all countries in the region, a large number of Volunteers work with rural and urban at-risk children and young people. In Costa Rica, Peace Corps has partnered with government and community organizations to develop

an innovative program to help youth, families, and schools address urgent social and economic problems affecting the nation's young people. The program is unique in that it uses youth issues to promote local volunteerism within the country. [Given its success, the Peace Corps will extend the Costa Rica program beyond the previously planned closure date of June 2002.]

The rise in gender awareness throughout the region has resulted in increased emphasis on involving women as key participants in decision-making and community development projects. Many IAP posts have organized Women In Development committees, which increasingly are able to share their activities and best practices through conferencing and the Internet.

The region is prone to natural disasters, especially earthquakes and hurricanes. The Peace Corps has played a vital role in recovery and reconstruction efforts after the recent earthquakes in El Salvador, and continues to provide support to communities recovering from Hurricanes Mitch and Georges, which devastated parts of Central America and the Caribbean two years ago. To assist communities to better prepare for such events, the Peace Corps trains Volunteers and their communities in disaster preparedness and mitigation and helps them share expertise among countries in the region. Many posts, notably Haiti, Honduras, and the Dominican Republic, are incorporating this knowledge into environmental and agricultural projects.

As the world experiences the widespread and fast-paced information technology revolution, many countries in the IAP region are seeking new opportunities for introducing and integrating technology as a tool for development. The Peace Corps is uniquely situated to help poor people bridge the digital divide in a very practical, hands-on way. A pioneering project in Belize, for example, has Volunteers working with the

public school system to disseminate computer knowledge and to train teachers in innovative and effective methods for teaching about information technology and computer maintenance.

The IAP region also works to build alliances with other organizations to maximize the impact on development and poverty alleviation. For example, the Pacific Alliance, an innovative experiment in international partnership, unites the Peace Corps, national governments, and United Nations organizations in attacking problems of coastal resource conservation and youth-at-risk. Through another effort in the Caribbean, the Peace Corps is partnering with several non-governmental organizations and foundations to share information technology support and expertise—with the goal of using information technology to expand employment and educational opportunities at the community level.

The IAP region regularly monitors a number of ongoing security situations and continues to place the safety of Volunteers as its top priority. The region has significantly expanded both pre-service and in-service training for Volunteers so they are more aware of, and better prepared for, potential safety risks. The region has also upgraded the physical security at its overseas posts, including improvements to equipment, communications, and transportation. In particular, the region continues to monitor situations in Ecuador, Haiti, and Papua New Guinea, where the Peace Corps has made appropriate adjustments to its programs and Volunteer support due to ongoing political instability in those countries. The Peace Corps suspended its program in the Solomon Islands in FY 2000 due to ongoing civil unrest which threatened the safety of Volunteers and affected the viability of the program.



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## The Peace Corps: Country Profiles

The following pages provide a description of the work Peace Corps Volunteers are doing within individual countries. Each country profile contains information about the country's population, annual per capita income, and the length of time Peace Corps Volunteers have served within the country. Peace Corps resources that are allocated to the country are also provided and include the number of trainees, the average number of Volunteers, and total program funds.

### **The Peace Corps Budget Information**

The Country Profiles also display information about the dollar resources used to support the Peace Corps program within each country for each of three fiscal years.

#### **FY 2000 Program Funds**

For FY 2000, the budget figures are the actual amounts that were obligated to support Peace Corps programs.

#### **FY 2001 Program Funds**

For FY 2001, the budget estimates reflect the planned budget requirements needed to support the Peace Corps programs based on available annual appropriations and programmatic needs known at the beginning of FY 2001.

#### **FY 2002 Program Funds**

For FY 2002, the budget estimates show the level of resources needed to continue the Peace Corps programs at the same level and effort as in FY 2001, including adjustments for anticipated inflation, annualization of programs begun or modified during the course of the year, and reassessments of Volunteers from one country to another. This "current operations" estimate does not include resources related to the increased number of Volunteers as requested in this budget.

Note: WorldBank Atlas 2000 is the source of population and per capita income in this document.

## **How the Peace Corps Counts Volunteers**

### **The Peace Corps counts Volunteers in the following three ways. They are referred to in the budget tables that follow.**

#### **Trainee Input**

Americans enter Peace Corps Volunteer service as trainees. Peace Corps training is conducted overseas and lasts an average of ten weeks. Training programs start throughout the year, depending on the program and the country. Upon successful completion of training, a trainee becomes a Volunteer. Volunteers serve for approximately two years.

The total number of new trainees who enter service in a given fiscal year is identified as trainee input. Trainee Input for FY 2002 will be 4,016.

#### **Average Number of Volunteers**

Throughout the fiscal year, constant fluctuations occur in the size of the Volunteer corps. Trainees become Volunteers; other Volunteers complete their overseas service; some Volunteers

leave Peace Corps service early for other reasons (health, family emergencies, or a decision to terminate service early); and some Volunteers elect to extend their service beyond two years. In order to estimate the size of the Volunteer corps, Peace Corps calculates the average number of Volunteers during the fiscal year. This estimate excludes trainees. The average number of Volunteers projected for FY 2002 is 6,680.

#### **Volunteers on Board**

The Peace Corps is often asked "How many Americans serve in the Peace Corps?" An accurate answer to this question should capture the total number of Americans, including both trainees and Volunteers, who are in service at any given time. Thus, the Peace Corps counts the number of trainees and Volunteers on board on the last day of the fiscal year (September 30th). The number of Volunteers on Board projected for September 30, 2002 is approximately 7,300.

## Peace Corps FY 2002 Congressional Budget Presentation

	TRAINNEES <sup>1</sup>			AVERAGE NUMBER OF VOLUNTEERS <sup>1</sup>			PROGRAM FUNDS (\$000) <sup>1</sup>		
	FY 2000	FY 2001	FY 2002	FY 2000	FY 2001	FY 2002	FY 2000	FY 2001	FY 2002
Africa	1,338	1,405	1,405	2,058	2,247	2,228	52,341	54,512	53,574
Europe, Mediterranean, & Asia	1,280	1,341	1,341	1,897	2,139	2,155	40,101	42,764	41,519
Inter America & Pacific	1,291	1,247	1,247	1,966	2,099	2,201	43,381	43,584	43,571
<b>REGIONAL TOTAL</b>	<b>3,909</b>	<b>3,993</b>	<b>3,993</b>	<b>5,921</b>	<b>6,485</b>	<b>6,584</b>	<b>135,823</b>	<b>140,860</b>	<b>138,664</b>
Crisis Corps Volunteers				48	86	72	1,309	1,747	1,291
United Nations Volunteers	10	23	23	20	21	24	233	298	302
<b>WORLDWIDE TOTAL</b>	<b>3,919</b>	<b>4,016</b>	<b>4,016</b>	<b>5,989</b>	<b>6,592</b>	<b>6,680</b>	<b>137,365</b>	<b>142,905</b>	<b>140,257</b>

### Trainees, Volunteers and Program Funds By Post

	TRAINNEES <sup>1</sup>			AVERAGE NUMBER OF VOLUNTEERS <sup>1</sup>			PROGRAM FUNDS (\$000) <sup>1</sup>		
	FY 2000	FY 2001	FY 2002	FY 2000	FY 2001	FY 2002	FY 2000	FY 2001	FY 2002
Armenia	37	43	42	60	60	66	1,397	1,343	1,331
Bangladesh	34	35	35	31	49	55	977	1,088	1,194
Belize	29	35	35	43	49	61	1,277	1,351	1,502
Benin	67	60	60	101	103	98	1,972	2,053	2,167
Bolivia	83	82	82	148	158	159	2,865	3,080	3,122
Bulgaria	70	68	70	98	109	111	1,765	2,015	2,183
Burkina Faso	49	45	45	76	78	70	1,937	1,898	1,817
Cameroon	85	79	80	125	122	119	2,945	2,734	2,774
Cape Verde	31	27	30	48	50	45	1,181	1,184	1,163
China	47	66	66	47	69	86	1,435	1,581	1,728
Costa Rica	13			23	23		501	335	
Cote d'Ivoire	77	84	80	102	137	114	2,853	3,090	2,803
Dominican Republic	90	79	80	143	145	147	3,501	3,387	3,407
Eastern Caribbean	54	50	50	90	90	94	2,289	2,243	2,063
Ecuador	87	79	80	141	146	156	2,358	2,736	2,769
El Salvador	71	76	76	111	107	122	2,004	2,233	2,355
Estonia	16	38	28	8	664	477	162		
Gabon	34	42	42	55	64	66	2,482	2,043	1,870
Gambia, The	46	45	45	64	72	71	1,531	1,560	1,591
Georgia		55	55		14	65	334	1,118	693
Ghana	82	79	80	152	147	148	2,750	2,807	2,851
Guatemala	122	129	130	173	210	232	3,334	3,801	3,835
Guinea	40	59	60	83	99	89	2,670	2,941	2,616
Guinea Bissau						173			
Guyana	23	25	25	29	35	42	802	815	939
Haiti	31	48	48	43	51	62	1,367	1,340	1,431
Honduras	140	121	121	198	226	229	4,075	3,853	3,816
Jamaica	56	54	55	89	95	97	2,290	2,219	2,305
Jordan	50	48	48	64	69	71	1,514	1,670	1,411
Kazakhstan	63	100	100	107	145	166	2,265	2,311	3,293

	TRAINNEES <sup>1</sup>			AVERAGE NUMBER OF VOLUNTEERS <sup>1</sup>			PROGRAM FUNDS (\$'000) <sup>1</sup>		
	FY 2000	FY 2001	FY 2002	FY 2000	FY 2001	FY 2002	FY 2000	FY 2001	FY 2002
Kenya	69	79	80	120	120	130	3,542	3,483	3,490
Kiribati	26	31	31	45	48	51	1,055	1,053	1,124
Kyrgyz Republic	33	50	50	70	65	76	1,226	1,311	1,529
Latvia	25			45	42	12	996	762	218
Lesotho	48	58	55	55	75	81	1,979	2,160	2,156
Lithuania	25			45	42	12	996	762	238
Macedonia	34	28	28	20	37	46	790	959	911
Madagascar	77	60	60	93	122	115	1,936	2,411	2,344
Malawi	33	65	65	81	92	95	1,738	1,832	1,889
Mali	74	81	80	126	131	124	2,598	2,693	2,595
Mauritania	65	62	62	49	79	71	1,561	1,565	1,541
Micronesia	32	38	38	44	49	55	1,609	1,675	1,554
Moldova	47	58	55	78	72	80	1,533	1,579	1,589
Mongolia	48	53	50	73	79	84	1,557	1,698	1,648
Morocco	83	83	83	124	131	135	2,251	2,607	2,678
Mozambique	21	23	25	29	33	33	1,234	1,245	1,223
Namibia	47	45	45	88	76	75	2,307	2,087	1,886
Nepal	70	69	65	112	113	111	1,754	1,988	1,859
Nicaragua	85	89	90	123	148	167	2,405	2,539	2,659
Niger	57	55	55	84	91	86	2,195	2,168	2,077
Panama	57	54	50	84	105	102	1,795	1,998	1,901
Papua New Guinea	32	34	34	60	45	32	1,441	1,073	740
Paraguay	89	94	92	162	159	169	2,925	3,291	3,396
Philippines	68	88	88	107	127	138	1,718	2,048	2,639
Poland				118	46		2,079	1,070	
Romania	95	90	100	121	136	144	2,108	2,586	2,857
Russia (Moscow)	84	70	70	54	114	115	2,356	2,502	2,982
Russia (Vladivostock)	39	65	65	46	71	73	1,601	1,547	1,450
Samoa	34	42	42	49	64	71	1,342	1,474	1,446
Senegal	75	72	72	116	131	122	2,784	2,938	2,947
Slovakia	46			77	75	21	1,527	1,377	416
Solomon Islands	44			40			992	25	
South Africa	39	55	55	77	85	87	2,406	2,577	2,701
Suriname	26	25	25	31	35	42	889	757	857
Tanzania	52	61	60	100	105	107	2,328	2,592	2,560
Thailand	33	31	31	47	57	63	1,178	1,323	1,273
Togo	50	55	55	55	79	81	1,705	1,756	1,832
Tonga	41	33	33	53	67	63	1,114	1,148	1,085
Turkmenistan	53	45	45	57	73	77	1,439	1,583	1,529
Uganda		20	24		8	32	276	961	797
Ukraine	93	100	100	150	165	174	2,838	3,212	3,419
Uzbekistan	87	96	95	108	151	166	1,703	2,247	2,293
Vanuatu	26	29	30	44	44	48	1,251	1,160	1,255
Zambia	64	59	55	113	124	121	1,554	2,748	2,723
Zimbabwe	56	35	35	66	24	48	1,710	987	1,161
<b>TOTALS<sup>1</sup></b>	<b>3,909</b>	<b>3,993</b>	<b>3,993</b>	<b>5,921</b>	<b>6,485</b>	<b>6,584</b>	<b>135,823</b>	<b>140,860</b>	<b>138,664</b>

<sup>1</sup> United Nations Volunteers and Crisis Corps  
Volunteers are not included in country numbers.

## Armenia

**Population:** 3,795,000  
**Annual Per Capita Income:** \$460  
**Program Dates:** 1992-Present

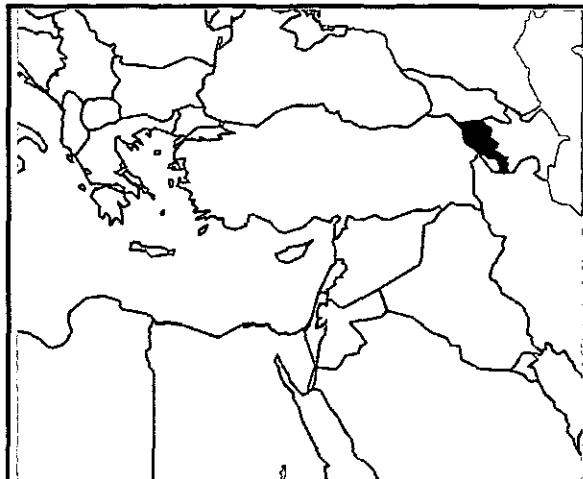
### Country Overview:

Armenia, the smallest of the former Soviet Republics, is in the midst of historic change. Despite a decade that has included war, blockades, political turmoil, a devastating earthquake, and chronic shortages of power, Armenia is slowly making progress in its transition to a market economy and democratic society. Private sector activities are beginning to emerge, and wide-scale entrepreneurship needs to be supported through training and education. Armenians recognize the importance of English fluency in linking them to economic, educational, and technological opportunities in their region. In addition, more attention is being given to health education and prevention as an alternative to the traditional curative approach practiced since the Soviet era. The Peace Corps is responding to these needs with programs in Business Development, Education, and Health, which support the country's ability to confront the many developmental challenges facing Armenians.

### Peace Corps Program by Sector:

#### **Business Education and Community Development**

The Business Education and Community Development Program assists 20 communities across Armenia to develop the institutional capacity of local non-governmental organizations (NGOs) and government leaders to support the small business and micro-enterprise sector. Volunteers provide business consulting and training to over 1,400 entrepreneurs and coordinate business education and curriculum development in high schools and business institutes. This year, several Volunteers were instrumental in establishing community business newsletters. Others have helped create community resource centers with computers, which often represent the first in-



RESOURCES			
	FY 2000 Actual	FY 2001 Estimates	FY 2002 Estimates
Trainees	37	43	42
Average # of Volunteers	60	60	66
Program Funds (\$000)	1,397	1,343	1,331

roduction to global information technology many Armenians have experienced. Volunteers have successfully formed collaborative training projects and facilitated micro-credit programs and small business development grants with organizations such as the U.S. Agency for International Development, CARE, Save the Children, and others.

One Volunteer has worked with The Urban Institute around Giumri, a region still devastated by the effects of a destructive 1989 earthquake. The project's goal is to introduce the idea of housing certificates, funded by USAID, that can be used by displaced families to purchase safe, affordable housing. The program has been a success, with local NGOs being trained to conduct orientations and workshops for the public and for local real estate companies. An Information Center has also been established to address questions about the housing program. In FY2000, over 200 housing certificates have been approved for families displaced by the earthquake. Next year, the project intends to expand by offering certificates for long-needed repairs to existing housing structures.

#### **Education**

Interest in studying English in Armenia is at its height. To help meet the demand for qualified En-

glish teachers, Volunteers are training Armenian teachers in modern language teaching methodologies. Volunteers are also helping their schools establish English language and computer resource centers and collaborating with their counterparts to produce curricula, in order to ease the severe shortage of textbooks and modern teaching materials.

Two Volunteers in the town of Sisian organized a five-day teachers methodology workshop which integrated the concepts of technical English teaching with interactive lesson planning. The teachers who participated found it extremely useful and intend to use this workshop as a model for future teaching methodology workshops around the country.

### **Health**

Armenians continue to face a range of health hazards, due in part to the country's health care infrastructure that has yet to be reorganized since the country's independence. Although health facilities

have retained much of the equipment provided by the once heavily-subsidized government health care system, there are few resources to maintain and improve health systems or services.

Some of the health issues which Armenians face are pollution, low iodine and fluoride in the drinking water, and radon exposure. These conditions have resulted in an increase in the number of cases of cancer and blood disorders.

Volunteers in this two-year-old project work on assisting local health professionals determine local health needs and how to meet those needs. Some of the objectives of this new project include health studies, surveys, community outreach, and training of trainers. Integrating health education themes into school classrooms will continue as well as other cross-sector collaboration with education and business Volunteers. Health Volunteers will also assist NGOs, health clinics, schools, and community interest groups to maintain and expand their current operations.

## Bangladesh

**Population:** 125,629,000  
**Annual Per Capita Income:** \$350  
**Program Dates:** 1998-Present

### Country Overview:

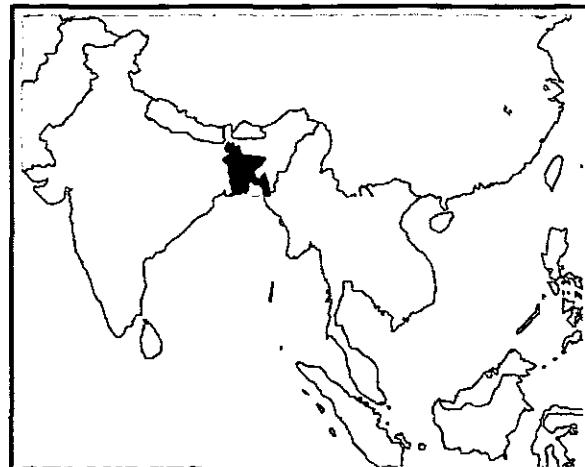
While it remains one of the poorest and most densely populated countries in the world, Bangladesh has continued to show signs of progress in a variety of key areas. The country is now self-sufficient in rice production, and the infant mortality rate has declined significantly from 140 per 1,000 births to 80 per 1,000 births. Also, as a result of concerted government efforts, primary school enrollment has increased from 54 to 77 percent, with girls comprising two and a half times as many students as they did in 1971.

Progress in these areas has created new and important challenges. While the number of children now attending school has increased, the availability of teaching resources and the number of teachers qualified in critical subjects remain low. The first group of Peace Corps Volunteers arrived in November 1998 to help the country strengthen its capacity to train its teachers of English.

### Peace Corps Program by Sector

#### Education

Recognizing the growing importance of English as the language of commerce and technology, the Government of Bangladesh has re-instituted English instruction for all students, beginning in grade three. Most elementary school teachers have a tenth grade education but lack sufficient background in English to teach it well. Volunteers are working in Primary Training Institutes (PTI), helping teachers to improve their English language proficiency. Several Volunteers are also assigned to work with the



RESOURCES			
	FY 2000 Actual	FY 2001 Estimates	FY 2002 Estimates
Trainees	34	35	35
Average # of Volunteers	31	49	55
Program Funds (\$000)	977	1,088	1,194

Bangladesh Rural Advancement Committee, a non-governmental organization which provides primary education for more than 1.2 million primary-age Bangladeshi children. As the program expands over the next several years, Volunteers may also be placed in vocational training institutions and in more rural areas, where most children are schooled, and where on-going professional support and training for teachers is limited.

One Volunteer has conducted wellness seminars for women working at her PTI. She addresses women's health issues including screening for breast cancer, self-esteem, and stress management. Volunteers have also been involved in polio eradication efforts through participation in National Immunization Days, for which they help to identify hard-to-reach children and administer vaccinations. Other Volunteers have collaborated with UNICEF to train Bangladeshi teachers about the use and maintenance of donated computers, to ensure long-term sustainability of the equipment.

## Belize

Population:	239,000
Annual Per Capita Income:	\$2,660
Program Dates:	1962-Present

### Country Overview:

In October, 2000, Hurricane Keith severely damaged Belize's basic infrastructure, adversely affecting nearly half the country's population. Of particular note was destruction of both the agricultural and tourism sectors, significantly affecting Belize's economy. The recent challenges associated with Hurricane Keith compound continuing development problems with which Belize has been grappling for a number of years.

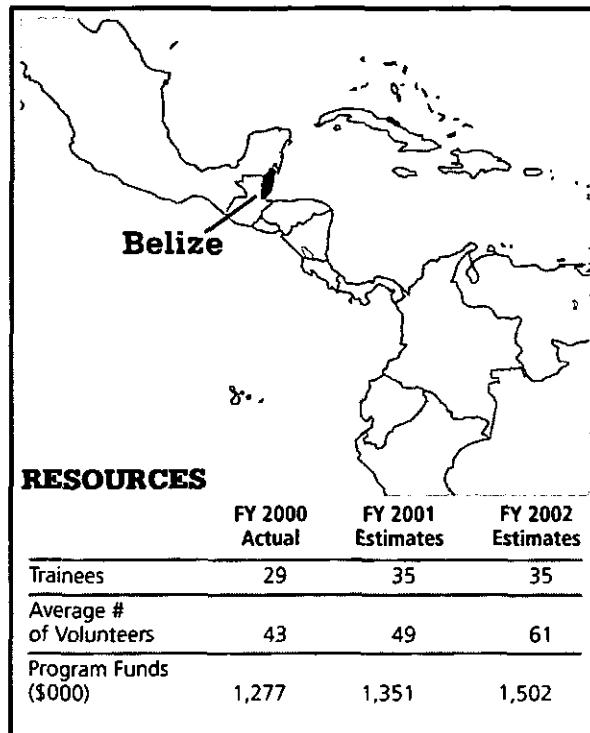
Sixty-five percent of Belize's population is under the age of 25. Schools suffer from overcrowding, less than half of the country's youth finish primary school, and drop out rates for high school are extremely high. Belize also receives increasing numbers of economic migrants and refugees with low levels of formal education from Guatemala, Honduras, El Salvador, and Nicaragua. An increasing proportion of the coming generation of Belizean children are born into homes that are poorer, less educated, non-English speaking, and marginalized.

Sixty percent of Belize is covered by forest ecosystems that accommodate endangered species. The barrier reef off the coast of Belize is an important coastal and marine ecosystem and a World Heritage Reserve. Effective management of these areas will be required to conserve biodiversity and valuable natural resources. To help address the diverse challenges facing Belize, the Peace Corps is working in education, rural community development, environment, and youth development.

### Peace Corps Program by Sector:

#### Education

Belize has a severe shortage of trained teachers in its primary schools, with 50 percent having received no formal training or certification, particularly those working in rural and poor communities.



This limits the ability of the most marginalized populations to reach the secondary education level and be prepared to enter the social and economic mainstream. In response to this, Volunteers provide comprehensive training programs for teachers throughout Belize. Since 1990, more than 130 Volunteers have trained over 5,000 teachers in methodologies such as classroom-centered teaching, English as a Second Language, special education, classroom management, and child development.

In 2000, the Government of Belize launched a national computer literacy program. This revolutionary program is aimed at increasing knowledge of, and accessibility, to information technology by equipping every school with computers. Volunteers are playing the critical role of assisting the Ministry of Education with the development of the first National Information Technology Curriculum, and training teachers in the use and maintenance of computers as well as the integration of information technology into the school curricula.

In addition to working in formal education, Volunteers work in informal education and vocational training with out-of-school youth. Volunteers provide training in areas such as basic literacy, job entry skills, income generation, computer skills, HIV/AIDS awareness, and conflict resolution.

One Volunteer in the Cayo District worked with local educators to develop a new curriculum for primary students. The Volunteer worked with teachers and principals to implement the new curriculum in pilot schools, and assisted teachers to monitor their own performance in implementing the new program. Another Volunteer serving in the northern region of Belize provided training to primary school teachers and students from grades five through eight on basic and advanced computer skills.

### **Community Development**

Most rural villages in Belize continue to struggle to meet basic human needs of housing, food, and potable water, and they lack infrastructure, such as roads, medical centers, and sanitation facilities. Many of these remote areas are being settled by refugees and migrants from neighboring Spanish-speaking countries.

Volunteers are working to help village and community leaders strengthen community organizations, access local and national resources to improve services, and carry out local development projects. They also provide training in health, sanitation, and literacy. Volunteers promote income-generating activities, such as agriculture, ecotourism, and production and marketing of handicrafts by micro-entrepreneurs.

## **Benin**

**Population:** 5,948,000  
**Annual Per Capita Income:** \$380  
**Program Dates:** 1968-Present

### **Country Overview:**

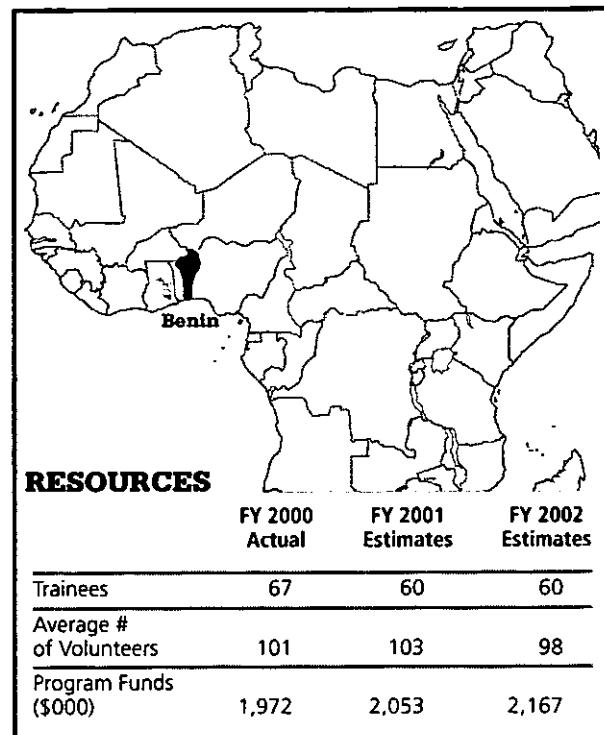
The Government of Benin is showing success as it continues on its path as a stable, democratic country committed to improving the well being of the Beninese people. However, human and material resources are often insufficient for the country to provide quality teaching for schoolchildren, to care for the health of families, to preserve and restore the natural environment, and to promote business skills. Peace Corps Volunteers are addressing these needs with a broad range of activities in business development, education, environment, and health. In a recent letter to the Peace Corps, President Kérékou of Benin declared, "your Volunteers offer to the citizens of my country a model and another view of what they themselves can contribute to the development of the Republic of Benin. The reports I receive from the people, as well as from the Ministers of my government, bear witness to the need and the durability of Peace Corps activities in Benin's development."

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

#### **Business Development**

Informal business activities dominate the Beninese economy and provide jobs for the majority of people outside of the public sector. However, local non-governmental organizations (NGOs) and micro-entrepreneurs lack basic management skills. At the government's request, Volunteers work directly with market women, entrepreneurs, village associations, and NGOs to teach marketing, accounting, business management, and organizational techniques. As a result, more goods are being produced for a profit and local organizations are able to address some of their communities' needs.

Small Enterprise Development Volunteers have partnered with two local NGOs to enhance their



skills in organizing, implementing, monitoring, and evaluating a national art fair. The NGO members learned and practiced marketing techniques to improve their ability to solicit financial assistance from sponsors rather than rely on subsidies. In FY 2000, Peace Corps Volunteers and their counterparts transferred basic business skills to 260 women. In addition, approximately 250 entrepreneurs have been trained in financial and organizational management.

#### **Education**

Volunteers have helped Benin improve the quality of education by teaching English, math, physics, and chemistry in secondary schools and by developing improved teaching materials, such as instructor lesson plans and student workbooks. Although the Peace Corps will begin to phase out its Math and Science project, it will continue to collaborate with the Ministry of Education to provide qualified English teachers and develop English textbook materials. In addition, Volunteers are incorporating the international science program, Global Learning and Observation to Benefit the Environment (GLOBE), into the school curriculum. GLOBE connects students around the world via the Internet to share their knowledge of the environment. Volunteers continue

to introduce thousands of students and hundreds of teachers to the GLOBE program every year.

Volunteers have taught more than 11,000 secondary students to improve their study habits and examination skills. As a result, nearly 9,000 of these students improved their performance on English, Math and Physics/Chemistry national exams during the 1999/2000 academic year.

### **Environment**

Benin is faced with serious environmental consequences due to annual deforestation of 2,500,000 acres of land, rapid reduction of soil fertility, and 70 percent its population working in rural agriculture. In response, the Peace Corps has strengthened its Environmental Action project and expanded its scope to include environmental education. Education is an integral part of the project, which has included development of an *Environmental Education Guide*, and the promotion of environmental clubs and the GLOBE program. Most recently, the Ministry of Environment has requested Peace Corps Benin's assistance in promoting environmental health where appropriate.

Volunteers are working on activities related to community forestry, soil conservation, environmental protection, and environmental education. Volunteers help to increase villagers' awareness of environmental degradation and to provide training

in practical methods to address these problems. During a National Tree Day celebration in Parakou, in the northern region of Benin, more than 20 environmental club members presented sketches, songs, poems, essays, and demonstrations of fuel conserving stoves to more than 300 villagers.

### **Health**

Rural communities in Benin face a myriad of health issues, including: high infant and maternal mortality rates, poor to non-existent health care, an accelerated HIV/AIDS rate, low immunization coverage, and little in the way of social services for disadvantaged people. Volunteers collaborate with social service centers throughout the country, which are sponsored by the Ministry of Social and Family Protection. The focus of the project is health education with an emphasis on maternal and child health issues.

HIV/AIDS is one of Benin's growing public health problems. Volunteers in all projects continue to integrate HIV/AIDS information into their activities. During FY 2000, more than 700 community members participated in HIV/AIDS activities developed to increase public awareness and teach about preventive practices. Activities included distribution of AIDS storybooks, discussions of educational cassettes and films, and games and skits to teach youth about the threat of HIV/AIDS.

## Bolivia

Population: 7,950,000  
Annual Per Capita GNP: \$1,010  
Program Dates: 1962-1971; 1990-Present

### Country Overview:

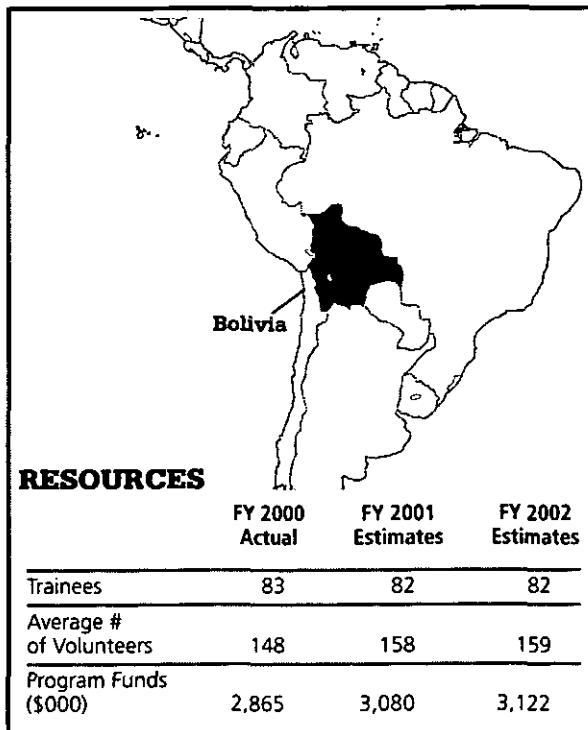
Despite steady improvements in Bolivia's economy over the last decade, it remains one of the least developed countries in South America. Seventy percent of the rural population live in poverty, with 11 percent of the population surviving on less than \$1 per day. Rural Bolivia suffers from one of the highest child mortality rates in Latin America, along with an average life expectancy that is among the lowest in the hemisphere. Bolivia has an agriculture-based economy that lacks modern technology. The environment is plagued with unplanned forest conversion, uncontrolled logging, and problems associated with rapid urban growth. Exacerbating these chronic problems was the significant social and political turmoil in FY 2000, which erupted as certain segments of the population protested taxes, price increases, and other government policies.

Currently, volunteers in Bolivia are working with national agencies, municipal governments, and private volunteer organizations on projects in agriculture, agro-forestry, environmental education, micro-enterprise development, and water and sanitation. Where appropriate, the Peace Corps is beginning to integrate information technology into Volunteer projects to expand technology access to Bolivian youth, farmers, and entrepreneurs.

### Peace Corps Program by Sector:

#### Agriculture

Bolivia's farmers face serious challenges in meeting their families' basic needs for both adequate nutrition and income. Peace Corps' agriculture Volunteers work in complementary areas. Crop extensionists help farmers gain skills in sustainable agriculture and soil conservation techniques, which increase the income level of farming families. Nutrition extensionists work with rural families to



provide nutrition education and support family garden projects, which yield nutritional foods for family consumption. The dual component of the agriculture project allows Volunteers to reach all members of the community, assisting mostly male farmers in traditional agriculture extension while incorporating women and youth through nutritional education and household gardens.

Over the past year, Volunteers trained over 6,000 local farmers in crop rotation, soil conservation, integrated pest management, household gardening techniques, and nutritional education. In addition, Volunteers conducted training on greenhouse maintenance and encouraged schools to use greenhouses for vegetables offered in school lunches.

#### Business Development

To address endemic rural poverty, Volunteers assist communities in the development of income generating activities and business skills training. Volunteers are creating greater economic opportunities for poor people in rural and peri-urban areas through the improvement of basic micro-enterprise practices. Projects in community tourism encourage environmental awareness with a conservation ethic, while capitalizing on natural resources in a sustainable way.

During the past year, Peace Corps Volunteers trained over 3,900 Bolivians in basic business techniques, including marketing, quality control, and customer service. They helped build capacity in many basic business systems including records management, accounting, inventory, payroll, and information technology. The Peace Corps' community-based tourism project works with members of 13 local communities and has incorporated support from local municipalities. A successful example is the Curichi Cuajo project, which has trained local youth to serve as bird guides in the Curichi wetlands area. The project provides an economic alternative to traditional forest uses while protecting the flora and fauna and the regional city's only fresh water source.

#### **Environment**

Bolivia's environment faces rapidly deteriorating natural resources due in part to agricultural practices that deplete soil and water resources. The Natural Resources Management project aims to protect the environment and create an ethic of environmental stewardship among Bolivians. Volunteers work with local communities on soil conservation, watershed management, and revegetation activities, while simultaneously expanding the role of environmental education.

Over the past year, Peace Corps Volunteers trained 5,000 Bolivians in reforestation, soil conservation, mini-watershed management, and environmental awareness. Through the environmental education project, Peace Corps Volunteers estab-

lished 48 community reforestation committees and youth ecological clubs throughout the country. Additionally, over 1,000 students received environmental education courses in their schools due to the work of Peace Corps Volunteers.

One Volunteer's project provided local students the opportunity to spend one week of winter vacation observing and evaluating the environment in Bolivia's southeastern Amazon basin. Upon return to their communities, these students serve as caretakers of the environment through activities in their schools and neighborhoods.

#### **Health and Sanitation**

Providing access to potable water and latrine systems is a major development challenge in Bolivia. Partnering with a range of local and national organizations, Volunteers work to improve rural sanitary conditions by strengthening the ability of municipalities to provide potable water to poor communities, constructing latrines, and providing sanitary and hygiene training. Additionally, Volunteers work in communities to organize and train local water boards in the administration, health, and environmental protection issues associated with potable water.

During FY 2000, Volunteers and counterparts assisted nearly 8,000 people to obtain access to safe drinking water. Five volunteers and their counterpart organizations designed and constructed water systems for ten communities, which are being managed by local water committees.

## Bulgaria

**Population:** 8,257,000  
**Annual Per Capita Income:** \$1,220  
**Program Dates:** 1991-Present

### Country Overview:

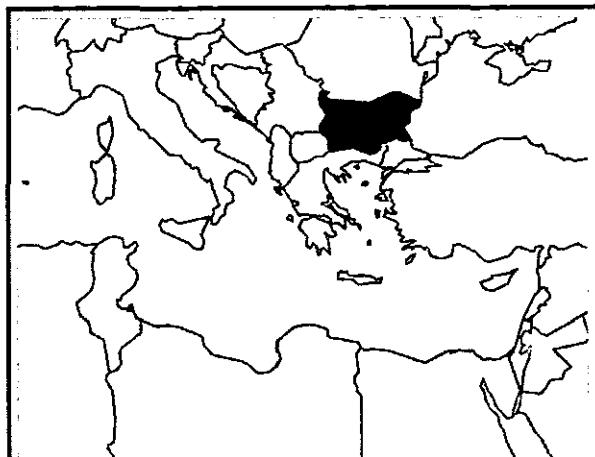
Post-communist Bulgaria has encountered significant challenges in its transition to a decentralized and market-oriented economic system. Inflation and unemployment are high, and shortages of food and fuel have been common. Environmental degradation is prevalent, as concern for economic recovery and growth have outpaced efforts to protect and restore the environment. The Peace Corps is helping to address these issues with projects in community economic development, environmental education, and English language instruction, which Bulgarians believe will help them integrate into international business and commercial activities.

### Peace Corps Program by Sector:

#### Business Development

The Peace Corps business program was developed to help Bulgarians adapt to their rapidly changing economic and political environment. Volunteers work with small business owners, micro-entrepreneurs, and students to develop skills in business administration and management. They also assist in strengthening the capacities of Bulgarian business-assistance organizations to provide technical services and access to business resources and information. Eighteen Volunteers are assigned to business resource centers and local and regional economic development agencies. They also serve in secondary schools as business educators. The Peace Corps works closely with the Junior Achievement Program in schools throughout the country.

In FY 2000, Peace Corps Volunteers assisted nearly 750 entrepreneurs with one-on-one consulting and organized nearly 100 workshops, seminars, and courses on topics such as business administration and the market economy. One Volunteer in Smolyan supported her sponsoring agency in devel-



#### RESOURCES

	FY 2000 Actual	FY 2001 Estimates	FY 2002 Estimates
Trainees	70	68	70
Average # of Volunteers	98	109	111
Program Funds (\$000)	1,765	2,015	2,183

oping a market-oriented approach to managing the local theater. She also developed marketing materials, secured Internet access to promote the theater, and trained interested personnel.

#### Education

As Bulgaria continues its economic reforms and attempts to expand into the global marketplace, the need for English language fluency has increased significantly. Instructors face shortages of educational resources and proper training on how to use the limited resources they have. Peace Corps Volunteers work within the Bulgarian school system to improve students' and teachers' English language skills and to develop and enhance English language resource centers.

In FY 2000, Volunteers taught 6,520 students in 59 schools, and established 9 English language libraries. Volunteers also helped to equip English language resource centers with books and other materials and developed management and lending systems to track center activities.

#### Environment

Bulgaria's environment has experienced increasing pressure and stresses resulting in deforestation, wetland destruction, and general degradation. In response, the Peace Corps began its environmental

management and training project in Bulgaria in 1995. Currently, Volunteers work with schools, non-governmental organizations (NGOs), national park administrations, local governments, youth centers, and forestry units to educate and empower communities to understand and address environmental problems and to develop and implement community-based environmental initiatives. Volunteers facilitate cooperation between NGOs and local, national, and international environmental organizations to develop a

dynamic network for environmental information exchange and technical assistance.

During FY 2000, Volunteers helped organize Earth Day, World Environmental Day, and World Water Day celebrations in 19 communities. Activities included tree and flower planting campaigns, clean-ups, sidewalk paintings, contests, and environmental education presentations. Students presented essays, photographs, video and art work to the local communities.

## Burkina Faso

**Population:** 10,730,000  
**Annual Per Capita Income:** \$240  
**Program Dates:** 1966-1987; 1995-Present

### Country Overview:

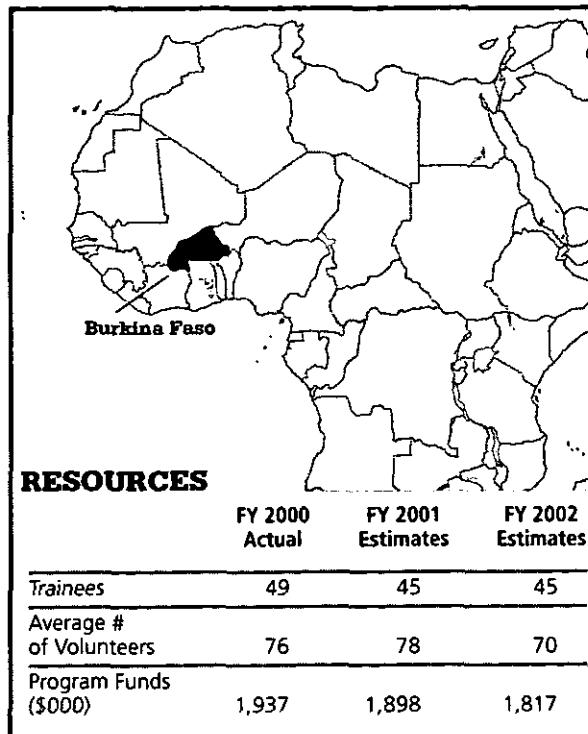
According to Ministry of Education statistics, Burkina Faso devotes 24 percent of its budget to education. Even so, only 19 percent of the population over the age of 15 is literate and only 26 percent of eligible children in rural areas attend primary school. Less than 10 percent of the female population as a whole is literate. Foreign investment and private sector development are increasing in Burkina Faso, yet the country still ranks among the poorest countries in the world. It is estimated that only 20 percent of the population have access to safe drinking water. Health care remains poor and conditions such as malaria and malnutrition are endemic. The Peace Corps resumed work in Burkina Faso in FY 1995 after an eight-year absence. Volunteers live in rural and urban areas to provide assistance in the critical areas of health and education, which are stated priorities of the government of Burkina Faso.

### Peace Corps Program by Sector:

#### Education

In the four years since the Education project began, nearly 100 Volunteers have served in 20 junior high schools, 15 senior high schools, and 2 universities. They have taught over 500 hours of English, math, and science classes. Volunteers encourage girls to excel in mathematics and science, which traditionally have been limited to boys. Counterparts and Volunteers work together to raise awareness of the need for gender equity.

A Volunteer in the village of Piela has spearheaded an effort to promote gender equity in schools. With the help of two other Volunteers, she organized a week-long summer camp for ten girls. The project focused on encouraging girls to remain in school, making learning enjoyable, building confidence, and raising awareness of issues related to



the environment and reproductive health. The girls planted ten trees at a local primary school, whose students now care for the planted trees every morning. A measure of the camp's success is that all the girls who attended have enrolled in a high school to pursue their secondary education.

#### Health

Volunteers are assigned to the Ministry of Health to promote health education in village clinics and to revitalize the primary health care system. Volunteers work with local communities to strengthen local health management committees and to develop health promotion programs on such priority concerns as childhood communicable diseases, malaria, HIV/AIDS education, and Guinea worm eradication.

Peace Corps Volunteers in the health sector work with the head nurses of local clinics to manage the immunization program. These activities include scheduling vaccination trips, participating in monthly immunization outreach programs, and ensuring that data is collected regarding immunization coverage. In FY 2000, over 140 local and community health providers in 63 different communities benefited from this project.

During FY 2000, one Volunteer initiated and coordinated a project called "Students for Vaccination."

During the project, older primary school students "adopted" babies from the community and followed the progress of their vaccinations throughout the school year. The Volunteer conducted two vaccination workshops which taught the students and community members the importance of preventive health measures. Monthly contact with health providers was encouraged through incentives, such as prizes of

scholastic material. The program encouraged students to become educators for their community. The students also became a reliable channel of information on vaccination sessions and a resource to mothers unable to take their children to the clinic. The Volunteer noted a significant increase in the percentage of babies vaccinated between January and June 2000, compared to the same period in 1999.

## **Cameroon**

**Population:** 14,303,000  
**Annual Per Capita Income:** \$610  
**Program Dates:** 1962-Present

### **Country Overview:**

The people of Cameroon, while experiencing improvement in the general quality of life in recent years, continue to live with inadequacies in the health care and education systems, as well as in the management of their natural resources and economic systems. The government continues to open new schools to address the educational needs of youth, but faces a shortage of qualified teachers. Water-borne illnesses, poor nutrition, and sexually transmitted diseases are preventable conditions that threaten health in many rural areas. A majority of the population continues to work the land using damaging practices, and they do so without enough of a harvest to provide the needed benefits. Volunteers concentrate their efforts at the grass-roots level in classroom instruction, teacher training, agriculture, agro-forestry, and health. A new Small Enterprise Development project, initiated in FY 2000, addresses the growing needs in the business sector.

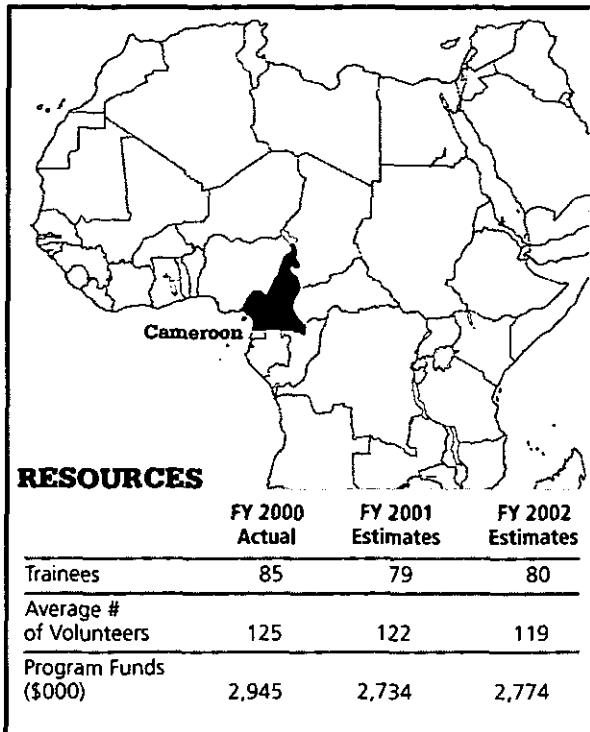
### **Peace Corps Program by Sector:**

#### **Agriculture**

Volunteers have helped farmers gain necessary management skills to maintain pond fisheries, which increase the quantity and quality of farmers' food production and generate income. Cameroonian with strong leadership and communication skills have been trained by Volunteers as farmer leaders to pass on fish farming techniques to other farmers. Peace Corps Cameroon has successfully achieved the goals of this project, and as a result has phased out fish farming as of September 2000.

#### **Education**

Providing the ever-expanding school-age population with a quality education remains a challenge for the Cameroonian government. Volunteers help



improve the quality of education by teaching classes in English, math, and science and by developing teaching materials applicable to Cameroonian life. Students' classroom knowledge is supplemented with health and environmental education curricula integrated into daily lessons. Volunteers bring innovative techniques to the classroom with new teaching approaches that enhance students' critical thinking skills and improve the teaching skills of their Cameroonian counterparts.

In FY 2000, Volunteers taught more than 21,000 Cameroonian students in science and mathematics and approximately 9,000 students in English language skills and HIV/AIDS prevention techniques. One hundred and sixty teachers were trained in lesson planning methodology and communicative teaching techniques. Due in part to these efforts, success rates for passing the national math/science exams improved from 30 percent to 55 percent over the past year. In addition, Volunteers and their counterparts promote the GLOBE (Global Learning and Observation to Benefit the Environment) program in their daily classroom activities.

#### **Environment**

Due to population growth and increasing competition for land in Cameroon, some farmers have

begun to cultivate on steep hillsides and into ecologically important forested areas. These practices accelerate soil erosion, degradation of existing farmland, and desertification. Volunteers in the humid highland zone and the Sahel region are working to establish a network of farmer leaders who will understand the benefits of agro-forestry and permanent farming systems, and who will teach these activities to other farmers.

In FY 2000, Volunteers introduced more than 3,800 community members to the concepts and benefits of agroforestry and permanent farming systems. With the assistance of Volunteers, farmers established 145 nurseries, which produced nearly 100,000 seedlings, and created 118 seed banks to store tree seeds.

### **Health**

In Cameroon, the doctor-to-patient ratio is 1: 12,500, the infant mortality rate exceeds six percent, and only half the population has access to safe drinking water. The HIV/AIDS pandemic has emerged as one of the most pressing public health concerns, with an estimated six percent to seventeen percent of the population infected. Volunteers work primarily on prevention activities that encourage communities to assess local health and water/sanitation problems, prioritize these concerns and identify appropriate interventions. These activities, undertaken in collaboration with host country nationals, help empower local individuals to solve health and water/sanitation-related problems and to take responsibility for their own development.

Volunteers collaborate closely with TEFL and Agroforestry Volunteers. Their combined efforts

have resulted in the construction of a nursery school, workshops on fruit drying, community tree planting projects, and discussion of gender related issues. More and more community members are being exposed to family health education activities, which include preventive health practices and improved water/sanitation practices.

### **Business Development**

The informal sector of the economy is of growing importance in Cameroon. However, very little exists to nurture this growth and support micro-enterprise development. The need exists for business advisors as well as for the establishment of additional savings and credit mechanisms. Peace Corps Cameroon has responded to these needs by initiating a new small enterprise development project. The project aims to link Volunteers with credit and savings organizations, which will provide entrepreneurs with credit and the entrepreneurial skills necessary to effectively use that credit. The first Volunteers have begun to collaborate with government ministries and non-governmental organizations (NGOs). Volunteers have also begun working with local counterparts to provide entrepreneurial skills to marginalized socio-economic groups in the informal sector so that they can better manage their businesses as well as the credit they receive.

Volunteers and host country nationals are taking steps to improve communication regarding lending practices of local credit institutions. Volunteers work with credit committees to insure that loan recipients are fully qualified and able to reimburse the credit before a final decision is made.

## Cape Verde

**Population:** 416,000  
**Annual Per Capita Income:** \$1,200  
**Program Dates:** 1988-Present

### Country Overview:

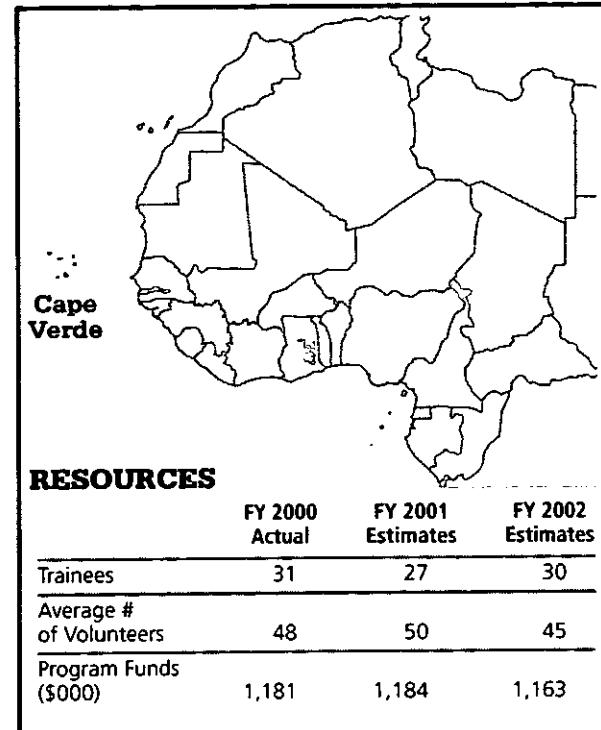
Cape Verde is a nation of ten islands located off the coast of West Africa. Each island's topography, size, population, and other features are distinctive. Some of this island nation's most pressing challenges are a severe shortage of fresh water, low agricultural production, and a lack of trained professionals in both the public and private sectors. To address these issues, the government's stated priority is the decentralization of the majority of its functions to the local level on each island. According to the Secretary of State for Decentralization, "the country counts on Peace Corps Volunteers working in community development as an integral part of the process of decentralizing the government, working with communities to identify their most pressing needs, and designing appropriate strategies for resolving these problems." Volunteers are currently working in community development and education projects. Although Portuguese is the official language of Cape Verde, the government has determined that knowledge of English will enhance prospects for economic development.

### Peace Corps Program by Sector:

#### Education

English is taught at the secondary school level, but there is a chronic shortage of qualified English teachers. The Minister of Education has remarked, "without the presence of the Peace Corps in Cape Verde, we could be severely handicapped in reaching our goal of securing Cape Verde's place in the process of globalization. We recognize that English is the language of commerce, education, and international relations. We are most grateful to have the Peace Corps in our country."

During FY 2000, Volunteers taught English to more than 5,000 students, a significant percentage



of the secondary school population. Volunteers also play a primary role in the pre- and in-service training of licensed English teachers. They have developed instructional materials that incorporate Cape Verdean culture and history and have introduced them into secondary schools. In activities outside the classroom, Volunteers have a two-week English summer camp, a career day for female students, and field trips to broaden student awareness. Volunteers are also involved in adult English literacy training, which is designed to help stimulate the growth of the islands' burgeoning tourist trade. A small number of Volunteers also work in pre-school administration. In FY 2000, the Peace Corps continued to expand its English teaching initiative into primary schools.

During FY 2000, one Volunteer organized a seminar to instruct future English teachers on using the Worldwide Web as a resource for locating lesson plans, texts, song lyrics, and other English-language teaching materials.

#### Community Development and Information Technology

Since the government's shift toward decentralization, municipalities and local communities have had difficulty identifying community needs and

developing solutions to community problems. In an effort to develop and implement sustainable, small-scale, community development projects, Volunteers continue to promote information technology as a tool for development. One Volunteer organized the entire collection of maps, plans, and projects owned

by her town's technology office and categorized them in a database. In addition, a Volunteer assisted in the creation of a bilingual website designed to attract foreign investors to Cape Verde, while another Volunteer helped her community write a proposal for an Internet café.

## **China**

**Population:** 1,238,599,000  
**Annual Per Capita Income:** \$750  
**Program Dates:** 1993-Present

### **Country Overview:**

In the past decade China has undergone dramatic internal economic and political reforms that have challenged the communist system and opened the country to global markets. But rapid development and internal reforms have left behind many Chinese people who do not have the skills to participate in the new economy. The rapid pace of economic development has also exacerbated China's environmental problems, especially air pollution and soil erosion.

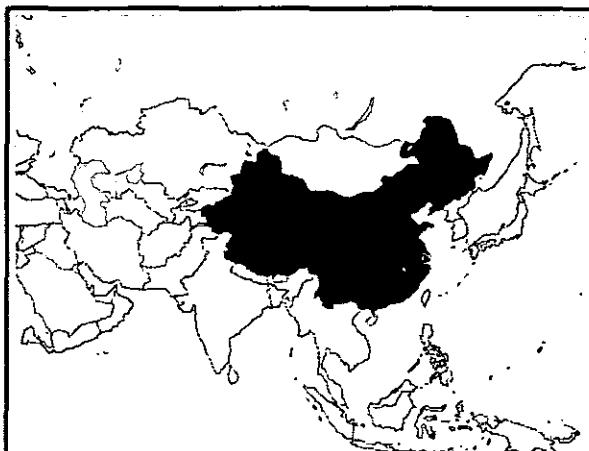
To assist in addressing these challenges, Peace Corps Volunteers are assigned to teach English and environmental education, areas in which the Chinese government has identified a need for increased technical skills. The Peace Corps program in China has entered its seventh successful year, with Volunteers currently serving in the Sichuan, Guizhou, and Gansu provinces and the Chongqing municipality.

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

#### **Education**

Development of English language skills is an integral part of China's plan to modernize and participate in the global community. Learning English allows greater access to information available internationally and provides better opportunities to learn technical skills, conduct business, and fulfill research projects. The Peace Corps program provides desperately needed training to Chinese educators and students.

Peace Corps Volunteers in the education sector have the primary goal of teaching English to students who are training to become middle school English teachers in rural areas. While teaching English is their primary goal, Volunteers also introduce American culture, history, and literature, attempt to stimulate critical thinking, and enhance problem-



<b>RESOURCES</b>			
	<b>FY 2000 Actual</b>	<b>FY 2001 Estimates</b>	<b>FY 2002 Estimates</b>
Trainees	47	66	66
Average # of Volunteers	47	69	86
Program Funds (\$000)	1,435	1,581	1,728

solving skills among their students. Volunteers work closely with their Chinese colleagues to exchange ideas and teaching methodologies. Daily contact with native English speakers helps Chinese teachers become more proficient in English and more confident in their ability to use English in the classroom.

Since the government established computer literacy as a priority for the educational development and progress of China, Volunteers have conducted computer literacy training for future educators at three teacher-training colleges. The projects were initiated with college officials and respond to community development needs and priorities. Another group of Volunteers helped to establish a scholarship program for female students that will be offered in FY 2001.

#### **Environment**

Environmental concerns have recently come to the forefront of priorities for the Chinese government and people. Peace Corps Volunteers address these concerns by helping implement environmental education programs in schools and training institutes. Environment Volunteers are posted at universities, colleges, and middle schools and work with Chinese teachers of English, biology, chemis-

try, or other topics relevant to the environment. They teach students, train Chinese teachers, and help to develop curriculum for environmental education classes. In addition, they plan activities, such as Earth Day and Tree Planting Days, which help to raise awareness about the environment and promote attitudes and behavior that serve to protect local ecosystems.

One Volunteer, who serves as an environmental studies instructor at Southwest China Normal University, is designing and constructing a wetland that will replace a sewage pool on the university's campus. The wetland will produce naturally filtered water with plants and stones, which will run into a clean pond for everyone on campus to enjoy.

## Côte d'Ivoire

**Population:** 14,492,000  
**Annual Per Capita Income:** \$700  
**Program Dates:** 1962-1981; 1990-Present

### Country Overview:

While frequently cited as a rising star in Africa, Côte d'Ivoire continues to face serious social and economic problems stemming from the economic crisis in the early 1990's and its high population growth rate. Health indicators are improving, but preventive health care remains an area of great concern. HIV/AIDS education is still a critical challenge, and easily preventable Guinea worm disease is not yet eradicated. Geographic and urban/rural disparities exist in access to potable water, waste disposal, and nutrition.

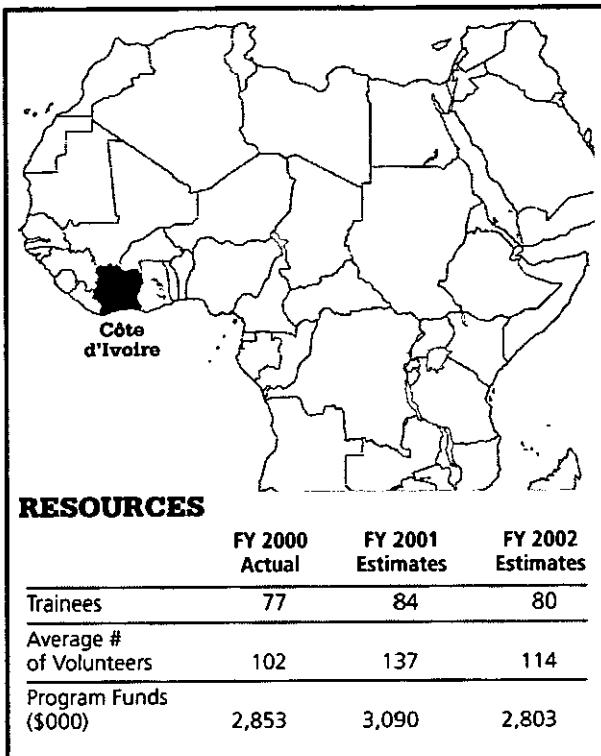
Although these conditions have improved, only 42 percent of the country's population has access to potable water, and only 39 percent has access to adequate sanitation facilities.

Recent political upheavals and election violence have resulted in decreased foreign investment and foreign aid, thereby exacerbating the difficult development challenges faced by Côte d'Ivoire. Peace Corps Volunteers are helping to address these needs by working to improve preventive health care, water and sanitation, and urban environmental management. In FY 2000, the Peace Corps established an education project to improve access to education in rural areas of Côte d'Ivoire.

### Peace Corps Program by Sector:

#### Environment

Volunteers continue to work with local officials in smaller cities to enhance municipal governments' capacity to plan for and provide adequate public services to lower-income residents. Over the past decade, over 30 cities have implemented solid waste management collection systems and composting projects. In FY 2000, Volunteers constructed latrines with hand-washing stations at primary schools in three cities. In four other cities, Volunteers began



garbage collection programs and helped municipalities determine improved disposal methods.

#### Health

Volunteers work with the Ministry of Health and Social Welfare as members of health teams to improve access to, and awareness of, preventive 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 committee members. Volunteers have trained 200 community health workers in immunization, nutrition, malaria, and prevention of HIV/AIDS, as well as other sexually transmitted diseases. Volunteers also are working to eradicate Guinea worm disease, a debilitating water-borne ailment that affects communities with limited access to potable water.

In FY 2000, Volunteers expanded their work to community members, groups and students and organized a "beautiful village contest" in twelve villages to promote environmental hygiene and sanitation.

### **Water and Sanitation**

Volunteers work with rural communities to improve water supplies and access to proper sanitation as well as increase understanding of the importance of safe drinking water and hygiene. An important focus is the maintenance of village hand-pumps that often fall into disrepair. Volunteers are strengthening a network for distribution of spare parts to keep the pumps operating. Use of hand-pumps significantly aids the eradication of Guinea worm disease, reduces some forms of diarrheal disease, and provides potable water for many villages.

In FY 2000, 20 Volunteers and 17 community health workers helped to organize a series of week-long activities to promote the eradication of Guinea worm in 10 endemic villages. Volunteers provided Guinea worm prevention information via individual

household discussions, theater groups, group songs, and contests. Volunteers also improved unprotected water sources, distributed water filters, and painted Guinea worm prevention murals at local health clinics. The Guinea worm education week reached an estimated 12,000 individuals in over 2,000 households.

### **Education**

In FY 2000, Peace Corps began a new education project designed to assist the government of Côte d'Ivoire in improving access to, and quality of, primary education in rural areas. In this project, Volunteers serve as liaisons between communities and schools to empower educators and local community members to identify and utilize local resources.

## Dominican Republic

**Population:** 8,254,000  
**Annual Per Capita Income:** \$1,770  
**Program Dates:** 1962-Present

### Country Overview:

Despite encouraging economic growth indicators, the Dominican Republic still faces many of the same development challenges that confront other Caribbean nations, such as a burgeoning youth population, environmental degradation, an inadequate education system, and unsustainable agricultural practices with low crop yields. In late 1998, Hurricane Georges poignantly demonstrated that these challenges are compounded by the country's proclivity toward natural disasters. Poverty tends to be especially severe in rural areas. Those able to achieve higher levels of education, migrate and leave behind the most disadvantaged. This is particularly the case in the areas bordering Haiti, where extreme poverty is prevalent. Approximately two thirds of individuals in rural communities lack access to adequate water supplies and sanitation facilities, and are vulnerable to catastrophic losses as the country is subjected to hurricanes. The rate of HIV/AIDS infection continues to pose an ominous threat to an increasing number of people.

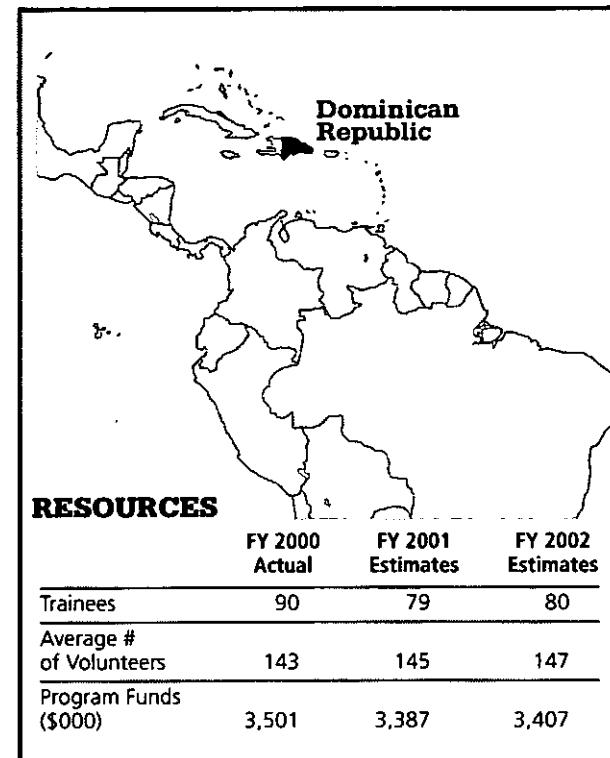
The Peace Corps is helping to address many of these development challenges through programs in agriculture, education, the environment, health and small business assistance.

In FY 2000, the Government of the Dominican Republic also requested Peace Corps' assistance in implementing information technology programs. In response, the Peace Corps will provide technical assistance for a national school-based computer laboratory project, and has begun incorporating information technology into other projects.

### Peace Corps Program by Sector:

#### Health and HIV/AIDS

Though there has been improvement over the past several years, the incidence of infant mortality



in the Dominican Republic is still relatively high at 56 per 1,000 births. In an effort to reduce diarrheal disease, the leading cause of child mortality, Volunteers work to increase access to drinkable water in 36 rural communities. Through the construction of small water systems, 24 communities have gained access to potable water. To help ensure the sustainability of these efforts, Volunteers trained rural leaders to plan, operate, and maintain water systems and helped inform communities about the importance of sanitation practices.

Over 2.5 percent of the Dominican population is now infected with the HIV virus. Volunteers continue to train people about ways they can prevent the spread of HIV/AIDS. Last year, Volunteers organized training sessions that reached over 2,500 young people in over 60 communities.

One Volunteer launched a major educational project to disseminate HIV/AIDS prevention messages and raise awareness about the disease. She helped students make theater presentations, trained youth and high school teachers, and established a resource center in the main high school in her community.

#### Education

While the education sector suffers from low morale, poor administration, and intermittent pay

for teachers, the new administration has recently established 324 computer centers in public high schools across the country. Increasingly, Volunteers are training teachers and students in basic computer literacy. Volunteers serving in the Community Education Project assist communities and local school districts improve their own primary education, including the establishment of resource centers at the district level and providing training on information technology. Through workshops in over 90 schools, Volunteers have helped teachers develop creative teaching techniques that promote active student participation in lessons focusing on relevant everyday issues. The Peace Corps' efforts to establish educational resource centers have received national recognition for their innovation in curriculum materials development, as well as for their low-cost, high return contribution to public education.

#### **Agriculture**

Small-scale agriculture has become increasingly difficult in the Dominican Republic due to soil degradation, deforestation, and lack of access to markets. Volunteers work to improve the technical knowledge of small farmers by encouraging them to adopt more efficient and sustainable agricultural management practices such as soil conservation, integrated pest management, organic farming, water management, and crop diversification. They also build the capacity of local organizations and government agencies to promote sustainable agricultural practices and prevent land degradation. Volunteers teach agricultural courses, promote small animal projects, and serve as liaisons between government agricultural agencies and local communities. During FY 2000, Volunteers established 12 demonstration plots that introduced new agricultural techniques to more than 500 farmers.

A Volunteer living in the mountainous central region of the Dominican Republic has been working with the local coffee growers association to help it become officially certified by the government. She also has established a demonstration plot for soil conservation that is cared for by a local woman's organization.

#### **Environment**

After years of negative environmental impact, it is estimated that the Dominican Republic is only about 12 percent forested. Volunteers are working to reverse the process of soil erosion and degradation on the lands of 1,000 low-income rural farmers, and are helping to rehabilitate land devastated by Hurricane Georges.

Based on the work model and efforts of one Agro-forestry Volunteer, a national NGO has begun a multimillion peso reconstruction project that includes soil conservation, road improvement and nursery establishment for reforestation and agroforestry purposes.

#### **Business Development**

Volunteers are working to educate small business owners about ways to operate more efficiently and profitably, particularly in sectors that will enhance country exports. Volunteers collaborate with partners such as Chambers of Commerce and agribusiness cooperatives to help them provide training in core business competencies. Business people are learning how to plan, budget, and market their goods more effectively.

Peace Corps Volunteers, working with U.S. Agency for International Development in the areas most devastated by Hurricane Georges, distributed vegetable seeds to promote home and school gardens, responding to an urgent need to produce food quickly. Local residents produced a large quantity of the vegetables consumed in their communities.

#### **Crisis Corps**

Sixteen Crisis Corps Volunteers were sent to the Dominican Republic to help communities recover from Hurricane Georges. They worked with the Red Cross, World Food Program, Habitat for Humanity, and several Dominican non-governmental organizations to reconstruct housing, monitor food distribution activities, rehabilitate agriculture projects, and repair latrines. As a result of these post-hurricane programs, the Peace Corps has included disaster preparedness and mitigation activities as a special area of focus within existing project sectors.

## **Eastern Caribbean**

**Population:** N/A  
**Annual Per Capita Income:** N/A  
**Program Dates:** 1961-Present

### **Country Overview:**

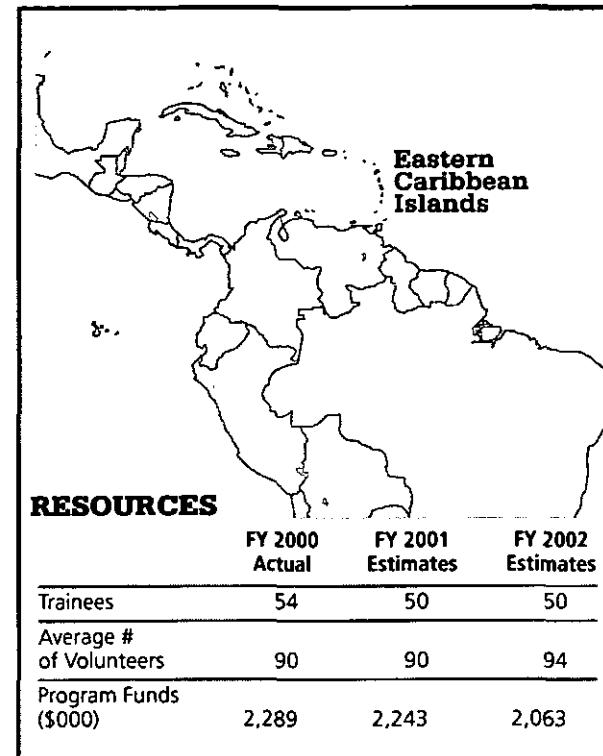
The five nations that make up the Eastern Caribbean—Antigua and Barbuda, Dominica, Grenada, St. Lucia, and St. Vincent and the Grenadines—face special development challenges because of their small size and vulnerability to natural disasters. In addition, with an overall combined population of approximately 500,000, the per capita cost of economic and social infrastructure is very high in each the island. Hurricanes and floods regularly reverse economic gains by destroying fixed investments and disrupting economic activities, particularly in the agriculture and tourism sectors. The countries are also confronted with a growing presence of drug trafficking and increasing HIV/AIDS infection rates.

Opportunities for youth are particularly limited. Young people under the age of 30 comprise 70 percent of the region's population. Approximately 40 percent of primary school students do not go on to secondary school and few opportunities exist for students with special needs. Youth are highly vulnerable to a number of social ills, including high unemployment, drug use, violence, and HIV/AIDS. Accordingly, youth empowerment and development is the major focus of Peace Corps Eastern Caribbean program. Volunteers are providing assistance with job skill training and health education. Information technology and HIV/AIDS education are two components that are being incorporated within the health and youth projects.

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

#### **Youth Development**

With youth unemployment rates at 60 percent, Peace Corps' youth development project attempts to increase employment opportunities for at-risk



youth. This is achieved by strengthening alternative education institutions that provide academic, technical, and life skills training and by encouraging self-employment and a self-help approach.

One Volunteer assigned to the Ministry of Education in Dominica has trained ministry staff and teachers on basic computer literacy, hardware maintenance and repair. The Volunteer shares useful teaching methods for using the computer and the Internet as an educational tool in the classroom.

#### **Health**

The Eastern Caribbean lacks adequate health services. High rates of diabetes, obesity, hypertension, sickle cell anemia, and cancer are prevalent throughout the islands, while HIV/AIDS is an increasing threat. The health project in the Eastern Caribbean focuses on reducing the incidence of commonly occurring communicable and nutrition-related diseases through education intervention programs. Volunteers work with community health professionals to produce educational materials in print and video on such topics as: HIV/AIDS, cancer, asthma, sickle cell anemia, hypertension, obesity, diabetes, and the importance of exercise.

Volunteers in Dominica designed and distributed 300 informational fliers on typhoid fever and taught a class for adolescents on personal hygiene and sanitation. Another Volunteer assisted the Ministry of

Health in Dominica in carrying out a health and environmental assessment in an effort to revise the country's national health plan.

## Ecuador

**Population:** 12,175,000  
**Annual Per Capita Income:** \$1,520  
**Program Dates:** 1962-Present

### Country Overview:

During the last two years, Ecuador has experienced major economic and financial crises that have exacerbated chronic problems of underdevelopment and contributed to severe political instability. Large sectors of the population suffer from nutritional deficiencies and a high infant mortality rate. Poor urban youth face problems such as elevated school dropout rates, illiteracy, and high unemployment. Ecuador suffers from large-scale environmental degradation as it loses 200,000 hectares of forest per year.

In response to these challenges, the Peace Corps has redoubled its efforts in the areas of agriculture, health, youth, and the environment. To better help poor communities face the critical economic situation, the Peace Corps has integrated income generation activities into all four of its programs.

### Peace Corps Program by Sector:

#### Agriculture

Ecuador is a nation with abundant natural resources that are endangered by agricultural practices that deplete soil and water resources. In addition, rural communities face a serious economic crisis that has eroded their incomes and access to credit. Volunteers address these critical needs by training farmers to adopt land use practices that are more environmentally sound, and by training farm families in small animal husbandry practices to meet their nutritional and economic needs. To address the eroding incomes of rural families, Volunteers assist farmers and cooperatives in improving their business and marketing skills.

Last year, Volunteers helped over 200 small farmers improve soil conservation practices by identifying soil problems and constructing ditches, furrows, and terraces. Peace Corps Volunteers also encouraged improved soil quality by emphasizing the ben-



The map shows the outline of South America with Ecuador highlighted in black. The country is located in the western part of the continent, bordered by Colombia to the north and Peru to the east. It also borders the Pacific Ocean to the west and Venezuela to the south.

RESOURCES	FY 2000 Actual	FY 2001 Estimates	FY 2002 Estimates
Trainees	87	79	80
Average # of Volunteers	141	146	156
Program Funds (\$000)	2,358	2,736	2,769

efits of organic fertilizers and helped implement adequate systems for safe pesticide management.

During FY 2000, Volunteers worked with over 4,000 family members in 153 communities to improve nutrition and increase the income of rural families by helping them to diversify their agricultural production and identify markets. Collective marketing techniques, such as farmers' cooperatives, have proved successful. Crop diversification and improved agribusiness techniques create options for income generation and yield more nutritional foods for local consumption.

During FY 2000, Volunteers continued to expand the innovative community-banking project that has been very successful in many communities. These micro-banks help teach people how to save and manage their finances, as well as provide available funds for rural families, which has become particularly important in the midst of Ecuador's banking crisis.

#### Health

In Ecuador, 15 percent of children under the age of five suffer from Vitamin A deficiency, especially in rural areas, urban marginal areas, and among families with lower education and income levels. Additionally, unofficial estimates report between

15,000-25,000 cases of HIV infection and AIDS-related illnesses. Volunteers focus their work in these two critical areas.

In FY 2000, Volunteers trained 1,000 mothers of young children in improved nutritional and health practices so that they can provide their children with better diets and are able to mitigate the causes and effects of diarrhea and dehydration at home. One Volunteer, in collaboration with several organizations, implemented a pilot "Healthy Schools" project in 22 schools. To date, 266 teachers have been trained and are incorporating non-formal health education techniques into their curricula.

In an effort to enhance health care and produce income, Volunteers are working with indigenous communities to identify and harvest traditional health remedies. These products are currently being sold in Ecuador, with market research being done to explore the option of exporting their products to the United States.

### **Environment**

To address the high rate of environmental degradation in Ecuador, Volunteers work in three key areas: sustainable community management of trees, forests, natural areas, and urban vegetation; environmental education activities; and income-generation activities that address the economic needs and promote the sustainable use of natural resources. During the past year, Volunteers worked to improve agroforestry practices, develop nurseries, propagate fruit trees and crop species, and encourage sustainable ecotourism and conservation of natural resources for 4,100 Ecuadorians.

A Volunteer couple worked with children, youth, and adults to increase the level of environmental awareness and to assist teachers in developing educational materials to use in environmental education activities.

### **Youth and Families-at-Risk**

The situation of low-income urban youth is one of increasing concern in Ecuador. This growing portion of the population is experiencing such problems as high school dropout rates, illiteracy, and unemployment. Growing urban poverty has also caused a rise in the formation of youth gangs, delinquency, drug abuse, and child prostitution. Volunteers in Ecuador work with youth and families at risk to mitigate these issues and support healthy family lifestyles.

During FY 2000, Volunteers coordinated a range of activities to address the needs of almost 3,000 at-risk youth and their parents. Volunteers sponsored youth workshops to build leadership skills and self-esteem and to train young people in first aid, nutrition, and HIV/AIDS prevention. To empower youth in a time of economic crisis, Volunteers helped young people develop and strengthen their own micro-enterprises and encouraged them to participate with their families in community banking projects.

To improve equal opportunities for girls, one Volunteer organized recreational activities and educated the community about the importance of such activities for girls' development. Volunteers coordinated workshops on themes of gender communication, self-esteem, and life skills, and helped obtain academic scholarships to allow the girls to stay in school.

## El Salvador

**Population:** 6,058,000  
**Annual Per Capita Income:** \$1,850  
**Program Dates:** 1962-1980; 1993-Present

### Country Overview:

As Central America's smallest and most densely populated country, El Salvador faces tremendous economic, social and environmental challenges. In addition to chronic deforestation and poor land management, recent disasters such as Hurricane Mitch in 1998 and this year's major earthquakes and after-shocks resulted in the further loss of fertile top soil, decreased crop yields and the displacement of peoples. The natural disasters have further limited access to health care and potable water as they damaged major roads, contaminated water sources, and destroyed latrines and waste management systems.

The Government of El Salvador is currently pursuing a program of decentralization, which places more responsibility on leaders at the municipal-level. As part of this effort, the government has requested Peace Corps' assistance to improve municipal services and increase community awareness and participation. Peace Corps Volunteers coordinate with local municipalities, non-governmental organizations, and community groups to develop better water systems, make health and sanitation improvements, provide environmental education, and assist municipal development projects. In the aftermath of the earthquakes, Volunteers have played a key role in providing damage assessments of their sites, which have assisted the government and local NGOs in facilitating the distribution of resources to the most affected communities.

### Peace Corps Programs by Sector:

#### Health

Poor access to water and sanitation services in rural areas continues to be a major public health concern as contaminated and dysfunctional systems and poor hygienic practices contribute to the spread



A map of Central America with El Salvador highlighted. The map shows the outlines of Mexico, Belize, Guatemala, Honduras, Nicaragua, Costa Rica, and Panama. El Salvador is labeled with a black dot in its central region. Below the map is a table titled "RESOURCES".

	FY 2000 Actual	FY 2001 Estimates	FY 2002 Estimates
Trainees	71	76	76
Average # of Volunteers	111	107	122
Program Funds (\$000)	2,004	2,233	2,355

of disease. Volunteers work to increase access to potable water and improved sanitation for rural residents by building and maintaining water systems. Community groups have been formed to strengthen monitoring and educational interventions. These groups continue to be the primary method by which Volunteers educate people on the maintenance and management of water systems and latrine projects.

Volunteers work with these groups to expedite communication and cooperation with several international agencies—such as CARE and Project Concern International—for future sustainable efforts. For example, one Volunteer managed the construction of a community health clinic that brought health care to over 600 people while another Volunteer, in response to Hurricane Mitch's destruction to his community, organized a latrine project to cover nearly 80 percent of the community and to provide water pumps to over 200 families.

#### Crisis Corps

Given the severity of recent hurricanes and earthquakes in El Salvador, the Peace Corps has responded with a Crisis Corps effort. A Crisis Corps Coordinator has been assigned to facilitate Volunteer site development and coordinate reconstruc-

tion efforts with the NGO community. Crisis Corps is currently recruiting Volunteers with experience in housing construction, water systems management, and community health to be assigned to work with local NGOs.

### **Municipal Development**

Low levels of formal education and the lack of administrative experience, combined with low revenues and an unstructured tax base, are stalling the progress of municipal development. As decentralization continues throughout the country, Volunteers are assisting municipal governments to improve service delivery to citizens through public awareness activities, strategic planning, and budget development.

One Volunteer helped establish a municipal emergency committee that responds to its citizens' needs during times of heavy rains and flooding. In one case, the committee facilitated an efficient and safe evacuation of 200 people, and then organized the construction of a flood wall.

### **Agroforestry**

Deforestation and the resulting soil erosion have affected over 80 percent of the national territory, according to the GOES Hydrological Census Service, and has thus decreased the availability and sustainability of arable land. Volunteers are involved with environmental education and agroforestry activities to educate farmers about sustainable soil conservation and integrated pest management practices that incorporate environmentally friendly applications, diminish the use of chemicals, and improve organic fertilization.

One Volunteer is working with a cooperative to establish an organic coffee farm in a community populated by ex-combatants, many of whom remain in dire economic straits since the end of the civil war. By utilizing organic farming techniques, there is reduced contamination of the local watershed and reduced health hazards to the community.

## Estonia

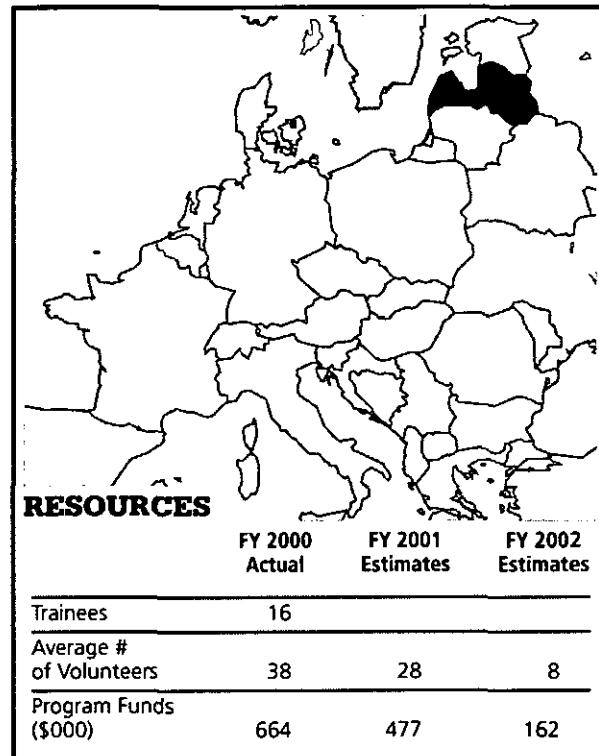
**Population:** 1,450,000  
**Annual Per Capita Income:** \$3,360  
**Program Dates:** 1992-Present

### Country Overview:

When the Peace Corps first sent Volunteers to Estonia in 1992, it was with the unique understanding that their assistance would be for a brief but critical time in the history of the country. In recognition of Estonia's continued movement toward greater self-reliance and a closer relationship with its European neighbors, the Peace Corps will close the program in Estonia in FY 2002.

Estonia has made considerable strides in economic and political reform since reclaiming independence in 1991. Widespread support for reintegration with Western Europe has allowed the government to implement ambitious programs of privatization and economic reform. However, because much of the progress has been limited to the capital city of Tallinn, the last group of Peace Corps Volunteers are helping address the needs of rural regions and towns. They are working to strengthen the capacity of local governments and local organizations to provide technical assistance for emerging entrepreneurs. Volunteers have also been working with the Ministry of Education to alleviate the shortage of English teachers in Estonia by expanding resources for English language education in schools throughout the country.

The accomplishments that Volunteers have made in the areas of English language education and business development, coupled with the relationships and understanding they have built with the Estonian people, will continue to have an impact on the lives of the Estonians they have worked alongside long after the last Volunteers depart.



### Peace Corps Program by Sector:

#### Business Development

Peace Corps Volunteers play an important role in providing needed technical assistance to emerging entrepreneurs, supporting Estonia's privatization efforts and rebuilding the national economy. In towns outside the capital, local governments have been charged with designing and implementing the economic development plans in their areas in conjunction with the national office of Local Governments and Rural Development. To assist with this effort, Volunteers are assigned to local government offices and work with local economic planning units or with recently founded enterprise resource centers. In addition, Volunteers provide planning assistance to municipal governments and business advisory centers. Volunteers have also initiated environmental projects, organized international assistance and community development events, taught business English courses, and organized English clubs and information technology training.

Five Volunteers have developed an interactive, entry-level marketing seminar for small retail and wholesale Estonian businesses. One of the major goals of the seminar is to provide an opportunity

for small businesses to become fully aware of the services available to them at government sponsored small marketing enterprise centers.

### **Education**

The Ministry of Education in Estonia is currently implementing an ambitious program to extend English instruction to all interested students, beginning in the third grade. Volunteers assist the Ministry's efforts to alleviate the shortage of English teachers in Estonia and to upgrade the skills of currently practicing English teachers. Volunteers teach secondary school students and develop outreach activities for community teachers and learners.

They have also developed lesson plans, worked with summer camps and English clubs, coached sports teams, increased English language resources, conducted seminars for Estonian teachers, and organized community events.

To address the severe shortage of certified English teachers in Estonia, one Volunteer worked with a language improvement program for uncertified teachers of English to enhance conversation and listening skills. The Volunteer also developed workshops for certified teachers of English to introduce more communicative approaches to teaching, demonstrate the benefits of group work, and promote alternative methods of teaching reading.

## Gabon

**Population:** 1,180,000  
**Annual Per Capita Income:** \$4,170  
**Program Dates:** 1963-1967; 1973 to Present

### Country Overview:

The Government of Gabon has stated its intention to address a broad range of development needs: increase farmer productivity, build more schools, and tackle health problems associated with HIV/AIDS transmission, diarrheal diseases, and malnutrition. Peace Corps Volunteers are helping Gabon address these issues through a variety of projects. In the health sector, Volunteers continue to help educate communities about their resources and needs by focusing on maternal and child nutrition and reproductive health. Volunteers in the agriculture project train farmers to use conservation techniques to help increase production through the management of forest resources. Environmental education Volunteers work to enhance youth and adults' capacity to sustain their environment through awareness activities. Given Volunteers' success in secondary school teacher training and in school and furniture construction, these projects were phased out by Peace Corps Gabon, in FY 1998 and FY 2000 respectively.

### Peace Corps Program by Sector:

#### Agriculture

Volunteers have been working for many years to promote the integration of fish farming with other agricultural activities. Since 1997, Peace Corps Volunteers have been working in the Forest and Agricultural Resources Management (FARM) project. The FARM project's approach combines local knowledge of forest and agricultural practices with appropriate land management practices, such as: composting, contour farming, agro-forestry, small animal husbandry, intensive vegetable gardening, and crop rotation. Volunteers are assigned to work in specialty teams—agriculture and forestry Volun-



A map of Africa with Gabon highlighted in black. The map shows the outlines of all African countries and major rivers.

RESOURCES	FY 2000 Actual	FY 2001 Estimates	FY 2002 Estimates
Trainees	34	42	42
Average # of Volunteers	55	64	66
Program Funds (\$000)	2,482	2,043	1,870

teers promote conservation techniques, while marketing Volunteers work with farmers to identify or establish market links for the sale of forest and agricultural products. By working to protect the environment while also generating income, Volunteers have created sustainable opportunities to develop and conserve forest and agriculture resources.

In FY 2000, Volunteers trained twenty farmers to raise hedgehogs and construct cages to better care for the animals. Other farm families are now using the space around their homes to raise vegetables and small livestock.

#### Environment

Gabon is blessed with one of the largest continuous forest areas in the world, second only to the Amazon. However, the rich biodiversity of this forest is threatened by human pressures, resulting in deforestation, massive soil erosion, and habitat loss. In response, the Peace Corps launched its environmental education project in April 2000. The project focuses on environmental protection and biodiversity conservation through education and the promotion of environmentally responsible businesses. Working with government ministries, local and international NGOs, and schools, the project

promotes alternative approaches to addressing current problems that may have negative impacts on Gabon's environment. In particular, the project addresses recycling of domestic and municipal waste, biodiversity conservation products, and management of water and land resources at the village level.

Ten Volunteers currently work with school officials to develop new ecology clubs or strengthen existing ones. Four other Volunteers are working with school authorities to initiate the Global Learning to Benefit the Environment (GLOBE) project at pilot schools in their region. Volunteers are also actively involved in the development of ecotourism at targeted national parks and reserves.

### **Health**

The community health project focuses on maternal and child health and nutrition, reproductive health, and HIV/AIDS prevention. As health educators, Volunteers work with Gabon's health officials to conduct home visits, assess community health needs, and facilitate local action for health improvement. They also organize vaccination campaigns, HIV/AIDS awareness programs, village health worker seminars, and workshops that promote gardening and nutrition.

Volunteers and their counterparts visit patients in their homes to provide counseling on various health issues as well as to encourage members of the community to use health facilities for treatment and care. During FY 2000, over 1,000 community members participated in general health activities and more than 7,000 have attended education programs about the prevention of HIV/AIDS and sexually transmitted diseases.

## The Gambia

**Population:** 1,216,000  
**Annual Per Capita Income:** \$340  
**Program Dates:** 1967-Present

### Country Overview:

Development in The Gambia is constrained by inherent social, economic, and environmental conditions, as well as seriously limited governmental resources. Seventy-five percent of the population depends on the agricultural and natural resource sectors for its livelihood, but over the past two decades, production of cash and food crops has steadily declined. This decline is directly attributable to environmental degradation.

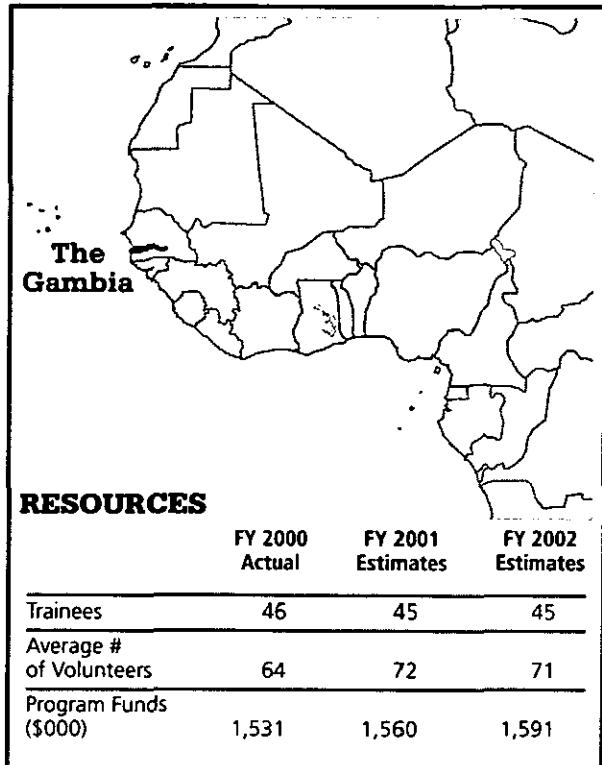
Peace Corps Volunteers work closely with Gambians to alleviate the most pressing problems. In the words of the Gambian President at the Peace Corps' 30th anniversary celebration, "Their [Volunteers'] unique experiences and fraternal interactions at the grass-roots level of Gambian society can only add to greater understanding and good relations between the two peoples, and we urge them to continue their roles as American Ambassadors of peace, understanding, partnership, and progress."

### Peace Corps Program by Sector:

#### Education

Large numbers of Gambian children, especially school-age girls, are not enrolled in classes. For those children who do attend school, the majority of teachers who instruct them are not fully qualified to teach in primary and middle school. Volunteers teach in the classroom, conduct teacher training, promote girls' education, and establish resource centers and libraries at schools. In FY 2000, Volunteers trained over 100 teachers in math, science, girls' education activities, and environmental education.

Due to the efforts of the Volunteers, the Gambian public is becoming more interested in math and science education, and many more students, both male and female, are pursuing these subjects. Volunteers have noticed a direct relationship between their ef-



forts and the increased imagination and critical thinking skills of their students. The President of The Gambia has taken note, and is especially interested in sponsoring female students who pursue math and science even at the university level.

Volunteers are also making an impact by introducing computer education in The Gambia and by continuing to train teachers in basic computer literacy. In FY 2000, three Volunteers conducted a country-wide survey of all high schools, health offices, and education departments to determine their technological needs. The results of this survey, the first of its kind in the Gambia, have been distributed to schools, government offices, and NGOs in an attempt to foster collaboration and assist the Gambian government in its efforts to infuse computers into the school curriculum. Volunteers have also developed computer education curriculum and provided training in computer maintenance and support. One group of Volunteers assisted with the development of six computer education training manuals and curriculum designs, to be used nationwide. Volunteers have also helped establish computer labs in six schools, two of which are now self-sustaining through fees collected for night classes.

## **Environment**

Environmental degradation and decreased agricultural production are serious issues in The Gambia, and conservation of natural resources is a high priority for the government. Dense forest and woodland covered 80 percent of the country during the 1940s, but account for only eight percent of total land today. Uncontrolled burning is prevalent, fallow periods have been shortened or eliminated, and deforestation for fuel wood is indiscriminate. Climatic changes since the 1970s have caused rainfall to become erratic and have created further problems for the nation's agricultural base. Volunteers work with schools and community groups on a variety of environmental education projects. Some volunteers work with community groups and individuals to establish village nurseries, plant orchards, and construct windbreaks and live fences. Others work extensively with women on community garden projects.

In FY 2000, one Volunteer designed, implemented, and analyzed an important nation-wide survey of women farmers, assisted with the assessment of new tree species, and edited a quarterly agroforestry newsletter.

## **Health**

In The Gambia, the infant mortality rate is 92 per 1,000 live births and the maternal mortality rate is 150 per 100,000 live births. In both cases, the contributing causes include insufficient access to health services, lack of awareness concerning pediatric health, and poor nutrition and sanitation practices. In rural areas, 50 percent of the population does not have access to safe drinking water. It is estimated that 75 percent of the population falls below the food poverty line during the rainy season. Volunteers work to counteract these trends by forming youth clubs for village clean-ups, organizing peer education groups to address HIV/AIDS and sexually transmitted diseases , and conducting a wide range of other health education activities. In FY 2000, Volunteers and their Gambian colleagues trained more than 850 Gambians in 17 communities in HIV/AIDS and other disease prevention.

Also in FY 2000, Volunteers began assisting local health offices to create databases for tracking various health issues, with the eventual goal of establishing a nationwide network of health information. In another successful effort, one Volunteer worked with a puppet-making group at her school to present a play about disease prevention that was written by a sixth grade boy. The play is being presented on national radio and television.

## **Georgia**

**Population:** 5,160,000  
**Annual Per Capita Income:** \$980  
**Program Dates:** Country Entry May 2001

### **Country Overview:**

As a former Soviet republic, Georgia faces the challenge of building a democratic society and a free market economy. This continues in the midst of political and economic pressures from Russia to retain much of the infrastructure that was in place prior to Georgia's independence. Like other developing countries, Georgia welcomes the assistance that organizations such as the Peace Corps can provide.

The first Peace Corps Volunteers to serve in Georgia are scheduled to arrive in May, 2001. They will be placed in rural communities and towns throughout the country and will focus their efforts on offering and enhancing English education for Georgian students and teaching methodologies for Georgian teachers.

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

#### **Education**

Interest in studying English in Georgia is in high demand. Georgians have a strong desire to improve their English skills, which will expand professional opportunities in areas such as teaching, tourism, business, and community development.



<b>RESOURCES</b>			
	<b>FY 2000 Actual</b>	<b>FY 2001 Estimates</b>	<b>FY 2002 Estimates</b>
Trainees	55	55	55
Average # of Volunteers	14	14	65
Program Funds (\$000)	334	1,118	693

Volunteers will work with English language teachers in provincial and rural schools managed by the Ministry of Education. Their primary activities will include team teaching with Georgian colleagues within the English language classroom, initiating and implementing extra-curricular activities for the school community, and instituting alternative teaching methods. To ease the severe shortage of textbooks and modern teaching materials, Volunteers will also help their schools establish English language resource centers and collaborate with their counterparts to develop curricula.

## Ghana

**Population:** 18,460,000

**Annual Per Capita Income:** \$390

**Program Dates:** 1961-Present

### Country Overview:

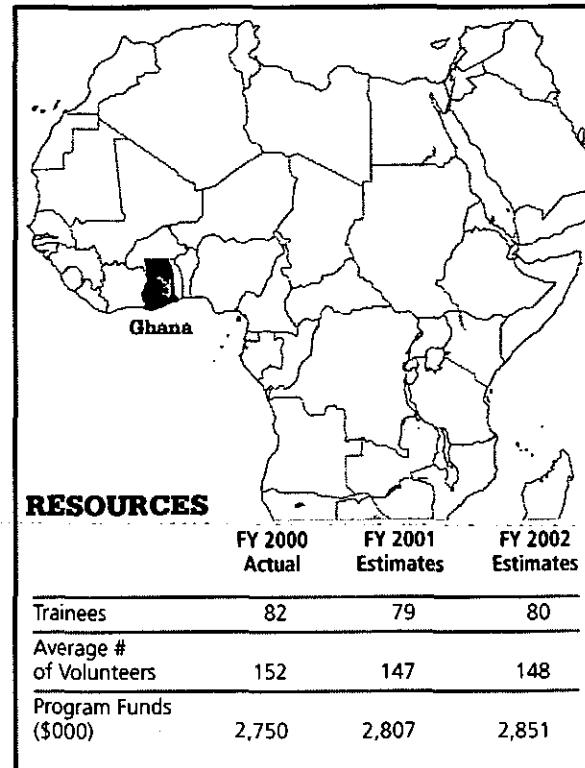
Ghana is recognized for its stable political environment. Recent Presidential elections have proven peaceful and directed Ghana on a new path. UN Secretary-General Kofi Annan recently commended the people and leaders of Ghana for the "transparent and peaceful manner" in which their elections were held and is quoted as saying, "with these elections, Ghana has demonstrated that democracy and its institutions continue to take root in Africa."

Despite these recent achievements, Ghana continues to face impediments to economic growth. Inflation is estimated at over 30 percent, almost a third of the people live below the national poverty line, and the annual population growth rate is nearly five percent. Much of the population does not have access to potable water and basic sanitation facilities. Environmental degradation is causing serious drought-related food shortages and deforestation. As a result of economic and social conditions, there exists a large shortfall of teachers for mathematics, science, and computer resources. Peace Corps Volunteers are working in business development, health, education, and the environment to help support Ghana's development efforts.

### Peace Corps Program by Sector:

#### Education

Volunteers teach secondary school level science, mathematics, and visual arts to more than 7,600 students, and work closely with Ghanaian counterparts in the development of subject resource manuals. Volunteers are also involved in secondary projects that include rehabilitating school libraries, establishing science and computer classes, and conducting HIV/AIDS awareness.



In FY 2000, Volunteers, in collaboration with the National Museum of Ghana, organized annual art exhibitions to showcase the artwork of their students. The exhibitions recognized the work of students, highlighted innovative teaching methodologies, and promoted the importance of teaching visual arts in Ghanaian schools.

Volunteers also organized a forty-member Regional Association of the Deaf to promote programs for literacy and vocational improvement. A team of deaf artisans are helping unemployed deaf individuals to gain new skills to improve their prospects for employment and self-sufficiency.

#### Business Development

Ghana continues to promote private sector growth. Volunteers are working with counterparts to assist local artisans, farmers, and micro-entrepreneurs to establish cooperatives and market their products locally. Other small enterprise development Volunteers are working to promote community-based ecotourism projects.

In FY 2000, the Peace Corps received an award from the Ghana Tourist Board in recognition of Volunteers' efforts in sustainable business development. The award

read, "In the past few years, Peace Corps Ghana, in partnership with other NGOs and communities has emerged as a leader in sustainable nature-based tourism projects around the country which are run by the communities themselves. In recognition of Peace Corps' untiring efforts and remarkable ability to win the confidence of communities which have resulted in enhanced ecotourism and other tourist attractions, even in remote areas of Ghana and are attracting all categories of tourists from around the world."

### **Environment**

Volunteers continue to work with five governmental and non-governmental agencies as part of the Collaborative Community Forestry Initiative (CCFI), which was formed to establish Volunteer-managed tree nurseries. Volunteers train nursery workers in business skills to achieve a smooth transition to an unsubsidized community-managed project.

In FY 2000, Volunteers worked on developing organizational structure and income generation ac-

tivities in 21 CCFI community nurseries. Their work included the improvement of record keeping, customer relations, crop cultivation, and the identification of new market opportunities.

### **Health**

Volunteers collaborate with community water and sanitation committees to promote control over water supply and hygiene. Working closely with these largely rural-based committees, Volunteers implement a comprehensive program of hygiene education, including participatory community assessment, delivery of health talks, and training of other community groups.

In collaboration with their local counterparts, Volunteers initiated house-to-house education campaigns to promote personal and environmental sanitation in 83 communities. Volunteers have also created school-based health clubs involving seventh, eighth, and ninth graders to promote healthy and hygienic behavior.

## Guatemala

**Population:** 10,799,000  
**Annual Per Capita Income:** \$1,640  
**Program Dates:** 1963-Present

### Country Overview:

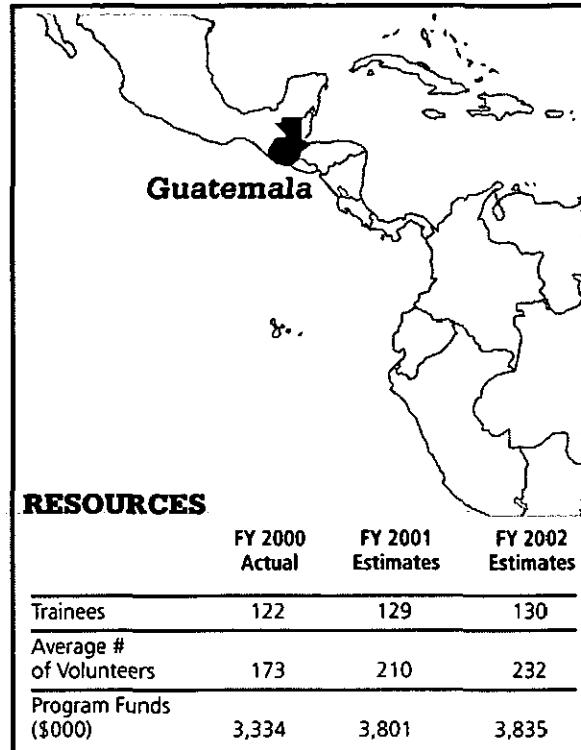
As the one of the most culturally and biologically diverse countries in Central America, Guatemala continues to struggle to meet the challenges of providing for the population's basic needs while at the same time creating economic growth and preventing environmental degradation. Lack of access to potable water, proper waste disposal, and proper nutrition in the rural areas has lead to high rates of disease and malnutrition. Poor business skills and access to credit, especially for women and youth, hinder income generation opportunities. On-going destructive and damaging environmental practices are further aggravated by flooding and landslides from the seasonal heavy rains.

Peace Corps Volunteers in Guatemala coordinate with public and private institutions to provide assistance to poor communities throughout the country. They work in eleven distinct projects in agriculture, environment, health and business development. Across all sectors, the Peace Corps program in Guatemala is integrating the principles of disaster preparation and mitigation through activities augmented by Crisis Corps Volunteers.

### Peace Corps Programs by Sector:

#### Agriculture

The use of slash and burn agriculture throughout Guatemala is leading to high levels of soil erosion while at the same time the indiscriminate use of pesticides is threatening bio-diversity and farmers' health. Poor understanding of marketing basics and improper grain storage is limiting farmers' income and causing high levels of spoilage and crop loss. Moreover, lack of crop diversity and inefficient management of small livestock are contributing to the undernourishment and under productivity of rural Guatemalans. Volunteers in Guatemala are



working with family farmers to diversify agricultural production, encourage vegetable garden cultivation, increase the productivity of "backyard livestock," improve marketing skills and upgrade storage techniques, thus increasing farming yields and income. Volunteers are also assisting over 2,000 farmers to improve crops with ecologically-friendly pest management methods, thereby reducing the use of chemical pesticides.

By training 16 community members on the use of mini-silos for grain storage, one Volunteer helped them reduce their losses to rodents and disease by 50 percent. Another Volunteer provided training and technical assistance to the Association of Fruit Producers of Comitancilla, San Marcos, on improved harvest practices, post-harvest management and marketing. The Association's fruit loss was reduced by 25 percent within one year, with profits increasing by 40 percent.

#### Business Development

Many small business entrepreneurs in Guatemala have little or no business management knowledge which hinders income generation and minimizes employability. The Small Business Development project provides over 600 small business entrepreneurs with the knowledge and skills necessary to

make sound business decisions leading to increased profits and employment. Volunteers work with Junior Achievement and Community Banks to implement activities that benefit women and youth.

In the Department of Sacatepéquez, one Volunteer worked with a women's communal bank to increase their business skills and better use their small business loans. By establishing a system of collecting and delivering the women's products, they were able to secure financing to develop an e-commerce website to open their textile products to other markets.

### **Municipal Development**

Since the end of the 36 year civil war in Guatemala, the central government has struggled to provide the basic services of health, education, housing, and infrastructure to the interior of the country, especially in the rural areas. Much of the burden for administering these basic services has been shifted to the municipal governments. Consequently, the Peace Corps program is working with participating NGOs to support municipal governments' efforts to improve the delivery of public services to rural communities, and to train citizens to make better use of the resources and services provided.

One Volunteer, in cooperation with local authorities, published a quarterly report on the local government's primary activities and budget expenditures. This unusual, but innovative, attempt at government accountability has been emulated by at least three other municipalities in the country.

### **Environment**

Deforestation and poor land management in communities near watersheds and protected areas are threatening bio-diversity and causing widespread environmental degradation and soil loss. Volunteers are working to help farmers develop sustainable farm management plans that promote soil conservation, reforestation, and improved waste disposal techniques. Agroforestry Volunteers are working with communities to establish stable, environmentally friendly land-use practices which both

minimize the impact on the delicate ecosystems and increase economic opportunities.

Six Volunteers are using workshops to highlight potential for replicable ecotourism projects. By focusing on improved communication among environmental NGOs and other organizations, Volunteers help communities utilize their natural resources more effectively and increase the impact environmental and financial impact of their ecotourism projects.

### **Health**

Poor personal hygiene, various degrees of malnutrition, skin infections, and oral and gastrointestinal diseases lead to a lack of school attendance, increase the potential for school drop-out, and limit educational opportunities for the future. Volunteers train teachers, students, and their parents to practice healthy habits, including basic hygiene and nutrition and the use of appropriate technologies.

During FY 2000, the number of participants involved in the project increased to over 14,000 students, a rise of about 30 percent. In addition, a number of parent committees have been formed to promote follow-up on health activities at home. With guidance from Volunteers, 23 different sanitation projects were executed in the past year in which parents played a crucial role in providing leadership, labor, local materials, and funding contributions.

### **Crisis Corps**

The Crisis Corps provided 13 Volunteers to work in areas that suffered extensive damage in late 1998 from Hurricane Mitch. During FY 2000, the program focused on disaster preparedness, working with CARE International, local NGOs, and the national Guatemalan agency responsible for disaster response. Crisis Corps Volunteers assisted local communities in preparing and implementing community training workshops on methods for disaster preparedness and mitigation. Several Crisis Corps Volunteers partnered with the American Red Cross to assist the communities of Chiquimula, Rio Hondo, and Gualan.

## Guinea

**Population:** 7,082,000  
**Annual Per Capita Income:** \$530  
**Program Dates:** 1962-1966; 1969-1971;  
1985-Present

### Country Overview:

Although Guinea has recently shown modest improvement in its economic and social indicators, it continues to face many development challenges. Environmental degradation of the country's lush forests is continuing. The adult literacy rate is 40 percent overall and 24 percent for women. Only 19 percent of males and 7 percent of females reach secondary school. Infant mortality, however, has fallen to 126 per 1,000 births, and overall life expectancy has risen to 47 years. Peace Corps Volunteers focus their efforts on critical problems in education, health, agro-forestry, and the environment. The Guinean Minister of Agriculture, Jean-Paul Sarr, recently praised Peace Corps' presence in Guinea by saying, "I am a product of Peace Corps. Because I had Peace Corps teachers as a young student, I was encouraged to take my education seriously and to think about giving something back to my country."

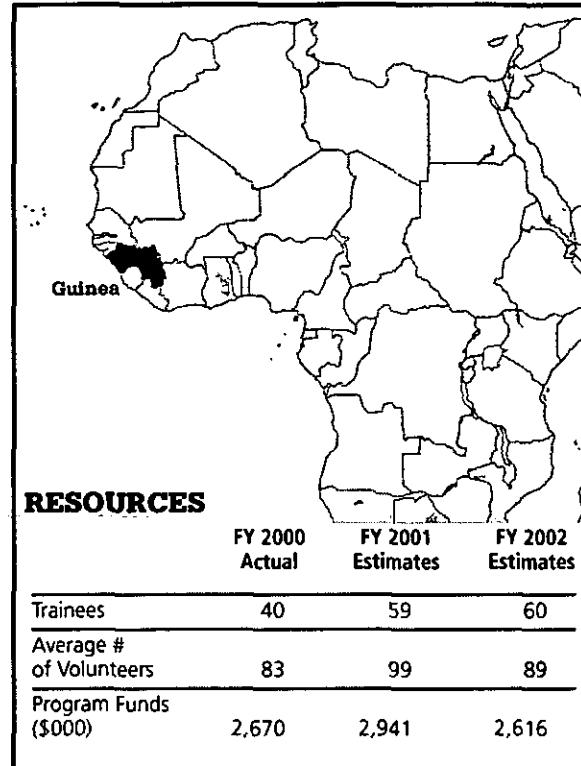
### Peace Corps Program by Sector:

#### Education

Volunteers provide Guinean secondary students access to quality education in math and English, and develop instructional materials in collaboration with host-country colleagues. Several Volunteers teach English at the university level. Girls' education is becoming an increasingly important focal point of Volunteer activities in this project.

Volunteers have introduced new subjects into the school's curriculum, including HIV/AIDS and environmental education. One Volunteer designed a geometry book that will soon be used throughout Junior High Schools in Guinea.

Volunteers are also incorporating information technology at the university level. One Volunteer works with the National Assembly to expand Inter-



net use and improve website maintenance.

#### Environment

Volunteers introduce environmental themes into the primary school curriculum and engage in agro-forestry activities in targeted villages. Volunteers collaborate closely with teachers and community members to increase awareness about the importance of environmental preservation and to provide training on agro-forestry conservation methods. In FY 2000, over 3,500 students benefited from these efforts.

In response to the excessive cutting of local species, Volunteers have also initiated tree-planting contests in their communities. One Volunteer supported the planting of over 5,000 trees which will provide a sustainable and natural barrier for protecting family compounds.

#### Health

Volunteers team with local health committees to identify priority health needs and educate groups and schools about preventive health care practices. Activities focus on the needs of women and children and include talks on malaria prevention, vaccinations, oral rehydration therapy, and HIV/AIDS education. Volunteers give health education lessons

in primary and secondary schools and to community groups. Working with local counterparts and community members, Volunteers help Guineans develop the skills necessary to write proposals and conduct health education sessions.

Three Volunteers worked with local health officials and other community leaders to organize a health fair in two villages. Using interactive displays

and activities, Volunteers were able to successfully convey basic health information on topics such as malaria, hygiene, and nutrition to a large audience. Another Volunteer organized a World AIDS Day "tour" in several communities to disseminate HIV/AIDS prevention messages to over 700 people.

## Guyana

**Population:** 849,000

**Annual Per Capita Income:** \$780

**Program Dates:** 1967-1971; 1995-Present

### Country Overview:

At the request of the Guyanese government, the Peace Corps returned to Guyana in 1995 after a 24-year absence. This re-entry was initiated in response to concerns about an inadequate health care system functioning under serious economic and human resource constraints, as well as concerns of a growing youth population with limited employment and educational opportunities. Many of these concerns can be traced to economic difficulties as Guyana makes the transition to a market-oriented economy.

Volunteers address these two needs by providing community health education and youth development outreach in collaboration with relevant ministries and non-governmental organizations. They assist existing efforts to facilitate community involvement, train service providers, and introduce new training and teaching methodologies. Future endeavors in the Education/Community Development project will address a request from the Ministry of Education to enhance its computer training for students and educators.

### Peace Corps Program by Sector:

#### Health

The Community Health Education Project assists Guyana's Ministry of Health to strengthen a decentralized primary health care program that faces serious economic, material and human resource shortages. The Guyanese health care system suffers from a lack of facilities, equipment, supplies, and trained workers. Problems are particularly acute in rural areas where most Volunteers live and work. Volunteers work directly with health centers and communities to help them identify local and national resources, facilitate community health assessments, design and implement health education projects, and train health center staff and community leaders. The



A map of South America showing the location of Guyana. The country is highlighted in black. The word "Guyana" is written in bold capital letters to the right of the map.

RESOURCES	FY 2000 Actual	FY 2001 Estimates	FY 2002 Estimates
Trainees	23	25	25
Average # of Volunteers	29	35	42
Program Funds (\$000)	802	815	939

newest component of Guyana's health project addresses the country's high HIV/AIDS rates and focuses its efforts on Guyanese youth. Volunteers work in a coordinated effort with NGOs to address this health risk

In FY 2000, Volunteers trained 47 community health workers in the design and implementation of primary health care programs for 17 communities. In addition, Volunteers and their counterparts provided health education sessions on HIV/AIDS prevention and reproductive health to more than 1,500 youth in 12 communities. One Volunteer working with the indigenous population of Guyana has developed a series of short stories for children that address specific local health concerns. These stories are used to promote health education and reading for children in and out of school, and their use has the support of a local NGO.

#### Education and Community Development

Significant economic and social changes in Guyana have placed the nation's youth, representing nearly 60 percent of the population, at great risk. Past attempts to respond to the developmental needs of youth relied on institutional approaches that lacked links to the family and community. Vol-

unteers work with youth organizations and the Ministry of Education to provide at-risk youth with educational, personal and life skills development opportunities, and thus enable these youth to meet the challenges of adolescence and contribute positively to their communities. Through teacher-training activities, Volunteers also work with educators on non-traditional teaching methods and the life-skills training methodologies.

In FY 2000, Volunteers provided life skills education to more than 4,000 youth in 18 schools and 12 communities. They also trained 72 teachers on life skills curricula and non-formal education methods. A Volunteer couple initiated a literacy project in their community in collaboration with the local education department. Over 100 participants were trained on the basics of literacy education. Since the initial training, 1,300 students in 11 schools have received daily tutoring using a phonics-based reading and learning method.

## Haiti

**Population:** 7,647,000  
**Annual Per Capita Income:** \$410  
**Program Dates:** 1982-1987; 1990-1991;  
1996-Present

### Country Overview:

With approximately 80 percent of its population living in poverty and unemployment estimated at 70 percent, Haiti's social and economic indicators compare with those of many sub-Saharan African countries. Haiti's poor economic performance is greatly exacerbated by recurrent political instability. Last year, political events received major national and international attention as controversial elections severely tested the fragile democracy which Haiti is trying to consolidate.

Haiti's HIV infection rate of over 5 percent is the highest in the world outside of Sub-Saharan Africa. Haiti has a significantly high mother-to-child HIV/AIDS transmission rate and the highest mortality rate for children under age five in the Western hemisphere. One in three children are chronically malnourished. There is a severe deficiency in the water supply and typically no sewage system apart from open drainage canals. Overall, Haiti presents the most complex development challenge in the Western hemisphere.

Peace Corps' program in Haiti operates in the southern and central regions of the country. The current program includes disaster preparedness and mitigation, soil conservation, agricultural marketing, and small enterprise development. Given the heightened health concerns in the country, Peace Corps Haiti will establish a health project in FY 2001 to address maternal and child health issues with a major emphasis on HIV/AIDS education and prevention.

### Peace Corps Program by Sector:

#### Integrated Rural Development

Nearly 70 percent of all Haitians live in rural communities and depend on agriculture for their livelihood. Most farmers engage in small-scale



A map of the Caribbean region showing the outline of the island of Hispaniola. The island is divided into two countries: Haiti to the west and the Dominican Republic to the east. The city of Port-au-Prince, the capital of Haiti, is marked with a small circle.

RESOURCES	FY 2000 Actual	FY 2001 Estimates	FY 2002 Estimates
Trainees	31	48	48
Average # of Volunteers	43	51	62
Program Funds (\$000)	1,367	1,340	1,431

subsistence farming. Population pressure, expansion of crop cultivation, and the burning of wood for fuel have accelerated deforestation and soil erosion. As a result, agricultural production has declined steadily and the forest cover has been almost completely eliminated.

A number of local non-governmental organizations (NGOs), including cooperatives, farmers' groups, and savings and loan associations have emerged in rural areas in an attempt to assist peasant farmers with income generation. Volunteers work with many of these local NGOs through programs in agro-forestry, agriculture extension, agribusiness, micro-credit, and community development to help address issues of poverty, unemployment, and environmental degradation. Volunteers are training individuals, organizations and communities to improve their animal husbandry practices and marketing which has contributed to an increase in farmers' incomes.

#### Micro-enterprise Development

Current macroeconomic difficulties, including diminished productivity and an inflation rate of over 12 percent, increase the plight of the poor. While Haiti continues to struggle with complex development challenges and democratic transition, millions of Hai-

tians support themselves through micro-enterprise. Over 90 percent of working-age Haitians are self-employed, putting food on the table by selling goods in the streets or in crowded urban markets. Few have access to credit. Haiti's micro-entrepreneurs, the majority of whom are women, represent a significant portion of Haiti's vast informal-sector economy.

To improve access to financial services among the rural poor, Volunteers have been strengthening the institutional and managerial capacities of rural micro-finance institutions and encouraging the es-

tablishment of new ones to sustain and create more small business opportunities for the rural poor. Volunteers in the southeastern part of the country are training cooperative credit union members on financial controls, management skills, accounting procedures, and systems for improving lending policies and decision-making. One Volunteer working with a group of artisans that produce iron-made craft products is in the process of facilitating the development of an e-commerce pilot project.

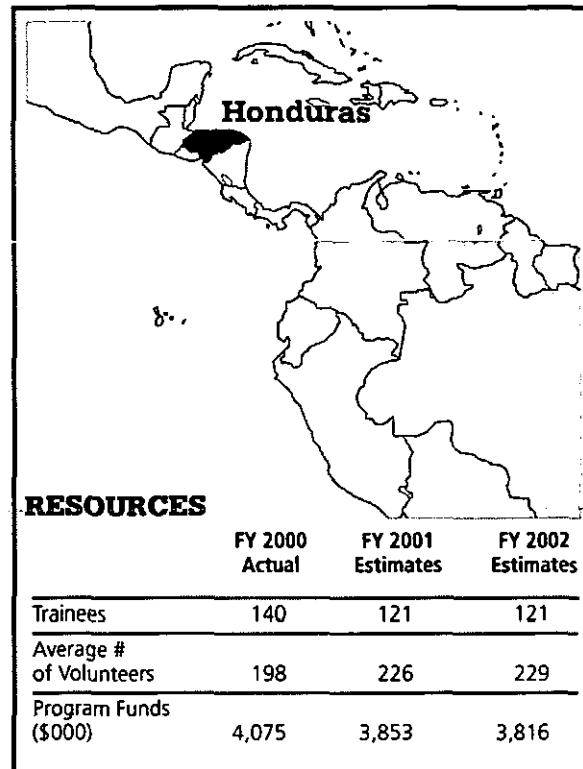
## Honduras

**Population:** 6,156,000  
**Annual Per Capita Income:** \$740  
**Program Dates:** 1963-Present

### Country Overview:

More than two years since the most destructive natural disaster in the country's history, Honduras is still dealing with the destruction of fragile farmlands and the elimination of income generation and food production for farmers and families across the country. Damaged and poorly protected water sources have placed millions at risk for malnutrition and disease. Roads, bridges, and other aspects of the country's infrastructure damaged by Hurricane Mitch in 1998 are still being repaired and replaced throughout the country, and present a challenge to business and agricultural growth. High rates of child and maternal mortality as well as the highest rate of HIV/AIDS in Central America are taxing the weak medical infrastructure of the country. Improper and destructive farming practices, deforestation, and the rapid exploitation of natural resources have caused severe ecological degradation. Municipal governments, responsible for providing many basic services, are struggling to increase technical capacity to meet the pressing needs.

In response to Honduras' requests, the Peace Corps works in the areas of hillside farming and agriculture, child survival and health, economic development, management of protected areas, water and sanitation, and the newly created municipal development project. In FY 2000, Peace Corps Honduras piloted a successful series of volunteer and community training activities in the area of disaster management. As a result, disaster preparedness and mitigation techniques are being implemented across all Peace Corps programs, and Volunteer efforts have been augmented by Crisis Corps Volunteers.



### Peace Corps Program by Sector:

#### Agriculture

Along the hillsides of Honduras, excessive use of "slash-and-burn" agriculture and poor soil conservation techniques is causing the severe loss and deterioration of quality top soil which in turn is diminishing crop yields. This situation is exacerbated by a lack of crop diversification, improper small animal care, poor management skills and few micro-agribusiness initiatives. Consequently, it is a challenge for farmers to generate and effectively manage any extra sources of income or food for the family. The result is a high rate of malnutrition and the migration of rural families to the already crowded urban centers. Volunteers are training farmers in sustainable production techniques so as to improve soil conservation strategies and increase and diversify crops for greater food security and higher family incomes. Volunteers are actively engaging an increasing number of women and youth in training so that they can play more integral leadership roles in the community. Providing knowledge of disaster preparation and mitigation, Volunteers also help communities develop awareness of the agriculture sector's vulnerability to disaster.

The increasing awareness of the importance of food and economic security is evident in the work of Volunteers. One Volunteer worked with 12 families in three different communities to graft fruit trees, improve banana crops, and distribute materials for the establishment of fruit tree plots on their farms. Another Volunteer worked with 12 farmers to acquire a sugar cane grinder, enabling the group to commercially process sugar cane by-products and sell them directly to consumers, thus expanding their productivity and profitability.

### **Crisis Corps**

In the last year, the Crisis Corps has placed 48 Volunteers in Honduras, the single largest contingent in the world. Crisis Corps Volunteers work with the hardest hit communities to rehabilitate water systems, build new housing, train unskilled workers in basic construction techniques, assist with immunization campaigns, provide trauma counseling, and work with farmers on mitigation techniques. Partnering agencies included a wide range of national and international NGOs from the Red Cross, Salvation Army, and World Vision to local youth focused NGO's working with youth still residing in temporary shelters.

### **Business Development**

Lack of knowledge of basic business skills has limited economic growth and opportunities for many low-income Hondurans. Volunteers are assisting people in the poorest communities by identifying local employment opportunities, improving business management practices, and training micro-entrepreneurs in basic business skills. Volunteers are also developing training programs in information technology for municipal employees.

In an effort to increase the income earning capacity and business management skills of individuals and organizations, one volunteer helped to organize a women's artisan group and link it to a national NGO. The group now sells handicrafts made of local resources in two of the three largest cities in Honduras, thus making a profit while preserving traditions. Another Volunteer has taught a coopera-

tive to use word processing and spreadsheet software for their business administration. The effort has increased the flow of information between their two offices and allowed them to develop a website for the cooperative, facilitating contacts with international organizations and markets.

### **Municipal Development**

As a result of decentralization, municipalities in Honduras have a critical need to improve the delivery of public services and strengthen community organizations. Peace Corps Volunteers work to increase the capacities of the municipal governments by training municipal employees and authorities to manage municipal government services.

One Volunteer provided training on the concepts of disaster preparation and mitigation to over 70 community members and is also working with a computerized geographic information system to provide an accurate mapping of the land area of the municipality. These two projects together will help the municipality to implement a property tax system, determine disaster risk maps, and disseminate information throughout the municipality.

### **Environment**

Honduras' forest reserves are at risk of over exploitation. The encroachment of a rising population poses a major threat to the health of watersheds and protected areas throughout the country. Environment Volunteers, by incorporating the concepts of disaster preparation and mitigation, are working with the national forest service and local non-governmental organizations to promote environmental awareness, sound micro-watershed management practices, and ecotourism among farmers and schools in buffer zone communities.

Four Volunteers worked with community members to organize the First Ecological Fair of the South in June, 2000. The fair brought environmental education out of the classroom and to the general public through cultural dance, music, dioramas, poetry and art. As a result, participants also found a market for their homemade products. Preparations for next year's event are already underway. Also in

the South, a Volunteer is working with her community to convert the nearby La Montaña de La Botija mountain range into a protected area.

### **Health**

In rural Honduras, poor knowledge of proper hygiene practices, sanitary waste disposal, and the protection of water sources is causing widespread health problems, disease, and malnutrition. Volunteers are training communities on water source rehabilitation, expansion and construction, as well as fuel efficient wood burning stove construction. They are responding to the critical need for health education and accessible health care by training community members on techniques of infant care, vaccination programs, and nutritional education. Increasingly involving women and youth in their projects, Volunteers are also establishing programs

to address vegetable gardening and proper cooking, hygiene and sanitation practices, basic life skills and prevention of HIV/AIDS transmission.

One Volunteer helped coordinate a training workshop for 300 water board representatives and 11 other Peace Corps Volunteers. The Volunteer's presentations on administration, accounting, community leadership, plumbing, water quality, watershed protection and gender roles strengthened the water board members' abilities to insure the sustainability of their water systems.

Four Volunteers worked with rural women's groups on the construction and use of fuel efficient wood burning stoves in their communities. The women became enthusiastic promoters of the stoves, helping other families in their communities to construct them and generate additional family income.

## Jamaica

**Population:** 2,576,000  
**Annual Per Capita Income:** \$1,740  
**Program Dates:** 1962-Present

### Country Overview:

While Jamaica is famous for its green mountain landscapes, beaches, coral reefs, and unusual biological diversity, the country continues to grapple with many of the classic markers of underdevelopment—unemployment, environmental degradation, marginalization of young people (especially males), a high rate of HIV/AIDS infection, lack of potable water, and poor sanitary practices. Between 30 and 35 percent of the population lives below the poverty line. Living conditions have deteriorated for the majority of Jamaicans. High levels of crime, violence, and drug trafficking, especially in inner-city garrison communities, exact their toll. Less than 20 percent of those who qualify are able to continue to secondary schooling.

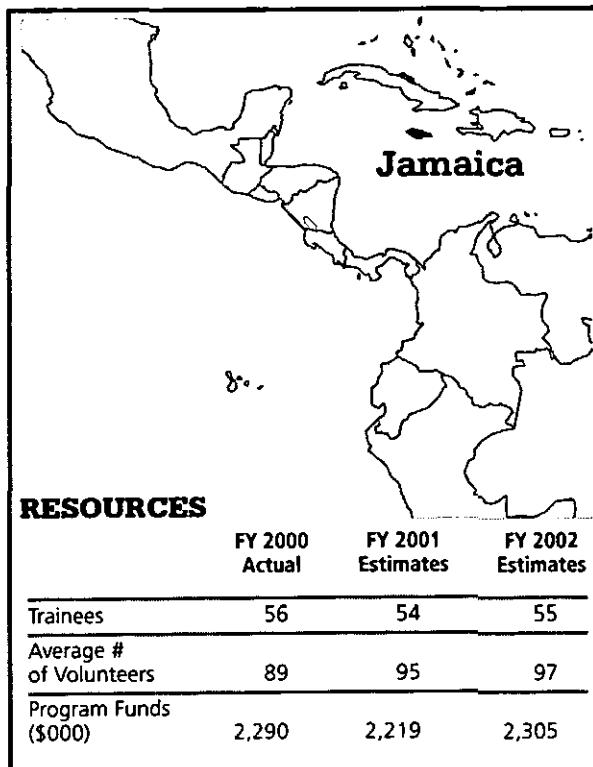
Jamaica's ecosystem, the mainstay of the critical tourism sector, is being seriously degraded. Air and water pollution are approaching crisis levels, while over fishing, illegal sand mining, and coral destruction threaten the marine system. Low public awareness of environmental issues is the major factor contributing to this degradation. The Peace Corps is addressing these development issues through programs with youth-at-risk, health and sanitation, and environmental education.

### Peace Corps Program by Sector:

#### Environment

Population pressures on the land and the rapid expansion of mining, tourism, and farming have caused significant degradation of watersheds, the pollution of ground and surface water, and urban sprawl. Less than 25 percent of Jamaica is now under forest cover. Ongoing hillside farming also contributes to continued soil erosion.

The principal focus of Peace Corps activities is to increase awareness of environmental issues, such as



the importance of solid waste management and recycling and the impact of watershed degradation, over fishing, removal of coral reef for subsequent sale, and damaging hillside farming practices. In FY 2000, Volunteers worked with environmental non-governmental agencies to improve their operations and successfully carry out their programs. In addition, Volunteers have promoted a number of specific projects, which include developing environmental education manuals, coordinating youth environmental camps, training teachers and promoting environmental activities in schools, and working with communities to improve environmental and agricultural management.

#### Health

The Community Environmental Health Project addresses the increasingly inadequate sanitation that contributes to poor water quality in surface, underground, and coastal water bodies throughout the island. Volunteers work in rural, peri-urban, and urban squatter settlements to facilitate community development activities and strengthen community-based organizations that support environmental health projects. Environmental engineers assist the Ministry of Health in assessing current wastewater treatment facilities and rural water supplies with a

focus on establishing sustainable operations and maintenance, and have helped to implement information technology management solutions.

A Volunteer with experience in filmmaking produced an educational video on the design and construction of improved latrines. This video has been distributed to agencies throughout Jamaica, and is being used to teach community members, donor agencies, and health professionals in the proper methods of latrine construction and maintenance.

### **Youth Development**

A growing number of youth are in difficult circumstances in Jamaica. Increasing poverty due to structural adjustment policies, urbanization, and a sluggish economy have had a tremendous impact on youth. In general, at-risk-youth are poor, attend school irregularly, or are school dropouts. They have few employment opportunities, and many become involved in drug trafficking and gangs, and engage in unhealthy lifestyle practices.

Volunteers in this project have reached over 4,500 youth through their work in youth-focused agencies and community-based organizations as facilitators for youth development in urban and rural settings. Volunteers use strategies such as leadership and business skills training, computer skills training, healthy lifestyles, creative arts, conflict resolution, and sports activities to engage and energize youth and open opportunities for their futures. Volunteers work in concert with the government's AIDS program to reduce the rate of HIV transmission, the incidence and prevalence of sexually transmitted diseases, and high-risk behavior among targeted groups.

A Volunteer organized a Youth Corps in which 44 young people were trained as peer educators, who then conducted community outreach activities in HIV/AIDS and the prevention of other sexually-transmitted diseases. With the support of additional Volunteers, they have established a support group for the youth educators to provide on-going training and collaboration.

## Jordan

**Population:** 4,563,000  
**Annual Per Capita Income:** \$1,150  
**Program Dates:** 1997-Present

### Country Overview:

As the only development organization in Jordan that places Volunteers throughout the country to both live and work at the grass-roots level, the Peace Corps is uniquely situated to address the development needs of the Hashemite Kingdom. Volunteers collaborate with Jordanian institutions in predominantly rural settings, focusing their efforts on community development initiatives, micro-enterprise development for women, environmental management and awareness, and teaching English as a foreign language.

Since its inception in 1997, the Peace Corps program has consistently received favorable coverage from the Jordanian media, and has enjoyed equally strong support from both the Jordanian government and members of the royal family. At the Peace Corps building dedication ceremony in September 1998, Her Majesty Queen Noor al-Hussein noted her approval: "Lessons from our region show that peace must be built between peoples. It derives from understanding, trust, and a sense of working toward a shared destiny. It arises only out of mutual and equitable exchange, of skills, of ideas, of cultural values. Peace Corps Volunteers—going where they are invited, bringing open minds, dedication and enthusiasm, living and working side-by-side with their hosts, and returning with new perspectives to share with those at home—are among the best examples of how that peace will be achieved."

### Peace Corps Program by Sector:

#### Community Development

High unemployment and rural poverty pose a significant challenge for Jordanians, and women in particular. In rural areas, inadequate economic opportunities exist for women in part due to traditional gender roles as defined by Jordanian society and a



#### RESOURCES

	FY 2000 Actual	FY 2001 Estimates	FY 2002 Estimates
Trainees	50	48	48
Average # of Volunteers	64	69	71
Program Funds (\$000)	1,514	1,670	1,411

lack of formalized educational training. However, as Jordan increasingly embarks on a path towards democratization and economic reform, a number of large, highly visible, and well supported local non-governmental agencies are working to create income-generating opportunities.

The Community Outreach Development Project has four areas of concentration: community services, non-governmental organization development, special education advising, and business advising. Volunteers currently work with three local development organizations, the Jordanian Hashemite Fund for Development, the Noor al-Hussein Foundation, and Jordan River Designs, to implement micro-enterprise projects in small towns and villages. In this capacity, Volunteers assist and advise Jordanian women about income-generation activities and teach basic business skills, such as planning, record keeping, and marketing strategies. The program also emphasizes leadership training for women. In addition, Volunteers collaborate with the Jordanian Ministry of Social Development by working at government-sponsored schools for special education and troubled youth. They work with children who have mental and physical disabilities and train teachers in using appropriate pedagogical techniques, such as Arabic visual aids.

One Volunteer working at a juvenile center in central Jordan has, in cooperation with the center staff, taken a lead role in developing a sports-based recreation program. Through collaboration with a social worker at the center, the Volunteer introduced a non-violent behavior modification program that enhanced the rehabilitation focus of the center and is now used as a model for special education in Jordan.

### **Education**

Volunteers are working with Jordanian English language teachers in provincial and rural secondary and primary schools managed by the Ministry of Education. Their main roles include team teaching with Jordanian counterparts within the English language classroom, initiating and implementing extracurricular activities for the school community, and instituting alternative teaching methods.

One Volunteer worked with her community to initiate a girls' project for surrounding-area Bedouin—an ethnic group of nomadic people who continue to live their traditional lifestyle in the deserts of Jordan. This project was dedicated to the continuation of girls' education, the learning of traditional handicrafts and business, and the creation of a sustainable economic project. This project has succeeded in creating opportunities beyond formal education for Bedouin girls to learn skills and empower themselves economically.

Another Volunteer organized and coordinated a girls' education summer camp for 31 children ages 9 to 10. The camp's focus was on hands-on English learning activities outside the classroom, such as field trips, hikes, and discussions. Several Jordanian teacher counterparts attended the camp and are ready to continue the tradition of holding girls' summer camps, ensuring sustainability of the project after the Volunteer leaves Jordan.

## Kazakhstan

**Population:** 15,593,000  
**Annual Per Capita Income:** \$1,340  
**Program Dates:** 1993-Present

### Country Overview:

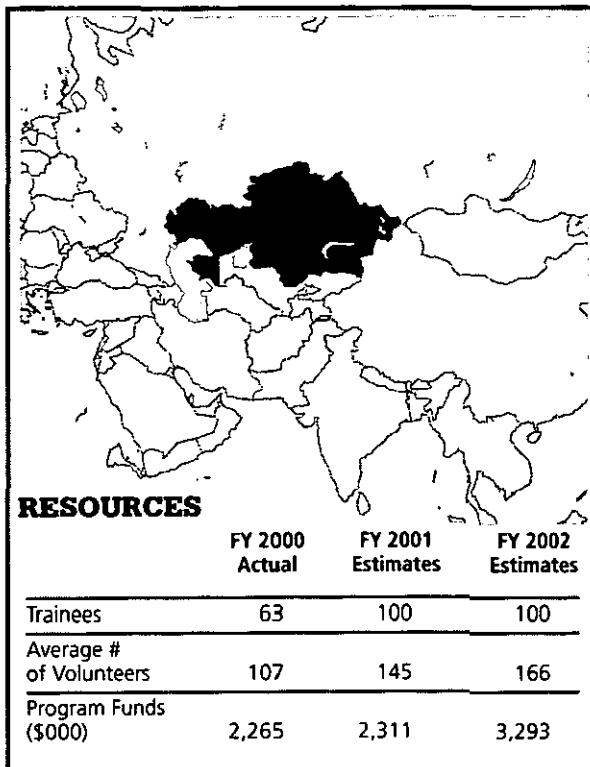
Since independence, Kazakhstan has struggled with its transition to a market economy and is working to reform its enterprises, social services, and educational system. However, financial support, technology, and managerial skills are limited. The country has emphasized the importance of privatization and is working to strengthen its small business sector, actively encouraging investment and development assistance from the West. Kazakhstan has declared education a high priority, though most schools have inadequate teaching staff, outdated textbooks, and limited resources to teach English. Public concern is growing regarding environmental and public health issues such as HIV/AIDS. Volunteers are assisting Kazakhstan to address these problems with activities in business, education, health, and the environment.

### Peace Corps Program by Sector:

#### Business Development

Volunteers in Kazakhstan focus on business education in secondary schools and universities, meeting an important need not addressed by other development groups in the country. They provide training in western business subjects necessary for the integration of Kazakhstan into the international commercial community. In FY 2000, Volunteers taught basic economics, marketing, business planning, and business English to over 2,500 Kazakhstani students. Volunteers have also continued working with community micro-finance groups in two regions of the country, an effort they began last year to improve the skills of local entrepreneurs.

One Volunteer, working with a small local consulting company, designed and delivered a series of micro-finance training sessions to staff members in the company. The company is now able to provide long



term and sustainable micro-finance services to local business people in the surrounding communities.

#### Education

Volunteers provide English language instruction, establish English language resource centers, develop and conduct workshops for teacher training, and facilitate the formation of both local and national organizations of English teachers. When presentations of the "United States-Kazakhstan Awards for Excellence in Teaching English and American Studies for 2000" were made, six out of ten teachers were counterparts or co-workers of Peace Corps Volunteers.

Outside the classroom, Volunteers host an English-language television program, organize summer camps, work with orphanages, conduct English drama festivals, teach ballet and modern dance, and organize community basketball and soccer teams. One Volunteer identified funding and helped organize the first Young Women's Leadership Camp in Central Asia, which helps women develop leadership, self-esteem, and networking skills. Due to the high level of local involvement and the tremendous success of the project, the camp has become an annual event.

## **Environment**

Most Volunteers work with educational institutions and environmental education non-governmental organizations. They form partnerships with local teachers, students, scientists, and community members to raise the public's awareness of environmental issues, establish local and international networks, and organize environmental resource centers. Volunteers develop education curricula, present lectures, introduce practical methods of teaching environmental issues, and support the implementation of the Global Learning and Observation to Benefit the Environment (GLOBE) Project, an international scientific educational program.

Outside the classroom, Volunteer activities include establishing ecological clubs and organizing environmental summer camps. They organize students to lead clean-ups at national parks, riverbanks and park areas. One Volunteer helped coordinate and advertise an environmental song competition in her city, and started a monthly environmental newsletter in both the Kazakh and English languages.

## **Health**

In response to shifting community priorities, the health project has changed its focus from environmental health to improving maternal and child health and preventing HIV/AIDS and sexually transmitted diseases. Activities emphasize health behavior changes, especially among women, youth, and children. Volunteers conduct seminars in regional AIDS centers, health NGOs, and medical education institutes.

One Volunteer, working closely with her counterpart and a team of health professionals, started a project called "Prevention and Rehabilitation on Cardiovascular Disease." The program offers health education for the community through three-day seminars and rehabilitation for patients who have had heart problems. During the seminars, nurses train participants in taking vital signs and physicians instruct patients about rehabilitation. The team has started to work with clinics in surrounding areas, in an effort to expand the success of the program.

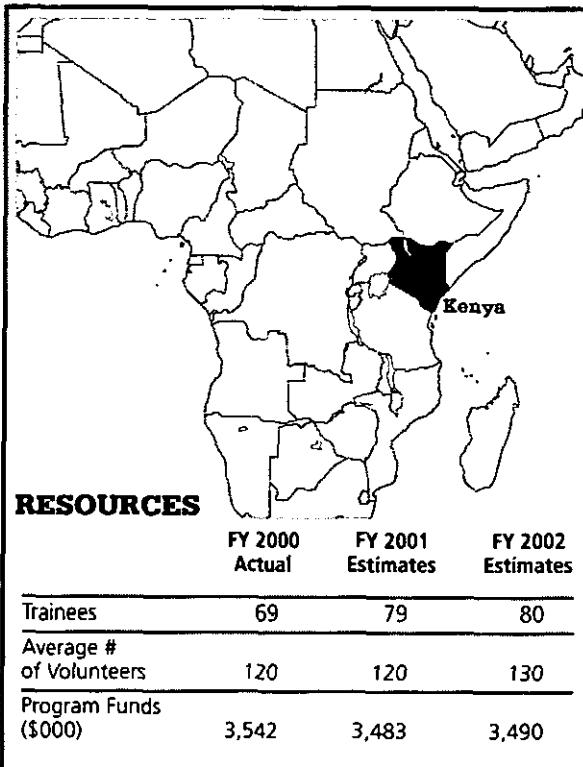
## Kenya

**Population:** 29,295,000  
**Annual Per Capita Income:** \$350  
**Program Dates:** 1965 -Present

### Country Overview:

Since 1965, the Peace Corps has assisted the Government of Kenya in meeting its development needs by providing skilled Volunteers in a variety of disciplines. The Peace Corps continues to enjoy strong support from government officials at national and district levels. With approximately 120 Volunteers, it is one of the largest Peace Corps programs in Africa.

Peace Corps Volunteers support development in four key areas—economic development, education, the environment, and public health. To contribute to Kenya's economic development, Peace Corps focuses on activities which support creation of new jobs and income generating opportunities. Because Kenya exports teachers of math and science, there is an estimated shortage of 6,000 teachers in these subjects. The country faces challenges in improving the quality of all education, but especially in the areas of math and science. With an important focus on gender equity, the country is also seeking to expand girls' access to education and retention in secondary schools. In FY 2000, Peace Corps/Kenya launched a scholarship program for girls which will be expanded to include orphans of individuals who have died from AIDS. In addition, the Kenyan government continues to stress the importance of providing education to children with special needs so that they can be fully contributing members of society. The improvement of environmental health is also key to the government's preventive health care strategy, primarily in rural areas, where 80 percent of Kenyans live. To reduce environmental degradation, Peace Corps Volunteers promote environmental education and agroforestry with ministries, non-governmental organizations, and community-based organizations.



### Peace Corps Program by Sector:

#### Education

Volunteers are assisting the Kenyan Ministry of Education to meet the need for trained teachers in math, physics, chemistry, and biology. Over the past year, Volunteers increased their efforts to incorporate issues of HIV/AIDS and environmental awareness into their lesson plans. In addition to their teaching duties, Volunteers continue to be actively involved in extra-curricular activities at their schools and in their communities. Many have engaged in activities which help to ensure greater access to secondary schools for local students, such as the construction of classrooms, laboratories, dormitories, and libraries. In addition, teachers are initiating discussions in their schools about the importance of educating girls. They make an effort to incorporate female education themes into their lessons and evaluate the curriculum to reduce gender stereotyping. Female Volunteers serve as role models to girls, and are also available to their students as a resource for information on gender roles and self-esteem, as well as family decision-making and safe motherhood.

In response to the Kenyan Ministry of Education's focus on education for children with special needs, the Peace Corps has re-introduced deaf education in primary schools and integrated deaf education into other aspects of its education project. In addition to teaching, Volunteers conduct community outreach to educate parents and the community about deafness and the importance of providing support to deaf children.

In all of their activities, Education Volunteers have successfully created a more conducive learning environment for their students, improving access to necessary resources such as books, supplies, sports equipment, and potable water.

#### **Health and HIV/AIDS**

Volunteers work with counterparts in the Kenyan Ministry of Health to support communities' efforts in addressing their public health needs. This includes hygiene education, sanitation improvements to prevent water-borne diseases, and HIV/AIDS education to reduce the incidence of HIV/AIDS among youth and women. Volunteer activities focus on preventive health and changing attitudes and behaviors in the communities where they live and work.

One Volunteer is working with teachers in his community to help change notions about the nature of AIDS and how HIV is transmitted. He succeeded in encouraging people living with AIDS to come to regular community meetings. As a result, a youth group has been formed that brings together youth from different provinces to help educate their community members about HIV/AIDS.

#### **Crisis Corps**

In response to the dramatic effect of HIV/AIDS on the country's development, the Peace Corps has launched a Crisis Corps program to strengthen the capacity of the government and NGOs to provide HIV/AIDS prevention and care.

#### **Agroforestry/Environmental Education**

Agroforestry Volunteers are working with Kenya's Ministry of Environment, Department of Forestry, NGOs, and community-based organizations

to reduce environmental degradation in Kenya. Working with district and village-based extension agents, they target schools, women's groups, and farmers to increase the use of environmentally appropriate practices and to promote the use of energy conservation techniques and energy saving devices. These efforts have resulted in less reliance on firewood for fuel and a greater awareness of environmental issues.

One Volunteer has worked with farmers in her community to develop an integrated pest management program. The program introduced a combination of farm practices that provided the most cost effective, environmentally sound, and socially acceptable methods for managing plant diseases and other pest problems. By preserving the natural assets of the land, it is hoped that the program will create long-term sustainability and produce a higher crop yield for local farmers.

#### **Small Enterprise Development**

Volunteers are helping Kenyans address unemployment and alleviate poverty by focusing on income generating opportunities and micro-enterprise development. They upgrade business skills of local entrepreneurs and help them gain access to credit. In addition, Volunteers are now assigned to technical institutions to assist with computer literacy and the use of information technology in business practices. Through a variety of activities, Volunteers promote capacity building among women, youth, community-based organizations, and local NGOs. Volunteers also play a key role in expanding Kenya's women in development initiative.

One Volunteer worked with a shoemaker to improve the design of a sandal to meet standards required for the world market. The Volunteer facilitated exports of the improved sandals to the United States, realizing a significant profit for the local shoemaker. The Volunteer also successfully introduced locally produced jewelry for sale on the Internet. With the support of the Volunteer, local artisans have come to appreciate the importance of e-commerce in expanding the market for their products.

## Kiribati

**Population:** 86,000  
**Annual Per Capita Income:** \$1,170  
**Program Dates:** 1973-Present

### Country Overview:

Isolated and little known outside the Pacific region, the Republic of Kiribati is one of the poorest countries in the world. Most of its citizens eke out a subsistence living on small islands scattered over thousands of miles. Kiribati has few natural resources, and those that do exist are primarily coastal marine resources, which are expensive to extract and export. Its poor resource base makes it difficult for the government to raise revenue for development programs, particularly in education, natural resource management, youth development, and health. Kiribati also finds it difficult to locate and hire the educated and trained work force it needs for economic development. The Peace Corps is helping to address these needs through projects in education and health.

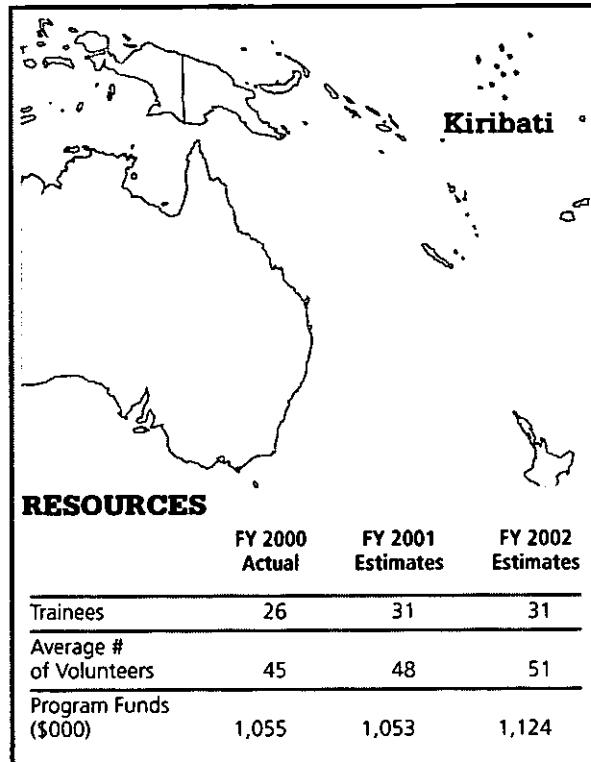
### Peace Corps Program by Sector:

#### Education

Kiribati does not have a sufficiently trained pool of teachers to meet the ongoing demand presented by the country's growing population. The Peace Corps is providing Education Volunteers to increase access to, and the quality of, basic education.

During FY 2000, twenty-eight Volunteers served as teacher trainers at the primary and junior secondary school levels to improve the business, accounting, math, science, and English teaching skills of more than 180 teachers. They were also involved in curriculum development, lesson planning, and the development of appropriate classroom materials and teaching techniques.

Volunteers also instruct new teachers in math, science, and education methodologies at Kiribati Teachers' College, the country's only teaching college. Volunteers have also initiated a new business



education program at the college to train Kiribati teachers in basic accounting and business principles.

Libraries have been established and developed in all 17 primary schools where Volunteers are assigned. Volunteers assist in construction, organize community contributions, procure book donations, train teachers and students in the management and maintenance of libraries, and conduct daily reading programs.

#### Health

Kiribati faces a severe shortage of trained medical professionals that can provide health care to a dispersed population over 17 atolls. Lack of awareness about preventative health care is particularly acute on the outer islands where medical practitioners are overwhelmed with clinical work and have little time for educational programs. Volunteers work in tandem with these health extension agents, as well as with youth and women's groups, to address water-borne diseases, poor personal hygiene, malnutrition, diabetes, an increasing fertility rate, HIV/AIDS and other sexually transmitted diseases. Volunteers also help communities build latrines, water tanks, and wells.

One Volunteer, who is physically challenged, launched a community disability education project. She developed a proposal to the government of Kiribati which provides guidance for establishing a Center for People with Disabilities. As part of this

effort, she conducted seven awareness workshops using drama and radio activities and created a disability handbook that can be used by remote, outer island communities.

## Kyrgyz Republic

**Population:** 4,699,000  
**Annual Per Capita Income:** \$380  
**Program Dates:** 1993-Present

### Country Overview:

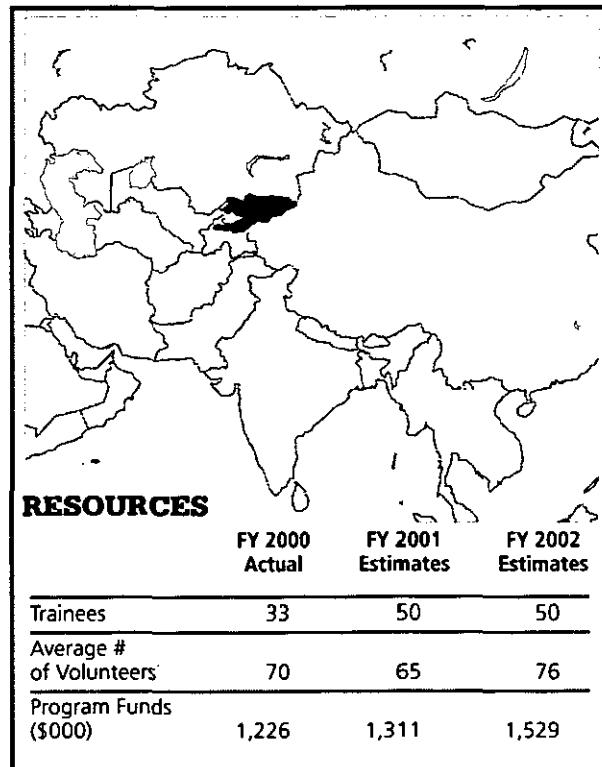
Since independence, the Kyrgyz Republic has demonstrated a commitment to achieve full participation in the global market. The government is eager to establish projects that will assist in the difficult transition from a state-controlled economy to a market-based economy and promote sustainable development and poverty alleviation by strengthening indigenous non-governmental organizations and business education. Although the Kyrgyz Republic continues to reform much of its legal and social structure to accommodate private sector activities, poverty remains a serious problem in most regions of the country.

The Kyrgyz Republic has also placed a high priority on English education as a means of linking their country to the world. However, the education system faces a severe shortage of trained teachers of English, textbooks, and basic instruction materials. Therefore, the government has sought assistance in increasing the level of competency of English among secondary and university students as well as assisting Kyrgyz teachers in improving their level of English and training. Volunteers address these needs by sharing current techniques in teaching foreign language learning.

### Peace Corps Program by Sector:

#### Education

Volunteers work with the Kyrgyz Republic to address the need for English teachers, new methodologies, and resources. In response to an extensive needs assessment of local communities, Peace Corps Kyrgyz Republic is also expanding its education project to include content-based instruction in the areas of youth development, environment, health, and women's issues. Volunteers teach English and innovative teaching methodologies in sec-



ondary schools and institutes of higher education. They introduce new learning strategies and work with students to develop analytical, problem-solving, and decision-making skills. Since the start of the Peace Corps program in 1993, Volunteers have taught more than 7,750 students and have worked with over 320 local counterpart teachers. During FY2000, Volunteers worked with their counterparts to establish three resource centers and enrich the English sections of thirty-five school libraries. Ten Volunteers and twenty-five local teachers participated in a three-day Global Learning and Observation to Benefit the Environment (GLOBE) conference, designed to strengthen local capacities for environmental education in the classroom. Outside the classroom, Volunteers have produced English-language newspapers; organized women's career days; coordinated summer English camps featuring courses in art, music, and sports; and worked with the elderly.

One Volunteer organized a weekly club for university students called Girls Leading our World (GLOW). The club had approximately 30 members, and focused on activities to improve leadership skills and enhance the self-esteem of members. The club initiated a variety of community service projects, including a fund-raising race, a girls' summer camp,

and a countrywide conference on gender and development attended by over 40 participants.

### **Business Development**

The Peace Corps' business development project is designed to increase economic opportunities for people in the Kyrgyz Republic by teaching business education courses and assisting non-governmental organizations (NGOs) to develop strategic management plans, establish training programs, promote self-governance, and generate their own resources. Volunteers are helping NGOs, small businesses, private farmers' associations, village committees, and non-profit associations become sustainable, self-sufficient, and effective entities by sharing knowledge and experience regarding business practices in market economies. Over the past year, three Volunteers have taught basic business courses in marketing, management, ethics, accounting, and business English to over 200 university students. Other Volunteers have initiated intensive small business management courses for local hospitals and

farmers' associations, worked with refugees, initiated efforts to develop tourism, and established dairy, poultry, and handicraft projects. Recently, several Volunteers conducted training for their Kyrgyz colleagues to improve their knowledge of e-commerce and business opportunities on the Internet.

One Volunteer worked with an NGO which supports local artisans by exporting and marketing Kyrgyz handicrafts to western markets. The biggest obstacles to exporting handicrafts from Kyrgyzstan were cost and identifying effective marketing venues. The Volunteer trained two employees in Internet use as well as the basics of writing web pages. The employees then published a catalog of Kyrgyz handicrafts on the Internet, which enabled a New York-based e-commerce company selling international handicrafts to easily view the products online. The e-commerce company placed orders for samples and inventory of the Kyrgyz handicrafts, which produced a 150 percent increase in Kyrgyz handicraft exports to the United States in just three months.

## **Latvia**

<b>Population:</b>	<b>2,449,000</b>
<b>Annual Per Capita Income:</b>	<b>\$2,420</b>
<b>Program Dates:</b>	<b>1992-Present</b>

### **Country Overview:**

When the Peace Corps first sent Volunteers to Latvia in 1992, it was with the unique understanding that their assistance would be for a brief but critical time in the history of the country. In anticipation of Latvia's continued movement toward greater self-reliance and a closer relationship with its European neighbors, the Peace Corps plans to close the program in Latvia in FY 2002.

The last group of Peace Corps Volunteers are working with Latvian sponsors and counterparts to address issues of particular concern to the rural sector of society: low agricultural output, a declining rural standard of living, and the lack of rural business expertise.

Volunteers will also work closely with Latvians to improve English language abilities, especially for business purposes. Many English teachers and teacher trainers have been lured away from the educational system to accept lucrative positions in the private sector, and most English teachers who remain at the elementary level are not certified and have poor English skills. By teaching English skills, Volunteers are assisting Latvia to integrate successfully into the European and wider international communities, to prosper in science and technology, and to compete in international commerce.

The accomplishments that Volunteers have made in the areas of English language education and business development will continue to impact the communities and people they have worked with long after the last Volunteers depart.

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

#### **Business Development**

While the majority of international organizations and private businesses have focused their development efforts on Latvia's capital, Peace Corps Volun-



<b>RESOURCES</b>	<b>FY 2000 Actual</b>	<b>FY 2001 Estimates</b>	<b>FY 2002 Estimates</b>
Trainees	25		
Average # of Volunteers	45	42	12
Program Funds (\$000)	996	762	218

teers are working to assist small businesses and micro-entrepreneurs in rural areas. They provide hands-on technical assistance to entrepreneurs through regional and local governments; organize and conduct small business training programs, workshops, and seminars; assist organizations in developing long-range sustainability plans; and support the creation of information centers, data banks, and business centers.

In collaboration with a Latvian colleague, one Volunteer initiated a training forum for establishing a business association. The goal was to create a sustainable business club and to compile and publish a business-to-business directory. Local business leaders, government officials, and staff and students from local colleges attended the forum.

#### **Education**

In addition to teaching English at the secondary level, Volunteers provide training for Latvian teachers to enhance their English language proficiency and teaching skills. Volunteers also teach business English skills, which are needed to help the country integrate successfully into the European and wider international communities. Peace Corps Volunteers have established English clubs

and study groups, developed links with U.S. schools and student exchange programs, have assisted at summer camps, developed school newspapers, organized courses for English teachers, and acquired educational materials for schools.

One Volunteer collaborated with the Ministry of Education to design, edit, and publish two text-

books and cassette tapes which are used throughout Latvia to prepare 9th and 12th graders for national English exams. The Volunteer was also a member of the Ministry of Education's English Language Examination Committee responsible for the design and implementation of the national exam.

## **Lesotho**

**Population:** 2,058,000  
**Annual Per Capita Income:** \$570  
**Program Dates:** 1967-Present

### **Country Overview:**

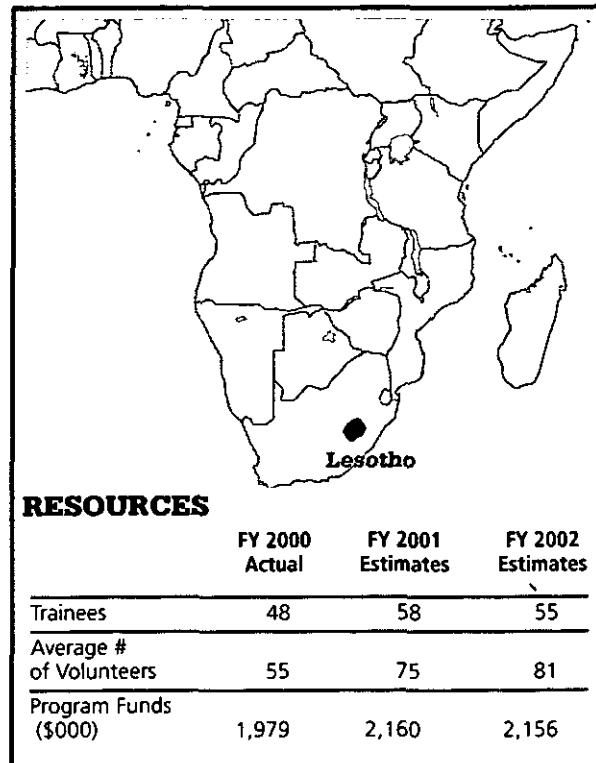
Lesotho has a predominately rural population that is dependent on agriculture for survival. More than half of all households live in poverty, and 43 percent of children under five suffer from chronic malnutrition. Unemployment continues to rise, which has been exacerbated by mine closings in South Africa, the subsequent return of "migrant" mine workers, and the flight of capital investment after the civil unrest of 1998. These economic difficulties have resulted in a negative gross domestic product growth of over 3.5 percent.

In the education sector, Lesotho faces a shortage of qualified teachers, and those that are qualified frequently leave Lesotho for better paying positions in other countries. It is often the young children that are most affected by the lack of quality education. To address this problem, the government of Lesotho has emphasized the need to offer quality basic education to young children and to support children with special needs. In response to these various development challenges, Peace Corps Volunteers are working in education, agriculture, and the environment.

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

#### **Agriculture**

In conjunction with the Ministry of Agriculture, Peace Corps Volunteers are working to alleviate poverty, increase food security, and create employment through the development and support of vocational training centers and community-based development groups. Collectively, Volunteers at the vocational training centers have trained 279 women and girls in handicraft, weaving, and business skills. One Volunteer trained students in furniture making and the skills needed to manage and market their products. The training has been so successful that



these students have had difficulty keeping up with the demand for their furniture.

Volunteers are also involved in projects to diversify and increase crop production and assist with health-related and income generating projects. Volunteers have helped 18 communities become more self-sufficient in their food needs. Since the civil unrest of 1998 and food shortages resulting from the "El Niño" phenomenon, Volunteers have created school gardens and helped their communities increase poultry and egg production and acquire other food stuffs to supplement their needs. They have also provided training in record keeping and business management.

#### **Education**

In an innovative programming area, education Volunteers are working in early childhood development and assisting schools with curriculum for children with special needs. Volunteers support clusters of schools by conducting workshops and training sessions for teachers. By conducting these workshops, Volunteers have helped integrate special education into the mainstream curriculum.

## **Environment**

The Peace Corps continues to work with local schools and communities to highlight environmental awareness, environmentally sustainable agricultural practices, waste materials recycling, and greater community involvement in environmental issues.

One Volunteer facilitates a recycling program at her school, where she demonstrated techniques for

making paper products from waste paper. Another Volunteer established an environmental club at his school, which has planted over 300 hedges for soil stabilization. Club members are also gaining organizational and leadership skills through their activities.

## Lithuania

**Population:** 3,703,000  
**Annual Per Capita Income:** \$2,540  
**Program Dates:** 1992-Present

### Country Overview:

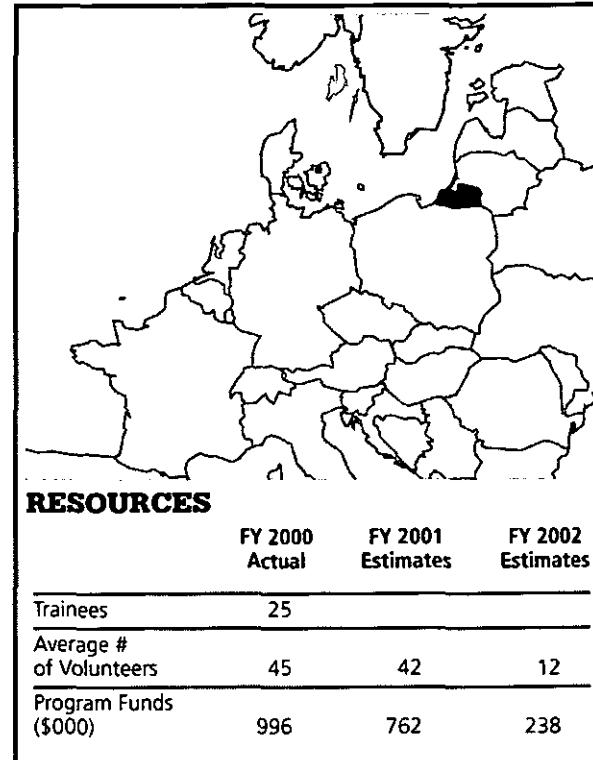
When the Peace Corps first sent Volunteers to Lithuania in 1992, it was with the unique understanding that their assistance would be for a brief but critical time in the history of the country. In anticipation of Lithuania's continued movement toward greater self-reliance and a closer relationship with its European neighbors, the Peace Corps plans to close the program in Lithuania in FY 2002.

The last group of Peace Corps Volunteers will continue to transfer skills in business and education that will enable communities to become more self-sufficient. They will assist emerging small businesses and non-governmental organizations (NGOs) to improve skills in planning, marketing, accounting, and other managerial and organizational areas. Volunteers will also transfer business English skills, which are needed to help the country integrate successfully into the global marketplace and gain much-needed access to informational and technological resources. Volunteers' contributions will continue to have an impact on the lives of Lithuanians and Lithuanian communities long after the last Volunteers depart.

### Peace Corps Program By Sector

#### Business Development

Volunteers are assigned to economic development units of local governments, business advisory centers, Junior Achievement programs, and NGOs. They assist the Lithuania Junior Achievement program, help local governments create economic plans, and provide direct training to entrepreneurs. Volunteers have made particularly valuable contributions by designing and distributing tourism guides in both Lithuanian and English. Volunteers have organized and conducted seminars and



workshops to develop business skills and provided consultation on business planning and fundraising.

One Volunteer, along with colleagues from the regional council, organized a day-long seminar on sustainable community development. The purpose of the seminar was to explore alternative ways of achieving sustainable community development in Lithuania, particularly for towns located in rural areas.

#### Education

The education project in Lithuania has two major areas of focus: Teaching English as a Foreign Language (TEFL), and teaching English for business purposes. TEFL Volunteers work with the Ministry of Education to increase access to English language instruction at the secondary school level, thereby giving citizens access to newly expanding technological, educational, social, and commercial developments. Volunteers improve the English language proficiency and teaching skills of Lithuanian teachers. In the area of business, Volunteers teach English classes for secondary-level students in vocational colleges or specialized

schools. They coordinate a variety of activities that help students use English for business and day-to-day communication.

One Volunteer worked with her Lithuanian English teacher colleague to develop a summer

English learning program for village students and adults. The 125 participants met five days a week for four weeks to improve vocabulary, grammar, knowledge of American culture, English language conversation, and preparation for national exams.

## **Macedonia, Former Yugoslav Republic of**

**Population:** 2,010,000  
**Annual Per Capita Income:** \$1,290  
**Program Dates:** 1996-1999; 1999-Present

### **Country Overview:**

The Former Yugoslav Republic of Macedonia (FYROM) is making significant efforts to develop a society based on democratic principles, to establish a viable market economy, and to explore new ideas about diversity and human rights. While much progress has been made, inflation and unemployment rates continue to be high and industrial production has been falling. The country has been adversely affected by unsettled conditions in the region since 1991, by the republic's troubled relations with Greece and Serbia, and by internal ethnic tensions between its ethnic Macedonian and Albanian population. Events in Kosovo continue to affect Macedonia, and NATO continues its large presence in the country. Growth in the number of Volunteers in FY 2000 was put on hold with the continued regional economic dislocations caused by the Kosovo conflict.

Out of concern for the safety and security of Volunteers, the Peace Corps suspended its program in April 1999. Five months later, after the security situation improved, the Peace Corps returned with a new training class of fifteen people. A group of 28 Volunteers now serve in small towns, villages, and regional centers throughout the country. They are assisting Macedonia in its challenging transition by serving as advisors in mayors' offices and as educators of English and environmental awareness.

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

#### **Education**

The Ministry of Education is in the process of refining its curriculum and texts and is making concerted efforts to improve and enhance the skills of teachers, particularly in the smaller towns where the need is greatest. The Peace Corps has been invited



#### **RESOURCES**

	FY 2000 Actual	FY 2001 Estimates	FY 2002 Estimates
Trainees	34	28	28
Average # of Volunteers	20	37	46
Program Funds (\$000)	790	959	911

to participate in this challenging endeavor to improve the effectiveness of instruction in two subject areas: English and the environment. Volunteers serve as English resource teachers and facilitators to help meet the need for continued improvement of English language programs in Macedonian primary and secondary schools. In addition, Volunteers are assigned to teach environmental education under the framework of the GLOBE (Global Learning and Observations to Benefit the Environment) program.

Environmental resource teachers share and prepare environmental content lesson plans with their colleagues; team teach with science teachers; introduce environmental topics in different school subjects; and participate in community projects with local organizations, non-governmental organizations (NGOs), and clubs. In FY 2000, 276 students from eight schools participated in English clubs organized by Volunteers. One Volunteer worked with her colleagues to organize "Earth Week" in her town, where every second week of the month will be devoted to environmental issues. The program is designed to establish a tradition of environmental activism and awareness that can be sustained for many years with the environmental materials developed for the schools and the community. Different environment-

focused activities are planned for every week of the project. Another Volunteer created the "Cross-Border Biodiversity protection project" which supports cooperation between municipalities, communities, and NGOs along the Macedonian-Bulgarian Border. Approximately 100,000 people who live on both sides of the border benefit from various land conservation and clean-up efforts.

### **Municipal Management**

As government structures devolve from centralized to decentralized systems and local jurisdictions have greater autonomy and decision-making authority, government officials must learn how to operate effectively in this new environment. Most municipalities have limited budgets, with few opportunities to increase revenues in the near-term because of difficult economic times. Volunteers have recently been assigned to mayors' offices, where they help write grants and funding proposals, initiate contact with foreign representatives, and serve as liaisons between foreign offices and the-municipality.

## **Madagascar**

**Population:** 14,592,000  
**Annual Per Capita Income:** \$260  
**Program Dates:** 1993-Present

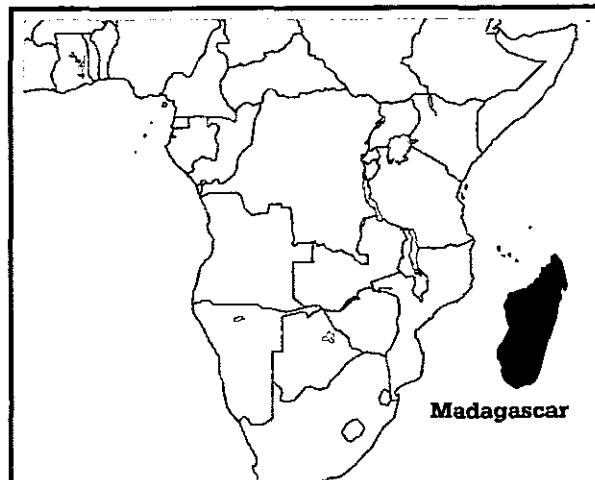
### **Country Overview:**

Madagascar continues to face many development challenges, despite political and economic reform measures. The education system is burdened by overcrowded classrooms, poorly trained teachers, and a severe shortage of teaching materials. Widespread poverty, a poorly educated population, food insecurity, unsafe water supplies, and inadequate health services result in high infant mortality rates. Madagascar has one of the highest levels of bio-diversity on earth, but this natural resource base is severely threatened by deforestation, loss of biological diversity, soil erosion, and the decline in overall land productivity. Peace Corps Volunteers in Madagascar are teaching English and training teachers, conducting health education and child survival activities, and working on natural resource management and community development.

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

#### **Education**

Volunteers live in under-served rural communities and work with students, teachers, and the larger community to improve their capacity to speak English and use it in the workplace. Working in cooperation and collaboration with central and regional curriculum professionals, Volunteers also support the government's initiatives to raise the standard of teaching, develop teaching resources, and strengthen links between schools and communities. Volunteers promote the idea that teachers, by definition, are community development workers. As such, Peace Corps teachers and their counterparts use the English language as a vehicle to encourage awareness of community issues, to promote the vital role of schools as a base for community activities, and to develop the future community



A map of Africa showing the outline of the continent. Madagascar is highlighted with a dark gray color, located in the southeast of the continent.

<b>RESOURCES</b>			
	FY 2000 Actual	FY 2001 Estimates	FY 2002 Estimates
Trainees	77	60	60
Average # of Volunteers	93	122	115
Program Funds (\$000)	1,936	2,411	2,344

development workers of Madagascar: its young school-age population.

In a positive example of collaboration among Volunteers, a Volunteer working in the Education program has worked closely with a Health Volunteer to organize a girls' camp on an island off the coast of Madagascar. An increasingly large number of young girls on the island have turned to prostitution as a by-product of the tourist trade, which directly leads to a much higher prevalence of HIV/AIDS. To address this issue and help the girls make informed and responsible decisions, the camp provides an opportunity to discuss and teach about sexually transmitted diseases and HIV/AIDS, including the transmission and prevention of these illnesses. The camp included discussions about self-esteem and career options, and presentations by Malagasy women role models. To ensure sustainability of the project, the Volunteers trained local female English students to be facilitators and presenters at the workshop. By encouraging peer education, the Volunteers were able to groom future trainers and lay a foundation for the second annual camp.

## **Environment**

Madagascar has several national parks and protected natural areas. Volunteers provide training for managers of protected areas, community members, and other local groups to improve conservation in these areas. Volunteer projects include: environmental education, income-generating activities, trail construction, ecotourism, ecological monitoring, community development, construction of fuel conserving stoves, forestry, and gardening. The goals of the project are to reduce degradation of natural resources, develop capacity of local individuals and institutions, and enhance management capabilities of responsible government officials and non-government organizations.

One Volunteer, living adjacent to a national park, has developed a training program in small business management. The training, in basic arithmetic and book-keeping, has given one group of women the skills and confidence to manage a canteen and camping area for travelers to the national park. The Volunteer is also working with local teachers to develop portable "eco-trunks" for the schools. The eco-trunks contain materials for teaching about the rainforest park that exists in the students' backyards.

## **Health**

Volunteers help communities address health issues through promotion of behavioral change and effective dissemination of health messages. The messages promote the prevention of childhood illnesses, HIV/AIDS and sexually transmitted disease prevention, family life skills, and other reproductive health information. Volunteers work with community leaders and organizations in the dissemination of health messages that are critical to the survival of mothers and children.

One Volunteer organized a large festival to promote nutrition. The event introduced several villages to nutritious local foods and provided strategies to vary the local diet and include Vitamin A and other micronutrients. The Volunteer is currently conducting a series of trainings for rural midwives in 20 villages. The birth attendants will travel to remote areas of the country to train others on the methods and procedures they have learned.

## **Malawi**

**Population:** 10,534,000  
**Annual Per Capita Income:** \$210  
**Program Dates:** 1963-1969; 1973-1976;  
1978-Present

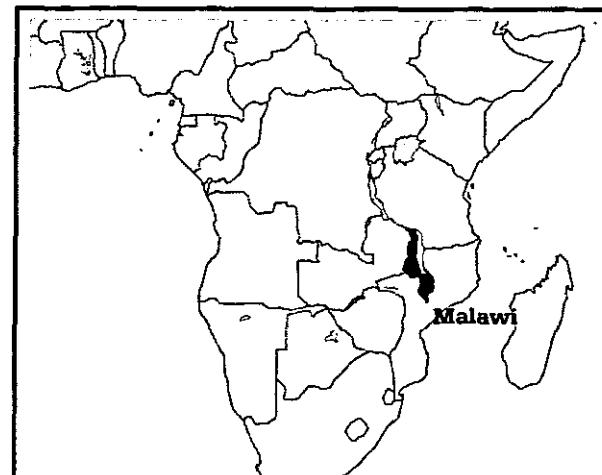
### **Country Overview:**

Although Malawi is a newly established democracy, its gains in political and individual freedom are tempered by continuing concerns about disease, drought, hunger, and environmental degradation. Malawi has one of the highest HIV/AIDS infection rates in the world. More than one million Malawians are infected with HIV/AIDS, with an estimated infection rate of 30 percent among urban adults between the ages of 14 and 45. These statistics, along with growing demands for education and environmental rehabilitation, reinforce the important role that Peace Corps Volunteers play in the country's development.

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

#### **Health and HIV/AIDS**

Volunteers work in rural communities as educators and counselors, teaching HIV/AIDS prevention strategies and counseling techniques to Malawian counterparts, patients, students, and community groups. Peace Corps Volunteers are involved in assisting communities to translate the knowledge they already have about HIV/AIDS into behavioral change. The project has made major strides in working with the communities on behavioral change through implementation of the Life Skills Program. Volunteers assisted in the creation of 80 support groups for people living with AIDS within six districts. They have trained 226 church and community members in home-based care and 2,300 community members, teachers, government employees, and other organization members in life skills. Volunteers initiated the establishment of a drug revolving fund in nine villages to increase availability of medicine for AIDS patients. Volunteers also coordinated the registration



A map of Africa with Malawi highlighted in black. The map shows the continent's borders and major rivers. Malawi is located in the southeastern part of the continent, bordering Lake Malawi.

<b>RESOURCES</b>			
	FY 2000 Actual	FY 2001 Estimates	FY 2002 Estimates
Trainees	33	65	65
Average # of Volunteers	81	92	95
Program Funds (\$000)	1,738	1,832	1,889

tion of over 3,000 orphans in four villages, in collaboration with the district social welfare officers. Due in part to these interventions, the prevalence of sexually transmitted diseases in some parts of the country is declining.

Through numerous activities, Health Volunteers are working on the front lines of the AIDS epidemic. Two Volunteers helped establish community-based schools and child-care for orphans whose parents have died of AIDS. Orphans receive assistance in developing sustainable income-generating activities and information about proper nutrition. Another Volunteer supervised the training of seven counselors in HIV testing and counseling. In addition, a group of Volunteers initiated a community project that promotes food security and sustainable health programs through grass-roots training and the creation of community gardens. Community groups, such as People Living With AIDS, are supported by Peace Corps Volunteers who provide information about AIDS and how to live positively with the disease. One Volunteer assisted six communities to develop a "bicycle ambulance" service to carry patients to local clinics and hospitals.

## **Education**

The government has implemented a free primary education policy that has swelled the ranks of schools and seriously strained the country's resources. To support the government's initiative, the Peace Corps has focused its efforts on Community Day Secondary Schools in rural areas where skills transfer and capacity building can have the greatest impact. Volunteers provide quality education to secondary school students, promote teacher-to-teacher interactions and collaboration, and encourage the exchange of experience and knowledge to improve methods of teaching. Volunteers have worked with their counterparts in sharing lesson plans, discussing strategies for teaching, evaluating students, and preparing exams. By establishing and organizing science laboratories, Volunteers have assisted schools in improving resources and allowing schools to administer national examinations in physical science and biology.

In addition to classroom teaching, Volunteers have helped to develop other resources. Volunteers, working with their counterparts and Ministry of Education officials, have developed Teaching Guides for English and Physical Science. These guides provide critical resources for teachers who have little to no training and practically no resources.

## **Environment**

Malawi is one of the most densely populated countries in southern Africa. Ninety percent of the population, both urban and rural, are partly or wholly dependent on forests for food, fuel, and building materials. In a dozen national parks and reserves around the country, Volunteers are serving as environmental educators and community coordinators. They work with local residents of communities that surround national parks, forest reserves and neighboring protected areas to relieve human pressures on the natural environment, to develop sustainable plans for the utilization of the resources available, increase food security, and create income-generating activities for local residents.

One Volunteer wrote a play about the importance of planting trees that was performed by local school children. The children were so enthusiastic that they wrote two more plays and plan to take the play "on the road." The Volunteer also wrote a song about the importance of tree planting. The song, performed by the school children, is currently played on the local radio station. Another Volunteer organized and planned a field day to promote the local availability of resources in their community. Booths were set up to promote activities such as alley-cropping, wood lots, solar cookers and dryers, small animal husbandry, and mud stoves.

## Mali

**Population:** 10,596,000  
**Annual Per Capita Income:** \$250  
**Program Dates:** 1971-Present

### Country Overview:

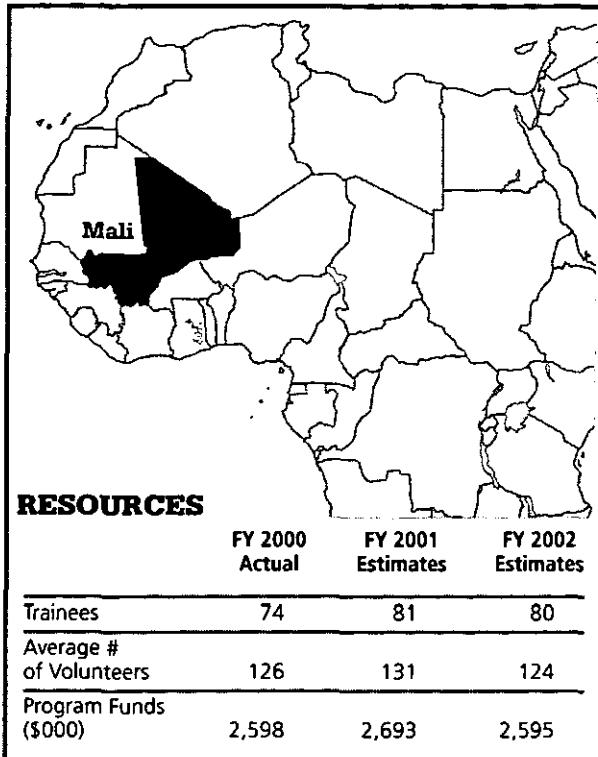
Peace Corps Volunteers assist the government of Mali to address multiple development challenges. The country is not self-sufficient in food production, a problem exacerbated by frequent droughts. Mali's rapidly increasing population continues to strain the natural resource base. A new government initiative promotes decentralization so that local communities will assume responsibility for development projects. These communities, however, lack the skilled personnel needed to identify, plan, and implement such projects. Currently, the Peace Corps places its emphasis on sustainable capacity-building projects in the areas of food production, water availability, environmental conservation, micro-enterprise development, and preventative health care. An expanded HIV/AIDS awareness program will begin in July, 2001, with the arrival of new Volunteers who specialize in this field.

### Peace Corps Program by Sector:

#### Agriculture

Because of the high local demand for poultry, most Volunteers are working with local community members, associations, and youth groups to improve chicken raising practices. Volunteers serve as technical resources to promote vaccinations, introduce better breeds, and improve chicken coop designs, each of which results in a higher production level. Through this activity, local communities are able to generate income and include nutritious poultry and eggs in their diet.

One Volunteer in the small village of Niana-Sobala typifies the ingenuity and effectiveness of Peace corps Volunteers to help their communities. The Volunteer inherited projects in rabbit raising and gardening from the Volunteer she replaced, which she has improved and extended to other vil-



lages. With her Malian colleague, she has introduced a greater diversity of activities such as: improved chicken raising projects; creation of a chicken association of 40 members; workshops for improving chicken housing, diet, and vaccinations; and identification of resources in the regional capital for improved rooster supply.

The same Volunteer also initiated environmental education at her village school. Working with teachers and students of the primary school, she used outside funds to help establish a nursery and a garden. She taught students how to garden and demonstrated the importance of garden products in their nutrition. She also worked with the women's group of her village to build wood stoves that conserve firewood, helped the women make soap for extra income, and taught the group how to make utilitarian items from locally available materials.

#### Business Development

Volunteers work closely with small businesses to improve management capabilities of entrepreneurs and to increase the availability of financial and technical resources. They provide training and counseling to entrepreneurs on feasibility studies, marketing surveys, inventory control, accounting, and product pricing.

One Volunteer, working with a local NGO in Segou, started weekly creativity classes to spur variety in the crafts made and sold by a women's association. In the classes, women collect new ideas from magazines and devise innovative and effective ways of teaching the craft to other women. Their products include: passport bags, book covers, slippers, and hats. With their newfound confidence in their own abilities to create, the women will continue to innovate after the Volunteer's departure.

### **Environment**

Three decades of population growth, low rainfall, non-sustainable exploitation of natural resources, and a lack of environmental awareness has caused severe natural resources degradation and dramatic declines in agricultural production. The Peace Corps is assisting Mali in its efforts to reverse the resource degradation. Earlier Volunteers focused their activities on tree planting and wood stove construction as part of Mali's national policy to combat desertification. In 1996, the project was revised to respond to the needs of rural communities and to environmental issues. Volunteers are training local people to understand their environment and their natural resources and to conserve the bio-diversity appropriate to their areas, thereby improving their quality of life.

Collaboration with local non-governmental organizations is a key aspect of all Volunteer projects. A Volunteer, in conjunction with a local group called Planting Trees for Tomorrow's Generations, established a 13-village community forest management plan. The plan will follow recommendations from baseline studies that were conducted by members of the communities to identify and prioritize the local resource degradation problems. Natural resources management committees were formed in

each village to protect and conserve the remaining forest resources. To protect important tree species, a community tree nursery organization was also created to produce new seedlings for transplant. With the assistance of the Volunteer, the association produced more than 20,000 seedlings, half of which were sold to an international NGO working in the same area. The National Director of Conservation for Mali has cited this project as an excellent example of local empowerment.

### **Health**

Volunteers at the local level play an active role in the ongoing restructuring of the public health sector through their work with health care providers, local associations, and individual community members. Volunteers work to raise awareness of health issues and promote preventative care measures, such as nutritional practices, breast-feeding, diarrheal disease control, vaccinations, and HIV/AIDS prevention.

One Volunteer, working with the district hygiene and sanitation office in the city of Bougouni, began a project designed to improve the sanitary conditions within the city. Residents identified wastewater runoff in the streets as a major problem. The Volunteer worked with over 30 families to construct water filtration and purification pits made from locally available materials—an effective and low-cost way to control a pervasive sanitation problem. She also trained local youth in the simple construction techniques. These youth later formed their own private enterprise, building and selling pits to local families. In another effort, the Volunteer established a rabbit raising association. The benefits from this project are two-fold: villagers sold the rabbits for profit and also gained a much-needed source of protein.

## Mauritania

**Population:** 2,529,000  
**Annual Per Capita Income:** \$410  
**Program Dates:** 1967; 1971–1991;  
1991–Present

### Country Overview:

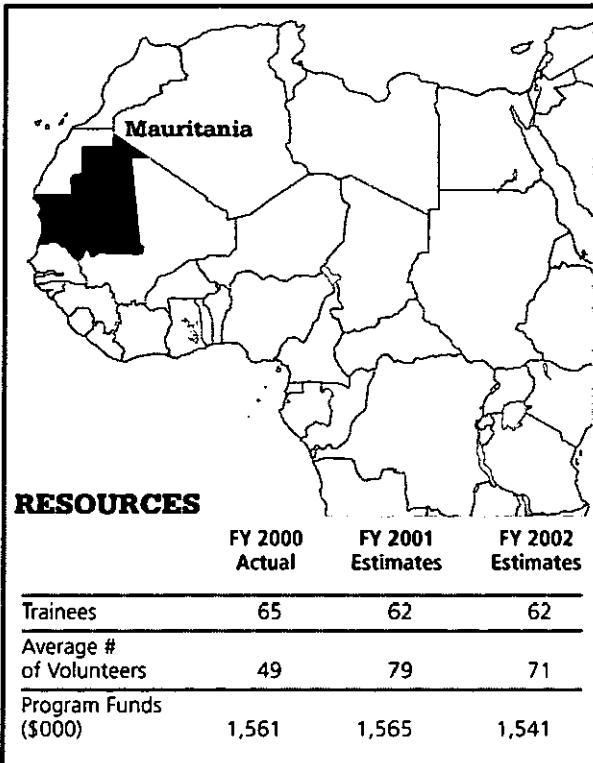
Peace Corps Volunteers in Mauritania work in collaboration with the government of Mauritania to increase agricultural production, promote reforestation and dune stabilization, implement preventive health care, provide potable water, and develop the formal and informal business sectors. In response to Mauritania's expressed interest in expanding knowledge of English, Peace Corps re-established an education program in the summer of 2000, with Volunteers working in secondary-level English instruction.

With its proximity to the Sahara desert, intermittent droughts have forced a large percentage of Mauritania's rural population to abandon its traditional nomadic way of life and move to the larger towns and cities. The urban areas are unable to cope economically or structurally with this influx. The result is insufficient health and sanitation facilities, a reduction in agricultural productivity, and high unemployment. Peace Corps Volunteers are working at the grass-roots level to address all of these issues and train local counterparts to find appropriate solutions.

### Peace Corps Program by Sector:

#### Agriculture

Volunteers are part of an integrated development effort to improve agricultural and forestry practices throughout rural Mauritania. Volunteers work to improve the capacity of local farmers in selected oases and villages to produce nutritious food, both for consumption and income generation. Volunteers and farmers work together to protect garden sites, villages, and oases against sand encroachment and natural degradation.



Agriculture Volunteers collaborate with those in other sectors to improve the effectiveness of their projects. In FY 2000, Volunteers organized a water pump repair and maintenance training. Since water pumps break easily, the communities now have access to local expertise to repair and maintain them on a regular basis. Volunteers also helped establish a pump management committee which is responsible for overseeing pump maintenance and collecting money from users to buy spare parts for repair of the pump.

#### Business Development

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

As an example of Volunteers' excellent initiative and improvisational skills, one Volunteer established a bank to help individuals who were forced out of the seed business by floods that curtailed the vegetable-planting season. The Volunteer taught local

farmers how to plan and account for their activities so they could use their profits to buy seeds for the next year.

Two other Volunteers organized on-the-job training sessions for seven local masons to transfer skills in woodless construction techniques. They built a two-room structure for a local non-governmental organization, using alternative building materials which conserve wood and combat desertification. The project was featured in local television and radio presentations as part of a national campaign against desertification and to educate the public on the economic and environmental benefits of woodless construction. The project will be expanded next year to include more structures and masons.

### **Health**

Volunteers strive to improve the health of the rural population by providing communities with the necessary analytical and technical skills to reduce the incidence of water-borne and hygiene-related diseases such as malaria and dysentery. Specific projects include: constructing and maintaining public water and waste-elimination systems; training village-based health agents; and promoting community health education in the areas of HIV/AIDS awareness, Guinea worm eradication, and nutrition. By installing water pumps on wells and nearby rivers, communities can increase their access to portable water and reduce the incidence of water-borne diseases.

All Volunteers address HIV/AIDS awareness as part of their projects. Two Health Volunteers recently designed and implemented the first HIV/AIDS training for local clergy members in one of the most conservative regions of the country. This project required that the Volunteers display strong leadership skills to coordinate activities at many different levels of decision-making. They were commended by Mauritanian and Peace Corps officials for their professionalism and their success in building support for HIV/AIDS activities among this influential group of community leaders.

### **Education**

The Peace Corps began an Education project in Mauritania in July of 2000. The purpose of the project is to strengthen the culture of learning, teaching, and community service in secondary schools and to build English language skills among boys and girls and young men and women. Volunteers have begun coaching Mauritanian teachers of English as they build skills to be more qualified, creative, and effective in a work environment with few resources. Another areas of focus will be to develop resources that will strengthen links between schools and parents' associations, encourage strong participation on the part of the parents, and advocate for the education of all children.

## **Micronesia, Federated States of, and Palau**

**Population:** 113,000  
**Annual Per Capita Income:** \$1,800  
**Program Dates:** 1966-Present (FSM);  
1986-Present (Palau)

### **Country Overview:**

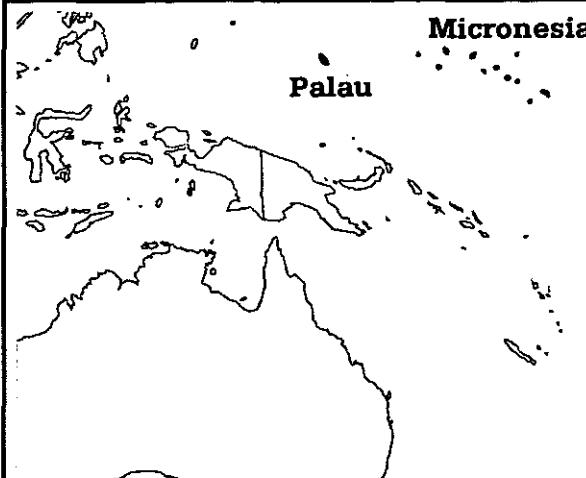
The Federated States of Micronesia (FSM) and the Republic of Palau both operate under Compact Agreements of Free Association with the United States. Economic development has advanced slowly and the residents of the islands are heavily dependent on imported foods. This has caused a drain on the economy and contributed to health and nutrition problems. There is virtually no industry and no commercial agriculture, except for a very small commercial fishing industry. FSM and Palau are comprised of approximately 1 percent land mass and 99 percent ocean territory, but are in jeopardy of losing their greatest asset to poor marine and coastal management practices. Although more than half of the population is under the age of 18, resources for education are scarce. Lack of trained teaching staff, equipment, and books continue to be the most pressing problems facing schools. In addition, young people, particularly males, suffer from a high incidence of behavior risks and mental health problems, including suicide.

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

#### **Community Development:**

Volunteers working in the Library Development and Reading Project help students, staff, and communities improve the quality of education in a way that fosters self-sufficiency and pride. Specifically, Volunteers develop local language resource and reference materials, promote reading comprehension, and encourage community involvement in educational and cultural programs.

In FY 2001, Volunteers will enhance information technology skills among Micronesian adults and youth. In collaboration with the College of Micronesia, Volunteers will provide training in development of



A map of the Pacific Ocean showing the island groups of Micronesia and Palau. The map includes labels for "Micronesia" and "Palau".

<b>RESOURCES</b>	<b>FY 2000 Actual</b>	<b>FY 2001 Estimates</b>	<b>FY 2002 Estimates</b>
Trainees	32	38	38
Average # of Volunteers	44	49	55
Program Funds (\$000)	1,609	1,675	1,554

Web pages and other uses of the Internet and email. On the island of Yap, one Volunteer is working at the Department of Education's new Distance Learning Center. He is teaching Internet, video and multimedia techniques to staff, teachers, government workers, and community members.

#### **Environment**

As result of great concern about the future of imperiled natural resources in Micronesia, the Peace Corps' continues to focus on conservation efforts. Volunteers in the Marine Resource Development and Conservation Project are working with government agencies, NGOs, coastal communities, and school children to locally manage resource-based economic projects such as clam, soft coral, and sponge farming. They also help local communities establish conservation areas and conduct coral reef surveys.

Volunteers are working with the Palau International Coral Reef Center to ensure that coral reef monitoring data is shared across FSM and Palau. In FY 2001, Volunteers will work to enhance local capacity for integrated and adaptive resource management.

#### **Youth Development**

The combination of a very high birth rate and adult emigration has resulted in more than half of the popu-

lation being under the age of 18. This situation, coupled with a weak economic tax base, has seriously hampered efforts to provide quality assistance to young people who are increasingly overwhelmed by the country's transition to a monetized economy.

The purpose of this project is to increase participation of young people in the social and economic development activities of their communities. Volunteers work with youth officers, coordinators, teachers, and families to develop activities that promote and foster leadership and life skills in young people. Specific activities include garbage clean-ups, recycling programs, income generation projects, and health education campaigns.

One Volunteer in Chuuk is conducting workshops on HIV/AIDS for at-risk youth in collaboration with Health Volunteers who have created and circulated a health newsletter for students, teachers, and the larger community.

### **Health**

In FY 1999, the Peace Corps initiated a new health project in Micronesia. The country's health care system allocates a large percentage of its budget to hospital-based curative services. The purpose of this project is to assist in establishing a decentralized primary health care and health education program that places greater emphasis on preventative services for local communities. Volunteers are working with local health agents at rural dispensaries and with outreach teams from state hospitals to create training programs that address relevant health issues identified by communities.

Volunteers in Pohnpei teamed with over 800 high school students to coordinate an AIDS Awareness Day. Activities included classes at local elementary schools and awareness games. Health Volunteers were also active in educational outreach efforts during the cholera outbreak of 2000.

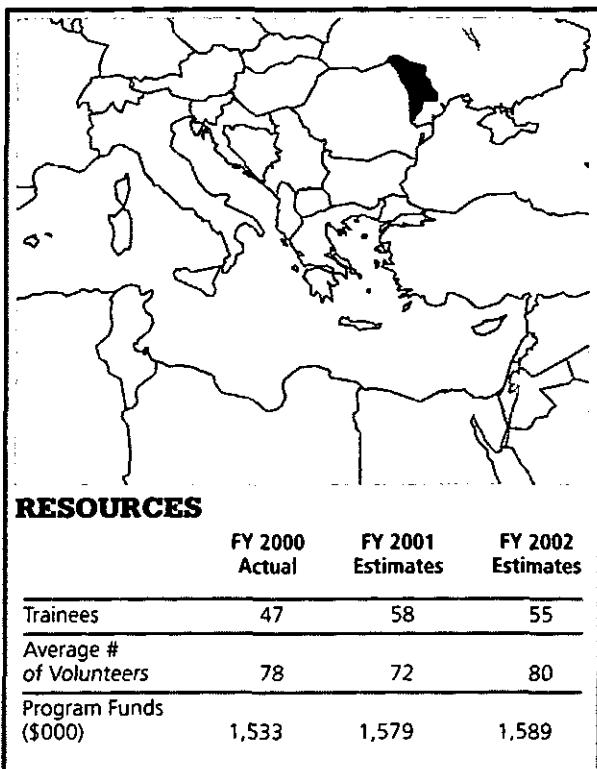
## Moldova

**Population:** 4,298,000  
**Annual Per Capita Income:** \$380  
**Program Dates:** 1993-Present

### Country Overview:

The Republic of Moldova is a country in change, and over the past ten years it has struggled with its transformation from a centrally planned to a market based economy. Economic reform, including privatization of collective farms, is being actively pursued but moves forward slowly. Unfortunately, confusion and conflict within political structures have delayed reform and periodic changes in macro-economic policy have yet to improve the standard of living for the average Moldovan. In the past two years, this situation has not improved. Following the turmoil in the Russian economy in 1998, economic conditions in Moldova took a turn for the worse. Between August 1998 and October 1999, the Moldovan currency lost more than half its value against the dollar. As a result, the difficulties for Moldova's slowly transforming system have been exacerbated. The economic future of Moldova remains uncertain as the majority of its economy continues to depend on Russia, particularly with respect to natural resources such as coal, oil, and natural gas, which are desperately needed if the Moldovan economy is to prosper.

Recognizing its predicament, the government of Moldova has expressed concern that a lack of English proficiency, especially in the areas of environment, agriculture, trade, and business development, will inhibit cultural and economic contact with the West. Moldova's education system is in critical need of qualified teachers in the fields of English and health as well as for resources and instructional materials. In the area of health, the Republic of Moldova has no educational institutions to train health education teachers, and basic health and health care services have deteriorated considerably in recent years. Peace Corps Volunteers are helping to address these issues by focusing their efforts in the areas of agriculture, economic and organizational development, English, and health education.



### Peace Corps Program by Sector:

#### Business Development

As part of the Economic and Organizational Development program, Volunteers promote social and economic development using participatory approaches. Since the basis of the Moldovan economy is agri-business, most of the country's economic development is focused within groups and non-governmental organizations (NGOs) that promote technical and organizational development in agriculture. However, other NGO partners are working in both economic and social development areas. These organizations are building awareness, organizing community action, and building youth leadership through activities in agriculture, environment, education, and culture.

In FY 2000, Volunteers initiated hands-on training courses to increase local capacity in project planning and management. During one course, Volunteers conducted national and international level training for 130 participants to improve their skills in drafting funding proposals and grant-writing. In another, Volunteers directed program design and management workshops for participants from 23 villages. As a result, community members learned the importance of local participation in conducting needs assessments, analyzing problems, and prioritizing tasks.

## **Education**

Moldova faces a critical shortage of English resources of all kinds. Established English language programs, qualified instructors, written and audio-visual materials, and contact with native speakers are all needed. The political and economic changes in the country have generated a great interest in quality foreign language instruction. Although English teachers are being trained as quickly as possible, several factors are hindering the growth of English language education in Moldova. Most significant is the drain of the young and most qualified specialists by newly formed business firms, organizations and private schools. Volunteers are teaching English as a foreign language in smaller cities, regional centers, and villages.

In FY 2000, Volunteers taught over 3,130 primary and secondary students. In addition to teaching students, Volunteers have developed important professional relationships with fellow English teachers and organized 38 peer training workshops. The seminars have addressed communicative methods of teaching, American holidays and traditions, the U.S. educational system, and Environmental Education. Nearly 130 teachers have participated in these workshops.

## **Health**

Due to its economic decline, Moldova can no longer afford to provide free health care to all its citizens. In addition, the Republic of Moldova does

not have educational institutions to train health education teachers. In response to these conditions, the Peace Corps initiated a health education project in August of 1997 to assist the Ministry of Education in addressing its concerns about the lack of health information in the country. The project was motivated by the need to promote preventative health care in Moldova, to enhance the teaching skills and techniques of Moldovan health education workers, and to help them develop appropriate materials and curricula relevant to local needs.

Beginning in FY 2000, the project's activities were oriented toward schools and other community agencies, such as health centers, preventive medicine and family planning centers, and health NGOs. The Health Education project has been able to extend its collaboration to the Ministry of Health and various youth NGOs. Volunteers now work on developing adequate health education materials for their communities. Volunteers, working under the auspices of the Ministry of Education, are assigned to schools throughout the country where they co-teach specific lessons on topics such as nutrition, hygiene, fitness, sexuality, alcohol, drugs, smoking, self-esteem, and HIV/AIDS. Additionally, Volunteers are developing health education resource centers, health clubs, and "Girls In Development" clubs for their communities. In FY 2000, health education Volunteers taught more than 3,500 students in 21 schools from 17 communities.

## Mongolia

**Population:** 2,584,000  
**Annual Per Capita Income:** \$380  
**Program Dates:** 1991-present

### Country Overview:

In 1987, Mongolia began to move away from the Soviet sphere of influence and, after the "Peaceful Revolution" in 1990, began a transition to democracy and a free market economy. The result of these changes has been severe stress upon the country's social welfare and education system. The government of Mongolia is now adjusting the education system to address changes in the economic systems, and is transforming the health system away from a focus on Soviet-style curative treatment toward a more modern, preventative approach.

The people of Mongolia want to direct their own transition and advancement, and consider the Peace Corps' philosophy—which emphasizes capacity building of local people—as fitting with the country's development. To assist in addressing the challenges Mongolia faces, Peace Corps Volunteers are assigned to help host country organizations meet their needs by providing assistance in areas where there is a lack of technical skills or knowledge. The areas of focus are education, environment and health.

### Peace Corps Program by Sector:

#### Education

The Mongolian government has placed education at the forefront of its national agenda and has chosen English as the primary foreign language of study. The Peace Corps has responded to Mongolia's need for English instruction by placing Volunteers as Teachers of English as a Foreign Language (TEFL) in secondary schools and professional institutions. They instruct students in English and train Mongolian teachers in English teaching methodologies. In addition to their classroom instruction, Volunteers have helped to create English libraries at their sites and have developed English curriculum that incorporates environment, health, current



RESOURCES			
	FY 2000 Actual	FY 2001 Estimates	FY 2002 Estimates
Trainees	48	53	50
Average # of Volunteers	73	79	84
Program Funds (\$000)	1,557	1,698	1,648

events, and geography. In recent years, the program has focused on outreach to rural areas, where schools are struggling to attain foreign language objectives.

The education project is also designed to involve Volunteers in various community development projects, such as constructing greenhouses, conducting computer and Internet training, and working with women's groups. One Volunteer helped a community to establish its own web page that helps to promote general community development activities.

#### Environment

To support areas where natural habitats and lands are threatened by ecological degradation, Peace Corps Mongolia recently developed an environment and community development project. Volunteers in this project work with local environmental organizations and professionals to increase their English language proficiency and to refine their technical skills for managing Mongolia's natural resources. In addition, they work with local communities to teach the value of environmental conservation, to promote an understanding of biodiversity, and to support and expand the ecology curriculum in secondary schools.

One Volunteer developed materials for the national ecology curriculum and hopes to coordinate training and distribution of the materials at the provincial and possibly the national level. In conjunction with his Mongolian counterparts, another Volunteer developed educational brochures in English and Mongolian describing the flora and fauna for the Lake Khovsgol Protected Area.

#### **Health**

Since 1996, a small number of Volunteers have been assigned to medical colleges, universities, and health centers to train their staff, students, and community members in English as well as provide basic

health care training. Volunteers in this project work with Mongolian health professionals to improve their skills in providing community health education. In recent years, Volunteers have become more involved in community-based health education to empower the community with adequate knowledge of disease prevention.

Volunteers are involved in teaching first aid and nutrition education classes to school children, presenting patient care trainings to Mongolian healthcare students, and developing healthy dietary guidelines. They are also involved in teaching English to Mongolian health professionals, so they can better access the most current medical information.

## Morocco

**Population:** 27,775,000  
**Annual Per Capita Income:** \$1,240  
**Program Dates:** 1962-1991; 1991-Present

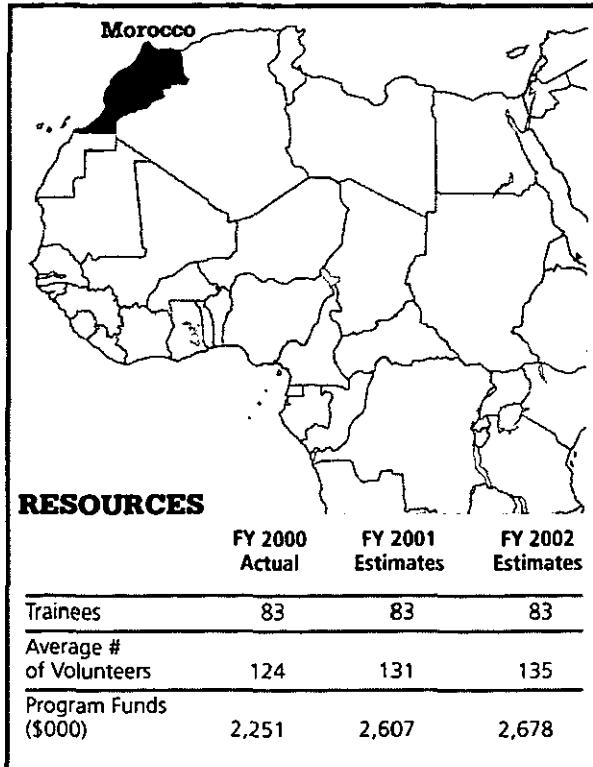
### Country Overview:

Although Peace Corps Volunteers have helped to improve the quality of life in Morocco over the last 39 years, the country continues to face a number of pressing development challenges. Outside of urban areas where poverty is most acute, maternal mortality rates remain exceptionally high, with an average of 3.7 maternal deaths per 1,000 births. Literacy rates are also low in these rural areas, where qualified school teachers remain in short supply. Climatic swings continue to hamper harvesting, while competing burgeoning population growth has led to the drainage of wetlands, deforestation of public areas, and erosion in national park reserves. Economically, high unemployment rates and low wages have resulted in limited opportunities for Moroccan entrepreneurs to gain access to capital resources, which has subsequently put them at both a technical and technological disadvantage in the rapidly-evolving global economy. To help address these concerns, Volunteers are assigned to projects in health, education, environment, and business.

### Peace Corps Program by Sector:

#### Education

Volunteers in the education program work primarily in youth development centers throughout the country where they facilitate community outreach programs via English curriculum development. Areas of community development may include environmental awareness, health, fitness, arts and crafts, drama, computer education, music, and other special interests. In other technical and professional areas, Volunteers and their Moroccan colleagues work together to adapt teaching techniques, expand educational resources, and design English curricula that is targeted to technical needs.



Six Volunteers have coordinated with local youth in the World Maps program, painting global, U.S., and Moroccan maps in community centers and then using the finished product as the basis for discussions on world geography and other global issues. Three Volunteers have initiated book donations to improve local resource centers.

#### Business Development

Since FY 1999, Volunteers have pioneered a new business development project in which they work with several artisans and artisan groups to generate income, improve marketing, and assist women's cooperatives. While most of the initial sites have been in urban areas, the long-term goal of the project is to expand into the rural areas after establishing strong relationships at existing sites.

One Volunteer facilitated the creation of a community women's cooperative, while another has worked with wood-craft artisans to use more environmentally-friendly production techniques. These techniques conserve resources by encouraging artisans to recycle excess materials into artisan pieces and by promoting the use of natural, rather than synthetic, polishes.

## **Health**

Morocco's high infant mortality rate reflects poor living conditions that are closely associated with poor water quality and inadequate sanitation facilities. Volunteers work in predominantly rural Moroccan communities to improve maternal and child health care and increase access to safe water supplies. Health education is a major component of their projects. In the past year alone, Volunteers have implemented vaccination campaigns, trained fifteen nurses in communication and patient counseling, constructed water supply systems, designed and produced safe birthing kits, and developed dental hygiene awareness campaigns.

Volunteers have also helped construct two new school latrines, which will benefit 850 students, and they have provided training to Moroccan colleagues in project design, management, and funding solicitation, which provides the community with skills to construct additional latrines in the future. In a similar effort to improve local sanitation and water supplies, one Volunteer helped a community equip their well with a new hand pump, providing access to safe water for 250 people.

## **Environment**

Based on an analysis of Volunteer activities and assignments conducted in 2000, and in response to host country needs, the Peace Corps formally merged its agriculture program with the parks wildlife and environmental education program. The new environmental project promotes natural resource management and rural community development. With this new focus, Volunteers are engaged in promoting environmental awareness and sustainable development in ways that can tangibly benefit local communities and increase local capacity to manage the environment in an effective way.

Environment Volunteers have written and taught environmental education curricula, conducted nature field trips, introduced new technologies (such as solar ovens) designed to promote conservation of natural resources, and assisted local authorities in systematic reforestation efforts. These projects have helped to increase the dialogue between local officials and community leaders so that important environmental issues are addressed without undue

## Mozambique

**Population:** 16,947,000  
**Annual Per Capita Income:** \$210  
**Program Dates:** 1998-Present

### Country Overview:

The Peace Corps entered Mozambique in FY 1998 during a critical time in the country's history. Emerging from the devastation of nearly thirty years of war, the people and government of Mozambique face immense challenges. Perhaps most pressing is the need for re-construction and expansion of the educational system. Nearly 60 percent of the country's schools were either destroyed or closed during the war, and trained personnel departed the country, leaving behind a broken infrastructure. In Mozambique today, the overall literacy rate is estimated at 40 percent; approximately 40 percent of school-age children attend primary school, while only 22 percent reach secondary levels.

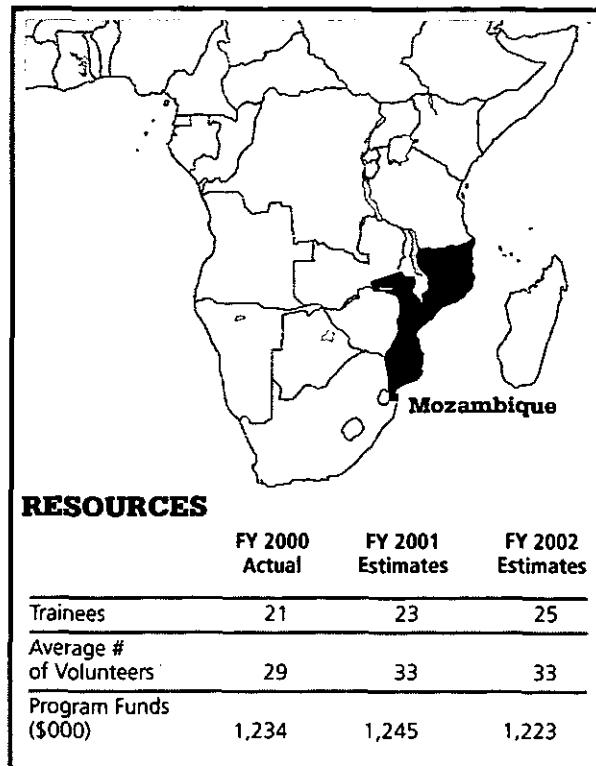
In early 2000, Mozambique experienced the worst flooding the country had seen in more than half a century. Mozambique went from having one of the fastest growing economies on the continent, to seeing years of progress literally washed away. Peace Corps Volunteers joined in the relief efforts as valuable human resources, taking on coordinating and logistical roles with local and international relief agencies.

Despite these setbacks, the climate for development remains hopeful, as the peaceful transition to decentralized, multi-party democracy is evolving. The government of Mozambique has placed education as a top priority; schools are being rebuilt, curricula developed, and children are enrolling in record numbers. The Peace Corps is working with the teachers, students, and communities of Mozambique to develop their own human resources and achieve greater self-sufficiency.

### Peace Corps Program by Sector:

#### Education

The Peace Corps began its first project in Mozambique with Volunteer English teachers who



were part of a national effort to improve English language teaching in Mozambique. In FY 1999, at the request of the Ministry of Education, Volunteers also began teaching biology for grades 8 through 10. The current group of Volunteers continues to provide quality English and science instruction to 8,000 students in secondary and technical schools. They have also supported the Mozambican teachers with whom they work in expanding their range of teaching methodologies, improving their English communication skills, and helping them complete their certification responsibilities for the national in-service training program. Volunteers promote education outside the classroom with such activities as tutoring, coaching sports, organizing school library committees, and directing theater productions.

One Volunteer is working with her colleagues to develop the national curriculum for sixth and seventh grade English classes, and is also writing teacher training programs. Several other Volunteers conducted a weeklong HIV/AIDS awareness and prevention workshop in their schools. During the sessions, students, teachers and members of the community participated in activities that included educational booths, discussions, theatrical skits, and songs. Additionally, teachers were encouraged to

incorporate HIV/AIDS instruction in their lesson plans. A poster contest and a race against AIDS were also organized for the community.

At the request of school directors, a group of Volunteers organized computer classes for their

teachers. The classes included an introduction to computers, computer operation and maintenance, and instruction on ways to use computers as tools for teaching.

## Namibia

**Population:** 1,662,000  
**Annual Per Capita Income:** \$1,940  
**Program Dates:** 1990–Present

### Country Overview:

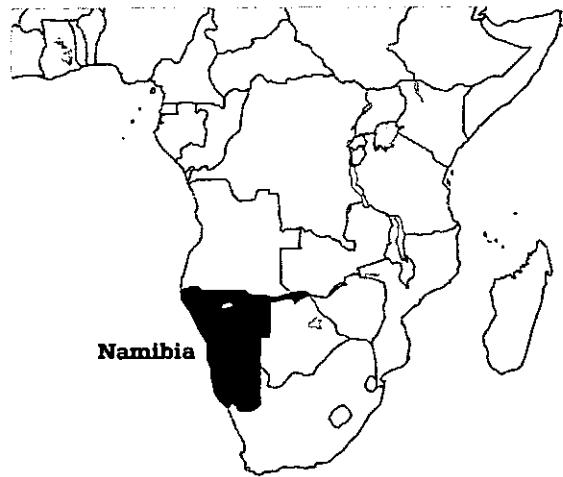
The national development plan of Namibia emphasizes reviving and sustaining economic growth, creating employment, reducing inequalities of income, and eradicating poverty. The government realizes that the key to achieving these goals lies in the education of their people. Total spending on education since 1990 has more than doubled as the country attempts to increase the quality, efficiency, and equity of educational programs, while insuring democratic participation.

However, approximately 16 percent of school-aged Namibian children do not attend school, and of those who do, nearly 60 percent do not complete grade seven. Approximately 55 percent of all Namibian teachers are under-qualified, and most regions are inadequately staffed. Namibia needs 1,000 new teachers per year to meet the growing demand. Some subjects, such as science and mathematics, are not taught in many schools because of a lack of qualified teachers. The Peace Corps assists Namibians in achieving these goals through work in primary and secondary education.

### Peace Corps Program by Sector:

#### Education

The Peace Corps assists the government in its efforts to provide quality education for its citizens. Volunteers work as primary education teacher trainers, as secondary school teachers, and as teacher resources. Primary education teacher trainers have helped fellow teachers become more qualified, organized, and efficient. Volunteers have organized



A map of Africa showing the continent's borders. Namibia is highlighted with a dark gray shading, located in the southern part of the continent.

RESOURCES			
	FY 2000 Actual	FY 2001 Estimates	FY 2002 Estimates
Trainees	47	45	45
Average # of Volunteers	88	76	75
Program Funds (\$000)	2,307	2,087	1,886

and facilitated workshops related to teaching methodology, English, math, music, library management, environmental issues, and science for over 8,300 Namibian teachers. Volunteers have also assisted 4,700 teachers on an individual basis.

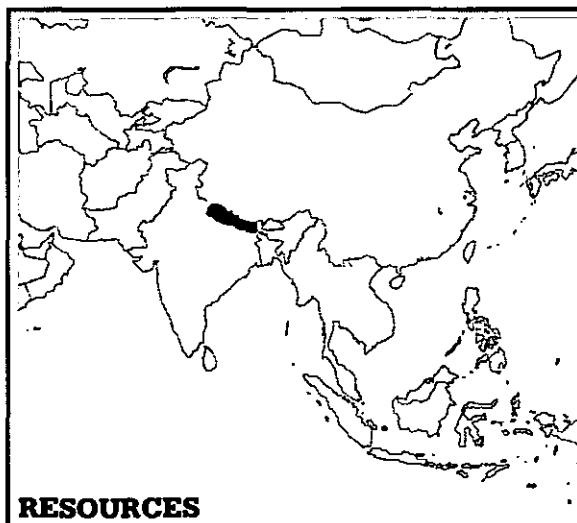
Along with primary teaching duties, secondary education Volunteers spark interest in their students by creating after-school clubs and organizing field trips and career fairs. Four Volunteers supervise student managed newspapers that enhance English skills at their schools. Five other Volunteers took students on field trips to sites such as Ethosha Park and Victoria Falls, to learn firsthand about environmental issues to which they would not otherwise be exposed. One Volunteer took ten female students to the capital city for Women's Career Week. They visited various institutions, and the students had the opportunity to meet and talk with women in many different professions. Upon returning to their school, the students shared what they had learned with the rest of the students.

## Nepal

**Population:** 22,851,000

**Annual Per Capita Income:** \$210

**Program Dates:** 1962-Present



### Country Overview:

Nepal is a landlocked, mountainous country with chronic development problems. The United Nations estimates that over half the population lives in poverty, with few people in rural areas having access to sanitation facilities or potable water. Although life expectancy in Nepal has increased, it remains at only 58 years, and the literacy rate is below 30 percent. The country's population has almost doubled over the last three decades. Population pressure has led to a steady degradation of its natural resources. Nepal is faced with a lack of educational opportunities for its children, poor health facilities, deforestation, and soil erosion. Together with the people of Nepal, Volunteers are addressing needs in education, health, environment, and community and youth development.

### Peace Corps Program by Sector:

#### Education

Only one-third of Nepalese youth currently attend school, and most teachers are minimally trained. In addition, there are only 37 girls for every 100 boys in school. Volunteers are involved in promoting activities to build confidence in school-age girls and to encourage them to remain in school. During their first year of service, Volunteers teach in village schools in the remote eastern and western regions. During their second year, most Volunteers move to district centers to conduct intensive training sessions for teachers.

One Volunteer organized a Saturday morning girls club of thirty girls ranging in age from twelve to twenty-one. Club activities included participating in the International Women's Day March, a cultural program featuring dramas, songs and dances focusing on women's awareness, and a two-day leadership and goal setting workshop. Another Volun-

#### RESOURCES

	FY 2000 Actual	FY 2001 Estimates	FY 2002 Estimates
Trainees	61	80	88
Average # of Volunteers	115	121	134
Program Funds (\$000)	1,902	2,030	2,252

teer trained his students and colleagues to use the computer, especially for communicating via email with their colleagues in a school in Massachusetts.

#### Health

Volunteers work in remote hill areas to increase the effectiveness of health clinics by working with Nepalese female health workers. Volunteers educate people in nutrition, reproductive health, and HIV/AIDS awareness. Volunteers teach at nursing campuses and work to improve sanitation.

One Volunteer, a medical doctor, assisted in providing free surgery for twelve disadvantaged urban children who had cleft palates or club feet. His efforts have inspired other Volunteers to assist village children who are afflicted with the same deformities. He introduced a dental hygiene practice with an education component to the program. He also provided dental hygiene and preventive care measures to students and teachers when visiting all of the primary and secondary schools in the district. In addition, he established a hospital volunteer group to care for poor patients. Another Volunteer assisted a local NGO to arrange a three-day camp where three doctors treated 1,000 people with eye infections and other problems.

## **Environment**

Natural Resources Volunteers work with district government offices and communities to improve soil conditions, strengthen management of natural resources, and increase awareness of the importance of biodiversity. Their focus is on natural resources development through community involvement, which includes leading forest management seminars along with training for community forest users' groups.

Responding to a lack of country-specific environmental awareness and education extension materials, Volunteers developed an environmental education activity manual which includes a series of 70 activities appropriate for Nepal. The manual is used to assist in extension activities with community groups and school groups. Another Volunteer trained staff at a Nepali national park and assisted them in conducting an inventory of the park's red panda population.

## **Community and Youth Development:**

Volunteers work to improve sanitation practices, access to potable water, basic urban services, village development planning, and youth development. They help sponsoring organizations seek funding from local communities, government grants, and international donor agencies.

One Volunteer helped establish a youth development program in his local community. With his Nepalese counterpart, he established the Biratnagar Youth Resource Center. They collected donations to furnish and equip the center, which included a computer with printer and access to email. To ensure greater sustainability of the project, the Volunteer obtained funding for his counterpart to attend a two-week project design and management training, and for one of the center's volunteer leaders to participate in a training in library resource management.

## Nicaragua and Costa Rica

**Population:** 4,747,000 (Nicaragua)  
3,526,000 (Costa Rica)

**Annual Per Capita Income:** \$370 (Nicaragua)  
\$2,770 (Costa Rica)

**Program Dates:** 1968-1979; 1991-Present  
(Nicaragua)  
1963-Present (Costa Rica)

### Country Overview:

With over half its population unemployed or underemployed, annual per capita GDP less than \$500, and slow recovery from the flooding induced by Hurricane Mitch in 1998, Nicaragua is facing many pressing developmental challenges. Severe environmental degradation and flood damage from Mitch have compromised the fragile food security of many of the rural areas. Limited access to health care and health education has led to a high rate of child mortality. Economic development is critically impaired by poor availability of business education and access to credit.

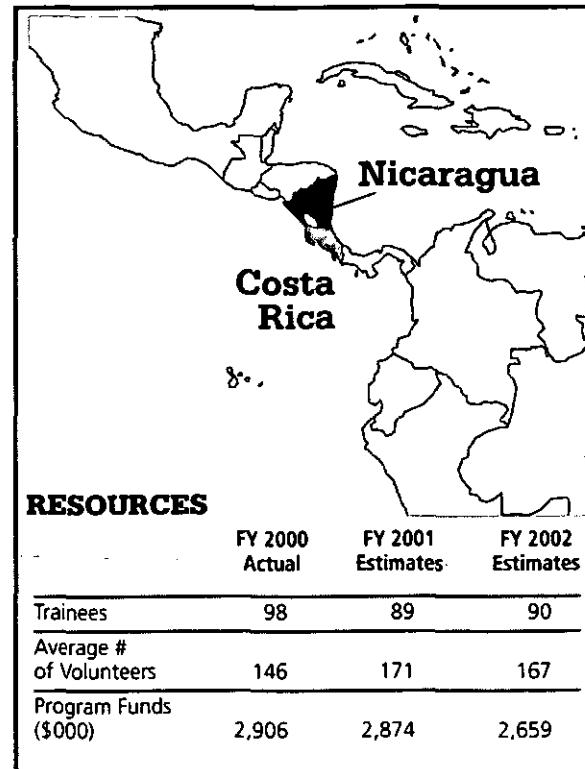
The Peace Corps program works to help Nicaraguans respond to these challenges and improve their quality of life through four projects: Small Business Development, Health, Environment and Agriculture. As youth are primary beneficiaries across all projects, Peace Corps/Nicaragua is considering developing a separate youth project during FY 2002.

Peace Corps/Nicaragua is also currently administering the Children, Youth, and Families at-Risk project in neighboring Costa Rica. This project aims to increase educational and training opportunities for youth, youth organizations, and community volunteers by strengthening the institutional capacity and community outreach of the Government of Costa Rica's ministry of child welfare - PANI (Patronato Nacional de la Infancia).

### Peace Corps Program by Sector:

#### Agriculture

The flooding and resulting crop loss from Hurricane Mitch in 1998 highlighted the vulnerability of the agriculture sector in Nicaragua. Many farmers



have little knowledge of disaster mitigation and preparation and thus harvest basic grains and breed small livestock under traditional methods, resulting in poor yields and loss of harvests. Volunteers assist farmers to increase the production of staple food crops and small animals, improve family nutrition, work with community partners to promote sustainable agriculture practices, and promote awareness of vulnerabilities to future disasters.

Two Volunteers arranged a field trip for 150 rural school students to a model household to teach them about sustainable organic agriculture techniques. Topics included managing a garden and soil conservation. Another Volunteer is helping 10 women produce and sell soap made of local medicinal plants, in collaboration with a Small Business Volunteer who is assisting with marketing for the products.

#### Business Development

With an unemployment rate of near 50 percent, Nicaragua relies heavily on the informal sector for income generation. Volunteers are training local credit unions to improve basic accounting and marketing skills, as well as strategic and financial management for their clients. As a result, micro and small enterprise support organizations are better equipped to provide working capital and expertise.

Over the past six years, over 70 Volunteers have been involved in income-generating projects by facilitating technical training and small business courses for residents to learn trades and create products for sale in local markets as additional income. One Volunteer encouraged a local artisan group to participate in artisan fairs in the capital city of Managua. With highly successful sales and recognition, the group went on to improve products and participate in other fairs with similar success. The group eventually built a small shop on donated land and became involved with an Internet handicraft trading organization, which landed the group its first order from a U.S.-based organization.

#### **Environment**

Environmental degradation in Nicaragua is primarily a result of poor land management policies and traditional subsistence farming practices. Volunteers are working with community members to create environmental education campaigns to help the population learn about sound environmental management practices. Volunteers are working with representatives from various government agencies to improve the communication of environmental policies to the public.

At a school for the disabled, one Volunteer worked with students to plant a vegetable garden. The produce was used to cook meals at the school, and the students gained a greater appreciation for the labor of farmers who work to feed larger populations.

#### **Health**

Peace Corps Volunteers in the health program work to promote preventative health practices, such as improved nutrition, hygiene, maternal/child care, oral rehydration techniques, alcohol and drug abuse, and HIV/AIDS prevention. Training activities focus on youth groups and school-age children. Community health groups have been formed to prioritize problems and develop action plans around specific issues.

One Volunteer coordinated a multi-agency action group of community leaders and local volunteers to facilitate HIV/AIDS awareness workshops for local teens. This was the first opportunity many teens had to discuss reproductive health issues and gender roles in a safe and open environment. The teens later created role plays about healthy relationships and informational posters incorporating basic HIV/AIDS facts to educate others in the community and foster awareness.

#### **Crisis Corps**

During FY 2000, 24 Crisis Corps Volunteers have worked in Nicaragua on a variety of disaster reconstruction and preparedness projects. Volunteers have contributed to the recovery of the agricultural sector, initiated income generation projects, improved health and water sanitation conditions, and initiated integrated disaster preparedness and mitigation planning. Partnering organizations include CARE International, Save the Children, the Red Cross, and a broad array of local NGOs.

#### **Youth Development (Costa Rica)**

The Children, Youth and Families at-Risk Project in Costa Rica aims to enable youth living in marginal areas to have opportunities to pursue economically and socially productive and fulfilling lives. Volunteers are active in institution building, working with the director and local field offices of the Government's Ministry for Child Welfare (PANI) to prioritize goals and develop training programs for future national and international volunteers.

In the southern border community of San Jorge, one Volunteer has designed, implemented and evaluated a program with a variety of micro- and macro-development interventions for children living on the streets, using drugs, or engaging in similar risky behaviors. The new program has increased by four-fold the number of children engaged in educational mentoring, recreational activities, and vocational training, and has promoted dialogue among service agency representatives.

## Niger

**Population:** 10,143,000  
**Annual Per Capita Income:** \$200  
**Program Dates:** 1962-Present

### Country Overview:

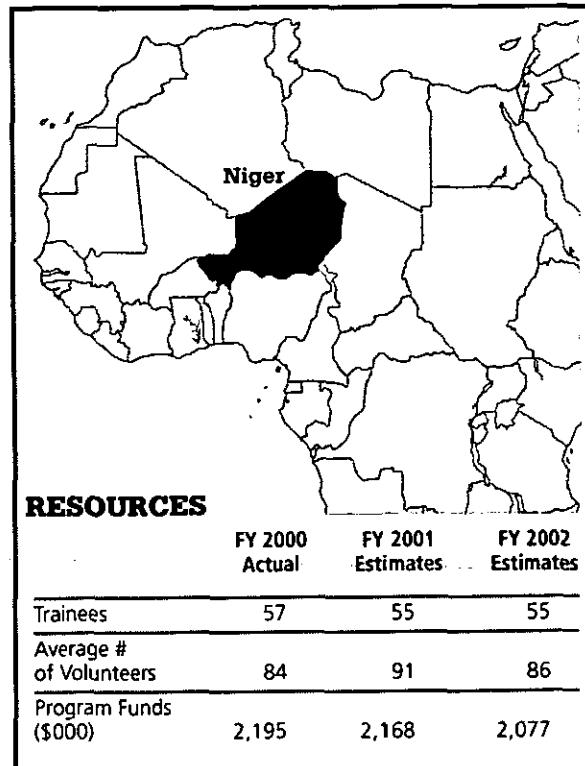
The Peace Corps assigns Volunteers to work in agriculture, the environment, and health in rural communities, where 80 percent of Niger's population lives. Niger remains one of the least developed countries in the world. The country's natural impediments to growth include its landlocked position, its limited arable land, and the vulnerability of its agriculturally-based economy to harsh, drought-prone climatic conditions. These obstacles are compounded by rapid population growth, a limited supply of skilled personnel, intensive exploitation of already fragile soils, and insufficient health services. Teams of Peace Corps Volunteers work together with the overarching goal of attaining household food security, which is the assurance of sufficient nutrition for all families.

### Peace Corps Program by Sector:

#### Agriculture

Agricultural production is the number one concern for villagers in Niger, a country with extremely variable rainfall and predominantly sandy soils. Volunteers work directly with motivated farmers at the village level to find durable solutions to the problem of declining crop yields by introducing innovative concepts, such as water harvesting, crop rotation, and soil fertility management.

Gardening represents a basic and relatively uncomplicated way of diversifying and increasing food production, and extending agricultural production activities beyond the short and variable rainy season. Since water is a crucial limiting factor in expanding gardening in Niger, Volunteers have worked on ways of improving access to this resource. This past year, Volunteers and counterparts introduced gardening to villagers who had never gardened before. For those villagers who had gardens, Volun-



teers and counterparts made it possible to increase their garden's surface area by building wells for irrigation.

#### Environment

In Niger, where food production is of foremost concern, protecting the fragile environment is not a priority for many local people. Working in the Household Food Security Project, Volunteers offer communities alternative means for food acquisition to ensure that food of the right quantity and quality is consumed in the household all year round.

One Volunteer, currently serving in central Niger, has worked with villagers on gardening, reforestation, and rainy season crop production. Her most noteworthy work, however, was her recent initiative to improve girls' education. Collaborating with the local middle school teachers, she identified a girl to participate at a nationwide girls' education conference. Following the conference, the Volunteer and the girl returned to their region to hold follow-up meetings in the local middle school as well as neighboring primary schools. The girl serves as a role model for her peers by speaking about the importance of education and encouraging other girls to stay in school.

## **Health**

Niger suffers from one of the world's highest infant mortality rates. Roughly 25 percent of children under the age of two are malnourished. Volunteers are working in rural areas to improve the nutritional status of children and pregnant and lactating women by educating mothers on how to improve their feeding and dietary practices. Volunteers also promote HIV/AIDS awareness and prevention.

Volunteers often accompany traditional midwives on home visits to educate community members about health-related issues, such as basic hygiene, food storage, oral re-hydration therapy, growth monitoring, porridge and other enriched

foods, and improved weaning practices. They also encourage families, and especially pregnant and lactating women, to visit health centers in order to improve their health and the nutritional status of their children.

One Volunteer, serving in the small rural village Tajaye, works with a local doctor and his wife to direct pre-natal and post-natal sessions, weigh babies, monitor blood pressure, and educate women about the importance of pre-natal care. The Volunteer also presents cooking demonstrations and ways to prepare easy, nutritious foods using ingredients found locally.

## Panama

**Population:** 2,764,000

**Annual Per Capita Income:** \$2,990

**Program Dates:** 1963-1971; 1990-Present

### Country Overview:

In 2000, Panama's rank on the United Nations Human Development Index declined from 49th to 59th. One-third of its citizens live in poverty. Particularly hard hit are the rural areas, with indigenous people constituting the most destitute population. Poor management of natural resources has caused deforestation, erosion, pollution, loss of biological diversity, and the degradation of coastal and marine systems at alarming rates. As a result, water pollution from agricultural runoff threatens fishery resources, land degradation forces families off their land, and soil erosion threatens siltation of the Panama Canal.

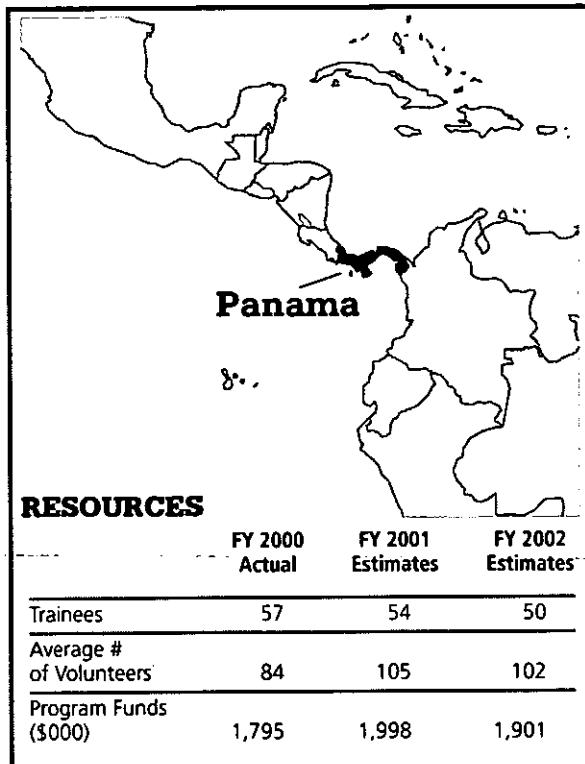
The Peace Corps program in Panama contributes to the reversal of environmental deterioration by promoting environmental education in primary and junior high schools, introducing sustainable agriculture techniques to rural farmers and working with coastal fishermen on marine resource conservation. Additionally, Volunteers work to develop income generating activities and small business skills with youth, women, and rural community organizations.

### Peace Corps Program by Sector:

#### Environment

In response to the need to raise environmental awareness among educators and the need for environmental curricula at the teacher training level, Peace Corps Volunteers work with the Ministry of Education to develop curricula to enhance the national environmental education program. Volunteers participate in a wide range of activities, including planning and presenting teacher training workshops, conducting classroom demonstrations, and developing teaching materials and lesson plans.

Volunteers are also working with local



non-governmental organizations, government agencies, and coastal fishermen in the design and implementation of environmental education projects in communities within national park buffer zones. They provide technical training, assist in the management of environmental education centers, and help develop extension materials and community action plans.

#### Agriculture

The current subsistence system of Panamanian agriculture, based on cutting and burning forest on steep slopes in a high-rainfall climate, has caused extensive soil erosion. Forty-five percent of forest cover in Panama has been destroyed by the encroachment of cattle ranching and subsistence agriculture. Eighteen percent of the total land area is effected by severe erosion. The resulting impoverishment and loss of available land, exacerbated by an increase in cattle production, has led to declining yields, a reduced rural standard of living, and subsequent migration to urban areas.

To address these needs, the government of Panama invited the Peace Corps to help organize activities that promote sustainable land use techniques in and around protected areas and water-

sheds, with a focus on the Panama Canal Watershed. The purpose of the project is to increase, in a substantial and sustainable manner, the food and wood crop production of Panamanian families who depend on subsistence agriculture.

### **Business Development**

To improve the standard of living of hundreds of Panamanians, Volunteers began working in September 1998 to train rural Panamanians in basic micro-enterprise and marketing skills. The goal is to eliminate business deficiencies that are common to small and micro-businesses throughout the country. The project involves cooperatives and associa-

tions as well as women's business ventures. Volunteers work with small business owners and cooperatives to build capacity in business planning, accounting, marketing, and management skills, such as leadership, teamwork, and conflict resolution.

Several Volunteers are working with indigenous communities to promote income generation through production and marketing of traditional crafts. During FY 2000, Volunteers pioneered a program in which women from diverse indigenous groups participated in a workshop to learn about business practices and enhance their own management and training skills for promoting the development of their cooperatives.

## Papua New Guinea

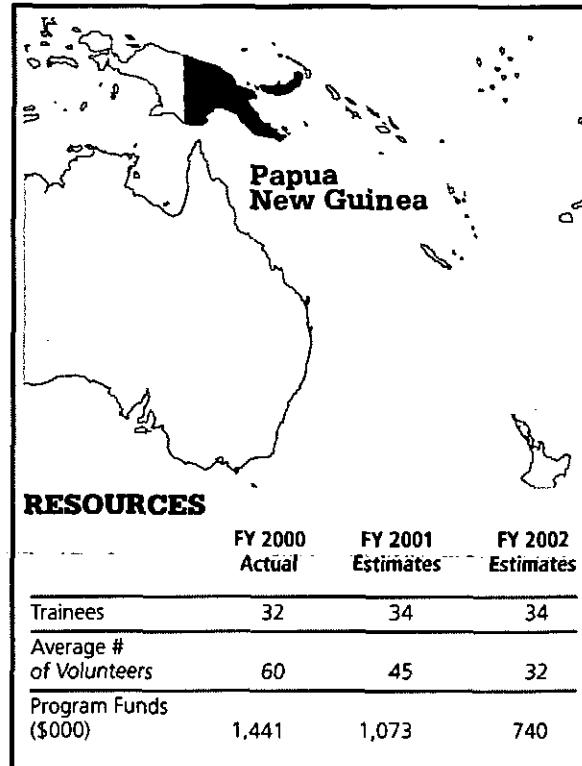
**Population:** 4,603,000  
**Annual Per Capital Income:** \$890  
**Program Dates:** 1981-Present

### Country Overview:

Papua New Guinea (PNG), one of the largest and most dynamic countries in the Pacific, continues to undergo tremendous changes associated with the government's desire to provide basic education and health and human services, especially in rural communities. Prior to the 1930's, the majority of Papua New Guinea's population had little contact or exposure to the outside world. While fortunate to have significant natural resources, the country is characterized by extremely rugged terrain, poorly developed infrastructure, and few public lands. These features, combined with a limited number of educated and experienced workers, place significant restrictions on Papua New Guinea's economic and social development.

Today, statistics reflect a country struggling to develop its economy through natural resources, meet the basic needs of a rapidly growing population, and protect its extraordinary cultural and biological diversity. Approximately 80 percent of the country's 4.5 million people live in rural villages, with access to limited or no government services. Approximately 27 percent of the adult population is illiterate (35 percent for women) and less than a quarter of the population above age five has completed the seventh grade. The infant mortality rate is 79 per 1,000 live births—the highest in the Pacific—and 72 percent of the population lacks access to safe water.

The country has also been unable to curb the banditry and tribal conflict prevalent in some regions. This has handicapped the government's and the Peace Corps' efforts to conduct development work. The Peace Corps has devoted extensive attention to strengthening its capacity to systematically assess, prevent, and mitigate safety and security issues, and has undertaken a focused analysis of programming opportunities to ensure that



Volunteers continue to work in safe and productive assignments.

Since over eighty percent of the population of PNG live in rural villages with limited access to social services, Peace Corps projects focus on rural community development as well as both formal and non-formal education. At the request of the government, Peace Corps Volunteers promote rural community participation and self-sufficiency and work to increase access to, and the quality of, formal education.

### Peace Corps Program by Sector:

#### Rural Community Development

The Rural Community Development Project helps strengthen the capacity of local communities, governments, and non-governmental organizations to identify needs and address problems using appropriate and available resources. Volunteers promote sustainable community participation in four broad development sectors: health education, non-formal education (adult literacy, bookkeeping, and distance learning), income generation, and natural resource education and management. In the past year, Volunteers assisted 45 communities, reaching more than 1,700 individuals.

One Volunteer couple trained 25 Peer Youth Educators to conduct HIV/AIDS awareness workshops with peer groups and created a training manual and evaluation program in the local language. The manual has been widely distributed to peer educators, NGOs, and community groups working in HIV/AIDS. Another couple conducted an information technology workshop for national staff at a local environmental NGO and established web pages for two community-based ecotourism projects.

### **Education**

While the country's Department of Education has been able to fill most teacher positions at the primary level, staff shortages remain an acute problem at the secondary level. Volunteers in the education project play a critical role by serving primarily as secondary school teachers where there are severe shortages. They teach math, science, English,

and computer skills, placing special emphasis on opportunities to contribute to the education of girls. In addition, Volunteers design and implement formal and informal training and share teaching content, methodologies, and computer skills with Papua New Guinean teachers. A special effort is also underway to increase the number of primary school teachers trained in special education. Last year, Volunteers taught nearly 7,000 students and conducted workshops for 500 teachers.

One Volunteer, who is hearing-impaired, worked at a special needs school where he spearheaded a community-based rehabilitation campaign and began to develop the country's first Pidgin-based sign language. Another Volunteer established an assessment database system to increase efficiency and accuracy of student records. The Ministry of Education has asked him to replicate the system throughout the province and train teachers and administrators in its use.

## Paraguay

**Population:** 5,219,000  
**Annual Per Capita Income:** \$1,760  
**Program Dates:** 1967-Present

### Country Overview:

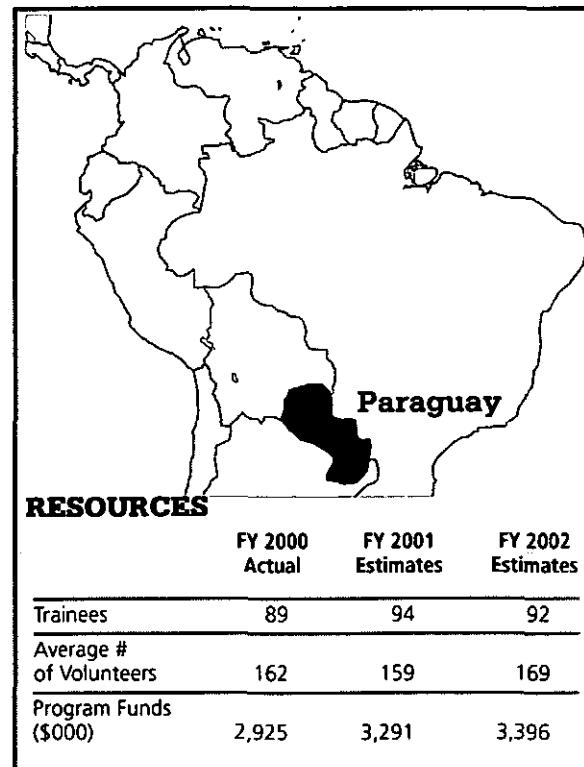
As one of the poorest countries in Latin America, a majority of Paraguay's population is lacking in one or more of the following basic human needs: health, education, income, or shelter. Studies have found that over 95 percent of Paraguayan children are infected by intestinal parasites, and just seven percent of rural families have potable water. The incomes of rural farm families suffer from dependence on cotton, the rising cost of credit, and farming practices that deplete the environment. Paraguay's high population growth rate, combined with limited land resources and limited economic opportunity in rural areas, is causing significant rural-to-urban migration. In both urban and rural communities, environmental contamination and degradation is a growing problem due to inappropriate waste disposal practices and the misuse of pesticides. National reforms to decentralize government services have created a need for local governments to improve their delivery of services to poor communities. Compounding this situation, Paraguay's nascent democracy of 10 years faced another year of political and economic challenges.

To help address these critical needs, Peace Corps Volunteers are assigned to projects in business development, municipal management, agriculture, education, the environment, health, and youth-at-risk.

### Peace Corps Program by Sector:

#### Business Development

Paraguay suffers from an alarming rate of both unemployment and underemployment. Volunteers provide technical training and assistance to small business owners and rural cooperatives, thereby helping to increase incomes and job opportunities. Volunteers work with small agricultural cooperatives



to improve their administrative and organizational operations, management, accounting, marketing, savings and loan services, and educational outreach to their farm family members. Volunteers also help cooperatives diversify their services in the areas of credit, technical assistance to farmers, health and life insurance policies, home improvement and construction loans, and consumer's clubs.

One Volunteer assisted a small farmers' cooperative to develop a project to supplement low produce prices. The Volunteer organized a project design and management workshop for the cooperative members. The group received full project funding from a governmental agency that provides assistance to community projects.

There will be an enhanced focus on information technology activities for these and other projects in the future. Volunteers provide computer training courses to cooperative employees, members, and their families, and assist municipalities to modernize their data collection techniques and services. Volunteers working with farm families are targeting the most needy segments of the population and linking them to technology.

## **Municipal Development**

Due to increased political liberalization, national reforms have paved the way for greater government decentralization. For the first time, local governments have more responsibility, greater fiscal resources, and the potential to improve public services in their communities. As part of a new Peace Corps project, Volunteers work with municipal governments to improve the planning and delivery of services to under-served communities.

One Volunteer couple helped a municipality to modernize their tax collection methods by creating an electronic database and mapping system, which will also be used for the planning and delivery of public services.

## **Agriculture**

In Paraguay, even though farming employs 43 percent of the labor force, the country is experiencing a decrease in agricultural productivity due to soil erosion and poor pest control practices. Crop Extension and Beekeeping Volunteers work with small-scale farmers to improve productivity and promote crop diversification, while ensuring sustained food crop availability and promoting income-generating activities. Beekeeping has proved to be a suitable project for any family member, including youths and single mother heads of households, who are often the poorest of the poor.

In FY 2000, Volunteers assisted over 320 individual farmers, 10 farmer's organizations and 13 women's committees to improve crop extension and soil conservation techniques, including income-generating activities. They also supported 19 beekeeper committees.

## **Education**

The Paraguayan Ministry of Education's 1992 Educational Reform Plan proposed a more democratic form of education with a focus on participatory education, problem-solving skills, and personal development. In Peace Corps' Early Elementary Education Project, Volunteers train kindergarten, first, and second grade teachers in new teaching techniques, work to implement summer community education projects, assist families and schools to

identify and support children with special needs, and help grade school teachers and administrators to promote gender equity in the classroom.

Volunteers provide consistent support for over-worked, under-trained rural Paraguayan teachers. The Volunteer is often the only source of new information for teachers who face the challenges of implementing the Paraguayan Educational Reform.

Last year, Peace Corps Volunteers assisted over 1,250 teachers, working in 146 primary schools and 5 teacher training colleges, via individual counseling and training workshops. Volunteers helped to introduce participatory teaching methodologies, integrate health, nutrition and hygiene education into the curriculum, develop lesson plans, and enhance gender equity in the classroom.

## **Environment**

In Paraguay, environmental degradation is increasing at a dramatic rate. Volunteers in the Agroforestry project work to increase crop diversity on fragile deforested land while promoting resource sustainability. In FY 2000, nearly 1,000 villagers benefited from Peace Corps' agro-forestry extension activities, which included surveys, mapping exercises, educational sessions, excursions, and field days.

Volunteers in the Environmental Education project work to incorporate environmental education into schools' curricula and into village-based projects to support the Ministry of Education's reforms. One Volunteer is developing an educational manual for fourth grade teachers, and an accompanying workbook for students, on the unique ecological system and cultural diversity of the Chaco Region in Paraguay.

## **Health**

The morbidity and mortality rates of the maternal, infant, and child population in Paraguay are extremely high. The Peace Corps uses an integrated health sector project to respond to these public health problems in rural areas. Environmental Sanitation Volunteers focus on protection and decontamination of water sources, latrine construction, and the evacuation of garbage pits. Rural Health

Extension Volunteers promote preventive health care practices and maternal-child care with village nurses, parents, and community members. Preventive health care practices include dental health, parasite prevention, proper nutrition, reproductive health, and HIV/AIDS education.

During FY 2000, Volunteers strengthened or formed 47 health extension commissions to serve as decision-making bodies for their communities. Their projects assisted 11 communities to lower maternal/infant mortality, reduce parasite infestation and anemia in small children, and provide infrastructure for improved sanitation.

### **Youth Development**

To address the diverse problems of at-risk-youth in Paraguay, Volunteers live and work in peri-urban communities. They form and strengthen youth groups and develop activities that promote and foster leadership and job skills in young people.

In FY 2000, Volunteers started or strengthened over 100 youth groups that serve more than 7,100 young people. One Volunteer works in an economically depressed area near the capital city's main market where many street kids congregate. In co-operation with the capital city's social services department, they have obtained funding to create an educational and recreational center for these disenfranchised youth. A parent's organization has also been established to respond to the needs of the population.

# Philippines

**Population:** 75,174,000  
**Annual Per Capita Income:** \$1,050  
**Program Dates:** 1961-1990; 1992-Present

## Country Overview:

The Philippine economy has recovered slightly after a decline following the Asian financial crisis and as a result of poor agricultural output. Nonetheless, over half of the total population still lives below the poverty line, with the percentage even higher in rural areas. Rapid population growth in the Philippines is threatening the country's natural resources, upon which 57 percent of the rural population is dependent. Forty percent of Filipinos rely on agriculture for subsistence.

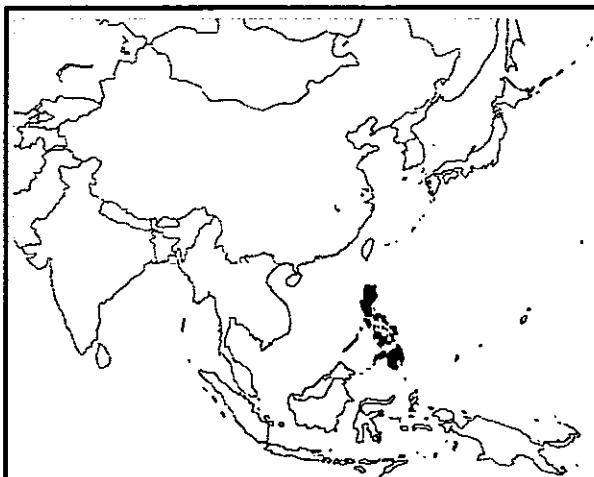
Over the last year, the political situation in the Philippines has become less stable. The impeachment of its president raised uncertainty about the future leadership of the country. In addition, because the government has been forced to respond to demands of rebel groups, fewer resources have been available for development efforts.

Rural resource depletion, including deforestation and overfishing, have led a growing number of rural people to migrate to the cities. As the Philippines continues to grow and becomes a center of international business, fluency in English has become an important skill for the work force. Peace Corps Volunteers help address these challenges by working in education and environmental protection, primarily in rural areas.

## Peace Corps Program by Sector:

### Education

The English Language Assistance project addresses the overall decline in English language fluency that has occurred throughout the Philippines. To remain a competitive partner in the region, it is critical for the Philippines to improve the English language competency of its work force. Volunteers work with Filipino secondary and primary school teachers in a wide variety of projects designed to



RESOURCES	FY 2000 Actual	FY 2001 Estimates	FY 2002 Estimates
Trainees	68	88	88
Average # of Volunteers	107	127	138
Program Funds (\$000)	1,718	2,048	2,639

increase their English fluency and teaching skills. Since 1995, Volunteers have trained 14,650 Filipino teachers through workshops, seminars, and consultations.

At the request of an elementary school principal, one Volunteer facilitated the acquisition of books and trained teachers in simple cataloging and procedures for circulation. By the beginning of the 2000-2001 school year, the first functional elementary school library was open for business.

### Environment

Volunteers work in small inland and coastal towns to encourage sustainable resource management, proper waste management, and ecologically-sound development planning. Volunteers work closely with their Filipino colleagues in such activities as planting mangrove trees, establishing marine sanctuaries, and repairing water systems. At parks in 16 protected areas in the Philippines, Volunteers promote sustainable use of resources and conduct environmental education. Through an integrated program, Volunteers also address the development issues of the buffer zones surrounding these areas. Volunteers in the environment sector have collaborated with international organizations such as Habitat for Humanity and the World Wildlife Fund, as

well as with other volunteer groups, including Filipino non-governmental organizations.

One Volunteer worked closely with a local organization and a group of community members to establish a marine sanctuary. They introduced giant

clams and seaweed growing plants and trained community members in protecting the sanctuary and marine resources. He also developed a proposal to fund the purchase of snorkels, fins, and life vests and hand-held radios for the sanctuary.

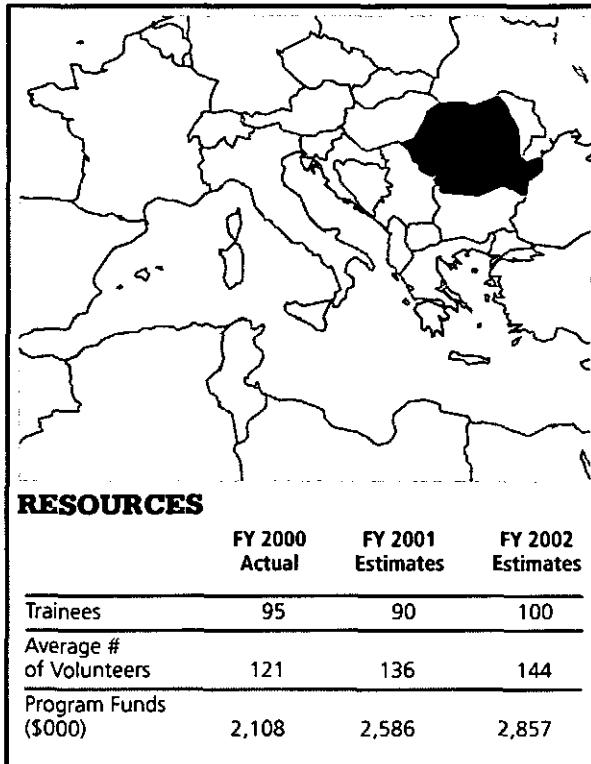
## Romania

**Population:** 22,503,000  
**Annual Per Capita Income:** \$1,360  
**Program Dates:** 1991-Present

### Country Overview:

Over the past ten years, Romania has been moving from a command to a market-based economy. In the years since the overthrow of the Ceausescu regime, small-scale privatization has moved relatively swiftly, though large-scale privatization has been slow. Foreign investment is increasing, but overall economic growth remains sluggish. Although recent elections have raised concern in the West about the government's commitment to change, most observers believe that the process of reform will continue. As more and more unemployed youth return to school, the need for highly skilled educators is increasing. Because many services provided under the socialist system are no longer guaranteed by the government, newly formed non-governmental organizations (NGOs) are stepping in to provide desperately needed social services. There is a growing awareness of the responsibility individuals and NGOs have for protecting the environment and preserving civil society.

Romania has expressed concern over the lack of English language instructors and business educators, who are needed to teach local youth the skills they need to succeed in a changing work environment. The government has also requested Volunteers who can provide guidance to the newly emerging social and environmental NGOs. Peace Corps Volunteers are addressing these issues by focusing on small business and micro-enterprise development, secondary education, social work, NGO development, and environmental management and education.



### Peace Corps Program by Sector:

#### Business Development

The Small Business Development program was started in 1993 when it was originally limited to working with business advisory centers that were created as an initiative of the European Union. Over time, Volunteer partners diversified to include chambers of commerce, centers for local development, education non-profits, municipal offices, schools and universities. The current project design reflects the lessons learned during this period, including the realization that Volunteers can have greater long term impact in this area by concentrating their efforts on business education and improving organizational management. As such, Volunteers now work with a broader range of community economic development organizations, including local and regional development agencies, educational institutions, and NGOs engaged in economic development issues.

While it has been a challenge to adjust the program to best suit conditions in Romania, success stories are common. In the business development sector, one Volunteer assigned to the Chamber of Commerce in Braila has established contacts with American suppliers of agricultural machines for the chamber's

customers. The Volunteer has also started a consulting service for the free trade zone in his town, a port on the Danube River.

### **Education**

The Peace Corps education program is designed to develop the potential of Romanian communities by increasing the quality of English language instruction, and by enhancing Romanian English teacher's communication skills. In FY 2000, 72 Volunteers worked with more than 14,000 Romanian students in middle or secondary schools; and with over 800 Romanian English teachers, to introduce sessions on American culture and to exchange ideas on teaching methods. Volunteers have introduced and modeled split classes, alternative work styles and theories, and new perspectives on teaching and learning.

Volunteers also organized and participated in several summer student camps such as Camp GLOW (Girls Leading Our World). More than 130 Romanian girls, aged 14 to 17, had the opportunity to examine issues of self-esteem, values, decision-making, goal setting, and community service. Volunteers also organized and coached sports teams that promoted English as the primary means of communication. Two TEFL Volunteers are part of the Women In Development committee that this year organized a three-day conference on sharing and networking, where brochures were distributed on topics such as: smoking, nutrition, breast cancer, stress in the workplace, and sexually transmitted diseases.

### **Special Emphasis: Social Work/NGO Development**

The Social Work/NGO project continues to adapt to the country's evolving strategies for progress and democracy. Although the project originally focused on social work education and later emphasized social services' implementation, the program now works exclusively to strengthen the organizational skills and management of social services NGOs. Volunteers assigned to this project work with NGOs to build and strengthen their capacity for balancing social services delivery with NGO development. Volunteers are engaged in community development by being assigned to NGOs, municipalities, or NGO resource centers.

### **Environment**

Romania's environment suffered during the rapid, unregulated industrialization of the communist era. Air and water quality saw significant declines and future generations of Romanians will have to cope with the long-term effects of air, soil, and water contamination from mining spoils, unfiltered smelting, and discharges of toxic industrial wastes. The poor performance of Romania's economy, high unemployment, and a substantial weakening of the social support network all contribute to placing environmental cleanliness low on the list of priorities for Romania.

The environmental management and education project is designed to provide assistance to Romanian communities in addressing the challenges posed by the years of environmental disregard. It also aims to develop an enhanced public awareness of responsible and sustainable environmental management which is compatible with the dire need for economic development. In FY 2000, Volunteers provided environmental education classes to over 1,085 Romanian students at local schools and at the university-level.

## Russia

**Population:** 146,909,000  
**Annual Per Capita Income:** \$2,260  
**Program Dates:** 1992-Present

### Country Overview:

In 1990, the Russian government implemented a series of major reforms including the introduction of free-market policies, the elimination of most price controls, the reduction of budget subsidies, the complete privatization of state-owned enterprises, and the delegation of more responsibilities to local governments. This political, social, and economic transformation has been a long and painful process that continues today. In 1998, the new economy collapsed and many Russians suddenly lost their jobs and personal savings. While daily life for Russians has often been a struggle, this challenge has currently intensified with inflation, withheld salary payments, and looming poverty for an increasing number of Russians.

Increasingly, Russians identify English language proficiency as an important step towards regaining the footholds in international trade, information sharing, networking, and study abroad that they had before 1998. This has led to an increased demand for general English language and business English instruction, reflected in the fact that 75 percent of all students choose it has their first foreign language. Because of this extraordinary demand, and because Russian teachers of English have been isolated from native speakers for so long, there is a great need for new energies, new ideas, and new methods.

Russia stretches from Europe to the Pacific Ocean, encompassing approximately 17 million square kilometers. Because of this vast size, Peace Corps Russia is administered out of two offices: one in Moscow and the other in Vladivostok. The Moscow program focuses on English and business education, while the Vladivostok program focuses on English education only.



RESOURCES			
	FY 2000 Actual	FY 2001 Estimates	FY 2002 Estimates
Trainees	123	135	135
Average # of Volunteers	100	185	188
Program Funds (\$000)	3,957	4,049	4,432

### Peace Corps Program by Sector:

#### Education

Education Volunteers in Russia address the need for English language skills by working with students and teachers at the elementary, secondary, and university level to build English skills, basic communication skills, increase cross-cultural awareness, enhance the quality of instruction, and improve access to information and resources. A major focus of the program is to train the next generation of Russian English teachers. Russia's economic problems have made it difficult for the Ministry of Education to provide modern textbooks to schools, many of which are still using Soviet textbooks that contain negative attitudes towards America and the West in general. In response to this need for up-to-date materials, a group of Volunteers authored five textbooks that were published regionally at low cost.

Volunteers also teach students at the high school level. In Western Russia, a group of Volunteers conducted a two-week summer immersion program called "Camp America" for over 100 teenagers. In the Russian Far East, Volunteers addressed the additional need for environmental education by organizing twelve English language ecological camps.

This year, Volunteers in the Far East also conducted Camp GLOW, a camp geared towards developing girls' leadership skills. Volunteers in both regions continue to establish English resource centers in towns and villages that have long gone unserved.

### **Business Development**

Peace Corps Volunteers are working in communities across Western Russia to increase both the English skills and awareness of free-market business practices and theories among Russian entrepreneurs, NGO leaders, and students. While the primary focus of most Business Volunteers is on teaching business English, they have also been successful in introducing courses such as human re-

source management, marketing, and business ethics to the schools and business institutions where they teach.

Two Volunteers developed and started a course on "Business Planning" at Hertzen State University in St. Petersburg and at the International Academy of Business and Banking in Togliatti. Another Volunteer developed and obtained classroom resources and taught a marketing management class to 33 mostly female students, whose knowledge of English and business is limited. A third Volunteer helped to establish a café in an orphanage in the Nizhny Novgorod region, where the orphans work and gain valuable on-the-job skills.

## **Samoa**

**Population:** 169,000  
**Annual Per Capita Income:** \$1,070  
**Program Dates:** 1967-Present

### **Country Overview:**

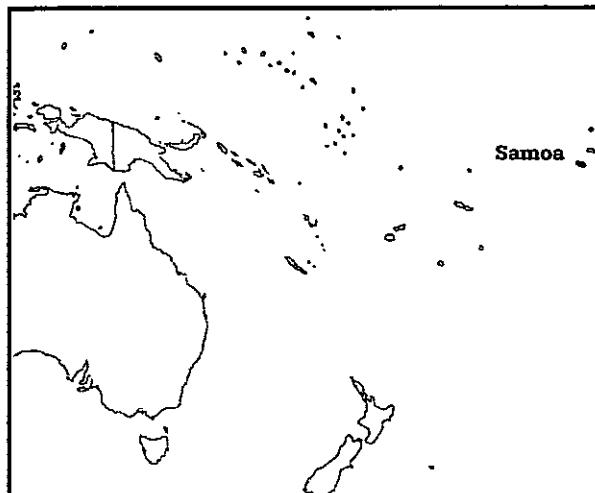
Seventy-five percent of the population of Samoa relies on subsistence farming, fishing, and remittances from relatives overseas as their principal sources of income. As the country slowly moves from a subsistence agricultural economy to a cash-based one, the gaps between rich and poor, employed and unemployed, educated and undereducated are widening. While Samoa claims a 98 percent literacy rate, educational and employment opportunities remain limited, especially for Samoa's burgeoning youth population. Emigration of skilled Samoans in technical and professional areas has led to a shortage of qualified teachers, especially in science, math, and business.

In response to these pressing national concerns, the Peace Corps provides specialized educators and technicians in the areas of education, environmental health, and agriculture. A Youth Development Project was started in 1997 to address the broadly recognized need to create employment and training opportunities for young people. Considerable assistance has been provided to strengthen capacity of non-governmental organizations. In an effort to update Peace Corps projects in response to changing needs and capacities of Samoan communities, Peace Corps is shifting from formal education into non-formal education. A greater emphasis is also being placed on capacity building projects that target rural communities as well as professionals in the private and public sectors.

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

#### **Education**

The Peace Corps and the Ministry of Education have developed a plan to address the shortage of college-educated teachers in science and business. The government of Samoa funds ongoing education



<b>RESOURCES</b>			
	FY 2000 Actual	FY 2001 Estimates	FY 2002 Estimates
Trainees	34	42	42
Average # of Volunteers	49	64	71
Program Funds (\$000)	1,342	1,474	1,446

scholarships at the National University of Samoa for teachers without bachelor's degrees who have at least five years of classroom experience. Peace Corps Volunteers are assigned to provide classroom instruction while the selected teachers are studying full time. Newly graduated Samoan teachers have reduced the need to place Volunteers in the classroom, and the Peace Corps plans to phase out the formal education project by the end of FY 2003. In FY 2000, Volunteers taught science and business to roughly 25,000 students at 27 senior secondary schools. Volunteers also train students and teachers in the use of computers, develop teacher training manuals, and create innovative curricula.

In an effort to build upon the evolving Samoan technological infrastructure, Peace Corps will launch a new Capacity Building Project in June 2001. Volunteers serving in this assignment will work with professionals and para-professionals in fields such as information technology and other skilled trades to enhance the capacity of the Samoan work force in these important and growing sectors.

#### **Youth Development**

In this project, the Peace Corps is collaborating with the Ministry of Youth, Sports and Culture to formulate a national youth policy, now in its final

stages of development. Volunteers work with youth officers, coordinators, teachers, and families to develop activities that foster self-esteem, self-discipline and decision-making skills in young people.

Volunteers encourage greater involvement of young people in the development of their communities and are developing youth oriented projects in vocational education, community development, agriculture, health, and environmental education. In FY 2000, Volunteers also conducted a variety of workshops on HIV/AIDS awareness, alcohol abuse, environmental conservation; and youth leadership.

Other Volunteers focus on strengthening the capacity of fledgling non-governmental organizations to provide social services to youth. Their activities involve training staff members in program planning, board development, fund raising, and public relations. Volunteers led 34 workshops on suicide awareness and prevention that attracted over 2,500 participants, both teachers and students. Subjects included stress management and conflict resolution. Other Volunteers conducted seminars on HIV/AIDS, healthy living, and social awareness theater and music.

### **Agriculture**

The devastation caused by the taro leaf blight, which continues to affect Samoa's principal staple crop, has been somewhat alleviated through continued research by the Department of Agriculture of the University of the South Pacific, which has had a Peace Corps Volunteer for the past two years. The Volunteer's efforts to organize the "Taro Improvement Project" have had a tremendous impact on the ability of farmers to start growing taro again.

### **Rural Development**

Beginning in FY 2001, Peace Corps will expand its development efforts to rural communities throughout Samoa. The focus of the new Village-Based Development project will be to build links between community resources and underserved populations, especially youth. Volunteers placed in villages will also help their communities building capacity to conduct strategic planning to address development needs. The first group of Volunteers will begin their service in June 2001.

## **Senegal**

**Population:** 9,039,000  
**Annual Per Capita Income:** \$520  
**Program Dates:** 1963-Present

### **Country Overview:**

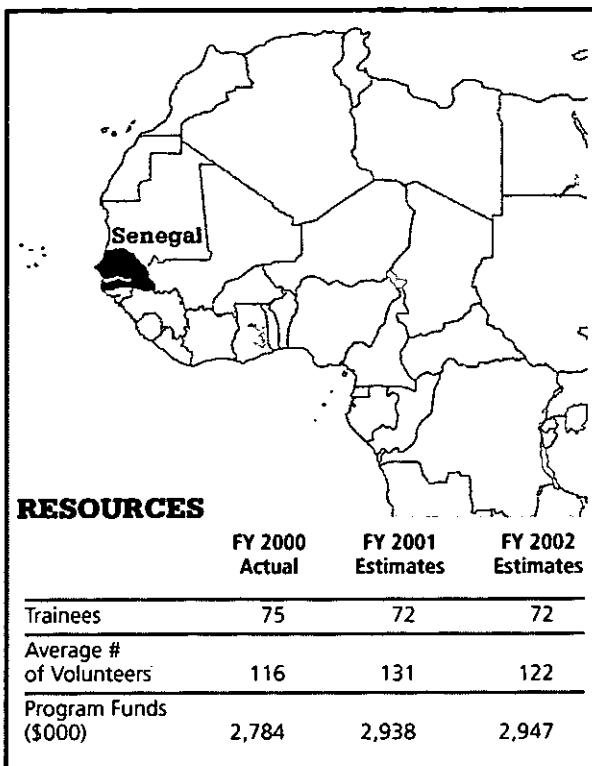
Like many of its West African neighbors, Senegal ranks among the least developed countries in the world. Under its new industrial policy, the government is attempting to stimulate the economy through the reduction of bureaucracy and the privatization of state industries. Progress is being made, but many factors still cripple the country's development. Desertification continues to impact agricultural production. Roughly 70 percent of the population is engaged in agriculture, but it contributes less than 25 percent of the country's Gross Domestic Product. At present, large numbers of Senegalese citizens do not have access to basic health care. To address these needs, Peace Corps Volunteers focus their efforts in the areas of agriculture, business development, environment, and health.

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

#### **Agriculture**

Increasing desertification and the deterioration of Senegal's natural resource base mean that farmers have to do more with less in order to feed themselves and their families. Peace Corps Volunteers provide assistance in the areas of sustainable agriculture, agro-forestry, and improved rice production. One group of Volunteers helps rural communities, groups, and families improve soil fertility and increase the production of traditional and non-traditional crops. Another group works specifically with female farmers in the southern part of the country, helping them increase their rice production. A third group trains farmers in natural resource management and conservation techniques.

In FY 2000, Volunteers provided training to approximately 600 farmers in sustainable agriculture techniques. Farmers from almost 100 villages across



Senegal received training in improved crop production and natural resource management. One Volunteer worked with 14 farmers and over 100 women in three women's groups to invest in cashew plantations, protective fencing, orchard development, and eucalyptus planting. As a result, 15 hectares of cashews were planted, which will generate substantial income for the participating farmers. In addition, the Volunteer and his Senegalese colleagues have planted nearly 3,400 crop-producing trees.

#### **Business Development**

To address loss of employment due to privatization and government down-sizing, Senegal began in 1990 to stimulate the private sector economy. Twenty-eight Volunteers currently provide training and assistance in marketing, finance, and organizational management.

In FY 2000, Volunteers assisted micro-entrepreneurs, primarily women and youth, in developing effective marketing information systems and improving organizational and financial management practices. As a result, two businesses developed sustainable distribution links with exporters, 15 entrepreneurs have business plans and are seeking funding, and five new businesses were started.

A notable success this year was a Volunteer who started a business education class for seven students. Due to the positive response, she established a second class outside the school for 20 youth who were no longer in school but who had expressed an interest in business and project planning. To build sustainability of her efforts, she also co-wrote a business education manual in French for use in future business classes and seminars.

### **Environment**

The Ministry of National Education is in the process of implementing a training program in environmental awareness at the primary school level. The goal is to change people's basic awareness and behavior in relation to the environment. Volunteers are currently working with leaders in the communities where schools are located to increase awareness of environmental issues.

During FY 2000, Volunteers assisted 132 individuals in 16 communities to organize environmental awareness activities. As a result, a group of local women, who previously did not attend such activities, have formed their own "environmental awareness women's network" to support each other and ensure that women's needs are being addressed in their community.

### **Health and HIV/AIDS**

Due to high population growth and limited government resources, a large percentage of the population has no access to basic health care. The mortality rate for children under five is 248 per 1000. Volunteers' efforts focus on educating people in basic practices which will help them avoid illnesses such as malnutrition, diarrhea, malaria, and sexually transmitted diseases.

In FY 2000, Volunteers trained 85 health care workers in effective health practices. With their Senegalese counterparts, they presented more than 100 training sessions to address issues such as malaria, HIV/AIDS prevention, hygiene, and nutrition. One Volunteer coordinated a bus tour which showed a film about the spread and prevention of HIV infection. The film was shown at local travel depots in seven major cities throughout country in an effort to target commercial drivers, who are at high risk of HIV/AIDS infection. Through question and answer sessions held after each showing, it was clear that those in attendance demonstrated an increased awareness of the disease.

## Slovak Republic

**Population:** 5,391,000  
**Annual Per Capita Income:** \$3,700  
**Program Dates:** 1990-Present

### Country Overview:

As the Slovak people move toward greater self-reliance and prosperity, the Peace Corps program will close in FY 2002, concluding a meaningful period of assistance to a country in transition. The last group of Volunteers entered the Slovak Republic in June of 2000, and they are working to institutionalize the projects initiated by the Peace Corps over the past decade.

Like other Central European countries, the Slovak Republic faces the challenge of pursuing economic growth while protecting and restoring a fragile and damaged environment. In response to these needs, the last group of Volunteers are focusing their efforts on business development and improving environmental awareness. Volunteers also work in the area of English language education, which complements the efforts in business and environment by improving the ability to access information, technology, and resources.

### Peace Corps Program by Sector:

#### Business Development

Small Business Development Volunteers work with a variety of organizations, including regional development agencies, local governments, and non-governmental organizations (NGOs). They focus on transferring business knowledge and skills in the areas of organizational development, strategic planning, fundraising, and general consulting. Volunteers also work on economic development issues that emphasize the long-term sustainability of reform, increased public participation in community life, and democratization of decision-making processes. Volunteers have also worked with Junior Achievement and model United Nations programs, assisted youth at-risk, promoted information technology education, and helped organize camps for girls.



RESOURCES			
	FY 2000 Actual	FY 2001 Estimates	FY 2002 Estimates
Trainees	46		
Average # of Volunteers	77	75	21
Program Funds (\$000)	1,527	1,377	416

One Volunteer established a youth community service club, with the goal of assisting teenagers to develop leadership skills, particularly in the area of community service. During the first year, 25 teenagers from the local high school participated in the program. The group has worked with the local city government on improving one of the local parks, and held their first fundraising event to support their community projects. The youth have also been involved in a Big Brother/Big Sister Club where they plan activities for at-risk children. In the future, the group hopes to organize discussion groups on gender issues and further expand their activities.

#### Education

Volunteers divide their time between direct classroom instruction, teacher training, and English conversation training. The Peace Corps has continued to expand the secondary school English education program into primary schools.

Additionally, Volunteers have provided assistance to clubs and camps, model United Nations programs, and essay contests. They have also taught environmental education and developed teaching materials and exchanges with U.S. schools.

Along with Slovak colleagues, one Volunteer completed a 212-page English textbook for students of

the Faculty of Business Management and Information Systems. The project involved developing a section to address English for Special Purposes, creating and managing desktop publishing processes, and securing funds for printing and distribution of the completed textbook. Throughout the school year, the Volunteer and his Slovak English teacher colleagues have been evaluating the impact of the textbook on students' level of performance in English.

#### **Environment**

The Peace Corps environment project in the Slovak Republic focuses on environmental education and awareness, NGO development, and national park assistance. 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 has organized an annual Earth Day Celebration for the past three years. The 2000 Earth Day Celebration was organized by four local NGOs and 14 schools, who were able to take responsibility for coordinating the large event, which was previously managed by the Volunteer. The NGO community prepared an advertising and fundraising campaign to finance the event. The program consisted of grammar school presentations, information booths on environmental topics, and a town square clean-up.

## **South Africa**

**Population:** 41,402,000  
**Annual Per Capita Income:** \$3,310  
**Program Dates:** 1997-Present

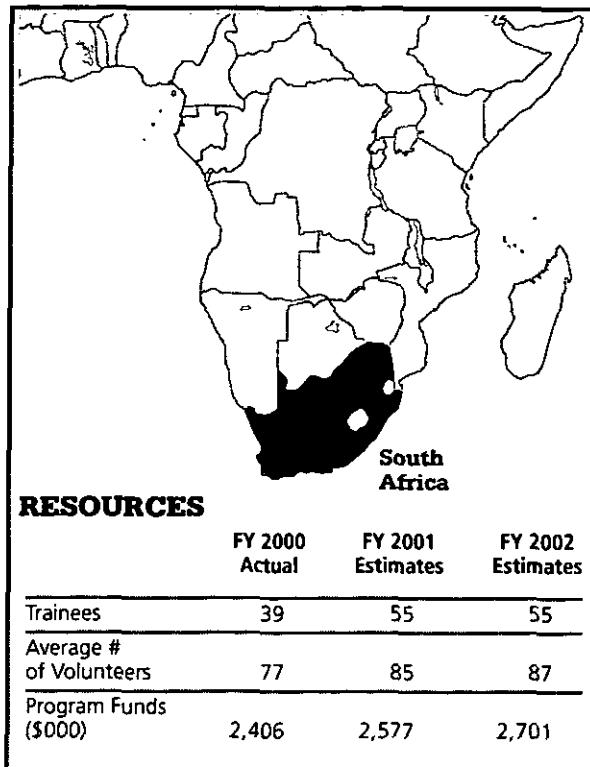
### **Country Overview:**

South Africa has emerged as a regional leader on the African continent, and is developing political, economic, and cultural ties around the world. The country's first democratically elected government, which assumed power in 1994, has achieved significant progress that has been strengthened by the government of President Thabo Mbeki. However, the country continues to struggle with the legacy of apartheid and the challenge of developing its full social and economic development potential. The government has demonstrated significant commitment to strengthening the education system and has been very supportive of the role of Peace Corps Volunteers, who first arrived in South Africa in January 1997. The Peace Corps has entered into partnership with selected provincial departments of education in a concerted effort to develop a culture of learning, teaching, and service.

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

#### **Education**

Peace Corps Volunteers are working with teachers and principals in nearly 340 rural primary schools and in over 80 communities throughout the Northern and Mpumalanga provinces. Volunteers serve primarily as resources to teachers and principals by providing advice on computer use and technology, classroom management, alternatives to corporal punishment, and English, math, and science lesson plan development. Volunteers also provide guidance on alternative teaching methods, such as team teaching, to their South African counterparts. Through these activities, Volunteers provide a crucial role that enables educators to connect to South Africa's educational network, exchange ideas about successful educational practices, and share limited resources.



In addition to the direct contributions Volunteers make to improve education and to build links between schools and communities, the Peace Corps plays an important role in curbing the deeply ingrained fears associated with ethnicity and the resistance to diversity that still exist within South Africa. While not a formal objective of the project, Volunteers' role in promoting mutual understanding represents one of the most important contributions of Peace Corps/South Africa and serves as a model for other programs. As a part of this effort, Volunteers organized and coordinated a student exchange program which gave primary school students an opportunity to visit other communities and experience an ethnic culture different from their own. By living with families and attending schools in the host community, students were exposed to the history, culture, and traditions of a different culture. The positive impact of this exchange program is reflected in a remark made by one school principal involved in the program: "Before you came, we knew no Xitsonga and we had no Xitsonga friends; now we are friends and we hope to maintain our connection for years."

In other activities, Volunteers, in cooperation with a wide range of partners working with rural and urban communities, designed and facilitated workshops to improve local education systems. The meetings focused on standards-based education, lesson planning, assessment, teaching aids, innovative teaching strategies, managing multi-grade classrooms, alternatives to corporal punishment, and providing feedback.

#### **NGO Development and HIV/AIDS**

The South African Government has called on all organizations—local, national, or international—to join the new “Partnership for AIDS.” The Peace Corps views this as an opportunity to expand its efforts in South Africa and will respond to the HIV/AIDS epidemic by initiating a second project in FY 2001. The primary goal will be to reinforce the capacity of NGOs working in HIV/AIDS and to increase their effectiveness in serving local communities.

## **Suriname**

**Population:** 412,000  
**Annual Per Capita Income:** \$1,660  
**Program Dates:** 1995-Present

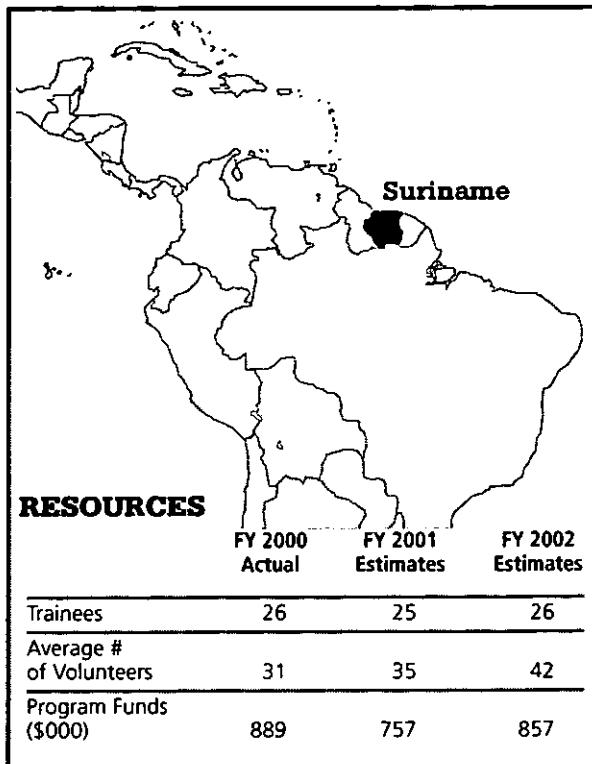
### **Country Overview:**

Suriname is a sparsely populated country with a majority of its inhabitants living in urban and semi-urban areas along the coastal zone. Approximately 33,000 Maroons and 7,000 Amerindians, the principal inhabitants of Suriname's interior, are faced with many problems affecting their socio-economic development. Suriname's centralized system of government traditionally focuses on the capital of Paramaribo and generates a high sense of dependency among the indigenous and tribal peoples of Suriname's Amazon region. In 1995, the government of Suriname requested the Peace Corps' assistance in rural community development activities of the Amerindian and Maroon communities. Working in the interior, Volunteers address issues such as community organizing, needs assessment, resources identification, project planning, and adult education. At the request of governmental and non-governmental organizations, future Volunteer activities will focus on non-formal rural community education as a means for community members to take responsibility in their own development.

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

#### **Rural Community Development**

The purpose of the Rural Community Development project is to improve the quality of life in rural interior communities by helping residents assess and prioritize their needs, access outside resources, and take responsibility for their own development. Volunteers assist their communities with a range of development projects, including environmental education, health outreach programs, youth



development, non-formal education, project design and management, and small business development.

In FY 2000, Volunteer activities included: environmental education programs for primary school students; non-formal education and after school programs for youth and adults; library programs in 15 communities; six water and sanitation projects; the development of training and education materials for health outreach; and income generation activities for women's agriculture groups. Two Volunteers are working in the health sector to assist in the development of a preventative health strategy for the interior region of the country. As part of this effort, they have developed surveys and databases for disease tracking and statistical analysis.

One Volunteer couple collaborated with local leaders to design a rainwater catchment program for 16 villages. This activity impacted the health of several hundred people by decreasing the occurrence of water-borne diseases. They also assisted a community in the development and implementation of a latrine project, which helped improve health and sanitation for a rural village of 300 people.

## Tanzania

**Population:** 32,128,000  
**Annual Per Capita Income:** \$220  
**Program Dates:** 1962-1969; 1979-1991;  
1991-Present

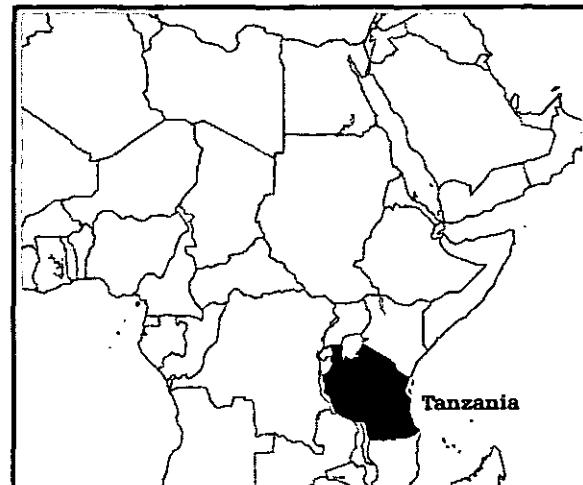
### Country Overview:

Tanzania, abundant in natural resources, has inadequate funding and infrastructure to properly develop and protect its environment and to ensure the sustainability of its natural resources. In addition, Tanzania suffers from the same health problems common to other African countries such as malaria, typhoid, cholera, respiratory infections, malnutrition, and especially HIV/AIDS. As Tanzania moves to modernize and privatize, the government has placed science education, technology, health, and the need for renewable natural resources at the center of its development strategy. The government of Tanzania has requested Peace Corps' assistance in support of grassroots development and privatization initiatives intended to reduce poverty, improve the quality of life, and provide enhanced educational opportunities. The Peace Corps supports these efforts by placing Volunteers to serve as teachers of secondary school science and math, in community-based natural resource management projects, and in the recently developed health education project.

### Peace Corps Program by Sector:

#### Education

The Peace Corps enjoys a productive relationship with the Ministry of Education, the Tanzania Institute of Education, and the National Exams Council. The education project targets four main areas: students, Tanzanian counterpart teachers, local educational resource development, and community/school links. Volunteers address the shortage of teachers, particularly in mathematics and the sciences in rural areas. Fifty percent of schools in which there are Volunteers have reported an increase in their schools' rankings based on the national exam results.



A map of East Africa showing the borders of several countries: Kenya, Uganda, Rwanda, Burundi, Tanzania, and Zambia. Tanzania is highlighted with a dark gray shading. Below the map is a table titled "RESOURCES".

	FY 2000 Actual	FY 2001 Estimates	FY 2002 Estimates
Trainees	52	61	60
Average # of Volunteers	100	105	107
Program Funds (\$000)	2,328	2,592	2,560

A large number of Education Volunteers have assisted in creating or improving their school libraries, including locating textbooks and assisting in the construction of new facilities. Other Volunteers have made improvements to their school laboratories for physics, biology, and chemistry, which have assisted 3,600 students. In addition, a group of Volunteers have incorporated English teaching and the use of computers into their curriculum, which has benefited 1,200 students.

Volunteers also focus their efforts in HIV/AIDS education. Their activities have included workshops, awareness activities, and peer counseling training. In addition, the Education project continues to emphasize the importance of girls' education. Over 4,200 students attended regional girls' education workshops for youth and teachers, and Volunteers helped organize student debates for schools to focus on gender roles and responsible decision-making.

#### Health and HIV/AIDS

At the request of the Ministry of Education and Culture, the Peace Corps initiated its School Health Education Project in January 2000. In partnership with the ministry, Volunteers will divide their efforts between teaching science in secondary schools and

coordinating health education activities in schools and surrounding communities. In addition, 20 Volunteers from the Environment and Education program will work closely with Volunteers in the School Health project to incorporate HIV/AIDS prevention activities in their schools and communities.

Peace Corps Volunteers have had a positive impact on HIV/AIDS prevention by providing training to peer educators and teachers and by initiating health clubs and girls' clubs. These groups serve as long-term educators and advocates by spreading their knowledge of disease prevention to a broad audience in hundreds of communities across Tanzania. By the end of FY 2000, this new program reached more than 7,800 students and 230 teachers and local leaders in 75 communities.

### **Environment**

Peace Corps' Community Based National Resources Management Project is designed to assist village communities in the management of their natural resources and to raise environmental conservation awareness. Volunteers address land degradation and sustainable management of renewable

natural resources with both individuals and local institutions. Volunteers work closely with local villagers and district government supervisors to provide education and demonstration projects for improved practices in farming, forestry, and animal grazing. In addition, Volunteer activities focus on water and sanitation, family nutrition, self-help activities, *youth development/ empowerment*, and the use of appropriate technology. Environment Volunteers also work closely with primary schools and youth groups to incorporate HIV/AIDS education into their activities.

Two Volunteers recognized that villagers in their region have protein deficiencies in their diet due to the scarcity of cows and goats in the area. They introduced management practices that encourage the raising of locally available animals such as chickens, rabbits, goats, pigs, and guinea pigs. They trained primary school children, teachers, and women to raise these animals in their households. As a result, villagers have been able to diversify their diet, and Volunteers in other districts have introduced similar workshops.

## Thailand

**Population:** 61,201,000  
**Annual Per Capita Income:** \$2,160  
**Program Dates:** 1962-Present

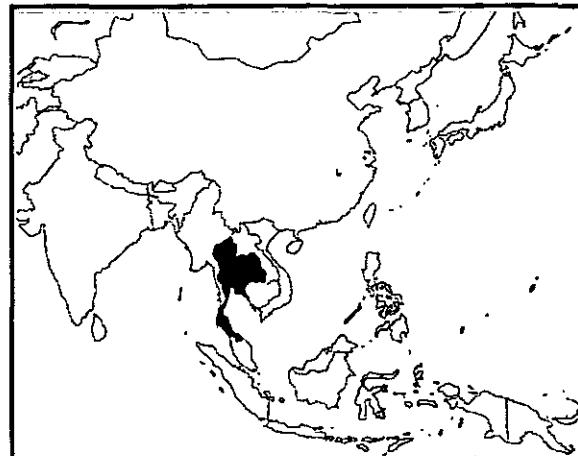
### Country Overview:

Thailand began receiving Peace Corps Volunteers in 1962, making it one of the earliest Peace Corps countries. As Thailand has changed over the last four decades, so have its needs and priorities. Recognizing the need for English language skills in a global economy, the Thai government has made English language classes a requirement for all students, beginning in primary school. As a result of this influx of students, there is a lack of qualified primary school English teachers in rural areas. The Peace Corps has responded to this need with a project to assist in educating youth and providing training to teachers in rural communities. The Peace Corps program is focusing on the north and northeastern parts of Thailand, which are often overlooked in development efforts.

The Peace Corps is also responding to some of Thailand's other pressing needs, public health and environmental education and awareness. Specific health issues, such as nutrition and HIV/AIDS education, are critical for the rural Thai population. The need for environmental education grows every year as Thailand faces problems such as pollution, overpopulation, waste disposal, deforestation, and environmentally destructive tourism. Since 1961, the forested areas of Thailand have decreased from 53 percent to 11 percent of total land area, leading to a growing concern about environmental conservation in the country.

### Peace Corps Program by Sector:

Volunteers in Thailand work in the "Integrated Education and Community Outreach" project, which integrates education, health, and environmental development efforts into one overall program. The goal of the program is to improve primary school teachers' professional capabilities, knowledge, and skills in teaching English by using student-centered



### RESOURCES

	FY 2000 Actual	FY 2001 Estimates	FY 2002 Estimates
Trainees	33	31	31
Average # of Volunteers	47	57	63
Program Funds (\$000)	1,178	1,323	1,273

and participatory learning methodologies. This is a diverse program which places Volunteers at rural primary schools in the poorest areas of the country where Volunteers work to develop community support networks and activities to help improve the life quality of students and their families.

Volunteers may work with teachers and schools to organize school or village development projects which are focused on environment, health, or other areas of interest. Work in the health field is aimed at improving the general health and well being of students and heightening awareness of teachers and people in the surrounding communities by integrating important health concepts into the curriculum.

One Volunteer assisted in establishing a community kitchen and a women's collective. The combined efforts of the Volunteer and the community led to the construction of a floor for the community kitchen and a variety of activities for processing and selling the brown rice grown by the collective. A Thai ministry official attended the inauguration celebration of the new floor, for which many village groups had performed various tasks, including mixing cement, tiling, and roofing. At their request, the Volunteer participated in the activities by performing a ceremony with each group to reinforce the importance of activities that benefit the community as a whole.

## Togo

**Population:** 4,458,000  
**Annual Per Capital Income:** \$330  
**Program Dates:** 1962-Present

### Country Overview:

Togo's numerous pressing development challenges have increased in recent years due to political and economic instability. A significant percentage of Togo's rural population lives in extreme poverty. Less than 30 percent of the female population has the opportunity for education or training that can equip them to participate in the development of their communities. Malaria, malnutrition, and tuberculosis are endemic, and infant and child mortality rates are at 78 per 1,000 births. AIDS and other sexually transmitted diseases continue to increase at an alarming rate, with HIV infection estimated to be at nine percent of the adult population. Deforestation and other forms of environmental degradation are worsening as the country's growing population places increased demands on its natural resource base. The Peace Corps works to promote self-sufficiency in the areas of business and micro-enterprise development, environment, health, and education.

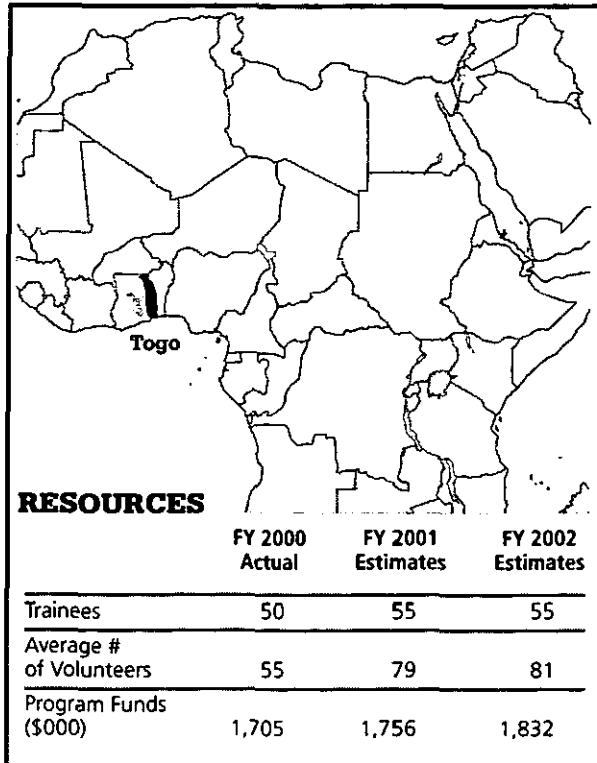
### Peace Corps Program by Sector:

#### Education

A new Girls' Education and Empowerment Project was launched in FY 2000. Volunteers work closely with village development committees, schools, and parents to devise and implement solutions to promote improved access to, and quality of, education for girls. In addition, Volunteers help teachers revise lesson plans, adopt more hands-on and inclusive teaching techniques, and encourage female students to continue their studies.

#### Health and HIV/AIDS

Volunteers assist local health personnel to promote community health activities that address HIV/AIDS prevention, nutrition, and management of rural health clinics. Volunteers also engage in small



projects such as construction of family latrines, wells, and "health huts" that respond to community needs and contribute to the overall health of individual families.

Based on a survey conducted by Volunteers, their efforts to promote HIV/AIDS awareness and prevention have reached 80 percent of individuals in communities where Volunteers have worked and nearly 100 percent of students in secondary and high schools in these areas.

#### Business Development

Volunteers offer training and consultation to members of local savings and credit organizations and to other micro-entrepreneurs who wish to improve their business skills. They have taught business practices such as accounting, finance, marketing, and feasibility studies. In FY 2000, Volunteers have offered business-related training to seven participants of the Junior Achievement program and to more than 400 students in 16 secondary schools and one university.

One Volunteer worked with local theater troupes to present skits in local languages on the importance of personal savings and household financial management, which resulted in a 30 percent increase in savings by community participants.

### **Environment**

Traditional farming practices cannot meet the needs of Togo's growing population. Volunteers are working with farmers on projects to introduce sustainable farming practices that will lead to improved farm yields and reduced environmental degradation. Some Volunteers are also developing environmental education projects in primary and secondary schools. In FY 2000, Volunteers taught 431 formal environmental education sessions, and

23 informal environmental education classes to 2,373 youth. Session topics varied widely within the overall theme of environmental awareness and integrated agriculture.

Six Volunteers in the northern region of Kara organized and implemented environmental education activities during a series of two-day summer camps. The activities, which were well received by students and parents, included games and skits with environmental messages.

## Tonga and Niue

**Population:** 99,000  
**Annual Per Capita Income:** \$1,750  
**Program Dates:** 1967-Present (Tonga);  
1994-Present (Niue)

### Country Overview:

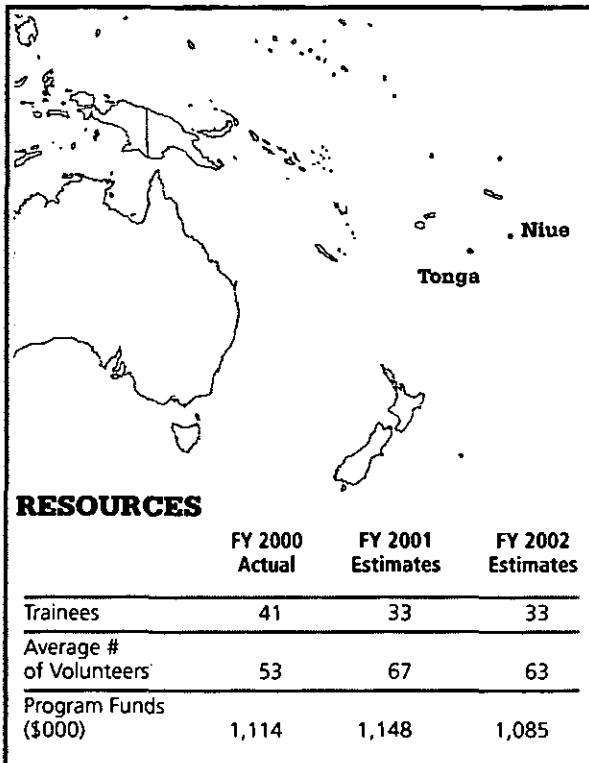
With well over half its population under the age of 18 and a stagnating economy, Tonga faces many challenges in providing its youth with the educational and economic opportunities they need to become productive members of society in the 21<sup>st</sup> century. This is compounded by the chronic shortage of secondary teachers, especially in science and information technology. Moreover, traditional sectors such as agriculture and fishing are depleting already scarce natural resources and degrading top-soil, rain forests, coastal reefs, and fresh water supplies.

Peace Corps Volunteers are helping to address these needs through projects in education, youth development, and the environment. The Peace Corps also administers a program in Niue where Volunteers work in youth development, small business, and fisheries. In FY 2000, Peace Corps/Tonga began introducing information technology training to enhance projects in all three program sectors.

### Peace Corps Program by Sector:

#### Youth Development

This project works with rural village youth groups, with a strong emphasis on youth employment strategies and health education. Volunteers have implemented leadership and active learning techniques at national and village levels to train peer educators throughout the island groups. Specifically, Volunteers have been active in HIV/AIDS education, small business development, environmental awareness, and computer literacy. Some Volunteers are also promoting and developing a Future Farmers of the Pacific program to develop agricultural capacity among young farmers. In addition, the Peace Corps collaborates with the Royal Tonga Govern-



ment offices and regional international development organizations to establish the first Tonga National Volunteer Service. Ten Tongan Volunteers, who trained with Peace Corps Volunteers as part of the Peace Corps' training program, are currently working on community development projects in the four main island groups as well as some outer islands. The Tongan Volunteers will support NGO strengthening in the Red Cross and the Tonga Association of NGOs (TANGO).

#### Education

The Community Education project continues its efforts to establish schools as centers for community education and development. Complementing the Youth Development Project's community-based focus, school-based activities are designed to enhance student learning, develop teacher and volunteer skills, develop resources and materials, and increase links between the school and community. Volunteer activities include: traditional formal instruction in English, math, and science; supplemental reading and literacy promotion; library and computer resource center development; employment training for in-school and out-of-school youth; after-school recreational and interest group activities; and environmental education activities.

## **Environment**

Despite Tonga's lushness, its environment is quite fragile. Due to population pressures, vital watersheds and coral reefs are being severely damaged. A number of Volunteers have been assigned to the Ministry of Lands and Survey to conduct critical surveys and enhance environmental awareness by working directly with schools and communities.

One Volunteer, working with the Ministry of Fisheries to improve marine conservation, conducted classes covering topics including erosion, volcanic islands, coral atolls, coral reefs, and other ecosystems. As part of an environmental awareness program throughout the islands, the Volunteer recorded school plays with environment and conservation themes to share with other schools and communities. Other activities include: coastal clean up, solid waste management, erosion control, and coastal management.

## **Information Technology**

The Tonga/Niue Technology Group was established in FY 2000 by Peace Corps staff and Volunteers to facilitate skills development in computers, satellite, and digital technologies. Access to information technology and the skills to use it will provide Tongans and Niueans with an invaluable resource for education and income generation. In FY 2001, Volunteers, working in tandem with local counterparts and communities, will focus on teacher training, hardware repair and maintenance, information technology infrastructure, and internet skills.

## **Niue**

Volunteers work in a variety of individual assignments including environmental protection and business development. One Volunteer assists the Government of Niue in the areas of environmental education, conservation, and tourism. She has successfully trained her counterpart in computer database software, survey instruments, and established a functioning environmental awareness group. Another Volunteer worked with the University of the South Pacific to improve organizational capacity for providing distance education programs.

## Turkmenistan

**Population:** 4,718,000  
**Annual Per Capita Income:** \$650  
**Program Dates:** 1993-Present

### Country Overview:

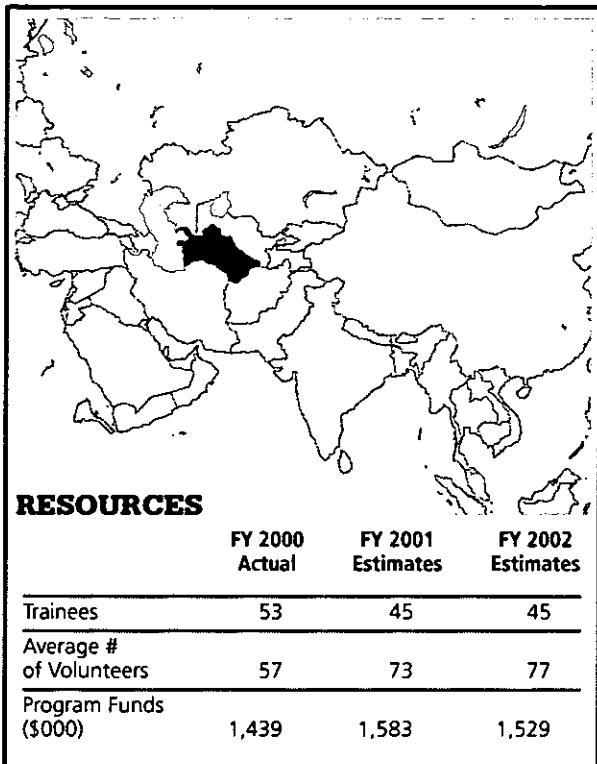
Since gaining its independence in 1991, Turkmenistan has experienced tremendous political, economic, and social changes. To improve its economic potential and promote development, Turkmenistan continued to look to the West for trade, economic support, and assistance in training its professionals. The government recognizes the need for formal English education and the importance of communicating in English as it opens to the outside world. The Peace Corps program is designed to increase the availability, and improve the quality, of English language programs in Turkmenistan. This is achieved by developing the reading, writing, and critical thinking skills of students and teachers while enhancing existing government-sponsored English programs.

A lack of supplies, training, and technology has contributed to a decline in basic health and health care services in recent years. In support of recent reforms and initiatives of the government and Ministry of Health of Turkmenistan, Peace Corps activities focus on a variety of maternal and child health care issues in rural communities, with an emphasis on community health education, extension and prevention.

### Peace Corps Program by Sector:

#### Education

Peace Corps Volunteers teach English in primary and secondary schools, institutes of higher education, business centers, and health care facilities. They also organize and conduct teacher training workshops in current teaching practices and materials development. The government has publicly recognized the important role that the Peace Corps has played in teaching English, training teachers, and promoting resource centers. Many schools where Volunteers teach have been designated as "specialized schools,"



where students begin learning English in primary grades. Last year, Volunteers taught English, business, ecology, and health to over 1,500 students. Eight Volunteers and their counterparts organized a ten-day "English Teachers' Methodology Camp and Conference" for forty-eight local teachers. Outside of the classroom, Volunteers organized ten summer English immersion camps in which over 1,000 students participated. In addition, Volunteers developed resource and computer centers, organized English, drama and sports clubs, worked with orphans, coordinated singing lessons and performances, and provided HIV/AIDS education.

Two Volunteers held weekly workshops with teachers in their communities, which have been recognized by local education officials for the quality of their content and for their effectiveness. Along with their counterparts, the Volunteers developed the first-ever curriculum for fourth grade English education. One of the Volunteers worked with three local English teachers to develop and conduct regional workshops to train other teachers in the use of the new curriculum. The Ministry of Education has expressed an interest in including the curriculum in a new textbook for 4th grade students, which is currently under development.

## **Health**

In the past, Peace Corps Volunteers served as nurses and health educators in medical institutes to upgrade the clinical knowledge of health care providers. Due to health care reforms and the changing needs of the people of Turkmenistan, the health project now focuses on community health education, extension, and prevention in rural collective farms. Volunteers work closely with local caregivers to develop educational outreach projects that emphasize maternal and child health and promote preventive health care practices in rural communities. Key areas targeted for intervention include: anemia, diarrheal diseases, drug and alcohol abuse, acute respiratory disease among children, reproductive health of women, neo-natal care, the promotion of breast feeding, and the prevention of sexually transmitted diseases. Over the past year, Volunteers have conducted lectures and seminars about HIV/AIDS,

environmental health, anatomy and physiology, healthy lifestyles, nutrition, potable water, and the importance of exercise. Five Volunteers organized a one-week "Doctor's Camp" for 47 local doctors, designed to help these health care professionals improve their English and discuss medical topics.

One Volunteer worked with her counterpart to develop a women's group in their village. The women's group collected used clothing, made repairs, and distributed them to needy families in the village. With the Volunteer's assistance, the counterpart wrote a grant to procure sewing machines for the group, which is used to repair the clothes. In addition to working on this project, the group has become a forum for discussing broader women's health issues in the community. Because of the strong leadership skills the counterpart has displayed, other women's groups across the country are asking her to help them establish similar groups.

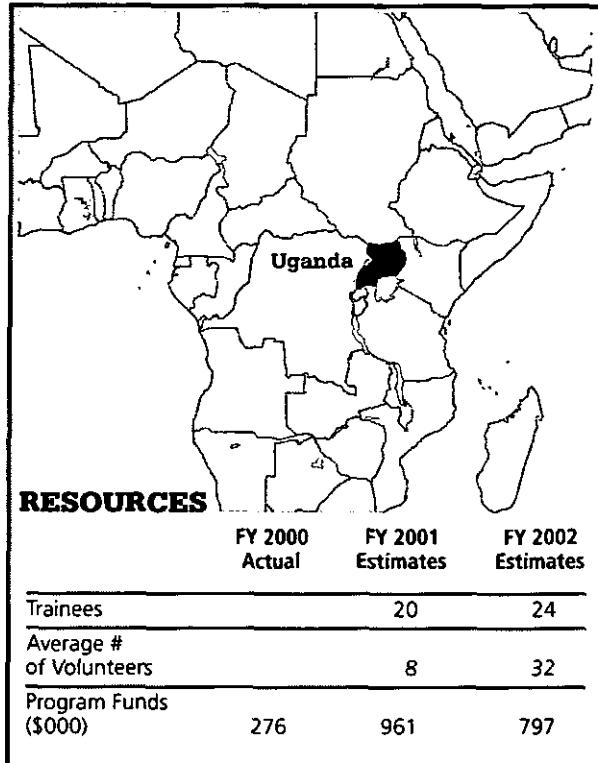
## **Uganda**

**Population:** 20,897,000  
**Annual Per Capita Income:** \$310  
**Program Dates:** 1964-1973; 1991-1999; 2001-

### **Country Overview:**

The Peace Corps re-established its program in Uganda in March 2001 after nearly a two-year absence. Although the program was suspended in May 1999 due to security concerns, the Peace Corps has conducted comprehensive assessments that indicate a viable and safe environment for the return of Volunteers. The Peace Corps has a long-standing commitment to the country's development and is pleased that it once again has the opportunity to build productive relationships with the people of Uganda.

The rapid spread of the HIV/AIDS virus has exacerbated socio-economic conditions in a society already affected by two decades of economic decline. Half of the Ugandan population is under the age of sixteen, and managerial and administrative talents are scarce. The result has been erosion in the quality of infrastructure, including the educational system, primary health care, business and management skills, and the management of natural resources. Discussions are underway with the government of Uganda and potential partners to discuss potential new programs in the areas of health, community-based natural resource management, micro-enterprise development, and information technology. The Peace Corps hopes that the resump-



tion of its program in Uganda will allow Volunteers to address many of these ongoing development needs.

### **Education**

In the first year of the renewed program, Volunteer placements will be limited to specific districts within a defined distance of the capital city of Kampala. The first group of Volunteers will be placed in primary and secondary schools, where they will assist with teacher training and teaching English. They will also work with schools to incorporate HIV/AIDS education into the curriculum.

## **Ukraine**

**Population:** 50,295,000  
**Annual Per Capita Income:** \$980  
**Program Dates:** 1992-Present

### **Country Overview:**

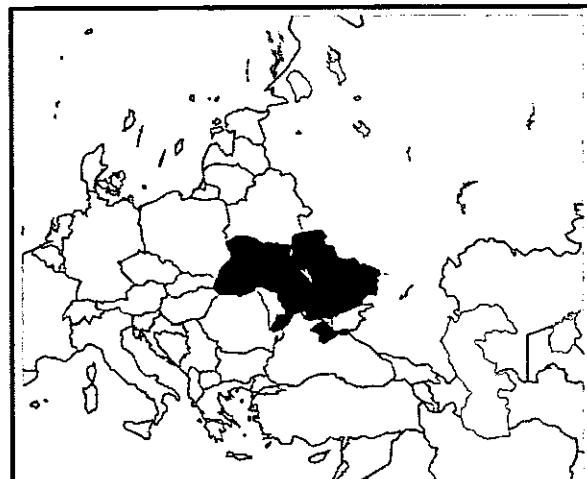
Since achieving independence in 1991, Ukraine has taken significant steps toward democracy, political pluralism, and a free-market economy. However, many economic and political obstacles continue to hamper Ukraine's full development. Under the previous command economy and centralized decision-making process of the Soviet Union, Ukrainian businesses were not responsive to customer needs, changing environments, and world quality of standards, making their businesses unviable on the world market. In an effort to better integrate into the global marketplace, the Ministry of Education has made English language education a top priority. However, the country has been unable to train a sufficient number of teachers to fulfill such a mandate.

Ukraine also faces serious environmental challenges. Inadequate management of natural resources and lack of environmental regulations have caused a sharp decrease in the quality of the environment. As a result, heavily contaminated soil, air, and water have had a harmful impact on human health and social development. In an effort to address these multi-dimensional needs, Peace Corps Volunteers work in the areas of business and micro-enterprise development, English language education, and environmental protection and management.

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

#### **Business Development**

In an effort to redirect businesses to the norms of the free market economy and help them regain customers, the Peace Corps was invited to send business Volunteers to Ukraine in 1992. Today, business Volunteers primarily teach courses at business education institutions, universities, and high schools.



#### **RESOURCES**

	FY 2000 Actual	FY 2001 Estimates	FY 2002 Estimates
Trainees	93	100	100
Average # of Volunteers	150	165	174
Program Funds (\$000)	2,838	3,212	3,419

They also serve as advisors to municipal and regional governments and offer training and expertise to business assistance centers and non-governmental organizations (NGOs). Business Volunteers have also become active in initiatives such as American culture camps, girls' education, HIV/AIDS prevention, information technology, and agribusiness.

One Volunteer assigned to the Ukrainian Agricultural Lending Foundation in Lviv, Ukraine, teaches four agricultural lending specialists about American agricultural lending policies, practices, and procedures. In addition to training his colleagues, the Volunteer has worked with each of the lending specialists on consulting assignments concerning American grain that has been brought into Ukraine. The combination of theoretical and practical training has increased the knowledge, skills, and ability of these agricultural lending specialists to buy, sell, and distribute agricultural commodities.

#### **Education**

The education project has been developed to improve the English language skills of Ukrainian students and teachers. Volunteers engage in activities that heighten cross-cultural awareness and understanding. They also provide assistance in establish-

ing and expanding English teaching resources, curriculum development, and teacher training. Volunteers have been active in establishing summer camps, English clubs, and essay contests. Volunteers include health topics, access to information technology, and girls' issues in their English classes. Roughly half of all Volunteers are involved in implementing HIV/AIDS or sexual health education curriculum materials in their primary or community projects. During the next two years, Peace Corps Ukraine will conduct an assessment of a potential health project focused on HIV/AIDS education and/or youth-at-risk.

In coordination with the Mayor's office, one Volunteer initiated a leadership program in her community, which benefited 35 students and six teachers. The project began with a three-day seminar designed to interest students in the issue of leadership and democracy in Ukraine, and continued with monthly meetings conducted throughout the school year. This first group collected donations for a local orphanage, petitioned the mayor to clean up the town, organized environmental events for Earth Day, and coordinated a leadership summer camp for fifth and sixth graders.

## **Environment**

The Peace Corps Environmental Protection Project was initiated in 1997 to increase the organizational capacity of environmental institutions. Environment Volunteers work with schools, national parks and reserves, and governmental and non-governmental organizations active in environmental initiatives. Volunteers expand the awareness of environmental threats and their impact on natural resources and educate the public about environmental protection. In addition, Volunteers work to establish and sustain management systems and strategies that address environmental problems throughout the country.

In collaboration with several other Volunteers and Ukrainian colleagues, one Volunteer in Rivne, Ukraine, helped to create the Ukrainian Youth Conservation Corps (UYCC). The program provide students the opportunity to travel to protected areas throughout Ukraine to provide needed labor for park projects while educating them in wilderness skills and environmental management. During the Conservation Corps' summer program, the Volunteer, students, and teachers assisted in clearing brush, planting flowers and painting markers at the Karadag Natural Reserve in Crimea. Students also participated in team building activities and environmental lessons.

## **Uzbekistan**

**Population:** 24,051,000  
**Annual Per Capita Income:** \$950  
**Program Dates:** 1992-Present

### **Country Overview:**

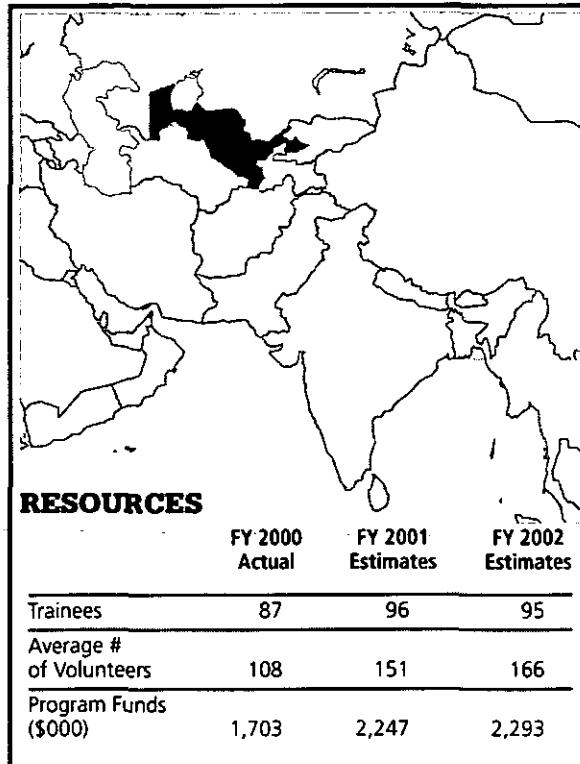
The people of Uzbekistan are working to make the difficult adjustment to democracy and a free market economy and to cope with the many changes inherent in this kind of transition. Many obstacles to economic change exist, including slow progress on privatization legislation, changing laws that affect small business development, and a lack of general business expertise. The ability to communicate in English is viewed as vital to Uzbekistan's development and its status as a new nation in the international community. In response to these needs, Peace Corps Volunteers focus their efforts on English instruction and business education.

The government of Uzbekistan has long recognized the need to improve access to government health care for the rural population. Villagers are the furthest from medical facilities and are also the least capable of paying for travel to urban centers and specialized treatment. To address this need, the government passed a resolution in 1996 to implement a pilot program to improve rural health care services through the construction of 158 new primary care centers in three regions of the country. In support of the Health Care Reform Project, the Peace Corps recently initiated a new health program in Uzbekistan, placing health extension workers at rural clinics.

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

#### **Business Development**

Although the Uzbek Ministry of Education mandates that economics be integrated into both secondary school and university level curricula, very few local teachers are qualified to teach these subjects. Peace Corps Volunteers are responding to this need by instructing secondary and university students in applied economics, basic business subjects,



and Junior Achievement, and by training Uzbek educators to teach these subjects using innovative teaching methodologies. Outside the classroom, Volunteers work with local artisan groups, business information centers, career centers, and departments of tourism to provide business development expertise.

One Volunteer, working with a craft association in Bukhara, has improved the production and marketing of regional crafts. In collaboration with the artists, the Volunteer has designed and written brochures on the history of local crafts, including personal histories of the artists. These brochures are attractive advertising for the increasing number of tourists visiting this historical city.

#### **Education**

Volunteers work closely with Uzbek universities and secondary schools to improve the quality of English instruction and to increase access to internationally available information and resources. Emphasis is placed on teacher training activities and information exchange. In response to a request from the Ministry of Education, Volunteers have also begun to work in primary schools, where they teach and play an integral role in developing a national

curriculum for primary English instruction. During FY 2000, Volunteers taught English to over 4,500 secondary and university students and to over 1,500 primary students. In addition, more than 500 teachers attended eight English teaching workshops where they learned about contemporary teaching methodologies and materials development and improved their English skills. Volunteers have also initiated a variety of community outreach activities, including English summer camps, Earth Day activities, dance classes, and the creation of debate, ecology, and English clubs. During the last year, five "Girls Leading Our World" (GLOW) camps were held in various regions of the country, helping girls develop their English, leadership, creativity, and critical thinking skills.

One Volunteer worked with his counterpart to develop teacher training workshops for teachers in their community and surrounding villages. They developed a bi-weekly series of English workshops to enable teachers to practice their English, share new teaching ideas, and develop materials. These workshops are valuable training and professional development opportunities for these rural teachers, who have neither the time nor the financial resources to travel to the regional capital for training.

## **Health**

Volunteers in the health program focus primarily on improving the health status of women and children in rural communities. Their activities emphasize prevention and health education to increase the capacity of staff to manage rural clinics. The goal is also to raise the level of English among health care workers so they can improve their use of current medical literature written in English. Volunteers have conducted health education

talks to address such topics as: hand washing, anemia, first aid, reproductive health, and eye testing, as well as non-medical topics including self esteem, team building, and decision making. In addition, they have developed teaching aids that address hepatitis, HIV/AIDS, physiotherapy, and oral hygiene. During routine home visits, Volunteers have been able to perform basic health checks on the infirm, newborns, mothers, and the elderly and have distributed educational materials on anemia, goiter, nutrition, and breast feeding.

One Volunteer designed and installed a database for a regional health center. The system tracks medical supply inventories and facility maintenance records, and analyzes survey results from clinics and hospitals. The Volunteer trained three local staff members and six staff from district clinics in basic software programs, computer network maintenance, troubleshooting, and in overall computer center operations management.

## **Vanuatu**

**Population:** 183,000  
**Annual Per Capita Income:** \$1,260  
**Program Dates:** 1990-Present

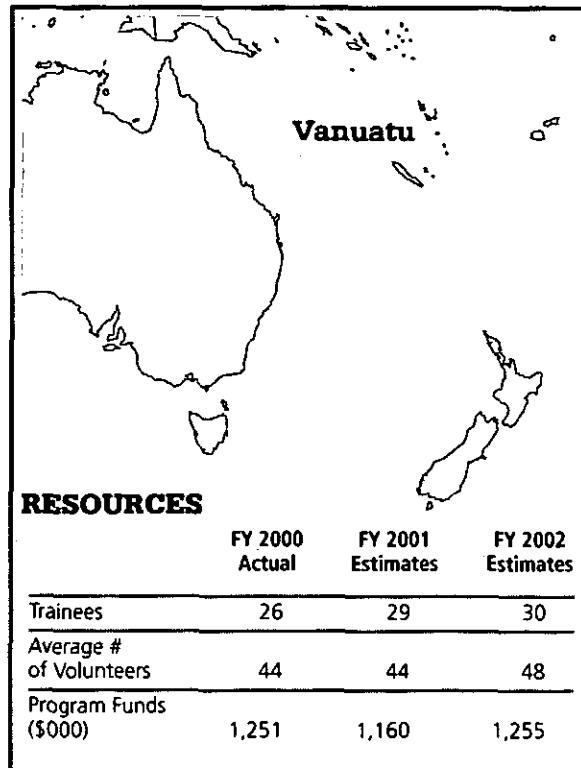
### **Country Overview:**

Approximately 85 percent of Vanuatu's population lives at subsistence levels in the far-flung islands of the archipelago. Less than 30 percent of the country's school age children have the opportunity to continue their education beyond the sixth grade. The Peace Corps has responded with a strategy designed to increase access to formal education beyond the primary school level and expand basic services and opportunities in the rural areas, particularly in the area of youth development. Given the high levels of unemployment and underemployment among youth in Vanuatu, the Peace Corps is assessing the viability of expanding programs to include business skills training and micro-enterprise support, including agricultural enterprise development.

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

#### **Rural Community Education**

In order to improve the quality of village life, Volunteers are assigned to Rural Training Centers (RTCs), rural based governmental agencies, and communities to promote cross-sectoral initiatives in environmental education, youth development, and small business development. Specifically, Volunteers teach woodworking, carpentry and masonry; machine use and maintenance; business accounting and management; preventative health care; electrical engineering; agriculture; literacy; and sewing. During FY 2000 a number of Volunteers helped communities to establish and manage restaurants that also sell handicrafts and clothing. The restaurants are affiliated with the RTCs which offer classes in cooking and small business management.



#### **Secondary Education**

A goal of the government of Vanuatu is to increase access to secondary school education for students who complete primary school. To meet this challenge, Volunteers teach secondary school math, science, and English. Volunteers have also taken a lead in the development of educational resources including curricula, books, and training modules. By FY 2002, it is estimated that Volunteers will have taught 9,500 students.

#### **Youth Development**

In FY 2000, Peace Corps Vanuatu launched its "Youth with Potential" project following the conclusion of a national youth workshop held in the nation's capital. The workshop was a collaborative effort between the Peace Corps and UNICEF. Volunteers with specific expertise in youth development arrived in Vanuatu in October 2000. They will focus their efforts on employment and business skills training and will also assist UNICEF in conducting and analyzing a national youth lifestyle survey.

## Zambia

**Population:** 9,666,000  
**Annual Per Capita Income:** \$330  
**Program Dates:** 1993-Present

### Country Overview:

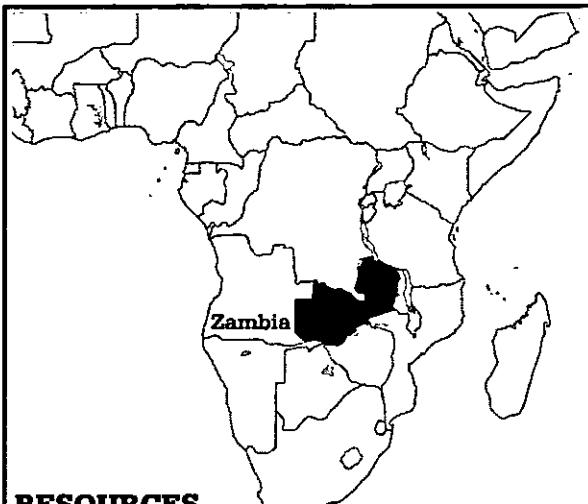
The majority of Zambians living in rural parts of the country do so under substandard conditions. An estimated 62 percent of the population does not have access to potable water, and only 23 percent of the rural population has access to proper sanitation facilities. In a country where the gross domestic product has seen recent declines, 88 percent of the people live below the national poverty line. The extremely high rate of HIV infection continues to hamper development efforts. The Minister of Science and Technology has praised the dedication of Volunteers working at the grass-roots level, because they enhance the nation's own efforts to reach its community development goals. Volunteers work primarily in health, agriculture, environment, and education to help address Zambia's development priorities.

### Peace Corps Program by Sector:

#### Health and HIV/AIDS

Volunteers work with counterparts at every level, from the rural communities to the district offices, to promote preventive solutions for health, water, and sanitation problems. The strength of the activities in this sector arises from communities defining their own problems, and taking the initiatives to solve them. Over the past three years, more than 1,000 Zambian counterparts have worked with Volunteers to develop nearly 4,000 health related activities and lessons, which have benefited more than 30,000 people.

In one specific activity, Volunteers have introduced child-to-child education clubs to discuss HIV/AIDS and other health issues in schools. More than 550 children and teachers have taken part in this program each month.



A map of Africa showing the outline of the continent and the borders of individual countries. The country of Zambia is highlighted with a dark gray shading, located in the southern part of the continent.

RESOURCES			
	FY 2000 Actual	FY 2001 Estimates	FY 2002 Estimates
Trainees	64	59	55
Average # of Volunteers	113	124	121
Program Funds (\$000)	1,554	2,748	2,723

#### Agriculture

There is great potential for fish production to serve as an important agricultural activity in Zambia, where Volunteers are assisting the Department of Fisheries to realize these possibilities. Rural farmers are given technical assistance to initially assess their needs and resources, and then to establish ponds and irrigation systems necessary for fish production. This year, Volunteers worked with 300 families to farm more than 400 fish ponds and harvest a total of 6,000 kilograms of fish. In addition to providing an excellent source of nutrition for rural families, surpluses are sold, substantially supplementing family incomes. One fish farmer revealed that although he poached regularly from a nearby game reserve in the past, the food and income that his fish ponds provide is now adequate to feed his family.

#### Environment

The Zambian Wildlife Authority has invited the Peace Corps to join in a new environmental initiative in which communities living near national parks can gain an economic stake and a voice in managing the protected areas. Volunteers assist community members to develop the group decision making skills

necessary for this new responsibility, as well as educate them about environmental and conservation issues. Through these activities, communities are better able to meet their development and food security needs, thus reducing pressure on the parks' resources.

#### **Education**

Two Volunteers teach at the University of Zambia Law School, where there has been a chronic shortage of lecturers. With the assistance of Volunteers, the Law School has rejuvenated its Zambia Law Journal, while providing free legal clinics to

communities. Also, a web site has been established by the Volunteers to offer easy access to court information for law students and court practitioners.

#### **Crisis Corps**

The Peace Corps has responded to Zambia's extremely high HIV infection rate by placing Crisis Corps Volunteers to provide immediate technical assistance. Four Volunteers assist local NGOs with HIV/AIDS awareness activities and capacity building. Other Crisis Corps Volunteers work with CARE International at a refugee center in the Northern Province.

## Zimbabwe

**Population:** 11,689,000  
**Annual Per Capita Income:** \$620  
**Program Dates:** 1991-Present

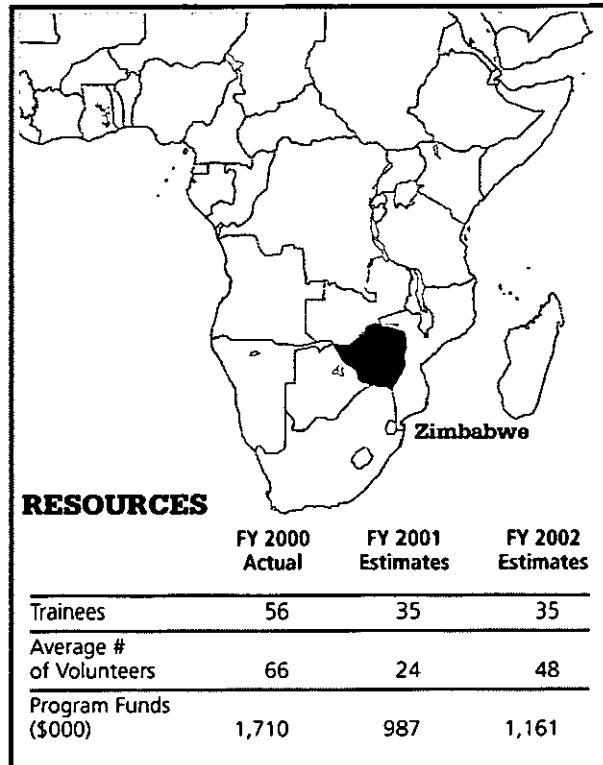
### Country Overview:

Education is highly valued in Zimbabwe and its significance in the development of a successful and independent country is recognized at all levels of the society. In the past ten years, there has been a tremendous growth in school enrollment, which resulted in an 800 percent increase in the number of secondary schools. Due to this massive expansion of the school system, many schools lack materials and qualified teachers, particularly in the rural secondary schools. In order to address this problem, the Zimbabwe Ministry of Education, Sport and Culture requested that Peace Corps provide teachers. In June 2000, due to growing political instability in Zimbabwe, the Peace Corps elected to reduce its presence throughout the country and shift its programs from rural to urban and semi-urban areas—where there are greater prospects for Volunteers to continue to serve effectively.

### Peace Corps Program by Sector:

#### Education

In view of the recent changes in the political and social climate in Zimbabwe, and the relocation of the Volunteers to more urban areas, the Peace Corps has shifted the focus of its education project. Because Peace Corps Volunteers would have competed with Zimbabwean English teachers for teaching positions in urban locations, the Peace Corps has shifted its Education project away from teaching English and toward activities in the Community and



Education Resource Volunteer (CERV) project. In this project Volunteers are placed in nine resource centers located in urban and peri-urban areas where they address the needs of the surrounding communities and cluster schools. They organize and coordinate systems for sharing materials and resources, manage workshops and training sessions in information technology, and improve library and classroom management.

#### HIV/AIDS

Zimbabwe has one of the highest incidences of HIV/AIDS infection, and the need for prevention education is critical. In agreement with the Ministry of Education, Sport and Culture and the Ministry of Health, a group of Volunteers will arrive in February 2001 and be placed with NGOs working in HIV/AIDS. They will work closely with communities to promote HIV/AIDS prevention and help people living with AIDS live a longer and more productive life.



# **The Peace Corps' Performance Plan**

## **Revised Final FY2001 Plan**

### **Initial FY2002 Plan**

The Peace Corps is pleased to provide this performance plan under the Government Performance and Results Act. In FY2001 and FY2002, the Peace Corps will continue to work to meet the long-term goals and objectives that it has set for itself in its strategic plan. This plan furthers our progress to meeting our long-term goals.

#### **Mission Statement**

The purpose of the Peace Corps is to promote world peace and friendship by providing Volunteers who contribute to the social and economic development of interested countries; promote a better understanding of Americans among the people whom Volunteers serve; and strengthen Americans' understanding about the world and its peoples.

The Peace Corps fulfills its mission by making it possible for American citizens to serve as Volunteers in developing countries and participate in the development efforts of their host communities. Based on 40 years of experience, the Peace Corps follows certain guiding principles to fulfill this mission:

- The Peace Corps provides as many opportunities as possible for Americans to serve as Volunteers and seeks to maintain a global presence.**

The presence of Volunteers in 134 countries over the course of 40 years has been central to the Peace Corps' ability to contribute to the social and economic development of many of the world's poorest countries. Maintaining a presence in a diverse group of countries also has enabled more than 161,000 Americans to engage in successful cross-cultural exchanges with the people of the developing world.

- The Peace Corps ensures, to the greatest extent possible, the health, safety and security of its Volunteers and staff.**

The Peace Corps staff, both in the United States and at overseas posts, work to ensure at all times that Volunteers are safe and secure in their assignments, have access to medical support to keep them healthy, and have adequate financial support.

- The Peace Corps responds to development needs identified by host country partners.**

Peace Corps' collaboration with host countries during the project development and planning processes ensures that Volunteers can contribute to projects that most directly address the local community's priority development needs. Peace Corps Volunteers work with individuals and communities to improve education of students, expand access to basic health care for families, encourage economic development, protect and restore the environment, and increase the agricultural capabilities of farming communities, and in the process, contribute to poverty reduction.

- The Peace Corps provides the technical, language, and cross-cultural training that Volunteers require to be successful in their assignments.**

Excellent technical and language training are essential to Volunteers' success during their two-year tours overseas. The Peace Corps devotes considerable resources to providing Volunteers and Trainees with a solid understanding of the languages and cultural norms of the communities where they live and work. The training is designed to ensure that Volunteers can accomplish their project goals and enjoy an enriching cross-cultural experience.

- The Peace Corps strives for a Volunteer force that reflects the diversity of the American people.**

Efforts to recruit, train, and place a Volunteer Corps abroad that reflects the diversity and rich-

ness of America continues to be a high priority for the agency.

- **The Peace Corps encourages and supports returned Volunteers in their efforts to increase international understanding in their communities.**

The Peace Corps continues to share the Volunteer experience with Americans here at home through its domestic programs: Coverdell World Wise Schools program and the Peace Corps Fellows/USA program. The Coverdell World Wise Schools

program is the Peace Corps' ongoing global education effort that broadens the geographical and cultural horizons of U.S. students through specific classroom linkages with currently serving and returned Volunteers. The Peace Corps Fellows/USA program is a public-private partnership that brings together returned Peace Corps Volunteers, institutions of higher education, community organizations, foundations, and corporate supporters to use the experience and skills of returned Volunteers to help address some of the most pressing problems in communities across America.

## **General Goal 1**

**The Peace Corps ensures, to the greatest extent possible, the health, safety and security of its Volunteers and staff.**

### **Outcomes:**

- To provide a more accurate measure of the overall health issues of Volunteers, as of FY2002, data on applicant screening, in-service medical care, health surveillance and post-service benefits will be monitored through the Office of Medical Services' integrated linkage project.
- All Peace Corps Trainees, Volunteers and overseas staff will be trained in safety and security measures, Emergency Actions Plans at overseas posts will be reviewed annually, and country safety and security assessments will be conducted both as needed and as scheduled.

### **Performance Goal 1A:**

The Peace Corps will ensure, to the fullest extent possible, that Volunteers live and work in a safe and secure environment and receive cross-cultural and personal safety training to enhance their awareness and skills in dealing with such issues. The Peace Corps will work closely with the Department of State's Regional Security Officers at U.S. embassies and with other safety experts to ensure that Volunteer site selections are as safe as possible. The Peace Corps

also will ensure that its offices overseas are located in areas that maximize safety and are equipped with adequate guard services, warning systems, and other protection to keep Volunteers and staff safe.

### **Means and Strategies:**

The Peace Corps will:

- identify Volunteer sites in communities that are stable and secure;
- upgrade communication systems to enhance Volunteer safety;
- update emergency action plans at each overseas post and test them on an annual basis in anticipation of threats to Volunteer safety or security;
- conduct sub-regional safety and security workshops for overseas staff and Volunteers;
- conduct country assessments on safety and security concerns utilizing Regional Safety and Security Officers in the field;
- provide safety training in all pre-service training of Volunteers and throughout their period of service.

### **Verification and Validation:**

The Peace Corps will track its progress by making use of its system of quarterly reports from posts on Volunteer safety training and on physical security provisions.

<b>1A: Performance Indicators</b>	<b>FY1999</b>	<b>FY2000</b>	<b>FY2001</b>	<b>FY2002</b>
i. Percent of Volunteer pre-service training programs including safety training	100%	100%	100%	100%
ii. Number of sub-regional safety and security workshops conducted	3 (supplemental funding)	5 (supplemental funding)	3	3
iii. Number of posts undergoing safety and security assessments	1	8	12	5
iv. Number of posts receiving Emergency Action Plan training	N/A	N/A	12	5
v. Percent of posts testing Emergency Action Plan	100%	100%	100%	100%
vi. Number of posts reviewed for communication capabilities	N/A	N/A	12	5

**Resources Needed:** Resources to accomplish Performance Goal 1A are \$571.2 thousand and 5 FTE in FY2001 and \$590.6 thousand and 5 FTE in FY2002.

## **Performance Goal 1B:**

The Peace Corps will continue to provide prevention and treatment services for Trainees and Volunteers through qualified medical officers at Peace Corps posts. Posts are staffed with medical officers who meet the agency's requirements and standards as determined by the Office of Medical Services in conjunction with the Peace Corps' Regional Directors.

### **Means and Strategies:**

The Peace Corps will:

- ensure appropriate levels of care for Volunteers;
- provide prevention and treatment services for health issues;
- conduct the proper selection, training and support of Peace Corps's local, in-country medical officers.

### **Verification and Validation:**

The Office of Medical Services collects, analyzes and tracks statistics on these specific indicators.

<b>1B: Performance Indicators</b>	<b>FY1999</b>	<b>FY2000</b>	<b>FY2001</b>	<b>FY2002</b>
i. Percent of medical officers working 0.5 FTE or greater receiving continuing medical education training provided by the Office of Medical Services	100%	100%	100%	100%
ii. Number of US Personal Services Contract medical officers retained for more than two years	17	20	21	24
iii. Percent of newly-hired full-time medical officers attending and completing a medical overseas staff training program on agency processes, procedures and standards of care	100%	100%	100%	100%
iv. Percent of newly-hired medical officers receiving on-site orientation and training with either an experienced medical officer or through participation in the OMS mentoring program	100%	100%	100%	100%
v. Percent of medical officers properly credentialed, and having the professional training and skills necessary to function effectively as a medical officer	100%	100%	100%	100%

**Resources Needed:** Resources to accomplish Performance Goal 1B are \$18,777.6 thousand and 65 FTE in FY2001 and \$19,416.0 thousand and 65 FTE in FY2002.

### **Performance Goal 1C:**

For Trainees and Volunteers who cannot be appropriately treated in country, the Peace Corps will provide responsive, quality medical evacuation services to countries with appropriate medical facilities.

#### **Means and Strategies:**

The Peace Corps will provide quality medical care for its Trainees and Volunteers who need medical treatment in the United States through the use of a comprehensive managed health care contract with providers and facilities whose credentials meet national standards and are monitored regularly.

#### **Verification and Validation:**

The Office of Volunteer Support will use a tracking system that provides detailed information on the number of medevacs and the costs for medical services.

1C: Performance Indicator	FY1999	FY2000	FY2001	FY2002
i. Reduce average length of stay for a medevac Volunteer	29 days	30.5 days	29 days	26 days

**Resources Needed:** Resources to accomplish Performance Goal 1C are \$18,584.7 thousand in FY2001 and \$19,216.6 thousand in FY2002. FTE needed to accomplish this goal are included in Goal 1B above.

### **Performance Goal 1D:**

The Peace Corps will continue to strengthen and improve its health care delivery system through the development of a fully integrated health information system by FY2002 that takes advantage of modern technology. The system will link information on applicant screening, in-service medical care, health surveillance and post-service health benefits. This fully integrated system will provide critical information regarding the health of the applicant, Trainee, Volunteer and returned Volunteer along a continuum of health care services within the Peace Corps. In addition the system will assist the timely identification of problem areas and improve the Office of Medical Services' ability to monitor the impact of strategies designed to improve the health care system for Peace Corps.

#### **Means and Strategies:**

The Peace Corps will:

- streamline the management of medical support systems;
- link information on applicant screening, in-service medical care, health surveillance and post-service health benefits,
- identify problem areas in a timely manner;
- improve the agency's ability to monitor the impact of strategies designed to improve its health care system.

#### **Verification and Validation:**

By FY2002, The Office of Medical Services will collect, analyze, and track statistics on specific indicators using its fully integrated health information system to gauge the health of its Volunteers.

<b>1D: Performance Indicators</b>	<b>FY1999</b>	<b>FY2000</b>	<b>FY2001</b>	<b>FY2002</b>
i. Percent of medical applications submitted electronically via the Internet	N/A	25% (process initiated Q3)	15%	20%
ii. Percent of applicants receiving individual assessment for their physical and mental capacity to perform the essential functions of a Peace Corps Volunteer without unreasonable disruption of service or risk to the applicant's health	100%	100%	100%	100%
iii. Percent of applicants requiring individual accommodation receiving joint medical and programmatic placement consideration	100%	100%	100%	100%
iv. <i>The integrated health information system will provide the Office of Medical Services with condition-specific data reflecting the Peace Corps experience, including:</i>				
iv-a. Percent of Volunteers provided a completion of service medical assessment	99%	100%	100%	100%
iv-b. Percent of new FECA claims for DOL processed within 15 business days of receipt	51%	25%	51%	70%
iv-c. Percent of Volunteer respondents reporting they are completely satisfied with their medical care as measured by the annual Volunteer Survey	78%	80%	80%	85%
iv-d. Percent of Volunteer respondents reporting health training as effective or very effective as measured by the annual Volunteer Survey	70%	70%	70%	80%
iv-e. Number of cases of vaccine-preventable diseases (Hepatitis A & B) <i>(per 100 Volunteer/Trainee years)</i>	0.0 cases (none reported)	0.0 cases	Target: <0.05 cases	Target: <0.05 cases
iv-f. Number of cases of Falciparum Malaria in Africa Region <i>(per 100 Volunteer/Trainee years)</i>	3.3 cases	3.6 cases	Target: <6.0 cases	Target: <6.0 cases
iv-g. Number of cases of Falciparum Malaria globally <i>(per 100 Volunteer/Trainee years)</i>	1.3 cases	1.4 cases	Target: <2.0 cases	Target: <2.0 cases

**Resources Needed:** Resources to accomplish Performance Goal 1D are included in the Office of Medical Services budget (see Goal 1B); no additional direct costs or FTEs are needed for Goal 1D.

### **Performance Goal 1E:**

The Peace Corps will continue to monitor, analyze and address ongoing concerns and emerging trends related to Volunteer safety and security issues through the agency's Volunteer Safety Council in collaboration with overseas staff. Specific efforts will be undertaken to identify and facilitate the safest modes of transportation for Volunteers during their service.

#### **Means and Strategies:**

The Peace Corps will:

- monitor local situations on a regular basis and address potential threats immediately;
- prepare and distribute publications as needed to address overseas safety and security issues;
- identify and facilitate the safest modes of transportation for Volunteers during their service.

#### **Verification and Validation:**

The Peace Corps will use the annual Administrative Management Control Survey to ensure that each post maintains an up-to-date copy of the Emergency Action Plan, the *Evacuation Support Guide*, and the *Crisis Management Handbook*.

<b>1E: Performance Indicators</b>	<b>FY2000</b>	<b>FY2001</b>	<b>FY2002</b>
i. Institutionalization of safety and security measures			
FY1999	Established Office of Volunteer Safety and Overseas Security; hired Safety and Security Specialist		
FY2000	Hired three Regional Safety and Security Officers		
ii. Development, publication and dissemination of policies, safety and security resource guides and training materials			
FY1999	Developed policy on the Volunteer Safety and Support System and on bicycle helmets; revised <i>Evacuation Support Guide</i> and wrote <i>Rape Response Handbook</i>		
FY2000	Instituted policy on the Volunteer Safety and Support System and on bicycle helmets; distributed <i>Evacuation Support Guide</i> , <i>Rape Response Handbook</i> and Personal Safety Awareness Training Module, <i>Getting Away</i>		
FY2001	Revise and distribute <i>Crisis Management Handbook</i> and <i>Volunteer Safety: Best Practices</i>		
FY2002	Develop support resources to augment the Volunteer safety support system		
iii. Research and field support			
FY1999	Performed crisis interventions at seven overseas posts		
FY2000	Formed Mental Health Task Force		
FY2001	Support analysis of ten-year incident report data and develop recommendations		

**Resources Needed:** Resources to accomplish Performance Goal 1E are included in the Volunteer Support Operations budget (see Goal 1A); no additional direct costs or FTEs are needed for Goal 1E.

## **General Goal 2**

**The Peace Corps will work to provide to as many Americans as possible the opportunity to serve as Peace Corps Volunteers.**

### **Outcomes:**

- The Peace Corps will provide opportunities for 4,016 Americans in FY2001 and for 4,016 Americans in FY2002 to enter service as new Volunteers.
- The Volunteers will assist countries with their various development needs and will increase cultural awareness between Americans and people of other cultures in keeping with the agency's mission of promoting world peace and friendship.

## **Performance Goal 2A:**

Consistent with the bipartisan initiative to field 10,000 Volunteers early in the new century, the Peace Corps plans to recruit, place, train and support as many Volunteers as possible within existing resources with the following trainee goals for the period covered by this plan:

- FY2000: 3,909
- FY2001: 4,016
- FY2002: 4,016

### **Means and Strategies:**

The Peace Corps will:

- refine recruitment business processes to make it easier for potential applicants to enter Peace Corps service;
- coordinate the increased use of returned Peace Corps Volunteers in awareness, recruitment and retention activities during events surrounding the 40th anniversary of the Peace Corps in FY2001;

- conduct annual public service announcement campaigns for radio, print and television distribution;
- conduct traditional recruitment and media campaigns designed to cast a wide net for prospective Volunteer candidates at communities and campuses throughout the United States.

**Verification and Validation:**

Trainee input is tracked bi-monthly by the Program Advisory Group which reports to the Deputy Chief of Staff and draws its membership from each of the three overseas Regions, the Office of Volunteer Recruitment and Selection and various additional support offices.

<b>2A: Performance Indicators</b>	<b>FY1999</b>	<b>FY2000</b>	<b>FY2001</b>	<b>FY2002</b>
i. Number of Americans entering training to become Peace Corps Volunteers	3825	3909	4016	4016
ii. Dollar value of Public Service Announcements for radio, television, and print publication	\$6.0M	\$4.0M	\$8.0M	\$9.0M

**Resources Needed:** Resources to accomplish Performance Goal 2A are \$11,943.4 thousand and 179 FTE in FY2001 and \$12,349.5 thousand and 179 FTE in FY2002.

**Performance Goal 2B:**

To ensure that the Volunteer force reflects the diversity of the American people, the Peace Corps will work to increase the number of minorities serving as Peace Corps Volunteers by pursuing outreach and recruitment strategies specifically aimed to attract and augment minority and senior candidates for Volunteer service.

**Means and Strategies:**

The Peace Corps will:

- augment the use of targeted recruitment and communication strategies to attract recruits requested by overseas posts, particularly those with scarce skills and minorities;

- pursue marketing and recruiting initiatives that target colleges and universities with high minority populations, off-campus markets nationwide, and organizations serving the senior population;
- implement recruitment techniques and materials that are specifically designed to attract greater numbers of minorities.

**Verification and Validation:**

The percentage of minority trainees has continued to rise over the FY1997 level and is reflected in quarterly Minority Recruitment reports of the Office of Volunteer Recruitment and Selection.

<b>2B: Performance Indicators</b>	<b>FY1999</b>	<b>FY2000</b>	<b>FY2001</b>	<b>FY2002</b>
i. Percentage of minority trainees	14.4%	15.2%	15.5%	16%
ii. Recruitment efforts focusing on applicants over age 50	N/A	N/A	Assess recruitment strategies for senior applicants and revise as needed	Expand recruitment programs for senior applicants

**Resources Needed:** Resources to accomplish Performance Goal 2B are \$375.9 thousand and 5 FTE in FY2001 and \$388.7 thousand and 5 FTE in FY2002.

## **Performance Goal 2C:**

The Peace Corps will continue to develop and enhance information technology systems and practices that will allow a greater number of Americans to learn about Volunteer opportunities and apply for Volunteer service electronically.

### **Means and Strategies:**

The Peace Corps will:

- institutionalize and enhance web-based application procedures for prospective recruits;

- pilot by each regional recruitment office a variety of innovative Internet outreach, visibility, recruitment and applicant retention activities, including those oriented toward minority audiences.

### **Verification and Validation:**

The EMBARK on-line application manager system manages and tracks on-line applications from the initiation of the process to submission of the application.

<b>2C: Performance Indicator</b>	<b>FY1999</b>	<b>FY2000</b>	<b>FY2001</b>	<b>FY2002</b>
i. Percent of applicants who complete their Volunteer applications over the Internet	N/A	28.4% (process initiated Q3)	32%	35%

**Resources Needed:** Resources to accomplish Performance Goal 2C are \$120.7 thousand in FY2001 and \$124.8 thousand in FY2002. FTE needed to accomplish this goal are included in Goal 2A above.

## **General Goal 3**

**The Peace Corps will work within available resources to respond to requests for assistance from developing countries that need Volunteers.**

### **Outcomes:**

- The Peace Corps will provide Volunteers to meet country requests for assistance with development efforts and critical global challenges.
- The Peace Corps will provide technical assistance to organizations and foreign governments for the establishment of indigenous volunteer organizations where appropriate.

## **Performance Goal 3A:**

The Peace Corps fulfills its mission by responding to requests from other countries needing assistance in meeting their development goals. Peace Corps plans added focus upon addressing critical global challenges in the areas of information technology for development, HIV/AIDS education and training, and expanded programmatic responses to girls' education, municipal development, and environmental protection/biodiversity.

### **Means and Strategies:**

The Peace Corps will apply its Volunteer talent and experience to identify approaches to:

- continue to direct Volunteer resources toward projects that are central to the development success of our host countries in the areas of education, health, environment, business development, agriculture and urban development;
- identify approaches to build capacity in information technology in a manner consistent with the agency's development philosophy;

- expand its efforts to address the effects of the HIV/AIDS global crisis through education and training opportunities in local communities;
- serve as role models and increase non-formal, informal and formal education opportunities for girls and women worldwide;
- contribute to strengthening municipal development and democratic institutions;
- support host government efforts at the local level to preserve and protect natural resources by incorporating indigenous communities in that effort, thereby contributing to poverty reduction.

**Verification and Validation:**

Projects in initiative areas are established and trainees arrive in country as planned.

<b>3A: Performance Indicators</b>	<b>FY1999</b>	<b>FY2000</b>	<b>FY2001</b>	<b>FY2002</b>
i. Number of Volunteers/Trainees worldwide at end of the Fiscal Year	7,084	7,277	7,300	7,300
ii. Number of Education projects worldwide	67	64	To be monitored annually	To be monitored annually
iii. Number of Health projects worldwide	48	47	To be monitored annually	To be monitored annually
iv. Number of Environment projects worldwide	47	47	To be monitored annually	To be monitored annually
v. Number of Business Development projects worldwide	35	33	To be monitored annually	To be monitored annually
vi. Number of Agriculture projects worldwide	28	25	To be monitored annually	To be monitored annually
vii. Number of Urban Development projects worldwide	N/A	N/A	To be monitored annually	To be monitored annually
viii. Number of posts worldwide reporting Information Technology for Development initiative projects	49	69	To be monitored annually	To be monitored annually
ix. Number of posts worldwide reporting HIV/AIDS initiative projects	39	100	To be monitored annually	To be monitored annually
x. Number of posts worldwide reporting Girls' Education initiative projects	65	67	To be monitored annually	To be monitored annually
xi. Number of posts worldwide reporting Municipal Development initiative projects	N/A	21	To be monitored annually	To be monitored annually
xii. Number of posts worldwide reporting Environmental Protection and Biodiversity initiative projects	N/A	75	To be monitored annually	To be monitored annually

**Resources Needed:** Resources to accomplish Performance Goal 3A are \$133,102.1 thousand and 556 FTE in FY2001 and \$137,627.6 thousand and 556 FTE in FY2002.

### **Performance Goal 3B:**

The Peace Corps will continue to focus on efforts to promote and sustain local non-government organizations, especially indigenous volunteer organizations.

#### **Means and Strategies:**

The Peace Corps will apply its Volunteer talent and staff experience to identify approaches to support efforts of non-governmental and indigenous volunteer organizations requesting technical assistance in establishing and developing their organizations.

#### **Verification and Validation:**

The work of Peace Corps' posts undertaken with non-governmental organizations will be reported through the annual Integrated Planning and Budget System submissions. In addition, the Office of Private Sector Cooperation and International Volunteerism tracks the number of countries requesting and receiving assistance in developing indigenous volunteer organizations.

<b>3B: Performance Indicator</b>	<b>FY1999</b>	<b>FY2000</b>	<b>FY2001</b>	<b>FY2002</b>
i. Number of local non-government organizations, including indigenous volunteer organizations, requesting and receiving technical assistance from Peace Corps headquarters	25	29	35	35

**Resources Needed:** Resources to accomplish Performance Goal 3B are included in the **Private Sector Cooperation and International Volunteerism budget** (see Goal 5D); no additional direct costs or FTEs are needed for Goal 3B.

### **General Goal 4**

**Drawing upon its pool of well-trained and experienced Volunteers and returned Volunteers, the Peace Corps will work to assist with disaster relief and humanitarian response efforts.**

#### **Outcomes:**

- Skilled Crisis Corps Volunteers will provide technical assistance to address problems resulting from natural disasters and humanitarian crisis.

### **Performance Goal 4A:**

The Peace Corps will continue to field as many Crisis Corps Volunteers as circumstances and resources allow and to provide meaningful and productive assignments that address critical relief, reconstruction and humanitarian needs.

#### **Means and Strategies:**

The Peace Corps will:

- respond to requests for assistance in the aftermath of natural disasters;
- participate in refugee assistance programs whenever security conditions permit;
- look to expand the number of opportunities for Volunteers in countries such as Bosnia, Ethiopia and Eritrea, depending upon local conditions;
- seek opportunities to participate in the fight against HIV/AIDS by making valuable contributions in education and prevention efforts;
- pilot projects in countries without a traditional Peace Corps program;
- improve recruitment efforts through continued development of an outreach program targeting Returned Volunteer Groups and universities with large numbers of returned Volunteers.

**Verification and Validation:**

The Crisis Corps office will survey Volunteers who participate in the Crisis Corps to determine whether and how they were able to help meet the needs of those affected by natural and man-made disasters. Survey results will be used to strengthen

the Crisis Corps' programming, recruitment and support systems as needed. Also, Peace Corps will monitor the number of Volunteers and associated costs through the annual Integrated Planning and Budget System periodic reviews.

**4A: Performance Indicator**

i. Number of Crisis Corps Volunteers fielded

FY1999	120
FY2000	150 (includes supplemental budget for Dominican Republic and Central America hurricane relief efforts)
FY2001	92
FY2002	150 (not less than 100 HIV/AIDS-related assignments and up to 50 natural disaster-related assignments)

**Resources Needed:** Resources to accomplish Performance Goal 4A are \$677.0 thousand and 4 FTE in FY2001 and \$700.0 thousand and 4 FTE in FY2002.

## **Performance Goal 4B:**

The Peace Corps will ensure that mechanisms are in place to provide the necessary support to Crisis Corps Volunteers and Peace Corps posts and will conduct a vigorous outreach program to ensure an adequate pool of recruits.

### **Means and Strategies:**

The Peace Corps will:

- design a generic disaster management training kit for all Peace Corps posts particularly vulnerable to natural hazards;

- Re-design the database of 3,900 returned Volunteers who have applied to the Crisis Corps to link it to the agency mainframe database.

### **Verification and Validation:**

Feedback received from overseas staff and returning Crisis Corps Volunteers, as well as the monitoring of numbers of applicants according to overseas regional experience and technical and language skills.

#### **4B: Performance Indicator**

##### i. Development and distribution of disaster management training kit

FY1999	N/A
FY2000	In development
FY2001	Distribution in Q2; training provided to overseas posts
FY2002	Training provided to overseas posts

##### ii. Re-design of database of Crisis Corps applicants to link it to the agency database through the mainframe

FY1999	N/A
FY2000	Initiated re-design of database
FY2001	Complete re-design and linkage of database
FY2002	Modify database as needed

##### iii. Increased accessibility to Crisis Corps applications

FY1999	N/A
FY2000	Placed downloadable application form on the agency web site
FY2001	Begin development of on-line application process
FY2002	Initiate on-line application process

##### iv. Targeted recruitment mailing campaigns

FY1999	Mailing to RPCVs with Spanish regarding post-hurricane reconstruction assignments
FY2000	Mailing to RPCV civil engineers and carpenters with Spanish regarding post-hurricane reconstruction assignments; initiated post-service outreach program to all recently-returned Volunteers
FY2001	Mailing to RPCVs who served two years in Africa regarding potential HIV/AIDS-related assignments
FY2002	Target audience will depend on program needs

**Resources Needed:** Resources to accomplish Performance Goal 4B are \$1,221.2 thousand and 2 FTE in FY2001 and \$1,262.7 thousand and 2 FTE in FY2002.

## **General Goal 5**

**To help Volunteers fulfill their technical and cross-cultural responsibilities, the Peace Corps will provide thorough training and support for Volunteers and will continue to strengthen its programming efforts.**

### **Outcomes:**

- Volunteers will be well prepared to fulfill their technical and cross-cultural responsibilities.
- Volunteer programming and training will be strengthened worldwide.

### **Performance Goal 5A:**

The Peace Corps will continue to identify and disseminate best practices in programming and training from both internal and external sources for use by overseas posts.

#### **Means and Strategies:**

The Peace Corps will:

- develop and maintain systems to identify, collect and disseminate promising practices in programming and training from posts and other sources;
- promote and support the exchange of resources for enhancing programming and training effectiveness;
- develop manuals, tools and resources, based on promising practices collected from the field and responding to needs expressed by posts;
- develop materials and resources that address and integrate agency priorities.

#### **Verification and Validation:**

Peace Corps' Center for Field Assistance and Applied Research (The Center) will monitor the production and quality of programming and training materials provided to posts via an established materials development system. The Center also applies its system for reviewing commercial publications for relevance and acquisition on a schedule established each fall.

<b>5A: Performance Indicators</b>	<b>FY1999</b>	<b>FY2000</b>	<b>FY2001</b>	<b>FY2002</b>
i. Number of workshops and activities for staff, Volunteers and their counter-parts to introduce innovative program strategies and materials	356	338	227	300
ii. Number of technical publications requested from the field and distributed by headquarters	62,000	60,100	70,000	70,000
iii. Number of new publications and manuals for staff and Volunteers published and distributed	3	6	20	5

**Resources Needed:** Resources to accomplish Performance Goal 5A are \$4,651.6 thousand and 49 FTE in FY2001 and \$4,809.8 thousand and 49 FTE in FY2002.

## **Performance Goal 5B:**

The Peace Corps will collect, analyze and disseminate data generated by Peace Corps projects to communicate accomplishments to diverse audiences and to provide feedback to overseas posts.

### **Means and Strategies:**

The Peace Corps will:

- annually collect and analyze overseas project data from posts and produce a report on accomplishments worldwide;

- improve systems for monitoring and evaluating Peace Corps training and programming effectiveness;
- build staff capacity by providing project managers with training in project design, monitoring and evaluation.

### **Verification and Validation:**

The Project Status Reports, Training Status Reports, and Language Testing Scores measure the accomplishments of Peace Corps projects and training.

<b>5B: Performance Indicators</b>	<b>FY1999</b>	<b>FY2000</b>	<b>FY2001</b>	<b>FY2002</b>
i. Produce and distribute global summaries by sector, including promising practices	Completed as scheduled	Completed as scheduled	Completed 01/31/01	Complete by 01/31/02
ii. Number of overseas staff trained in Peace Corps' project monitoring and evaluation system	98	192	135	55

**Resources Needed:**Resources to accomplish Performance Goal 5B are \$419.9 thousand and 6 FTE in FY2001 and \$434.2 thousand and 6 FTE in FY2002.

## **Performance Goal 5C:**

The Peace Corps will select and apply technological advances to the promotion of innovation and learning throughout the agency in support of Volunteers' efforts.

### **Means and Strategies:**

The Peace Corps will:

- develop an Intranet-based system to collect and disseminate data generated by Peace Corps projects and training;
- develop systems for online data collection from the field.

### **Verification and Validation:**

The Center will monitor feedback received from staff participating in training workshops, number of requests received for multiple CD-ROMs at posts, and level of demand for ad hoc database searches.

### **SC: Performance Indicators**

#### i. Develop and maintain database to collect and support analysis of Project Status Reports (PSRs)

FY1999	N/A
FY2000	Developed and piloted for use in production of global summaries
FY2001	Modify to include new PSR fields for global summaries and for ad hoc searching by HQ staff
FY2002	Place database on agency Intranet to provide agency-wide searching capability

#### ii. Develop and distribute CD-ROM based Programming and Training Knowledge Management system

FY1999	In development
FY2000	Distributed to all posts for use and feedback
FY2001	Annual update and distribution by end of Q3
FY2002	Annual update and distribution by end of Q3

#### iii. Digitize ICE materials for CD-ROM and electronic distribution

FY1999	Digitization initiated
FY2000	Produced and distributed 1st CD-ROM comprised of 150 technical manuals
FY2001	Update CD-ROM to represent current collection; begin placing technical manuals on the agency website and Intranet
FY2002	Update CD-ROM to represent current collection; continue placing technical manuals on the agency website and Intranet

#### iv. Produce new training materials in both hard copy and CD-ROM versions

FY1999	N/A
FY2000	3 publications
FY2001	15 publications
FY2002	5 publications

**Resources Needed:**Resources to accomplish Performance Goal 5C are included in the resources needed for Goal 5A. No additional costs or FTE are needed.

**Performance Goal 5D:**

The Peace Corps will cultivate and manage partnerships and concomitant resources that are consistent with the development philosophy of the Peace Corps to enhance the quality of program and training efforts at posts.

**Means and Strategies:**

The Peace Corps will refine and expand inter-agency agreements and initiatives.

**Verification and Validation:**

Current administrative procedures include tracking of existing partnerships by the Partnership Development Unit of The Center, review of proposed partnerships by a partnership review committee comprised of senior managers, and management of financial resources through the agency's financial management system.

<b>5D: Performance Indicators</b>	<b>FY1999</b>	<b>FY2000</b>	<b>FY2001</b>	<b>FY2002</b>
i. Number and dollar value of agreements in place	15; \$7.18M	12; \$5.14M	9; \$5.18M	3; \$7.00M
ii. Reports completed and presented to partner agencies (N.B: some reports cover several agreements)	8	8	6	3
iii. Development and use of system to track activities supported by partnerships				
FY1999	Center Activity Tracking System (CATS) developed			
FY2000	CATS data used to prepare reports to partner agencies			
FY2001	Revise and convert CATS to ACCESS, the new agency database standard			
FY2002	Continue to use CATS data to prepare reports to partner agencies			

**Resources Needed:** Resources to accomplish Performance Goal 5D are \$690.6 thousand and 9 FTE in FY2001 and \$714.1 thousand and 9 FTE in FY2002.

## **Performance Goal 5E:**

The Peace Corps will provide training and development opportunities to overseas field staff to increase their effectiveness in supporting Volunteers.

- strengthen evaluation tools to measure effectiveness of staff training;
- design training strategies for continuing education of overseas staff.

### **Means and Strategies:**

The Peace Corps will:

- develop and implement a long-term strategy for field staff development;

### **5E: Performance Indicators**

- i. Design and implement three-track curriculum for training overseas staff

FY1999	N/A
FY2000	Implemented
FY2001	Refine as needed
FY2002	Refine as needed

- ii. Develop materials for overseas staff training (OST)

FY1999	N/A
FY2000	Developed and piloted Country Director and Programming and Training Officer resource materials
FY2001	Develop workshop materials for continuing education of overseas staff
FY2002	Develop self-directed training materials for continuing education of overseas staff

- iii. Number of staff attending overseas staff training, including newly-appointed Country Directors, Programming and Training staff and Administrative Officers

FY1999	65
FY2000	103
FY2001	90
FY2002	90

- iv. Number of language testers provided with continuing education to ensure continuous tester certification

FY1999	105
FY2000	86
FY2001	110
FY2002	100

**Resources Needed:**Resources to accomplish Performance Goal 5E are \$208.0 thousand and in FY2001 and \$215.1 thousand in FY2002. FTE needed to accomplish this goal are included in Goal 5A above.

## **General Goal 6**

**The Peace Corps will continue to fulfill its mandate to increase understanding of other peoples on the part of the American people.**

### **Outcomes:**

- The Peace Corps will increase Americans' understanding of other people by designing an innovative and realistic curriculum depicting Peace Corps experiences that helps students better understand the world.
- The Peace Corps will realize growth in participation in the Coverdell World Wise Schools program, including its CyberVolunteer and Partnerships in Service Learning programs.

### **Performance Goal 6A:**

The Peace Corps will continue to expand, to the fullest extent possible, the number of Coverdell World Wise School classrooms in proportion to the growth of the Volunteer population.

### **Means and Strategies:**

The Peace Corps will facilitate an increase in partnerships between overseas Volunteers and domestic classrooms by:

- redesigning the "global education" section of Peace Corps' web site;
- designing an instructional framework for the agency publication *Culture Matters, The Peace Corps Cross-cultural Workbook*;
- designing a language arts curriculum based on a collection of Peace Corps Volunteers' essays and stories;
- increasing participation in the CyberVolunteer program that connects U.S. classrooms with a currently serving Peace Corps Volunteer through e-mail correspondence;
- increasing participation in the Partnerships in Service Learning program, which affords teachers and students the opportunity to financially support small-scale development projects designed by Volunteers in the field.

### **Verification and Validation:**

The Office of Domestic Programs will monitor and track program growth and will report this information annually through the Integrated Planning and Budget System reviews.

<b>6A: Performance Indicators</b>	<b>FY1999</b>	<b>FY2000</b>	<b>FY2001</b>	<b>FY2002</b>
i. Number of educators participating in the Coverdell World Wise Schools one-to-one correspondence match program	4,742	5,495	6,000	6,200
ii. Number of Volunteers participating in the Coverdell World Wise Schools one-to-one correspondence match program	N/A	4,732	5,685	6,182
iii. Number of educators participating in the CyberVolunteer program, initiated in Spring 2000	N/A	350	2,500	5,000
iv. Number of educators involved in the Partnership in Service Learning program, initiated in Spring 2000	N/A	293	400	600
v. Average number of visitors per day to the "global education" section of the Peace Corps web site	N/A	Designed and launched "global education" section	1,000	2,000

**Resources Needed:**Resources to accomplish Performance Goal 6A are \$621.9 thousand and 8 FTE in FY2001 and \$643.0 thousand and 8 FTE in FY2002.

## **Performance Goal 6B:**

The Peace Corps will continue its efforts at public-private collaboration and outreach to colleges and universities that are potential participants in the Peace Corps Fellows/USA program.

### **Means and Strategies:**

The Peace Corps will:

- increase marketing programs to the Volunteer and returned Volunteer communities to encourage them to make a two-year commitment to work in a local, underserved community to teach in school or to address public health, com-

munity development or economic development issues through the Peace Corps Fellows/USA program;

- continue to identify and recruit universities to participate in the Peace Corps Fellow program.

### **Verification and Validation:**

The Office of Domestic Programs will monitor the numbers of Peace Corps Fellows/USA programs and fellows and will report this information through the annual integrated Planning and Budget System reviews.

<b>6B: Performance Indicators</b>	<b>FY1999</b>	<b>FY2000</b>	<b>FY2001</b>	<b>FY2002</b>
i. Number of universities offering scholarships or reduced tuition, financed by the private sector, to Peace Corps fellows	27	28	30	32
ii. Number of Peace Corps Fellows	366	400	420	440

**Resources Needed:** Resources to accomplish Performance Goal 6B are \$242.4 thousand and 5 FTE in FY2001 and \$250.6 thousand and 5 FTE in FY2002.

## **Performance Goal 6C:**

The Peace Corps will continue to encourage the returned Volunteer community to share experiences with all Americans by providing a variety of special events that assist with increasing public awareness of development issues and with recruitment efforts.

### **Means and Strategies:**

The Peace Corps will:

- continue to sponsor the annual Peace Corps Day, an event where several thousand returned Volunteers make classroom presentations and organize other community activities that promote the third goal of the Peace Corps nationwide;
- sponsor special events such as the 40<sup>th</sup> Anniversary of the Peace Corps, offering events to increase public awareness of the agency and its programs.

### **Verification and Validation:**

Events are implemented as planned.

<b>6C: Performance Indicator</b>	<b>FY1999</b>	<b>FY2000</b>	<b>FY2001</b>	<b>FY2002</b>
i. Number of returned Volunteers participating in Peace Corps Day activities	4,400	6,300	8,000	10,000

**Resources Needed:** Resources to accomplish Performance Goal 6C are \$565.7 thousand and 7 FTE in FY2001 and \$584.9 thousand and 7 FTE in FY2002.

## **General Goal 7**

**The Peace Corps will pursue efforts to cut costs and improve agency productivity.**

### **Outcomes:**

- The Peace Corps will operate in an environment where information needed to support the Agency's mission is reliable and readily available.
- All Peace Corps offices worldwide will be operating with IBM-compatible equipment early in the new century.

## **Performance Goal 7A:**

The Peace Corps will begin implementation of a new financial management system that will serve the agency's need for modern, efficient technology throughout Peace Corps' operations, both domestic and overseas.

### **Means and Strategies:**

The Peace Corps will:

- acquire and implement a new financial management system that will meet the needs of the Peace Corps for the coming years;
- institutionalize standardized financial policies, procedures and administrative systems both domestically and overseas;
- streamline internal procedures for obtaining goods and services from the private sector by taking full advantage of changes in the Federal procurement and acquisition processes.

### **Verification and Validation:**

The progress of the new system's implementation will be reported by the Office of the Chief Financial Officer through the annual Integrated Planning and Budget System periodic review process.

#### **7A: Performance Indicators**

- i. The agency's implementation schedule stays on track to allow for complete system integration by FY2003
  - FY1999 Development of detailed requirements and scope of work; issuance of LOI under GSA mandatory FMS schedule
  - FY2000 Cancellation of LOI; issuance of REQ under GSA IT Schedule 70.
  - FY2001 Award contract and begin domestic implementation
  - FY2002 System "live" for domestic offices; begin implementation for overseas operations

**Resources Needed:** Resources to accomplish Performance Goal 7A are \$7,257.4 thousand and 10 FTE in FY2001 and \$7,504.2 thousand and 10 FTE in FY2002.

## **Performance Goal 7B:**

The Peace Corps will align information technology systems with core business processes to ensure that agency priorities are achieved.

### **Means and Strategies:**

The Peace Corps will:

- define an agency-wide information technology strategic planning process to further web accessibility and foster business process re-engineering;
- enhance customer service to its internal and external clients.

### **Verification and Validation:**

The Chief Information Officer will report on the progress of IRM initiatives through the annual Integrated Planning and Budget System periodic reviews.

#### **7B: Performance Indicators**

- i. Move toward a web- or browser-based applications development model as the primary interface with end-users and away from the current mixed client-server/mainframe environment

FY1999 Implemented EMBARK, a web-based on-line Volunteer application

FY2000 Implemented the agency Intranet for domestic offices; placed agency policies on Intranet

FY2001 Expand the Intranet access to all overseas posts

FY2002 Expand portions of the Intranet for Volunteer accessibility

- ii. Work collaboratively with agency managers to create the capacity to initiate, identify, document and implement core business process-re-engineering and business process improvement opportunities

FY1999 Provided technical expertise for re-engineering of business processes agency-wide

FY2000 Provided technical expertise for re-engineering of business processes agency-wide

FY2001 Provide technical expertise for re-engineering of business processes agency-wide

FY2002 Provide technical expertise for re-engineering of business processes agency-wide

- iii. Institutionalize the IT Capital Planning and Investment Review Board by ensuring that all identified IT investments are presented to the Board for review, approval and continued control and evaluation

FY1999 Planned and chartered the Board

FY2000 Implemented the Board

FY2001 Board fully operational

FY2002 Board fully operational

**Resources Needed:** Resources to accomplish Performance Goal 7B are \$10,980.5 thousand and 33 FTE in FY2001 and \$11,353.8 thousand and 33 FTE in FY2002.

## **Performance Goal 7C:**

The Peace Corps will implement an agency-wide information technology architecture and establish a framework to maximize efficiencies, interoperability and sound business decisions.

- develop standards, policies and guidelines to simplify management of overseas information technology systems;
- complete the agency's conversion from Macintosh computers to IBM-compatible technology.

### **Means and Strategies:**

The Peace Corps will:

- implement security practices to protect the Peace Corps' information technology assets, privacy, and sensitive information;

### **Verification and Validation:**

The Chief Information Officer will report on the progress of IRM initiatives through the annual Integrated Planning and Budget System periodic reviews.

#### **7C: Performance Indicators**

- i. Implement security practices to protect the agency's IT assets, privacy, and sensitive information

FY1999 Assessed security practices; identified weaknesses

FY2000 Hired an IT Security Officer; began writing policies

FY2001 Complete and implement security plan

FY2002 Continually review security practices and update as needed

- ii. Establish the means of protecting, processing, managing, archiving and retrieving official agency records, preferably electronically

FY1999 Initial investigation, planning and meeting with other Federal agencies regarding best practices

FY2000 Investigated vendors that provide electronic records management; reviewed and updated records management policies

FY2001 Select a vendor and pilot electronic records management

FY2002 Implement new electronic records management system

- iii. Provide overseas staff with guidance on IT management

FY1999 Assessed overseas IT management needs

FY2000 Planned and drafted handbook

FY2001 Publish and distribute handbook

FY2002 Revise and update handbook as needed

**Resources Needed:** Resources to accomplish Performance Goal 7C are \$2,205.5 thousand and 8 FTE in FY2001 and \$2,280.5 thousand and 8 FTE in FY2002.

## **Performance Goal 7D:**

The Peace Corps will institutionalize a process to ensure continued availability of personnel with essential information technology skills.

### **Verification and Validation:**

The Chief Information Officer will report on the progress of IRM initiatives through the annual Integrated Planning and Budget System periodic reviews.

### **Means and Strategies:**

In concert with agency managers, the Office of Information Resources Management will develop strategies and implement a process for recruiting, retaining and rewarding superior information technology staff.

#### **7D: Performance Indicators**

##### i. Actively recruit from the returned/returning Volunteer pool for IT talent

- |        |  |
|--------|--|
| FY1999 | Analyzed recruitment strategies  |
| FY2000 | Recruited internally through notifications to the Returned Volunteer Services Division and to overseas posts |
| FY2001 | Increase agency-wide awareness of IT recruiting needs via postings on the Intranet                           |
| FY2002 | Actively recruit returning Volunteers on the Volunteer section of the Intranet                               |

##### ii. Establish a succession planning system within IRM to better project and plan for staff requirements

- |        |  |
|--------|--|
| FY1999 | Reviewed procedures in place and developed initial system plan |
| FY2000 | Developed and piloted succession planning system               |
| FY2001 | Implement system; review and enhance system as needed          |
| FY2002 | Review and enhance system as needed                            |

##### iii. Develop recruitment and reward strategies to enhance the IT applicant pool and employee retention

- |        |  |
|--------|--|
| FY1999 | N/A                                    |
| FY2000 | Drafted strategies and procedures      |
| FY2001 | Implement strategies and procedures    |
| FY2002 | Review procedures and refine as needed |

**Resources Needed:**Resources to accomplish Performance Goal 7D are included in the resources needed for Goal 7B. No additional costs or FTE are needed.

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