



PEACE CORPS

**Congressional
Budget Presentation**

**Fiscal Year
1996**

PEACE CORPS

March 1, 1995

The Honorable Mitch McConnell
Chairman, Subcommittee on Foreign Operations
Committee on Appropriations
United States Senate
Washington, DC 20515

Dear Mr. Chairman:

I am pleased to provide you with Peace Corps' FY 1996 Congressional Budget Presentation.

The Administration's budget request for Peace Corps for the coming fiscal year is \$234 million. These funds will provide direct and indirect support for approximately 7,100 American Volunteers serving in 94 countries. In this era of budgetary constraints, when every government agency is being asked to reduce the costs of its operations and increase its efficiency, I am proud to report that Peace Corps is meeting this important challenge while remaining true to our central mission: sending committed Volunteers to do the hard work of development at the grassroots level in needy communities around the world.

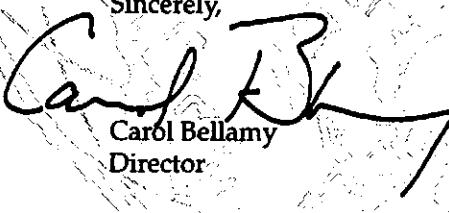
Over the last year, Peace Corps has undertaken a series of important steps that have reduced the cost of recruiting, training and placing Volunteers overseas. By the end of FY 1995, we will send more Volunteers into the field at roughly the same budget level as last year. In addition, Peace Corps also plans to close its operations in four countries by the end of this fiscal year.

Even as we take these fiscally responsible steps, Peace Corps is maintaining the high quality of our programs and meeting the new challenges of the 1990s. Volunteers around the world are still teaching tens of thousands of students, conducting child immunization and pre-natal health care programs, and introducing modern farming techniques in poor rural communities. But Volunteers are also teaching small business skills to entrepreneurs in Eastern and Central Europe and the new republics of the former Soviet Union. They are working with municipal governments and non-governmental organizations to develop environmental restoration and protection plans. Perhaps most importantly, Volunteers are helping individuals in every region take more control over, and responsibility for, their own development.

Just as the developing world benefits from Peace Corps' programs, so does America. When Volunteers return home from their two-year tours overseas, they bring back a wealth of experience about other countries and cultures that strengthens America's ability to compete in the international economy. Many Volunteers, after serving in the Peace Corps, continue their work in education, health, and economic development, directly benefiting communities across the United States.

Because Peace Corps has a long tradition as a government agency that works both at home and abroad, it has enjoyed strong bipartisan support in Congress and among the American people. I look forward to working with you to continue this tradition.

Sincerely,


Carol Bellamy
Director



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

Appropriations Language

For expenses necessary to carry out the provisions of the Peace Corps Act (75 Stat. 612), \$234,000,000 including the purchase of not to exceed five passenger motor vehicles for administrative purposes for use outside of the United States: Provided, That none of the funds appropriated under this heading shall be used to pay for abortions: Provided further, That funds appropriated under this heading shall remain available until September 30, 1997.

Peace Corps' FY 1996 budget request is \$234 million. This is an increase of 1% above the Agency's FY 1995 budget, which totaled \$231.3 million (\$219.7 in direct appropriations and \$11.6 million in funds transferred to Peace Corps from the New Independent States account).

In response to continuing budget constraints, Peace Corps has implemented a number of operational changes to improve the cost-effectiveness of its operations so that funds could be redirected to support the maximum number of Volunteers. During FY 1995, Peace Corps consolidated recruiting efforts and closed three regional recruiting offices. The country program in Argentina was also closed. These actions, in addition to other administrative improvements, have enabled Peace Corps to decrease the annual cost of supporting a Volunteer by some \$3,000 without compromising the quality of volunteer programs or support. As a result, despite a continuing real decline in budgetary resources, Peace Corps will support approximately 7,100 Volunteers and trainees by the end of FY 1995 — a twenty year high.

In planning for the future, Peace Corps recognizes that if the Agency is to avoid significant reductions in the number of Volunteers, it must implement new methods of managing and carrying out its business operations. Modernization of software, hardware, and communications technologies is a case in point. The major investments the Agency is currently making in these areas will reap considerable financial savings in future years.

Despite these operational improvements, it will be a much greater challenge in FY 1996 to limit the impact of budget constraints on the number of Volunteers in the field. Peace Corps will make further reductions in domestic operations, but since 85% of the Agency's budget is devoted to Volunteer recruitment, training and support, additional reductions in international operations will also be necessary. To operate at \$234 million in FY 1996, Peace Corps is planning to close four country programs including those in Nigeria, the Seychelles and Cook Islands. Several other programs, most likely Costa Rica, Thailand, Hungary and Cameroon will be reduced.

Even as Peace Corps takes these actions, the Agency will continue to explore every option for savings so that a reduction in Volunteers is always the choice of last resort.

BUDGET ACTIVITIES

Peace Corps FY 1996 Budget Request

(In thousands of dollars)

INTERNATIONAL OPERATIONS

	FY 1994 Actual	FY 1995 Estimate	FY 1996 Estimate
AFRICA REGION			
Program Support	20,653	21,619	20,754
Direct Volunteer Support	29,990	28,994	31,023
In-Service Training	916	1,221	1,187
Pre-Service Training	11,236	8,703	10,056
SUBTOTAL, AFRICA REGION	62,794	60,538	63,020
ASIA PACIFIC REGION			
Program Support	7,497	7,762	7,689
Direct Volunteer Support	9,626	9,848	9,494
In-Service Training	540	680	728
Pre-Service Training	2,594	3,173	2,826
SUBTOTAL, ASIA PACIFIC REGION	20,257	21,464	20,737
EUROPE, CENTRAL ASIA, AND MEDITERRANEAN			
Program Support	13,330	13,519	12,988
Direct Volunteer Support	13,309	13,342	14,871
In-Service Training	562	840	1,043
Pre-Service Training	4,081	4,816	4,727
SUBTOTAL, EURASIA MIDDLE EAST REGION	31,282	32,517	33,629
INTER-AMERICAN REGION			
Program Support	10,527	11,708	11,505
Direct Volunteer Support	15,856	16,994	17,463
In-Service Training	398	591	659
Pre-Service Training	7,107	5,243	6,734
SUBTOTAL, INTER-AMERICA REGION	33,889	34,535	36,361
OTHER PROGRAM REDUCTIONS 1/		-758	-2,966
TOTAL, INTERNATIONAL OPERATIONS	148,223	148,296	150,781
OTHER VOLUNTEER SUPPORT			
POLICY AND DIRECTION 2/ 3/ 4/ 5/	4,187	5,861	5,700
VOLUNTEER RECRUITMENT AND SELECTION 3/			
Placement	2,938	2,988	3,008
Recruitment	10,712	11,155	10,781
SUBTOTAL, VOLUNTEER RECRUITMENT	13,650	14,143	13,789
TRAINING AND PROGRAM SUPPORT			
Training and Technical Resources	6,498	5,153	4,550
United Nations Volunteers	378	360	0
SUBTOTAL, TRAINING AND PROGRAM SUPPORT	6,876	5,513	4,549

(cont'd)

BUDGET ACTIVITIES

OTHER VOLUNTEER SUPPORT			
	FY 1994 Actual	FY 1995 Estimate	FY 1996 Estimate
OFFICE OF VOLUNTEER SUPPORT 4/ 5/			
Medical Services 6/	9,757	11,936	12,769
Volunteer Services 6/	2,665	2,031	2,088
Federal Employees Compensation Allowance (FECA)	9,155	9,959	10,514
Domestic Programs			
Returned Volunteer Services	475	523	489
PC Fellows/USA Program	142	163	166
World Wise Schools	340	464	466
SUBTOTAL, OFFICE OF VOLUNTEER SUPPORT	22,534	25,075	26,493
MANAGEMENT 2/ 5/			
Operations	7,132	6,823	7,451
Centrally Shared Resources	16,050	15,295	15,094
SUBTOTAL, MANAGEMENT	23,182	22,117	22,545
PLANNING, BUDGET, AND FINANCE			
Operations	4,355	3,484	3,707
Centrally Shared Resources	8,182	7,768	8,076
SUBTOTAL, PLANNING, BUDGET, AND FINANCE	12,537	11,253	11,783
INSPECTOR GENERAL	1,546	1,822	1,846
TOTAL, OTHER VOLUNTEER SUPPORT	84,514	85,782	86,706
GRAND TOTAL AGENCY PROGRAM LEVEL	232,737	234,078	237,487
APPROPRIATED RESOURCES	219,745	219,745	234,000
TRANSFER FROM NIS FUNDS	12,500	11,600	
UNOBLIGATED BALANCE FROM PREVIOUS YEAR 7/	8,364	7,219	3,987
TOTAL APPROPRIATED RESOURCES	240,609	238,564	237,987
UNOBLIGATED BALANCE AT END OF YEAR	-7,219	-3,987	
Reserve for Unrecorded Obligations and	-653	-500	-500
Adjustments to Prior Years			
ESTIMATED REIMBURSEMENTS	4,635	6,931	7,139
TOTAL AVAILABLE BUDGETARY RESOURCES	237,372	241,008	244,626

(Detail may not add due to rounding)

Notes:

- 1/ Includes program reductions still to be identified: closing of 1 additional country program in FY 1995 and reduction by 59 and 97 trainees input to ongoing country programs in FY 1995 and 1996, respectively.
- 2/ On 5/15/94 Planning and Policy Analysis was transferred from the Office of Management to Policy and Direction.
- 3/ On 6/26/94 Marketing Resources was transferred from Volunteer Recruitment and Selection to Policy and Direction.
- 4/ Private Sector Relations was a part of the Office of Volunteer Support from 11/1/93 through 9/30/94 only. Otherwise it has been a part of Policy and Direction. Resources for all fiscal years are displayed in Policy and Direction on this chart.
- 5/The Office of Volunteer Support (OVS) was created on November 1, 1993. All resources for FY 1994 for OVS's component offices are shown in this chart in OVS. In FY 1994 through 10/31/93, Medical Services, Volunteer Services, and FECA were part of the Office of Management. During the same time period, Domestic Programs were part of Policy and Direction.
- 6/ Starting on 4/3/94 salaries and benefits for the Office of Medical Services have been charged to that office and no longer to the Office of Volunteer Services.
- 7/ FY 1994 unobligated balance estimated.

International Operations

Peace Corps' International Operations are divided into four regions: Africa, Asia and the Pacific, Europe, Central Asia and Mediterranean, and Inter-America.

Resources for each of the International Regions are divided into the following major activities. Each activity includes costs borne both overseas and at headquarters.

Program Support:

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

Direct Volunteer Support:

This includes the costs required for direct support to Volunteers overseas. Among these costs are:

- Travel: For Volunteers from their home to their country assignment and return travel at the end of their two-year tour.
- Living Allowance: The monthly stipend provided directly to Volunteers for their subsistence.
- Settling-in Allowance: Assists Volunteers in setting up their new households.
- Readjustment Allowance: An allowance of \$200 per month of service provided to Volunteers upon completion of Peace Corps Service to assist them in their re-entry to life in the United States. The level of the readjustment allowance was last increased in January of 1988.
- Medical Costs: Direct costs related to supporting the medical needs of Volunteers including the costs of in-country medical contractors, medical supplies, and medical equipment.

In-Service Training:

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

Pre-Service Training:

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

- Staging: Before leaving for their overseas assignments, Volunteers participate in a thorough orientation program, where essential administrative, medical, and training activities are conducted.
- Pre-Service Training: Before qualifying to serve as a Volunteer, trainees must participate in pre-service training, which includes intensive language instruction, cultural information, technical skill enhancement, and training in personal health and safety. This training lasts, on the average, ten to twelve weeks. Upon completion, Volunteers must demonstrate their ability to participate effectively in their assigned projects.

Other Volunteer Support

Policy and Direction:

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

Volunteer Recruitment and Selection:

The Office of Volunteer Recruitment and Selection develops and executes Peace Corps' recruitment campaigns that are responsible for attracting and placing Volunteers overseas. This office reviews the technical and personal skills of applicants to carefully assess and match the most qualified persons to specific Volunteer assignments. Applicants go through a multi-faceted screening process that includes being interviewed, evaluated, having references checked, and being placed in assignments addressing specific host country needs.

Training and Program Support:

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

Volunteer Support:

The Office of Volunteer Support includes medical and special services for Volunteers. Returned Volunteer Services, Peace Corps Fellows/USA Program, and World Wise Schools are also supervised by this Office.

Management:

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

Planning, Budget, and Finance:

The Office of Planning, Budget, and Finance maintains the financial planning and internal controls necessary to ensure that Peace Corps operates in a fiscally sound manner.

Inspector General:

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

BUDGET ACTIVITIES

Peace Corps Authorizations and Appropriations

FY1962 - FY1996

(in thousands of dollars)

Fiscal Year	Budget Authorized	Request	Appropriated	a/	Trainee Input	Avg. No. of Volunteers	b/
1962	\$40,000	\$40,000	\$30,000		3,699	3,599	
1963	63,750	63,750	59,000		4,969	6,634	
1964	102,000	108,000	95,964		7,720	10,494	
1965	115,000	115,000	104,100		7,876	12,892	
1966	115,000	125,200	114,000		9,216	Not Available	
1967	110,000	110,500	110,000		7,565	Not Available	
1968	115,700	124,400	107,500		7,391	Not Available	
1969	112,800	112,800	102,000		6,243	Not Available	
1970	98,450	109,800	98,450		4,637	Not Available	
1971	94,500	98,800	90,000		4,686	Not Available	
1972	77,200	71,200	72,500		3,997	6,632	
1973	88,027	88,027	81,000		4,821	6,194	
1974	77,000	77,000	77,000		4,886	6,489	
1975	82,256	82,256	77,687		3,296	6,652	
1976	88,468	80,826	81,266		3,291	5,825	
Transition Qtr	27,887	25,729	24,190		—	—	
1977	81,000	67,155	80,000		4,180	c/	5,590
1978	87,544	74,800	86,234		3,715		6,017
1979	112,424	95,135	99,179		3,327		5,723
1980	105,000	105,404	99,924		3,108		5,097
1981	118,531	118,800	105,531		2,729		4,863
1982	105,000	121,900	105,000		2,862		4,559
1983	105,000	97,500	109,000		2,988		4,668
1984	115,000	108,500	115,000		2,781		4,779
1984/5 Supp	2,000	2,000	2,000		—		—
1985	128,600	115,000	128,600		3,430		4,828
1986	130,000	124,400	124,410	d/	2,597		5,162
1987	137,200	126,200	130,760		2,774		4,771
1987/8 Supp	7,200	—	7,200		—		—
1988	146,200	130,682	146,200		3,360		4,611
1989	153,500	150,000	153,500		3,218		5,214
1990	165,649	163,614	165,649	e/	3,092		5,241
1991	186,000	181,061	186,000		3,076		4,691
1992	—	200,000 f/	197,044 f/		3,309		4,927
1993	218,146	218,146 f/	218,146 f/		3,590		5,414
1994	219,745 g/	219,745 f/	219,745 f/h/		3,541		5,644
1995	234,000	226,000 f/	219,745 f/i/		3,904 est.		6,313 est.
1996	234,000 f/				3,727 est.		6,470 est.

a/ Includes reappropriated funds in 1963 (\$3.864 million), 1964 (\$17 million) and 1965 (\$12.1million).

b/ 1962-1965 Volunteer-years unavailable. Figures for FY62-65 represent number of Volunteers. Volunteer-years include UNVs (as does Trainee Input).

c/ Includes Trainee Input from Transition Quarter.

d/ Excludes \$5.59 million sequestered under the Balanced Budget and Emergency Deficit Control Act of 1985 (P.L. 99-177).

e/ Excludes \$2.24 million sequestered under the Balanced Budget and Emergency Deficit Control Act of 1985 (P.L. 99-177) and a \$725 thousand reduction related to the Drug Initiative (P.L. 101-167).

f/ Funds to remain available for two years.

g/ Authorization included report language of a \$15 million transfer to Peace Corps from assistance funds for the Newly Independent States (NIS).

h/ In addition Peace Corps received a transfer of \$12.5 million for assistance to the NIS.

i/ In addition Peace Corps expects a transfer of \$11.6 million for assistance to the NIS.

General Statement

Volunteer Profile (FY 1994)

Women: 53%
Men: 47%
Minorities: 12%
Average age: 30
Volunteers age 50 and over: 8%
Oldest Volunteer: 81 years

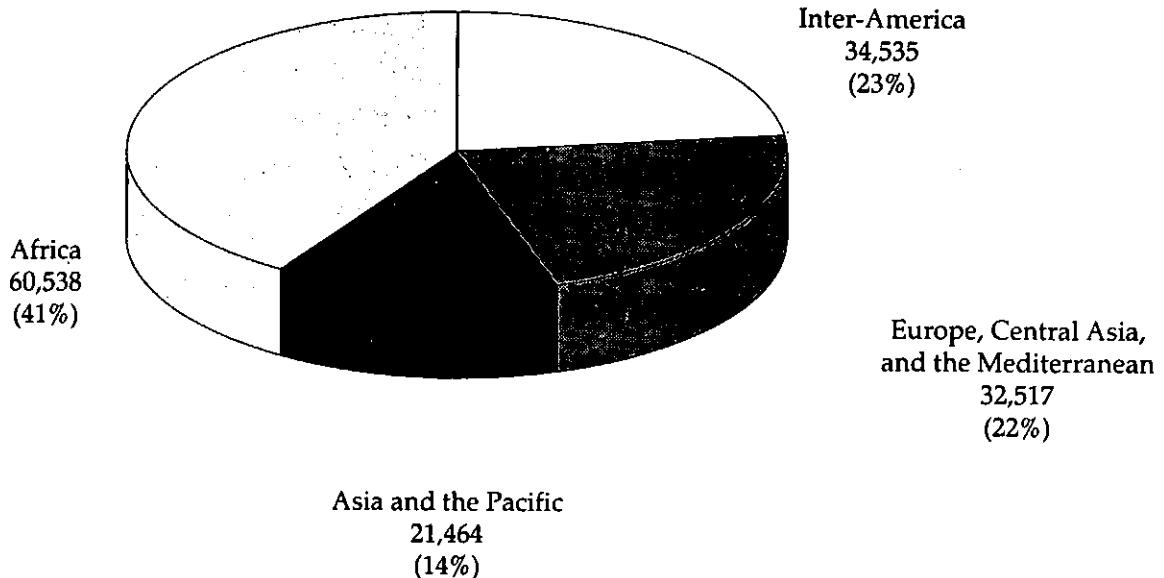
From Coast to Coast... Serving Peace Corps

States	Today	Since'61	State	Today	Since'61
Alabama	36	755	Montana	36	569
Alaska	26	204	Nebraska	53	1,044
Arizona	83	1,019	Nevada	22	231
Arkansas	20	1,085	New Hampshire	55	939
California	811	19,231	New Jersey	153	4,207
Colorado	202	4,967	New Mexico	57	820
Connecticut	112	1,557	New York	387	12,184
Canal Zone	0	7	North Carolina	98	1,633
Delaware	15	323	North Dakota	17	551
District of Columbia	15	1,075	Ohio	277	5,690
Florida	219	2,997	Oklahoma	45	949
Georgia	86	1,233	Oregon	166	3,129
Guam	0	10	Pennsylvania	255	6,192
Hawaii	16	311	Puerto Rico	21	326
Idaho	26	644	Rhode Island	43	688
Illinois	283	6,916	South Carolina	47	606
Indiana	100	2,489	South Dakota	18	557
Iowa	94	1,136	Tennessee	63	517
Kansas	81	691	Texas	224	2,064
Kentucky	59	923	Utah	36	622
Louisiana	39	702	Vermont	46	726
Maine	50	914	Virginia	166	2,482
Maryland	149	2,533	Virgin Islands	1	32
Massachusetts	247	6,093	Washington	260	4,523
Michigan	228	5,704	West Virginia	10	425
Minnesota	216	4,475	Wisconsin	225	4,216
Mississippi	20	320	Wyoming	13	273
Missouri	105	2,569			

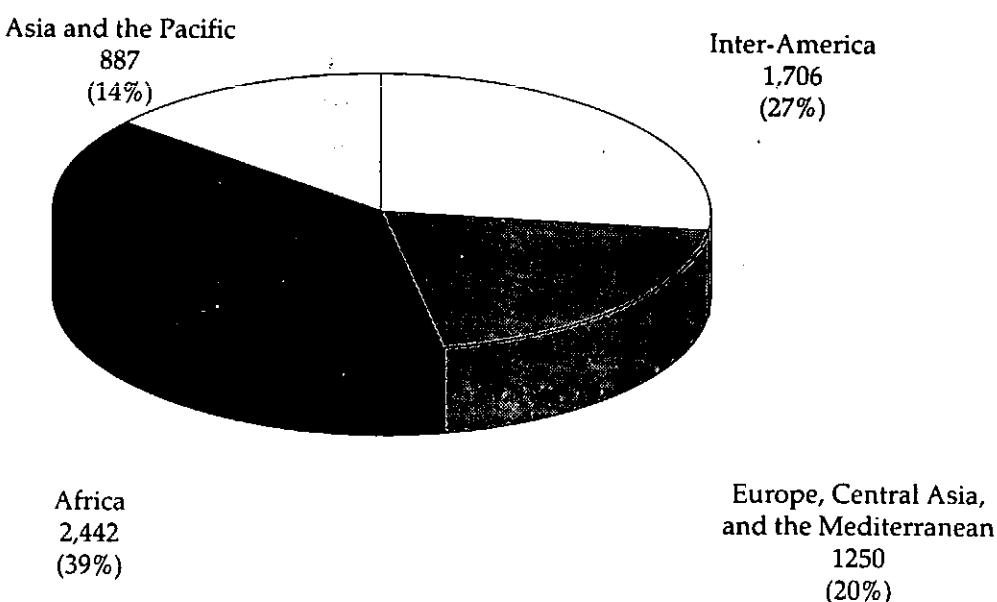
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GENERAL STATEMENT**COUNTRIES SERVED**

By the end of FY95, approximately 7,100 Peace Corps Volunteers and trainees will be serving in 94 countries in Asia, the Pacific, Africa, the Middle East, Central and South America, the Caribbean, Central and Eastern Europe and the former Soviet Union.

International Operations—FY 1995 (\$000)**Average Number of Volunteers FY 1995**

(does not include United Nations Volunteers)



Countries Served by Peace Corps as of 9/30/95

COUNTRIES SERVED

GENERAL STATEMENT



AFRICA
 Benin—1
 Botswana—2
 Burkina Faso—3
 Cameroon—4
 Cape Verde—5
 Central African Republic—6
 Chad—7
 Comoros—8
 Congo—9
 Côte d'Ivoire—10
 Eritrea—11
 Ethiopia—12
 Gabon—13
 The Gambia—14

Ghana—15
 Guinea—16
 Guinea Bissau—17
 Kenya—18
 Lesotho—19
 Madagascar—20
 Malawi—21
 Mali—22
 Mauritania—23
 Namibia—24
 Niger—25
 São Tomé & Príncipe—26
 Senegal—27
 Swaziland—28

Tanzania—29
 Togo—30
 Uganda—31
 Zambia—32
 Zimbabwe—33
 INTER-AMERICA
 Belize—34
 Bolivia—35
 Chile—36
 Costa Rica—37
 Dominican Republic—38
 Eastern Caribbean—45
 (Antigua and Barbuda)
 (Dominica)

(Grenada)
 (Montserrat)
 (St. Kitts and Nevis)
 (St. Lucia)
 (St. Vincent and the Grenadines)
 Ecuador—46
 El Salvador—47
 Guatemala—48
 Guyana—49
 Honduras—50
 Jamaica—51
 Nicaragua—52
 Panama—53
 Paraguay—54
 Suriname—55

Uruguay—56
ASIA/PACIFIC
 China—57
 Fiji—58
 Kiribati—59
 Marshall Islands—60
 Micronesia—61
 Mongolia—62
 Nepal—63
 Niue—64
 Palau—65
 Papua New Guinea—66
 Philippines—67
 Solomon Islands—68

Sri Lanka—69
 Thailand—70
 Tonga—71
 Tuvalu—72
 Vanuatu—73
 Western Samoa—74
EUROPE, CENTRAL ASIA & MEDITERRANEAN
 Armenia—75
 Belarus—76
 Bulgaria—77
 Czech Republic—78
 Estonia—79
 Georgia—80
 Hungary—80
 Kazakhstan—81
 Kyrgyzstan—82
 Latvia—83
 Lithuania—84
 Malta—85
 Moldova—86
 Morocco—87
 Poland—88
 Romania—89
 Russia—90
 Slovakia—91
 Slovenia—92
 Spain—93
 Turkey—94
 Ukraine—94
 Turkmenistan—93
 Uzbekistan—95

The primary focus of Peace Corps has always been the Volunteers and their work in the field. Volunteers around the world are providing direct, people-to-people assistance at the grassroots level. They work on problems identified by the host countries and design their individual workplans in cooperation with the local community.

Agriculture

Rapid population growth and declines in crop production due to environmental and man-made problems are placing continuing pressures on food supplies in many parts of the developing world. Most people in developing countries, however, still practice subsistence farming, and often employ "slash and burn" techniques that harm the environment and curtail future production capabilities. Peace Corps Volunteers are working with thousands of farmers in every region to advance new, sustainable farming techniques that will increase food production and avoid environmental degradation.

(End of FY 1994)	Africa	Inter-America	ECAM	AsiaPacific	Total
Number of Volunteers & Trainees	307	349	12	73	741
Number of Peace Corps Posts	15	9	1	6	31
Number of Projects	18	21	1	11	51

Economic Development

Although Peace Corps Volunteers have long been part of international efforts to encourage economic development in the world's poorest countries, they are assuming an even larger role in promoting the development of small businesses as one path to economic growth. Working with entrepreneurs, trade associations, community leaders, and local governments, Volunteers are providing advice and training in business management, marketing, credit analysis, privatization, and commercial banking to support free market policies in the countries where they serve.

(End of FY 1994)	Africa	Inter-America	ECAM	AsiaPacific	Total
Number of Volunteers & Trainees	179	332	419	69	999
Number of Peace Corps Posts	12	13	15	10	50
Number of Projects	12	16	15	12	55

Education

One of Peace Corps' fundamental tenets is that education is critical to successful development. Some 40% of all Volunteers work in education, and they provide important education services at every level of society. Peace Corps Volunteers make up the world's largest source of teachers of English as a foreign language. They teach mathematics, science, and business education in many countries where students would otherwise be unable to learn these important skills. Volunteers also work in special, vocational and non-formal education activities for adults, and they play a vital role in training teachers in new methodologies and curricula. Finally, many Volunteers have succeeded in helping community schools acquire modern teaching materials for classrooms and books for new libraries.

(End of FY 1994)	Africa	Inter-America	ECAM	AsiaPacific	Total
Number of Volunteers & Trainees	960	305	796	558	2,619
Number of Peace Corps Posts	26	9	20	14	69
Number of Projects	44	31	23	35	133

Environment

In recent years, Peace Corps Volunteers have assumed an important role supporting national and community-based efforts to protect fragile environmental regions, conserve natural resources, and expand environmental education. Peace Corps' 1,000 Volunteers working on environmental projects around the world constitute one of the largest environmental work forces of any international development organization. Volunteers are also providing developing countries and new governments in the former Soviet Union with advice and expertise in overcoming years of environmental neglect and resource depletion.

(End of FY 1994)	Africa	Inter-America	ECAM	AsiaPacific	Total
Number of Volunteers & Trainees	367	495	86	114	1,062
Number of Peace Corps Posts	20	16	5	5	46
Number of Projects	23	24	7	8	62

Health

Peace Corps Volunteers continue to provide a wide range of primary health care services to many of the world's poorest communities, where regular access to health care is often inadequate or non-existent. Volunteers serve as health care specialists in a variety of critical fields, such as prenatal and postnatal care for infants and mothers, nutrition, child immunization, Guinea worm eradication, HIV/AIDS education and prevention, and sanitation projects.

(End of FY 1994)	Africa	Inter-America	ECAM	AsiaPacific	Total
Number of Volunteers & Trainees	537	362	52	115	1,066
Number of Peace Corps Posts	24	10	2	6	42
Number of Projects	31	22	3	15	71

Urban Development

Many developing countries face mounting challenges associated with rapid urbanization, such as increasing demands for basic services, sanitation, pollution, drainage control, and housing for new residents. Volunteers lend much needed expertise on these and other urban development issues.

(End of FY 1994)	Africa	Inter-America	ECAM	AsiaPacific	Total
Number of Volunteers & Trainees	52	97	37	19	205
Number of Peace Corps Posts	4	5	2	2	13
Number of Projects	4	11	2	4	21

Areas of Special Emphasis: Women in Development and Youth Development

Throughout its history in the developing world, Peace Corps has recognized the critical role that women play in economic production and family support. The integration of women into the development process remains a high priority for Peace Corps, and is a constant theme in the Agency's project planning and implementation. Volunteers actively work to promote the integration of women into the economic and social development processes of their own countries.

More than 50% of the developing world's population is under the age of 24. The social, economic, and political implications of this demographic are staggering for many countries where Volunteers serve. While Peace Corps projects in education, child survival, and agriculture have been of direct benefit to young people throughout the developing world, the Agency decided in 1991 to initiate three pilot projects targeted specifically at youth development. In Belize, Namibia, and Tunisia, Volunteers are helping government and non-governmental organizations develop programs for job training, sports, health, and community service for youth at risk. These pilot projects will eventually serve as models for Volunteers working in other countries.

Partnerships With Other Agencies

Peace Corps enters into partnerships with other federal agencies and private voluntary organizations, when appropriate, to help ensure that foreign assistance funds are used in the most efficient manner and reach the maximum number of people at the grassroots level. With their language skills, two-year commitment, and personal ties to the communities they serve, Volunteers can help maximize the financial and technical impact of other development organizations.

Peace Corps and the *Agency for International Development* (A.I.D.) have collaborated on a series of beneficial environment, health, and economic development projects around the world. These projects have been conducted at the community, national, and regional levels. A.I.D. support has also been critical to Volunteers who provide specific technical training to large numbers of individuals in countries where they serve.

The *National Park Service*, the *U.S. Forest Service* and the *Environmental Protection Agency* have provided technical support to Peace Corps on a variety of environmental projects. The *Centers for Disease Control* also has given Peace Corps technical advice on child survival, maternal health, and immunization projects.

Peace Corps and the Farmer to Farmer program have a long-standing relationship that has proved very beneficial to Volunteer projects designed to improve agricultural economies. Experts in the Farmer to Farmer program have advised Volunteers and their communities on a range of agricultural issues, including livestock management, modernization of irrigation systems, and agribusiness development.

In recent years, requests for Peace Corps' assistance in disaster relief work have increased. In collaboration with A.I.D.'s Office of Foreign Disaster Assistance, Volunteers worked to alleviate problems caused by devastating drought in southern Africa in 1992. They helped communities in Lesotho, Malawi, and Swaziland build water catchment systems and provided technical and logistical assistance to Namibia's Water Service Department. In the aftermath of the humanitarian disaster in Rwanda in 1994, a small group of third year Volunteers worked under the auspices of the *International Rescue Committee* (IRC) to help Rwandan refugees in Tanzania. Volunteers provided advice and assistance on health education, water systems construction and maintenance and basic environmental protection practices like tree planting. Peace Corps and the IRC have now signed a Memorandum of Understanding that provides a framework for continued cooperation on refugee relief.

How America Benefits from Peace Corps

While the Peace Corps experience is primarily identified with Volunteers serving in communities overseas, America also reaps important benefits when Volunteers return home. Since 1961, more than 140,000 Americans have served as Volunteers in 128 countries. These returned Volunteers bring back a wealth of knowledge and expertise about foreign countries and cultures, as well as language and cross cultural skills that are increasingly important to American prosperity in the expanding global marketplace. Returned Volunteers also have assumed leadership roles in every level of government, private business and industry, education, and the arts, while strengthening America's understanding of other countries and cultures in their own communities. The Office of Domestic Programs coordinates the programs that allow Peace Corps Volunteers to maximize the dividends they bring to America.

Peace Corps Fellows

The Peace Corps Fellows program is a unique public-private partnership that brings together the talents and resources of returned Volunteers, institutions of higher education, local governments, community agencies, foundations, and corporate supporters. Its purpose is to allow Volunteers to build upon their service overseas in ways that directly benefit the American people.

Twenty-six universities across the United States currently offer scholarships or reduced tuition, financed by the private sector, to more than 300 Peace Corps Fellows—returned Volunteers who are enrolled in a variety of master's degree programs. In return, the Peace Corps Fellows make two-year commitments to teach in hard-to-staff schools or work in business development, social work, public health, or community development programs while they complete their university studies.

About 700 returned Peace Corps Volunteers have directly served over 50,000 students and community members since the program began in 1985. Participating universities strengthen their involvement with needy communities and enhance the quality of their education programs by enrolling returned Volunteers who bring new and enriching perspectives to their studies.

Local school districts, housing authorities, health clinics, and other agencies that employ Peace Corps Fellows fill demanding positions that require the special qualities returned Volunteers can offer—adaptability, resourcefulness, dedication to service, language, and cross-cultural skills. Corporations, foundations and other private sector supporters are supporting an efficient program which creates a better prepared workforce and improves the quality of life for their local communities.

FY1995 Peace Corps Fellows Programs

State	University	Fellows	State Agency
AL	University of Alabama-Birmingham	10	Urban and Rural Health Service Agencies
AZ	Northern Arizona University	17	Native American Reservation Schools
CA	Loyola Marymount University	3	Los Angeles Public Housing Authorities
CA	Pacific Oaks College	1	Los Angeles Public School District
CA	San Francisco State University	13	San Francisco Public School District
CA	University of Southern California	8	Los Angeles Public School District
DC	George Washington University	21	D.C. and Prince Georges Public Schools
FL	Florida International University	11	Dade County Public Schools
GA	Georgia College	5	Rural Georgia Public School Districts
IL	DePaul University	19	Chicago Public School District
IL	Illinois State University	3	Rural Illinois Communities
IL	Western Illinois University	4	Rural Illinois Communities
KS	Wichita State University	7	Wichita Public School District
MA	Boston University	5	Massachusetts Public Housing Authorities
MD	Johns Hopkins University	17	Baltimore Community Health Agencies
MD	University of Maryland—Towson State	21	Baltimore City Public School District
MI	Michigan State University	1	Lansing Public Housing Commission
MI	University of Michigan	21	Detroit Public School District
MS	University of Southern Mississippi	10	Rural Mississippi School Districts
NM	University of New Mexico	12	Gallup-McKinley School District
NY	Teachers College, Columbia University	64	New York City Public School District
OR	University of Oregon (<i>currently recruiting</i>)	-	Rural Oregon Communities
PA	Temple University	12	Philadelphia Public School District
SC	University of South Carolina (<i>currently recruiting</i>)	-	South Carolina Human Services Agencies
TX	University of Texas at El Paso	21	El Paso Area School Districts
TX	University of Texas at San Antonio	4	San Antonio Public School District

World Wise Schools

Since its creation in 1989, Peace Corps' World Wise Schools program has made important contributions to the education of young American students about geography and other cultures, while providing them with positive adult role models who are actively engaged in community service overseas.

Like many successful Peace Corps programs, the basic concept is simple and cost-effective: during their overseas service, Volunteers share their experiences in other countries directly with students in classrooms here in the United States through exchanges of letters. The educational value of the student/Volunteer correspondence is further enhanced by videotapes and study guides on the geography and culture of countries in which Volunteers serve, and by classroom visits of returned Volunteers.

Over the last five years, nearly 300,000 students in 50 states have communicated directly with Volunteers serving in nearly 100 countries around the world. Countless other students have also benefited from the program through the broadcast of World Wise School videotapes by educational television networks and the Learning Channel. More than 6,000 returned Volunteers are also now enrolled in the program to contribute their time and energy through classroom presentations.

The World Wise Schools program intends to strengthen its contribution to America's classrooms by introducing an electronic bulletin board service that provides information about Peace Corps and the countries where Volunteers work, and which will be accessible to any school with on-line capabilities.

Returned Volunteer Services

Returned Volunteer Services provides assistance, advice, and support to Volunteers when they return to the United States from their overseas service. Peace Corps' headquarters in Washington maintains a career information center and publishes a job bulletin which helps to establish contacts between American employers and skilled, experienced returned Volunteers.

Returned Volunteer Services is also Peace Corps' permanent link to the growing community of former Volunteers. Working with the National Peace Corps Association and many local returned Volunteer organizations, Peace Corps strives to maintain close connections with former Volunteers and draw upon their energy and expertise to benefit communities across the country.

Office of Private Sector Relations

Through programs managed by the Office of Private Sector Relations, American citizens have an opportunity to provide charitable assistance to overseas communities in which Peace Corps Volunteers serve. By linking with Volunteers in the field, donors have the satisfaction of knowing that their help gets directly to the communities that need it.

In FY 1994, over 350 donor groups supported the projects of some 1,500 Volunteers in 82 countries. Donations come in a variety of shapes and sizes. They include corporate donations of computers and textbooks for business programs in the former Soviet Union, church group donations to support well construction in Asia, scout troop contributions for school construction projects in Africa, and assistance from deaf university students to produce the first Mongolian sign language dictionary. Private sector donors are also the principal source of support for the Peace Corps Fellows program which offers tuition benefits to former Volunteers in return for service in needy communities here at home.

Regional Overview

Perhaps no other region in the world faces more problems, but holds as many opportunities for its people, than sub-Saharan Africa. Drained by decades of civil war, economic mismanagement, ethnic strife, dictatorship, and exploitation, the nations and people of sub-Saharan Africa are long overdue for a social, political, and economic renaissance.

Events and changing conditions throughout Africa in recent years give cause for hope. Multi-party elections are spreading slowly across the continent. New democracies are struggling to take hold in South Africa, Ethiopia, Eritrea, Cote d'Ivoire, Zambia, and Malawi. The deadly civil war in Mozambique has ended, and 88% of its people—many of whom had to cross minefields to reach polling booths—cast ballots in the country's first free and fair elections in October 1994.

Some 30 African nations are now pursuing free market policies. Ghana, Zambia, and Zimbabwe are showing signs that often painful economic reforms can lead to economic growth. Many governments are decentralizing, reducing their bureaucracies, and handing over more responsibility to individuals and nongovernmental organizations. These are important steps that lay the foundation for strengthening democratic institutions and allowing ordinary Africans across the continent to take charge of their own development and local affairs.

Although these changes hold great promise for the people of Africa, the continent still faces unparalleled challenges. Most Africans today are poorer than they were 30 years ago. The continent is burdened by \$180 billion in debt. More than a dozen African countries are plagued by some form of civil conflict. Six million refugees, 17 million displaced persons, and a rapidly expanding population are placing intolerable strains on already overburdened governments.

Moreover, only a small percentage of Africans have access to basic health care. Thousands of children die each year from diseases or conditions, such as diarrhea, malaria, and malnutrition, that are easily curable or preventable. HIV/AIDS cases have reached epidemic proportions in more than a dozen countries. Environmental degradation, desertification, and drought threaten to destroy many of southern Africa's agricultural capacities.

Peace Corps has a long and positive history in Africa, and remains dedicated to alleviating, at the grassroots level, many of the social and economic problems that Africans still confront. Peace Corps' presence is strongly supported by each of the 33 African countries where Volunteers will serve in FY 1996.



Melanie Kwan, a Volunteer in Senegal, teaches local children about the importance of boiling their drinking water.

Sector Summaries

Agriculture

Increasing Africa's agricultural output is one of the continent's biggest challenges. Volunteers are working with thousands of farmers in more than two dozen countries in Africa to promote sustainable farming practices and a greater degree of self-sufficiency in food production. In Mali and Niger, Volunteers are actively participating in the region's Africa Food Systems Initiative. They work closely with individual farmers, village groups, and local institutions to implement an integrated approach to agriculture that focuses on water resource development, gardening, animal husbandry, agro-forestry, and rural cooperative projects.

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

Economic Development

Volunteers are working to expand the small business sector in 11 African countries. The majority of Volunteers work at the micro-enterprise level, offering business advisory services to individual entrepreneurs, as well as to financial institutions and small business support agencies. This assistance often includes training in credit management and basic business and accounting skills to both individuals and organizational staff. In addition, some Volunteers assess credit availability and develop credit unions and/or revolving loan funds for small entrepreneurs. With Volunteer assistance and support, more African women are participating in, and benefiting from, small enterprise development projects. For example, a Volunteer in Mauritania has organized a women's cooperative that is producing and marketing fencing on a sustained and profitable basis.

Education

Education remains the Africa region's largest programming sector, accounting for almost 40% of the region's Volunteers. Many African countries are seeking to expand English education programs for students and entrepreneurs in order to compete in the international marketplace. Peace Corps' efforts to improve the quality of, and access to, education in Africa is playing a critical role in the continent's future.

Last year, Volunteers taught English, math, and science to thousands of young African students. They play crucial roles in strengthening local education institutions and introducing modern teaching techniques to African teachers and administrators. Volunteers continue to collaborate with local and national governments on projects aimed at strengthening programs in special education and industrial arts, as well as promoting quality teaching and educational equity for girls and women. Volunteers are achieving these important goals through direct classroom instruction, primary and secondary school teacher training, professional collaboration, and development and acquisition of educational materials.

In The Gambia, Uganda, Mali, and Lesotho, Volunteers are establishing teacher training resource centers and developing training programs. Volunteers in Guinea Bissau worked with the Ministry of Education to design a secondary English curriculum and have produced a new textbook for the secondary school system. In Cameroon, Volunteers and their local counterparts are evaluating a new syllabus in English for teaching HIV/AIDS prevention. In Gabon, Volunteers and representatives from the Department for the Advancement of Women have set up a scholarship program for girls.

Environment

Protecting fragile environments, preserving biodiversity, and supporting local efforts to attract tourists are some of the major goals of Peace Corps' environmental projects in Africa. Volunteers are participating in a range of activities to strengthen community conservation efforts, reforestation, and land reclamation, as well as in the establishment of tree seedling nurseries and watershed resource development. Volunteers in Malawi, Uganda, and Madagascar teach management skills to workers in national parks, game reserves, and nurseries. In Botswana, Volunteers will work with park ranger counterparts over the next four years to develop interpretive facilities, exhibits, and displays in seven reserves throughout the country.

Across Africa, Volunteers are introducing new techniques to farmers and community groups that are less damaging to the environment. Volunteer activities in environmental education are expanding and becoming increasingly integrated in all sector projects. Math and science Volunteer teachers in Benin are incorporating environmental problem-solving into their lesson plans. In the Comoros Islands, Volunteers have assisted in the organization of a local network of environmental action clubs.

Health

Expanding access to basic health care for the continent's poorest citizens has been one of Peace Corps' most important contributions in Africa. Volunteers conduct child immunization programs, offer pre-natal care and advice to mothers, and promote improvements in the nutritional content of local diets. Child survival projects focus on growth monitoring, oral rehydration therapy, and malnutrition. Since 1990, Volunteers have been participating in Guinea worm eradication activities in 11 African countries where the disease is endemic. They conduct case studies, improve water sources, develop new water and sanitation projects, and promote community health education.

Peace Corps is joining other international efforts to stem the spread of HIV / AIDS in Africa, one of the continent's most serious public health concerns. In Malawi, for example, Volunteers help train health workers in health education techniques and counseling skills to increase the number of HIV / AIDS education programs in health care facilities, communities, and schools.

Urban Development

Security problems in large urban areas continue to hinder Peace Corps' programming efforts in many of Africa's major cities. Therefore, the Africa region is meeting host country requests to address the problems of the urban poor by assigning Volunteers to work in projects based in secondary cities and towns. In Kenya, Malawi, and Cote d'Ivoire, Volunteers are providing technical assistance and training in municipal management and planning for local governments. Their activities include establishing neighborhood-based potable water supply and waste management systems, improving waste collection services, increasing access to health and social services for low-income urban residents and those living in squatter areas, and developing community programs for at-risk youth. Influenced by the Cote d'Ivoire model project, Volunteers in Chad and Cape Verde will soon undertake similar activities to improve municipal management and planning as well as water and sanitation in urban areas.



Africa Region

	Trainees			Average Number of Volunteers			Program Funds (\$000)		
	FY '94	FY '95	FY '96	FY '94	FY '95	FY '96	FY '94	FY '95	FY '96
Benin	32	39	39	73	73	72	1,848	1,581	1,621
Botswana	61	80	81	81	136	139	2,770	3,116	3,363
Burkina Faso	0	29	29	0	8	27	0	1,050	1,548
Burundi	0	0	0	0	0	0	180	0	0
Cameroon	59	74	42	129	125	100	3,268	2,713	1,970
Cape Verde	12	19	19	23	27	29	1,030	1,103	1,154
Central African Rep.	45	38	38	35	60	63	1,810	1,679	1,850
Chad	31	29	29	42	53	55	1,603	1,382	1,488
Comoros	17	16	16	18	23	28	777	622	735
Congo	27	24	24	7	27	39	847	878	1,088
Cote d'Ivoire	0	48	48	55	66	85	1,250	1,564	1,823
Eritrea	0	19	19	0	5	16	277	1,004	1,215
Ethiopia	0	19	19	0	5	16	0	978	1,385
Gabon	58	56	57	103	119	121	3,377	2,953	3,053
The Gambia	39	37	37	66	74	70	1,604	1,505	1,543
Ghana	68	70	70	103	122	128	2,670	2,605	2,783
Guinea	55	52	51	70	90	84	2,273	2,158	2,155
Guinea Bissau	22	19	19	35	38	32	1,297	1,257	1,192
Kenya	75	83	83	161	161	140	3,043	2,903	2,777
Lesotho	53	63	63	111	108	101	2,659	2,593	2,641
Madagascar	22	23	23	8	33	39	966	1,041	1,256
Malawi	46	63	63	96	95	93	1,852	1,857	2,008
Mali	95	92	92	137	179	163	4,139	3,342	3,555
Mauritania	22	19	19	49	42	32	1,613	1,329	1,199
Namibia	53	58	73	72	92	106	2,239	2,265	2,631
Niger	68	69	69	109	132	128	3,087	2,863	2,979
Nigeria	21	0	0	23	19	0	1,047	645	0
Rwanda	0	0	0	0	0	0	109	0	0
Sao Tome	13	13	13	19	23	24	841	818	901
Senegal	68	68	67	129	140	116	3,119	2,851	2,739
Seychelles	6	10	0	9	17	0	414	524	0
Sierra Leone	0	0	0	22	0	0	890	0	0
Swaziland	28	31	31	67	59	49	1,387	1,249	1,294
Tanzania	48	48	48	80	92	92	2,135	2,072	2,175
Togo	48	43	43	44	66	68	2,527	1,937	2,272
Uganda	26	43	43	34	49	55	1,253	1,293	1,499
Zambia	12	21	21	6	21	30	1,101	1,104	1,304
Zimbabwe	23	38	38	45	64	74	1,491	1,705	1,823
TOTAL*	1,253	1,452	1,425	2,060	2,442	2,413	62,794	60,539	63,020

*Detail may not add due to rounding.

Population: 5,194,000

Annual Per Capita Income: \$420

Number of Years Peace Corps in Country: 28

Peace Corps Country Overview:

Although Benin has recently experienced a peaceful transition to democratic rule and modest economic development, it continues to face numerous challenges and hardships in a number of important areas. Sixty-five percent of the rural population lives in absolute poverty. Only 25% of all adults are literate. There are 1.5 million Beninese without access to basic health services; and 70% of the population relies on deteriorating land for their agricultural production and subsequent income. Volunteers work with their communities to address these health, education and environmental issues, placing special emphasis on women, children and disadvantaged people.

Resources:

Benin	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	32	39	39
Average # of Volunteers	73	73	72
Program Funds (\$000)	1,848	1,581	1,621

Peace Corps Program by Sector:

Economic Development

Volunteers in this project are assigned to social centers throughout Benin. They work closely with their Beninese counterparts to promote maternal and child health care activities as well as agriculture, technology development, and income generation projects. One Volunteer conducted a nutrition and hygiene training session for 27 village women who were responsible for preparing school lunches for local primary and secondary schools. As a result of this training, women serving over 60 students are now alleviating malnutrition in the area by preparing well-balanced meals and by teaching proper nutrition to other members of their communities. Another Volunteer initiated and helped organize a National Special Olympics Committee and the first Special Olympics. Over 30 mentally handicapped children and parents participated in this successful project.

Education

Volunteers in this project teach math and physics at the secondary level throughout Benin. A Volunteer math teacher developed a set of math lesson plans for the 11th and 12th grades, while teaching over 450 students. A physics and chemistry teacher designed, built and distributed written plans for electronic experiments made entirely from local materials. Volunteers are also active in other secondary education projects such as school gardening and coaching team sports.

Environment

Volunteers establish tree nurseries, monitor village wood lots, and teach land management and forestry techniques to local organizations. With the assistance of a Volunteer, 50 farmers planted superior quality cashew seeds. As a result of these efforts, their cashew plantation is expected to start producing a significant source of income over the next three years.

Health

In collaboration with UNICEF and A.I.D., Volunteers work in rural villages to establish local health committees and promote primary health education and sanitation. Eleven Volunteers worked in over 1,700 villages in Benin training more than 400 village and district-level citizens to monitor and educate their peers in Guinea worm eradication. As a result of these training programs, Guinea worm cases were reduced in 1994 by 64% in areas where Volunteers served.

Population: 1,402,000

Annual Per Capita Income: \$2,590

Number of Years Peace Corps in Country: 28

Peace Corps Country Overview:

Although Botswana has achieved considerable economic growth in recent years, it has not alleviated the structural poverty that is particularly evident in the country's rural areas. To address these problems, Botswana's national development strategy incorporates economic diversification, increased income-generating opportunities, job creation, work force training, and improved educational opportunities at the secondary level. Volunteers are working to support these and other private economic development activities.

Resources:

Botswana	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	61	80	81
Average # of Volunteers	81	136	139
Program Funds (\$000)	2,770	3,166	3,363

Peace Corps Program by Sector:

Economic Development

Volunteers, working as business advisors, assist small and microenterprises in developing accounting systems, marketing strategies and product lines. Other Volunteers provide advisory services to business and vocational training centers, which are part of the government's strategy to develop skills and business opportunities in rural communities. One Volunteer has trained two Botswanans to conduct and facilitate "Training of Trainers" workshops. As a team, they trained ten extension officers who will, in turn, train interested entrepreneurs in business management skills. Another Volunteer has developed a tannery located in a remote village in the Kalahari Desert. This new project collects and treats animal skins to generate income for the local community.

Education

Since 1967, Botswana's national education system has grown rapidly from only nine secondary schools to 195 secondary schools. Volunteers are filling a serious shortage of teaching staff and are providing instruction in English, mathematics, art, design and technology, agriculture, business, and general science. Volunteers are also responsible for establishing and enhancing long-term, school-based projects designed to improve the quality of education. During 1994, 35 school enhancement projects were completed. These projects included the development of libraries, poultry houses, computer laboratories, and HIV/AIDS prevention programs. One Volunteer secured funding for a workshop improvement project at a local school and was able to purchase \$7,000 worth of machinery and tools for the community's use. A second Volunteer organized a library, trained student librarians, established an English resource center, chaired a new guidance and counseling program, and provided computer training to students and teachers.

Environment

Botswana's national parks lack sufficient infrastructure, education and exchange programs for visitors, and park management expertise. Volunteers assist in developing park infrastructure that is designed to increase revenues while local counterparts are being trained. Volunteers also work with community leaders to conduct environmental education workshops for secondary schools. One Volunteer developed a visitor center, demarcated nature trails, taught co-workers how to conduct park tours, and successfully developed an environmental education program at the Maun Educational Reserve. Another Volunteer designed an interpretive plan for Chobe National Park and assisted in the preparation of employee job descriptions.

Population: 9,830,000

Annual Per Capita Income: \$300

Number of Years Peace Corps in Country: Re-entry FY1995

Peace Corps Country Overview:

Due to political turmoil, Peace Corps departed Burkina Faso in 1987. It is estimated that only 20% of the population has access to clean drinking water. Health care remains poor (there is only one doctor for every 33,000 Burkinabé). Malaria and malnutrition are endemic in Burkin and is estimated that 86.6% of Burkinabé over the age of 15 are illiterate. Due to past successes and the favorable development climate there, Peace Corps is prepared to re-enter Burkina Faso in 1995.

Resources:

Burkina Faso	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	0	29	29
Average # of Volunteers	0	8	27
Program Funds (\$000)	0	1,050	1,548

Peace Corps Program by Sector:

Health

The Peace Corps project design team has proposed a Community Health Development Project to support the efforts of the Burkinabé in meeting their basic health needs. Volunteers will work in district areas to strengthen local health management committees and conduct health promotion programs on priority health problems such as childhood communicable diseases, maternal and child health, malaria, HIV / AIDS education, and Guinea worm eradication. Volunteers will develop the planning, budgeting, implementation and evaluation of skills of chief nurses, who will work in local health centers. This will enable these nurses to better organize, manage and support existing village-based health management committees and establish new committees where they do not exist.

Other Volunteers will be working toward equipping members of these committees with the necessary skills to perform health outreach programs in their communities. This will include completing health needs assessments, identifying priority problems, and producing a plan to encourage health promotion activities.

Population: 12,611,000

Annual Per Capita Income: \$770

Number of Years Peace Corps in Country: 33

Peace Corps Country Overview

Due to the country's petroleum reserves and diverse agricultural base, Cameroon experienced strong economic growth from 1960 until 1985. But with the drop in world oil prices in 1986, Cameroon's economic development has slowed dramatically. Peace Corps has tailored its programs to meet the priority needs of the country: Education of its youth, environmentally-sound agricultural practices, health promotion, and general improvement in quality of life for rural citizens.

Resources:

Cameroon	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	59	74	42
Average # of Volunteers	129	125	100
Program Funds (\$000)	3,268	2,713	1,970

Peace Corps Program by Sector:

Agriculture

Fourteen Volunteers are working with small-scale Cameroonian farmers to promote the intensive production of tilapia, a freshwater fish. The project's long-term goal is to increase the availability of fish in the local diet, to improve the farm-management skills of farmers, and to develop farmer associations that can maintain fish production without assistance. The project integrates aquaculture with other agricultural activities that farmers are already pursuing and relies on appropriate technology.

Economic Development

This program addresses the need for communities to organize themselves to solve local problems and thereby improve the quality of life in rural areas. As group-activity coordinators, Volunteers promote community self-help projects which will help increase incomes, improve health care, and increase the capacity of the members to assess and implement solutions to their communities' problems independently. Twenty-seven villagers and community development agents were trained in leadership skills, project design and management.

Education

Volunteers teach math, physics, chemistry, and biology to Cameroonian secondary students. Approximately 12,000 students benefit from improved math and science skills annually. The success of Volunteers in this sector can be seen by the increased number of students (about 500) qualifying for higher education every year. The yearly pass rate of students has been improving steadily by about 10%. Moreover, approximately 5% of students taught by Volunteers are pursuing math and science education as a future career. Similarly, about 40

Cameroonian educators learn improved teaching methods and techniques yearly through workshops organized by Volunteers, improved student instructional units, and Volunteer-developed teachers' guides.

Volunteers also focus on improving secondary students' English skills, enhancing Cameroonian educators' teaching skills through seminars and in-service training, and developing teaching materials to meet the particular needs and cultural values of Cameroonian communities. In addition, education Volunteers are involved in other secondary projects such as health education, pre-natal care and nutrition. In some cases, Volunteers have improved their schools' infrastructures by establishing libraries and building additional classrooms. With the cooperation of their Cameroonian counterparts and community leaders, Volunteers identify and carry out complementary development projects in areas such as health and sanitation, environmental education, agriculture and income generation.

Five people in every 100 in Cameroon are HIV positive and many contracted the infection between the ages of 15 and 24. Volunteers and their Cameroonian co-workers have developed a manual in English language classes for teaching HIV/AIDS prevention which is currently being implemented in 20 secondary schools. As a result, 5,000 students are receiving information on how to prevent the spread of HIV/AIDS.

Environment

Twenty-six Volunteers in agroforestry work in collaboration with local farmers and staff from two Cameroonian ministries in an effort to strengthen the link between agroforestry research and extension. Volunteers train farmers in farm research, nursery establishment, erosion prevention, and soil-fertility management. They also help farmers make the transition from "slash-and-burn" agriculture to more modern, but intensive, farming techniques. This is helping to protect Cameroon's rich bio-diversity and forest resources.

Health

Since 1989, approximately 70 Volunteers have worked with the Ministry of Public Health Services to improve the health of mothers and children in Cameroon by strengthening the health care system. The project now focuses on community participation in health promotion and health education, with particular emphasis on women's and children's health care. Approximately 1,200 community members have participated in health talks and demonstrations given by Volunteers and their counterparts.

Population: 398,000

Annual Per Capita Income: \$870

Number of Years Peace Corps in Country: 7

Peace Corps Country Overview:

Since becoming an independent nation in 1975, Cape Verde has been developing a national infrastructure to deal with a myriad of economic and social problems. Cape Verde lacks a number of important natural resources, including fresh water supplies on the islands of Sal, Maio, and Boa Vista. Because of drought, agricultural production has fallen below present needs, causing increases in migration from rural to urban communities. The unemployment rate, estimated at 50%, puts further strains on the country's ability to deliver basic social services, housing, and sanitation facilities. In both rural and urban areas, people suffer from malnutrition, poor hygiene, and unhealthy environmental conditions. Volunteers are working with community leaders to improve water and sanitation services, urban and small business development, agriculture, and education.

Resources:

Cape Verde	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	12	19	19
Average # of Volunteers	23	27	29
Program Funds (\$000)	1,030	1,103	1,154

Peace Corps Projects by Sector:

Agriculture

Volunteers are working to transfer development skills to rural extension agents and rural villagers as a means to carry out small-scale community development projects. Examples of these projects include small animal husbandry (poultry production), small business (development of a local bakery), and other agricultural and small business projects designed to improve the standard of living of rural people. Volunteers are working in the Urban Extension Project to help improve the quality of life in the newer, unplanned neighborhoods of the two largest cities in Cape Verde (Praia and Mindelo). Volunteers are working with their Cape Verdean counterparts to improve water and sanitation facilities, urban infrastructure, and small business development.

Education

The supply of Cape Verdean teachers trained to teach English in the nation's secondary school system is unable to meet the expanding need. This shortage is caused by increasing pupil enrollment in secondary education, increased construction and opening of secondary schools, other employment opportunities, and a lack of in-country training systems. This shortage of qualified teachers has led to the poor quality of English instruction, insufficient availability of instruction, and relatively low student achievement. Volunteers are working with the people of Cape Verde to develop a qualified corps of English teachers by strengthening instruction training programs. They also improve student achievement by assisting in the introduction of appropriate curricula and instructional materials into the secondary school system.

Health

The lack of safe water and modern sanitation systems, combined with a low level of community understanding, is the principal reason for the spread of diarrheal and water-borne diseases, which continue to be the predominant cause of infant mortality in Cape Verde. In 1992, Volunteers joined with a successful UNICEF project aimed at improving the quality and quantity of water available to rural communities. Volunteers assist in developing health education materials for local people by setting up water quality testing laboratories and coordinating the technical and educational components of the project with the community.

Population: 3,249,000

Annual Per Capita Income: \$390

Number of Years Peace Corps in Country: 23

Peace Corps Country Overview:

The Central African Republic (CAR) faces a number of development challenges to meet the most basic needs of its people. The country has a limited economic base, and its economic system is faltering. The country also suffers from the spread of HIV/AIDS, lack of modern agricultural practices, and a shortage of qualified math and science teachers. Peace Corps has tailored its programs in the CAR to meet these and other basic needs.

Resources:

Central African Republic	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	45	38	38
Average # of Volunteers	35	60	63
Program Funds (\$000)	1,810	1,679	1,850

Peace Corps Projects by Sector:

Agriculture

Volunteers serve as extension agents and teach local farmers modern agricultural practices such as crop rotation, inter-cropping, and farm management. Since the CAR has no steady source of seed supplies, Volunteers work with local farmers to establish seed banks throughout the country for both vegetables and trees. The products from the small plots of land lead to both improved nutrition and economic development for the local economies.

Education

Volunteers are conducting math and science education programs in secondary schools. They also provide instruction in English teaching techniques to Central African educators who work in secondary schools. Over 200 English teachers have been taught by Volunteers in this project. With approximately 12% of the population affected by HIV, Central African teachers are also using a manual developed by Volunteers which provides information on preventing HIV/AIDS.

Environment

This project focuses on the Dzanga-Sangha Reserve in the Southern Central African Republic. In collaboration with the World Wildlife Fund, Volunteers promote environmental education and focus on the development needs of the population surrounding the newly created reserve. One Volunteer has worked closely with the Pygmy and Bantu populations in this area to introduce new farming techniques and education on the importance of preserving their environment.

Health

Volunteers work with their CAR counterparts in rural communities to encourage local citizens to take control of their own health care systems by strengthening preventive and curative activities. Volunteers work with town and village leaders to establish community health committees, build village pharmacies, control malaria, promote maternal and child health care, and strengthen sanitation projects.

Two Volunteers in the health sector are assigned to the HIV/AIDS education project and are involved in a wide range of activities to prevent the spread of these and other diseases. The Volunteers focus primarily on health education, and work with a variety of counterparts including young men and women, village elders and social affairs agents.

Population: 6,131,000

Annual Per Capita Income: \$200

Number of Years Peace Corps in Country: 21

Peace Corps Country Overview:

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

Resources:

Chad	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	31	29	29
Average # of Volunteers	42	53	55
Program Funds (\$000)	1,603	1,382	1,488

Peace Corps Program by Sector:

Education

Volunteers are teaching English and math to some 3,000 students in Chad. Some Volunteers are working with local officials and educators to finalize teaching guides for English and math instruction in secondary schools. Others are working to develop library facilities in both secondary and high schools. Volunteers are also leading teacher training courses at two of Chad's major universities.

Health

Ten Volunteers have helped organize 15 village health education groups in Chad. With Volunteers assistance, these small groups of Chadian educators have delivered health education programs to more than 7,500 people within their communities. Topics taught by the village health groups include immunization, malaria prevention, control of diarrheal diseases, nutrition, water and sanitation. Volunteer efforts focus on transferring planning management, health information, education, and communication skills to these groups as a means of increasing their capacity to make sustainable changes in their health care programs. Three Volunteers are working with village health education groups to provide instruction on nutrition to mothers at growth-monitoring clinics. The Volunteers are also developing local recipes, cooking demonstrations and cooperative gardens to complement their education sessions.

Peace Corps has a long history of efforts to improve the water supply in Chad, where potable water is often scarce. Volunteers have assisted with the installation and maintenance of 865 wells and pumps. Volunteers in the rural water and sanitation project work with water committees in villages to install and repair wells and pumps, establish a maintenance fund and conduct health education on water and sanitation. More than 180 rural committees have been established with Volunteer assistance. Urban water and sanitation Volunteers assigned to the capital city, N'djamena, have worked with 16 neighborhood groups to construct public latrines and establish waste disposal and drainage systems. Private sector water supply Volunteers are responsible for training entrepreneurs to construct and install water pumps, as well as how to start and manage a small business.

Population: 528,000

Annual Per Capita Income: \$520

Number of Years Peace Corps in Country: 7

Peace Corps Country Overview:

Comoros, classified by the World Bank as one of the world's least developed countries, has a Gross Domestic Product (GDP) that is increasing by a rate of 1% per year. The public education system has also been plagued by teacher and student strikes during the past four years. The degradation of Comoros' natural resources has accelerated at an alarming rate. The rates of maternal, child and infant mortality have remained high, with the leading cause of infant and child death being from diseases that are easily preventable.

Although Peace Corps' program in Comoros is still relatively new, Volunteers have made significant contributions towards development in both Teaching English as a Foreign Language (TEFL) and environmental education.

Resources:

Comoros	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	17	16	16
Average # of Volunteers	18	23	28
Program Funds (\$000)	777	622	735

Peace Corps Projects by Sector:

Education

Since 1988, over 15,000 students have learned English and 150 teachers have improved their teaching methodologies as a result of Volunteers' efforts. TEFL Volunteers recently completed a draft of an English teacher's training guide introducing environmental themes for English education. However, due to the continuing strikes and school closings, Peace Corps Comoros has recently suspended its TEFL project. Volunteers also have become involved in overall school repairs and construction. One Volunteer secured funding to construct a two-room school building in a rural community which was badly in need of assistance.

Environment

Volunteers work with environmental associations and media groups developing ways to preserve the deteriorating environment and improve the use of existing natural resources. In one community, Volunteers will be working with a local radio station to produce a series of environmental education programs to be played on the six national radio stations. An environmental educational curriculum guide in French will soon be published to assist Comorian science teachers and other environmental Volunteers to better educate Comorian youth.

Health

In 1994, Volunteers introduced a Rural Health Education Project to help promote health education throughout the country and mobilize village groups in implementing community-based health projects. Volunteers are currently performing Knowledge, Attitude and Practice Surveys in approximately 20 communities to assess basic health and nutrition needs. Following this, they will then begin to develop health education strategies.

Population: 2,508,000

Annual Per Capita Income: \$920

Number of Years Peace Corps in Country: 5

Peace Corps Country Overview:

The Republic of Congo suffers from one of the highest per capita debts in the world and is struggling to diversify its economy. The country currently imports more than 70% of its food requirements. Water-borne diseases remain one of the Congo's most serious health problems, resulting in high mortality rates, particularly among children under the age of five. Only 7% of the rural population have access to potable water, and only 9% have access to proper sanitation facilities. Volunteers work to improve fish production, community health, and resource conservation.

Resources:

Congo	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	27	24	24
Average # of Volunteers	7	27	39
Program Funds (\$000)	847	878	1,088

Peace Corps Projects by Sector:

Agriculture

Twenty Volunteers are using locally available resources and appropriate technologies to assist 400 rural Congolese families in increasing their income and production of animal protein by promoting long-term, sustainable management of fish pond systems. Since 1991, Volunteers have helped fish farmers construct and manage over 800 ponds. In collaboration with Volunteers, project farmers harvested 800 kilograms of fish during FY94. Technical assistance provided by a Volunteer working with fish farmers in Abala resulted in an eight fold increase in fish production. Through a rural radio program in Mossenjo, one Volunteer is working to increase public awareness about the benefits of fish farming.

Environment

A high priority has been accorded to conserving the Congo's abundant natural resources. Volunteers have worked on-long term biological monitoring, park infrastructure development and conservation education. Peace Corps is now exploring possibilities for future collaboration with the A.I.D. Central African Regional Program for the Environment project.

Health

Volunteers are working to improve health conditions in rural Congo by developing access to potable water supplies and sanitary facilities. Volunteer activities include the construction of model odor- and fly-free latrines at public institutions, such as health centers, schools and markets. Volunteers also hold demonstrations to teach the technical aspects of water sanitation, such as spring capping and well/cistern construction. Volunteers meet with community members to illustrate the relationship between hygienic water production and health. More than 100 demonstrations with over 1,000 participants have been held. Long-term Volunteer goals are to improve access to potable water for 40,000 rural Congolese.

Population: 13,358,000
Annual Per Capita Income: \$630
Number of Years Peace Corps in Country: 25

Peace Corps Country Overview:

Despite economic progress in a number of areas, the people of Cote d'Ivoire continue to face many serious social and economic problems. Health indicators show a high infant mortality rate of 121 per 1,000 live births, and continued prevalence of infectious and parasitic diseases. Regional disparities also exist: some areas have far better access than others to potable water, waste disposal, adequate housing, a nutritious diet and employment. Urban waste disposal is especially problematic, with systematic trash collection minimal and few organized services at the municipal level. Volunteers work in both preventive health care and water and sanitation.

Resources:

Cote D'Ivoire	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	0	48	48
Average # of Volunteers	55	66	85
Program Funds (\$000)	1,250	1,564	1,823

Peace Corps Program by Sector:

Environment

Volunteers work with local officials to design and implement improved urban waste-management techniques, and to increase the capability of local government Technical Services Divisions to provide services. Volunteers also work with community groups to improve sanitation practices and increase the supply of potable water. With Volunteer support, 22 cities have undertaken new activities to alleviate waste disposal problems. Volunteers have assisted five cities with tree planting for erosion control and six cities with construction of school latrines and soak-away pit construction. One Volunteer in Agnibilékrou, in cooperation with the Mayor's office, organized a trash service for several neighborhoods, serving a total of 200 families. Two other Volunteers, working with two primary schools in Seguela, constructed and refurbished latrines which will improve sanitary conditions for 2,000 students. One Volunteer developed a guide for teaching hygiene in elementary schools, including model lesson plans, sample tests and animated images.

A new Water/Sanitation Project will begin in 1995. Volunteers will contribute to improvement of water/sanitation practices and will focus on community development, health, hygiene and sanitation education, and water supply issues. One major aspect of this project will be to work with village committees that are responsible for maintaining community hand-pumps.

Health

In collaboration with the Ministry of Health, Volunteers are working as part of health teams to promote preventive health care. Volunteers work with nurses, teachers, and local leaders to examine major health problems in communities and to develop demonstration projects that address these problems through education and training. During the past year, one Volunteer worked with UNICEF to coordinate the installation of "pharmacy boxes" containing medicines at local health centers throughout the Adzopé region. Another

Volunteer and her Ivorian colleague formed a village theater group to address subjects such as Guinea worm, hygiene, alcohol, smoking and other health-related issues. The group has performed in approximately five villages for 4,000 viewers.

Two other Volunteers initiated a Growth Monitoring Training Project to prevent malnutrition among children by encouraging activities such as weaning food demonstration centers, home visits and programs for nutrition monitoring of seriously malnourished children. This training has empowered 50 community health workers in 26 communities to run growth-monitoring activities.

Population: N/A

Annual Per Capita Income: N/A

Number of Years Peace Corps in Country: Entry FY95

Peace Corps Country Overview:

Most of Eritrea's population lives on non-arable land, even though nearly 80% of Eritreans derive their livelihoods from subsistence farming, livestock and fishing. But Eritreans are now in the process of rebuilding their nation's economy, infrastructure and local institutions. A large number of government officials, including the President, the Minister of Foreign Affairs, the Minister of Agriculture, and the President of the University, were trained by Peace Corps Volunteers. They view education as a key to their prospects for successfully rebuilding the country. Peace Corps' opening project, English Education, will start in June 1995 with a trainee input of 25.

Resources:

Eritrea	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	0	19	19
Average # of Volunteers	0	5	16
Program Funds (\$000)	277	1,004	1,215

Peace Corps Projects by Sector:

Education

In recent years, the student population has been increasing due to a number of factors, particularly the return of Eritrean refugees from neighboring countries. Due to the current shortage of trained teachers in Eritrea, many schools remain inoperable despite a large student population. Less than one-sixth of Eritrea's 5,300 teachers have a college degree, and less than one-half have had teacher training. Peace Corps' education project is designed to strengthen the country's education system by improving the English language capabilities of both students and teachers, as well as to upgrade technical skills throughout the system.

Population: 53,297,000

Annual Per Capita Income: \$100

Number of Years Peace Corps in Country: Re-entry FY95

Peace Corps Country Overview:

Years of war, political turbulence and periodic droughts have left Ethiopia and its 55 million people in difficult circumstances. The country suffers from extreme deficiencies in educational and health services, employment opportunities, food production, access to potable water, and adequate roads. Soil and vegetal resources are being progressively depleted, and 85% of the population lives in rural areas.

Peace Corps will re-enter Ethiopia after an 18-year absence with an opening project in education.

Resources:

Ethiopia	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	0	19	19
Average # of Volunteers	0	5	16
Program Funds (\$000)	0	978	1,385

Peace Corps Projects by Sector:

Education

Ethiopia faces the challenge of providing its rural population with basic education that will provide the nation with skilled workers and promote economic development. Decentralization and reform of Ethiopia's education system are redefining the roles and responsibilities of educators. Volunteers have designed an education project plan which establishes small teams of Volunteers to provide opportunities for professional support and development. One Volunteer will be assigned to prepare Ethiopians to teach English in primary schools. Other Volunteer team members will be posted to under-served rural secondary schools.

Population: 1,235,000

Annual Per Capita Income: \$4,050

Number of Years Peace Corps in Country: 25

Peace Corps Country Overview:

Since only about 1% of the total land area is under cultivation, Gabon must import most of its food. Rural areas are especially affected by poor living conditions and inadequate sources of nutrition. There also is a critical shortage of teachers at the secondary education level. Primary schools are overcrowded, poorly constructed, and ill-equipped. Major health problems include high rates of maternal and child morbidity and mortality. Volunteers are working directly with farmers, teachers, and villagers to improve living conditions for the people of Gabon.

Resources:

Gabon	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	58	56	57
Average # of Volunteers	103	119	121
Program Funds (\$000)	3,377	2,953	3,053

Peace Corps Projects by Sector:

Agriculture

Volunteers are involved in the promotion of a freshwater fish culture with an integrated animal husbandry and agricultural crops component in order to improve villagers' income-generating capacity and contribute protein to their diet. Volunteers have trained more than 150 fish farmers and helped construct 66 new fish ponds. Annual fish harvests of these ponds has grown to 1.6 metric tons, of which 41% is consumed by the farmers' family members.

Education

Volunteers construct rural primary schools and teach carpentry and masonry techniques to Gabonese villagers. The Volunteers and program participants have successfully constructed nine new classrooms, three directors' offices, nine teachers' houses, and 18 latrines. In 1994, Volunteers taught physical science and mathematics to more than 5,500 students, with almost 50% achieving passing grades. Volunteers also taught English to more than 4,800 students, and 60% achieved passing grades.

Health

Peace Corps' pilot health project will assist the people of Gabon in their efforts to reduce maternal, infant and child morbidity through health education in basic preventive health techniques. Volunteers have conducted nutrition surveys, public health classes at a nursing school, prenatal consultations and immunizations at local hospitals, HIV/AIDS education, and produced a health lessons booklet for future Volunteers.

Population: 1,019,000

Annual Per Capita Income: \$360

Number of Years Peace Corps in Country: 28

Peace Corps Country Overview:

Numerous social, economic and environmental constraints pose significant problems for the people of The Gambia. These problems are exacerbated by migration from rural to urban areas. The country experiences high infant and maternal mortality rates, particularly in rural areas. A major shortfall of qualified math, science and English teachers exists at both the primary and secondary school levels. Textbooks, teaching aids, and instructional materials are scarce. Only 60% of eligible children are enrolled in primary school and, in some rural areas, less than half of eligible girls are enrolled. The Gambia is also facing rapid declines in its natural resource base and agricultural productivity.

Resources:

The Gambia	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	39	37	37
Average # of Volunteers	66	74	70
Program Funds (\$000)	1,604	1,505	1,543

Peace Corps Projects by Sector:

Education

Over the past 28 years, Volunteers have taught thousands of Gambian students in math, science and English, and established 12 school-based resource centers and libraries. Within the past few years especially, Volunteers have also conducted 20 teacher training programs for the design of teaching aids and introduction of new teaching methodologies. Volunteers have spearheaded school and community-based environmental education activities. One Volunteer and her Gambian counterparts implemented a resource center at a primary school that entailed the preparation of teaching aids using recycled materials, as well as the development of a system for the security, maintenance, and inventory of the materials. The resource materials are prepared for the subject areas of English, math, science, and social and environmental studies, and are used for child-centered learning activities and games.

Another Volunteer demonstrated the environmental and monetary advantages of using fuel-efficient cook stoves instead of traditional open fires. In doing so, the Volunteer taught math concepts to his 153 eighth-grade students and their families, all of whom worked together to construct the stoves. The school administration and teachers were also very active in their support of the cook stove project. Participants in the project have estimated that use of wood for stoves has been reduced by an average of 33%. Several schools have since replicated the project, and the Ministry of Education is encouraging the use of cook stoves for its school feeding program.

Environment

During the past year, Volunteers have trained 21 Gambian farmers in community level nursery management

and fruit tree grafting. They also have conducted 30 community workshops on soil fertility and erosion control, and implemented 14 community-based environmental education projects. One Volunteer worked with a Gambian counterpart to establish a nursery project comprised of a large demonstration garden and living-tree seed bank. The nursery includes a live fence, a windbreak, alley cropping, over 750 fruit trees, a composting demonstration site, and a wood lot. Recently, the Forestry Department and a non-governmental organization laid plans for the establishment of a community managed forest reserve. The reserve will require a firebreak comprised of a variety of trees which will be provided by both the community and the nursery project established by the Volunteer and his counterpart. Another Volunteer trained farmers in the establishment and maintenance of live-tree fences, which keep livestock out of gardens and eventually grow large enough to provide for fuel wood, construction material, and animal fodder.

Health

This project will be launched in FY1996. Volunteers will be assigned to health centers, dispensaries or village health committees. Volunteers will develop and implement primary health care education activities, placing special emphasis on maternal and child health care.

Population: 16,261,000

Annual Per Capita Income: \$430

Number of years Peace Corps in Country: 34

Peace Corps Country Overview:

Through educational reform and the implementation of an Economic Recovery Program initiated in 1983, Ghanaians have experienced marked economic growth of approximately 5% per year. Despite this promising growth, 70% of Ghana's population resides in rural communities, many of which do not have access to clean water sources and basic health care. Deforestation and soil erosion are taking place at an alarming rate. Many communities and individuals have difficulty obtaining access to credit to start small enterprises and economic development projects.

Resources:

Ghana	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	68	70	70
Average # of Volunteers	103	122	128
Program Funds (\$000)	2670	2605	2783

Peace Corps Program by Sector:

Economic Development

Volunteers are assigned to associations in the private sector, credit unions and government agencies to strengthen small business activities, including training in financial management, marketing, product development, and improving access to credit for small entrepreneurs. A group of 100 women and two Volunteers helped establish a women's center which operates a cooperative credit union and provides business classes and a vocational training center for young unemployed girls. One Volunteer helped a group of women add value to their fish products by drying and packaging the fish. After taking the new products on a marketing tour through Ghana, the women saw significant increases in their sales and income.

Education

Volunteers teach math, science, art, and technical subjects in Ghanaian schools to support significant education reforms that the government has initiated. Volunteers construct heat sources with tin cans and kerosene, build ecosystems in bottles, and simulate chemical bonding models in the classroom. Volunteers also transfer community organization and planning skills to Ghanaian educators by mobilizing such projects as building school latrines, wells, dormitories, libraries, and science labs. Volunteers also have organized math and science clubs, built kilns and an art workshop, assisted environmental clubs, and coached sports teams.

Education/Youth Development

Ghana recently initiated a new youth development project that is designed to reach adolescents and young adults who are not part of the formal education and employment systems. The project seeks to strengthen the capacities of local groups that work with Ghanaian youth, to upgrade the skills of trade masters in vocational training centers, and to train university students who are working with street children in Accra and Kumasi. Two Volunteers work in Accra shelters that provide street children with food and other basic essentials.

Volunteers are considering future projects which can help these children build their natural entrepreneurial skills into sustainable, income-generating activities.

Environment

As part of the Collaborative Community Forestry Initiative, Volunteer tree nursery managers direct the planting and growth of over 1,000,000 seedlings each year. Their efforts help to slow the effects of environmental degradation in the arid Sahelian zone in the northern regions. Volunteers also train people in tree nursery management and planting techniques with the goal of rendering village tree nurseries financially self-sustaining. As part of Ghana's new national curriculum, several Volunteers teach environmental science to secondary school students.

Health

Volunteers assist rural communities in building technically appropriate wells and latrines to reduce diseases caused by poor water quality and sanitation systems. They identify community health needs, provide education in basic primary health care, nutrition, and Guinea worm eradication. One Volunteer helped develop HIV/AIDS education materials and a primer which is used in Ghana by rural health teams and school teachers. With only limited resources, another senior Volunteer led a community project in building the village's first improved ventilation pit latrines. Another Volunteer and a team of three Ghanaian counterparts have led a health campaign in 28 villages to improve water sources. Local businesses and villagers together raised funds to drill deep bore holes where potable water is scarce.

Population: 6,269,000

Annual Per Capita Income: \$510

Number of Years Peace Corps in Country: 15

Peace Corps Country Overview:

For much of the last 30 years, Guinea has remained near the bottom of the social and economic development scale. Guinea has a literacy rate of 25% for adult males and 15% for adult females. Less than a third of all eligible children attend any level of school; in rural areas, only six percent of eligible girls are enrolled. Life expectancy is only 45 years, and infant mortality in rural areas is among the highest in the world. Agricultural development has been minimal throughout the country and despite an abundance of natural resources, only a small percentage of arable land is being cultivated.

Resources:

Guinea	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	55	52	51
Average # of Volunteers	70	90	84
Program Funds (\$000)	2,273	2,158	2,155

Peace Corps Projects by Sector:

Education

In collaboration with Guinean educators, Volunteers serve as English teachers in secondary schools and help students develop critical thinking skills. One Volunteer teaches English to more than 300 students using a pilot version of a new Guinean curriculum, and awards certificates of merit to young girls to encourage them to stay in school. Another education Volunteer has procured funding for renovation of a village hospital and has assisted a local women's group to begin a tie-dye cooperative. Beginning in 1995, three Volunteers will begin teaching English courses at the University of Conakry.

Volunteers also provide math instruction to secondary school students to prepare them for entrance to the country's technical schools and universities. One Volunteer teaches advanced secondary school math to more than 150 students, and is writing, piloting, and editing lesson plans for use by future Volunteers and Guinean educators. This Volunteer was asked by the Ministry of Education to research and write two treatises on math topics for possible use in Guinea's schools.

Environment

Volunteers work with the A.I.D. Targeted Watershed Management Project in the mountainous Fouta Djallon region of Guinea to strengthen environmental education and small-scale agriculture projects. One Volunteer has introduced a new plant strain to villagers which provides food for livestock in the dry season and improves the soil. This Volunteer also conducts education sessions for villagers on proper maintenance and use of improved wells. Another Volunteer initiated a water catchment system for a women's garden project and collected plant samples for the Smithsonian Institution.

Health

Volunteers work in public health education and outreach in small village communities. They collaborate with elected community councils to develop proposals for donor agencies to fund and implement small-scale community projects, such as the construction of schools, clinics, water sources, and latrines. One Volunteer teaches preventive health education to more than 200 primary students, over half of whom are girls, and has participated in vaccination tours which have inoculated more than 1,500 children. Another health Volunteer has received funding to form a youth theater group to encourage HIV/AIDS prevention. This theater group toured Guinea, appearing on Guinean television to highlight International AIDS Awareness Day.

Population: 1,043,000

Annual Per Capita Income: \$220

Number of Years Peace Corps in Country: 7

Peace Corps Country Overview:

Guinea Bissau is listed by the World Bank as one of the ten poorest countries in the world. The health status of mothers and children is one of the bleakest in Africa: the mortality rate for children under five years is 246 per 1000 live births. Thirty-five percent of children in this age group suffer from malnutrition, with the principal causes of death being malaria, diarrheal disease and acute respiratory diseases. Less than 25% of the population has access to safe water. Opportunities for students and professionals to learn English are problematic due to a severe scarcity of English teachers and training materials.

Resources:

Guinea Bissau	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	22	19	19
Average # of Volunteers	35	38	32
Program Funds (\$000)	1,297	1,257	1,192

Peace Corps Projects by Sector:

Agriculture

Volunteers are working to improve rice-growing skills and increase rice yields on small farms through a rice extension project. The project has achieved wide support among local villagers, particularly with women rice farmers, who are now using better seed varieties, improving weed control methods, and constructing earthen dikes to better manage their water.

Education

Education Volunteers focus on three primary activities: teaching English at secondary schools where there is a lack of trained teachers; retraining current teachers; and developing relevant learning materials and curricula for teaching English. Out of 1,500 secondary school students who completed the third-year level of English, over 90% obtained a passing grade.

Health

Volunteers are focusing their efforts on training health workers at the village level and stressing preventive measures through non-formal education. Over the past year, Volunteers helped to establish monthly growth-monitoring and vaccination clinics in 20 villages. Volunteers and village health center staff served a population of almost 50,000, including 8,200 children under age four years and 1,300 pregnant women. In addition, Volunteers conducted 121 health education sessions on family planning, nutrition, prenatal care, basic hygiene, fever control, prevention of cholera, and HIV / AIDS for more than 3,700 women at seven health centers and 20 village health units.

Population: 25,376,000

Annual Per Capita Income: \$270

Number of Years Peace Corps in Country: 30

Peace Corps Country Overview:

Currently over 80% of all Kenyans live in rural areas. Most of these citizens are small-scale agricultural farmers, pastoralists, and landless laborers. Approximately 47% of the urban population lives in or near slum areas. Kenya's education system faces a severe shortage of trained math and science teachers and the education of girls and young women is still a priority need. Environmentally, Kenya has lost about 50% of its forest cover over the last 30 years. If this trend continues, Kenya's forest will be largely depleted by the year 2000. Less than 50% of rural Kenyan households have access to safe water.

Resources:

Kenya	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	75	83	83
Average # of Volunteers	161	161	140
Program Funds (\$000)	3,043	2,903	2,777

Peace Corps Projects by Sector:

Economic Development

In 1994, more than 1,700 women were engaged in income-generating activities with assistance from Volunteers. Volunteers conducted 27 workshops on microenterprise development with 450 participants, including 240 women. Volunteers also taught business management classes to more than 250 young students. One Volunteer assisted artisans to improve product design and to develop outlets for their products. Another Volunteer developed an effective system to teach bookkeeping, marketing, and basic management to illiterate women.

Education

In 1994, Volunteers taught English, math and science to more than 5,000 Kenyan students. Additionally, 16 infrastructure improvement projects (such as libraries, laboratories, dining halls, and classrooms) have been completed. Volunteers are also involved in a wide variety of clubs including drama, wildlife, music, and sports. One Volunteer worked with a music and dance group in a very poor secondary school and led the group to a national championship. Another Volunteer worked with the school community and developed a proposal that brought electricity to two classroom blocks, the boys' and girls' dormitories, dining hall, and laboratory.

In 12 special education primary schools over the past year, 300 Kenyan teachers have received "on-the-job" training from Volunteers, and 1,250 assessments were conducted for hearing-impaired students. One Volunteer has worked with hearing-impaired school girls, teaching them baking and sewing skills. Another Volunteer is working with a local business community to provide job training for older boys who are hearing impaired.

Environment

During the past year, Volunteers have worked with more than 400 individual farmers and almost 2,000 community members in adopting environmentally-based agroforestry and energy use techniques. Volunteers have helped start environmental education programs in 50 schools and tree nurseries in 140 schools. One Volunteer established environmental libraries in 23 schools.

Health

During the past year, water and sanitation Volunteers have assisted in the construction of more than 350 latrines and 100 water storage facilities that serve more than 9,500 urban and rural Kenyans. Almost 100 lessons in sanitary education were presented at primary and secondary schools. One Volunteer, in collaboration with health officials, improved a hospital's water facilities through the installation of new gutters on 32 buildings and the connection of a pump and pipeline to the existing storage tanks. Another Volunteer completed the construction of a water mainline and break pressure tanks for a large water project.

Population: 1,899,000
Annual Per Capita Income: \$660
Number of Years Peace Corps in Country: 28

Peace Corps Country Overview:

The government of Lesotho faces serious challenges in providing basic social, health and education services. Increased unemployment due to recent changes in South Africa have caused a historically weak economy to become even weaker. Lesotho suffers from a growing unemployment rate, currently 30%, and a literacy rate of only 59%. Volunteers are working with small rural communities, schools, farmers, and local government officials to encourage social and economic development.

Resources:

Lesotho	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	53	63	63
Average # of Volunteers	111	108	101
Program Funds (\$000)	2,659	2,593	2,641

Peace Corps Program by Sector:

Agriculture

During the past year, Volunteers have established 30 garden groups and school gardens to improve village nutritional conditions. Additionally, six micronurseries for fruit trees have become operational, and are providing seedlings to 3,500 farmers who have been trained in improved methods and techniques for food production, preservation, and basic nutrition. Volunteers are also teaching marketing skills to farmers so that surplus products can be sold for cash for the rural economy. In 1994, Volunteers trained 140 village garden leaders who are now serving their communities, voluntarily, as agriculture and nutritional extension agents. Volunteers also have worked with local villagers and officials to improve access to safe drinking water for human consumption and livestock production.

Economic Development

Volunteers provide technical and managerial training to a growing number of small businesses, business support agencies, and local financial institutions in Lesotho. Through the teaching and training efforts of one Volunteer, a group of approximately 15 young entrepreneurs are now surveying the marketability of their business ventures in their respective communities. Another Volunteer has assisted a group of basket weavers by helping them develop marketing plans for their products.

Education

Education is Peace Corps' largest and oldest program sector in Lesotho. Located primarily in the remote mountain districts, Volunteers teach English, math, science, agriculture, computer science, home economics, and vocational education to some 7,400 students in over 35 disadvantaged secondary schools. Volunteers also participate in secondary projects, such as, building libraries, classrooms, water systems, health clinics, roads, and footbridges. During the past year, Volunteers assisted in the construction of more than 28 water collection

systems, which increased the availability of safe drinking water for an estimated 3,000 students and established 35 new school gardens at their sites.

Environment

Environmental Volunteers are providing valuable assistance as extension agents and business and management advisors for the Ministry of Agriculture. Their projects focus on reversing environmental and land degradation, improving land management techniques and teaching modern livestock grazing plans. A total of 149 rain catchment systems, five spring catchments and two horizontal wells completed in the past two years now provide safe drinking water to approximately 32,000 people in the rural and mountain districts of Lesotho. During the past year, one Volunteer successfully designed and completed an ethno-botanic survey in four mountain range management areas. This study will assist the Ministry of Agriculture with the biological monitoring of non-forage resources and the evaluation of the effects of organized range management practices on mountain ecosystems.

Population: 12,728,000
Annual Per Capita Income: \$240
Number of Years Peace Corps in Country: 2

Peace Corps Country Overview:

The education system in Madagascar experiences overcrowded classrooms, poorly trained teachers, lack of teaching materials, high student repetition and failure rates, and inadequate curricula. The natural resource base, upon which the majority of Malagasy directly depend, is seriously threatened by deforestation, loss of biological diversity, soil erosion and a decline in overall land productivity. Much of the population does not have access to basic social services. Economic recovery has been hampered by long-term development constraints, including high population growth, widespread poverty, and food insecurity.

Volunteer projects are based on requests for training English language teachers; natural resource management and community development; and the promotion of nutrition, health education, and child survival techniques.

Resources:

Madagascar	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	22	23	23
Average # of Volunteers	8	33	39
Program Funds (\$000)	968	1,041	1,256

Peace Corps Projects by Sector:

Education

Volunteers are working with 32 Malagasy junior high school English teachers to improve their English speaking ability and enhance their teaching methods and materials. Together with their Malagasy counterparts, Volunteers are conducting weekly or bi-weekly English lessons and teaching methodology classes. Their goal is to promote the use of English among the junior high students and faculty, as well as the general population. In support of this goal, Volunteers are establishing English language resource centers and implementing training seminars in their communities. In addition, Volunteers have worked with officials from the Ministry of Education to facilitate six in-service training sessions for approximately 100 teachers.

Environment

Twelve Volunteers will be working with, and providing training for, local community members and groups to improve the conservation of Madagascar's environmentally protected areas. They will be working to reduce the degradation of the natural resources in and around six of these areas; to develop the capacity of local individuals and institutions to manage sustainable, income-generating activities around these areas; and to enhance management capabilities of the government officials responsible for these areas.

Health

Starting in 1995, Volunteers will begin working on a project which will focus on child survival, health and nutrition education and malaria control.

Population: 9,303,000

Annual Per Capita Income: \$220

Number of Years Peace Corps in Country: 30

Peace Corps Country Overview:

In 1994, the people of Malawi peacefully elected a new president and political leadership following 31 years of one-party, one-man rule. However, the gains in political and individual freedom have been tempered by continuing concerns about drought, hunger, disease, and environmental degradation.

Moreover, Malawi currently suffers from the rate of HIV infection: 12% of urban, middle-class adults between the ages of 15 and 44 are infected with HIV. Projections indicate that the number of children orphaned by this epidemic will reach 600,000 by 1998. These statistics, coupled with the growing demands for education and environmental rehabilitation, reinforce the important role that Volunteers play in Malawi's development.

Resources:

Malawi	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	46	63	63
Average # of Volunteers	96	95	93
Program Funds (\$000)	1,852	1,857	2,008

Peace Corps Program by Sector:

Education

Volunteers are assigned as mathematics and science teachers in rural, under-served secondary schools. Volunteers teach in classrooms with 30-150 students per class, using techniques designed to increase student participation. Volunteers who work in the Special Education Project focus on teacher training, curriculum development, and demonstration classrooms for mentally and physically handicapped students, pre-school children, and adults. One Volunteer introduced a paper-making project using recycled classroom paper. Now, men and women in the area are producing envelopes and stationery from recycled paper.

Environment

Volunteers in Malawi are serving as environmental educators, national park officers, and community coordinators. They work with local residents of National Parks and neighboring "protected areas" to relieve human pressures on the natural environment, increase food security, and create income-generating activities for local residents.

Health

Volunteers work in rural communities as educators and counselors, teaching HIV/AIDS prevention strategies and counseling techniques to Malawi counterparts, co-workers, patients, students, and community groups. Volunteers also instruct families in childhood disease prevention, while physical and occupational therapist volunteers work with patients, local health personnel, and Malawi health professionals to treat disabled patients. One Volunteer has been instrumental in developing a District HIV/AIDS Education and Counseling Center.

where a group of 40 female volunteers from local churches regularly visit HIV/AIDS patients and conduct prevention activities in their neighborhoods.

Urban Development

Volunteers work in teams to address the myriad of problems caused by rapid urbanization in Malawi. The teams, which are made up of architects, engineers, accountants, and community development workers, are posted in each of Malawi's major cities. In Lilongwe, Volunteers are working to implement city statutes that enable low-income residents to improve their housing. One Volunteer works with local architects and engineers to design low-cost housing and plan subdivisions in areas scheduled for development. In Zomba, two Volunteers were instrumental in organizing local community efforts to obtain piped potable water for a village.

Population: 9,234,000

Annual Per Capita Income: \$300

Number of Years Peace Corps in Country: 24

Peace Corps Country Overview:

Although most of the nine million inhabitants are engaged in an agriculturally based livelihood, Mali has yet to achieve food self-sufficiency and faces a number of other development problems that require long-term solutions. Peace Corps' primary objective in Mali is to assist its people in promoting socioeconomic development and addressing the most basic development needs of the Malian people: food production, water availability, environmental conservation, basic education, and preventative health care.

Resources:

Mali	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	95	92	92
Average # of Volunteers	137	179	163
Program Funds (\$000)	4,139	3,342	3,555

Peace Corps Projects by Sector:

Agriculture

Volunteers are helping Malian farmers at the village level to produce enough nutritious food to supplement their diets and generate income by increasing and improving primary gardening activities, field crops, small animal raising, and food preservation and storage. Some of the techniques being promoted include composting, double digging, inter-cropping, and use of organic pesticides. Volunteers also introduce different kinds of vegetables, such as soybeans, and teach women how to use them in their everyday diets. Small animal husbandry Volunteers are working with farmers to introduce better techniques to raise chickens. These Volunteers advise farmers on improved chicken coop construction, feeding and watering, chick production, and better sanitation and health care. They also help introduce a sturdier variety of chickens to strengthen the local breed.

Economic Development

This project seeks to expand the small business sector in Mali by improving the management capacity of potential and existing small business entrepreneurs, and by increasing the financial and technical resources available to them. Volunteers are placed in both cities and rural towns. They work with businessmen and women instarting new businesses or improving their management skills for existing small business projects. Feasibility studies, marketing surveys, inventory control, accounting, and pricing are some of the services and training that Volunteers provide.

Volunteers based in rural areas work with farmers and other community members teaching them the basics of profit making through simple value-adding techniques or better marketing. Urban-based Volunteers work to develop long-term plans for the creation of community owned and managed savings and credit institutions. One such Volunteer, with the assistance of his local counterpart, recently initiated the start-up of a village bank in Niono.

Education

Volunteers work as technical advisors and catalysts to help primary school teachers make topics more practical for their students. Volunteers provide technical and pedagogical training to Malian teachers to integrate knowledge and practice in agriculture, animal husbandry, vocational education, and home economics into school curricula. This will result in making education more relevant to the needs of students who will not continue their studies, but will be farmers, artisans and parents. Volunteers are also coordinating technical exchanges between rural and town based teachers to promote diffusion of new methodologies and techniques throughout the country.

Environment

Volunteer foresters help train the local population to better understand their environment, to use their natural resources more efficiently, and to conserve the bio-diversity in their communities. Soil conservation, tree conservation, and tree production are the primary concerns of this sector. Working with Volunteers, Malian farmers have learned to build rock lines to prevent soil erosion and to plant trees as live fencing in an effort to reduce deforestation. Volunteers also teach women how to make improved mud stoves which burn less wood than the traditional method. Promoting fruit tree planting is another focus of this sector, using grafting methods which increase fruit yield and lengthen the growing season. Environmental education, both formal and informal, is a new component of this sector whereby Volunteers work with primary schools and other organizations to incorporate environmental awareness into the curriculum.

Volunteers are also developing Mali's capacity to improve the management of limited water resources and sanitary conditions. They are working with local blacksmiths to construct low-cost water pumps, providing Malian farmers with an affordable alternative that can be manufactured and repaired locally. An important development in this area has been the formation of regional and local level interagency sanitation committees. Volunteers were the primary catalysts for the formation of these committees, marking the first time community leaders have joined with government and non-governmental organizations to solve sanitation problems.

Health

The aim of the Health Education Project is to decrease the number of preventable deaths among children, to increase community awareness of health issues, to improve general health care practices among villagers, and to upgrade the skills of local health workers.

Volunteers also monitor child growth and teach their Malian counterparts how to develop and present health and nutrition education lessons to needy mothers. Health education themes include: proper weaning, breast feeding, diarrheal disease control, vaccinations, and HIV / AIDS prevention. Volunteers also promote attendance at prenatal consultations and help train and supervise traditional birth attendants. Some Volunteers work with primary school teachers to incorporate health topics into the curriculum. Three other Volunteers are currently developing theater groups to perform plays that promote HIV / AIDS prevention and other health-related topics.

Population: 2,137,000

Annual Per Capita Income: \$510

Number of Years Peace Corps in Country: 25

Peace Corps Country Overview:

Recurring drought and sparse natural resources make Mauritania one of the world's least-developed nations. Only 15% of the rural population of Mauritania has access to clean water and less than 1% of the land receives sufficient rainfall to sustain crop cultivation. Volunteers are working at the grass roots level to support the primary objectives of the country's economic plan: increased agricultural production and income generation from agriculture; promotion of reforestation and dune stabilization projects; implementation of preventive health care with an emphasis on providing clean water; and development of the formal and informal business sectors.

Resources:

Mauritania	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	22	19	19
Average # of Volunteers	49	42	32
Program Funds (\$000)	1,613	1,329	1,199

Peace Corps Projects by Sector:

Agriculture

Agroforestry Volunteers are part of an integrated development effort to implement improved agriculture and forestry practices throughout rural Mauritania. This strategy aims to slow the rate of desertification and environmental degradation, while at the same time increasing food production. A major emphasis of the Volunteers' work includes transferring technical expertise to Mauritanian farmers and villagers. An agriculture Volunteer worked with the Nere Walo Women's Cooperative to install a water irrigation system for their cooperative garden, as harsh weather conditions and local geography made water difficult to acquire. The existing well was deepened and a wind-powered pump, made from locally available and inexpensive material, was installed. Now the women are able to produce more vegetables to supplement their daily diets, while at the same time supplementing their household incomes.

Economic Development

The purpose of this project is to generate income and increase employment for small-scale entrepreneurs in Mauritania's informal economic sector. Volunteers work to improve general business management practices and to help create or expand new and existing businesses among individually- and cooperatively-owned enterprises. A Volunteer in Nouadhibou helped secure funding to expand and renovate the only tie-dying business in the central market.

Health/Water Sanitation

Volunteers are working to upgrade the health status of the rural population and improve the standard of living through the development of potable water sources, the development of sanitation facilities and the promotion of improved methods of treating water. One Volunteer working in the Kankossa area developed a pump made out of locally available materials which is simple to construct, operate and repair. He taught villagers, as well as other Volunteers, how to replicate this technology which has served to increase access to clean water in that region.

Population: 1,565,000

Annual Per Capita Income: \$1,660

Number of Years Peace Corps in Country: 4

Peace Corps Country Overview:

Before achieving independence in 1990, the quality of Namibia's education was uneven, as each ethnic authority ran the state schools in its area without adhering to an established state standard. It is estimated that 60% of Namibia's population is illiterate. The Ministry of Education and Culture estimates that only 40% of the country's students will complete the seventh grade. Volunteers are working to support the Ministry's efforts to improve and expand access to quality education.

Resources:

Namibia	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	53	58	73
Average # of Volunteers	72	92	106
Program Funds (\$000)	2,239	2,265	2,631

Peace Corps Program by Sector:

Education

Volunteers teach English, mathematics, and science in secondary schools throughout the country and are involved in secondary projects designed to improve the conditions at their schools and in their communities. Volunteers also serve as instructors at three teacher training colleges providing instruction in methodology, English and child development. They establish teacher resource centers, build libraries, and secure books, supplies, and equipment for schools and teacher training colleges.

Education/Youth Development

Needs in this sector are tremendous, since there are no services for youth and structures for providing information, training or counseling did not exist prior to 1990. Youth in Namibia, which comprise 70% of the country's population, have had no experience in forming organizations or developing leadership structures. To address these problems, Volunteers work as regional youth officers, health and program officers at youth resource centers, and as management officers at youth skills training centers. They are establishing an infrastructure which provides services to young people in employment, job training and health in order to increase their participation in economic, social and civic development. Volunteers have assisted in establishing nine regional youth offices, one multi-purpose youth center with a drop-in health unit, an environmental education unit, a jobs information unit, and a youth skills training center which provides year long training courses in vocational, business management for youth at risk. The combined efforts of these programs provide services for approximately 100,000 Namibian young people each year.

Population: 8,440,000

Annual Per Capita Income: \$270

Number of Years Peace Corps in Country: 33

Peace Corps Country Overview:

Niger is one of the poorest countries in the world. Efforts to develop the country's limited resources have been hindered by increasingly difficult environmental pressures and limited manpower. Periodic droughts throughout the 20th century have caused great social and economic dislocation among the rural population. Peace Corps implements a programming strategy which works to address such basic priorities as increased food self-sufficiency, malnutrition, math and science education, and natural resource sustainability.

Resources:

Niger	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	68	69	69
Average # of Volunteers	109	132	128
Program Funds (\$000)	3,087	2,863	2,979

Peace Corps Projects by Sector:

Agriculture

The goal of the Africa Food Systems Initiative (AFSI) project is to assist Niger's efforts to increase food self-sufficiency by promoting local problem-solving capacities. Volunteer efforts focus on improving food production, conservation and income-generating activities, as well as diversifying economic activities in general. Initiated in 1987, the project organizes Volunteers into multidisciplinary teams which focus development efforts in a given geographic area for eight to ten years. Volunteers work with village leaders and government officials to identify ways to improve families' food systems. Once methods and technologies are implemented, they are monitored to determine their effectiveness.

Training is a major focus of the AFSI project. In 1994, Volunteers planned two training projects for 60 gardeners to improve their gardening techniques. Upon returning to their villages, each participant held mini-training sessions to pass on what they had learned.

Education

Niger's education system suffers from a shortage of qualified and trained teachers. Over 72% of the population is illiterate. By providing math and science training for teachers, Volunteers are working to increase access to math and science education for 12,000 Nigerian students. Volunteers also assist their local schools in identifying ways to acquire math and science materials and improve the learning environment. Literacy training, begun in 1987, has lead to the initiation of eight village libraries. In 1994, several literary clubs were initiated to provide a forum for advanced readers. Other events held in 1994 included a para-veterinarian training for five villages, literacy training for eight villages, tree nursery training for 25 villages, and soil conservation training for 20 villages.

Environment

The environment in Niger is under heavy, long-term pressure due to climatic change and increasing use of natural resources. The purpose of this project is to assist local communities in reaching food and natural resource self-sufficiency by improving the management of their land. Volunteers work in rural communities in four regions of Niger and develop plans to encourage environmental conservation and rural development. Project activities include promoting the construction of woodless houses and wood-conserving stoves, planting new trees and improving the management of naturally regenerated trees.

Volunteers are leading a project which is designed to maintain the productive capacity of biologically diverse ecosystems in Niger. They are assisting communities in adopting conservation and sustainable management practices for the land and resources for present and future generations. Over the last three years, a team of Volunteers has been developing a management plan and community activities near the Kouré forest to help preserve the last troop of wild giraffes in West Africa. These Volunteers have made significant progress in documenting the population size, movements and behavior of the giraffes. They have also begun to collaborate with the Ministry of Tourism to provide further training and support to forest guides. These guides now earn income from tourists by escorting them to view the giraffes. The guides play an important role in minimizing disturbances to the animals and their habitat.

Environmental Volunteers are also working to increase and enhance environmental education in primary schools through the publication of journals and training of Nigerien primary school teachers.

Health

The Nutrition Project is designed to assist the Ministry of Health's efforts to improve the nutritional status of children and pregnant and lactating women in rural Niger by educating mothers on methods to improve their feeding and dietary practices.

In the village of Dan Issa, a Volunteer nutritionist helped create a unique waste disposal system for the community. Using Small Project Assistance funds, she was able to recruit the service of four villagers to remove waste to a designated area using donkey and pull-carts. In a country where diarrheal diseases are the third most frequent cause of morbidity and where an average child suffers nearly seven episodes of diarrhea per year, effective waste disposal is vital to the health and well-being of the community. Villagers are continuing to implement this waste disposal system on their own initiative.

Population: 125,000

Annual Per Capita Income: \$330

Number of Years Peace Corps in Country: 5

Peace Corps Country Overview:

Sao Tome and Principe is blessed with rich volcanic soils, adequate rainfall, and people who have experience in the production of food, cash crops and fishing. However, the majority of people suffer from a very low standard of living that is compounded by high rates of disease (such as malaria, intestinal parasites and gastro-intestinal infections) and a lack of basic services. These living conditions are especially acute among the rural population of the country, where many people do not have access to such services as health care, potable water, waste-disposal, and education.

Volunteers are currently helping villages in health education, water catchment, latrine construction, swamp drainage, and income generation. These projects are aimed at improving the standard of living of the people of Sao Tome and Principe by encouraging decision making at the local level.

Resources:

Sao Tome and Principe	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	13	13	13
Average # of Volunteers	19	23	24
Program Funds (\$000)	841	818	901

Peace Corps Projects by Sector:

Economic/Community Development

In 1994, Volunteers supported 18 community development projects that were initiated by local groups. Many Volunteers work as extension agents in the area of health. Volunteers are assisting with: the education of rural community residents and rural primary school children in the areas of nutrition, hygiene and primary health care; improving the general health care infrastructure by generating an understanding of the need for sanitary waste disposal and aiding in the construction of latrines, potable water systems, and school kitchens; and promoting small community development projects.

Other specific activities and projects that Volunteers have helped organize or create include: two community centers; one tailor shop which demonstrates how to manufacture clothes and generates income; three restaurants which focus on providing income-generating opportunities for rural and urban people; two day-care centers which care for children of working women; two canal renovations; a water pipe system for a fishing village; several latrines (in conjunction with UNICEF) which provide a better sanitary environment for villages; water catchment systems, which show people how to obtain and store clean drinking water; two centers providing health care and education classes, and a Women in Development project sponsored "Take our Daughters to Work Day."

In addition, 11 associations were developed with local people. Ten groups (including four women's groups and one youth group) are working on income generation activities. Three Volunteers are involved in environmental activities which include working with the only local environmental NGO, surveying sea turtles and their nesting sites, reforestation, and developing environmental education materials for schools, scouts, and nature clubs.

Population: 8,054,000

Annual Per Capita Income: \$730

Number of Years Peace Corps in Country: 32

Peace Corps Country Overview:

Despite many advances in Senegal in recent years, there remain numerous economic problems that have been aggravated by the steady decline in rainfall since the 1960s. Profits from the two main export crops, groundnuts and millet, are largely dependent on annual rainfall. In addition, much of the agricultural land in Senegal is in fragile condition due to a combination of soil depletion/degradation, deforestation, and desertification. Unemployment and underemployment are growing problems in Senegal, with only a small fraction of new entrants into the labor force able to find jobs. In the Health sector, while the Government of Senegal has decentralized health services, an under-sized staff of primary health care workers and limited basic health care resources impose considerable constraints. Maternal and childcare services remain limited. Consequently, Senegal has one of the highest infant and childhood mortality rates in the world.

Resources:

Senegal	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	68	68	67
Average # of Volunteers	129	140	116
Program Funds (\$000)	3,119	2,851	2,739

Peace Corps Program by Sector:

Agriculture

One of the major problems of the agriculture sector in Senegal is the misuse and mismanagement of Senegal's natural resources, which has lead to a reduction in crop yields. Volunteers work with farmers on a variety of projects designed to improve soil fertility and increase the production of both traditional and non-traditional crops. These projects include promotion of vegetable crop production, composting, crop diversification, live fencing and integrated pest management.

More than three-fourths of Senegal's rice seed comes from imports. Volunteers work with women farmers in the southern part of the country to increase rice yields, encouraging greater self-sufficiency for this important crop. Volunteers have introduced improved varieties of rice and farming techniques better suited to local conditions, which has led to a significant increase in crop output. Reports of these production increases have led to numerous requests from other area farmers to participate in the project.

Economic Development

Volunteers in this project help to enhance the organizational and management capability of village and urban-based groups and individual microenterprises. Volunteers are working with woodworkers, leather workers, tailors, artisans and others to benefit from the increased demand for locally-produced goods. Since that many visitors were not aware of a local artisan center, one Volunteer worked with the artisans to design road signs. These strategically placed signs have increased visitors by 50%. The Volunteer also helps in the organization of the center and record-keeping to better manage the tourist market.

Environment

Volunteers educate farmers and students about protection of the natural resource base to sustain agricultural production. This project currently encompasses 10 schools and 40 teachers in the Diourbel work zone. During the last school year, two Volunteers identified a core of motivated teachers who, under the leadership of their local counterparts, created an Environmental Education Steering Committee. In collaboration with committee members, these Volunteers prepared environmental education modules which were approved and will be used during the next school year.

Volunteers also work with local farmers on reforestation efforts at the village level. One Volunteer, after observing the success of local live fencing at a model farm, decided to replicate it in his village. With the assistance of the local forest service and other funding, he worked with 15 farmers to collect Leuceana seeds and plant them. More than 10,000 saplings have survived this planting.

Health

Volunteers in this project assist in the planning, organization, and implementation of a primary health care program intended to reach the broadest possible segment of the population. Volunteers collaborate with nurses assigned to village health posts and with various community-based development groups, promoting such skills as how to conduct health education classes and promote community-based development projects. One Volunteer worked with a group of five women to hold health education classes for all women in the village. These classes were then offered to neighboring villages. Another Volunteer and her counterpart helped the people of Thiolom Fall build a maternal health center in their village with donations from former village residents.

Population: 888,000

Annual Per Capita Income: \$1,050

Number of Years Peace Corps in Country: 27

Peace Corps Country Overview:

Although Peace Corps has been successful in increasing access to quality education for many citizens of Swaziland, the program continues to evolve to meet their changing development needs. Swaziland faces an acute shortage of mathematics and science teachers because they are often attracted to the private sector or to better-salaried positions offered in neighboring countries. Each year thousands of school graduates are unable to obtain a living wage due to a lack of technical skills.

Environmental degradation is another serious problem which threatens the potential success of public health and development initiatives in Swaziland. Poor solid waste management, limited access to clean drinking water, and rampant soil erosion are among the problems that the Swazis are attempting to address. Due to rapid urban growth in the past decade, 30% of the population now lives in towns and cities. Urban centers are overcrowded and lack the public services and facilities necessary to meet the demands of the rising population. A large segment of both rural and urban dwellers remain unaware of the sources of communicable diseases and malaria. Awareness of environmental issues is also just beginning in Swaziland and Volunteers will play an important role in increasing public knowledge and understanding of these issues.

Resources:

Swaziland	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	28	31	31
Average # of Volunteers	67	59	49
Program Funds (\$000)	1,387	1,249	1,294

Peace Corps Program by Sector:

Education

Each year Volunteers teach mathematics, science, and vocational skills to over 10,000 students in Swaziland. Volunteers play an important role in providing the quality instruction necessary for students to successfully compete on the national exams. Six Volunteers are working with parent committees to construct science labs for rural schools. Four Volunteers have established math or science clubs at their schools. Other Volunteers are working with primary school teachers to improve the quality of their classroom instruction. Over 1,000 primary school teachers have benefited from workshops led by Volunteers, which cover topics such as student assessment, teaching methodology, and the design of remedial learning activities. During the past year, vocational education Volunteers have taught basic skills in woodwork, metalwork and technical drawing to over 400 students. Volunteers encourage practical activities that not only allow students to practice their skills, but benefit the school as well. A carpentry Volunteer and his students repaired 125 desks at their school. Another Volunteer oversaw the construction of furniture for a laboratory and library at his rural school.

Environment

Volunteers work with government agencies to devise environment policies that address concerns about waste management, urban planning, natural resource management, and environmental education. Volunteers working

with the Ministry of Housing and Urban Development and local city councils focus on land use planning and zoning regulations within urban areas. One Volunteer has been instrumental in developing environmentally sound building codes.

Volunteers working in conjunction with local community organizations are participating in water and soil conservation projects that will benefit over 30,000 people in Swaziland. Other Volunteers produce programs with environmental themes at interpretative centers in nature reserves that reach over 2,500 students each year. One Volunteer helped to obtain funds to construct two centers that will provide environmental education opportunities for local schools and communities. Another Volunteer established an indigenous tree nursery to assist in the area of bio-diversity conservation.

Population: 26,743,000

Annual Per Capita Income: \$100

Number of Years Peace Corps in Country: 22

Peace Corps Country Overview:

Although favored with abundant natural resources, Tanzania is still struggling to gain self sufficiency. In recent years the liberalization of the economy has encouraged the development of private enterprise. There remains, however, a high rate of unemployment and the majority of the people support themselves through small-scale agricultural activities. While there have been significant infrastructure improvements, especially in road construction, movement of goods within the country remains difficult and is a major deterrent to further economic development. Tanzania has placed science education and technology at the center of its development strategy. However, with perennial funding shortfalls, the Tanzanian teaching profession has not been able to attract, train or retain sufficient numbers of qualified math and science teachers to meet the country's needs. Peace Corps re-entered Tanzania in June 1991, and Volunteers have focused their efforts on improving the quality of, and access to, science and mathematics education in secondary schools.

Resources:

Tanzania	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	48	48	48
Average # of Volunteers	80	92	92
Program Funds (\$000)	2,135	2,072	2,175

Peace Corps Program by Sector:

Education

During the past year Volunteers have provided math and science education to over 12,000 secondary school students in Tanzania. Nearly every school where a Volunteer has been assigned has seen the students' academic performance increase on national exam scores. Examples of Volunteer impact can be seen at Shinyanga Commercial Secondary School, where advanced level economics students' scores ranked first in 1994. Similarly, physics students at a secondary school in Arusha who were taught by a Volunteer ranked first in 1994.

Volunteers are aiding in a multitude of secondary projects outside of the classroom, including building school and community libraries, designing HIV/ AIDS education posters, assisting private entrepreneurs in improving business skills, and participating in Special Olympic events. Volunteers also provide computer education courses, teach English, help organize Girl Scout troops, organize trips for Tanzanian high school students to climb Mount Kilimanjaro, and assist in the production of a short film designed to raise awareness of women-in-development issues.

Environment

Although only a small number of Volunteers have been working in this sector, the impact has been impressive. One Volunteer working as a conservation law officer completed a report on all existing legislation pertaining to the environment. The report provides a historical overview of law and institutions pertaining to environmental management and summarizes the basic environmental problems facing Tanzania.

Another Volunteer works with an extracurricular club that provides environmental education to Tanzania's secondary school students. This Volunteer has visited over 50 schools in the past year giving environmental education lectures in Kiswahili to over 2,500 students. In addition, she has contributed articles to and helped produce the club's annual magazine, assisted in the production of four environment videos in English and Kiswahili, and assisted in writing a Wetlands Teacher's Training Kit.

Refugee Relief

Three Volunteers in northwestern Tanzania have been assigned to provide relief assistance to one of the refugee camps with a population of 3,200 refugees. Within four months of their arrival, these Volunteers planted 15,000 wood fuel trees, built 300 fuel efficient stoves and trained local villagers in their use and maintenance. They also developed 240 home gardens, built a gravity-flow water system, provided health education classes for more than 130 community health workers, and wrote a syllabus for health procedures to be used at a local camp.

Population: 4,026,000

Annual Per Capita Income: \$330

Number of Years Peace Corps in Country: 33

Peace Corps Country Overview:

Togo is experiencing a long and difficult transition to democracy and struggling with the effects of the Structural Readjustment Program initiated in January 1993. It is estimated that more than 30% of the rural population lives in extreme poverty, and only 21% of Togo's people have access to adequate sanitation. Diseases such as tuberculosis, malaria and malnutrition are endemic in Togo. Current farming practices cannot meet the needs of the increasing population.

Resources:

Togo	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	48	43	43
Average # of Volunteers	44	66	68
Program Funds (\$000)	2,527	1,937	2,272

Peace Corps Program by Sector:

Economic Development

Since 1991, Volunteers have been working with officials at local credit unions to offer training and consulting to members who wish to improve their business skills. Workshops covering accounting, finance, marketing, feasibility studies, and other business advice are offered to groups of tailors, retailers and other small business people. Volunteers also provide post-course consulting services. The goal of this project is to improve basic business and entrepreneurial skills and foster opportunities for economic growth and job creation in Togo's large microenterprise sector.

Small business Volunteers have conducted accounting and management workshops for some 230 entrepreneurs. Some of the Volunteers have trained local assistants, who are now capable of conducting accounting classes and performing follow-up activities. Other Volunteers and their counterparts from the National Savings and Credit Organization have worked together to create a marketing training module and a training manual. Entrepreneurs in the town of Tsevie, with assistance from a Volunteer, organized a Chamber of Commerce with over 75 members. The Chamber meets bi-weekly to discuss issues such as transportation problems, marketing in neighboring towns, buying raw materials together in bulk, and advertising locally produced goods.

Environment

Heavy demographic pressure is straining Togo's agricultural systems and the regeneration of arable land. Traditional farming practices cannot meet the needs of the increasing population, nor do these practices address the problem of soil degradation. Togo's forests are being depleted as demand for tree products increases. Through Volunteer efforts, the use of nitrogen-fixing plants and trees has been adopted by over 100 farmers in 30 villages. Twenty-three target villages now have functional tree nurseries, 15 of which were able to fell enough trees to make a profit over the past year. In addition, more than 20 species of trees are being sold in nurseries. Sixteen villages were involved in informal environmental education programs and Volunteers are currently working in more than ten primary schools on environmental education projects.

Health

Volunteers train rural health educators and assist communities in improving local health conditions. Project objectives include education on Guinea worm eradication, the prevention of communicable diseases and malaria, the importance of vaccinations and oral re-hydration therapy, as well as other health-related problems. Peace Corps' participation in this project will phase out in 1996, when the government of Togo takes over project activities. In June 1995, Peace Corps will start a new health project designed to address motherhood and child survival techniques.

Through technical assistance from Volunteers, approximately 1,100 village-based health workers are active in 967 villages with reported cases of Guinea worm. Volunteers trained 100 primary school teachers and 90 village monitors to assist with eradicating the Guinea worm. Approximately 65,000 filters were distributed and sold in endemic villages during the past year. As a result of this project, Guinea worm cases throughout Togo from 1993 to 1994 were reduced by an average of 62%.

Population: 18,026,000

Annual Per Capita Income: \$190

Number of Years Peace Corps in Country: 14

Peace Corps Country Overview:

Twenty years of civil strife and the more recent HIV / AIDS epidemic have had devastating impacts on Ugandan society. The education system is in disarray and needs massive reform. Uganda's natural resources have been neglected and mismanaged. Civil strife and social upheaval have brought local enterprise to a standstill, especially in the manufacture and delivery of goods and services. Peace Corps is an active partner in assisting people and institutions at the grass roots level in all of these areas. With increased stability, more personal freedom and a loosening of restrictive government controls and policies, a climate for sustained economic growth is being established.

Peace Corps' Programs focus on technical education, natural resource management, teacher training, women in microenterprise development, and community health nurse training. A new project in export agriculture is also under development.

Resources:

Uganda	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	26	43	43
Average # of Volunteers	34	49	55
Program Funds (\$000)	1,253	1,293	1,499

Peace Corps Projects by Sector:

Economic Development

In its first year, Volunteers are working on a project to provide women who are caring for orphans with the business skills necessary to increase household incomes. Volunteers work with a local non-government organization, the Ugandan Women's Efforts to Save Orphans, founded by First Lady Janet Museveni. Volunteers arrived in their communities September 1994. They are assessing the need for and potential of business training for women's groups and individuals who have on-going business ventures in their areas.

Education

Volunteers are helping to revitalize and improve technical education at colleges and institutes in Uganda. One Volunteer proved instrumental in the rehabilitation of the electronics laboratory at the premier technical college in Uganda by collaborating with students and faculty to renovate a lab room and rehabilitate existing equipment. Other Volunteers are working at primary teacher training colleges and provide assistance in such areas as needs assessments, training, monitoring, and evaluation. In an effort to improve teacher training, three Volunteers conducted over 200 classroom visits in FY1994. Another Volunteer has established a resource center featuring prototypes of instructional materials which can be made from locally available resources at the primary teacher college where she works.

Environment

Volunteers on the Natural Resource Management Project work with Ugandan counterparts to assist the government in increasing the effective management and sustainable use of natural resources. Volunteers work in eight national parks and have trained 50 rangers and park guides in trail design and management, research techniques and management of gorilla and chimpanzee habits. In three parks, 70 kilometers of nature trails have been constructed. Volunteers organized an intensive interpretive training manual for guides from national parks and forest reserves. Volunteers work with schools, beekeepers and farmers to establish tree nurseries and introduce such appropriate technologies as fuel efficient stoves and solar energy projects.

Health

Two Volunteers work as clinical instructors to support the development and introduction of a community-based health care system and provide in-service training for 50% of Uganda's nurses. Volunteer nurse trainers provide clinical instruction on community primary health care, supervise and coordinate student nurse clinical experience, and assist in community public health clinics.

Population: 8,527,000

Annual Per Capita Income: \$370

Number of Years Peace Corps in Country: 2

Peace Corps Country Overview:

Although the country's first multi-party election was held in 1991, Zambia has suffered from numerous economic problems, including a gradual breakdown of its economic infrastructure. With one of the world's highest per capita rates of foreign debt (35%) and a majority of the population living in rural areas, Zambia faces serious challenges in delivering basic services such as education, health care, transportation, and safe water.

Peace Corps initiatives in the most neglected, rural areas of Zambia have focused on providing basic water and health needs of the communities they work in. This is being accomplished through small, community-based projects, health education, and training of the local work force.

Resources:

Zambia	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	12	21	21
Average # of Volunteers	6	21	30
Program Funds (\$000)	1,101	1,104	1,304

Peace Corps Program by Sector:

Education

Through a collaborative effort between the Cornell University Law School, the University of Zambia and Peace Corps, two law lecturers will be assigned to the law school in Lusaka to teach courses in administrative law, international trade and investment, public international law, and constitutional law starting in February 1995.

Health

With the assistance of 12 Volunteers, 45 Ugandan communities have initiated Water Supply and Health Education Projects. These micro-projects include the construction and rehabilitation of traditional wells, capping of springs, construction of institutional latrines at schools and health centers, and the introduction of health education that emphasizes safe water and sanitary practices at seven secondary schools.

One key success has been the development of a community contract, developed by Volunteers and endorsed by provincial government officials, international donor agencies and local communities. This contract spells out the roles and responsibilities of outside development agents and, more critically, the communities involved in the project, thus making the community accountable for their own development. Volunteers find that project success rates are much higher when the community contract is used.

Population: 10,638,000
Annual Per Capita Income: \$540
Number of Years Peace Corps in Country: 4

Peace Corps Country Overview:

Since achieving independence in 1980, the number of secondary schools in Zimbabwe has increased by 85%, but the country has been unable to fully staff them with qualified teachers. Zimbabwe only recently converted to a free market economy and is struggling to generate private sector jobs. Over the past four years, Volunteers have played an integral role in improving the education of the children of Zimbabwe. Volunteers provide basic business training to entrepreneurs and techniques on how to access technical assistance and credit. As a complement to efforts to increase business opportunities, Peace Corps has begun initiatives in youth development with programs designed to assist both rural and urban youth, school graduates and school dropouts.

Resources:

Zimbabwe	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	23	38	38
Average # of Volunteers	45	64	74
Program Funds (\$000)	1,491	1,705	1,823

Peace Corps Program by Sector:

Economic Development

Volunteers working in small business development provide business skills training to rural entrepreneurs and carry out business extension work in rural communities. During 1994, the first year of the project, two Volunteers developed a syllabus and implemented basic business training programs (including follow-up visits to participants) for more than 150 men and women in rural areas of Zimbabwe. Over 100 new small businesses were started as a result of their training program, creating new job opportunities for the local population.

Education

Since 1991, Volunteers have taught math, science, and vocational skills to over 14,000 students in rural Zimbabwe. Working together with their Zimbabwean counterparts, Volunteers have assisted rural secondary schools to set up libraries and obtain books and other educational materials from a variety of donor agencies and private individuals. Volunteers have helped in the redesign of the school curriculum by making topics more practical through the use of teaching aids developed from local resources. At Rimbi, in Southeastern Zimbabwe, one Volunteer helped two primary schools embark on profitable poultry projects that will help support school activities. Another Volunteer assisted his school in obtaining materials and financial support for the construction of both a block of science classrooms and a school library.

Education/Youth Development

Over the past 18 months, Volunteers have become increasingly active in projects pertaining to youth, particularly youth-at-risk. In Harare, a Volunteer played a key role in initiating a youth program called "Street Kids In Action," which has already benefited a number of the homeless children of the city. The program aims at removing children from the street by providing housing and education for 100 young adults in a half way house purchased by funds raised through local fundraising activities. Volunteers will help to increase youth activities through related projects in both rural and urban areas.

Regional Overview

The countries of Asia/Pacific make up what is arguably the world's most economically vibrant region. Over the last three decades, a number of countries have experienced remarkable rates of economic growth and have assumed important roles in the international trading system.

But despite the region's growth, many countries in Asia/Pacific have yet to reach more advanced stages of development and face challenges similar to those in other parts of the developing world. Many countries in the region have low per capita incomes and are unable to provide economic opportunities for rapidly expanding youth populations.

Education systems lack modern facilities, and access to post-secondary education is often limited. A number of small countries in the region do not have adequate numbers of qualified math, science and English instructors, and resource shortages are particularly acute in many rural areas.

Environmental and health concerns vary within the region, but many hold potentially disastrous consequences. Rapid deforestation in some Asian/Pacific countries rivals the rate of destruction occurring

in the South American rain forest. Many rural communities do not have access to basic health care, and some countries, such as Thailand, are experiencing severe problems with the spread of HIV/AIDS.

Volunteers are working to alleviate these problems in developing countries in the region. Peace Corps is the only U.S. presence in eight of the 13 countries where Volunteers are currently serving. While reaching a relatively small population, Peace Corps serves as a continuing indicator of American interest in supporting these island nations, which are increasingly at risk from a variety of development pressures.

Programming Considerations

Each of Peace Corps' country programs in the Asia/Pacific region are carefully designed to meet the most pressing development issues: education, health, and environmental preservation account for approximately 75% of all Volunteer assignments. Education remains the largest sector, with Volunteers providing direct classroom instruction, teacher training, and community education.

The Asia/Pacific region emphasizes administrative policies which ensure that Volunteers receive thorough training and are placed in meaningful assignments that allow them to contribute solutions to the communities they serve. The Asia/Pacific region also places a high priority on ensuring that mechanisms and resources to support Volunteers and overseas staff are well-developed, and that program effectiveness is monitored to maximize the impact of Volunteer projects.



In the Asia -Pacific region, a Volunteer helps a community build a system for piping in water.

Finally, through an ongoing process begun in early 1994, the Asia/Pacific region is examining the changing needs of individual country programs and adjusting program size and composition to reflect current realities. The number of Volunteers in Thailand, which is presently the Asia/Pacific region's largest post, is expected to be reduced approximately 50% by 1998.

Sector Summaries

Agriculture

While Asia and the Pacific islands are not known for food shortages, inefficiencies in production and lack of adequate numbers of trained agricultural professionals remain important issues. Volunteers in this sector focus on increasing production by introducing modern production methods to increase yields and promote sustainable agricultural practices. Volunteers in Thailand, the Philippines, Micronesia, Fiji, and Nepal work on a variety of agricultural projects, including crop diversification, marketing, and agricultural research. In 1993, Volunteers worked on three fresh water fisheries projects in Thailand, Nepal, and Fiji, which resulted in a yield of over 160,000 kilograms of fresh fish, increased the incomes of project beneficiaries, and provided an important source of protein for local diets. Volunteers also planted over 100,000 animal fodder and food trees, diversified traditional crops in Thailand and Nepal, and conducted 600 workshops on sustainable agriculture. Innovative community development projects in the Philippines, Solomon Islands, and Papua New Guinea place Volunteers in isolated sites to improve agricultural self-sufficiency.

Economic Development

Volunteers are actively engaged in projects designed to encourage the development of small business and microenterprises to bring economic growth and opportunity to some of the poorest communities in the Asia/Pacific region. Volunteers in Fiji, Tonga, Western Samoa, Micronesia and Palau, and Vanuatu work with development banks and other local institutions to train managers of small businesses through outreach services and apprenticeship programs. Peace Corps' projects in Western Samoa and Fiji focus on improving access to credit for women entrepreneurs. Volunteers in Tonga work with youth groups to develop income generating opportunities, while Volunteers in Mongolia are teaching English to entrepreneurs and government officials.

Education

More than half of all Volunteers in the Asia/Pacific region serve in education projects, including math, science, English, vocational and community education. In 1993, Volunteers taught math and science to more than 6,000 students, and English to more than 9,000 students in the region. Volunteers also provided training in teaching methodologies to more than 5,000 teachers in the Asia/Pacific region.

Environment

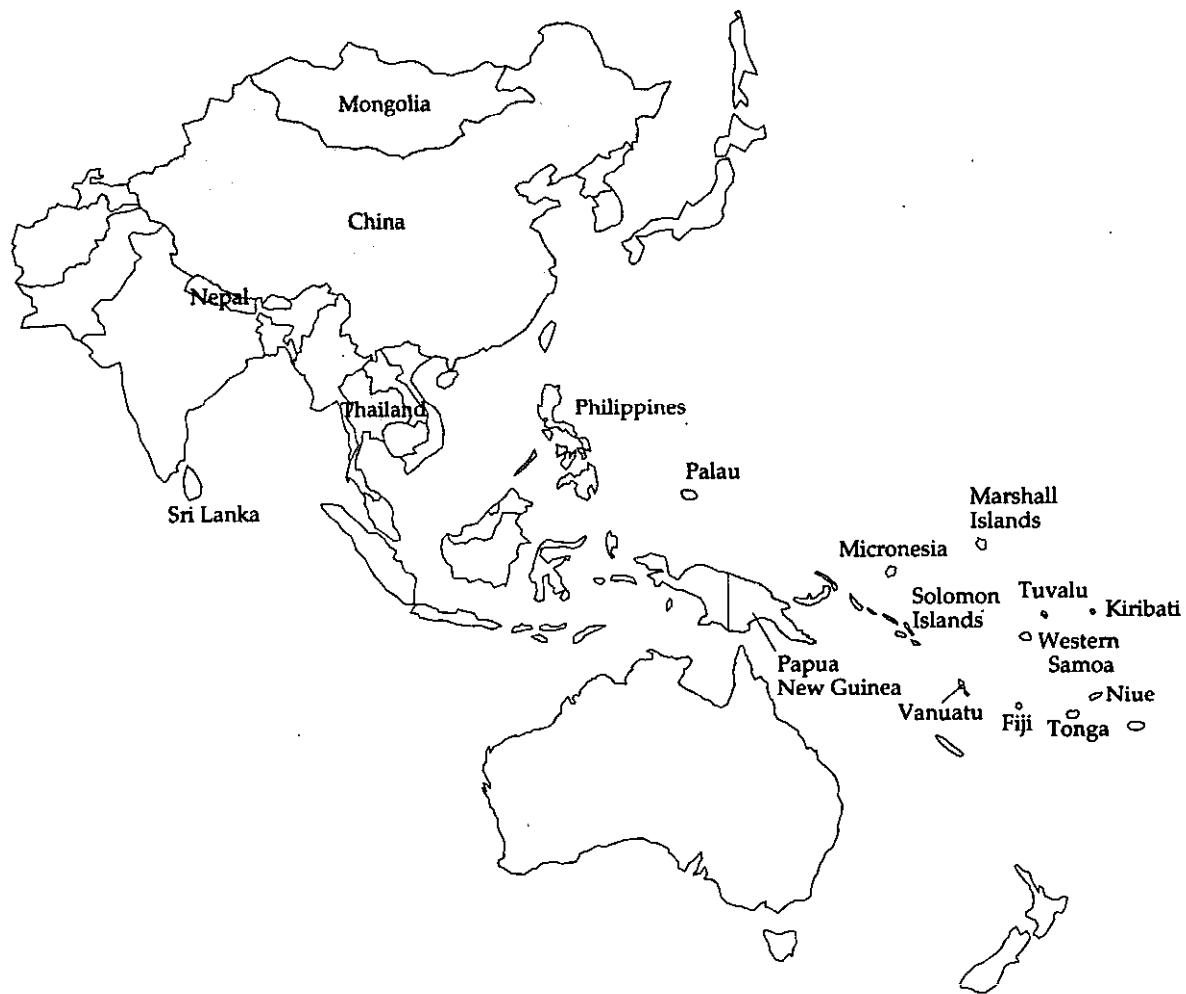
In addition to their efforts to strengthen environmental awareness through assignments in other sectors, Volunteers are working in nine projects in six different countries that are designed to address specific environmental problems. Volunteers in the Philippines and Thailand assist local agencies in the development and management of national parks and nature preserves. Peace Corps projects in Nepal and Thailand are improving the management and use of natural resources by supporting efforts to restore depleted forest areas, establish tree nurseries, and educate local populations about sustainable wood-cutting practices. Volunteers in the Philippines, Sri Lanka, and Micronesia promote technologies that protect and conserve fragile marine ecosystems and encourage sustainable livelihoods for coastal populations.

Health

Volunteers serving in several Asia/Pacific countries are involved in a variety of health, nutrition, and sanitation projects. An HIV/AIDS education project that Peace Corps initiated in Thailand in 1991 has become a model for regional efforts to stem the spread of this disease. In 1994, Volunteers conducted more than 200 HIV/AIDS health and education workshops in Thailand. While Volunteers are encouraged through a regional initiative to participate in secondary activities that promote HIV/AIDS awareness, Peace Corps also respects local, national, and cultural sensitivities about this issue.

Urban Development

Many countries in the Asia/Pacific region face mounting problems associated with rapid urbanization, population growth, and urban youth unemployment. Currently, Volunteers in Nepal are working in municipalities to help local officials develop programs in drainage control and sanitation, design land-use maps and town master plans, and identify locations for bus parks and other transportation hubs. Volunteers in the Philippines are helping provincial governments improve their development planning efforts. Volunteers in Nepal completed plans for 14 urban projects in 1993, including projects in drainage control and sanitation, public transport parks, and town master plans. In Fiji, Volunteers are working in a variety of capacities in government ministries to streamline operations and assist in strategic planning.



Asia Pacific Region

	Trainees			Average Number of Volunteers			Program Funds (\$000)		
	FY '94	FY '95	FY '96	FY '94	FY '95	FY '96	FY '94	FY '95	FY '96
China	0	17	0	17	17	16	429	730	604
Fiji Islands & Tuvalu	53	49	48	91	93	89	1,910	1,882	1,800
Kiribati	13	14	15	23	22	23	489	514	536
Marshall Islands	17	15	15	13	17	21	667	798	883
Micronesia & Palau	34	31	31	57	57	53	1,885	1,822	1,813
Mongolia	18	24	24	39	31	37	872	1,013	1,075
Nepal	73	78	77	132	141	128	2,313	2,542	2,480
Papua New Guinea	20	48	48	78	63	62	1,852	1,955	1,946
Philippines	34	53	54	45	61	84	1,280	1,804	1,872
Solomons	18	31	31	40	54	49	1,074	1,341	1,239
Sri Lanka	34	33	33	42	44	47	904	1,010	1,050
Thailand	92	72	36	171	163	147	3,776	3,252	2,499
Tonga	24	16	37	51	44	50	1,022	935	1,060
Vanuatu	9	15	15	13	21	29	523	662	715
W. Samoa, Cook Islands & Niue	26	22	19	54	60	48	1,262	1,203	1,164
TOTAL*	465	519	483	866	887	882	20,257	21,464	20,738

*Detail may not add due to rounding.

Population: 1,175,359,000

Annual Per Capita Income: \$490

Number of Years Peace Corps in Country: 2

Peace Corps Country Overview:

Peace Corps' pilot program in China began in June 1993. Volunteers are now teaching English in five colleges located in smaller cities of Sichuan province.

Resources:

China	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	0	17	0
Average # of Volunteers	17	17	16
Program Funds (\$000)	429	730	604

Peace Corps Program by Sector:

Education

The goal of this project is to increase the English speaking and writing language ability of Chinese in Sichuan Province. Volunteers are in the process of completing their second year of teaching English at three teachers colleges, a medical college, and an institute of animal husbandry and veterinary science. Volunteers are training future English instructors who will be teaching high school in rural areas of the province. A number of Volunteers are also involved in community-oriented projects, such as improving conditions at a local orphanage and a school for deaf children. Four Volunteers at Chengdu Teachers College organized activities for Earth Day, including lectures and discussions about environmental concerns and a student-led campus clean-up program.

Population: 759,000/9,100

Annual Per Capita Income: \$2,140/530

Number of Years Peace Corps in Country: 27

Peace Corps Country Overview:

Increases in tourism and the production of sugar have contributed to Fiji's estimated annual growth rate of over 3% in 1994. While Fiji has a larger GNP per capita than all of its small-island neighbors, economic opportunity has not reached all of Fiji's 322 islands, particularly among the country's youth. Fiji continues to have a shortage of trained teachers in technical areas, and the quality of health care and education varies throughout the islands. While export markets for agricultural products are well-established, local market development is often deficient in rural areas. The urban population is expected to increase to 43% by the year 2000, placing new demands on municipal governments, infrastructure, and the environment. Additionally, training is often inadequate for management of rural, municipal, and provincial governments or projects for economic and social development.

The Peace Corps Fiji Office also administers the program in Tuvalu.

Resources:

Fiji/Tuvalu	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	53	49	48
Average # of Volunteers	91	93	89
Program Funds (\$000)	1,910	1,882	1,800

Peace Corps Program by Sector:

Agriculture

Volunteers work to develop and manage freshwater tilapia fish farms among rural populations for food and income generation. Their work involves pond construction and maintenance, spawning and harvesting fish, and market advising. The combined yield from fish farms where Volunteers work averaged over 9,500 kilograms each year for the last four years.

In Tuvalu, a Volunteer who serves as a Marine Fisheries Advisor is working with a local counterpart to restore local marine life and help the commercial fishing industry develop in an environmentally sound manner.

Economic Development

Through training and counseling services, Volunteers have provided business advice to more than 400 Fijian small business enterprises since 1993. Volunteers work with the Development Bank, Poverty Alleviation Unit, Junior Achievement, Ministry of Youth, and Department for Women and Culture to encourage economic development. One Volunteer in Vanua Levu advises women's groups on income generation activities. Another Volunteer and her counterpart have set up the Women's Social and Economic Development Program, providing credit and training for women in small business.

A Volunteer working in Tuvalu has helped in the completion of Tuvalu's airport and the construction of much needed housing on Tuvalu's main atoll.

Education

Volunteers taught math, science, accounting, and environment to more than 4,000 students over the last two years. Volunteers also serve as teacher trainers at the Fiji College of Advanced Education. A Volunteer biology teacher at a rural high school in Labasa constructed a sanitary facility for the school and has set up a study lab with donated computers.

Health

In August 1994, Volunteers began a series of health education and nutrition programs throughout the islands, and they travel to various villages as members of regional teams. One Volunteer works with Fiji's HIV/AIDS Task Force to encourage the prevention of HIV/AIDS, a growing problem in both urban and rural areas of Fiji.

Urban Development

To revitalize local-level public administration and strengthen the Fijians' management skills, Volunteers work as Management Planning Advisors. Volunteers travel within an assigned province organizing and facilitating management workshops, developing planning aids, and monitoring and evaluating management systems. One Volunteer works at the Ministry of Fijian Affairs training ministry staff in management practices. Another Volunteer, based at the Namosi Provincial Office, conducts urban development training programs with village leaders.

Population: 76,000

Annual Per Capita Income: \$710

Number of Years Peace Corps in Country: 22

Peace Corps Country Overview:

The Republic of Kiribati has few natural resources, and those that exist are difficult to extract and export. People on the outer islands live a predominantly subsistence lifestyle. The poor resource base makes it difficult for the government to raise enough revenue for development programs, including education.

Although English is one of the nation's two official languages, it is not widely spoken or understood, particularly on the most remote islands, and many teachers are not familiar with English language instruction methods. Even the best primary school students who qualify to enter high school have generally poor English skills, which slows their progress throughout the rest of their education. Consequently, Kiribati finds it difficult to obtain the educated and trained work force necessary for economic development.

Resources:

Republic of Kiribati	FY 1994	FY 1995	FY 1996
	Actual	Estimates	Estimates
Trainees	13	14	15
Average # of Volunteers	23	22	23
Program Funds (\$000)	489	514	536

Peace Corps Program by Sector:

Education

The Kiribati Ministry of Education, Science and Technology has asked Peace Corps to help improve English education in the country's rural primary schools. The Volunteers' principal objective is to improve the English teaching skills of their teacher counterparts. Volunteers are involved in curriculum development, lesson planning, and the development of appropriate classroom materials. Volunteers have also been asked to help address the significant education staff shortages in the secondary schools. They teach math, science, English, and social studies, as well as assist in staff development and training of their fellow educators.

One Volunteer teacher trainer on the island of Butaritari conducts regular workshops to upgrade the local teachers' English teaching skills. She also follows each seminar with lesson planning and co-teaching activities, which reinforce the topics taught. This Volunteer has also established the school's first library, which is stocked with books donated from the United States. She actively participates in Peace Corps' World Wise Schools program by organizing students who write letters to a "sister school" in the United States.

Another Volunteer is head of a high school Science Department and teaches a full complement of science classes. He has acquired science equipment for the school's laboratories, and is currently developing a science curriculum, teaching aids, and lesson plans. He is designing simple laboratory experiments that can be conducted using local materials to provide students with much-needed instruction in scientific theories. This year, he plans to conduct several science fairs at neighboring elementary schools.

Population: 53,000

Annual Per Capita Income: N/A

Number of Years Peace Corps in Country: 29

Peace Corps Country Overview:

Compared to other Micronesian countries, the average education levels of Marshallese teachers is very low. Of the 348 elementary school teachers, only 49% percent have a degree, beyond a high school diploma, and most vocational education teachers lack advanced degrees. Peace Corps presence in the Marshall Islands plays an important role in upgrading the educational levels and general teaching skills of teachers in elementary and secondary schools.

Resources:

Republic of The Marshall Islands	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	17	15	15
Average # of Volunteers	13	17	21
Program Funds (\$000)	667	798	883

Peace Corps Program by Sector:

Education

Seventy-five percent of Volunteers in the Marshall Islands work in primary education, while the remainder serve as vocational instructors at the secondary level. The majority of Volunteers in the Primary Education English Enhancement Project serve as replacements for Marshallese teachers who are attending courses to obtain associate degrees. Other Volunteers work at the Ministry of Education, developing curricula, textbooks, and related materials. One Volunteer works at the College of the Marshall Islands and is developing a program for teacher education.

Volunteers are also involved in a Vocational Education Project. They work at the nation's two public high schools to increase the number of skilled trades people and reduce the country's reliance on expatriate workers. These Volunteers replace Marshallese vocational education teachers for two years while they attend courses toward their bachelor's degree at the University of Guam. In addition, Volunteers write education curricula, develop systems for purchasing and maintaining tool and material inventories, arrange apprenticeships, and work with their counterparts to upgrade teaching skills.

One Volunteer teaches her young students how to cook nutritious meals over a wood fire and how to use manual sewing machines that are more readily available on the outer islands. She has written into the curriculum a component which encourages the use of local resources for classroom equipment that can be easily replaced or repaired.

FEDERATED STATES OF MICRONESIA AND REPUBLIC OF PALAU

ASIA PACIFIC

Population: 110,000

Annual Per Capita Income: N/A

Number of Years Peace Corps in Country: 29

Peace Corps Country Overview:

The Federated States of Micronesia (FSM) and Palau operate under Compact Agreements of Free Association with the United States. Economic development has proceeded slowly, and residents of the islands are heavily dependent on imported foods. This has caused a significant drain on the economy and contributed to health and nutrition problems. Although more than 50% of the people are under the age of 18, the public school system has few resources. The challenges for the FSM will most likely become more critical as the year 2001 approaches when the Compact Agreement with the United States ends.

Resources:

Micronesia and Palau	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	34	31	31
Average # of Volunteers	57	57	53
Program Funds (\$000)	1,885	1,822	1,813

Peace Corps Program by Sector:

Agriculture

Volunteers work with extension agents to develop and implement programs to combat problems of malnutrition and poor health caused by high consumption of imported foods of low nutritional value. More than 100 families have increased production of fresh meat and fruits, and approximately 600 children have benefited from a nutrition education program. A senior Volunteer works with 50 households to help them grow more of their own food. Another Volunteer has reached over 500 children through music and puppet shows teaching proper nutrition and conservation methods.

Economic Development

Volunteers train small business owners in management, accounting, marketing, and identifying resources for sustainable development. In Palau, Volunteers focus on entrepreneurial industries and the tourist trade. A senior Volunteer in Palau has conducted individual business counseling for over 50 entrepreneurs. Another Volunteer, in conjunction with the FSM Development Bank, holds workshops on basic bookkeeping for small business owners.

Education

Direct classroom teaching and teacher training in English, science, and math is Peace Corps' primary project in the FSM and the Palau. One Volunteer teaches primary English courses and has developed a physical fitness program for local students. A Volunteer on Yap trains five primary teachers as a component of their teaching internship for the University of Guam. She holds a weekly teaching seminar, focusing on classroom management and journal writing.

Environment

Volunteers work with local officials to demonstrate the viability of marine resource-based economic opportunities and providing training in business planning and operations. One Volunteer conducts reef surveys to track the impact of development on the reef and conducts searches for giant clam farms to increase general income for the local community. Another Volunteer works with three islanders to set up sponge farms.

Population: 2,372,000

Annual Per Capita Income: \$400

Number of Years Peace Corps in Country: 4

Peace Corps Country Overview:

In 1989, Mongolia started the difficult transition to a market economy and has since experienced severe declines in its economic performance. Increasing educational opportunities, especially in English and business development, is a high priority for Mongolia. Peace Corps is addressing these development needs by placing Volunteers in the education and business sectors.

Resources:

Mongolia	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	18	24	24
Average # of Volunteers	39	31	37
Program Funds (\$000)	872	1,013	1,075

Peace Corps Program by Sector:

Economic Development

Volunteers in this sector work with business educators and government organizations responsible for Mongolia's privatization efforts. More than 250 students, entrepreneurs, and employees of both public and private organizations have received training and assistance from Volunteers. One Volunteer, working with the Agricultural Bank of Mongolia, has helped to develop a computerized loan system, a loan policy manual, and conversion of the bank's balance sheets based on Western accounting standards.

Two Volunteers are assisting one of Mongolia's largest universities with plans to change its curricula to meet the needs of a market economy. They are retraining Mongolian business professors, reshaping course syllabi, developing new materials, and teaching students. With their counterparts, the Volunteers have been involved in the realignment of degree and course requirements making them similar to those used by many American universities.

Education

This project is focused on addressing the severe shortage of qualified teachers in Mongolia. Thirty Volunteers are teaching in higher education institutions in Mongolia. Approximately 140 Mongolian teachers have participated in teacher training with Volunteers, and many now conduct their own classes in English. Volunteers teach English directly to more than 2,500 students annually. About 1,700 entrepreneurs and bureaucrats have had direct English instruction from Volunteers since 1990.

Through a Peace Corps Partnership grant from Gallaudet University in Washington D.C., the American School in the United Arab Emirate and a Volunteer is in the process of producing the first Mongol Sign Language Dictionary for 8,000 hearing impaired Mongolians.

Another Volunteer is teaching English to future business managers at the Mongolian Business Institute. This institute offers training in the basics of market economies to help facilitate their communication and trade with

the outside world. This Volunteer, together with the staff and students of the Institute, is developing the first Mongolian business English curriculum. The project is receiving funding assistance through the joint Peace Corps-A.I.D. Small Project Assistance Program.

Population: 20,390,000

Annual Per Capita Income: \$160

Number of Years Peace Corps in Country: 33

Peace Corps Country Overview:

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

Resources:

Nepal	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	73	78	77
Average # of Volunteers	132	141	128
Program Funds (\$000)	2,313	2,542	2,480

Peace Corps Program by Sector:

Agriculture

Eighty-five percent of Nepalese live in rural areas and depend on agriculture for income. In the last few years, Volunteers have helped train thousands of crop farmers, 500 fish farmers, and established dozens of test plots to increase agricultural production. Two Volunteers have introduced a new crop to Nepal—coffee—and have encouraged 50 local farmers to consider raising coffee. Three Volunteer horticulturists have worked with many families that previously raised only rice, but who are now growing enough fruit and vegetables for their own use.

Education

Only one-third of Nepalese youth now attend school, and most teachers are under qualified. In 1994, Volunteers trained more than 500 Nepalese primary and secondary math, science, and English teachers. In addition, one Volunteer developed a model for teacher supervision to be field-tested in the up-coming government teacher training scheduled for 1995.

Environment

Deforestation is causing severe soil erosion in Nepal. Over the last few years, Volunteers have helped re-plant 500 hectares of forest, train 700 people in forestry management, and form hundreds of environmental cooperatives. Recently, three Volunteers were invited by the government of Nepal to draft text on community

participation for the new National Forestry Act. Five Volunteers organized and trained 25 community management groups to care for national forestry areas.

Health

Last year, Volunteers helped 55,000 Nepalese develop safe water supplies and trained 700 Nepalese nursing students. Volunteers also have organized mother's health/nutrition clubs and are assisting families with child spacing plans. Six Volunteers organized communities in latrine building and spring protection. Two others are assisting orphanages with storm systems.

Urban Development

Volunteers are working to address some of the pressures brought about by rapid population growth in Nepal's urban areas. In Biratnagar, a Volunteer has helped train three Nepalese planners to complete a design and begin construction of a four-kilometer storm water drainage system. Another Volunteer in Pokhara, working with Nepalese officials, produced a five-year plan for major infrastructure renovations.

Population: 4,148,000

Annual Per Capita Income \$1,120

Number of Years Peace Corps in Country: 14

Peace Corps Country Overview:

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

Resources:

Papua New Guinea	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	20	48	48
Average # of Volunteers	78	63	62
Program Funds (\$000)	1,852	1,955	1,946

Peace Corps Program by Sector:

Economic Development

The purpose of this project is to assist interested rural communities in developing self-reliance and in formulating a development plan which best serves their needs. Volunteers help communities to improve their self-sufficiency skills, raise health and literacy levels, and produce vegetables and other food crops for market. They also promote community involvement in village-based development activities by cooperating with local organizations.

A Volunteer couple working in a remote village in the Highlands area of PNG assists the people of Hagahai village with a small jewelry business. The villagers create various jewelry items, earrings, and necklaces from natural materials such as beads and plant stems. The Volunteers assist them in quality control, distribution, and marketing of the jewelry. During the past few months "Hagahai Natural Jewelry" was displayed and sold by local vendors and major hotels. Through this small business project the people of Hagahai have developed an option to earn income without dramatically harming their environment.

Education

Volunteers are teaching core subjects to students at the 7th through 10th grade levels in Papua New Guinea for eight years. Subjects taught by Volunteers include math, science, English, social studies, vocational agriculture, and business. Volunteers are also incorporating environmental themes into lesson plans. Volunteers participate in secondary activities in a variety of areas depending on their interests and the needs of their school. In the next few years, Peace Corps plans to assist in PNG's efforts to train qualified secondary education teachers. A senior Volunteer couple in the secondary education project are teachers at a Provincial High School in a rural, lower mountainous region of PNG. In addition to their classroom duties teaching science, math, English, and social studies, they are working with students and staff on improving computer skills. Using a computer, which the Volunteers acquired from the Provincial Education Department, students and staff are developing skills using spreadsheets and word processing, as well as general typing skills.

Population: 65,775,000

Annual Per Capita Income: \$830

Number of Years Peace Corps in Country: 33

Peace Corps Country Overview:

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

Resources:

Philippines	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	34	53	54
Average # of Volunteers	45	61	84
Program Funds (\$000)	1,280	1,804	1,872

Peace Corps Program by Sector:

Agriculture

Volunteers are working on crop extension projects on six islands, and livestock management on six others. With their assistance, local farmers have been able to increase their productivity and income. On Busing Island, a Volunteer has inoculated more than 1,500 swine against hog cholera, a disease that traditionally causes 70% mortality among swine during the rainy season. It is estimated that this project will generate as much as \$110,000 in extra income for this island community. On the northern-most inhabited island of the Philippines, one Volunteer has developed a comprehensive irrigation project that has the potential to make the entire province self-sufficient in rice production.

Education

A new English Language Assistance project began in January 1995 at the request of the Department of Education, Culture and Sports. Volunteers will help the government upgrade the fluency and teaching skills of Filipino English teachers at the secondary level.

Environment

Volunteers are working at island sites, national parks, and marine sanctuaries to encourage conservation of coastal resources and to develop management plans. One environmental assessment, prepared largely by a Volunteer on Sibuyan Island, has been presented to President Ramos by the Secretary of the Department of Environment and Natural Resources. Other Volunteers have completed marine assessments of Masinloc and

Oyon Bay that a local government is using to assess the environmental impact of a coal power plant currently under construction.

Health

Volunteers in the Philippines are working on nine islands to extend training in health and nutrition education, and they are working on ten other islands to build or refurbish water and sanitation systems. Three Volunteers have developed rural health centers in remote island locations. Volunteer physicians and nurses now staff these centers in areas where some people have previously never seen a trained health worker.

Population: 346,000

Annual Per Capita Income: \$750

Number of Years Peace Corps in Country: 24

Peace Corps Country Overview:

Solomon Islands is a nation of 5,000 villages on 350 small, scattered islands in the South Pacific. It is rural, with 91% of the population living in the hinterlands. Nearly half of Solomon Islands' population is 15 years old or younger, and the population growth rate is a relatively high 3.3%. The adult literacy rate is 24%, one of the lowest among the various Pacific island-nations. In response to the efforts by the Solomon Islands government to improve the access to and quality of education and training programs, Peace Corps has focused its programming on formal and non-formal education.

Resources:

Solomon Islands	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	18	31	31
Average # of Volunteers	40	54	49
Program Funds (\$000)	1,074	1,341	1,239

Peace Corps Program by Sector:

Education

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

A Volunteer assigned to the Tasia Rural Training Center teaches first and second year English, business studies, and home economics. In addition to her teaching duties, the Volunteer conducts first aid courses, teaches weekly classes entitled "Women and Money" through the Mother's Union, works with the Buala Hospital on family planning workshops, and assists in adult literacy classes.

Volunteers also work with local governments and village residents on rural development problems: community development, water, sanitation, health, nutrition, small enterprise development, and community education. Volunteers are placed in government centers and rural sites to assist local leaders in the formulation and implementation of development plans that are culturally, economically, and environmentally sound. To allow for adaptation of project goals to unique community needs, the scope of this project is broad.

Two Volunteers assigned to this project have established a rural training center and are responsible for organizing and managing its use. The center is used for community classes and workshops including kindergarten classes, literacy classes, small business workshops, and women's club activities.

Population: 17,622,000

Annual Per Capita Income: \$600

Number of Years Peace Corps in Country: 17

Peace Corps Country Overview:

Although Sri Lanka has experienced a rapid economic growth rate of 5% over the last several years, the country faces a number of important challenges. The population has nearly tripled—from six to seventeen million—in the last 45 years, and it may reach 20 million by the year 2000. One-third of all Sri Lankans are under the age of 15. This will have a major impact on future needs for infrastructure, education, and employment in Sri Lanka. Forty-nine percent of the population is employed in agriculture, and 80% still live in rural areas. Only 50% of Sri Lankans have access to sanitation, and 40% still lack access to safe drinking water. Volunteers help address these challenges with work in the education, environment, and agriculture sectors.

Resources:

Sri Lanka	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	34	33	33
Average # of Volunteers	42	44	47
Program Funds (\$000)	904	1,010	1,050

Peace Corps Program by Sector:

Agriculture

Volunteers currently work in 22 small communities around Sri Lanka, helping rural farmers become more self-reliant through community development and small business activities. Two Volunteers in Tangalle are teaching basic bookkeeping skills, organic gardening techniques, and the safe use of pesticides. With their assistance, villagers have repaired irrigation canals, started cash crops in cashews, chilies, and other vegetables, and have developed businesses in brick making and rope making. Volunteers in the Negombo area applied for and received a Farmer-to-Farmer consultant who trained local farmers in improved okra production. This has led to the start of a new cooperative to grow and market okra.

Education

English is important in Sri Lanka, not only as the language of international commerce, but also as a critical bridge between its two major ethnic communities. During the past 11 years, Volunteers have helped train 15,000 student-teachers in English. A recent survey indicates that over 80% of these Sri Lankans are still actively engaged in the field of education.

One Volunteer develops modern English teaching methods and, in collaboration with another teacher, has formed a local club for students to encourage English communication outside the class. In Anuradhapurna, where Volunteers interact with 175 future English teachers daily, one Volunteer conducted an English speech contest for the students. Approximately 98% of the students participated in the speech contest, which reflects the comfort that these future teachers have in their command of English.

Environment

Peace Corps' efforts to assist in the Environment sector only began recently. Volunteers now work directly with the National Mangroves and Coastal Habitat Conservation fund, a non-governmental organization, to aid in the conservation of the mangrove habitats in Sri Lanka. Volunteers in the Iranawila area are setting up a central data collection station for mangroves and coastal habitats that will be the first of its kind in Sri Lanka. Volunteers are also working on public awareness campaigns to teach Sri Lankans about the fragility of the local marine ecology.

Population: 58,824,000

Annual Per Capita Income: \$2,040

Number of Years Peace Corps in Country: 33

Peace Corps Country Overview:

Thailand's development record over the past decade has been impressive, but progress in poverty alleviation has been uneven. While the per capita annual income has doubled in the last decade, more than nine million people, primarily rural, remain poor. Of the current labor force, only 20% has more than a primary school education. Although numbers vary, current predictions are that by the year 2001 Thailand will have 125,000 HIV carriers, including 100,000 children, and nearly one million AIDS sufferers. It is expected that 75,000 children alone will die from HIV/AIDS-related illness in the next six years. Environmental issues have also become a primary focus for Thailand. In recent years deforestation, soil erosion, air pollution, coastal zone degradation, and contamination of water sources have worsened.

Resources:

Thailand	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	92	72	36
Average # of Volunteers	171	163	147
Program Funds (\$000)	3,776	3,252	2,499

Peace Corps Program by Sector:

Agriculture

Volunteers provide technical advice to farmers and villagers and assist in developing educational programs and wildlife research projects. Many of the projects in this sector encourage income generation at the village level and efficient use of natural resources. Last year, Volunteers provided various training projects in integrated pest management, aqua-culture, alley cropping, and park interpretation. Volunteers also facilitated construction of 72 nursery fish ponds, 24 spawning stations, as well as 23 tree nurseries that provided more than 85,000 tree seedlings to farmers.

Education

Volunteers serving in a "Teaching English/Crossover" project are assigned to small, rural junior high schools. Last year Volunteers taught English to more than 5,400 students, trained 135 Thai teachers of English, and "crossed-over" to other courses in the academic curriculum and community based projects in a variety of ways.

One Volunteer launched an "Eyeglass" project as when he discovered that the slow response of several of his brightest students was a result of poor vision. He raised more than \$1,200 through private and corporate donations in Thailand, which made it possible for more than 20 students to receive eyeglasses. The efforts of another Volunteer have lead to the creation of a baseball league for local students and donations of equipment from an American corporation.

Health

In the health sector, Volunteers work to eradicate malnutrition, prevent the spread of HIV/AIDS, and control the spread of malaria and filariasis. Volunteers work closely with village level health workers who develop and deliver health-care programs to promote community participation in addressing these issues. Last year, more than 250 training sessions were conducted which focused on nutrition, HIV prevention, and mosquito borne infections. Volunteers also helped in the construction and furnishing of two child care centers, and initiated a number of school lunch programs.

A Volunteer working in the Loei District Hospital as a nutrition extensionist recently completed an "education/development room" to be used by children and their parents while waiting for appointments. Another Volunteer recently organized an HIV/AIDS education training program for primary school teachers.

Population: 93,000

Annual Per Capita Income: \$1,610

Number of Years Peace Corps in Country: 28

Peace Corps Country Overview:

Although Tonga's gross domestic product has improved modestly in recent years due to increases in agriculture exports, construction, and tourism, the country still faces problems similar to those of other small island-nations. Industrial and agricultural development is depleting already limited natural resources and degrading topsoil, rain forests, coastal coral reefs, and fresh water supplies.

Education issues pose additional challenges. A chronic shortage of secondary teachers, especially in science, makes it difficult to prepare enough Tongans for positions in education, health care, and other technical fields. Tongans also must learn to speak English, which is the principal language in four of Tonga's top five trading partners, to compete in the South Pacific market. Tonga also faces a growing youth population—over half of the population is now under 18—with few educational and career opportunities.

Resources:

Tonga	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	24	16	37
Average # of Volunteers	51	44	50
Program Funds (\$000)	1,022	935	1,060

Peace Corps Program by Sector:

Economic Development

Several Volunteers work as small business advisors and accountants for the Tonga Development Bank (TDB), the Cooperatives Federation, and the Ministry of Labor, Commerce and Industries. Volunteers helped develop business plans, accounting systems, and marketing strategies for 150 businesses and 350 employees last year. One Volunteer is working on implementing audit recommendations for the TDB, while another established the first internal auditing section for any development bank in the South Pacific.

Education

Volunteers provided science instruction to more than 3,400 students in the last three years. Other Volunteers work as English teachers/trainers and are involved in implementing a new national primary literacy curriculum. Two trainers have developed a comprehensive course in methodologies for teaching English for primary teachers in Vava'u, the middle island group of Tonga. Volunteers in the other island groups have begun work on duplicating this course for more teachers.

Education/Youth Development

Peace Corps will begin a new youth development project in Tonga in FY96. Currently, one Volunteer works with the Longolongo Youth Department in Nuku'alofa organizing sporting events and coaching teams in rugby and other activities.

Environment

Volunteers currently work as environmental officers with youth groups and associations. Last year, over 1,000 students participated in environmental activities conducted by Volunteers. An alternative energy Volunteer works in the planning unit, installing solar panels in Vava'u. Another Volunteer, assigned to the Tonga National Youth Congress, organized a series of environmental education workshops and events for 500 secondary students. One Volunteer has established the environmental education program for the Tonga National Bird Park in rural Tongatapu, which includes field trips to the park, competitions and other events, and fund-raising for preservation activities.

Population: 161,000

Annual Per Capita Income: \$1,230

Number of years Peace Corps in Country: 5

Peace Corps Country Overview:

The Republic of Vanuatu is an archipelago of over 80 islands located in the South Pacific. Population is growing at a relatively high rate of 2.4% per year. There are insufficient educational opportunities for children and a shortage of trained teachers. Many youth lack the skills necessary to find employment, and many more are forced out of the educational system because of a shortage of spaces at the secondary and higher levels. Vanuatu is beginning to grapple with the problems associated with managing environmental resources, such as logging of rain forest areas, which cover 75% of its land area. In addition, 80% of the population lives in remote areas and lacks access to many basic health services.

Volunteers serving in Vanuatu work in secondary education and small business development. Plans are underway to begin forestry and health programs in 1996.

Resources:

Vanuatu	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	9	15	15
Average # of Volunteers	13	21	29
Program Funds (\$000)	523	662	715

Peace Corps Program By Sector:

Economic Development

In conjunction with the Development Bank of Vanuatu (DBV), Volunteers help local entrepreneurs develop and gain financing for micro-enterprise ventures and provide training in accounting and other business skills. They also deliver on-the-job training in project appraisal, supervision, and monitoring to DBV employees at branch offices. In 1994, the first Volunteer computer specialist was recruited for the DBV. She is working to upgrade the computer system of the Bank and to train the local staff in operating and maintaining the system.

Education

Vanuatu is experiencing a shortage of secondary school teachers in various subject areas. Volunteers serve as skilled educators in math, science, industrial arts, and business studies. As an alternative to secondary schools, Rural Training Centers (RTCs) were established in 1976 to address the problem of limited access for young people to higher educational opportunities. The purpose of the training centers is to provide basic practical skills to dropouts so they can improve their living standards after they return to their villages. Volunteers provide vocational training in subjects such as carpentry, plumbing, electrical wiring, and wood-working.

One Volunteer has been teaching business studies at Malepoa Senior Secondary School in Port Vila for the past year. To give her students practical experience, she has organized the creation of a student-run school canteen. Students are responsible for all aspects of operating the canteen, including contacting suppliers, negotiating prices, bookkeeping and accounts reconciliation, and coordinating work schedules. Proceeds from the store were used to purchase three new computers for the school computer lab.

A volunteer at Torgil Rural Training Center on the island of Ambae has undertaken a project to rebuild the carpentry workshop. This will allow the students to increase their practical experience in building furniture and other items that are sold in the local community. The profits go toward purchasing more wood, nails, paint, varnish and other items needed to keep the workshop going. The students are gaining valuable work experience and learning about marketing concepts while selling their hand-made items.

Population: 163,000

Annual Per Capita Income: \$980

Number of years Peace Corps in Country: 28

Peace Corps Country Overview:

While Western Samoans have made significant improvements in recent years, over half of the rural population lives in poverty. Cyclones in 1990 and 1991 caused setbacks in agricultural, industrial, and infrastructure development. A recent taro blight has destroyed much of the country's staple food supply, as well as its second largest export (behind coconut oil). Western Samoans have difficulty maintaining a balanced diet, given the decrease in taro production, the lack of nutritional variety, and the increased consumption of prepared, imported foods.

While Western Samoa has a reported 98% literacy rate, educational opportunities remain limited in some areas, and there is a shortage of qualified teachers, especially in math and science. In Apia, student-teacher ratios can be 70-1. The lack of educational and employment opportunities, emigration of skilled Samoans, and a growing youth population has made youth development a major challenge.

Peace Corps Western Samoa also administers programs in Niue, Peace Corps' newest program in the Asia Pacific Region.

Resources:

	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Western Samoa/Niue Cook Islands			
Trainees	26	22	19
Average # of Volunteers	54	60	48
Program Funds (\$000)	1,262	1,203	1,164

Peace Corps Program by Sector:

Economic Development

Volunteers work with staff of Western Samoa's Development Bank to provide training and management advisory services to the managers of businesses. One Volunteer works with entrepreneurs in arrears to revitalize their businesses and repay their loans to banks. In addition to his daily business advisory work, another Volunteer uses his computer expertise to advise the bank in its computerization of systems. He also advises the Water Authority on its conversion to computers.

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

Education

Volunteers are now teaching over 1,100 students per year in science, including environmental education, and business studies at senior secondary schools. A teacher-training component has been added to develop Western Samoa's ability to provide qualified instructors, and last year over 100 teachers received training from Volunteers. Volunteers also teach skills in motor mechanics, metalwork, and woodworking to youth 15-25 years old. A Volunteer lecturer at the Teachers College has developed and taught an Educational Studies course for secondary level teacher trainees. Another Volunteer teaches welding and metal shop at the Don Bosco Youth and Technical Center in Apia.

Health

The government of Western Samoa identified primary health care as one of its top priorities, and is beginning to focus resources on nutrition and dietary education. Volunteers are assigned to the Nutrition Center of the Health Department as Health Educators, and also maintain a large vegetable garden for distribution of produce and seeds. One Volunteer trains health professionals and offers free exercise classes to the public. Another Volunteer works at the Diabetes Center, providing counseling and training to patients.

Non-Project Assignments

One Volunteer is assisting the Treasury Department in the privatization of state-owned enterprises. Another works as an agricultural educator at the University of the South Pacific. One Volunteer utilizes a computer to teach children with a variety of learning disabilities and special needs. Two Volunteers work as coordinators for Women-in-Development programs.

Programs
Europe, Central Asia, Mediterranean

Regional Overview

The countries that compose the Europe, Central Asia, and the Mediterranean (ECAM) region have become one of Peace Corps' most promising opportunities for strengthening economic and social development. Encompassing many of the former Soviet bloc countries, Tunisia, and Morocco, the ECAM region has initiated new programs in 18 countries since 1990. Over the last four years, Volunteers have come to play an important role in the continuing international efforts to sustain and support the difficult transition to democracy and free market economies.

Peace Corps' initial experience in the countries of the former Soviet bloc was not unlike those of other international development organizations and donor nations that sought to provide advice and assistance in the early months of 1990. Volunteers faced unfamiliar challenges in societies that had long been closed to Americans and were undergoing social, political, and economic upheavals. Peace Corps, however, has since taken steps to ensure that Volunteers are fully supported in these challenging assignments. Training, programming, and staff support have all been significantly improved.

To date, nearly 2,000 Volunteers have served in Eastern Europe, Russia, Ukraine and other former Soviet republics. These Volunteers have lived and worked in communities, learned languages, and provided assistance that has been of direct benefit to ordinary, struggling citizens. For instance, Volunteers have established more than 100 business centers that provide technical assistance and advice to hundreds of new entrepreneurs on how to run small businesses. Volunteers offer advice and assistance to local, regional and national governments on how to strengthen new banking, securities, and agricultural industries.



In Russia, PCV Cheryl Hanlsey inspects bread coming off the line at the factory where she works as a business advisor.

Peace Corps also played an important role in building new education systems in former Soviet bloc countries: ECAM Volunteers make up the largest number of Teachers of English as a Foreign Language program in this part of the world. Over the last 5 years, Volunteers have taught English—the language of international business and commerce—to more than 100,000 students in classrooms throughout Eastern and Central Europe and the former Soviet Union.

Many countries in Eastern and Central Europe and the former Soviet Union have been ravaged by environmental degradation. Environmental problems are posing obstacles to economic development that raise serious public health concerns. Volunteers are working with communities and new non-governmental organizations to strengthen the public's awareness of the importance of appropriate environmental protection programs, expand environmental research, and support efforts to restore those areas most affected by years of neglect.

Peace Corps programs in Tunisia and Morocco constitute one of the best sources of interaction between Americans and the Arab world. While they are more mature, our programs in North Africa mirror those in the rest of the region by addressing critical development problems. In Morocco and Tunisia, Volunteers focus on women's health, youth development, rural agriculture, and environmental protection.

Programming Considerations

After careful consideration, Peace Corps believes that sufficient progress has been made in several ECAM countries that will allow Volunteers and resources can be diverted to more pressing needs in other countries in the future. Therefore, Peace Corps intends to phase out its program in the Czech Republic in 1998. Plans are also being developed to phase out Peace Corps' programs in Hungary and Estonia soon thereafter.

At the same time, Peace Corps shares the view that the transition to democracy and free market economies in many ECAM countries is by no means complete or assured. Volunteers are well-positioned to make continuing contributions at the grassroots level to the reform process in these countries.

Sector Summaries

Agriculture

Volunteers in Tunisia and Morocco work mainly in two agricultural fields: animal husbandry and agricultural economics. Rural-based Volunteers teach farmers and ranchers new farming and herd management techniques that increase efficiency and protect the environment from overgrazing. In one of Peace Corps' newest endeavors, Volunteers are working in Morocco to establish a research and data collection system throughout the country to assess progress and problems in agricultural production and management. This project is designed to support Morocco's efforts under the GATT to increase the quality of its agricultural exports. Volunteers are directly engaged in carrying out field surveys as a means of introducing appropriate field survey and analysis techniques. In 1995, Agribusiness Volunteers in Saratov, Russia, and Armenia will be working with farmers as they establish newly privatized farming enterprises.

Economic Development

While highly educated and well motivated to pursue market development, the nations of Eastern and Central Europe and the former Soviet Union have lacked both the institutions and background to generate broad-based business development. To support the transition to free market economies, Volunteers are working in business centers throughout the region, providing badly needed information and advice to newly privatized businesses and individual entrepreneurs. They are helping banking industries to structure commercial credit services, and teach business and entrepreneur development courses in a variety of educational institutions. Volunteers are also working as municipal advisors to local governments in economic restructuring and strengthening the public sector institutions. In Poland, Volunteers provided significant assistance to the Ministry of Privatization in its national privatization effort. They also assisted large state industry plants with structural and organizational changes. Volunteers constitute a critical network throughout the region, linking local business and development institutions to outside sources of expertise and investment.

Education

Over the last five years, the demand for English language education has increased dramatically in the ECAM region. Peace Corps has placed over 1,000 Volunteers as English teachers in secondary schools throughout the region where they work closely with Ministries of Education to develop teaching methods and curricula for students and educators. With English becoming the language of international business and commerce, Volunteers are providing more advanced levels of English language programs for business entrepreneurs and government officials as they seek to expand their contact with the international community.

Volunteers also have introduced new teaching techniques, established libraries and resource centers for students, and participated in local community activities, such as English language radio and TV programs, and theater productions in orphanages. Volunteers are also working in teacher training colleges to help prepare future teachers of English.

Environment

At the request of host countries, the ECAM region continues to expand its environmental protection and clean-up programs. Volunteers work with engineers, chemists and other technicians to address the consequences of years of environmental neglect. Volunteers are also continuing to work with new non-governmental organizations to conduct research, disseminate information, and enhance the public's awareness of environmental problems. Volunteers will begin a new program in Russia in 1995, that will focus on environmental education, reforestation, and other environmental issues. This year a new forestry program will begin in Albania where Volunteers will work with farmers to establish tree nurseries and develop plans to replenish Albania's depleted forests.

Health

Maternal and child health remains a critical problem in the rural parts of North Africa. Peace Corps' role focuses on local health delivery systems and the training of practitioners. For example, Volunteers in Morocco work in local health clinics to educate health providers and mid-wives in pre-natal care, proper sanitation, and treatment of diarrhea and parasitic infections.

Area of Special Emphasis: Youth Development

Volunteers work with local governments in Tunisia and Morocco to develop youth centers in urban and rural areas with large numbers of disaffected or unemployed youth. These centers, recently expanded to include mobile units that provide outreach activities for youth in less populated areas, provide educational and recreational services to draw the youth. In Romania, Volunteers are providing critical social work services to the country's efforts to address the large numbers of orphans and street children. This program, introduced in 1992, has now grown into a national strategy to redevelop the social work profession in Romania. Volunteers work with the national university system in curriculum development, teaching and implementing a field training system for undergraduate students. Working with nonprofit agencies, Volunteers are also helping working families with handicapped children. The strengthening of Romania's newly formed private social agencies is a major by-product of this field work.



ECAM Region

	Trainees			Average Number of Volunteers			Program Funds (\$000)		
	FY '94	FY '95	FY '96	FY '94	FY '95	FY '96	FY '94	FY '95	FY '96
Albania	28	40	40	28	36	59	1,138	1,349	1,550
Armenia	20	33	34	27	27	41	1,060	1,213	1,382
Baltics*	57	85	87	104	106	116	2,547	2,639	2,892
Bulgaria	24	24	24	38	41	36	1,167	1,196	1,053
Czech Republic	54	52	53	72	65	77	1,915	1,644	1,659
Hungary	47	47	23	108	98	90	2,308	2,241	1,892
Kazakhstan	54	75	77	49	86	120	1,719	1,962	2,089
Kyrgyz Republic	31	33	34	23	43	52	898	1,128	1,209
Moldova	28	33	34	21	39	50	871	994	1,114
Morocco	67	73	75	102	121	124	2,501	2,548	2,574
Poland	101	103	105	164	176	189	3,566	3,595	3,605
Romania	37	38	38	39	56	66	1,331	1,362	1,391
Russia/Moscow	0	0	0	0	0	0	182	225	242
Russia/Saratov	31	38	38	36	45	64	1,351	1,528	1,659
Russia/Vladivostok	18	28	29	31	23	35	1,139	1,179	1,265
Slovak Republic	28	34	34	21	55	59	1,004	1,251	1,270
Tunisia & Malta	50	47	50	61	78	82	1,651	1,814	1,912
Turkmenistan	49	46	28	23	44	50	1,268	1,231	1,232
Ukraine	41	76	77	70	84	120	1,766	2,277	2,439
Uzbekistan	30	28	29	29	28	38	1,135	1,132	1,199
Yemen	0	0	0	28	0	0	765	10	0
TOTAL**	795	933	908	1,076	1,250	1,466	31,282	32,518	33,629

* Includes Estonia, Latvia and Lithuania.

** Detail may not add due to rounding.

Population: 3,421,000

Annual Per Capita Income: \$340

Number of Years Peace Corps in Country: 3

Peace Corps Country Overview:

Albania remains the most impoverished country in Eastern Europe. Approximately 60% of the population is involved in agricultural production. While most of the land has been privatized, many farmers cannot afford seeds, fertilizers or other inputs. Albania's poor economic infrastructure—transportation, communication, electricity—poses significant obstacles to economic and small business development.

Resources:

Albania	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	28	40	40
Average # of Volunteers	28	36	59
Program Funds (\$000)	1,138	1,349	1,550

Peace Corps Program by Sector:

Economic Development

Volunteers in this sector have worked almost exclusively in Regional Business Agencies, which are centers organized by the European Community to assist in the development of small and medium-sized enterprises in Albania. Volunteers are assisting in the establishment and management of these centers, and providing basic training to local entrepreneurs. In cooperation with other area institutions and organizations, Volunteers organize and conduct training programs on cash management, accounting, marketing, transportation, advertising, and tourism.

Recently, Volunteers have been assigned to work with Albania's Rural Commercial Bank to help reform the bank's operating, accounting, and credit practices. During the last year Volunteers assisted more than 700 businesses in Albania. Volunteers also started a Business Club and a Women's Business Association.

Education

Albania's new government has declared English the "official foreign language" and implemented experimental immersion programs in a number of elementary schools. Volunteers arrived over two years ago and have worked with more than 60 Albanian English teachers in 15 schools throughout the country, offering advice and instruction on lesson planning, textbook usage and student-centered methodology. Volunteers have organized English Teachers Associations, which have provided more than 115 Albanian English teachers with improved instruction methods. In addition, Volunteers have taught English to over 4,500 Albanian secondary level students. Volunteers have also initiated a number of alternative secondary projects, including establishing Albania's first private radio station, procuring over 2,200 books at four schools, and refurbishing classrooms.

Environment

An increase in the use of wood for fuel and construction has contributed to the degradation of local natural resources in some areas of Albania. Volunteers are conducting a project which focuses on building an agro-forestry extension capacity within the Albanian Forest Service, and teaching improved agro-forestry techniques to local farmers.

Population: 3,731,000

Annual Per Capita Income: \$660

Number of years Peace Corps in Country: 3

Peace Corps Country Overview:

Armenia has embarked on an ambitious program to develop a free market economy and has begun the process of privatizing state-owned companies. Private sector activities are beginning to emerge, but many Armenian entrepreneurs need training in business marketing and management. Armenia is also struggling to strengthen English language programs in its education system, which is suffering from a lack of resources and teaching materials in secondary schools, vocational schools, and universities.

Resources:

Armenia	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	20	33	34
Average # of Volunteers	27	27	41
Program Funds (\$000)	1,060	1,213	1,382

Peace Corps Program by Sector:

Economic Development

Volunteers are working with local, regional, and central governments in three general areas: privatization of state industries, assistance to small farmers, and overall regional economic development. Their activities include developing policies to strengthen business opportunities and helping farmers develop small agro-business associations and co-ops. Two Volunteers helped establish the first independent radio station in Armenia. The station broadcasts news, music, and educational programming to a population of 1.5 million in the Yerevan area. Eleven Volunteers have trained students for Junior Achievement activities.

Education

Struggling with poor educational resources and a shortage of properly trained English teachers, the Armenian government has placed English education near the top of its development priorities. Volunteers have responded by providing Armenian secondary school teachers with seminars, small group training and team-teaching in the classroom. Volunteers also provide classroom instruction to Armenian secondary school students and helped coordinate Armenia's first English Language Teachers' Conference in June 1994.

Population: 8,459,000

Annual Per Capita Income: \$1,160

Number of Years Peace Corps in Country: 4

Peace Corps Country Overview:

The post-communist Bulgarian economy has encountered significant challenges since 1990. Former Soviet and Warsaw Pact markets—upon which the Bulgarian economy was dependent for both imports and exports—disappeared. Inflation and unemployment rose sharply, and shortages of food and fuel became widespread. In an effort at revitalization, the government declared its support for a transition to a market-oriented system and began a far-reaching program of denationalization, privatization, and improving the country's education system.

Resources:

Bulgaria	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	24	24	24
Average # of Volunteers	38	41	36
Program Funds (\$000)	1,167	1,196	1,053

Peace Corps Program by Sector:

Economic Development

Volunteers work with owners and entrepreneurs to provide business skills training and resource information. Most of the Volunteers are assigned to one of eleven Business Centers throughout the country. Each Volunteer works with a Bulgarian counterpart and one or more interns to facilitate communication between business people. During the past year, over 240 new clients were assisted by the Centers. A total of 1,500 customers, including repeat customers, were serviced this year. Volunteers also conducted 88 business administration seminars.

Education

During the past year, Volunteers taught English to over 3,000 Bulgarian students in 18 schools. A number of Volunteers have established English Clubs for students, which encourage a broader understanding of American culture through discussions, movies, sports events, and guest speakers. Volunteers are also responding to the need for modern education materials by developing and procuring new materials, texts and video and computer equipment. Volunteers have established 12 school resource centers.

Environment

Volunteers are starting a new environmental program in Bulgaria in 1995. They will be working in the municipal planning office or with local non-governmental organizations to provide local authorities and communities with advice on environmental management and education.

Population: 10,323,000

Annual Per Capita Income: \$2,730

Number of years Peace Corps in Country: 5

Peace Corps Country Overview:

The Czech Republic's transition to a market economy has been rendered significantly more complex by its split with Slovakia. But the government remains committed to economic reforms and continues to solicit international assistance in its efforts to privatize and liberalize its economy. Due to the Czech Republic's impressive economic performance, the Peace Corps program is now scheduled to be phased out by the end of FY98.

Resources:

Czech Republic	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	54	52	53
Average # of Volunteers	72	65	77
Program Funds (\$000)	1,915	1,644	1,659

Peace Corps Program by Sector:

Economic Development

Volunteers serve as advisors to regional business centers, municipalities, and non-governmental organizations to assist in the development of an effective business support network throughout the Czech Republic. Volunteers conduct workshops and seminars on a range of business topics for students and business people, provide one-on-one consultancy to Czech entrepreneurs, and train Czech counterparts in Western supervisory, consulting, and training techniques.

Volunteers have worked with Junior Achievement, served as guest lecturers in secondary schools, and written a Czech supplement to the American-based economics textbook used by Czech high school students. Other Volunteers have utilized their own particular expertise and interests by working with an independent radio broadcasters' association and a business women's organization.

Education

Volunteers provide English language instruction in secondary schools, teacher training colleges and universities throughout the country. Volunteers at the college and university level often provide methodological guidance as well. They routinely carry out a variety of tasks, including developing of faculty members' linguistic competence, sponsoring English clubs, giving lectures on American culture, and establishing resource centers and libraries.

Volunteers are also involved in secondary projects. Among the most successful are a project which gave Czech nurses and doctors the opportunity to study in the United States, student exchanges with other European countries, and the development of an environmental curriculum which has been integrated into the national Czech English language curriculum.

Environment

Volunteers help promote environmental protection activities and public participation in decision-making. They assist non-governmental organizations and local agencies to develop long-range strategic plans, improve office efficiency, and increase employee productivity. Urban Planning Volunteers work in the most polluted areas of the Czech Republic, assisting in the development of local and regional-level recovery plans. Volunteers also provide assistance in environmental education, public relations, implementation of geographical information systems, and the preparation of management plans. Volunteers assist non-governmental organizations in management training, strategic planning, public participation campaigns, and in establishing information centers. One Volunteer authored a 120-page manual of environmental activities for use with non-native speakers of English. Another Volunteer designed an environmental recovery plan adopted by the regional government of northern Bohemia.

Population: 1,546,000

Annual Per Capita Income: \$3,040

Number of Years Peace Corps in Country: 3

Peace Corps Country Overview:

Although Estonia has undergone remarkable political and economic changes during the last several years, the country continues to face a number of critical challenges. As privatization of state enterprises and farms continues, rural areas of Estonia are experiencing dramatic increases in unemployment and a decline in their standard of living. Estonia is also working to improve and expand access to English language programs in its education system, which suffers from a lack of trained English teachers.

Resources:

Estonia	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	19	28	29
Average # of Volunteers	34	35	38
Program Funds (\$000)	849	879	964

Peace Corps Program by Sector:

Economic Development

Volunteers are working to build small enterprise capacity in Estonia's rural areas by providing advice to newly-privatized businesses and entrepreneurs. They also provide planning assistance to economic development units of municipal governments and business advisory centers. One Volunteer helped the Estonian Timber Producers Union make overseas contacts in an effort to increase exports. As a result, three timber companies reached trade agreements with foreign companies.

Education

Volunteers are assisting the Ministry of Culture and Education's efforts to increase access to English language instruction in Estonia. They teach English to students at the secondary school level, work with Estonian teachers to enhance their English language proficiency and teaching skills, increase teaching resources, and promote community activities.

Population: 10,280,000

Annual Per Capita Income: \$3,330

Number of years Peace Corps in Country: 5

Peace Corps Country Overview:

Hungary has initiated a program designed to accelerate privatization of the country's economy, control inflation, and fully convert the national currency. However, high levels of inflation and unemployment, as well as a large external debt, have forced Hungary into an austerity program that has caused sharp reductions in food and housing subsidies. Peace Corps is working to ease this transition by providing Volunteer assistance in economic development, education, and environment.

Resources:

Hungary	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	47	47	23
Average # of Volunteers	108	98	90
Program Funds (\$000)	2,308	2,241	1,892

Peace Corps Program by Sector:

Economic Development

Volunteers are assisting the growth and development of small and medium enterprises by serving in Local Enterprise Agencies, municipal governments and local chambers of commerce. Volunteers help build the institutional capacity of staff and local entrepreneurs by conducting training and technical seminars on a variety of topics, such as basic business concepts, banking, trade and marketing, resource acquisition and management, business English, and development of networking and communications skills.

One Volunteer is working on a major project to open Hungary's borders to trade with Slovakia and Ukraine. Another Volunteer's business education classes were so successful that a local college created a separate Business Department to manage the growing demand among students to attend the classes.

Education

Volunteers teach English and train Hungarian teachers of English in primary, secondary and teacher training institutions. All Volunteers are involved in outreach programs to help teachers expand their conversational abilities and develop confidence and professional skills in English. Volunteers also initiate development projects in their schools or communities. One Volunteer serves as a primary-level English teacher and is one of the main organizers of the National Drama Festival, which brings together the talents of over 1,000 Hungarian students each year.

Environment

To address Hungary's serious environmental problems, Volunteers are helping municipal governments and non-governmental organizations throughout the country develop realistic goals and programs for environmental protection. One Volunteer helped establish a unique Hungarian quarterly publication devoted to issues of environment, minorities, economic development, and civil society in the Tisza River basin. Another Volunteer works in a mayor's office to implement environmental improvement projects, including hazardous waste management and a public participation campaign to clean up the local canal.

Population 17,169,000

Annual Per Capita Income: \$1,540

Number of years Peace Corps in Country: 2

Peace Corps Country Overview:

Kazakhstan is one of the former Soviet republics in Central Asia that is most dedicated to making the transition to a market economy. But with the loss of the rigid Soviet supply channel, the country has experienced a significant downturn in production. Kazakhstan has declared education to be a high priority to help the country integrate into the international economy. Most schools and institutions of higher learning, however, have inadequate teaching staff, outdated and often inappropriate textbooks, and very limited teacher resources to teach English. The country has also emphasized the importance of privatization, strengthening its small business sector, and addressing problems of environmental degradation and environmental protection.

Resources:

Kazakhstan	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	54	75	77
Average # of Volunteers	49	86	120
Program Funds (\$000)	1,719	1,962	2,089

Peace Corps Program by Sector:

Economic Development

Volunteers are working to establish 13 Business Development Centers to assist Kazakhstan in its transition to a market economy. The Volunteers provide training and consulting in basic free-enterprise management practices, marketing skills, and internationally accepted accounting systems and have established E-mail at nine of the Business Development Centers. Volunteers have helped over 50 business entrepreneurs develop proposals and write up business plans. One Volunteer has been working with over 20 entrepreneurs in the Zhambyle Business Center since September 1993, helping them prepare business plans and submit loan applications. As a result, local business projects received over \$80,000 in loans. Another Volunteer, who works in the Atyrau Business Development Center, has created an employment data base to aid traveling business people and provides ongoing management consulting at the Geologic Research Institute.

Education

Volunteers are currently teaching English to more than 2,500 primary and secondary school students and 800 university students in Kazakhstan. Volunteers have also established 10 educational resource centers with over 1,500 books, as well as computers, printers, modems and copy machines. Volunteers use communicative methodology in their classrooms and design class activities to facilitate the development of critical thinking, problem solving, and decision making skills.

Volunteers are developing and conducting workshops to train teachers from the regional Institutes for the Advancement of Teachers, and are assisting in the development of English language resource centers. Volunteers have organized five English teacher organizations at five different sites and, together with local teachers'

associations, are working on organizing the first national English teacher's conference in October 1995.

Outside of the classroom, Volunteers continue their efforts to teach English through a variety of means. Five Volunteers host an English language radio program, two Volunteers write, direct, and act in a weekly educational TV program, and seven are developing English teaching resource materials. Another Volunteer organized a summer camp for the children victimized during the nuclear tests near Semipalatinsk, while another Volunteer donates her free time to an orphanage.

Environment

Environmental organizations in Kazakhstan lack the access to technical information, mechanisms of international and inter-regional communication, funding sources and language training which will allow them to compete and work at the international level. Peace Corps initiated an environmental project in 1994 to increase the capacity of local environmental organizations to address local, regional, and national environmental problems. One Volunteer, working with the Karaganda non-governmental organization Eco-Center, is coordinating the establishment of a long-term radiation project among the north-eastern cities of Kazakhstan. Another Volunteer is using his 15-year experience as an environmental control officer in the Detroit steel industry to assist local industries in cleaning up their air pollution.

Population: 4,512,000

Annual Per Capita Income: \$830

Number of years Peace Corps in Country: 2

Peace Corps Country Overview:

The Kyrgyz Republic is making its transition to a market economy. As it seeks to expand its participation in the international economy, the government has identified the need to expand its English language programs for students and workers at all levels of society. The country's education system faces a severe shortage of trained teachers of English, textbooks, and basic instruction materials.

Resources:

Kyrgyz	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	31	33	34
Average # of Volunteers	23	43	52
Program Funds (\$000)	898	1,128	1,209

Peace Corps Program by Sector:

Education

Volunteers teach English and communicative methodologies in secondary schools and institutes of higher education. They introduce cooperative learning strategies and work with students to develop critical thinking skills, including analysis, problem solving, and decision making. Volunteers and their Kyrgyz counterparts develop teacher training workshops and create English language resource centers.

Volunteers in the English for Professional Purposes Project teach English to three target populations: health care professionals, government agencies, and the business community. The Volunteers teach communication skills by introducing adult education techniques and cooperative learning strategies. Volunteers also develop teacher training workshops and create resource centers in health care facilities, businesses, and government agencies. Three medical English classrooms based in hospital schools are functioning, and two Business English Resource Centers have been established.

Secondary projects include the organization of a country-wide drama festival and English classes for adults. Three Regional Resource Centers are stocked with donated books, which are used for training teachers, enhancing English language skills, and developing materials. With the assistance of Peace Corps Volunteers, Little League Baseball was chartered and is now in full operation throughout the Republic, and an alliance with a professional American baseball team is being finalized. This included a large donation of equipment, which is being used by children in every region.

Population: 2,588,000

Annual Per Capita Income: \$2,030

Number of Years Peace Corps in Country: 3

Peace Corps Country Overview:

Since reclaiming its independence in 1991, Latvia has made considerable strides in economic and political reform, but still faces a number of important challenges in developing its small business industry. Latvia is also taking steps to strengthen its education system, particularly its English language programs. However, the country does not have adequate numbers of highly qualified English instructors, and the education system suffers from a lack of resources and training materials.

Resources:

Latvia	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	19	29	29
Average # of Volunteers	35	36	39
Program Funds (\$000)	849	881	964

Peace Corps Program by Sector:

Economic Development

Volunteers are working with Latvian counterparts to build small enterprise capacity in the country's rural areas. They provide farmers with training, basic business, and management skills. One Volunteer developed a seminar on alternative sources of farming supplies at the Tukums Farmers Consultation Center, while another Volunteer served as a consultant to the 1994 "International Agricultural Exhibition" in Riga, which focused on expanding agricultural exports.

Education

Volunteers are working with the Ministry of Education, Science and Culture to increase access to English language instruction in Latvia at the secondary school level. They provide training for Latvian teachers to enhance their English language proficiency and teaching skills, increase teaching resources, and promote community activities. One Volunteer has opened an English language resource center which is used by teachers, students and local residents of the community. Over 5,000 books, teaching materials, magazines and encyclopedias were obtained for the center. Another Volunteer has opened a Resource and Debate Center in a Latvian community with funds received through the Soros Foundation. At the Resource Center, students receive career counseling, and have access to books and periodicals about the United States and other countries. The Debate Center has involved approximately 65 students and teachers in debate tournaments.

Population: 3,747,000

Annual Per Capita Income: \$1,310

Number of Years Peace Corps in Country: 3

Peace Corps Country Overview:

Lithuania's independence has coincided with a deepening economic crisis. The government of Lithuania is working to support the development of small and medium sized businesses, but entrepreneurs lack expertise in marketing and business management. Lithuania is also working to expand access to English language instruction in its secondary schools.

Resources:

Lithuania	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	19	28	29
Average # of Volunteers	35	35	39
Program Funds (\$000)	849	879	964

Peace Corps Program by Sector:

Economic Development

Volunteers are assigned to Economic Development Units of local governments, Business Advisory Centers, and other organizations involved in economic development. They are teaching business management skills to entrepreneurs and working with local governments on economic development plans. Volunteers initiated, researched, and developed a proposal to start a multiple Volunteer consultant service site in Vilnius. The project was implemented in June 1994 with Lithuania's Junior Achievement as a sponsoring agency. One Volunteer helped establish a Tourism Information Center in Klaipeda and organized seminars for people working in tourism development.

Education

Volunteers are working with the Ministry of Education to increase access to English language instruction in Lithuania at the secondary school level. They provide training for Lithuanian teachers to enhance their English language proficiency and teaching skills, increase teaching resources, and promote community activities. Three Volunteers organized a "Professional Day for Women" for over 100 women to explore new career opportunities. One PCV helped support a Youth Community Center and facilitated Health Education Workshops in collaboration with the Soros Foundation.

Population: 4,356,000

Annual Per Capita Income: \$1,180

Number of Years Peace Corps in Country: 2

Peace Corps Country Overview:

As Moldova continues to transform its economy, the country faces enormous problems. Prices which once were fixed have now risen so that many basic goods and services are no longer affordable to the average Moldovan. Because there is no modern industrial base, failure of the agricultural sector has lead to a decline for the entire economy. Nevertheless, Moldova has the potential to compete in some sectors of the international economy and new industries are being formed. However, these new companies require guidance, expertise, and support as they prepare to compete in regional and world markets. While many Moldovans are eager to learn English in order to participate in the global economy, there is an acute absence of English language teachers and resources.

Resources:

Moldova	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	28	33	34
Average # of Volunteers	21	39	50
Program Funds (\$000)	871	994	1,114

Peace Corps Program by Sector:

Economic Development

Peace Corps is beginning an economic development program in Moldova in 1995. The first 10 Volunteers are being placed in Business Development Centers to provide advice on privatization of smaller public enterprises and hands-on technical assistance to local entrepreneurs. They also will organize and conduct training programs, and establish a library and data bank.

Education

Volunteers are teaching English and introducing communicative methodology to middle-and high-school level students at secondary schools, gymnasiums, lyceums, and pedagogical schools. Due to Volunteer leadership, three new English language newspapers were established last year in Moldova. In many schools there had been only one English dictionary for use by the entire school. Now, through the efforts of Volunteers, new education resources and materials are available at these schools. A group of 12 Volunteers established an English language immersion summer camp program. During the course of the two weeks, participants were required to use English at all times. These students were introduced to the American culture through participation in sports, health education, environmental awareness, drama, and debate. Volunteers trained local university students to manage the camp in future years.

Population: 26,721,000

Annual Per Capita Income: \$1,030

Number of years Peace Corps in Country: 32

Peace Corps Country Overview:

Peace Corps Volunteers have encouraged many significant improvements in the quality of life in Morocco over the last 30 years, but Morocco faces a number of pressing development issues which continue to be addressed by our Volunteers. The maternal mortality rate is exceptionally high in rural areas at 362 per 100,000 births. Only 31% of the births in Morocco in 1992 were assisted by qualified health personnel. Forty percent of Morocco's population is employed in the agriculture and environment sectors. Problems associated with drought, over-grazing, and lack of veterinary services are being addressed to improve livestock production and management, and to develop small income-generating activities related to agricultural products. Morocco's population growth has also contributed to the drainage of wetlands, de-forestation of public forests, and erosion in national park areas. Since tourism is a major industry in Morocco, the management and protection of parks and environmental education has become a priority.

Resources:

Morocco	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	67	73	75
Average # of Volunteers	102	121	124
Program Funds (\$000)	2,501	2,548	2,574

Peace Corps Program by Sector:

Agriculture

Small rural farmers are an important part of Morocco's agricultural industry, yet they have only limited access to information and resources designed to improve productivity or increase income generating opportunities. Volunteers are working with farmers on sustainable agriculture and livestock production, development of income generating activities, extension education, and rural women's development. Volunteers are also supporting the government's efforts to increase the availability of agricultural market information for farmers. One Volunteer and several Moroccan women developed and implemented an integrated program on sheep care, feed management, and hoof trimming with 40 female participants.

Education

Volunteers and their Moroccan colleagues are working together to improve pedagogical techniques, expand educational resources, and design targeted technical English curricula. Volunteers are also expanding and developing departmental resource centers at Moroccan universities. In 1996, Volunteers will concentrate on the development of university libraries and information management systems. They are also teaching orientation and mobility skills at schools for the visually-impaired to prepare students for integration into the community. One Volunteer co-edited technical English television programs for the Department of Education, which were broadcast throughout the country. Another Volunteer is helping her community renovate an old Spanish church for use as an English resource center. The center will be used for English instruction and will house a community English language library.

Environment

Morocco is in the process of developing a national strategy to improve its parks and ecological reserves, which officials hope will attract tourism and generate economic growth. Volunteers are developing management strategies for unique ecosystems in these parks, introducing solar ovens to communities, promoting eco-tourism development, and designing environmental education curricula. One Volunteer coordinated a tree planting activity for 180 children. Others designed and are implementing a study of shepherds' summer use of grazing lands within Toubkal National Park.

Health

Volunteers work predominately in rural Moroccan communities, addressing maternal and child health care and increasing safe water supplies. Health education is a major component of their projects. Volunteers have implemented vaccination campaigns, trained nurses in communication and patient counseling, constructed water supply systems, and developed dental hygiene awareness campaigns. Two Volunteers and their Moroccan counterparts created a Hygiene Tent for the weekly market in their town where they present and discuss different health issues weekly. Volunteers carried out eight primary school dental hygiene awareness campaigns which reached over 3,000 students.

Population: 38,446,000

Annual Per Capita Income: \$2,270

Number of Years Peace Corps in Country: 5

Peace Corps Country Overview

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

Resources:

Poland	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	101	103	105
Average # of Volunteers	165	176	189
Program Funds (\$000)	3,566	3,595	3,605

Peace Corps Program by Sector:

Economic Development

Volunteers are providing assistance and advice to municipal organizations, business training programs, and privatization efforts. Municipal advisors help local government institutions and non-governmental organizations implement programs for local economic restructuring and development. Volunteers cooperate with Polish business training centers and business schools to offer training in accounting, marketing, promotion and advertising, international trade, finance, and banking. Volunteers also strengthen privatization efforts among regional development agencies, business incubators, foundations, and local chambers of commerce.

One Volunteer helped develop re-training programs for unemployed union members. At the same time, the Volunteer provided advisory services to Polish businesses as they developed and implemented business plans. Another Volunteer was directly involved in the development of a computer center that trains the visually-impaired in the use of computers for professional work.

Education

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

This past year, several Volunteers helped coordinate a Model United Nations program that attracted over 300 students from throughout Poland to learn about the democratic process in a large, international forum. Other Volunteers organized a Women in Development project that brought women together from the various regions of Poland to discuss issues affecting their communities and to learn how to develop future networking systems.

Environment

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

Recent projects include the production of an environmental publication which promotes information exchange and improvements in environmental education networking. Another Volunteer was instrumental in organizing conferences for teachers on environmental education opportunities in Poland's national parks.

Population: 22,761,000

Annual Per Capita Income: \$1,120

Number of Years Peace Corps in Country: 4

Peace Corps Country Overview:

Over the last five years, Romania has slowly been transforming its economy to one based on market principles. At the end of 1992, vouchers were issued that represented 30% of the asset value of the 6,200 enterprises slated for privatization. Production in the factories, however, has dropped, causing severe shortages of many consumer goods. The agricultural sector has also been severely affected. Unemployment and inflation also remain high, and the education system is struggling to modernize after years of neglect. Despite these obstacles, Romania is moving ahead with its reforms and toward greater cooperation with the West.

Resources:

Romania	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	37	38	38
Average # of Volunteers	39	56	66
Program Funds (\$000)	1,331	1,362	1,391

Peace Corps Program by Sector:

Economic Development

Volunteers are assisting over 1,800 Romanian entrepreneurs with business planning, financial analysis, loan applications, marketing, and organizational issues. They are conducting over 30 seminars on such topics as finance and banking, exporting/importing techniques, tourism development, and legal issues. Case studies have been developed by Volunteers for use in seminars throughout the country. These case studies allow new entrepreneurs to learn from the experiences of other Romanian business professionals.

Education

Thirty-one Volunteers teach English to over 5,700 Romanian students in 33 middle or secondary schools in Romania. Peace Corps' participation has enabled several schools to initiate a new intensive English language curriculum. Volunteers work directly with more than 100 Romanian English teachers. In one case, a Volunteer organized a teacher's association which is exploring the possibilities of implementing standardized testing. Through Peace Corps' assistance, over 30,000 books have been received and distributed to schools and universities throughout Romania. Several Volunteers conducted environmental awareness camps which were used to raise students' understanding of environmental issues and to increase their English competency.

Twelve Volunteers are working as education developers, vocational counselors, and community service consultants to strengthen Romania's weak social service sector. Volunteers are assigned to universities to develop the curriculum for Romania's first School of Social Work. Other Volunteers are helping to build the institutional capacity of youth organizations. They also initiate and assist in projects such as providing assistance to or counseling street children, working with Maternal Health Centers, developing HIV/AIDS education materials, and working on the International Festival for Children with Handicaps. Vocational counselors work with Romanian staff to provide job training skills to handicapped youth.

Population: 148,537,000

Annual Per Capita Income: \$2,350

Number of Years Peace Corps in Country: 3

Peace Corps Country Overview:

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

Peace Corps' initial focus in Russia was to provide advice and expertise to the burgeoning small business community. In 1995, however, Volunteers will be broadening their activities. New programs for teaching English, training teachers and developing new curricula will begin later this year. In addition, Volunteers will work with local officials and non-governmental organizations to undertake a number of environmental and agribusiness projects. Volunteers are also an important referral source for the many international exchange and internship programs that are now taking place in Russia.

Resources:

Russia	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	49	66	67
Average # of Volunteers	67	68	99
Program Funds (\$000)	2,672	2,932	3,166

Peace Corps Program by Sector:

Economic Development

In 1994, Volunteers conducted business seminars, workshops, and individual consultations for more than 1,000 individuals in Russia. They also helped plan and coordinate 11 conferences on banking, securities, international trade, regional development, real estate, and business opportunities for women. Volunteers have offered training in personnel management techniques, customer service, accounting methods, and marketing and distribution at seminars in three towns in the state of Primorsky. Volunteers have coordinated bank seminars with the University of Alaska to teach accounting methods to 45 banking professionals in Vladivostok and Khabarovsk. Two Volunteers in Saratov and Volgograd have opened Russian/American Cultural Information Centers with libraries.

Education

For many Russians, learning English is a key factor in their ability to compete economically: it is the language of international commerce, computers, and trade. Peace Corps is establishing new English language projects in Russia that are designed to develop English curricula for schools and train Russian English teachers. Volunteers also teach English to students and develop materials for teachers and help social and educational agencies gain access to resources. Volunteers will be placed in far eastern Russia in the summer of 1995 where they will teach English and introduce communicative methodology at secondary schools.

Environment

Peace Corps is currently establishing an Environment/Natural Resources Management program in Russia. Volunteers will teach natural resource conservation, develop teaching materials, and train Russian teachers in innovative environmental education techniques and classroom/non-classroom exercises. Volunteers have been asked to provide technical assistance with reforesting a 2 million hectare area that was ravaged by fire in 1976. Volunteers also will work with Russian specialists to develop a comprehensive management program for nature preserves.

Population: 5,345,000

Annual Per Capita Income: \$1,900

Number of years Peace Corps in Country: 5

Peace Corps Country Overview:

Slovakia's separation from the Czech Republic has slowed the pace of reform significantly. Inflation and unemployment have risen, and industrial output has dropped. However, Slovakia is still actively engaged in soliciting western development assistance and trainings it makes the transition to a market economy.

Resources:

Slovakia	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	28	34	34
Average # of Volunteers	21	55	59
Program Funds (\$000)	1,004	1,251	1,270

Peace Corps Program by Sector:

Economic Development

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

Education

Slovak universities and teacher training colleges have almost universally replaced Russian instruction with English language training. With this change, Slovak teaching institutions have sought to fill the language void with English lecturers from various Western organizations. Volunteers are working in smaller cities and towns, areas which are exposed to very few native English speakers. Education Volunteers divide their time between direct classroom teaching, teacher training, and English conversation training. Classes in conversation and grammar at four university teaching facilities and over 100 secondary schools have been attended by almost 900 university students and 3,500 secondary students. Almost 200 Slovak English teachers and over 850 future teachers have increased their ability to communicate and teach English, and through the completion of almost 30 workshops, over 125 teachers are able to incorporate current English teaching methodologies into their curricula. A Volunteer teaching at a secondary school in Presov prepares and coaches his students for national English competitions. Due to his efforts, one student was sent to a summer program for gifted youth at the University of South Carolina.

Environment

Volunteers work in municipal environmental planning, development of non-governmental organizations, and administration of national parks. As advisors to local governments and national park authorities, Volunteers help design strategic plans, evaluation tools, and public participation campaigns. Volunteers helped five Slovak organizations design pilot projects for tourism promotion, computer networking among Slovak national parks, and environmental education. Other Volunteers helped organize Earth Day activities which focused on youth participation in nature protection and local cleanups.

Population: 8,609,000/356,000

Annual Per Capita Income: \$1,780/7,298

Number of years Peace Corps in Country: 32

Peace Corps Country Overview:

Tunisia's economy has been affected by changes in the international price in petroleum, and there is a critical shortage of qualified English teachers at universities and institutes of higher education. Only a small portion of handicapped Tunisians receive education or assistance in basic skills. Over 60% of the Tunisian population is below 24 years of age, and Tunisian youth face a challenging future with an increasingly high unemployment rate. Many are moving from rural areas to urban areas to seek opportunities. These factors, coupled with a high population growth rate, have created serious housing shortages in Tunisian urban areas.

The Peace Corps Tunisia Office also administers the program in Malta.

Resources:

Tunisia/Malta	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	50	47	50
Average # of Volunteers	61	78	82
Program Funds (\$000)	1,651	1,814	1,912

Peace Corps Program by Sector:

Economic Development/Community Development

Peace Corps has placed Volunteers in communities to help people improve their basic living conditions and to enhance their ability to contribute to their own development. Volunteers provide both technical and management advice to help families secure loans, build homes, adapt to home ownership and develop strong communities. Each Volunteer builds a demonstration house during his or her first year of service as a tool of instruction. In 1994, 50 low-income families were assisted in the completion of houses with access to electricity and water.

A Volunteer in Malta with a background in environmental engineering is working with the Ministry for the Environment to develop modern methods for waste disposal and the construction of landfills.

Education

Volunteers work at schools and associations for the disabled to train Tunisian special educators in teaching techniques and curriculum development. Special Education Volunteers also work with Tunisian educators, students, and families to disseminate information on the care of disabled children and the potential of the disabled population within Tunisia. One Volunteer developed a curriculum on motor, cognitive, social, emotional and behavioral skills which has been translated into Arabic for use among special educators.

Over 800 Tunisian university students were taught by Volunteers in 1994. Volunteers provide dual functions as instructors at the university level and as teacher trainers for future secondary school English teachers. Volunteers conducted two workshops for 20 secondary school teachers and participated in a 26-hour seminar on comparative literature for 150 teachers and students.

In Malta, a Volunteer is currently working at the Maltese Institute of Agriculture to develop academic curricula

and an extension service to farmers. Another Volunteer is assigned to the Institute of Health Care to help her colleagues develop health policies and procedures and fill a shortage of trained instructors. Other Volunteers are training Maltese teachers in special education. In 1994, two Malta Volunteers and five Tunisia Volunteers presented a 60-hour training module of teaching methodology, behavior management, and art education at a conference attended by Maltese psychologists, therapists, social workers, and professors.

Youth Development

Because such a large percentage of the population of Tunisia is under the age of 24, Peace Corps has initiated a pilot-program in collaboration with the Ministry of Youth and Childhood to improve the existing network of youth facilities, with a special emphasis on girls and unemployed males.

Population: 3,949,000

Annual Per Capita Income: N.A.

Number of years Peace Corps in Country: 2

Peace Corps Country Overview:

Turkmenistan's transition and integration into the international community has proved especially difficult since the country has virtually no history as an independent country, and its people have no experience with self-government. The government of Turkmenistan asked for Peace Corps' assistance in developing the English education program in the secondary schools, the pedagogical institutes, and universities throughout the country. The Ministry of Health has requested Volunteers to serve as nurses and health educators to assist the Turkmen medical community's efforts to modernize their profession.

Resources:

Turkmenistan	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	49	46	28
Average # of Volunteers	23	44	50
Program Funds (\$000)	1,268	1,231	1,232

Peace Corps Program by Sector:

Education

Volunteers work in secondary schools and institutes of higher education teaching English as a Foreign Language and introducing communicative methodologies. The Volunteers introduce cooperative learning strategies and work with students to develop critical thinking skills, including analysis, problem solving, and decision making. Volunteers and their counterparts develop teacher training workshops and create English language resource centers. Secondary projects include establishing summer English camps, English clubs and English classes for adults. Over 1400 students have been taught. Volunteers also teach English at health care facilities and environmental organizations. The Volunteers teach oral communication skills by introducing adult education techniques and cooperative learning strategies using relevant content. Volunteers also develop teacher training workshops and create resource centers with particular emphasis on health care and the environment.

A Volunteer has been working at the Turkmenistan National Library and has been able to acquire 70 reference books in English. Another Volunteer is working at an historical museum translating signs, directions, and exhibit displays into English.

Health

Volunteers are working with nurses and doctors to develop practicum training and continuing education programs to assist in the modernization of nurses and midwives' clinical skills as well as their philosophical approaches to patient care. Volunteers also are introducing contemporary techniques in pre- and post-natal care, labor and delivery practices, infant and well baby care, sick child care, breast feeding, and nutritional practices. Volunteers also teach patient education skills, family planning techniques, and basic infection control.

Population: 52,141,000

Annual Per Capita Income: \$1,910

Number of Years Peace Corps in Country: 3

Peace Corps Country Overview:

Lacking institutional and individual resources, Ukraine faces enormous challenges as it continues its transition to a free market. Ukrainian entrepreneurs need training and technical assistance in basic business skills, such as marketing, management, and accounting. Ukraine's education system also lacks resources and wide access to quality English language programs.

Resources:

Ukraine	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	41	76	77
Average # of Volunteers	70	84	120
Program Funds (\$000)	1,766	2,277	2,439

Peace Corps Program by Sector:

Economic Development

Volunteers are providing training and advice in business skills, technical expertise and free market activities to Ukrainian entrepreneurs. One Volunteer helped create the most extensive guidebook to Kiev, which Ukrainian embassies and the national airline are both using regularly. Another Volunteer developed and implemented a Total Quality Management Reform Program for the Lviv City Administration and Mayor's Office.

Education

Volunteers are working to expand and improve the quality of English language instruction in Ukraine. Volunteers teach English in schools and provide Ukrainian educators with opportunities to improve their fluency and gain exposure to innovative teaching techniques. One group of Volunteers designed and published teachers resource manuals while teaching at the primary, secondary, and higher education level. Three Volunteers helped start a community English Resource Center in Ternopil and in Vinnitsa. Cherkassy Pedagogical Institute students have been working with one Volunteer to develop an English language newspaper. A teachers's manual containing procedures for language teaching techniques and activities was completed by a Volunteer at Dnipropetrovsk Pedagogical School.

Population: 21,969,000

Annual Per Capita Income: \$960

Number of years Peace Corps in Country: 3

Peace Corps Country Overview:

Volunteers in Uzbekistan are working to support Uzbekistan's difficult transition to a free market economy and expand English language programs. A government priority in this process of renewal and redirection is the education system. Uzbekistan's per capita income ranks among the lowest of the former Soviet republics, with almost 50% of the population living at the official poverty level. Small businesses are hampered by a lack of progress on privatization legislation, changing laws that affect small business, lack of commercial credit, raw materials, supplies and equipment, and lack of information about and expertise in operating a business within a free market economy. Volunteers are working with the Uzbekistan Privatization Committee to help in these areas and with the privatization process.

Resources:

Uzbekistan	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	30	28	29
Average # of Volunteers	29	28	38
Program Funds (\$000)	1,135	1,132	1,199

Peace Corps Program by Sector:

Economic Development

Volunteers are supporting Uzbekistan's transition to free market economic activities by advising and promoting small businesses at the micro level, while advising government officials on privatization activities at the macro level. Volunteers are helping Uzbekistan's privatization process and helping to organize auctions of state-owned companies. Other Volunteers are working with women's business organizations, advising the organizations as well as individual businesswomen.

Education

One of the goals of the English Education and Resource Development Program is to increase the availability of quality English language instruction to secondary schools and university students by providing modern teaching techniques and methodologies. Volunteers also assist the Ministries of Public and Higher Education in their efforts to develop language and technical skills, and in their acquisition and creation of pedagogical resources. Volunteers also assist colleges in creating and developing their own forums of networking and information exchange. These include a national Uzbek chapter of the professional organization of Teachers of English to Speakers of Other Languages and a newsletter with national distribution.

Regional Overview

The signing of the Declaration of Principles and Plan of Action at the Summit of the Americas in December 1994 was the culmination of a watershed year in inter-American relations. For the first time, every government in the hemisphere, except Cuba, made a series of commitments that hold great promise for the people of the Americas:

- To preserve and strengthen the community of democracies in the Americas;
- To promote prosperity through economic integration and free trade;
- To eradicate poverty and discrimination in our hemisphere; and
- To guarantee sustainable development and conserve our natural environment for future generations.

President Clinton called upon his fellow heads of government at the Summit to join together to "create a partnership for prosperity where freedom and trade and economic opportunity become the common property of the people of the Americas." Peace Corps is poised to support this hemispheric effort and play an even greater role in helping the 23 nations in which Volunteers will serve.

Programming Considerations

The 1990s have been a period of careful and selective growth for Peace Corps programs in the Inter-American region. Since 1990, Peace Corps has re-entered and remains in Bolivia, Chile, Uruguay, Nicaragua, Panama, and El Salvador, and intends to establish programs in Guyana and Suriname in 1995. During FY 1994, an average of 1,610 Volunteers were serving in the region.



Education has long been the cornerstone of Peace Corps development projects, and senior Volunteers bring with them a lifetime's knowledge to share.

Of the many lessons that Peace Corps has learned over the last three decades, perhaps the most basic is that development proceeds on its own schedule, and external assistance can only be as effective as a country's domestic context permits. But the spread of democratic institutions and the remarkable potential for economic growth as envisioned at the Summit of the Americas give Peace Corps the opportunity to make its most effective contribution yet to the hemisphere. With its long history in the region, Peace Corps is uniquely situated to help host countries address their development objectives by placing a large cadre of trained Volunteers at the grassroots level to live and work in rural and urban communities.

Volunteers work with these communities to help them respond to their needs in education, health, agriculture, environmental protection, small business development, and urban development. In the process, Volunteers

help the citizens of these communities build and strengthen the representative institutions through which they seek to improve their lives and participate in the development of their countries. At the same time, Volunteers play a crucial role in strengthening the people-to-people bonds that are one of the foundations of our hemispheric community, and which complement the economic ties that are built through our trade relationships.

Recognizing the scarcity of budget resources, the Inter-American region continues to manage each of its programs to ensure that Volunteers can respond to changing needs and realities in the most cost-effective manner. Peace Corps is reviewing its presence in every Inter-American country with a view toward possibly closing some that have reached relatively high levels of development and are able to meet the basic needs of their citizens on their own. One of the first steps was to close Peace Corps' program in Argentina at the end of FY 1994.

The Inter-American region is also carefully reviewing its country programming to ensure that existing projects are making lasting contributions to grassroots development, and are not proceeding merely out of inertia. Peace Corps expects that this will permit the elimination or consolidation of some program sectors in some countries, and lead to savings in staff and program costs. For example, Peace Corps is closing its education sector in Costa Rica since the country is able to support education on its own.

In addition, the Inter-American region is challenging every post to increase administrative efficiency. Finally, it is a priority of the Inter-American region to include women and youth in the design, implementation, and evaluation of all our projects.

Sector Summaries

Agriculture

Self-sufficiency in the production of food is essential to the basic economies of the region. Small farmers who are limited to subsistence production are still common in many Inter-American countries. Volunteers are working in a variety of agriculture projects that are designed to increase food production and family farm incomes, as well as to reduce malnutrition in local communities. Many of these activities relate directly to Peace Corps' efforts in the environment sector, and Volunteers often coordinate activities to enhance their impact.

Economic Development

The emerging market economies of Latin America include many small and micro-businesses existing on the margins of the current economic growth in the region. They require assistance to develop, expand, and provide new sources of income and employment. Broad-based development of small business also helps to sustain and strengthen the fragile democratic political systems of the region. Volunteers provide a range of technical assistance to individual entrepreneurs and organizations that provide credit and training to small businesses. The overall target of their work is to increase access of small businesses to urban and foreign markets, and to increase income and job opportunities throughout the region.

Education

Strengthening education systems as a means to encourage economic development remains one of Peace Corps' primary objectives in the region. Many Inter-American countries do not have sufficient numbers of teachers who are trained in advanced teaching methods, and rural schools often suffer from a lack of modern education materials and equipment. Volunteers are teaching English, science, and mathematics in individual classrooms, training teachers in new education methods, and improving the infrastructure of schools. They are also working to increase the quality of educational services for illiterate children and adults, students with learning disabilities, and the technically untrained.

Environment

While protection of the environment is a global issue, it is of particular importance in the Inter-American region. Unfortunately, too many people in the region derive their daily sustenance from "slash-and-burn" agricultural practices, the misuse or overuse of pesticides, or the hunting of endangered species. Volunteers working in this sector strive to reduce environmental degradation and increase conservation of valuable land, rain forests, and water resources. Volunteers work to educate people about the impact that some economic and agricultural practices have on the environment, and how to alter those practices where possible to reap greater benefits for themselves and the environment.

Health

Access to basic preventive health care remains a serious problem in many Inter-American countries, particularly in poor rural areas. Of particular concern throughout the region is the deterioration of water and sanitation services. Cholera, which has been absent from the region for years, is returning to some areas. Volunteer activities are also focusing on reducing infant mortality due to infectious and parasitic diseases.

Urban Development

Due to the rapid growth of urban areas in many Inter-American countries, local governments are facing mounting pressures to expand and improve basic services for urban populations. Peace Corps has placed a new focus on this important issue: Volunteers are supporting community efforts to expand and improve urban services, such as access to housing, shelter, water, and sanitation, as well as to strengthen the ability of local governments to plan, implement, and manage these and other services.



Inter-America Region

	Trainees			Average Number of Volunteers			Program Funds (\$000)		
	FY '94	FY '95	FY '96	FY '94	FY '95	FY '96	FY '94	FY '95	FY '96
Argentina	0	0	0	27	0	0	699	0	0
Belize	32	33	37	41	45	53	1,241	1,260	1,344
Bolivia	48	66	66	85	75	98	2,194	2,220	2,560
Chile	32	33	33	51	62	64	1,741	1,898	2,056
Costa Rica	73	76	47	119	109	120	2,085	1,937	1,602
Dominican Republic	94	82	84	146	149	142	2,704	2,527	2,548
Eastern Caribbean	74	71	71	113	131	134	3,268	3,372	3,494
Ecuador	106	104	103	177	187	182	3,330	3,358	3,386
El Salvador	24	33	33	19	30	49	680	863	1,023
Guatemala	118	114	113	210	219	206	3,433	3,461	3,413
Guyana/Suriname	0	38	38	0	9	50	0	805	1,451
Honduras	118	116	115	182	203	190	3,038	3,082	3,118
Jamaica	61	66	66	112	101	100	2,243	2,190	2,263
Nicaragua	44	57	57	42	73	103	1,121	1,535	1,873
Panama	41	38	38	58	70	68	1,293	1,323	1,370
Paraguay	115	103	101	191	198	190	3,253	3,115	3,092
Uruguay	32	33	34	37	44	58	1,566	1,588	1,768
TOTAL*	1,012	1,065	1,036	1,610	1,706	1,811	33,889	34,535	36,361

Detail may not add due to rounding

Population: 205,000

Annual Per Capita Income: \$2,440

Number of Years Peace Corps in Country: 33

Peace Corps Country Overview:

Currently, 82% of the youth in Belize are defined as "at-risk," and 65% of the population lives in absolute poverty. With 65% of the population under 24 and only 18% of youth aged 10-19 enrolled in secondary institutions, there is a high number of unemployable youth. The rural primary school system in Belize also suffers from overcrowding or non-existent facilities and a lack of books and supplies. Only a small percentage of rural teachers have professional training, and many have little more than a high school education. An estimated 25,000 Hispanic immigrants, mainly landless farmers, have immigrated to Belize in the past ten years, placing new strains on Belizean communities and institutions.

Sixty percent of Belize's land is covered by a range of forest eco-systems that house many endangered species. In addition, there is a magnificent coastal and marine ecosystem, whose core is the barrier reef. Sound management will be required to maintain these natural resources.

Resources:

Belize	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	32	33	37
Average # of Volunteers	41	45	53
Program Funds (\$000)	1,241	1,260	1,344

Peace Corps Program by Sector:

Education/Youth Development

The youth enhancement services project is designed to improve the social and economic prospects of Belizean youth aged 12 to 24. The Center for Employment Training in Belize City was established in 1992 to increase the vocational employment of youth in urban cities and to supply relevant economic sectors with skilled labor. Volunteers provide training in a variety of subjects including auto-mechanics, construction, welding, hospitality management, and electronics. In 1994, 300 students completed courses and acquired entry-level competency in their trade area and over 50% of students completing their courses are currently employed in their specialty area.

More than 90% of Belizean schools do not have an organized physical education (PE) program. No established curricula is available, and teachers who lack training are often not motivated to teach. In addition, facilities and equipment are usually inadequate or non-existent. Sports for Youth Volunteers provide PE teacher training to primary and secondary school teachers and construction Volunteers assist with the building and reparation of schools.

A faculty exchange program was established between the Metro College in Omaha, NE and the Center for Employment Training in Belize City in 1994. To facilitate the development of PE programs in Belize, seven sports libraries equipped with materials and sports equipment were opened in 1994; one in each district. Due to close coordination between Peace Corps and the National Sports Council, and the equipment donations of

the Kellogg Foundation, these libraries are fully operational. Another Volunteer organized a week long "Hike and Bike for the Rainforest" Project which involved the participation of 18 youth-at-risk, including 6 girls.

To facilitate the integration of the nearly 35,000 Hispanic immigrants, Volunteers promote self-help activities including income generating projects, leadership training, and organizational development in newly settled communities. Volunteers also work to improve the quality of health and education available in communities affected by the arrival of immigrants. To address the problem of overcrowded schools and untrained teachers, Volunteers provide teacher training workshops to introduce teaching techniques and materials.

Two Volunteers working in a remote village assisted with the establishment of a 6,000 acre medicinal plant reserve "Terra Nova." One Volunteer provided the start-up seeds for a group of youth interested in planting. Their success resulted in the development of four roadside produce stands. Their stands have become "official" bus stops receiving the business of numerous travelers passing along that road.

Environment

To protect Belize's natural resources, Volunteers promote organizational development, reinforce existing institutions, and improve environmental curricula in schools. Volunteers work with the Belize Audubon Society in the management of seven of the country's protected areas. Volunteers also assist in the monitoring of the protected areas and in developing plans for land use in visitors centers and National Parks.

In 1994, Volunteers staged a two-day environmental public awareness campaign highlighting the importance of safe pesticide use. The display was visited by about 1,000 people. Another Volunteer completed two manuals for young adults on the topics of endangered species and water resources.

Population: 7,064,000

Annual Per Capita Income: \$770

Number of Years Peace Corps in Country: 13

Peace Corps Country Overview:

Bolivia bears the distinction of being one of the least developed countries in South America. Eighty-five percent of the rural population live in absolute poverty and are unable to satisfy their basic needs for a minimal living standard. Rural Bolivia suffers from the highest infant and under-five mortality rates in Latin America, and the average life expectancy at birth is among the lowest in South America. Agriculture, the economic mainstay of the average Bolivian family, remains labor-intensive. Haphazard conversion of forests to agriculture and cattle ranching, uncontrolled logging, and problems associated with rapid urban growth threaten the environment. More than half of the population is self-employed, mostly as members of family enterprises, and only 39% of the population is employed in the formal economy. Limited access to economic opportunities perpetuates poverty. Development throughout the country is hampered by a lack of mechanization, investment, and poor infrastructure. Peace Corps returned to Bolivia in 1990, following an almost 20 year absence. Volunteers are working with national agencies as well as with private volunteer organizations in projects in agriculture, water sanitation, forestry, small business development, and cooperative promotion.

Resources:

Bolivia	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	48	67	66
Average # of Volunteers	85	75	98
Program Funds (\$000)	2,194	2,220	2,560

Peace Corps Program by Sector:

Agriculture

Through training, technical assistance, and techniques aimed at increasing community participation, Volunteers assist small farmers and their families to improve agricultural production, enhance family nutrition, and increase income while taking into consideration the preservation of natural resources, such as land and water.

A first-year agriculture extension Volunteer is working with farmers in the community on demonstration plots to plant different varieties of corn and monitor their growth. Improved methods of production are shared with community members through a Spanish agriculture bulletin developed by the Volunteer.

Economic Development

Volunteers are working with their Bolivian counterparts to develop business management skills by improving production and services and strengthening marketing channels to create employment opportunities for low income people in both rural and urban areas. Volunteers have been assigned to rural agricultural associations, mothers' clubs, artisan groups, and youth development organizations. Through development of better business skills by the individuals and groups with whom Volunteers are working, microenterprises and cooperatives become more productive.

A Volunteer established a bakery workshop to teach young children living in an orphanage the skills needed to run a business. They learned not only how to bake bread but also received instruction in basic inventory and accounting. The children came to understand the importance of self-discipline in the workplace, while increasing their independence and self esteem. Eighty percent of the salaries they earn is being saved for when they leave the orphanage. Two Volunteers published a community training and credit manual for women. Some Bolivian artisans who have followed the techniques outlined in the manual for the marketing and sales of their products have returned to their communities to emphasize the importance of quality, timely production, and overall customer satisfaction.

Environment

Soil conservation practices, watershed management, and youth education are the primary focus of this project. Volunteers provide an integrated approach to the sustainable use of Bolivia's soil and water resources. The project has been very effective in providing conservation awareness among Bolivian youth by introducing the importance of conservation and re-vegetation for community well being into school curricula. Volunteers have successfully motivated school children to start their own gardens.

One Volunteer, teaching environmental education in the primary school of a remote village, successfully solicited the help of her students' parents to build a fence around a tree planting project to protect the seedlings from stray animals. As a result of their involvement in the construction of the fence, families developed a sense of ownership and concern for the success of the project. Other Volunteers have taught farmers to make cement rings for use in well construction and developed six other types of wells using locally available materials.

Health

Water is a scarce resource in the High Valley regions of Bolivia. Although government and donor organizations have financed projects for the construction of water systems, very little effort and money has been dedicated to train people to effectively manage systems after the project is completed. Volunteers are addressing this need by working with water committees to manage and administer water systems. They are also involved in the construction, maintenance, and operation of water systems and sanitary latrines.

A Volunteer helped one community design and construct a gravity-fed water system and trained community members to effectively address their water and sanitation needs. Another Volunteer developed a puppet show for the community to teach the basics of sanitary education and modern latrine construction. The method was well received by the community, and the Volunteer's Bolivian counterpart adopted the technique after learning the value of this interactive teaching method.

Population: 13,813,000

Annual Per Capita Income: \$3,070

Number of Years Peace Corps in Country: 24

Peace Corps Country Overview:

Although Chile is recognized as an "advanced developing country," 40% of the population lives below the poverty line, and approximately 1.2 million people are living in absolute poverty. Reforms have brought a free market system, decreased the role of the government, and privatized key services such as electricity, communications, education, water supply, and health which were previously provided by the government. However, the lack of education and planning experience on the part of local officials, particularly those representing small, poor, and rural municipalities, are obstacles to meeting citizen expectations in the delivery of basic services. A rapid growth in the labor force has resulted in environmental problems, such as heavy air pollution, water contamination, uncontrolled solid waste dumping, and ecosystem degradation. While all of Chile's socioeconomic levels are effected by environmental degradation, the poor are especially impacted. Volunteers are working projects on environment, small business assistance, and municipal management to collaborate with the new government's top priorities for the elimination of absolute poverty, improvements in health and education, further decentralization of government, and continued economic growth.

Resources:

Chile	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	32	33	33
Average # of Volunteers	51	62	64
Program Funds (\$000)	1,741	1,898	2,056

Peace Corps Program by Sector:

Economic Development

As many as 50% of Chilean workers are employed in enterprises with less than 10 employees. Many of these small businesses have low productivity, low managerial capacity, outdated technology, inadequate market penetration, and little access to credit. Volunteers work with government and private agencies to give technical assistance to small business entrepreneurs to improve their credit and beneficiary tracking systems, marketing design, credit management, productivity, and basic accounting.

One Volunteer, working with a non-governmental organization that helps local producers export their handicrafts, designed and implemented a program to register artisans, track purchase orders, maintain inventories, and manage individual accounts. The Volunteer also developed an extensive catalogue of crafts for distribution to potential clients. Sales increased by 400%, benefiting over 1,500 handicraft producers. Another Volunteer developed business courses to provide individual assistance in marketing, cost analysis, accounting, and business management to assist microenterprises assess their credit needs. Improved services and follow-up technical assistance to clients has resulted in more effective loan management and improved operation of the cooperative.

Because municipal governments are responsible for providing basic services to their citizens, Volunteers provide technical assistance and training in local economic development, environmental sanitation, administration of primary health care and education, public housing, and basic infrastructure. Working with a national program

that provides assistance to women who are heads of households, one Volunteer is involved with coordinating support and training to Chilean women on issues concerning health, employment, housing, adult education, and legal assistance.

Environment

The increasing magnitude of environmental problems poses a serious threat to the health and quality of life in Chile. Among these problems are solid and liquid waste disposal, control of industrial waste, and protection of Chile's natural resources such as forests, marine life, water, and soil. Many of the government and private agencies with which Volunteers work lack the experienced personnel needed to address and resolve their country's problems. The main technical areas of this broad-based project are: teaching, research, environmental education, parks and wildlife, and environmental policy.

A Volunteer has implemented a training program that focuses on Chile's new environmental laws. This Volunteer helped organize and implement joint solid waste and recycling projects, in collaboration with the municipality, to improve environmental conditions. The Volunteer also helped design and implement environmental projects in local schools.

A Volunteer is working with the Chilean National Forest Service and the Ministry of Education to implement a training program aimed at developing environmental monitors among primary school teachers. These teachers receive training on incorporating environmental issues in the school curriculum at the primary level. This pilot project promotes student and community awareness to develop solutions to the region's environmental problems.

Population: 3,267,000

Annual Per Capita Income: \$2,160

Number of Years Peace Corps in Country: 32

Peace Corps Country Overview:

The development of new small businesses and the training of micro-entrepreneurs is a major priority for the Costa Rican Government. Of the more than 100,000 micro-entrepreneurs currently operating in Costa Rica, some 40% have been in business for less than five years and generally lack the skills and training to effectively compete. Major international environmental organizations have identified Costa Rica as a high-priority protection area because of its natural diversity. Despite the increase in environmental awareness within Costa Rica, some 30% of the country has been deforested during the past 25 years. Recent urban migration caused by industrial economic growth and tourism has led to urban overcrowding and the rapid expansion of slum zones around Costa Rica's largest cities and towns. The Costa Rican government recently estimated that some 350,000 children and adolescents under 16 years of age live below the poverty line in Costa Rica's urban areas. Volunteers have adapted their projects to address Costa Rica's most urgent developmental needs among its poorest urban and rural communities.

Resources:

Costa Rica	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	73	76	47
Average # of Volunteers	119	109	120
Program Funds (\$000)	2,085	1,937	1,602

Peace Corps Program by Sector:

Economic Development

Volunteers work directly with micro entrepreneurs, providing technical assistance in marketing, record keeping, financial planning and management, quality control, and the use of credit to increase small business opportunities and income. Volunteers also teach basic business concepts and skills to elementary and vocational school students. In some cases, Volunteers train inexperienced cooperative and non-governmental organization staffs in personnel management, credit management, marketing, budgeting, and provision of customer services to their small business clientele. As a result, last year almost 150 women began new income-generation projects, 450 grade school children participated in basic business education classes, and over 20 small business support organizations implemented new systems and services. In the fall of 1995, the project will be broadened to include a new basic business education component which will provide teacher training in business concepts to teachers at Costa Rica's technical high schools.

Volunteers also work with at-risk urban youths by offering improved education and opportunities for social development. Volunteer activities include informal counseling and organizing and promoting recreational, educational, employment opportunities, and crime prevention programs.

Urban Youth Volunteers are working with at-risk youths in marginal urban areas of the Caribbean city of Limón. During their first five months of service, these Volunteers developed a training program for the caretaker "aunts" who manage the children's shelters of the Costa Rican Children's Welfare Department. These efforts

were enthusiastically received by the host agency and are now being tested for possible implementation nationwide.

Education

Volunteers are working on problems in Costa Rica's education system through three projects: adult education, community education, and integrated child development. Through the work of Volunteers in FY 1994, over 150 previously illiterate adults passed functional literacy tests, and more than 130 others passed middle school and high school equivalency exams. In addition, almost 20 new adult education classes began, and 80 teachers are now using improved adult education practices.

The community education project helps rural communities to identify and meet local development needs in basic education. Volunteers work with community members to establish pre-school programs, kindergartens, youth groups, adult education programs, income generation activities for women, and local infrastructure projects. The integrated child development project, by focusing on improving children's readiness for school, aims to reduce the number of primary school drop-outs, decrease failure rates, and identify learning problems. Volunteers train parents, teachers, and community members in early childhood education activities.

One Volunteer provided organizational support and training opportunities for a group of women artists in a remote rural community who wanted to market their "primitive genre" paintings for income generation. The Volunteer arranged for the women to receive art lessons and refine their skills, to obtain basic business skills training, and to develop markets for their art. The women now market their art internationally.

Environment

The environmental education project was redesigned last year to increase the awareness of school children, teachers, and community members on sustainable utilization of natural resources and the prevention and resolution of environmental problems. Volunteer activities include model teaching and coaching, as well as organizing workshops and seminars to train teachers in incorporating environmental topics into their regular curricula. Volunteers design education campaigns on the management and control of pesticides, garbage, water and air pollution, and deforestation using various media (radio, press, posters, seminars, etc.). Volunteers developed an environmental-education curriculum guide that was used as a training and teaching tool for approximately 4,000 primary and secondary school students and over 1,200 teachers across Costa Rica. This curriculum has been adopted by the Ministry of Education as the official environmental education curriculum.

The natural resource management project is designed to improve environmental conditions in small rural communities in Costa Rica by concentrating on renewable natural resources. Volunteers in this program assist farmers and other community members in basic resource management and conservation, including agroforestry, soil conservation, watershed management, pesticide safety, and waste management. During FY 1994, farmers, school children, and other community members planted over 320,000 trees. More than 700 Costa Ricans received training from Volunteers on the implementation of new, improved practices of pesticide safety.

One Volunteer coordinated the writing of a script and music for a very successful school play dealing with environmental topics. The play won several local and regional theatrical contests. Over 100 students in the community participated in the play, and a multinational pineapple company donated tree seedlings to be given to each participating family.

Population: 7,447,000

Annual Per Capita Income: \$1,080

Number of Years Peace Corps in Country: 32

Peace Corps Country Overview:

The Dominican Republic remains the second poorest country in the Caribbean and the sixth poorest in the Hemisphere. Seventy percent of the Dominican population is below the line of poverty. Rapid urbanization has transformed the country from 70% rural to 70% urban in one generation. The microenterprise sector accounts for 23% of GDP and is often the recourse for the poor and women who have limited opportunities and face discrimination in the formal sector. Only 60% of the population has access to electrical power. Land degradation is exacerbated by slash and burn agriculture and widespread use of fuel-wood and charcoal to meet domestic energy needs. This contributes to the high degree of soil erosion, destruction of watersheds, decreased flow of streams and rivers, and decreased agricultural productivity.

Resources:

Dominican Republic	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	94	82	84
Average # of Volunteers	146	149	142
Program Funds (\$000)	2,704	2,527	2,548

Peace Corps Program by Sector:

Agriculture

Volunteers work to improve the technical knowledge of small farmers and encourage more efficient, productive, and sustainable agricultural management practices. Two Volunteers developed a year-long training program consisting of field visits, soil and water conservation practices, and agricultural techniques such as intercropping, pest management control, and organic composting. Another Volunteer is working with the Secretariat of Agriculture to develop an extension program for 12 communities in the Samana Bay region.

Several Volunteers in the Dominican Republic are actively promoting the proven natural pesticide extracted from the seeds of the Neem tree. They coordinate with the Secretariat of Agriculture, local non-governmental organizations, and the German Development Agency to establish local nurseries, educate Dominicans on the benefits of Neem products, prepare demonstration plots, and coordinate field days. Last year, more than 2,000 Neem trees were planted.

Economic Development

The micro enterprise development Volunteers work to increase the availability of credit and improve the quality of management in 30 organizations serving small business entrepreneurs in rural and marginal urban areas. Volunteers are assigned primarily to savings and loan cooperatives and provide technical assistance so that the cooperatives can effectively serve their membership on a sustained basis. Volunteers work predominantly at the organizational level to improve business institutions. They provide technical assistance that focuses on appropriate managerial procedures or systems in the areas of finance, accounting and controls, credit and collections, planning, human resources and group processes, marketing, and computerization. One Volunteer designed three Spanish-language operations manuals to improve the public perception of a local credit

cooperative, increase administrative control over employees, and increase the transparency of financial operations.

Education

The community education project works to improve primary education in the Dominican Republic through the implementation of simple, easily replicable, low-cost programs, such as development and distribution of locally-produced materials, on-the-job teacher training, improvement of physical facilities, and the start-up and strengthening of parent associations. Volunteers are assigned to the Ministry of Education and assist Parent/Teacher Associations to plan, oversee, and improve the physical infrastructure and human resources of the educational system and organize training workshops to provide new teaching practices to teachers.

Working with Volunteers, 15 Parent/Teacher Associations and community groups planned, implemented, and evaluated infrastructure improvement projects including latrine construction projects, school repair, annexation, and construction projects. Twenty-eight new schools were incorporated into the joint Ministry of Education/Peace Corps resource center program. Volunteers have delivered more than 70 teacher training courses to help train the new schools' teachers in the production and use of didactic materials. Due to the success of the pilot resource centers and training program, the Ministry of Education has requested Peace Corps' assistance in opening up an additional 10 centers and is currently making plans to expand the resource center program to the national level.

Environment

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

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

Health

Through projects that focus on children's health and water sanitation, Volunteers work to reduce the risk of infant mortality in low-income families and institutionalize the management of potable water systems. Thirteen Volunteers offered training programs to more than 500 mothers on breast feeding, oral re-hydration therapy, growth monitoring, and acute respiratory infection, and 90 health care workers received training in delivering preventive health care interventions. Volunteers are also working to reduce the spread of HIV/AIDS by assisting in the distribution of education materials.

Population: N/A

Annual Per Capita Income: N/A

Number of Years Peace Corps in Country: 33

Peace Corps Country Overview:

The Peace Corps Eastern Caribbean program presently serves seven island nations, Antigua, St. Kitts/Nevis, St. Vincent, Dominica, St. Lucia, Montserrat and Grenada, with Volunteers spanning a 350 mile archipelago. These island nations share many similarities. Economically, they rely on agriculture, mainly bananas, sugar and spices, with tourism as an important industry, particularly in Antigua, St. Lucia, St. Kitts, and Grenada. The education system has not kept up with the expanding population. Lack of trained teachers and classroom space prohibit primary school graduates entrance to secondary levels, and less than 50% of eligible children attend secondary school. Teachers, particularly those in primary grades, are not well trained, and a high teacher turnover rate exists because of lack of training and low salaries. Volunteers are focusing their efforts on youth services, vocational education, and counseling, especially in the area of substance abuse.

Resources:

Eastern Caribbean	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	74	71	71
Average # of Volunteers	113	131	134
Program Funds (\$000)	3,268	3,372	3,494

Peace Corps Programs by Sector

Education

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

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

Environment

Volunteers work as environmental education resource teachers, community-based environmental educators, foresters, and community resource persons working with communities to identify environment-based economic development opportunities. In Dominica, Volunteers organize field trips to allow students the opportunity to become acquainted with local fauna and flora and gain first hand experience with local practices that result in pollution and soil erosion. One Volunteer organized a field trip that took some of her students to the Archbold Tropical Research Center—a local facility that is managed by a consortium of US universities and is considered a premier site for the study of the rain forest.

Health

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

Population: 11,258,000

Annual Per Capita Income: \$1,170

Number of Years Peace Corps in Country: 33

Peace Corps Country Overview:

Ecuador is a poor country with a weak institutional structure, and limited access to basic services. The standard of living is poor, with a high infant mortality rate (up to 60 per 1000 live births) and minimal per capita income. The emphasis of Peace Corps development work has been in rural areas with a focus on agriculture, reforestation, environmental education, and health. Working with a broad spectrum of Ecuadorians—teachers, farmers, parents, and youth—Volunteers provide technical assistance and training to improve the health and well-being of the poor and to maximize the use of scarce resources.

Resources:

Ecuador	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	106	104	103
Average # of Volunteers	177	187	182
Program Funds (\$000)	3,330	3,358	3,386

Peace Corps Program by Sector:

Agriculture

Volunteers are working to introduce new methods that increase crop production and income for farmers and ranchers. Volunteer efforts are predominantly directed to the poor indigenous populations and include planting fruit plantations and non-traditional vegetables, selling products directly to customers, and using organic fertilizers. Volunteers have presented alternatives to cattlemen, sheep ranchers, and agencies through direct technical assistance and the use of training and demonstration centers.

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

Another Volunteer initiated two successful programs which benefited the small cattle-ranchers. She was able to initiate and complete a project to open a veterinarian supply store, which lowered prices and improved access to essential veterinarian supplies for more than 100 small ranchers in the area. Another Volunteer helped initiate a genetic improvement program through the acquisition of 50 imported Rambouillet rams from the United States. These rams will serve as a genetic base for obtaining 2,500 improved breeding animals to improve the production of wool and meat in Ecuador.

Economic Development

Since 1982 Ecuador has experienced a severe economic crisis: there are high rates of unemployment and under-employment, inflation, external debt, and decreased purchasing power. Volunteer activities in this sector are targeted at people living at or near the poverty level and designed to support them through technical assistance. Volunteers help develop lending programs, conduct technical and administrative training for individuals and organizations, and assist individuals in the creation of new businesses. One Volunteer is working with

approximately 300 women who produce hand-woven straw hats. His assistance is aimed at training the women in accounting and inventory skills, quality control, and marketing strategies.

Education

Given the limited economic and human resources available to the Ministry of Education, Volunteers work with Ecuadorian educators to increase the quantity and quality of special education services to deaf and mentally and physically challenged students to increase their living skills, economic independence, and community acceptance. Volunteers assist in the development of strong organizations, such as clubs and associations of deaf individuals.

One Volunteer was assigned to work as a teacher trainer/consultant at the Institute for the Deaf and Blind. Her efforts have lead to improvements in teacher performance. Teachers are now conducting appropriate diagnosis of students, writing appropriate individual educational plans, and evaluating results.

Environment

Working with non-governmental organizations in Ecuador, Volunteers are implementing projects aimed at improving environmental education and the restoration and conservation of natural resources. These projects try to implement economically and ecologically-sound projects, such as agroforestry, sustainable management of biological resources, and urban forestry. The purpose of this project is to restore, manage, or protect trees, forests, natural areas, and urban vegetation in at least 60 rural and urban communities so that these resources will be available on a sustainable basis. With the leadership of one Volunteer, a new protected area was created in the Province of Esmeraldas.

Health

Respiratory illnesses, parasites, dehydration caused by diarrhea, and malnutrition are the leading causes of death for children under the age of five in Ecuador. The rural health project has approximately 30 Volunteers assigned to work in clinics in communities where currently no other national or international development organization is addressing the population's health needs. Rural health nurses and extensionists provide health education to improve hygiene practices, expand nutritional meals, and increase the use of oral re-hydration treatment solutions. Visiting five households a day, Volunteers identify and register families with children under the age of five. This year, mothers of over 2,000 children have received "Road to Health" growth monitoring charts and are able to understand and interpret the growth monitoring curve of their children. To promote better water and sanitation, Volunteers are working on the construction of new water and latrine systems in the ⁹rural areas.

Three Volunteers organized a one-day symposium on HIV / AIDS prevention for 110 women. The event brought together the Ministry of Health, the Pan-American Health Organization, a national pro-family organization, and non-governmental organizations. Another Volunteer worked as a technical consultant in the re-design and construction of potable water systems, latrines, and local schools. Approximately 1,000 rural families benefited from this work.

Population: 5,479,000

Annual Per Capita Income: \$1,320

Number of Years Peace Corps in Country: 17

Peace Corps Country Overview:

El Salvador is experiencing severe economic and environmental problems due to population pressures and agricultural practices. Recent estimates indicate that only 15% of the rural population has access to potable water and approximately 50% of the population does not have access to sanitation services. Peace Corps returned to El Salvador in June of 1993 after a 13-year absence. Volunteers are working with Salvadoran agencies to help rebuild communities and develop sustainable economic and environmental activities.

Resources:

El Salvador	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	24	33	33
Average # of Volunteers	19	30	49
Program Funds (\$000)	680	863	1,023

Peace Corps Program by Sector:

Economic Development

Salvadorans face a number of serious economic problems. Volunteers are assisting local community groups and cooperatives to develop income generating activities, such as the sale of artisan goods. They also help municipal governments manage development projects under the national reconstruction program and work with national and international non-governmental organizations that provide technical assistance to Salvadoran organizations. One Volunteer is working with a small community bank to provide marketing advice to women who produce food and clothing products for sale in local markets.

Environment

Ninety-eight percent of El Salvador's original forest has been cut, and soil erosion seriously affects 50% of the land—up to 1 inch of topsoil is lost annually. Volunteers work to increase acreage that uses sustainable agroforestry techniques, increase availability of on-farm fuel wood, and train individuals or groups on environmental related issues. Volunteers also train small scale farmers in nursery production, environmental education, rational use of pesticides, and soil conservation.

One Volunteer in Villa El Triunfo, Usulutan, assigned to the Ministry of Agriculture extension program, works with individual farmers to promote the use of a plant that helps prevent soil erosion and improve soil fertility through plowing and mulch management for hillside farming.

Health

Access to potable water and sanitary services, especially in rural areas, is severely limited in El Salvador. Volunteers are helping communities build latrines, improve sanitary waste disposal systems, increase access to

potable water, and maintain water and sanitation systems. Volunteers also focus on educating the communities on good hygiene practices and the relationship between health and water quantity / quality.

One Volunteer's primary assignment is building latrines and water systems for individual families. His background in civil engineering also has enabled him to assist the community in building a bridge across a river which, during the rainy season, rises to a point beyond which neither people nor vehicles can pass. This prevented students and teachers from attending school in the neighboring town, and forced businesses dependent on the agriculture products from across the river to wait days for the water level to subside.

Population: 10,021,000

Annual Per Capita Income: \$1,110

Number of Years Peace Corps in Country: 32

Peace Corps Country Overview:

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

Resources:

Guatemala	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	118	114	113
Average # of Volunteers	210	219	206
Program Funds (\$000)	3,433	3,461	3,413

Peace Corps Program by Sector:

Agriculture

Through the agriculture diversification project, Volunteers have helped farmers learn new farming techniques to increase agricultural production. In 1994, Volunteers worked on the construction of 10 green houses, where three new vegetable species were cultivated. Volunteers also helped establish more than 700 vegetable and fruit gardens which have been used for both home consumption and sale in Guatemala.

Corn and bean yields have been increased due to the use of improved seed selection technologies introduced through the seed improvement and post-harvest management project. Volunteers also have helped communities make significant reductions in their post-harvest losses by encouraging the use of cement silos. During 1994, the incomes of 60 integrated agriculture systems project participants increased by 20% due to the introduction of fish and small animals production practices.

Economic Development

A lack of adequate managerial skills is endemic among the small business owners in Guatemala. This has resulted in low incomes and difficulty in generating employment opportunities. Since Peace Corps' economic development project was started in Guatemala in 1988, more than 2,500 small entrepreneurs have received technical assistance training from Volunteers. One Volunteer developed a pamphlet which is currently being printed and used nationally by the Guatemalan National Cooperative Institute. Another Volunteer developed a pamphlet on accounting and administration practices, which is now being reproduced locally and used in more than twenty Guatemalan agency offices across the country.

Environment

Widespread use of firewood for food preparation and traditional agriculture practices in the countryside have resulted in significant deforestation problems for Guatemala. Volunteers in conservation and natural resource management work with farmers on soil conservation techniques and reforestation practices designed to increase family income. Volunteers also work in the protection and management of natural resources in biospheres and national parks. Since 1992, the environmental conditions of rural farm families have improved through the introduction of appropriate technology. With Volunteer support, beneficiaries now use more efficient stoves that require 40% less wood. In addition, Volunteers have helped build water storage tanks and pit and dry compost latrines to address water and sanitation needs in rural communities.

In the town of Quetzaltenango, one Volunteer worked with 15 women to organize a vegetable growing project using permaculture techniques. Another Volunteer established a coffee plant nursery project for a group of eight farmers and started a bakery project with 12 families. Over 600 small farmers who received technical support training from Volunteers on modern agroforestry technical systems have since developed new management plans on their lands.

Health

Through health education campaigns in rural areas, Volunteers work to reduce the incidence of diarrhea, the second leading cause of death in Guatemalan children under five years of age. During 1994, Volunteers trained over 140 health promoters and 60 midwives in the prevention and correct treatment of diarrhea and intestinal parasites, which resulted in over 2,200 families receiving health education training. Other Volunteers facilitate nutrition training and education programs at the institutional and community level. Since 1992, over 3,000 Guatemalan women and rural teachers in 450 communities have become involved in nutrition education and gardening activities that have increased the nutritional status of farm families.

Population: 812,000

Annual Per Capita Income: \$350

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

Peace Corps Country Overview:

After a 24-year absence, Peace Corps is sending five experienced transfer Volunteers to Guyana in June 1995 to begin new projects in health and youth enterprise. The Guyanese health system suffers from a lack of facilities, equipment, supplies, and a trained work force, particularly in the areas of prevention and primary care in rural areas. Several Volunteers will be assigned to work with senior officials in the Guyanese Health Ministry, non-governmental organizations, and local community health groups to improve the delivery of health services throughout the country. Guyana is adjusting its economy from centralized, state-owned, and state-run enterprises toward a freer, market-oriented economy. There is a need for credit, training, and technical assistance in microenterprise and economic development. The initial emphasis of this project will be on youth enterprise activities, particularly in the areas of basic business education and Junior Achievement-type training initiatives. Peace Corps expects to send twenty new trainees to Guyana in September of 1995.

Resources:

Guyana	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	0	19	19
Average # of Volunteers	0	5	25
Program Funds (\$000)	0	403	726

Population: 5,581,000

Annual Per Capita Income: \$580

Number of Years Peace Corps in Country: 33

Peace Corps Country Overview

Honduras is one of the least developed countries in Central America, and it faces significant problems including extreme poverty, high illiteracy and unemployment, shortages of basic foods, ecological degradation on a national level, and one of the highest child and maternity mortality rates in the hemisphere. The vast majority of small farmers in Honduras are extremely poor, with per capita incomes of about \$300 per year. Deforestation and environmental degradation are increasing as poor farmers begin to cultivate more marginal and environmentally-sensitive land. The infant mortality rate in rural Honduras continues to be high (80 per 1,000 live births), and 45% of children in rural areas are moderately or severely malnourished. In five of the eight health regions of Honduras, 25% of the population obtain their water from rivers and creeks, and 59% do not use simple latrines. There are now approximately 200 Volunteers working in seven project areas: hillside agricultural extension, environmental education, wildlands/protected areas management, child survival, water/sanitation, primary education, and economic development.

Resources:

Honduras	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	118	116	115
Average # of Volunteers	183	203	190
Program Funds (\$000)	3,038	3,082	3,118

Peace Corps Program by Sector:

Agriculture

Volunteers are assisting hillside farmers in sustainable production techniques to generate food for their families and generate income. Volunteers train farmers in soil conservation and enrichment, integrated pest management, and improved agricultural practices for basic grains and vegetables. Volunteers work initially at the village level and train individual farmers. Eventually, they form community groups and rely more upon the local leaders to teach fellow farmers. Since 1990, of the 1,100 farmers trained through workshops and educational field trips, more than 700 have changed from traditional farming practices to improved practices, and almost 120 village leaders have been selected and trained to conduct hillside farming extension work. Almost 800 acres of land have been protected with soil conservation structures, and more than 1,300 acres have been enriched through organic methods. Over 250 farmers have reduced their production costs by using integrated pest management techniques.

One Volunteer develops model farms and trains farm leaders from his community and surrounding villages. He organized a mobile agricultural exposition which, with the assistance of his farmer leaders, explains to the general public the importance of soil conservation and organic methods for pest control and soil improvement. Another Volunteer is helping a farmer leader establish his own model farm and agricultural training center. She organized an agricultural exposition where farmers, including women farmers, exchanged information and traded varieties of leguminous seeds.

Economic Development

The purpose of the economic development project is to increase the income of participants to a level of \$100 a month and to create 1,000 self-employment opportunities. Volunteers are assigned to savings and loan cooperatives, community banks, or Junior Achievement programs. Volunteers train entrepreneurs in basic bookkeeping systems, finance, production and marketing skills, preparation of profit and loss statements, cash flow analysis, and inventory controls. Volunteers also assist entrepreneurs in developing markets for their products by involving them in local, regional, and national crafts fairs, and by creating an export clearing house for crafts. Since 1991, 300 small business owners have been trained in business management, and over 450 students have been trained through Junior Achievement activities. Seven savings and loan cooperatives have been strengthened, 3,000 women have received loans from community banks, and new markets have been developed for over 270 artisan products.

One Volunteer and his Honduran counterparts from the Junior Achievement program formed a new Chamber of Commerce in the city of Gracias, Lempira. Products produced by the Gracias Junior Achievement chapter have gained national recognition for their quality and unique styles.

Education

Volunteers are working with Honduran educators to improve the skills of school children to enable them to participate effectively in family and community activities. Special education is being integrated into primary education to develop the basic skills needed by teachers in regular classrooms, as well as special resource rooms. Volunteers train teachers in personal and professional self-esteem, development of student self-esteem, motivation and professional accountability, and innovative methodologies to enhance the quality of teaching and the learning process. Volunteers also increase the level of teacher resources by developing a variety of teaching aids, materials, and manuals. Since 1990, more than 800 teachers have been trained in regular education skills, and nearly 300 teachers have been trained in special education skills.

One Volunteer, with support from the Peace Corps Partnership Program, constructed a one-way observation laboratory in a school where student teachers observe demonstrations of teaching techniques and evaluate the reactions of children.

Environment

Volunteers are conducting wildlands/protected areas management in Honduras, designed to improve the living conditions of rural populations in the buffer zones surrounding protected areas, and to preserve the biodiversity of the protected areas. Volunteers facilitate training workshops and sessions for management teams working in 20 protected areas. They also create base maps with inventories of natural resources, mark the boundaries of protected zones, and take management teams on educational trips to these areas. Volunteers collaborate with teachers to begin community and school environmental education programs which include outdoor activities and the formation of youth conservation groups. Volunteers also work in organic agriculture and agroforestry and develop audiovisual presentations on important environmental issues. Since 1991, over 10 management teams have been formed, and institutional support and training has been provided to 10 non-governmental organizations and community groups.

Volunteers are also engaged in efforts to promote environmental awareness and develop environmental education activities in Honduras. Volunteers train teachers in curriculum development, innovative teaching methods, including outdoor activities, and creation of environmental resource centers. Volunteers form youth conservation groups and education committees to organize community and school projects and promote environmental issues through the media. Volunteers also work to strengthen the organizational self-sufficiency of 10 environmental non-governmental organizations. Since 1990, teachers have been trained and an integrated environmental education curriculum has been institutionalized nationally in cooperation with the Ministry of Education.

One Volunteer formed a local chapter of the Bay Islands Conservation Association (BICA) on the island of Utila. In three years, the chapter has raised over \$9,000 to establish a mangrove reserve, provide marking buoys for coral reef protection, and support the operation of a visitors information booth. Another Volunteer developed an environmental education program in cooperation with an archaeological park which contains Mayan ruins. Activities included a native tree reforestation project, nature trails with information signs, and the exposition of children's environmental art work at the visitors center. In 1994, over 1,400 students visited the park.

Health

Volunteers are working on two health projects in Honduras: child survival and water/sanitation. The purpose of the child survival project is to improve health in rural communities, particularly for infants and children under 5 years of age. Volunteers train midwives in breastfeeding, vaccination techniques, the dangers of high-risk pregnancies, newborn examinations, and how to refer people to health care centers. Volunteers train health care workers in vaccinations, use of oral re-hydration salts, treatment of acute respiratory infections, and child growth monitoring. Volunteers also help create community health action groups and provide assistance with problem-identification, problem-solving and evaluation. Since 1991, 150 midwives and health guardians have been trained; and over 30 health action groups have been formed and trained. A new project initiative in the health sector is to promote HIV/AIDS education and prevention.

The water/sanitation project is designed to improve water and sanitation conditions in communities through the training of community groups and the implementation of water systems and latrine projects. Volunteers also form health committees, provide training in hygiene practices, and work with the members to develop appropriate instructional methodologies. Since 1990, more than 700 training programs for community water associations have been carried out. Volunteers have helped construct more than 200 water systems, 5,500 latrines, six bridges, four irrigation systems, and two sewer systems. New project initiatives include solid waste management and water quality activities and increasing the participation of Honduran youth in the project.

Population: 2,415,000

Annual Per Capita Income: \$1,390

Number of Years Peace Corps in Country: 33

Peace Corps Country Overview:

Jamaica's economy relies on tourism and natural resources, primarily bauxite, as well as traditional plantation agriculture, particularly sugar and bananas. Female workers account for 46% of the total labor force, but the incidence of unemployment is over twice as great for women. Although official unemployment is 16%, there remains considerable underemployment because of the seasonal nature of the tourism industry and of cash-crop cultivation. Unemployment among the country's youth, in particular, is a major problem. At the same time, however, the island suffers from a severe shortage of skilled labor, partly because of the high level of external migration.

Resources:

Jamaica	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	61	67	66
Average # of Volunteers	112	101	100
Program Funds (\$000)	2,243	2,190	2,263

Peace Corps Program by Sector:

Agriculture

Severe cut-backs in personnel at the Ministry of Agriculture, lack of adequate funds, and inappropriate land use patterns have imposed significant constraints on the development and performance of Jamaica's agriculture industry. Inappropriate farming practices are also causing environmental degradation. Volunteers provide technical assistance to government and non-government programs designed to benefit hillside farmers through increased crop yields and income. Volunteers assisted a group of 12 boys placed in a government-operated children's home to acquire basic skills in gardening. One worked with 35 female high school students through a Key Club to develop a greater appreciation for the importance of agriculture to the Jamaican society as well as introducing them to interesting career opportunities in agriculture. One Volunteer worked with a group of women to acquire skills in vegetable growing, fruit preservation, craft work, and family life. Although the volunteer completed her service, the group is still functioning under a Social Service Unit.

Economic Development

While there has been a significant increase in recent years in the number of Jamaicans who have started small business ventures, statistics show that almost 70% of these new ventures fail within five years. This high attrition rate has lead to increases in unemployment and reductions in family incomes. Government and private organizations have begun to provide job training programs and enhanced access to credit. Volunteers help Jamaican entrepreneurs develop viable enterprises and strengthen the technical capabilities of small business agencies and credit institutions. Volunteers also work with programs to improve the skills and employment opportunities for women.

Two Volunteers were involved in a community-based business pilot program which helped to design credit proposals for 160 people. These proposals were sent to various small business credit institutions, and 140 were approved for funding, leading to the expansion of existing businesses and the start up of new businesses in their communities.

Education

Since Jamaica became independent in 1962, Volunteers have participated in the educational fields of science, math, environment, special education, and vocational and technical education, as both classroom and college-level teachers. Since then some 100,000 students have benefited from these programs. A severe shortage of qualified teachers, low standardized test score results, as well as decreased numbers of students graduating from secondary schools are all concerns that are being addressed by Volunteers in Jamaica.

Volunteers conduct teacher training workshops for Jamaican teachers in secondary math and science, vocational education, remedial reading, and secondary education. Volunteers also are working to upgrade the skills and abilities of teachers in primary schools and at special education centers to address the needs of children with learning disabilities. One Volunteer has been instrumental in the development of an eco-tourism area assessment that may eventually lead to the formulation of a national park in Jamaica. Another Volunteer conducted psychometric tests in most regions of the country, which are being used by the Ministry of Education to initiate necessary changes in the programs developed for special needs children.

Environment

Volunteers are working with the government and thirteen non-government organizations, as well as numerous community groups to increase environmental awareness. Volunteers are assisting in developing educational materials, enhancing teaching techniques, and creating local projects to reduce environmental degradation. For example, the Hope Zoo Education Committee has been working with teachers at all levels to incorporate environmental themes in the curriculum. One Volunteer has worked with a major supermarket to introduce cloth shopping bags, designed to discourage the use of disposable plastic bags. Volunteers have organized several environmental groups to provide data on four species of endangered sea turtles.

Health

Volunteers are working with government agencies, non-government organizations, and private voluntary groups to increase the Jamaican public's awareness of health issues, particularly in the prevention and early detection of various diseases such as cancer and sexually-transmitted diseases. In addition, Volunteers support the Ministry of Health's efforts to strengthen primary and secondary health care services, assist in the training of health care professionals, and upgrade health and recreational services for disabled children, which benefit more than 25,000 Jamaicans in 15 communities.

Population: 3,982,000

Annual Per Capita Income: \$360

Number of Years Peace Corps in Country: 14

Peace Corps Country Overview:

Conditions in Nicaragua have improved since December 1991, when the first group of Peace Corps Volunteers returned. However, according to the World Bank, 19% of the population still lives in extreme poverty due to economic disruptions, poor harvests, natural disasters, and other problems. Many Nicaraguans have only limited access to adequate medical care, little ability to purchase necessary drugs, and suffer from malnutrition and disease. Volunteers are working with the government and non-governmental organizations in efforts to confront these problems.

Resources:

Nicaragua	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	44	57	57
Average # of Volunteers	42	73	103
Program Funds (\$000)	1,121	1,535	1,873

Peace Corps Projects by Sector:

Economic Development

Volunteers are working with Nicaraguan agencies to provide credit, management skills, and technical assistance to microenterprises to create employment opportunities for people living in poor rural and urban areas.

Environment

Over the last twenty-five years deforestation and soil erosion has occurred at a rapid rate in Nicaragua due to subsistence (slash & burn) farming methods, a growing market-based agriculture, and traditional fuelwood cutting and charcoal production. These problems are compounded due to the fact that natural resources are poorly utilized and basic government-provided services are limited. Community initiatives to address these problems are inhibited by the generally low income of rural inhabitants and traditionally weak community organizations. One Volunteer, working with a group of Nicaraguan women, successfully built 20 new wood-burning stoves that are more efficient and consume less wood.

Health

Volunteers work with the Ministry of Health and private voluntary organizations to provide basic health education in rural communities. The preventative health education program focuses on informing community members about cholera, malaria, nutrition, drug and alcohol abuse, HIV/AIDS, maternal/child care, vaccination, first aid, and oral re-hydration.

Population: 2,563,000

Annual Per Capita Income: \$2,580

Number of Years Peace Corps in Country: 13

Peace Corps Country Overview:

During the last fifteen years Panama has experienced a dramatic deterioration of its environment. The unplanned and exhaustive use of natural resources, together with the lack of conservation practices, has created environmental problems such as deforestation, erosion, pollution, loss of biological diversity, and the degradation of the coastal and marine systems. To address these problems, approximately 70 Volunteers are serving in environmental education and agroforestry projects.

Resources:

Panama	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	41	38	38
Average # of Volunteers	58	70	68
Program Funds (\$000)	1,293	1,323	1,370

Peace Corps Program by Sector:

Environment

Volunteers are working with Panamanian farmers to introduce new, sustainable agriculture techniques, and are providing agroforestry training in soil conservation, pest control, hillside farming technologies, nursery development, and reforestation techniques.

One Volunteer initiated a reforestation project within the perimeter of Soberania National Park. Due to the success of this project, Panama's Institute for Renewable Natural Resources has adapted its park use policies to allow local communities to create buffer zones along park borders that integrate the planting of trees in fire breaks with the cultivation of subsistence crops. The pilot project is being replicated in four communities and is having a major impact on the creation of effective buffer zones around the park. Another Volunteer has successfully implemented the first participatory buffer zone management project which gives families in the community the option of growing basic food grains within the adjoining Soberania National Park boundaries.

Volunteers, in collaboration with the Ministry of Education, have developed activity guides for grades one through six that integrate environmental themes into the existing primary school curriculum. These guides serve as the basis of a Ministry-sponsored effort to formalize the inclusion of environmental education in the national school system. Environmental education guides for kindergarten will be initiated in 1995, and the development of a junior high school environmental education guide is now being planned.

Population: 4,651,000

Annual Per Capita Income: \$1,500

Number of Years Peace Corps in Country: 28

Peace Corps Country Overview:

One of Paraguay's greatest challenges is creating enough new jobs for its population. Over 40% of the urban work force is self-employed or works in companies with fewer than five employees. Many people entering the labor force are youth who live in the countryside and often migrate to urban areas to look for jobs. These young workers lack business skills and access to financial credit. Paraguayan farmers do not take advantage of opportunities to diversify their crops, suffer from low family incomes, and are often not familiar with modern pesticide techniques. These factors and others have led to serious problems of environmental degradation in Paraguay, particularly in deforestation, soil erosion, and water sanitation. Maternal, infant, and child mortality rates are high in Paraguay, and many rural areas of the country do not have access to basic health care services.

Resources:

Paraguay	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	115	103	101
Average # of Volunteers	191	198	190
Program Funds (\$000)	3,253	3,115	3,092

Peace Corps Project Sector:

Agriculture

The Paraguayan Government's Agricultural Extension Agency assists approximately 20% of the 255,000 small-scale farmers in Paraguay. Volunteers are working with the Agency to increase the number of farmers who receive this assistance. Volunteers also motivate small-scale farmers to maximize their use of material and natural resources in order to improve their social and economic conditions. They train farmers in modern soil conservation and pest control techniques, assist in the vaccination of pigs and chickens, and encourage the development of school and home gardens. Volunteers worked with more than 250 farmers on crop diversification projects and helped 12 families begin a factory for producing starch from the Paraguayan potato. With the assistance of a Volunteer, the families secured a loan of \$3,500 from the government to purchase the necessary equipment to build the factory themselves.

Volunteers assigned to the beekeeping project also work with the Agricultural Extension Service where they are assigned to rural extension offices to assist farmers in all phases of beekeeping operations: hive construction, installation, management, and honey harvest, as well as assisting farmers in obtaining supplies on credit and marketing the honey.

Economic Development

Through the cooperative promotion project, Volunteers help Paraguayan cooperatives increase the number and quality of services they provide to members through improved financial planning and appropriate organizational and educational techniques. Volunteers work to increase the income of families living both in rural and marginal, low-income urban areas throughout eastern Paraguay, and to provide practical training to

Paraguayan youth (under age 25) in the management of small enterprises. By providing advice in management, credit and financial analysis, and marketing, Volunteers work to strengthen lending institutions and improve the support provided to smaller businesses. Volunteers also work to improve the efficiency of microenterprises by offering training in business management, marketing, and basic accounting.

The cooperative shelter project works to enhance cooperative credit unions' capabilities to provide financing services for housing to their members, and to train credit union managers in the design and implementation of shelter programs. One Volunteer worked with a new cooperative by providing training in budgeting and credit lending. The cooperative is now operational and servicing 200 members.

Education

Education receives a relatively high percentage (14%) of the national budget, and Paraguay has made a number of important improvements in its education system in recent years, including the construction of regional education centers and the establishment of teacher-training programs. Volunteers have played a large role in this progress and are working with government agencies and local communities to further strengthen the education system.

Volunteers are supporting the Ministry of Education's efforts to develop and implement a bilingual curriculum for Guara speaking students. Volunteers also participate in forming parents' groups to support local efforts, such as creating tree nurseries, starting school gardens, and involving over 975 children in fluoride campaigns.

Volunteers assigned to work in the teachers' colleges work directly with the professors and student teachers to improve teaching methodologies for Paraguay's future teachers and contribute to the development of an efficient and viable education system. In addition to introducing new techniques, special education Volunteers have been responsible for organizing parents' groups, Special Olympics, and promoting awareness of the needs of special children. Since 1993, more than 800 students participated in self-esteem classes organized by Volunteers and 250 children completed vision tests.

Environment

Paraguay is experiencing an alarming degradation of its forestry, soil, water, and wildlife resources due to rapid expansion of agriculture/livestock activities and small-scale industrialization. Volunteers have developed two resource management/conservation projects to slow this resource degradation and encourage sustainable management of forests, farmlands, soil, water, and wildlands.

Volunteers work to raise environmental awareness in buffer-zone communities by training local teachers and governmental extension workers to prepare environmental education presentations for schools. With the assistance of agroforestry Volunteers, farmers and students in buffer-zone communities planted over 24,000 of 122,000 tree seedlings they had produced. These trees were principally for the production of citrus, Yerba mate (a green tea), forage, and fuelwood. Over 120 farmers received training from Volunteers in citrus grafting and grafting of improved resistant varieties of sound rootstock. Volunteers established 15 small tree nurseries, constructed soil conservation structures on 65 farms, and provided farmers with safe pesticide use information.

Health

Volunteers help rural communities identify and implement solutions to their health problems. Volunteers train community leaders (teachers, parents, community health workers), help to coordinate projects, and serve as liaisons for obtaining local and national resources for health care projects. They strengthen health programs that are designed to improve child survival, parasite prevention, health care for pregnant women and their children, family nutrition, dental care, and sanitary conditions in the home.

Volunteers have developed six "mothers' clubs," which serve more than 300 children under the age of five.

These clubs focus on the themes of pre- and post-natal care and child survival. Volunteers serve at local health centers that offer health care to 1,500 people and conduct vaccination campaigns for 500 children.

Volunteers also work with farm families to improve health care for pregnant and lactating women, sanitary conditions in the home, and nutrition in local diets. Seven Volunteers joined with 21 teachers to plan a summer health camp for approximately 350 young students. The camp focuses on health care as well as self-esteem programs. Volunteers inspect water sources and sanitary facilities, build latrines, install running water systems, protect and sanitize wells and water sources, provide general health education, and proper waste disposal techniques. Through Volunteers' assistance, three communities have installed approximately 60 household running-water systems which have benefited more than 350 people.

Population: 405,000

Annual Per Capita Income: \$1,210

Number of Years Peace Corps in Country: Entry in 1995

Peace Corps Country Overview:

In 1994, Peace Corps received a formal invitation from Suriname to begin planning the establishment of a new Volunteer program, and the formal country agreement between the United States and Suriname was signed in January 1995. The Surinamese government has asked that Volunteers serve as rural Community Development specialists. Peace Corps is sending five experienced transfer Volunteers to Suriname in the summer of 1995 to begin new projects in integrated community development in rural zones of the country.

Resources:

Suriname	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	0	19	19
Average # of Volunteers	0	4	25
Program Funds (\$000)	0	402	725

Peace Corps Program by Sector:

Agriculture

During the initial stages of the Peace Corps program in Suriname, Volunteers will be assigned to integrated community development projects in the central and southern regions of the country. There is a need to expand technical training opportunities to prepare the workforce for Suriname's expanding and technology-driven economy. As the program matures over a two- to three-year period, it may develop a focus on sectors of particular interest to the host communities, such as agriculture, health, economic development, and education.

Population: 3,147,000

Annual Per Capita Income: \$3,910

Number of Years Peace Corps in Country: 16

Peace Corps Country Overview:

With only 0.19% of its national territory in protected areas, Uruguay lags far behind every other country in Latin America in conservation of its natural resources. Efforts to address the country's environmental problems have recently been initiated by the government, yet ministries and local agencies lack financial and technical support. Volunteers are assisting the country by providing specialists in technical aspects of natural resources management and in environmental education. Uruguay's stagnant economy has been affected by at least three specific problems: entrepreneurs with poor business skills, credit and market infrastructures which hinder small businesses, and a lack of opportunity to enter business fields, especially for women and youth.

Resources:

Uruguay	FY 1994 Actual	FY 1995 Estimates	FY 1996 Estimates
Trainees	32	33	34
Average # of Volunteers	37	44	58
Program Funds (\$000)	1,566	1,588	1,768

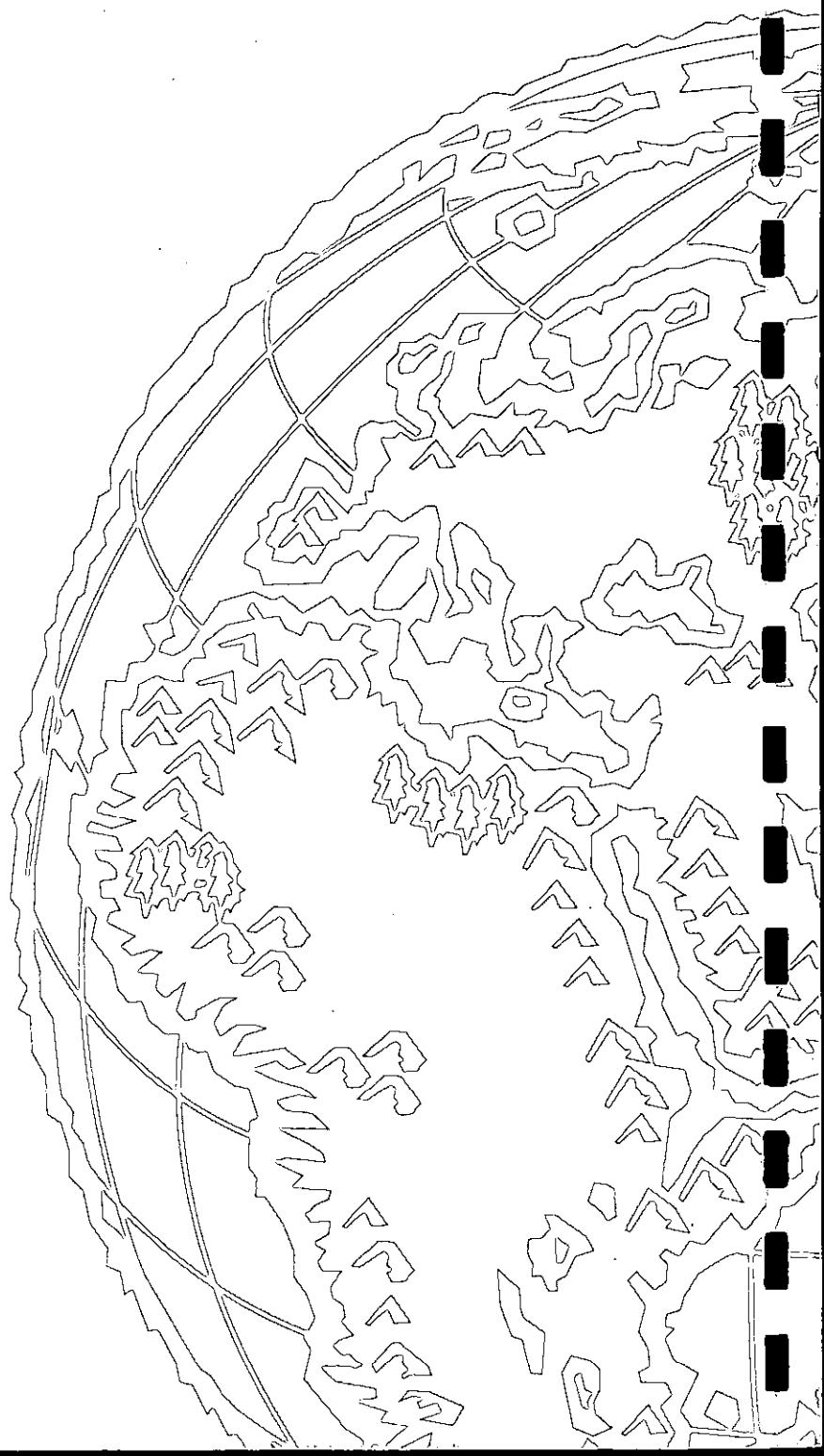
Peace Corps Program by Sector:

Economic Development

Volunteers are working to improve the management skills of entrepreneurs and strengthen the credit and market infrastructure of Uruguay's stagnant economy. Volunteers provide advice and information to more than 800 small business entrepreneurs in such areas as basic business operations, business administration, accounting, formation and execution of business plans, business cost analysis, and marketing strategies. Working with the women of a small tomato sauce cooperative, one Volunteer helped double the cooperative's clientele through product quality and processing improvements.

Environment

Volunteers work to provide long-term protection and restoration of natural areas in six watersheds through technical training. They conduct biological inventories, execute management plans, train park guards, and design trails for parks. Volunteers also work to increase environmental awareness by working with local schools, park guards, and community groups surrounding protected or fragile areas. In addition, Volunteers work to assist in the training of personnel in eco-tourism, scientific studies, promotion of youth conservation groups, and management of wilderness areas.



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