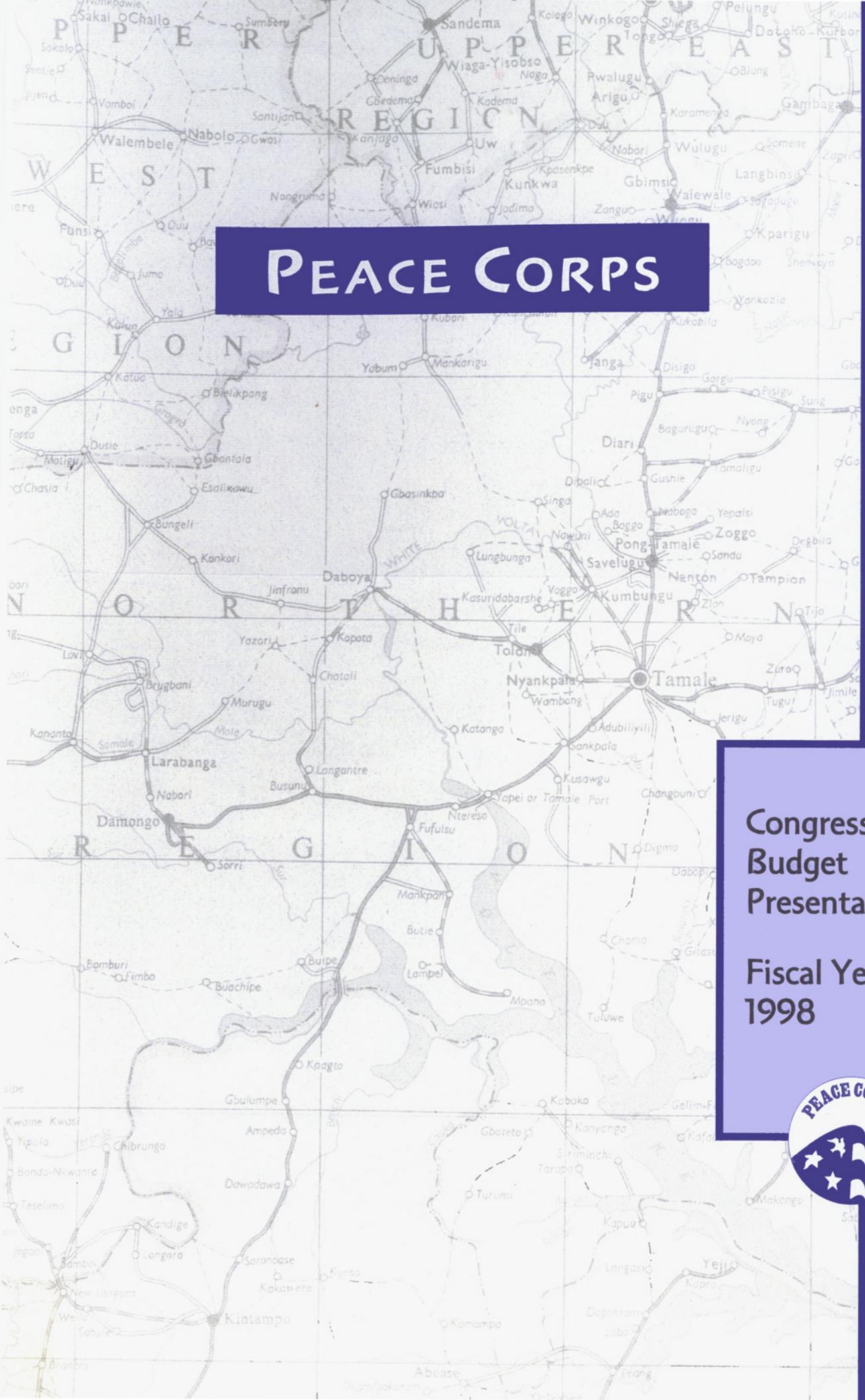


# PEACE CORPS

Congressional  
Budget  
Presentation

Fiscal Year  
1998



## **TABLE OF CONTENTS**

<b>Agency Overview.....</b>	<b>1</b>
<b>Budget Information.....</b>	<b>15</b>
<b>International Programs</b>	
<b>Africa Regional Overview.....</b>	<b>23</b>
<b>Country Narratives.....</b>	<b>30</b>
<b>Asia and the Pacific Regional Overview.....</b>	<b>87</b>
<b>Country Narratives.....</b>	<b>93</b>
<b>Europe, Central Asia and the Mediterranean Regional Overview.....</b>	<b>121</b>
<b>Country Narratives.....</b>	<b>127</b>
<b>Inter-America Regional Overview.....</b>	<b>163</b>
<b>Country Narratives.....</b>	<b>168</b>
<b>Appendix: Government Performance and Results Act.....</b>	<b>205</b>

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

Letter  
from the Director



# PEACE CORPS

DIRECTOR

March 12, 1997

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

Dear Mr. Chairman:

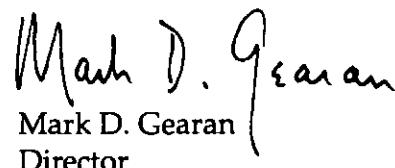
I am pleased to provide you with the Peace Corps' FY 1998 Congressional Budget Presentation. The Administration's budget request for the Peace Corps is \$222 million—a one percent increase over the FY 1997 appropriation of \$220 million. These funds will be used to provide direct and indirect support to Peace Corps Volunteers and trainees serving in more than 80 countries in FY 1998.

As this document illustrates, the men and women who serve as Peace Corps Volunteers embody the power of an idea that continues to capture the imagination of the American people. Volunteers are working to improve education for children and adults, expand access to basic health care for families, and create economic opportunities. They are also working to conserve and restore the environment and increase the agriculture capabilities of farming communities. Peace Corps Volunteers are making a difference in the lives of many people around the world. Moreover, they are building the bridges of friendship between Americans and the people of the developing world. When they return from their service overseas, Volunteers bring back with them new skills and a better understanding of the world and its peoples, which enriches our own country. The six Members of Congress who served as Volunteers exemplify the spirit of public service that is an important part of the Peace Corps experience.

I recognize the considerable pressures that you and other leaders in Congress face in developing the federal budget for FY 1998. These are historic times, however, that present new opportunities for Americans to serve our country. The Peace Corps is a small agency with a large and noble purpose. As the 21st century approaches, the Peace Corps remains one of the best means for Americans to take advantage of these opportunities for service.

The Peace Corps remains grateful for the bipartisan support that it receives from the Congress. I look forward to working with you to ensure that more Americans can serve our country as Peace Corps Volunteers.

Sincerely,

  
Mark D. Gearan  
Director

## **APPROPRIATIONS LANGUAGE**

For expenses necessary to carry out the provisions of the Peace Corps Act (75 Stat. 612), \$222,000,000 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, 1999.



### **THE VALUE OF THE PEACE CORPS**

The Peace Corps is fulfilling its promise by sharing America's most precious resource with the rest of the world: its people. For 36 years, Volunteers have helped pave the way for progress for countless individuals who want to build a better life for themselves, their children, and their communities.

Through the work and contributions of Volunteers, the Peace Corps has emerged as a model of success for efforts to encourage sustainable development at the grass-roots level. The men and women who serve as Peace Corps Volunteers reflect the rich diversity of our country, but they share a common spirit of service, dedication, and idealism. For two years, they pursue a life that requires determination, self-motivation, patience, and sacrifice. They are afforded no special privileges and often live in remote, isolated communities. Volunteers receive intensive language and cross-cultural training in order to prepare them for their jobs and to become part of their communities. They must speak the local language and adapt to the cultures and customs of the people they serve. Volunteers work with teachers and parents to improve the quality of, and access to, education for children. They work with communities to protect the local environment and to create economic opportunities. Volunteers work on basic projects to keep families healthy and to help them grow more food. Their larger purpose, however, is to leave behind skills that allow people in developing countries to take charge of their own futures and strengthen the bonds of friendship and understanding between Americans and the people of developing countries.

At the same time, Volunteers learn a great deal from the people they serve overseas. When they complete their service in the Peace Corps, Volunteers bring the world back home and strengthen American's understanding of other countries and cultures.

The Peace Corps, however, is much more than a development agency. Volunteers embody some of America's most enduring values: optimism, freedom, and opportunity. They are building the bridges of friendship and understanding that are the foundation of peace among nations.

## **AGENCY OVERVIEW**

---

### **PEACE CORPS VOLUNTEERS: MAKING A DIFFERENCE AROUND THE WORLD AND AT HOME**

#### **Expanding Horizons Through Education**

Education is the path to progress: it enables individuals and communities to grow and prosper. Yet in much of the developing world, access to basic educational opportunities is limited. Education systems suffer from a lack of resources, both human and financial, and many students are unable to attend school beyond the elementary level. Only a few reach high school. Even fewer attend college.

The Peace Corps' commitment to education began when the first Volunteers went to Ghana as teachers in 1961. Since then, Volunteers have touched the lives of hundreds of thousands of students in developing countries. They teach English, math, and science in classrooms. They help build libraries, promote adult literacy, and work to improve education for girls and women. Volunteers collaborate with teachers and help develop educational materials that incorporate themes to address the needs of the local community, such as environmental protection and health awareness. Volunteers also encourage parents to become more involved in the education of their children.

The impact that Volunteers have had on education, however, goes beyond the knowledge and skills they have imparted to their students and colleagues. Volunteers have helped change attitudes about education. They encourage the concepts of individual achievement, civic responsibility, and problem solving. In the process, Volunteers help more people expand their horizons, lead fuller lives, and participate actively in the development of their communities.

#### **Creating Economic Opportunities**

Peace Corps Volunteers have a long history of working with individuals and communities to create economic opportunities at the grass-roots level and to improve the quality of life for the people they serve. They train entrepreneurs in the basic skills of small business development, such as marketing, business planning, and bookkeeping. As women assume ever more important roles in the development of their communities, Volunteers are helping them expand their access to credit, find new markets for the products they create, and increase their incomes. Volunteers work with educators to establish business management training at secondary schools and universities, and to provide job opportunities for youth. Volunteers are also working with non-governmental organizations, municipalities, and development banks to support local development projects.

Perhaps more importantly, Volunteers serve as catalysts for economic progress. They bring a spirit of ingenuity, independence, and empowerment to the communities where they live and work.

### **Protecting and Restoring the Environment**

When the Peace Corps was established in 1961, environmental issues barely registered on the international development agenda. Today, they occupy center stage. Depletion of forests, threats to fragile biodiversity, pressures on national parks and public lands, and exhaustion of natural resources are problems that affect communities worldwide. Yet in many developing countries, people are often directly dependent on their local environment, and its degradation can have enormous and unintended consequences for their livelihoods.

Peace Corps Volunteers have become leaders in grass-roots efforts to protect and restore the environment. Their work reflects the growing consensus that environmental protection can go hand-in-hand with economic development. To help prevent deforestation, for example, Volunteers help establish forest conservation plans, lead tree-planting projects, and develop alternatives to wood as a source of fuel and energy. They collaborate with schools, youth groups, and non-governmental organizations to promote environmental education. Volunteers work to involve more people in the creation of park management plans, protection of endangered wildlife species, recycling projects, and local clean-up initiatives.

By strengthening understanding about the environment, Peace Corps Volunteers are helping people make informed choices about how to protect and restore it.

### **Keeping Families Healthy**

In many developing countries, resources for basic health care are often severely limited. In some communities, the lack of clean water and inadequate sanitation expose children to life-threatening but preventable illnesses. Many pregnant women do not have access to prenatal and postnatal care. The rapid spread of HIV/AIDS and other communicable diseases poses a growing threat to the health, safety, and prosperity of people throughout the world, particularly in developing countries.

Peace Corps Volunteers make important contributions to international efforts to improve basic health care at the grass-roots level, where the health needs are most pressing and where the impact can be the most significant.

Volunteers focus on preventing health problems, and through education, they promote healthy behavior. They have played a leading role in efforts to eradicate Guinea worm. Volunteers also work to improve nutrition, especially among women and children. They help communities expand their supplies of clean water and manage their sanitation needs by digging new water wells, building latrines, and teaching people how to maintain them. In addition, Volunteers conduct education programs about the importance of proper immunization, controlling parasitic diseases, and preventing the spread of HIV/AIDS. Most importantly, Volunteers work with people and communities to help them assume more responsibility for providing their own health care.

## **AGENCY OVERVIEW**

---

Over the years, Volunteers have worked to meet the changing health needs of the communities they serve. Their primary objective, however, has remained the same: To help families live longer, more productive, and healthier lives.

### **Farming for the Future**

Producing food is the primary economic activity of most of the world's people. But the inability of many countries to produce adequate supplies of healthy foods often contributes to poor nutrition, particularly among children, and is a major impediment to economic development. Moreover, many communities employ farming practices that contribute to soil erosion and deforestation.

Peace Corps Volunteers seek to improve agricultural production in developing countries by working directly with rural farmers and their families. They teach men and women how to diversify their crops, prevent soil erosion, and reduce the use of harmful pesticides. Volunteers work with farmers on small animal husbandry projects and fisheries to increase protein consumption in the local community. They collaborate with farmers to grow gardens with fruits and vegetables that are high in micro-nutrients to help alleviate iron, iodine, and vitamin A deficiencies among children. Volunteers introduce crops that help improve the soil conditions of land that has suffered from "slash and burn" agriculture. As communities adopt more sustainable and productive agricultural practices, Volunteers work with farmers on agribusiness projects to create new markets for their products and expand their incomes.

By supporting community efforts to grow more and healthier food, Volunteers help people to meet their most basic need and fulfill their human potential.

### **The Domestic Dividend: Bringing Home the Volunteer Experience**

An integral part of the Peace Corps' statutory mission is to expand Americans' understanding of the world and its peoples and cultures. By living and working at the grass-roots level for two years, Peace Corps Volunteers acquire a deep and personal knowledge of the cultures, languages, and customs of other countries. When they complete their service overseas, Volunteers bring their experience and skills home, strengthening America's ability to understand and interact with the people of other countries, and improving our understanding of America's own multicultural society.

### **1996 Survey of Returned Peace Corps Volunteers: The Impact of Peace Corps Service after 35 Years**

In 1996, the Peace Corps collaborated with a returned Peace Corps Volunteer to conduct a comprehensive survey of people who had served in the Peace Corps. The survey was developed with two purposes in mind: to understand the impact that Peace Corps service has had on Americans who have served in the Peace Corps since the agency was established in 1961; and to determine the impact that returned Volunteers have had on their communities across the United States.

The survey was based on the responses of 1,253 returned Volunteers who served in the Peace Corps for at least one year. The survey yielded informative and interesting conclusions about returned Volunteers: 94 percent responded that they believed they made some contribution to their host country as Volunteers. In addition, 94 percent of those surveyed would make the same decision again to join the Peace Corps, and 70 percent responded that Peace Corps service had a positive impact on their careers. Of those returned Volunteers who responded, 27 percent work in education, 22 percent work in business, while 15 percent are employed by federal state, or local governments, and 13 percent work for non-profit organizations. Finally, 78 percent of the respondents indicated that they had performed volunteer work since their return from service overseas.

The Peace Corps intends to use the results of this survey to recruit new Volunteers, strengthen support for Volunteers overseas, and harness the talents and experience of returned Volunteers to help improve Americans' understanding of the world and its peoples.

### **Peace Corps Fellows Program**

The Peace Corps Fellows Program is a public-private partnership that brings together returned Peace Corps Volunteers, institutions of higher education, community organizations, foundations, and corporate supporters behind a common purpose: To use the experience and skills of returned Volunteers to help address some of the most pressing problems in communities across America. Since the Fellows program was established in 1985 under former Peace Corps Director Loret Miller Ruppe, more than 900 returned Peace Corps Volunteers have participated in the program. Today, 23 colleges and universities across the United States offer scholarships or reduced tuition, financed by the private sector, to returned Volunteers—Peace Corps Fellows—who are enrolled in master's degree programs. Peace Corps Fellows, in return, make a two-year commitment to work in local, under-served communities and employ the skills they gained during their service as Volunteers—resourcefulness, adaptability, cultural sensitivity, and a commitment to improve the lives of the people they serve. Peace Corps Fellows teach in schools or work on local social projects, such as public health, community development, and business development programs.

### **World Wise Schools**

Established in 1989 under the leadership of former Peace Corps Director Paul Coverdell, World Wise Schools seeks to educate young Americans about the people and cultures of other countries and to expose students to positive role models who have engaged in public service as Peace Corps Volunteers. The experiences of currently serving and returned Volunteers are captured and channeled into schools through the Internet, print materials, video conferences, and educational broadcasting. In addition, 4,200 Peace Corps Volunteers are sharing their experiences in developing countries with students in America's classrooms through correspondence exchanges. Since 1989, over 300,000 students in 50 states have communicated directly with Peace Corps Volunteers serving in 100 countries. More than 10,000 returned Volunteers are participating in World Wise Schools and sharing their Peace Corps experiences in classroom presentations.

## **AGENCY OVERVIEW**

---

On November 20, 1996, the Peace Corps celebrated World Wise Schools Day. Approximately 4,000 returned Peace Corps Volunteers shared their overseas experience with as many as 100,000 students across the country. Through collaboration with the Smithsonian Institution's "electronic classroom," hundreds of students in Mississippi viewed presentations by returned Volunteers and asked questions directly through live, closed-circuit television. In addition, school districts nation-wide recorded World Wise Schools educational videos through a special satellite feed. More than 500 students had the unique opportunity to learn about the Peace Corps by speaking directly with Volunteers in 15 countries via special overseas conference calls.

World Wise Schools educational materials are available through the Government Printing Office, the National Technical Information Service, and the Peace Corps' World Wide Web site (<http://www.peacecorps.gov>).

## **THE PEACE CORPS: PREPARING FOR THE 21ST CENTURY**

Over the last year, the Peace Corps has implemented a comprehensive Strategic Plan designed to prepare the agency for the challenges and opportunities that will confront the United States, the developing world, and the men and women who will serve as Volunteers in the 21st century. At the center of this strategy has been an effort to strengthen the Peace Corps' operations and to build on the respect and goodwill that Volunteers have earned for the United States over the last 36 years. At the same time, the Peace Corps recognizes its responsibility to share the burden of reductions in government spending and has taken steps to adjust to constraints on the agency's budget.

### **PEACE CORPS' FY 1998 BUDGET REQUEST**

The Peace Corps' budget request for FY 1998 is \$222 million. This request is one percent greater than the agency's FY 1997 appropriation of \$220 million. Consistent with the guiding principles and initiatives outlined below, the Peace Corps will take every step to mitigate the need for deeper reductions in the number of Volunteer positions beyond those already implemented in recent years.

In formulating its plans for the future, the Peace Corps is guided by the mission and goals established in the Peace Corps Act. The purpose of the Peace Corps is to promote world peace and friendship by providing Volunteers who contribute to the social and economic development of interested countries; promote a better understanding of Americans among the people whom Volunteers serve; and strengthen Americans' understanding about the world and its peoples. To carry out its mission and fulfill its goals, the Peace Corps' top priorities in allocating its resources are:

#### **1. To Maximize Opportunities for Americans to Serve as Volunteers**

As the 21st century approaches, the need for the grass-roots assistance that Peace Corps Volunteers contribute and the benefits of cross-cultural exchanges between Americans and the people of developing countries have arguably never been more important. Moreover, more Americans are eager to participate in this important work. Each year, the Peace Corps receives many more applications from Americans who want to serve as Volunteers than it can accept at current budget levels. In FY 1996, the Peace Corps received more than 133,000 inquiries from Americans interested in serving as Volunteers. This represents an increase of 13 percent above the number of inquiries received in FY 1995, and reflects the growing interest that many Americans have in Peace Corps service. The Peace Corps processed more than 9,000 applications for 3,280 Volunteers in FY 1996.

Reflective of the Peace Corps' commitment to place as many Volunteers as it can responsibly support, the agency plans to increase the number of new trainees in Fiscal Year 1997 by six percent over FY 1996 levels. This will be achieved by devoting the one-half percent

## **AGENCY OVERVIEW**

---

appropriation increase the Agency received in FY 1997 to new Volunteers, and by making additional reductions in administrative operations.

### **2. To Maintain a Broad, Global Presence**

The Peace Corps' mission to promote world peace requires a broad, global presence. A broad presence also allows Americans who serve as Volunteers to engage in a diverse range of cross-cultural exchanges with people in almost every region of the world. Today, Volunteers are immersed in the cultures of and languages of America's global partners throughout Africa, Asia and the Pacific, Latin and Central America and the countries of the former Soviet bloc. As they learn from the people of the more than 80 countries in which they currently serve, Peace Corps Volunteers also share with them the culture and values of American society.

#### **Allocating Resources: Implementation of Peace Corps' Strategic Plan**

To fulfill its mission and achieve its top priorities under a constrained budget, the Peace Corps adopted a Strategic Plan in November 1995. The Strategic Plan has provided the agency with a way to adjust in a careful and responsible way to reductions in appropriations. The Strategic Plan has allowed the Peace Corps to ensure that Volunteers and resources are allocated to many of the world's poorest countries; that commitments are maintained in countries where there are historic opportunities for new cross-cultural exchanges; and that the Peace Corps has the flexibility needed to respond to new opportunities for Volunteer service around the world.

#### **A. Reductions in Administrative Costs**

In developing its Strategic Plan, the Peace Corps looked first to administrative reductions. A significant part of this plan was based on the implementation of various cost-saving measures in both domestic and overseas operations. These included reductions in staff positions for all headquarters offices, the closure of five regional recruiting offices across the United States, and reductions in discretionary travel for staff.

The Peace Corps also launched an initiative to identify alternative methods of providing overseas financial management support that would be less costly and more efficient. In FY 1997, the agency began a pilot project to provide direct administrative support services to all posts in the Inter-America Region, Russia, and Micronesia. The agency is standardizing procedures at each post and has been able to eliminate or consolidate payment processes at posts. This has resulted in a significant reduction in the number of individual transactions and an expected reduction in the costs of services provided. Based on the initial success of these pilot efforts, the Peace Corps plans to increase the number of countries using direct overseas support.

In concert with improvements in the financial management of its overseas operations, the Peace Corps is working to automate its headquarters accounting systems in order to strengthen internal procedures, eliminate duplicate data entry and processing, and reduce the administrative time and personnel needed to conduct budget functions.

### **B. Realigning Overseas Resources**

The Peace Corps' Strategic Plan also called for the difficult decision to close Peace Corps operations in 13 countries between FY 1996 and FY 1998. While most of these countries have achieved significant social and economic progress relative to many of the other countries in which Volunteers currently serve, these closures are being implemented over three years in order to ensure that Volunteer projects could be completed, and to preserve bilateral relationships in the host countries.

#### **(I) Closure of 13 Peace Corps Programs**

Following the closure of four country programs in FY 1996, the Peace Corps will close operations in the following countries in FY 1997.

**Swaziland** — The Peace Corps closed operations in Swaziland in December 1996 due to budgetary constraints and the excellent progress that the Swazi people have achieved in their own development. Over the course of 28 years, more than 1,400 Volunteers served in Swaziland. They worked side-by-side with the people of Swaziland to help improve health, education, and agriculture, create economic opportunities, and protect the environment. In villages and towns throughout the country, Volunteers earned the respect and admiration of the people with whom they lived and worked, establishing the kind of people-to-people ties that are central to the Peace Corps' mission.

**The Czech Republic and Hungary** — The dispatch of Volunteers to the Czech Republic and Hungary in 1990 represented a bold, new direction for the Peace Corps: Volunteers began serving for the first time in former Soviet bloc countries. Over the last seven years, more than 220 Volunteers served in the Czech Republic, and over 350 Volunteers served in Hungary. Volunteers have worked at the grass-roots level with Czechs and Hungarians to help make their challenging transitions to democracy and a free market economy lasting successes, and to expand access to English education. Many Volunteers have also worked with local governments and non-governmental organizations to help restore the environment, which has suffered from years of neglect and excessive exploitation. Because of budget considerations and the progress that each country has made in its development, the Peace Corps will close its programs in the Czech Republic and Hungary in July 1997.

**Uruguay** — The Peace Corps first sent Volunteers to Uruguay in 1963. The program was suspended in 1974 due to budgetary concerns. In 1991, Uruguayans welcomed the return of Peace Corps Volunteers. During the Peace Corps' 17-year presence in Uruguay, nearly 400 Americans served as Volunteers throughout the country. They worked on a variety of projects,

## **AGENCY OVERVIEW**

---

such as small business development, environmental education, youth development. At the same time, Volunteers strengthened the ties of friendship and understanding between Americans and Uruguayans. Due to budgetary constraints and Uruguay's achievements in economic and social development, the Peace Corps will close its program there in June 1997.

**Future Closures:** In FY 1998, the Peace Corps will close its operations in the following five countries: **Botswana, Costa Rica, Chile, Fiji, and Tuvalu.** In addition, as the year 2000 approaches, the Peace Corps expects to phase down its operations in other countries, such as Poland and the Baltics, that continue to make impressive progress in their social and economic development. This will allow the Peace Corps to reallocate these resources to countries in greater need.

### **(2) Reallocation of Volunteers**

To adjust to budget constraints, the Peace Corps is also making changes in the size of a number of its overseas programs. Some of these adjustments are also motivated by changing needs within the countries and changes in the Peace Corps' overseas priorities. For instance, the number of Volunteers in Thailand will be reduced from 150 in October 1996 to 30 by October 1997. In addition, the Peace Corps has reduced significantly the number of Volunteers serving in some of its largest programs, including Guatemala, Honduras, Paraguay, the Dominican Republic, and the Eastern Caribbean.

Even as some programs are reduced, the number of Volunteers has been increased in the New Independent States, as well as in new programs in Haiti, Eritrea, Ethiopia, Guyana, and Suriname.

### **C. Responding to New Opportunities for Volunteer Service**

The Peace Corps' Strategic Plan has allowed the agency to adjust to reductions in budget constraints. At the same time, this Plan has provided the Peace Corps with the flexibility necessary to respond to important new opportunities for Volunteer service. As a result, the Peace Corps will send Volunteers to new programs in South Africa and Jordan in FY 1997.

**South Africa** — In December 1995, Vice President Al Gore and South Africa's Deputy President Thabo Mbeki signed an agreement that will make it possible for the first time for Peace Corps Volunteers to serve in South Africa. The first group of Volunteers arrived in South Africa in February 1997. These Volunteers will work directly with South African educators on a variety of education programs designed to strengthen the education systems in communities neglected during the apartheid era. The Peace Corps considers this program to be an important means to build the ties of friendship and understanding between Americans and South Africans that would not have been possible a few years ago.

**Jordan** — In October 1996, Peace Corps Director Mark D. Gearan signed an agreement with the government of the Hashemite Kingdom of Jordan to establish the first Peace Corps program in that country. Volunteers are expected to arrive in Jordan in April 1997. They will work on community development projects in rural areas of Jordan and on eco-tourism projects to encourage the economic opportunities associated with the country's promising tourism industry. The Peace Corps believes this program will be an important step in its efforts to strengthen the ties of friendship and understanding between Americans and the people of the Arab world.

### **D. Embracing New Approaches to International Service**

The Peace Corps moves toward the new century with 36 years of sound experience in grassroots development and cross cultural exchange, and an alumni association—now 140,000 strong—of Americans who understand the importance of the United States' engagement in the world. The agency is committed to sharing its expertise through increased collaboration with other international and indigenous volunteer organizations. The Peace Corps also intends to make much greater use of the rich pool of returned Volunteers through its Crisis Corps Initiative.

**Crisis Corps** — On June 19, 1996, President Clinton announced the formal establishment of the Crisis Corps, a new initiative within the Peace Corps that will allow experienced Volunteers and returned Volunteers to participate in short-term assistance to the international relief community during humanitarian crises and natural disasters. The Crisis Corps provides Volunteers and returned Volunteers an excellent opportunity to use the language, cross-cultural, and technical skills they have acquired during their Peace Corps service in yet another rewarding way.

Drawing on the expertise of experienced Peace Corps Volunteers, the Crisis Corps has assisted the people of Antigua with rebuilding houses destroyed by Hurricane Luis and, in the process, provided training in hurricane-resistant construction techniques. The preliminary work on this initiative has helped identify the tremendous potential benefits that can be realized when the principles of development programming are applied to crisis-response situations. Plans are also underway to send Crisis Corps Volunteers to work with Liberian and Sierra Leonean refugees in Guinea and Cote d'Ivoire.

**Collaborating with International Volunteer Organizations** — In April 1996, the Peace Corps convened a conference of international volunteer organizations in Washington, D.C. "The Conference on International Volunteerism: *Innovative Thinking for the 21st Century*" was held over two days at the Georgetown University School of Foreign Service. The leaders of 35 volunteer organizations from 26 countries met to develop ways to promote greater collaboration among volunteers in the developing world. As a result of this conference, the Peace Corps is working with governments and non-governmental organizations in Senegal, Mali, Malaysia, Papua New Guinea, Chile, and the Czech Republic to help establish and/or promote national volunteer organizations.

## **AGENCY OVERVIEW**

---

Because of the success of the Peace Corps' English language programs in the Czech Republic, Peace Corps staff are working with the Czech Association of High School Principals to help establish the "**Bohemia Corps**," an organization that will recruit and place native speakers of English in Czech schools to replace departing Peace Corps Volunteers.

**VOLUNTEER PROFILE (FY1996)****Women: 57%****Men: 43%****Minorities: 13%****Average Age: 29****Volunteers age 50 and over: 7%****Oldest Volunteer: 76 years****FROM COAST TO COAST...SERVING PEACE CORPS**

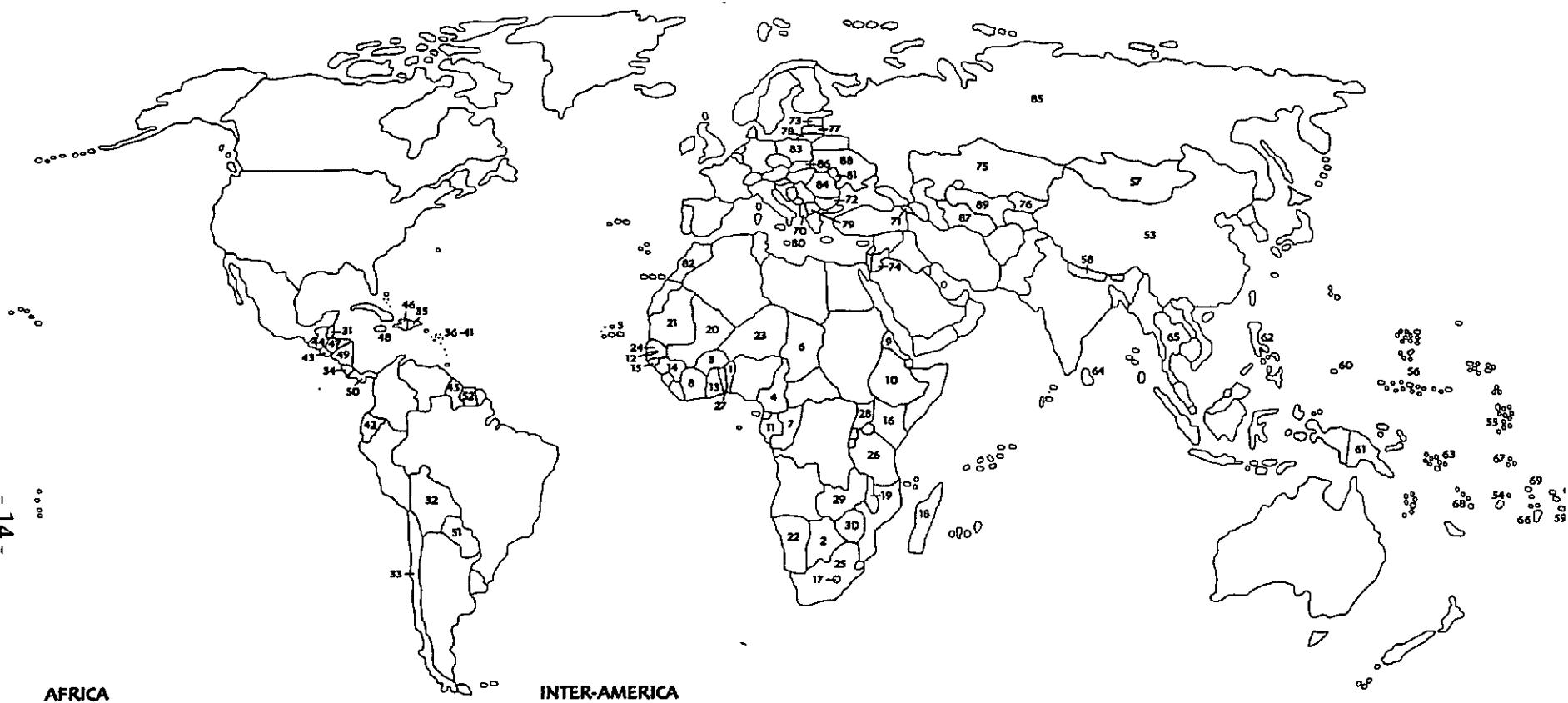
<u>States</u>	<u>Today</u>	<u>Since 1961*</u>	<u>States</u>	<u>Today</u>	<u>Since 1961</u>
Alabama	41	817	Montana	47	614
Alaska	36	212	Nebraska	57	1,171
Arizona	105	1,101	Nevada	32	234
Arkansas	24	1,161	New Hampshire	75	1,005
California	921	20,763	New Jersey	162	4,533
Colorado	221	5,380	New Mexico	40	884
Connecticut	144	1,724	New York	463	13,133
Canal Zone	0	7	North Carolina	112	1,790
Delaware	15	358	North Dakota	14	584
District of Columbia	32	1,124	Ohio	263	6,174
Florida	186	3,246	Oklahoma	55	1,004
Georgia	112	1,322	Oregon	170	3,349
Guam	0	8	Pennsylvania	289	6,688
Hawaii	28	338	Puerto Rico	15	366
Idaho	40	703	Rhode Island	33	747
Illinois	325	7,468	South Carolina	52	668
Indiana	118	2,693	South Dakota	20	594
Iowa	98	1,292	Tennessee	56	561
Kansas	79	774	Texas	217	2,305
Kentucky	50	975	Utah	30	673
Louisiana	40	766	Vermont	49	773
Maine	63	1,000	Virginia	250	2,717
Maryland	184	2,748	Virgin Islands	0	29
Massachusetts	291	6,637	Washington	326	4,913
Michigan	218	6,148	West Virginia	13	458
Minnesota	250	4,870	Wisconsin	259	4,535
Mississippi	15	348	Wyoming	22	305
Missouri	137	2,753			

\*Since 1961 totals include currently serving Volunteers and Trainees.

Peace Corps has sent over 147,000 Volunteers and Trainees to 131 countries worldwide.

\*Revised 9/30/96

# Peace Corps Volunteers Serving Around the World



As of September 1997 Peace Corps Volunteers will be serving in 89 countries worldwide



## BUDGET INFORMATION

### PEACE CORPS FY 1998 BUDGET REQUEST (In thousands of dollars)

#### INTERNATIONAL OPERATIONS

	FY 1996 <u>Actual</u>	FY 1997 <u>Estimate</u>	FY 1998 <u>Estimate</u>
<b>AFRICA REGION</b>			
Program Support	28,400	27,338	26,682
Direct Volunteer Support	15,696	16,005	15,772
In-Service Training	906	988	1,046
Pre-Service Training	<u>6,772</u>	<u>9,112</u>	<u>9,450</u>
<b>SUBTOTAL, AFRICA REGION</b>	<b>51,775</b>	<b>53,443</b>	<b>52,951</b>
<b>ASIA PACIFIC REGION</b>			
Program Support	9,925	9,505	9,277
Direct Volunteer Support	4,780	5,057	4,881
In-Service Training	478	688	631
Pre-Service Training	<u>1,804</u>	<u>2,209</u>	<u>2,419</u>
<b>SUBTOTAL, ASIA PACIFIC REGION</b>	<b>16,987</b>	<b>17,459</b>	<b>17,208</b>
<b>EUROPE, CENTRAL ASIA, MEDITERRANEAN REGION</b>			
Program Support	16,714	15,966	15,215
Direct Volunteer Support	7,259	7,719	8,276
In-Service Training	638	908	939
Pre-Service Training	<u>2,712</u>	<u>3,672</u>	<u>3,920</u>
<b>SUBTOTAL, EUROPE, CENTRAL ASIA, MEDITERRANEAN REGION</b>	<b>27,322</b>	<b>28,266</b>	<b>28,350</b>
<b>INTER-AMERICAN REGION</b>			
Program Support	14,749	14,402	13,742
Direct Volunteer Support	10,139	10,052	9,730
In-Service Training	303	468	382
Pre-Service Training	<u>5,915</u>	<u>6,020</u>	<u>6,048</u>
<b>SUBTOTAL, INTER-AMERICAN REGION</b>	<b>31,107</b>	<b>30,942</b>	<b>29,903</b>
<b>ASSOCIATE DIRECTOR FOR INTERNATIONAL OPERATIONS</b>	<b>1,092</b>	<b>1,709</b>	<b>1,796</b>
<b>POST CLOSINGS: TOTAL REGIONAL REDUCTIONS</b>			<b>-5,204</b>
<b>TOTAL, INTERNATIONAL OPERATIONS</b>	<b>128,283</b>	<b>131,819</b>	<b>125,003</b>

## BUDGET INFORMATION

---

### OTHER VOLUNTEER SUPPORT

	FY 1996 <u>Actual</u>	FY 1997 <u>Estimate</u>	FY 1998 <u>Estimate</u>
POLICY AND DIRECTION 1/	3,908	4,309	4,399
VOLUNTEER RECRUITMENT AND SELECTION 1/	11,821	11,971	12,086
<b>TRAINING AND PROGRAM SUPPORT</b>			
Training and Technical Resources	4,321	4,278	4,310
United Nations Volunteers	<u>229</u>	<u>356</u>	<u>298</u>
<b>SUBTOTAL, TRAINING AND PROGRAM SUPPORT</b>	<b>4,550</b>	<b>4,634</b>	<b>4,608</b>
<b>OFFICE OF VOLUNTEER SUPPORT</b>			
Medical Services Operations	4,754	4,139	4,861
Volunteer Services	1,113	1,037	1,271
Federal Employees Compensation Allowance (FECA)	10,514	10,733	11,509
Medical Services Centrally Shared Resources	6,916	3,740	6,441
Domestic Programs			
Returned Volunteer Services	395	499	437
PC Fellows/USA Program	303	294	281
World Wise Schools	<u>403</u>	<u>496</u>	<u>495</u>
<b>SUBTOTAL, VOLUNTEER SUPPORT</b>	<b>24,398</b>	<b>21,238</b>	<b>25,295</b>
<b>MANAGEMENT</b>			
Operations 2/	6,707	7,434	7,584
Centrally Shared Resources	<u>15,501</u>	<u>13,727</u>	<u>14,523</u>
<b>SUBTOTAL, MANAGEMENT</b>	<b>22,208</b>	<b>20,861</b>	<b>22,107</b>
<b>PLANNING, BUDGET, AND FINANCE</b>			
Operations	3,025	3,971	4,376
Centrally Shared Resources 2/	<u>24,446</u>	<u>25,754</u>	<u>23,154</u>
<b>SUBTOTAL, PLANNING, BUDGET, AND FINANCE</b>	<b>27,472</b>	<b>29,725</b>	<b>27,530</b>
INSPECTOR GENERAL	1,287	1,372	1,402
<b>TOTAL, OTHER VOLUNTEER SUPPORT</b>	<b>95,644</b>	<b>94,109</b>	<b>97,427</b>
<b>GRAND TOTAL AGENCY PROGRAM LEVEL 3/</b>	<b>223,927</b>	<b>225,928</b>	<b>222,430</b>
APPROPRIATED RESOURCES	205,000	208,000	222,000
RESCISSION	-296		
TRANSFER FROM NIS 4/	13,000	13,000	

## BUDGET INFORMATION

---

UNOBLIGATED BALANCE FROM PREVIOUS YEAR	11,551	5,418	450
TOTAL APPROPRIATED RESOURCES	229,255	226,418	222,450
MISCELLANEOUS RESOURCES 5/	740	610	430
UNOBLIGATED BALANCE AT END OF YEAR, EST.	-5,418	-450	0
RESERVE FOR UNRECORDED OBLIGATIONS	-650	-650	-450
ESTIMATED REIMBURSEMENTS	7,926	10,396	9,450
<b>TOTAL AVAILABLE BUDGETARY RESOURCES</b>	<b>231,853</b>	<b>236,324</b>	<b>231,880</b>

(Detail may not add due to rounding)

**Notes:**

- 1/ Marketing was transferred in FY97 from Volunteer Recruitment and Selection (VRS) to Policy and Direction. The Marketing budget is displayed above in VRS for comparison among fiscal years.
- 2/ Staff Medevac costs were transferred in FY97 from Management Operations to OPBF Centrally Shared Resources. Staff Medevacs are displayed above in Management Operations for comparison among fiscal years.
- 3/ As requested by OMB in Budget Procedures Memorandum No. 820 of 1/27/97, the estimated cost of the additional 1.51% Agency CSRS contribution in the FY 1998 budget is \$80 thousand.
- 4/ \$1 million of NIS funds, originally intended for FY 1996, was received in FY 1997, as displayed above.
- 5/ Primarily proceeds of sale of property and travel rebates.

## **BUDGET INFORMATION**

---

### **DESCRIPTION OF THE PEACE CORPS' PROGRAMMATIC AREAS**

#### **International Operations**

The Peace Corps' international operations are divided into four regions—(1) Africa; (2) Asia and the Pacific; (3) Europe, Central Asia, and the Mediterranean; and (4) Inter-America. These offices fall under the direction of the Office of the Associate Director for International Operations. 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 and post 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**

Direct Volunteer support includes the costs required to provide direct support to Peace Corps Volunteers overseas. Among these costs are:

**Travel:** For Volunteers from their homes to their country assignments and return travel at the end of their two-year tour;

**Living Allowance:** This is the monthly stipend provided directly to Volunteers for their subsistence;

**Settling-in Allowance:** Assists Volunteers in setting up their new households; and,

**Medical Costs:** Direct costs related to supporting the medical needs of Volunteers including in-country medical services, travel, and medical supplies.

#### **In-Service Training**

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

#### **Staging and Pre-Service Training**

Volunteers receive training before beginning their actual Volunteer Service through staging and pre-service training instruction.

**Staging:** Before leaving for their overseas assignments, Volunteers participate in a short orientation where they learn more about the country in which they will serve and the position to which they will be assigned. Essential administrative, medical, and training activities are conducted immediately before departure.

**Pre-Service Training:** Before qualifying to serve as a Volunteer, trainees must participate in pre-service training, which includes intensive language instruction, cultural information, technical skill enhancement, and training in personal health and safety. This training lasts, on the average, ten to twelve weeks. Upon completion, Volunteers must demonstrate their ability to participate effectively in their assigned projects.

**Associate Director for International Operations:** This office provides oversight and supervisory responsibility for the four regions as well as for the Office of Training and Program Support. It supports the four regional bureaus in their efforts to provide Volunteers with the training, programming, and administrative support to carry out their work in the field. This office also manages the Crisis Corps and overseas staff training and development.

### **Other Volunteer Support**

**Policy and Direction:** This program includes costs that support the decision and policy-making function of the Peace Corps. Resources for policy and direction support, among other offices, the Office of the Director, General Counsel, Congressional Relations, Communications, Equal Employment Opportunity, Planning, Policy, and Analysis, and Private Sector Relations.

**Volunteer Recruitment and Selection:** The Office of Volunteer Recruitment and Selection reviews the technical and personal skills of applicants to assess and match the most qualified persons to specific Volunteer assignments. Applicants go through a multi-faceted and competitive screening process that includes interviews, evaluations, reference checks, and placement in assignments that are designed to address the needs of the host country.

**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 ensures that Volunteers have the latest technical information available to assist them in their assignments. In addition, OTAPS administers the United Nations Volunteer Program.

**Volunteer Support:** The Office of Volunteer Support is responsible for providing medical and special services for Volunteers and manages the Peace Corps' domestic program initiatives: Returned Volunteer Services, Peace Corps Fellows/USA Program, and World Wise Schools.

**Management:** Peace Corps' Office of Management provides administrative support for headquarters, field, and international operations. Through the 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.

## **BUDGET INFORMATION**

---

**Planning, Budget, and Finance:** The Office of Planning, Budget, and Finance maintains the financial planning and internal controls necessary to ensure Peace Corps operates in a fiscally sound manner. It also maintains a readjustment allowance of \$200 for each month of service, which is provided to Volunteers to assist them when they return the United States. The readjustment allowance has not increased since January 1988.

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

# BUDGET INFORMATION

---

**PEACE CORPS AUTHORIZATIONS AND APPROPRIATIONS**  
**FY1962 - FY1998**  
(in thousands of dollars)

Fiscal Year	Authorized	Budget Request	Appropriated a/	Trainee Input	Volunteer Years b/
1962	\$40,000	\$40,000	\$30,000	3,699	3,599
1963	63,750	63,750	59,000	4,969	6,634
1964	102,000	108,000	95,964	7,720	10,494
1965	115,000	115,000	104,100	7,876	12,892
1966	115,000	125,200	114,000	9,216	Not Available
1967	110,000	110,500	110,000	7,565	Not Available
1968	115,700	124,400	107,500	7,391	Not Available
1969	112,800	112,800	102,000	6,243	Not Available
1970	98,450	109,800	98,450	4,637	Not Available
1971	94,500	98,800	90,000	4,686	Not Available
1972	77,200	71,200	72,500	3,997	6,632
1973	88,027	88,027	81,000	4,821	6,194
1974	77,000	77,000	77,000	4,886	6,489
1975	82,256	82,256	77,687	3,296	6,652
1976	88,468	80,826	81,266	3,291	5,825
Transition Qtr	27,887	25,729	24,190	—	—
1977	81,000	67,155	80,000	4,180 c/	5,590
1978	87,544	74,800	86,234	3,715	6,017
1979	112,424	95,135	99,179	3,327	5,723
1980	105,000	105,404	99,924	3,108	5,097
1981	118,531	118,800	105,531	2,729	4,863
1982	105,000	121,900	105,000	2,862	4,559
1983	105,000	97,500	109,000	2,988	4,668
1984	115,000	108,500	115,000	2,781	4,779
1984/5 Supp	2,000	2,000	2,000	—	—
1985	128,600	115,000	128,600	3,430	4,828
1986	130,000	124,400	124,410 d/	2,597	5,162
1987	137,200	126,200	130,760	2,774	4,771
1987/8 Supp	7,200	—	7,200	—	—
1988	146,200	130,682	146,200	3,360	4,611
1989	153,500	150,000	153,500	3,218	5,214
1990	165,649	163,614	165,649 e/	3,092	5,241
1991	186,000	181,061	186,000	3,076	4,691
1992	—	200,000 f/	197,044 f/	3,309	4,927
1993	218,146	218,146 f/	218,146 f/	3,590	5,414
1994	219,745 g/	219,745 f/	219,745 f/h/	3,541	5,644
1995	234,000	226,000 f/	219,745 f/i/j/	3,954	5,884
1996	—	234,000 f/	205,000 f/k/m	3,280	6,086
1997	—	220,000 f/l/	208,000 f/n/	3,500 est.	6,027 est.
1998	—	222,000 f/	—	3,320 est.	5,438 est.

## BUDGET INFORMATION

---

### NOTES:

- a/ Includes reappropriated funds in FY 1963 (\$3.864 million), FY 1964 (\$17 million) and FY 1965 (\$12.1million).
- b/ FY 1962-1965 Volunteer-years unavailable. Figures for FY 1962-1965 represent number of Volunteers. Volunteer-years include UNVs (as does Trainee Input).
- c/ Includes Trainee Input from Transition Quarter.
- d/ Excludes \$5.59 million sequestered under the Balanced Budget and Emergency Deficit Control Act of 1985 (P.L. 99-177).
- e/ Excludes \$2.24 million sequestered under the Balanced Budget and Emergency Deficit Control Act of 1985 (P.L. 99-177) and a \$725 thousand reduction related to the Drug Initiative (P.L. 101-167).
- f/ Funds to remain available for two years.
- g/ Authorization included report language of a \$15 million transfer to Peace Corps from assistance funds for the Newly Independent States (NIS).
- h/ In addition, Peace Corps received a transfer of \$12.5 million for assistance to the NIS.
- i/ In addition, Peace Corps received a transfer of \$11.6 million for assistance to the NIS.
- j/ Appropriation of \$219,745 thousand was later reduced by a rescission of \$721 thousand.
- k/ In addition, Peace Corps received a transfer of \$13 million for assistance to the NIS.
- l/ In addition, the President has requested a transfer of \$5 million for assistance to the NIS.
- m/ Appropriation of \$205,000 thousand was later reduced by a rescission of \$296 thousand.
- n/ In addition, Peace Corps expects a transfer of \$12 million for assistance to the NIS. An additional \$1 million of NIS funds, intended for FY 1996, was received in FY 1997.

Africa  
Region

## **AFRICA REGION**

### **Regional Overview**

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

But in recent years the socio-economic challenges in Africa have escalated. Unsustainable debt burdens, political instability or civil strife, environmental degradation, and expanding populations have brought enormous pressures on the land and government-supported social services. Peace Corps Volunteers have mirrored the resiliency of the people with whom they work. Their presence is a statement of hope and support to people who are working to encourage reforms, create open economies, and build civil, democratic societies.

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

Today, an average of 2,250 Volunteers are serving in 30 African countries. Their efforts are focused on working with ordinary men and women who want to strengthen their communities and build a better future for their children. Volunteers transfer skills for managing development and strengthening community participation at every stage of a project, from planning to completion and evaluation. Volunteers encourage members of their communities to develop their own performance standards to better understand how projects can improve the quality of life. They support community leaders who are making hard decisions about scarce resources and taking on more responsibility for the future of the continent.

Peace Corps Volunteers are also working with their African counterparts in new fields to meet new needs. In Zimbabwe, Namibia and The Gambia, Volunteers work in schools, libraries and resource centers to establish a culture of reading. In Benin, Volunteers and their students are part of Project GLOBE, an international science program that allows young Beninese rare access to computer technology. In Ghana, Uganda and Lesotho, Volunteers are building networks and working with NGOs to provide opportunities for business men and women in local industries and enterprises. Health and Agricultural Volunteers are collaborating on workshops for nutrition and maternal and child health care projects in Chad, Congo, and Malawi.

Across the continent Volunteers have helped put environmental education into school curricula. In Ethiopia, Gabon, Madagascar, and Tanzania, Volunteers are encouraging school children to share their knowledge about the environment and natural resources with their parents who are natural resource managers and users. Volunteers are also working with men and women farmers helping them maintain a balance between their needs and protection of the land.

The number of refugees and displaced people are growing in Africa. Much of Peace Corps' regular work brings contact with these homeless populations. Therefore, the Peace Corps' newly established Crisis Corps provides a additional opportunity for rapid responses to natural disasters and humanitarian crises. In FY 1998, 14 Volunteers will assist NGOs in working with Liberian and Sierra Leonean refugees in Guinea and Cote d'Ivoire.

As part of the Peace Corps' Strategic Plan to adjust to reduced budgets and to take advantage of new opportunities for Volunteer service, the Peace Corps closed its country programs in Sao Tome and Principe in FY 1996 and Swaziland in FY 1997. In addition, Peace Corps operations in Botswana will close in FY 1998. The Peace Corps leaves these countries with great pride in the contributions that Volunteers have made and with confidence that the communities where Volunteers lived and worked can manage their own development needs in the future.

In February 1997, the first group of Peace Corps trainees arrived in South Africa. This new Peace Corps program is an opportunity for Americans to build the kind of people-to-people relationships with the people of South Africa that would not have been possible a few years ago. The first group of Volunteers will support the professional development of primary school teachers. Once Volunteers have established a presence in local schools, the Peace Corps anticipates that they will assist in developing the skills of individuals in surrounding communities.

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

### Sector Summaries

#### A. Education

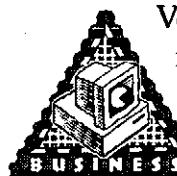


Education remains the Africa region's largest sector, accounting for over 35% of the region's Volunteers. Programming in education is designed to offer students' quality instruction; improve the teaching skills of African educators; develop relevant, culturally appropriate instructional materials; and meet the educational needs of the communities where Volunteers live and work.

Volunteers are teaching math, science and English to thousands of young African students. Volunteers are also working with African teachers and administrators either in teacher training colleges or informally in the classroom setting. In Ghana, Malawi and Kenya, they assist in special education programs. Promoting educational equity for girls and women is an important feature of Volunteers' work. Volunteers build bridges between the classroom and community by introducing important issues such as nutrition, environment, and health into education curricula, and by encouraging students to apply their learning in their daily lives at home.

In The Gambia, Uganda, Zimbabwe, Namibia and Lesotho, Volunteers are establishing resource centers for teachers, learners and local communities. In Guinea, Volunteers participate in workshops that encourage girls to remain in school and succeed academically. In 22 countries, Volunteers are also involved in extra-curricular activities such as computer clubs, Earth Day celebrations, sports clubs, and summer language camps.

## B. Economic Development



Volunteers promote economic development at the grass-roots level in 10 countries in the Africa region. Volunteers facilitate entrepreneurs' efforts to forge linkages with sources of raw materials and with other businesses, in order to market products or redistribute them for sale. The Volunteers offer on-the-job consulting and train entrepreneurs in business management skills.

Volunteers in Mauritania promote local pump and fence manufacturing businesses. Volunteers have developed fruit and vegetable, and fruit-tree grafting businesses in Senegal. In Ghana, they support the participation of small and micro-entrepreneurs in the tourism industry, and assist in the development of businesses such as seedling nurseries.

Volunteers collaborate with international and local non-governmental organizations on grass roots economic development projects. In Uganda, Volunteers work with a local NGO to help stabilize families in the aftermath of the HIV/AIDS epidemic. In Benin, Volunteers helped organize a fair where businesses and NGOs forged important linkages.

Volunteers in Mali are strengthening financial services for local entrepreneurs by working with village banks, credit unions, non-governmental organizations, and other institutions that provide financial services for communities that are underserved by the formal banking sector.

## C. Environment



Protecting fragile environments, preserving bio-diversity and developing community-based natural resource management projects are the major goals of Peace Corps' environmental projects in Africa. Across the continent, over 400 Volunteers are introducing new techniques that protect the environment and enhance its productivity. Volunteers are taking on environmental education in primary schools and among out-of-school youth.

## AFRICA

---

Volunteers in Gabon will soon be participating in the new Forestry and Agriculture Resources Management (FARM) project that will help relieve pressure on forest resources by improved agroforestry and farming techniques, environmental education, income generation, and nutrition education activities. In Senegal, Volunteers have worked with the Ministry of Education to integrate environmental education into the national curriculum.

Volunteers participate in activities which strengthen communities' ability to address environmental concerns and balance the needs of today with conservation of the land for future generations. In Niger, Volunteers are working on ecologically-sound farming and herding practices to increase crop production and reduce stress on the land. They are also working on a "woodless construction" project that reduces the need for timber and increases the potential for old growth forests. In Guinea, Volunteers help develop community agroforestry committees and train committee members in integrated farming practices while also participating in school environmental education.

### D. Health



In 19 African countries, Volunteers are assigned to community health education projects sponsored by host country governments, international organizations, local non-governmental organizations, and community groups. Volunteers promote community-based solutions for the provision of both preventive and curative health services. They have played a critical role in international efforts to eradicate Guinea Worm disease in Africa. They help health care professionals and local community volunteers conduct health education campaigns, in nutrition, HIV/AIDS prevention, maternal and child health, and the prevention of water and fecal-borne diseases. They also work with local community groups to acquire the basic management skills necessary to organize local preventive and primary-care services.

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

No other continent has suffered more from the impact of HIV/AIDS than Africa. Peace Corps Volunteers in 14 countries have joined efforts to stem the spread of this disease through education and prevention programs. Peace Corps Volunteers, teachers and health educators in Cameroon have developed a book which has been adopted by the Ministry of Education as part of the national curriculum.

### E. Agriculture



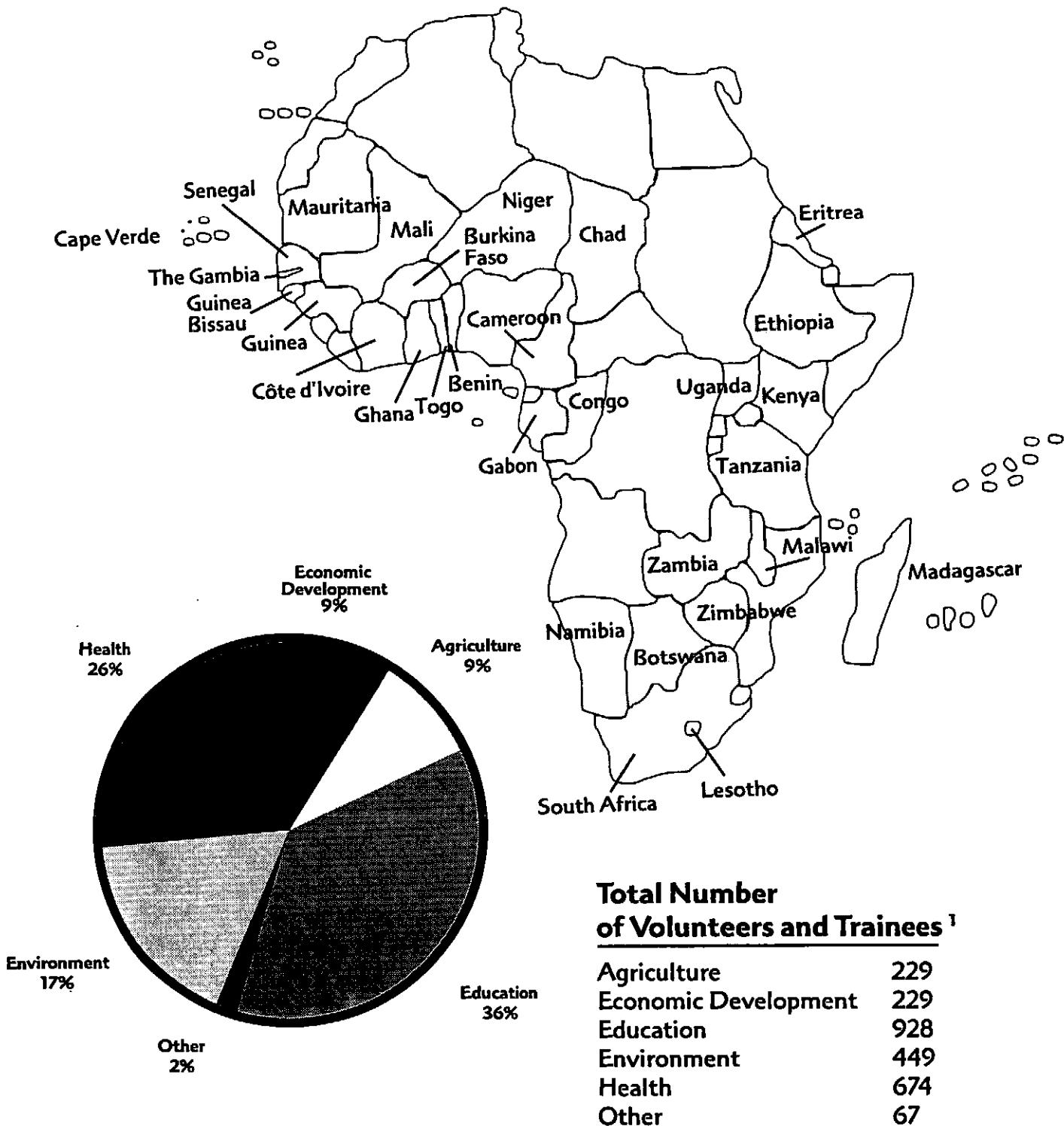
Increasing Africa's agricultural output is one of the continent's biggest challenges. Volunteers are working with thousands of farmers in more than a dozen countries to promote greater food security and sustainable farming practices. Volunteers work closely with individual farmers, village groups, and local institutions to implement an integrated approach that focuses on

managing water resources, gardening, animal husbandry, agro-forestry, preventing soil erosion, and rural cooperative projects. Women, who are often the main providers for their families, are target participants in projects focusing on income generation and nutrition.

Volunteers and farmers in Gabon, Cameroon, Congo, and Zambia are working on small-scale, intensive, freshwater fish farms. These fish farms increase incomes and provide families with sources of food and protein. In Benin, The Gambia, and Guinea Bissau, Volunteers are working with local residents to improve small animal husbandry techniques, educate primary school students about gardening, decrease the negative effects of farming on the environment, and increase the quality, quantity and variety of foods.

# AFRICA

## AT A GLANCE\*



\* Map depicts countries where Peace Corps Volunteers serve as of 9/30/97.

Chart depicts Volunteer activity in specific sectors as of 9/30/96.

<sup>1</sup> Volunteer and Trainee information as of 9/30/96.

## AFRICA REGION

	Trainees			Average Number of Volunteers			Program Funds (\$000)		
	FY 1996	FY 1997	FY 1998	FY 1996	FY 1997	FY 1998	FY 1996	FY 1997	FY 1998
- Benin	44	44	44	70	75	71	1,679	1,662	1,682
- Botswana	23	0	0	97	48	4	1,776	1,101	664
- Burkina Faso	30	33	33	15	50	54	965	1,464	1,576
- Cameroon	70	68	68	128	127	104	3,189	3,085	2,809
- Cape Verde	18	11	11	31	34	18	1,008	923	844
CAR	0	0	0	50	0	0	946	10	0
- Chad	27	21	21	39	32	31	1,101	984	997
- Comoros	0	0	0	0	0	0	54	0	0
- Congo	23	23	23	39	44	39	899	1,103	1,122
- Cote D'Ivoire	48	48	48	70	86	84	1,465	1,703	1,715
- Eritrea	18	40	40	28	38	50	888	1,176	1,311
- Ethiopia	23	32	32	20	34	42	1,069	1,250	1,389
- Gabon	39	45	45	100	89	73	2,493	2,614	2,450
- The Gambia	33	33	33	68	71	58	1,200	1,252	1,196
- Ghana	88	85	85	135	159	143	2,345	2,529	2,411
- Guinea	43	65	65	98	88	92	1,928	2,050	2,173
- Guinea Bissau	20	20	20	34	34	31	1,110	1,079	1,087
- Kenya	57	61	61	126	118	104	2,329	3,119	3,020
- Lesotho	55	63	63	100	110	110	2,005	2,237	2,255
- Madagascar	0	24	24	37	34	33	880	1,047	1,054
- Malawi	62	68	68	130	140	128	1,744	1,841	1,744
- Mali	81	78	78	165	156	145	3,101	3,002	2,927
- Mauritania	30	27	27	31	38	44	1,359	1,428	1,477
- Namibia	41	41	41	72	56	55	1,691	1,706	1,708
- Niger	65	61	61	114	118	113	2,334	2,476	2,476
Sao Tome	0	0	0	16	0	0	435	0	0
- Senegal	62	62	62	105	104	100	3,040	3,138	3,153
- South Africa	0	30	30	0	14	38	505	1,257	1,695
Swaziland	0	0	0	32	4	0	782	177	-0
- Tanzania	47	43	43	63	75	75	1,677	1,719	1,752
- Togo	51	41	41	83	98	79	1,861	1,867	1,735
- Uganda	34	34	34	54	61	58	1,267	1,353	1,359
- Zambia	29	41	41	36	56	59	1,339	1,724	1,797
- Zimbabwe	32	35	35	58	63	61	1,312	1,368	1,371
<b>TOTAL*</b>	<b>1,193</b>	<b>1,277</b>	<b>1,277</b>	<b>2,246</b>	<b>2,254</b>	<b>2,096</b>	<b>51,775</b>	<b>53,443</b>	<b>52,951</b>

\*Detail may not add due to rounding.

# AFRICA

---

## BENIN

Population: 5,246,000

Annual Per Capita Income: \$370

Number of Years Peace Corps in Country: 30

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

Benin made a peaceful transition to democratic rule in 1991. Its economy has made modest improvements over the last several years, but the country continues to be challenged by inadequate education and health care systems, an undeveloped private sector, and serious environmental degradation. Volunteers work with Beninese communities to address these basic issues at the community level.

### **Resources:**

Benin	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	44	44	44
Average # of Volunteers	70	75	71
Program Funds (\$000)	1,679	1,662	1,682

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

#### **Economic Development**

Volunteers work directly with individual entrepreneurs and cooperatives to strengthen their organizational and managerial capacities. Volunteers are helping illiterate women gain skills to ensure that their small businesses can meet the needs of their families. Increasingly, Volunteers are playing a role in making the growing financial sector accessible to these dynamic entrepreneurs.

#### **Education**

Volunteers are helping Benin address its teacher shortage by teaching math, physics and chemistry in secondary schools and developing pedagogical materials. Education Volunteers are also incorporating environmental lessons into existing curricula, and they have played a notable role in implementing Project GLOBE. Beninese students taught by Volunteers' were the first students in Africa to submit environmental data to the project.

**Environment**

Benin will face serious shortages of wood in the future due to massive deforestation. Volunteers help to increase villagers' awareness of the processes of environmental degradation and provide training in practical methods to address the problem. Volunteers work with villagers to help them establish tree nurseries and to implement sensible soil conservation measures. Some 120 Beninese individuals and groups established tree nurseries that produced more than 200,000 trees. With an eye to the next generation, two volunteers created a traveling puppet theater to take their environmental message to primary school students in remote villages.

**Health**

Volunteers work on Guinea worm eradication and maternal and child health education. Great progress has been made on Guinea worm eradication. It is possible this debilitating disease will be eradicated in Benin in the near future. Some health Volunteers have also started working with the physically handicapped, promoting the independence and integration of handicapped people into Beninese society. Other Volunteers are working to train students to present basic health and nutrition lessons to their younger siblings and neighbors.

One Volunteer worked with villagers on Guinea worm eradication and health education targeting mothers and children. She taught the villagers how to integrate Guinea worm eradication into general water management techniques, linking good health to potable water. She taught the community better nutrition skills and helped the people produce more and better crops, yielding enough surplus for sale for extra income.

## AFRICA

---

### BOTSWANA

Population: 1,443,000

Annual Per Capita Income: \$2,800

Number of Years Peace Corps in Country: 30

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

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

#### **Resources:**

Botswana	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	23	0	0
Average # of Volunteers	97	48	4
Program Funds (\$000)	1,776	1,101	664

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

##### **Economic Development**

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

One Volunteer is working with an indigenous non-governmental organization that provides literacy training, agriculture assistance and training in small income generation projects to the San/Bushmen people. A second Volunteer is assigned as a business advisor with a government agency that teaches illiterate and semi-literate people basic literacy, numeric and business skills. The purpose of this training is to better equip the individuals to begin or improve their own income-generation projects.

**Education**

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

**Environment**

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

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

## AFRICA

---

### BURKINA FASO

Population: 10,046,000

Annual Per Capita Income: \$300

Number of Years Peace Corps in Country: 23

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

Burkina Faso ranks among the poorest countries on the UNDP *Human Development Index*. It is estimated that only 20 percent of the population has access to clean drinking water. Health care remains poor, and many diseases such as malaria and malnutrition are endemic in Burkina. It is estimated that 86 percent of Burkinabé over the age of 15 are illiterate. Currently, all Peace Corps Volunteers in Burkina are assigned to the Ministry of Health, working on health education issues in village clinics. In June 1997, education Volunteers will arrive to teach English at the university level and English, math and science in secondary schools.

#### **Resources:**

Burkina Faso	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	30	33	33
Average # of Volunteers	15	50	54
Program Funds (\$000)	965	1,464	1,576

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

##### **Health**

Volunteers are working with the Burkinabe to revitalize the primary health care system by strengthening local health management committees. In addition, Volunteers work with communities to develop health promotion programs on such priority concerns as childhood communicable diseases, malaria, HIV/AIDS education, and Guinea worm eradication.

One Volunteer organized a training for thirty community health workers on Guinea worm eradication and Vitamin A deficiency. He traveled to twenty villages and assisted health workers in distributing 3,000 doses of Vitamin A to children.

Another Volunteer is part of a team training thirty regional health staff in planning national "Immunization Days" aimed at eradicating poliomyelitis and preventing epidemics such as meningitis and measles. She has also trained 20 other Peace Corps Volunteers so they can conduct similar trainings in their districts.

**CAMEROON**

Population: 12,871,000

Annual Per Capita Income: \$680

Number of Years Peace Corps in Country: 35

**Peace Corps Country Overview**

In recent years, Cameroon has suffered a sharp decline in its economy due primarily to the drop in world oil prices. Cameroon's natural resources are threatened by rising population pressure, land scarcity, and continued reliance on slash-and-burn agriculture. Together with their Cameroonian counterparts, Peace Corps Volunteers are working to bring about sustainable change in the priority areas of agriculture, education and health.

**Resources:**

Cameroon	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	70	68	68
Average # of Volunteers	128	127	104
Program Funds (\$000)	3,189	3,085	2,809

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

Volunteers are working with local associations and individuals to improve the management skills of small farmers. This will help the farmers make the transition from subsistence hunting and slash-and-burn agriculture to more sustainable agricultural practices. With Volunteers' assistance, small-scale fish farming is having a positive impact on the income and nutrition levels of villagers. Volunteers are also working with local fish farmers' associations so the Volunteers' contributions will be sustained long after they leave.

Agroforestry Volunteers train farmers in soil conservation and watershed protection. Over 1,000 farmers have established agroforestry demonstration fields on their own land and on 50 community farms.

## **AFRICA**

---

### **Education**

Education Volunteers are teaching math, physics, chemistry, computer sciences, economics, biology and English in secondary schools. They are also training Cameroonian teachers by introducing new concepts such as the integration of health and environment lessons into existing curricula.

The Volunteer-designed *Teach English Prevent/AIDS* curriculum is now being used by 250 Cameroonian teachers and reaching an estimated 10,000 students. It has become a teaching model for other international organizations and non-governmental organizations.

Education Volunteers continue to make important contributions outside the classroom. One Volunteer built and equipped a weather station at his school and taught students and faculty how to use the instruments. He also increased the crop yields on the school's farm, built a water storage reservoir, mobilized the community to repair and maintain five pumps and water catchment systems, and co-authored a physics textbook that is now in use in other Cameroonian schools. Another Volunteer created a school peanut farm, and the proceeds from the peanut harvest are being used for building improvements and field trips.

### **Health**

Volunteers are working with individuals, rural health committees, and government personnel to plan and implement preventive health programs. They conduct regular meetings in their communities on improving basic sanitation practices, nutrition, gardening, and family life education. One Volunteer worked closely with the Cameroonian government and health workers to develop a health lesson curriculum for use in schools. The curriculum includes lesson plans and visual aids in such areas as basic hygiene and disease prevention.

## CAPE VERDE

Population: 381,000

Annual Per Capita Income: \$910

Number of Years Peace Corps in Country: 9

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

Roughly half the population of Cape Verde lives in urban and semi-urban areas. The government is attempting to slow the rate of urban migration by stimulating private sector initiatives at the grassroots level. The aim is to help rural communities meet their needs using local resources. Additionally, the government believes that the country's prospects for economic development will be enhanced through improved proficiency in English. Peace Corps Volunteers have been working in the priority areas of agriculture and education and will begin soon begin an economic development project that is now in the planning stage.

### **Resources:**

Cape Verde	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	18	11	11
Average # of Volunteers	31	34	18
Program Funds (\$000)	1,008	923	844

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

#### **Agriculture**

Volunteers are working to transfer community problem-solving and project planning skills to local government employees, community leaders and individuals. Their community projects include small animal husbandry, construction of community food storage structures, establishment of a local bakery, and other agricultural and small business projects.

#### **Economic Development**

Volunteers will participate in a new community development project involving several Cape Verdean organizations. The Volunteers' local counterparts will include members of non-governmental organizations, school teachers, and youth organization supervisors. The project is currently in the design phase.

### **Education**

Volunteers train secondary school teachers and teacher trainers in English as a Foreign Language at the National Teacher Training School. Volunteers also work with the Ministry of Education to introduce English curricula and instructional materials that incorporate Cape Verdean culture and history into secondary schools. One Volunteer worked with her fellow teachers to organize an English Department Resource Library at her school. The library serves approximately 800 students and is also open to the local community.

**CHAD**

Population: 6,183,000

Annual Per Capita Income: \$190

Number of Years Peace Corps in Country: 23

**Peace Corps Country Overview:**

In Chad, the vast majority of the people do not have access to potable water. Maternal and child mortality rates are extremely high. Infrastructure in Chad is virtually non-existent with less than 100 miles of paved road in the entire country. Volunteers help rural villages increase their access to safe drinking water, improve sanitation methods and train local health personnel in preventive practices. To help address deforestation problems, Volunteers have also begun a project in agroforestry.

**Resources:**

Chad	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	27	21	21
Average # of Volunteers	39	32	31
Program Funds (\$000)	1,101	984	997

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

In late 1996, Volunteers were assigned to work in northern Chad on agroforestry projects. They will attack problems related to deforestation and desertification.

**Health**

Volunteers are assigned to local health clinics where they work with counterparts on various health education efforts. One Volunteer is working on a Vitamin A deficiency project. Another Volunteer worked with a village health committee to build a pharmacy and train three villagers in disease control, first aid, and accident and disease prevention. Other Volunteers are working with the Chadian Ministries of Health and Education to distribute the country's first scholastic guide focused on HIV/AIDS. A four day teacher training workshop was held for approximately 30 participants from public and private schools.

## **AFRICA**

---

A number of Volunteers are also working on water and sanitation concerns. They are increasing access to potable water, working to clean up urban centers and ensuring that latrines are available in public places. Volunteers have also organized local "Clean-up Days." In rural areas, Volunteers have taken the lead in helping remote villagers dig and maintain their water wells.

**CONGO**

Population: 2,516,000  
Annual Per Capita Income: \$640  
Number of Years Peace Corps in Country: 7

**Peace Corps Country Overview:**

Although the Republic of Congo is rich in agricultural land, only two percent of its arable land is under cultivation and more than 70 percent of its food must be imported. Less than 10 percent of the rural population has access to potable water and proper sanitation, which leads to a high incidence of water-borne diseases. Volunteers work in rural areas to reduce water-borne disease transmission, improve sanitary conditions, and promote fish culture as a means of income generation and food security.

**Resources:**

Congo	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	23	23	23
Average # of Volunteers	39	44	39
Program Funds (\$000)	899	1,103	1,122

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

Volunteers work with rural Congolese farm families to provide technical assistance in small-scale, intensive freshwater fish production. Participating families now enrich their diets with fish protein and supplement their income with the sale of fish that they produced in their ponds. One Volunteer started a small animal husbandry project, using the manure of ducks, geese, rabbits and guinea pigs that he was raising to feed fish in the ponds. Several farmers have adopted these practices. Two other Volunteers, in addition to performing extension work with farm families, teach courses in fish culture at agricultural vocational schools.

**Health**

Volunteers are educating rural people, especially women and children, in preventive health measures by helping to increase access to potable water and adequate sanitation facilities. During 1996, Volunteers mobilized people in 313 villages to create 77 health committees, cap

## **AFRICA**

---

and protect springs for clean water, build more sanitary latrines in private and public areas, build mortar jars for water storage, and protect and improve wells. One health Volunteer has organized a radio program with a group of young Congolese men and women who perform humorous skits on health topics.

**COTE D'IVOIRE**

Population: 13,780,000

Annual Per Capita Income: \$510

Number of Years Peace Corps in Country: 27

**Peace Corps Country Overview:**

Cote d'Ivoire continues to face serious social and economic problems. Infectious and parasitic disease rates are high, as is the infant mortality rate. AIDS is the leading cause of adult deaths. Geographic and urban/rural disparities are a very real problem, particularly in access to potable water, waste disposal, electricity, transportation, nutrition and employment opportunities. Only seven percent of the country's rural population has access to potable water, compared to 62 percent of the urban population. Peace Corps Volunteers are working in preventive health care, water sanitation and waste management.

**Resources:**

Cote D'Ivoire	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	48	48	48
Average # of Volunteers	70	86	84
Program Funds (\$000)	1,465	1,703	1,715

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

Volunteers work with local officials in secondary cities to enhance the capacity of municipal governments to plan for and provide adequate public services for lower income people. Since 1991, 22 cities have improved their environment by implementing solid waste management collection systems and composting projects. One Volunteer recently conducted a trash collection survey which covered 10 cities. The survey focused on urban demand, pricing strategies, marketing, start-up financing, and municipal support. Volunteers also have begun to work more actively with women's groups to create environmentally sound income-generating projects related to composting and mud stove construction

**Health**

Volunteers work with the Ministry of Health and Social Welfare as part of health teams to improve access to and awareness of primary and preventive health care services. They work

## AFRICA

---

with nurses and local leaders to develop health education activities in support of child survival and to improve the training of village health workers, traditional birth attendants, and village health committees. One Volunteer helped create a center to combat malnutrition in her village, and trained women from the village to run the center on a rotating basis under the supervision of the Volunteer, nurse, and midwife.

Volunteers also work with villagers on the organizational and management skills necessary to maintain and improve water and sanitation systems. Volunteers played a key role in the country's national Guinea Worm Day. They designed booths on Guinea worm eradication and composed songs to be sung at the celebration.

## **ERITREA**

Population: N/A

Annual Per Capita Income: N/A

Number of Years Peace Corps in Country: 2

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

Three decades of war with Ethiopia decimated the Eritrean economy. Sanitation conditions are among the worst in the world. Less than three percent of the rural population has access to sanitation and waste disposal, contributing to high child mortality rates (203 per 1,000). Most of Eritrea's population lives on non-arable land, even though nearly 80 percent of Eritreans derive their livelihoods from subsistence farming, livestock and fishing. With an illiteracy rate of 80 percent, and only 14 percent of the secondary education population enrolled in school, education is of the highest priority as the Eritreans rebuild their country. Peace Corps began its program in 1995 with Education Volunteers.

### **Resources:**

<b>Eritrea</b>	<b>FY 1996</b>	<b>FY 1997</b>	<b>FY 1998</b>
	<b>Actual</b>	<b>Estimates</b>	<b>Estimates</b>
Trainees	18	40	40
Average # of Volunteers	28	38	50
Program Funds (\$000)	888	1,176	1,311

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

#### **Education**

Eritrea faces an acute shortage of teachers and quality schools. Peace Corps' education project is designed to strengthen the country's education system by improving the English language capabilities of both students and teachers. Volunteers are working in secondary schools teaching English and training teachers. In the 1995-96 school year, Volunteers taught over 6,500 Eritrean students. In 1996-97, Volunteers also began to teach science at the secondary school level. Math teachers will be added next year.

Volunteers are participating in Eritrea's summer service campaign during which they work alongside their fellow teachers and students on community projects. Additionally, Volunteers are organizing a Girls' Leadership Conference to take place this fall.

## **AFRICA**

---

### **ETHIOPIA**

Population: 53,435,000

Annual Per Capita Income: \$130

Number of years Peace Corps in Country: 2

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

After years of bitter civil war and periods of drought which led to large scale famine, Ethiopians face the difficult task of rebuilding their country. The Ethiopian economy has been devastated, and the country suffers from severe deficiencies in education and health services, employment opportunities, access to potable water, and food production. Ethiopians are among the poorest people in the world. The illiteracy rate is 85 percent. Less than half the population has access to health services. There is an acute shortage of schools, and many of those who do attend school never reach the fourth grade. Given the critical needs in education, the first generation of Peace Corps Volunteers to serve in Ethiopia in 18 years are focusing their efforts on teaching at the secondary level.

#### **Resources**

Ethiopia	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	23	32	32
Average # of Volunteers	20	34	42
Program Funds (\$000)	1,069	1,250	1,389

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

##### **Education**

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

Last December, Peace Corps Ethiopia, in collaboration with the Ministry of Education, sponsored a two-day Young Women's Mentoring project. Twenty-four female Ethiopian secondary school students who had won a local essay contest on the topic "Why Girls Education is Important" were brought to the capital and paired with a female mentor. The young women, many from rural areas, were introduced to potential careers in a variety of professions including law, journalism, health, aviation, science and education. Ethiopia's Minister of Education shared her experiences with the girls, and spoke of how she had been influenced by her Peace Corps teacher.

## AFRICA

---

### GABON

Population: 1,035,000

Annual Per Capita Income: \$3,550

Number of Years Peace Corps in Country: 27

#### Peace Corps Country Overview:

Although Gabon has a relatively high per capita income, there are great disparities in income and food availability between urban and rural communities. Primary schools are poorly constructed and ill-equipped. The major health indicators reflect a high incidence of mortality among mothers and their children under age five, with diarrheal diseases and malnutrition among the major causes of illness and death. For these reasons, Peace Corps Volunteers focus their efforts on the areas of agriculture, education and health.

#### Resources:

Gabon	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	39	45	45
Average # of Volunteers	100	89	73
Program Funds (\$000)	2,493	2,614	2,450

#### Peace Corps Projects by Sector:

##### Agriculture

Volunteers work with farmers to promote the integration of freshwater fish culture, animal husbandry and crop planting in order to increase rural families' incomes and to improve their diets. Volunteers also introduce farm activities which are alternatives to the environmentally destructive practices of slash and burn agriculture. Additionally, Volunteers will begin to identify agricultural and forest-based small business opportunities.

One Volunteer and five counterparts used a wash basin, rope, vines, and pulleys to produce an earth-moving device which allows farmers to more efficiently dig fish ponds. Two other Volunteers and their counterparts made fish farming techniques more accessible to their communities by translating *How to Raise Tilapia Nilotica* into the local languages of Matsogho and Massango.

**Education**

Volunteers teach students and train teachers at the secondary school level in mathematics, physical science and English. Volunteers improve the quality of education by introducing alternative teaching methodologies, diversified learning activities and school projects.

Volunteers and their counterparts are also constructing rural primary schools and teachers' houses. They teach carpentry and masonry techniques to community members who assist with the construction. Last year, the construction teams completed 26 schools and 21 teachers' houses. In one special case, a friendly rivalry between two Volunteers and their neighboring communities resulted in the completion of construction in only a year's time.

**Health**

Volunteers work with counterparts to conduct health education sessions at health care facilities, primary and secondary schools, and during home visits and community outreach activities.

One Volunteer helped a former student whose health problems prevented him from staying in school. The Volunteer and the student constructed a chicken coop using manuals from Peace Corps and locally available resources. They then obtained management and technical training from a local producer. The former student now manages a poultry business. He provides himself with an income and his community with an additional source of protein.

## AFRICA

---

### GHANA

Population: 16,944,000

Annual Per Capita Income: \$430

Number of years Peace Corps in Country: 36

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

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

#### **Resources:**

Ghana	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	88	85	85
Average # of Volunteers	135	159	143
Program Funds (\$000)	2,345	2,529	2,411

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

##### **Economic Development**

Small Business Volunteers work with private sector and government institutions to promote small business development. They provide training in business management, marketing, product development, and other business skills. Volunteers also help small businesses link up with sources of business credit as well as potential markets. Over the past few years, Peace Corps has developed a successful "market niche" in Ghana by working with micro-enterprise entities in non-traditional export and community based ecotourism activities. Through the efforts of one Volunteer, over 40 basket weavers (many of them women) improved the quality of their products, developed new products, acquired business management skills and established their own quality control standards. Another Volunteer helped with the start-up of an ecotourism project on the Volta River estuary. Just one year later, this project attracted 300 tourists in a three month period, employed 12 people, repaid its loan, and showed a profit.

**Education**

Volunteers teach math, science, art and technical subjects in secondary schools. They teach HIV/AIDS awareness classes, encourage environmental clubs, coach sports teams, organize math and science clubs, and put together art workshops. Volunteers are also working as art teachers in schools for the deaf. One Volunteer's art work with deaf students generated income for the students and the school. In the process it changed the way the community looks at the deaf students, and vastly increased the students' own sense of self worth. Another Volunteer who teaches science in a rural area of northern Ghana organized a group of his students to build a mud incinerator for the school and surrounding community to use.

**Environment**

Volunteers establish community-based tree seedling nurseries as training and demonstration centers to promote, educate and train people in appropriate, ecologically sound and profitable agricultural techniques. Ghanaian participants learn technical, operational, and administrative skills to prepare them to run the nurseries when management is handed over to community members. As the more established community nurseries become economically self-sufficient, forestry Volunteers are also teaching micro-enterprise management techniques.

**Health**

Volunteers in this sector work with their local counterparts on health education, community organization and mobilization, and health care monitoring, evaluation, and training. A few Volunteers are also working with HIV/AIDS awareness and prevention, and Guinea worm eradication. Increasingly, Volunteers are working with community water and sanitation committees to identify their water and sanitation needs and implement a comprehensive hygiene education program.

**Youth Development**

Thousands of young people live on the streets in urban areas in Ghana. Volunteers work with local ministries and non-governmental organizations to identify other options for these young people. One Volunteer works with the Department of Community Development as an advisor to the Director, helping to develop more effective and sustainable policies and programs for women and youth. Two others are training social workers at the University of Ghana who will work with children and youth. Another Volunteer trained Junior Achievement staff in successful proposal writing and obtained a grant from Mobil Oil for business training for Ghanaian youth.

## **AFRICA**

---

### **GUINEA**

Population: 6,501,000

Annual Per Capita Income: \$510

Number of Years Peace Corps in Country: 17

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

A country with enormous potential, Guinea nonetheless faces a number of economic and social challenges as the 21st century approaches. A major impediment to Guinea's development is its low literacy rate of 25 percent for adult males and 15 percent for adult females. Only 30 percent of children enter primary school, and girls represent only 34 percent of total enrollment. Infant mortality is one of the world's highest at 145 per 1,000 births. An inordinate number of women die in childbirth. Guinea also continues to experience low agricultural productivity and environmental degradation. Peace Corps Volunteers focus their efforts on critical problems in education, the environment and health.

#### **Resources:**

Guinea	FY 1996 Actual	FY 1997 Estimates	FY 1998 Estimates
Trainees	43	65	65
Average # of Volunteers	98	88	92
Program Funds (\$000)	1,928	2,050	2,173

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

##### **Education**

Volunteers help the Government of Guinea provide its youth with access to quality education, promote the education of girls, and develop instructional materials in collaboration with their colleagues. Volunteers serve as math and English teachers in secondary schools and teach at the university level. One Volunteer, in addition to her normal English teaching duties, took on extra French classes when the teacher unexpectedly departed. She also is responsible for school and library renovations, for developing a TEFL guide, and for the creation of a literacy program for the women and girls of her village. Another Volunteer supervised a student-initiated reforestation project in her remote village; a total of 1,400 trees were planted. This Volunteer also organized a conference on girls' education, involving her local community in this process.

**Environment**

Working in conjunction with the USAID Targeted Watershed Management Pilot Project, Volunteers are introducing environmental themes into primary school curriculum. Volunteers collaborate closely with teachers and community members to increase their awareness of the importance of preserving the environment, while still allowing them to meet their own need for natural resources. In late 1997, in joint partnership with USAID and the Ministry of Agriculture, Weather and Forest, Volunteers will undertake a follow-on environmental project to focus on agroforestry and ongoing environmental education.

One environment Volunteer introduced mud stoves to her region. Villagers' use of the mud stove has resulted in a substantial reduction in the amount of wood used for fuel. Another Volunteer developed unique interactive teaching techniques to conduct a science lesson on the water cycle for primary school children. Pupils from other classes crowd classroom windows to watch the Volunteer's lessons.

**Health**

Volunteers work with local health officials to identify priority health needs and educate communities about preventive health care practices. Volunteers organize midwife trainings, HIV/AIDS seminars and other activities. Health Volunteers have also introduced health education lessons into primary and secondary schools, reaching a large and important audience. Volunteers also train local officials and community members in project management and design skills. One Volunteer, in addition to his usual teaching duties, conducted a five day HIV/AIDS prevention training seminar in collaboration with an international non-governmental organization. The great success of this seminar captured the attention of the National AIDS Committee which plans to replicate this seminar in other parts of the country.

**GUINEA-BISSAU**

Population: 1,050,000

Annual Per Capita Income: \$240

Number of Years Peace Corps in Country: 9

**Peace Corps Country Overview:**

Guinea-Bissau has one of the lowest per capita income levels in the world. Over 80 percent of the population lives in rural areas working as farmers, artisans and traders. The agricultural economy continues to decline, resulting in reduced levels of productivity and state revenues. Consequently, most Guineans' standard of living is characterized by low levels of basic services in health, water and sanitation, and education. There is little or no maintenance of buildings, roads and water systems. Peace Corps Volunteers are working in the priority areas of agriculture, education and health.

**Resources:**

Guinea Bissau	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	20	20	20
Average # of Volunteers	34	34	31
Program Funds (\$000)	1,110	1,079	1,087

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

Volunteers work with farmers to improve food security and household nutrition by increasing rice production, diversifying farmers' crops, and completing other farm activities. A Volunteer and two community counterparts constructed a communal bread oven. The community now earns revenue from bread sales and has a new food source to get through the "hungry" season, which occurs as foodstuffs run low for a period of several weeks between the dry and rainy seasons. Another Volunteer and four community well managers worked together to improve village wells by replacing rusted openings with solid cement coverings.

**Education**

Volunteers work with teachers and teacher trainees to strengthen their English skills and teaching methodologies, as well as to develop culturally appropriate English teaching materials and curricula. Volunteers and local teachers continue development of English textbooks based

on life in Guinea-Bissau. Volunteers and the National English Language Committee will soon distribute the new textbooks to approximately 70 teachers and 6,400 seventh and eighth grade students throughout the country. Another Volunteer worked with her local school director and fellow teachers to complete a school library for over 500 students and 35 teachers in her community.

### **Health**

Volunteers and local health units work together to train community health workers on nutritional practices, family planning and hygiene. They also train traditional birth attendants on pre- and post-natal care. A Volunteer and a community head nurse organized a tetanus vaccination campaign targeting pregnant women. Their efforts resulted in an estimated 9.5% increase over the prior year in the number of women responding to the campaign. Another Volunteer worked with staff from a non-governmental organization, local musicians and traditional dancers to put on an HIV/AIDS awareness play. The event attracted an audience of 2,500 people.

## **AFRICA**

---

### **KENYA**

Population: 26,017,000

Annual Per Capita Income: \$260

Number of Years Peace Corps in Country: 32

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

Volunteers address key problems facing the people of Kenya in the areas of education, the environment, economic development and water and sanitation. Over 80 percent of all Kenyans live in rural areas. Most of these citizens are small-scale agricultural farmers and landless laborers. Less than half the rural households have access to safe drinking water and appropriate sanitation facilities. Approximately 47 percent of the urban population lives in or near slum areas. Kenya's education system faces a severe shortage of trained math, science and English teachers, and retaining young women in the educational system is a priority since graduation rates among girls at both primary and secondary levels consistently lag behind those of male students. Environmentally, Kenya has lost about 50 percent of its forest cover over the last thirty years. If this trend continues, Kenya's forests will be largely depleted by the year 2000.

#### **Resources:**

Kenya	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	57	61	61
Average # of Volunteers	126	118	104
Program Funds (\$000)	2,329	3,119	3,020

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

##### **Economic Development**

Volunteers are helping Kenyans address the lack of employment and income-generating opportunities in both the urban and rural areas of Kenya. Volunteers work with business management trainers, teachers, and students, small business owners, and entrepreneurial members of women's groups and self-help groups. Since 1992, Volunteers have trained over 6,500 individuals in business management skills.

One Volunteer has worked with youth at a polytechnic school to grow and sell produce. The funds from the sales are being used to improve the school. Another Volunteer is helping five women's groups gain access to credit and increase their level of income.

## **Education**

Volunteers are assisting the Kenyan Ministry of Education to meet the need for trained teachers in math, science, and English. In 1996, Volunteers taught English, math and science to over 5,000 secondary students. Additionally, seven infrastructure improvement projects were coordinated and completed by Volunteer teachers and their school communities over the past year. Volunteers continue to be actively involved in extracurricular activities at their schools. Volunteer teachers have also been quite active over the past year in incorporating the issues of HIV/AIDS and environmental awareness into their lesson plans.

One Education Volunteer organized an in-service science seminar emphasizing hands-on approaches to science teaching. Two other Volunteers are working with their community to construct space for a library and reading room.

## **Environment**

Volunteers are working with Kenya's Ministry of Environment and Department of Forestry to increase the adoption of appropriate agroforestry practices which will reduce environmental degradation. Volunteers and their counterparts transfer appropriate technology skills to individual farmers, primary and secondary school teachers and students, and women's groups. In 1996, Volunteers trained 848 individuals, including 334 women, in agroforestry and energy use techniques. Volunteers are also helping to establish environmental education programs at primary and secondary schools.

One Volunteer has assisted a local student in starting a private nursery at his home. Under the Volunteer's guidance, the student managed to raise tree seedlings and sell them locally. The student used his earnings to pay his school fees. Another Volunteer is working with his counterpart to develop an educational rain forest ecology video.

## **Health**

Volunteers work with the Kenyan Ministry of Health and the Ministry of Culture and Social Services to aid in meeting water needs for growing populations, including sanitation and community-based health training. Volunteers and their counterparts, through the construction of appropriate water storage systems and sanitation facilities, aim not only to improve access to potable water but to reduce the incidence of water-borne disease. Training in the operation and maintenance of those facilities as well as education in proper sanitation practices, are also important elements in the work of these Volunteers. During 1996, the construction of 90 water storage systems and 40 ventilated improved pit latrines benefited 5,500 mostly rural-based Kenyans. As a result of the Volunteers, there has been a favorable trend in the training of women in various sanitation construction techniques.

One Volunteer has developed a cone-shaped solar cooker, solar oven and a solar shower along with accompanying manuals. Another Volunteer introduced special guttering to take advantage of the rainfall. This cheap rain catchment technique was very popular in the Volunteer's community and increased the demand for larger containers to store the rainwater.

## **AFRICA**

---

### **LESOTHO**

Population: 1,996,000

Annual Per Capita Income: \$700

Number of Years Peace Corps in Country: 30

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

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

#### **Resources:**

Lesotho	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	55	63	63
Average # of Volunteers	100	110	110
Program Funds (\$000)	2,005	2,237	2,255

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

##### **Agriculture**

During 1996, Volunteers worked with 82 primary schools to establish school vegetable gardens that will provide nutritional meals for over 12,000 students. These Volunteers also helped the schools raise 1,100 chickens and plant more than 1,600 fruit and shade trees on school grounds.

Volunteers also helped establish ten community gardening groups through which 200 farmers gained improved gardening skills, and received training on food preservation and nutrition. The farmers have extended the growing season by one month at least. Nineteen Garden Leaders have received training in extensive gardening and they are providing extension services to their communities.

## **Economic Development**

Volunteers are providing technical and managerial training to a growing number of small businesses, business groups, and farmers. They are also writing radio programs that teach basic business skills. And, in view of the growing inability of Lesotho farmers to compete with South African grains, nine business Volunteers have recently been assigned to the Ministry of Agriculture. They are working with the Marketing Division to explore possible markets for traditional crops and to encourage farmers to transition into new crops that would be more marketable.

## **Education**

Education continues to be Peace Corps' largest program in Lesotho. Volunteers work primarily in remote mountain districts, teaching English, math, science, agriculture, computer science, home economics, and vocational education to over 4,000 students. They have conducted 45 teacher training workshops for 2,150 primary school teachers. Volunteers are also engaging in secondary activities such as building libraries, classrooms, water systems, health clinics, roads, and footbridges in their communities. In 1996, Volunteers helped construct water collection systems at isolated rural schools which increased the availability of safe drinking water for several thousand students. Volunteers provided guidance on reforestation projects and special sessions on environmental education to 90 students.

## **Environment**

Volunteers are continuing to provide valuable assistance as forestry extension agents and as advisors in water development. Four Forestry Volunteers worked with 128 individuals and 23 conservation groups to plant over 14,000 trees to control soil erosion. A Volunteer serving as the head of operations for a national drought relief program managed the installation of over 60 water systems in 32 villages, supplying potable water for over 14,000 people.

One Volunteer worked with and provided a final year of training to two Basotho counterparts on the installation of horizontal wells and program management. The wells are located in the mountains of Lesotho and supply water to Basotho for general consumption, gardening and livestock. The counterparts are now fully trained and will continue horizontal well drilling activities without further assistance from Peace Corps.

## **AFRICA**

---

### **MADAGASCAR**

Population: 13,101,000

Annual Per Capita Income: \$230

Number of years Peace Corps in Country: 4

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

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

#### **Resources:**

Madagascar	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	0	24	24
Average # of Volunteers	37	34	33
Program Funds (\$000)	880	1,047	1,054

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

##### **Education**

Volunteers are working one-on-one with Malagasy junior high school English teachers to improve their English speaking ability and their teaching methods and materials. To date, Volunteers have worked with approximately 420 secondary school teachers on English language skills and classroom techniques. Volunteers have also established eight English language resource centers and are implementing training seminars and evening English classes in their communities. Additionally, Volunteers have joined Ministry of Education officials in conducting 40 in-service training sessions benefiting approximately 250 teachers. All education Volunteers have been trained in environmental education, and many are incorporating lessons in the curricula that focus on the value of protected lands.

Two Volunteers have created a user-friendly multipurpose English teaching guide for middle school teachers based on the national syllabus. Two others have developed information packets and bilingual guides for a regional museum. The information will be used by researchers and tourists who visit the museum.

### **Environment**

Volunteers are providing training for local community members and groups to improve the conservation of Madagascar's protected areas. The goals of their projects are to: 1) reduce the degradation of the natural resources in and around six targeted protected areas; 2) develop the capacity of local individuals and institutions to manage sustainable income generating activities around these areas; and 3) enhance the management capabilities of the government officials responsible for these areas.

One Volunteer works with village women on garden projects to improve their household nutrition and produce food for sale in local markets. She also organized a celebration of International Women's Day in a village market which included presentations on women and the environment and a cooking demonstration.

### **Health**

Peace Corps/Madagascar's new Community Health Education project began in December 1995. Initially, the Volunteers are focusing on child survival and nutrition. They are providing assistance to Malagasy community health personnel who have had little training in public health, program management and supervision. They will also help community groups improve their disease prevention and child care and feeding practices.

## **AFRICA**

---

### **MALAWI**

Population: 10,843,000

Annual Per Capita Income: \$140

Number of Years Peace Corps in Country: 32

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

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

Of particular concern is the very high rate of HIV/AIDS infection in Malawi. Twelve percent of urban, middle-class adults between the ages of 15 and 44 are infected with HIV/AIDS. Projections indicate that the number of children orphaned by this epidemic will reach 600,000 by 1998. These statistics, coupled with the growing demands for education and environmental rehabilitation, reinforce the important role that Volunteers play in Malawi's development.

#### **Resources:**

Malawi	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	62	68	68
Average # of Volunteers	130	140	128
Program Funds(\$000)	1,744	1,841	1,744

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

##### **Education**

Volunteers teach math and science in secondary schools located primarily in under-served rural areas. In addition to teaching students, Education Volunteers work on improving teacher resources. Ten Volunteers have established libraries in their schools, and another wrote teaching guides for English Literature. One Volunteer organized a writer's workshop for four Volunteers and 22 counterparts from the Malawi College of Distant Education.

Other Education Volunteers are assigned to a Special Education Project that focuses on teacher training, curriculum development, and demonstration classes for mentally and physically handicapped students, pre-school children, and adults. Fifteen preschool teachers from rural areas and 30 teachers from a large city have been trained and are now practicing the skills they acquired.

Education Volunteers are also involved in secondary activities such as sponsoring environmental conservation projects, "Edzi Toto" ("No AIDS") clubs, science clubs, sports activities, and child survival lessons.

### **Environment**

Volunteers are serving as environmental educators, national park officers, and community coordinators. They work with local residents of national parks and neighboring "protected areas" to relieve human pressures on the natural environment, increase food security, and create income-generating activities for local residents. Volunteers organized weekend visits to national parks for students from elementary and secondary schools and the university to teach them conservation and environmental awareness. A Volunteer posted at Vwaza Marsh Wildlife Reserve worked to ensure the long-term benefits of community resource utilization by educating the community and training Reserve personnel.

### **Health**

Malawi is one of the countries most affected by the HIV/AIDS epidemic, with approximately one million individuals infected. Volunteers work in rural communities as educators and counselors, teaching HIV/AIDS prevention strategies and counseling techniques to Malawi counterparts, patients, students, and community groups. In several health centers, Volunteers and their Malawian counterparts have observed a reduction in Sexually Transmitted Diseases. The reduction has been attributed to a significant increase in condom use. Also, in the past year, 1,800 "Edzi Toto" ("No AIDS") youth clubs were formed and registered. Volunteers have started drama clubs and shown videos at counseling centers.

Another group of Volunteers is working on child survival programs. They instruct families in childhood disease prevention and appropriate sanitation practices. With the support of one Volunteer, 17 districts participated in a combined "kick polio out" and Vitamin A National Campaign. The campaign resulted in extensive immunization coverage.

## **AFRICA**

---

### **MALI**

Population: 9,524,000

Annual Per Capita Income: \$250

Number of Years Peace Corps in Country: 26

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

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

#### **Resources:**

Mali	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	81	78	78
Average # of Volunteers	165	156	145
Program Funds (\$000)	3,101	3,002	2,927

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

##### **Agriculture**

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

One Volunteer worked successfully with a farmer to demonstrate to his community how inter-cropping with soybeans can improve the soil and the yields. This practice was adopted on a village-wide level. In addition, mothers in the village are incorporating soybeans into their children's meals, thereby increasing the amount of protein in their diets and improving their health.

## **Economic Development**

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

Volunteers are also supporting the establishment of savings and credit cooperatives. The government agency which formerly controlled cooperatives is in the process of devolving decision-making to the local level. A Volunteer is assisting in this effort by improving the government communications systems and advising agency officials on how to conduct savings and credit trainings.

## **Health**

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

## **Environment**

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

## **Education**

Volunteers work as technical advisors to help primary school directors and teachers integrate practical subjects into the education curriculum, providing relevant instruction to students who will not continue their studies, but will become farmers and artisans. Volunteers also coordinate technical exchanges between rural and urban based teachers to promote new methodologies and techniques in the education system.

## **AFRICA**

---

### **MAURITANIA**

Population: 2,217,000

Annual Per Capita Income: \$480

Number of Years Peace Corps in Country: 27

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

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

#### **Resources:**

Mauritania	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	30	27	27
Average # of Volunteers	31	39	44
Program Funds (\$000)	1,359	1,428	1,477

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

##### **Agriculture**

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

Environmental education is an integral part of Peace Corps' agriculture projects. One Volunteer organized a series of workshops for teachers from 10 schools in her region. These workshops taught teachers how to introduce environmental education and protection themes to young men. The workshops also reinforced these themes through school and community projects.

## **Economic Development**

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

One Volunteer in Rosso began an association with a vocational school that teaches youth at risk various trade skills such as carpentry, plumbing, electricity, and masonry. The Volunteer introduced a series of business classes that enhance the marketability of the graduating students. Not only will they learn the technical skills necessary to work as tradesmen, but they will also build a foundation of business management skills often lacking for some entrepreneurs.

## **Health/Water Sanitation**

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

Two Volunteers conducted six workshops for well diggers in their region. These workshops taught improved well construction techniques and provided six new permanent water sources. Most important, the new techniques enable the well diggers to construct more durable wells requiring less raw material.

## **AFRICA**

---

### **NAMIBIA**

Population: 1,500,000

Annual Per Capita Income: \$2,030

Number of Years Peace Corps in Country: 6

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

When Namibia gained independence in 1990, the education system for indigenous Namibians was subdivided by ethnic group with each tribal authority administering their own schools without adhering to a prescribed set of standards. Additionally, resources were unequally distributed with white minorities receiving the lion's share of available funding. Since independence, the government has made education the number one development priority. Namibia's illiteracy rate is estimated at 60 percent. As recently as 1992, it was estimated that some 20 percent of school age children do not attend school. Volunteers are working to support the national goal of making a quality education available to all Namibian youth.

#### **Resources:**

Namibia	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	41	41	41
Average # of Volunteers	72	56	55
Program Funds (\$000)	1,691	1,706	1,708

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

##### **Education**

Volunteers are teaching English, mathematics, and science in secondary schools throughout the country and are involved in secondary projects designed to improve the conditions at their schools and in their communities.

Several Volunteers have made the environment the focus of their secondary projects by establishing environmental clubs that attract students and other community members. One Volunteer guided her students on a field trip to study specimens of indigenous plant and animal life. This project resulted in a third place ribbon for the class in the Regional Science Fair. Another Volunteer organized a local wrestling club for his students and had ten participants in the National Wrestling Championships. One student was chosen to represent Namibia in the All-Africa Games in Zimbabwe.

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

### **Youth Development**

Over the last two decades, Namibia has maintained an annual population growth rate of three percent. Seventy-two percent of the population of Namibia is under 30 years of age and this number is expected to double by the year 2010. Prior to independence in 1990, there were no services for youth or structures for providing information, training or counseling to the indigenous people. Seven Volunteers are currently involved in youth development activities as their primary assignment. One Volunteer has established a Girl's Volunteer Club which is becoming increasingly active in providing voluntary services at health clinics, veterinary clinics, social service offices, police stations, and other private and government offices. These activities are providing a means for young women to gain experience in organizational development and leadership which, prior to independence, was not an option for the majority of the population.

## **AFRICA**

---

### **NIGER**

Population: 8,846,000

Annual Per Capita Income: \$230

Number of Years Peace Corps in Country: 35

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

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

#### **Resources:**

Niger	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	65	61	61
Average # of Volunteers	114	118	113
Program Funds (\$000)	2,334	2,467	2,476

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

##### **Agriculture**

Agriculture Volunteers focus on increasing Niger's food self-sufficiency by working with community leaders to initiate or improve projects. Agriculture Volunteers work in several different areas, including erosion control, model farms, income generation, well construction and small animal raising. They also develop projects in literacy training, revolving loans, irrigated gardening and tree nurseries. The new Woodless Construction Project is concentrating on training and organizing mason's groups to meet the high demand for woodless structures.

Two Volunteers working in the Agriculture sector initiated a "Farm Expo" hosted by their community. Over 100 people participated in the showcase of locally appropriate, yet innovative, agricultural techniques. The "Expo" was a success and many of the participants have adopted techniques displayed at "Expo" on their own farms.

**Environment**

Niger's environment is dry and harsh. The soil is very sandy and rainfall is scarce. Volunteers work with local communities on conservation methods and sustainable land management practices. Volunteers plant new trees, improve the management of naturally regenerated trees, teach soil and water conservation methods, and work with environmental education youth groups. Several Volunteers also carry out research on the flora and fauna areas of Niger's rich biodiversity, and they engage in ecotourism promotion activities where appropriate.

One Volunteer began researching wetlands birds on the Niger and Mekrou rivers. In collaboration with the Department of Fish and Wildlife, he and another Volunteer produced a guidebook to the wetlands birds. The Volunteer recently had an audience with Nigerien President Bare to present a copy of the book.

**Health**

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

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

Another Volunteer is promoting a "Health Hut" to encourage villagers to participate in the implementation of child survival activities without leaving their home village. The project involves an integrated system of medical treatment with full community involvement. A committee meets monthly to assess the village health status and make an action plan to improve the health of the 1,200 village inhabitants.

## AFRICA

---

### SENEGAL

Population: 8,102,000

Annual Per Capita Income: \$610

Number of Years Peace Corps in Country: 34

#### Peace Corps Country Overview:

Despite some improvement in Senegal's economy, the country continues to face pressing challenges. Senegal is plagued by low literacy rates, poor school attendance, and limited access to health care. Increasing urbanization exacerbates both unemployment and underemployment. Creeping desertification leaves much agricultural land in fragile condition, negatively impacting agricultural production and profits. The business sector in Senegal is rudimentary, with many in need of basic organizational and accounting skills. Health conditions continue to be poor. Senegal's child mortality rate one of the highest in the world at 250 per 1,000 childhood deaths among children age five and under. Volunteers are assigned to projects in the priority areas of agriculture, economic development, environment, and health.

#### Resources:

Senegal	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	62	62	62
Average # of Volunteers	105	104	100
Program Funds (\$000)	3,040	3,138	3,153

#### Peace Corps Program by Sector:

##### Agriculture

Deterioration of Senegal's natural resource base has resulted in reduced crop yields. To help address this problem, Volunteers work with communities, groups and farm families on a variety of projects designed to improve soil fertility and increase the production of traditional and non-traditional crops. One Volunteer works with the Senegalese Research Institute to coordinate the distribution of improved variety traditional crop seeds. He reaches small farmers through extension Volunteers serving in villages. Use of these fast maturing seeds enabled many farmers to harvest corn, millet and cowpea weeks ahead of traditional varieties and in greater amounts.

Volunteers also work with women farmers in southern Senegal to increase rain-fed rice production. Farmers increase crop output by testing and using improved and more appropriate

varieties of rice, cultivating land by animal traction, planting seed on-line, weeding at appropriate intervals, and fertilizing with organic matter. More than 1,000 women rice farmers in 120 villages participated in this year's campaign, a 90 percent increase over the previous year. One Volunteer set up a rice demonstration plot using improved variety rice seed so that village women could make comparisons with their own plots.

### **Economic Development**

Volunteers work with small entrepreneurs and income generating groups to improve management capacity, increase access to market information, create linkages to other sectors, and promote product/service development. Volunteers are involved in a variety of sectors including agriculture, artisan production, tourism and small retail. One Volunteer took advantage of increased tourism in her area by creating an eco-museum in collaboration with a local school. The museum contains artifacts of a traditional Senegalese village and a full scale replica of a traditional living compound. Another Volunteer has developed new markets in the capital city for a group of artisans working in her village, in some cases doubling sales.

### **Environment**

Volunteers educate farmers and students about sustaining agricultural production through the protection of Senegal's natural resource base. Seventy-eight schools and 325 teachers throughout Senegal are currently associated with Peace Corps' environmental education activities..

Volunteers also work with farmers on agroforestry, conservation, and agricultural techniques aimed at improving rural resource management practices. During the past year, agroforestry technologies were introduced in 688 villages. Volunteers and villagers grafted 200 mangoes and 200 citruses as part of fruit tree grafting training. One Volunteer piloted a market study to determine the best way to sell grafted fruit trees at an affordable price. A group of Volunteers and villagers then sold more than 300 trees at local markets.

### **Health**

Volunteers work directly with government health personnel at the regional, departmental, and village level to improve primary health care. They also work with community-based development groups to enhance knowledge and skills in health service delivery and support systems. One Volunteer trained his counterpart in the use of the computers for health data management, planning, and supervision activities. A team of Volunteers conducted health talks on HIV/AIDS in high schools from six different regions of Senegal, followed by a poster contest for those who had participated in the talks. On International AIDS Day, an awards ceremony was held at the Ambassador's residence in Dakar for the winners. The winning design was printed on 2,000 posters and T-shirts, to be distributed throughout the country to promote AIDS education.

# **AFRICA**

---

## **SOUTH AFRICA**

Population: 41,591,000

Annual Per Capita Income: \$3,010

Number of Years Peace Corps in Country: New Country Entry

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

In April 1994, South Africa held its first democratic multi-racial elections. The people of South Africa are working to overcome the legacies of apartheid. Approximately 17 million people live below the poverty level. Eleven million of these are in rural areas. Among the problems faced by the rural population are a lack of schools, housing, and health care. To address its critical needs, South Africa has embarked upon an ambitious Reconstruction and Development Program. At the request of the South Africans, Peace Corps Volunteers will focus their efforts in the education sector.

### **Resources:**

South Africa	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	0	30	30
Average # of Volunteers	0	14	38
Program Funds (\$000)	505	1,257	1,695

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

#### **Education**

Many South Africans identify education as the key to building a new and prosperous country with equality for all. The lack of human resource development is the main element hindering marginalized South Africans from participating in the country's socio-economic growth. South Africa's education system has historically been undemocratic, minority-controlled and racially separated and dramatically unequal.

Peace Corps Volunteers will be working in partnership with South African teachers to develop innovative approaches to classroom teaching. The first group of thirty Volunteers will arrive in February 1997, and will work in schools in the Northern province. In addition to helping with methodology, the Volunteers will work on developing the resources of the schools through a range of activities, which will accommodate the needs of the schools' staff, and the community.

## TANZANIA

Population: 28,846,000

Annual Per Capita Income: NA

Number of Years Peace Corps in Country: 24

### Peace Corps Country Overview:

Although favored with abundant natural resources, Tanzania is still struggling to achieve self sufficiency. There is a high rate of unemployment, and the majority of the people support themselves through small-scale agricultural activities. Tanzania has placed science education and technology at the center of its development strategy. However, the country suffers from a shortage of qualified math and science teachers to meet its needs. In recent years, population pressures have eroded the natural resources of Tanzania and, if continued unchecked, will denude the country of vegetation and reduce water sources in the coming century. Peace Corps Volunteers concentrate their activities in the important areas of education and the environment.

### Resources:

Tanzania	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	47	43	43
Average # of Volunteers	63	75	75
Program Funds (\$000)	1,677	1,719	1,752

### Peace Corps Program by Sector:

#### Education

Education Volunteers focus their efforts on improving the quality of science and mathematics education in secondary schools. During the past year, Volunteers have taught math and science to over 8,000 secondary school students.

In addition to their primary teaching assignments, Volunteers are also involved in secondary activities that benefit their communities. Projects include water improvement schemes, building libraries, designing HIV/AIDS materials, and organizing local Special Olympics events.

### Environment

Last April, Peace Corps began a community-based natural resources management project. The project's aim is to improve natural resources management with specific emphases on reforestation, improvement of watersheds, planned land use, and environmental education. In this initial stage of the project, Volunteers are working with district representatives in two rural districts. In the coming years, this project will increase the number of Volunteers and will expand its activities into other rural districts.

During the first six months of the project, Volunteers and their counterparts established seed collections to begin the process of reforestation. Volunteers are now working with the local population to conduct watershed surveys in ten villages in order to identify potable water systems. To combat the over-grazing of valuable farmland, several Volunteers have introduced feed lots and improved the yield of pastures. Volunteers are also active in implementing secondary projects such as building of demonstration solar-ovens, developing small business opportunities for local women, and constructing bridges and roadways to provide access to and allow marketing of crops.

## THE GAMBIA

Population: 1,081,000

Annual Per Capita Income: \$360

Number of Years Peace Corps in Country: 30

### Peace Corps Country Overview:

The Gambia continues to lag behind many other countries in social and economic development. Population growth is more than four percent per year and the population density exceeds 80 persons per square kilometer. The Gambia is also facing rapid declines in its natural resource base and agricultural productivity. Deforestation for fuelwood is a particular problem. The health situation in The Gambia is precarious, with high infant and maternal mortality rates, particularly in rural areas. There is a serious shortage of qualified math, science, and English teachers, with textbooks, teaching aids, and instructional materials also in short supply. Enrollment rates in primary school reach only 60 percent and, in some rural areas, less than half of girls are enrolled. Peace Corps Volunteers focus their activities on education, the environment, and health.

### Resources:

The Gambia	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	33	33	33
Average # of Volunteers	69	71	58
Program Funds (\$000)	1,200	1,252	1,196

### Peace Corps Projects by Sector:

#### Education

Peace Corps Volunteers focus on development of school-based resource centers and libraries, and continue to teach math and science. Volunteers conducted over 40 teacher training programs for the design and introduction of new teaching methodologies and teaching aids. Education Volunteers also spearheaded school and community-based environmental education activities. This past year, a math/science teacher coordinated a sporting competition and science exhibition for girls from four schools. This Volunteer was able to stress the importance of female education by getting the involvement of The Gambian government, community leaders and parents. The Volunteer also staged environmental education plays in schools and communities. These initiatives have spawned similar activities throughout the country.

### **Environment**

Peace Corps Volunteers work with Gambian farmers to improve agro-forestry techniques and restore the natural resource base. More than 130 multipurpose tree nurseries were established, and Volunteers conducted 46 nursery management training sessions attended by nearly 1,000 community members. They also held 135 demonstration courses to promote soil fertility, erosion control, natural pesticides and improved horticultural techniques. Volunteers organized environmental education activities in local schools and communities. One Volunteer demonstrated an improved, fuel efficient cook stove to his community, which decreases the amount of fuel used for cooking. The Volunteer trained three women and five youth who went on to build 70 improved stoves. This project drew national attention.

### **Health**

Peace Corps' health project began in early FY 1996. Volunteers are assigned to health centers, dispensaries, and village health committees. They develop and implement primary health care education activities, placing special emphasis on maternal and child health care. Volunteers and counterparts work together to create HIV/AIDS exhibitions, promote growth-monitoring activities, and build pit latrines. They also conduct health education sessions on nutrition, food preservation, immunization and control of childhood fevers. A nurse Volunteer teaches health education and English at The Gambia School of Nursing. A micro-biology Volunteer teaches health education in the community and at Gambian government hospitals where the Volunteer also helped improve the lab.

**TOGO**

Population: 4,010,000

Annual Per Capital Income: \$320

Number of years Peace Corps in Country: 35

**Peace Corps Country Overview:**

A significant percentage of Togo's rural population lives in extreme poverty, and the majority of the people do not have access to adequate sanitation. Diseases such as malaria and tuberculosis are endemic, as is malnutrition. Poor health and education systems contribute to a low standard of living for the general population. The country relies heavily on subsistence agriculture and commerce as its main economic activities but is unable to provide sufficient resources for its population. Peace Corps assigns Volunteers to promote self-sufficiency in areas of health, agriculture, economic development, and environment.

**Resources:**

Togo	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	51	41	41
Average # of Volunteers	83	98	79
Program Funds (\$000)	1,861	1,867	1,735

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

Volunteers are work with local credit unions and offer business training and consulting to members and other entrepreneurs who wish to improve their business skills. They conduct workshops covering accounting, finance, marketing, and feasibility studies. Volunteers also provide post-course consulting services. Several Volunteers trained local assistants who are now capable of conducting the accounting classes and performing some of the follow-up activities. Other Volunteers and their counterparts from the national Savings and Credit organization worked together to create a marketing training manual. Volunteers also established business resource centers in three different towns to provide consulting, marketing, and business planning services to Togolese businesses.

## **AFRICA**

---

### **Environment**

Overpopulation is straining Togo's agricultural systems. Traditional farming practices cannot meet the needs of a growing population, nor do these practices address the problem of soil degradation. Togo's forests are being depleted while demand for tree products increases. Volunteers are working on projects to improve farm yields and reduce environmental degradation.

Through the efforts of Volunteers and their counterparts, over 1,700 farmers in 155 villages were trained in environmentally sound agroforestry practices. Many of these farmers are considered "model farmers" whose farms serve as demonstration sites for other interested farmers and youth groups. Some Volunteers are also currently working on environmental education projects in fifteen primary schools.

### **Health**

Health Volunteers in Togo have been working for some time on the eradication of Guinea worm. So much progress has been made that Volunteers are beginning to shift their efforts to safe motherhood and child survival activities. Volunteers help local health personnel and regional offices promote community health activities such as growth monitoring and nutrition. Several organizations such as the Ministry of Health and Population, UNICEF, and the Togolese Association of Family Well Being provide technical support to the health Volunteers.

### **Agriculture**

Volunteers work primarily in rural areas with associations, women's and youth groups, and individual farmers on community organization and development skills as well as construction technologies for water cisterns, latrines, wells and hand pumps, grain storage facilities, schools, and market facilities. Other Volunteers concentrate on animal husbandry and garden projects.

## UGANDA

Population: 18,592,000

Annual Per Capita Income: \$200

Number of Years Peace Corps in Country: 16

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

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

### **Resources:**

<b>Uganda</b>	<b>FY 1996</b>	<b>FY 1997</b>	<b>FY 1998</b>
	<b>Actual</b>	<b>Estimates</b>	<b>Estimates</b>
Trainees	34	34	34
Average # of Volunteers	55	61	58
Program Funds (\$000)	1,267	1,353	1,359

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

#### **Economic Development**

Volunteers are working on a project to provide women who are caring for orphans with the business skills necessary to increase household incomes. Since September 1994, these Volunteers have worked with a local non-government organization, the Ugandan Women's Efforts to Save Orphans (UWESO), founded by First Lady Janet Museveni. Volunteers are focusing on business skills training and credit access for women who have already started or are planning micro-enterprises. A UWESO savings and credit program is now fully underway in four districts. Volunteers have played an important role in preparing over 30 groups and their members with training in loan management and in basic business skills. One Volunteer wrote a 43-page book called *Uganda Business Basics* using examples and practices based on her experience in rural and semi-urban Uganda. The Agribusiness Development Center has agreed to produce 1,000 copies.

### **Education**

Volunteers are helping to revitalize and improve technical education at teacher training colleges in Uganda by providing in-service training, monitoring, and evaluation assistance. Volunteers and their Ugandan counterparts presented 96 teacher training workshops and have had formal and informal contacts with over 2,800 teachers. One Volunteer helped establish a library at a Teacher Training College and trained a librarian in management. As a result, the Ministry of Education asked her to write a manual on her methods of library management. This manual was so successful that the Ministry again asked her to write a companion manual for Coordinating Center Tutors on how to train primary school head teachers to set up and manage libraries at their schools.

### **Environment**

Volunteers are working with Ugandan counterparts to increase the effective management and sustainable use of natural resources. Volunteers work in 13 national parks. They have trained over 150 rangers and park guides in trail design and management, tourist orientation and interpretive guide tours, research techniques, protected area management, and conservation education. Volunteers have also helped several communities adjacent to national parks develop businesses which provide services to tourists, and two new Visitor Information Centers are being constructed in a National Park and a Wildlife Reserve. Two Volunteer engineers are working with national park headquarters to develop a tourist campground. At another national park, Volunteers have been training local community groups in crafts production and marketing alongside their community conservation and tourism development activities.

**ZAMBIA**

Population: 9,196,000

Annual Per Capita Income: \$350

Number of Years Peace Corps in Country: 4

**Peace Corps Country Overview:**

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

**Resources:**

Zambia	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	29	41	41
Average # of Volunteers	36	56	59
Program Funds (\$000)	1,339	1,724	1,797

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

Through a collaborative effort started in 1995 between the Cornell University Law School, the University of Zambia and the Peace Corps, two Volunteer lawyers were assigned to the law school in Lusaka to teach courses in administrative law, international trade and investment, public international law, and constitutional law. These Volunteers have established a worldwide web site called the Zambia Legal Information Institute, and have made it possible for Zambian law students and practitioners to access court information. In addition, they have worked to revitalize the Zambia Law Journal and to establish a free legal clinic in their community. Two new Lawyer Volunteers will arrive in early 1997 to continue this project.

### **Health**

Volunteers are working in two health related project areas: Water, Sanitation, and Hygiene Education and Community Health Education. Volunteers are involved in the construction and rehabilitation of traditional wells, the construction of ventilated pit latrines at schools and health centers, and training workshops on health and hygiene. Volunteers are working with community health worker counterparts and community groups to mobilize interest in health issues and problems and to address these issues through health education measures. Creating and expanding linkages between the community and district decision makers is also a vital part of this project. The communication aspect is a crucial link to support the health reforms process in Zambia, as communities must inform the district of their needs in order to be included in district action plans which form the basis of funding decisions for the Ministry of Health and many donors. Although this is an empowering process, many communities are not yet accessing the potentially available resources.

### **Agriculture**

Volunteers, in conjunction with the Zambian Department of Fisheries, are working to aid the rural farmer in an "Integrated Rural Family Aquaculture Project." Their goals revolve around the production of fish by small-scale farmers. To achieve this the Volunteers and their counterparts assist farmers in assessing their needs and resources, and then in building the infrastructure necessary to ensure a sustainable, productive livelihood. The primary benefits of the endeavor are defined in terms of income generation and improved health through introduction of an additional food source rich in protein, but also include improvement of the farming system through agricultural integration and emphasis on the family unit.

## ZIMBABWE

Population: 11,002,000

Annual Per Capita Income: \$490

Number of Years Peace Corps in Country: 6

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

Since gaining independence in 1980, the number of secondary schools in Zimbabwe has increased by 850 percent, but the country has been unable to fully staff them with qualified teachers. About 20 percent of secondary school teachers are still untrained, and the figure is considerably higher in the rural areas. Zimbabwe only recently converted to a free market economy and is struggling to generate private sector jobs. Over the past several years, Volunteers have played an integral role in improving the quality of education of the children of Zimbabwe. Volunteers also provide basic business training to entrepreneurs and techniques on how to access technical assistance and credit.

### **Resources:**

<b>Zimbabwe</b>	<b>FY 1996</b>	<b>FY 1997</b>	<b>FY 1998</b>
	<b>Actual</b>	<b>Estimates</b>	<b>Estimates</b>
Trainees	32	35	35
Average # of Volunteers	59	63	61
Program Funds (\$000)	1,312	1,368	1,371

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

#### **Economic Development**

With the added stress on the economy of several years of severe drought, support for small business has been identified as one of Zimbabwe's highest priorities. Volunteers working in small business development provide training to rural entrepreneurs and carry out business extension work in rural communities. Twelve Business Development Volunteers helped to organize a successful two-day "Small Business Expo." The Expo exhibited 120 small businesses and attracted 1,200 attendees. It was so successful that plans are already underway to institutionalize it as an annual event. Volunteers have trained nearly 900 Zimbabweans in basic business skills including sourcing raw materials, efficient production methods, managing inventory, conducting feasibility studies and designing business plans. Through these Volunteer efforts, approximately 190 new small businesses were started.

### **Education**

Since 1991, Volunteers have taught math, science, english and library skills to over 31,300 students in rural Zimbabwe. Volunteers and 85 host country educators participated in workshops to discuss the objectives of the education syllabus and developed lesson plans that addressed local issues in the subjects of Math, Science and English. Working together with counterparts, Volunteers have set up over 20 libraries in rural schools and have significantly improved existing libraries. With considerable local support and services, a volunteer developed a library for his school and community in the remote town of Manjolo, and also built a combination tennis/basketball court. In May 1996, Volunteers organized the second Women in Development Conference with Zimbabwean professional women. The purpose of the conference was to motivate female students to explore their career options and to raise teachers' awareness of gender bias in the classroom.



## **ASIA AND THE PACIFIC REGION**

### **Regional Overview**

The more than 750 Peace Corps Volunteers in Asia and the Pacific (A/P) serve in a vast and diverse region that is home to over 80 percent of the world's rural population. It stretches from the Himalayan mountains of Nepal to the volcanic islands of the South Pacific. By the end of fiscal year 1997, Peace Corps Volunteers will be working in 17 countries in the A/P region.

Throughout the region, communities continue to face the same challenges that confront other parts of the developing world: lack of economic opportunity, high population growth rates, and limited education opportunities. Many rural families do not have access to potable water, basic sanitation, or health care facilities. Some countries are experiencing severe problems linked to the spread of HIV/AIDS.

Environmental problems are of growing concern throughout the region. Erosion and waste mismanagement are destroying unique and fragile ecosystems. In Asia and Melanesia, for instance, rapid deforestation rivals the rate of destruction occurring in the South American rain forests. The small Pacific islands are particularly vulnerable to coastal degradation because of their size. Therefore, Volunteers are expanding their environmental education activities in a number of countries in the A/P region.

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

Through an on-going process of review and evaluation, the Peace Corps is also assessing the changing needs of individual country programs in the region, given budget constraints and programming priorities. As a result of this review, the country program in the Marshall Islands was closed in June 1996, and the programs in Fiji and Tuvalu are scheduled to close in March 1998. Peace Corps Volunteers have made significant contributions to the development of these countries and leave behind a proud legacy of service and friendship with their host country counterparts.

In addition, the number of Volunteers serving in Thailand is being reduced by 75 percent as that program is restructured to focus on the needs of the country's poorest communities. By October 1997, approximately 30 Volunteers will be working in carefully targeted rural communities to address critical environmental and health concerns, including malnutrition and HIV/AIDS prevention.

The Peace Corps has received formal requests for Volunteers from the governments of Bangladesh and Cambodia, but current budgetary circumstances and, in the case of Cambodia certain security concerns, preclude any action at this time.

As the new century approaches, Peace Corps Volunteers will continue to help communities throughout Asia and the Pacific address critical problems in the areas of agriculture, economic development, education, the environment, and health, youth development and urbanization. In the process, Volunteers will strengthen the ties of friendship and cross-cultural understanding with the people of this critical and vulnerable part of the world.

### **Sector Summaries**

#### **A. Education**



Over 500 Volunteers in the A/P region are serving in education and community development projects. While teaching English, science, mathematics, and vocational education, Volunteers are helping make education more relevant to community needs. Volunteers challenge students with problem solving methodologies and work with local teachers to develop lesson plans that incorporate environmental awareness, small enterprise development, and health education, including HIV/AIDS prevention. They also help to strengthen family involvement in school-based activities through projects such as Earth Day and Special Olympics.

Volunteers help to educate underserved rural families living at subsistence levels. Volunteers are helping school communities to meet the needs of growing cash economies by enhancing income generation activities. In Mongolia, Volunteers are contributing to the development of greenhouses and vegetable farms. Volunteers in Nepal, Sri Lanka, and Thailand are involving students and their families in activities to raise scholarship funds for needy young female students. A Volunteer in Tonga mobilized students to plant 500 coffee seedlings to provide needed funds for the school. In Papua New Guinea and the Solomon Islands, Volunteers are working in rural training centers and remote villages to improve literacy, agricultural production, and economic opportunity.

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



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

### **C. Environment**



Environmental education has been one of the most successful Peace Corps programming initiatives in the A/P region. All of the Volunteers in the region are prepared to support environmental programming, and the coordinated efforts of Volunteers and ministry of education officials have fostered the integration of environmental education in school curricula across Asia and the Pacific.

One hundred Volunteers assigned exclusively to environmental projects are helping communities to assess, protect, and manage natural resources through cooperative planning and management approaches. Environmental Volunteers in the Philippines and Thailand assist local agencies to involve communities in the development and management of national parks and nature preserves. In Nepal, Volunteers are improving the management and use of natural resources by helping communities with efforts to restore depleted forest areas, and establish tree nurseries. They also help to educate local populations about sustainable resource management practices. In Sri Lanka and Micronesia, Volunteers promote technologies that protect and conserve fragile marine ecosystems and encourage sustainable livelihoods for coastal populations.

### **D. Health**



Ten percent of Volunteers serving in the A/P region are working on a variety of health, nutrition, water and sanitation projects. Volunteers in Thailand, Nepal, Western Samoa, Papua New Guinea, the Philippines, and Fiji are supporting health and nutrition projects through community education programs. Volunteers are also helping to solve serious water and sanitation problems by working with communities members to construct potable water systems.

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

### **E. Agriculture**



Volunteers are working in eight agriculture projects to address problems caused by rapid population growth, natural resource degradation, and food and nutrition shortages. Volunteers in the Philippines, Micronesia, and Nepal are introducing sustainable agricultural practices, including diversified farming, plant protection, and agricultural research. All of their efforts are aimed at promoting the use of ecologically sound farming practices and increasing crop yields.

Volunteers in Thailand, Nepal, and Fiji work in fisheries projects to increase available sources of protein and to provide additional sources of income to rural families. Innovative community development projects in the Philippines place Volunteers in remote sites to improve coastal resource management and economic opportunity.

### **Area of Special Emphasis: Urban and Youth Development**

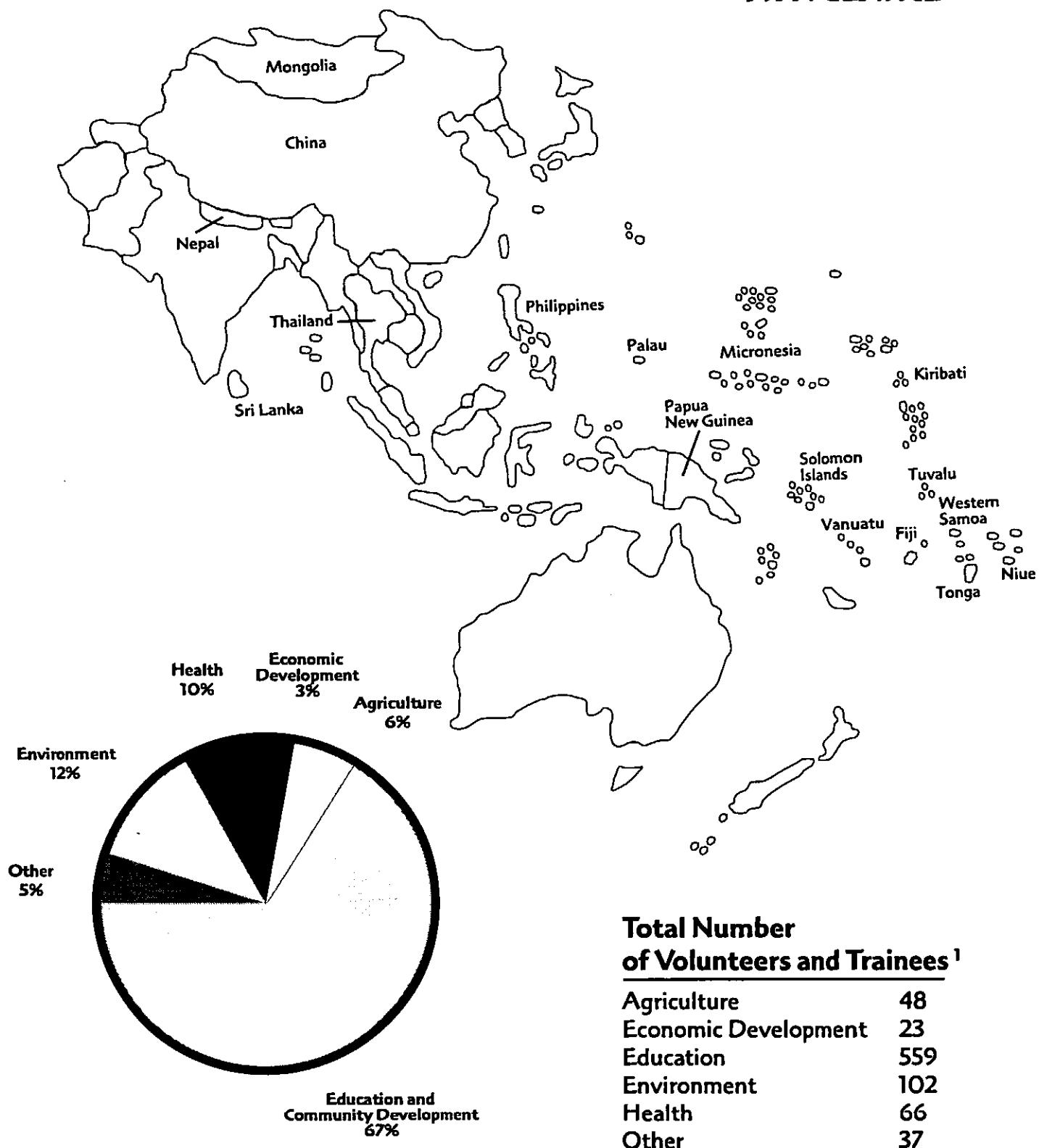
Many countries in the A/P region face mounting problems associated with rapid urbanization, population growth, and urban youth unemployment. Currently, Volunteers are working in municipalities in Nepal to help local officials plan programs in drainage control and sanitation, designing land-use maps and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

The Peace Corps recently led an open forum with ministry officials, non-governmental organizations, staff and counterparts from 13 A/P countries to explore ways to involve Volunteers in projects that address the expanding needs of youth in the region. Youth participants in the forum helped to identify essential ingredients for youth programming. Recommendations included developing projects that enhance family relationships; creating opportunities for youth to experience success early and often throughout the project; and assuring youth ownership of the process and product.

The Peace Corps is now developing projects with staff and ministry officials in Micronesia, Nepal, the Philippines, Sri Lanka, Tonga, and Western Samoa to help out-of-school youth become productive members of society through practical education and community service activities.

### **Crisis Corps**

In the Philippines, Volunteers have helped to coordinate immediate relief efforts following natural disasters such as typhoons, floods, volcanic eruptions, and mud slides. Volunteers have helped to restore water supplies, transport and distribute food donations, and rebuild community centers. The Peace Corps is exploring ways to involve Volunteers more systematically in natural disaster relief efforts through the Crisis Corps.

**AT A GLANCE \***

\* Map depicts countries where Peace Corps Volunteers serve as of 9/30/97.  
Chart depicts Volunteer activity in specific sectors as of 9/30/96.

<sup>1</sup> Volunteer and Trainee information as of 9/30/96.

# **ASIA/PACIFIC**

---

## **ASIA/PACIFIC REGION**

	Trainees			Average Number of Volunteers			Program Funds (\$000)		
	FY 1996	FY 1997	FY 1998	FY 1996	FY 1997	FY 1998	FY 1996	FY 1997	FY 1998
- China	15	25	25	15	24	33	696	891	1,015
- Fiji Islands & Tuvalu	38	0	0	74	41	5	1,457	804	448
- Kiribati	11	20	20	22	25	27	507	589	645
- Micronesia & Palau	26	30	30	49	41	43	1,631	1,587	1,694
- Mongolia	38	25	25	27	48	47	993	1,056	1,090
- Nepal	80	88	88	128	142	132	2,237	2,368	2,351
- Papua New Guinea	46	50	50	54	83	85	1,491	1,937	2,027
- Phillipines	57	55	55	81	96	91	1,712	2,184	2,138
- Solomons	25	33	33	49	52	53	1,105	1,245	1,339
- Sri Lanka	16	0	17	29	17	19	595	420	539
- Thailand	0	32	15	130	65	30	1,919	1,443	833
- Tonga	22	30	30	38	51	53	923	1,087	1,156
- Vanuatu	15	22	22	25	31	34	655	812	885
- Western Samoa & Niue	21	26	26	46	45	40	1,065	1,036	1,048
TOTAL*	410	436	436	766	762	692	16,987	17,459	17,208

\*Detail may not add due to rounding.

**CHINA**

Population: 1,190,918,000

Annual Per Capita Income: \$530

Number of Years Peace Corps in Country: 4

**Peace Corps Country Overview:**

The Peace Corps' program in China is entering its fourth year. Volunteers teach at 7 teachers colleges and one medical college in smaller cities of Sichuan province.

**Resources:**

China	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	15	25	25
Average # of Volunteers	15	24	33
Program Funds (\$000)	696	891	1,015

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

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

A number of Volunteers are also involved in community projects outside the classroom. At one site, a Volunteer was able to organize a month long writers' workshop at a local middle school. The workshop was for the benefit of the students, but several Chinese English teachers also attended.

**FIJI**

Population: 771,000

Annual Per Capita Income: \$2,320

Number of years Peace Corps in Country: 29

**Peace Corps Country Overview:**

Economic conditions have improved significantly in Fiji since the first Peace Corps Volunteers arrived there twenty-nine years ago. Increases in tourism and the production of sugar have contributed to economic growth. The country also has a very high literacy rate and a larger GDP per capita than its small-island neighbors.

However, progress is uneven over Fiji's 322 islands. Fiji continues to have a shortage of trained teachers, especially in technical areas. Health care and education vary depending on the remoteness of the village or island. While export markets for agricultural products are well-established, business and employment opportunities lag in rural areas. In urban areas, large increases in the population are placing heavy demands on municipal governments, infrastructure, and fragile island environments.

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

Peace Corps Fiji also administers a small program in the neighboring country of Tuvalu. That program will also close in 1998.

**Resources:**

Fiji	FY 1996 Actual	FY 1997 Estimates	FY 1998 Estimates
Trainees	38	0	0
Average # of Volunteers	74	41	5
Program Funds (\$000)	1,457	804	448

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

Volunteers work to develop and manage freshwater tilapia fish farms among rural populations for food and income. Their work involves pond construction and maintenance, spawning and harvesting fish, and market advising. One Volunteer, working in the province of Cakaudrove, has scientifically blended a fish feed from locally available supplies. Other Volunteers helped plan five training programs for fish farmers. These farmers will now be able to increase their income and improve nutrition for their families.

**Economic Development**

Volunteers work with the Development Bank, Poverty Alleviation Unit, Junior Achievement, Ministry of Youth, and Department for Women and Culture to provide advice and technical assistance to small business owners. One Volunteer is computerizing the Women's Social and Economic Development Program accounting process, and she conducts outreach activities for women in settlements and villages. Volunteers have helped women receive second or third loans to expand their successful businesses. Income generated from these businesses help women meet the needs of their families for food, clothing, education, and shelter.

**Education**

Volunteers teach math, science, accounting, and environmental studies. Peace Corps also assigns Volunteers as teacher trainers at the Fiji College of Advanced Education. One Volunteer designed and implemented a project involving five schools in the Suva area planting over 3000 mangrove plants. Each school marked an area where they would plant and look after their mangroves. In addition, the Volunteer worked with the Ministry of Education to develop written materials on the project and the Ministry supported the project by asking schools to set aside time to plant mangroves.

**Health**

Volunteers started working in health education and nutrition throughout the islands in 1994. Volunteers travel to various villages as members of regional teams. One Volunteer was instrumental in organizing a women's cancer screening campaign, targeting women who otherwise would not receive health information. Another Volunteer, working with the STD/HIV Education and Awareness project, involved 250 rural youth in health education meetings.

**Urban Development**

To revitalize local-level public administration and strengthen Fijians' management skills, Volunteers organize and facilitate management workshops, develop planning aids, and monitor and evaluate management systems. One Volunteer is revising the Management and Planning Training Manual with more emphasis on community project planning.

## **ASIA/PACIFIC**

---

### **FEDERATED STATES OF MICRONESIA AND PALAU**

Population: 107,000

Annual Per Capita Income: \$1,890

Number of years Peace Corps in Country: 31

#### **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 progressed slowly and the residents of the islands are heavily dependent on imported foods, which has caused a drain on the economy and contributed to health and nutrition problems. There is virtually no industry, no commercial agriculture, and a very small commercial fishing industry. Although more than 50 percent of the people are under the age of 18, resources for education are scarce. Very few schools have enough trained teaching staff, equipment or books to educate their students. For these reasons, Volunteers are assigned to projects in agriculture, economic development, education and the environment.

#### **Resources:**

Micronesia & Palau	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	26	30	30
Average # of Volunteers	49	41	43
Program Funds (\$000)	1,631	1,587	1,694

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

##### **Agriculture**

Volunteers work on home garden projects and develop systems for distributing planting materials to remote areas. Volunteers specializing in nutrition work with the Family Food Production and Nutrition Coordinator at the Division of Agriculture and Forestry to raise public awareness about nutrition issues and to help community leaders develop nutrition-based educational activities.

On the island of Yap, one Volunteer is teaching nutrition, gardening and health education through science and English classes at local secondary schools.

### **Economic Development**

Volunteers provide small businesses with training support in management, accounting, and marketing. Volunteers also help small businesses identify credit sources and emphasize the development of local sustainable resources. In Palau, Volunteers teach business skills to individuals hoping to take advantage of the burgeoning tourist trade. A Volunteer in Pohnpei has developed a series of entrepreneur workshops that provide participants with business start-up skills such as record-keeping and financial planning.

In Palau, Volunteers are working with the Palau Small Business Association and the Palau Chamber of Commerce to help entrepreneurs write business plans and apply for loans.

### **Education**

Volunteers teach English and promoting community involvement in education at the elementary, secondary and college level. Volunteers also develop educational materials and share their skills with fellow teachers. Teacher training, classroom support, and resource development are important features of the program. In Palau, Volunteers work with school faculties and communities to develop improved library resources and reading programs.

A Volunteer in Kosrae organized an island wide poster contest on the negative effects of alcohol, smoking, and drugs. The contest was included as part of the health education curriculum for elementary school students.

### **Environment**

Volunteers in the FSM Marine Resources Development and Conservation project work with the government and communities to increase knowledge and understanding of marine resources and to demonstrate the viability of marine resource-based economic opportunities. Volunteers encourage communities to develop and implement sound coastal resource management policies and practices.

In Kosrae, one Volunteer is working to install mooring buoys in popular fishing spots in order to protect the coral reefs from further damage by boat anchors.

Another Volunteer works with the Pohnpei Division of Marine Resources conducting surveys of the marine environment surrounding Pohnpei. To increase awareness in the community, he and another Volunteer use puppet shows and traditional storytelling as a means to show students the importance of taking care of the environment. Together they have performed these shows at three public elementary schools in Pohnpei.

## **ASIA/PACIFIC**

---

### **REPUBLIC OF KIRIBATI**

Population: 77,000

Annual Per Capita Income: \$730

Number of years Peace Corps in Country: 24

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

The Republic of Kiribati is one of the poorest countries in the world. Its poor resource base makes it difficult for the government to raise enough revenue for development programs, particularly education.

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

#### **Resources:**

Kiribati	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	11	20	20
Average # of Volunteers	22	25	27
Program Funds (\$000)	507	589	645

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

##### **Education**

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

Recently, the Kiribati government asked Peace Corps Volunteers for assistance at the local college level. Volunteers are developing math and science curricula as well as teaching math and science courses to student teachers.

One Volunteer developed and published a primary level teacher's guide and student workbook for teaching fractions and decimals.

Six Volunteers are helping upper-primary and secondary school drop-out students with their English and math skills so that they can gain entry to training institutions like the Teachers' College, Marine Training Center, Nursing School, Fisheries Training Center and Tarawa Technical Institute.

### **MONGOLIA**

Population: 2,363,000

Annual Per Capita Income: \$340

Number of Years Peace Corps in Country: 6

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

In 1989, Mongolia began the transition from a centrally planned economy to a market economy. The transition period has been difficult as inflation and unemployment rose and real GDP declined. More recently, progress has been made and consumer goods are becoming more abundant. Nonetheless, the infrastructure remains weak. Transportation is unreliable, and the four power plants in Ulaanbaatar often run at less than 50 percent capacity.

After being virtually isolated from the West for many years, Mongolia hopes to improve its overall relations and trading status with western countries. Peace Corps Volunteers work on economic development projects and teach in schools, health institutions, and national parks.

#### **Resources:**

Mongolia	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	38	25	25
Average # of Volunteers	27	48	47
Program Funds (\$000)	993	1,056	1,090

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

##### **Education**

In Mongolia, Volunteers teach in education and health institutions as well as national parks. One Volunteer, a teacher trainer at the Selenge Province Education Center on the Siberian border in northern Mongolia, planned and implemented construction of a chalk factory in order to provide the financially strapped schools of Selenge Province with affordable chalk. The education center and Selenge secondary schools now have extra money to invest in other educational projects, and serve as an example to education leaders in the province about how small projects can solve local problems.

### **Economic Development**

Volunteers provide assistance to grassroots entrepreneurs at management and business development agencies. In 1996 an estimated 250 Mongolians received short and long term business training. One Volunteer assigned to the Institute of Agricultural Economics created 11 syllabi for accounting programs and completed lecture, seminar and homework outlines for two text books.

Another Volunteer, assigned as business consultant to the Mongolian Economic College in Ulaanbaatar, provided consulting services in areas of accounting, finance, marketing and general management to Mongolian companies and businesses.

## **ASIA/PACIFIC**

---

### **NEPAL**

Population: 21,360,000

Annual Per Capita Income: \$200

Number of Years Peace Corps in Country: 35

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

Nepal's population has increased dramatically over the last three decades from nine million to over twenty million. The majority of the people live in absolute poverty, and the country has been unable to meet critical needs in health care and education. Few people in rural areas have access to sanitation facilities or potable water. Life expectancy in Nepal is 52 years, and the literacy rate is below 30 percent. The urban population has been growing at more than eight percent annually, outstripping available infrastructure and placing new pressures on local governments. The result is unsafe water, extreme air pollution, and inadequate waste disposal. Volunteers help address these challenges by working in education, health, environment, urban development, and agriculture.

#### **Resources:**

Nepal	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	80	88	88
Average # of Volunteers	128	142	132
Program Funds (\$000)	2,237	2,368	2,351

#### **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, 700 fish farmers, and established dozens of test plots to increase agricultural production. One Volunteer provided a variety of services which focused on farmers' horticultural needs, including composting technique demonstrations, distribution of vegetable seed packets, and assistance in vegetable nursery construction and planting. Other Volunteers provided training in vegetable gardening, seed production, and apple tree production.

### **Economic Development**

Volunteers work to address some of the pressures brought about by rapid population growth in Nepal's urban areas. They work as community development facilitators to help neighborhoods and youth groups organize, identify problems, and solve them. A Volunteer saw an opportunity to store locally grown oranges so they could be sold at a higher profit after the peak season. He developed a citrus cold cellar construction manual and consulted with farmers on the construction and management of cold cellars. Another Volunteer completed the production of a Nepali version of this manual.

### **Education**

Only one-third of Nepalese youth now attend school, and most teachers are under-qualified. Since 1987, Volunteers have trained more than 10,000 Nepalese primary and secondary math, science, and English teachers. Last year, nearly 30 trainings were conducted by Volunteers and their Nepali counterparts through the Secondary Education Development Project. Seven Volunteers helped establish school and community library projects with financial assistance from Small Projects Assistance grants and the Peace Corps Partnership Program. In 1997, several Education Volunteers will launch a program to link schools and encourage community involvement in education.

### **Environment**

Deforestation is causing severe soil erosion in Nepal. Over the last few years, Volunteers have helped re-plant over 500 hectares of forest, train 700 people in forestry management, and form hundreds of environmental cooperatives. A forestry Volunteer trained villagers in the techniques for constructing improved cooking stoves from locally available materials. These stoves use less wood, thereby reducing the need to cut trees for fuel. Another Volunteer helped form a jute net weaving group. The net is used in soil erosion control activities.

### **Health**

Since 1991, Volunteers have helped 120,000 Nepalese develop safe water supplies and trained 359 Nepalese nursing students. A Volunteer implemented a needle and infectious waste disposal system with the Narayani Zonal Hospital and Supportive Clinic, a 200-bed facility. Volunteers conducted a three-day in-service training for hospital and clinic staff concerning disease transmission, HIV/AIDS and Hepatitis B, proper waste disposal, and system use and maintenance. In one of the least developed hill regions of Nepal, Volunteers and local health workers serve together in an outreach program to discuss such topics as nutrition, sanitation, immunizations, and family planning. A community health Volunteer in Pyuthan District and her Nepalese colleagues travel around their district on foot to provide health care to villages without health care facilities.

## **ASIA/PACIFIC**

---

### **PAPUA NEW GUINEA**

Population: 4,205,000

Annual Per Capita Income: \$1,160

Number of Years Peace Corps in Country: 16

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

One of the largest and most dynamic nations in the Pacific, Papua New Guinea (PNG) is undergoing major change as it moves from a traditional to a modern society. With help from Peace Corps Volunteers, the government of PNG is working to improve the country's education system. Currently, the adult literacy rate is 52 percent, and only 59 percent of first grade entrants complete the primary level of schooling. There is also a shortage of trained teachers, especially in science and mathematics.

#### **Resources:**

<b>Papua New Guinea</b>	<b>FY 1996</b>	<b>FY 1997</b>	<b>FY 1998</b>
	<b>Actual</b>	<b>Estimates</b>	<b>Estimates</b>
Trainees	46	50	50
Average # of Volunteers	54	83	85
Program Funds (\$000)	1,491	1,937	2,027

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

##### **Economic Development**

Volunteers are working with communities to produce vegetables and other food crops for market. Volunteers also work with villages to help them protect their environment and natural resources. Two volunteers, assigned to a remote community in the Eastern Highlands, work on health and literacy initiatives with the Research and Conservation Foundation of PNG. They have established basic literacy classes for men and women and a preschool. In several communities, Volunteers have worked with women's clubs to provide sewing, knitting, and crochet lessons. Women earn funds for their resource centers by selling handmade clothes. In addition, community income-generating projects provide cash income to villagers through trade in local artifacts, forest products, and cash crops. One remote community sells ecologically appropriate jewelry made with local forest products.

**Education**

Volunteers teach core subjects such as math, science, English, and social studies to secondary school students. Volunteers incorporate environmental themes into lesson plans. Volunteers also participate in secondary activities in a variety of areas.

One Volunteer teaches science in one of the least developed areas of PNG. He is not only an effective classroom teacher, but has shared various teaching methodologies at in-service trainings for PNG National Teachers.

## **ASIA/PACIFIC**

---

### **PHILIPPINES**

Population: 66,188,000

Annual Per Capita Income: \$960

Number of Years Peace Corps in Country: 35

#### **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 percent of the rural population directly depend. Forty percent of people in the Philippines rely on agriculture for subsistence. Fifty-eight percent of the total population lives below the poverty line, and the number is even higher 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 percent of the overall population, seriously straining available resources, services, and infrastructure. Volunteers help address these challenges with work in the health, education, environment, and agriculture sectors.

#### **Resources:**

Philippines	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	57	55	55
Average # of Volunteers	81	96	91
Program Funds (\$000)	1,712	2,184	2,138

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

##### **Agriculture**

Volunteers promote the use of environmentally sound gardening techniques and train farmers in animal husbandry. With assistance from Volunteers, local farmers have increased their productivity and income. In 1996, Volunteers helped examine and treat 1,148 large and small animals. Volunteers hosted workshops in organic vegetable gardening and integrated farming. An agriculture Volunteer arranged for the Visayas Agricultural College faculty to train local farmers to process locally grown sweet potatoes into jam and catsup.

**Education**

The English Language Assistance project addresses the overall decline in English language fluency throughout the Philippines. Volunteers work primarily with Filipino secondary school teachers in a wide variety of projects designed to increase their English fluency and teaching skills. In 1996, Volunteers conducted summer workshops for 3,000 Filipino teachers at training centers around the country. Sixteen Volunteers enriched the library collections in at least thirty schools in their regions. In addition, they secured a donation of 2,800 new National Geographic books to be distributed to 100 schools throughout the country.

**Environment**

Volunteers work at island sites, national parks, and marine sanctuaries to encourage conservation of coastal resources and to develop management plans. They focus on upgrading planning and management practices at parks in sixteen protected areas. Through an integrated program, Volunteers also address the developmental issues of the buffer zones surrounding these areas. For the first time, St. Paul Underground River National Park and Mt. Pulag National Park have adopted a parks planning approach that will include community consultations prior to the passage of any park regulations affecting the buffer zone communities. Also, a training manual on coral reef assessment written by a Volunteer is available for use by the Department of Environment and Natural Resources.

## **ASIA/PACIFIC**

---

### **SOLOMON ISLANDS**

Population: 366,000

Annual Per Capita Income: \$800

Number of Years Peace Corps in Country: 26

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

Solomon Islands is a nation of 5,000 villages on 350 small, scattered islands in the South Pacific. It is overwhelmingly rural: 85 percent of the population lives in small villages of less than 200 people. Nearly half of the Solomon Islands' population is 15 years of age or younger, and the population growth rate exceeds three percent. The adult literacy rate is estimated to be less than 30 percent, one of the lowest among the Pacific island nations. Peace Corps Volunteers are focusing their efforts in the critical area of education.

#### **Resources:**

Solomon Islands	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	25	33	33
Average # of Volunteers	49	52	53
Program Funds (\$000)	1,105	1,245	1,339

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

##### **Education**

Volunteers teach in remote schools that lack qualified teachers. Volunteers teach math, science, business studies, and environmental education. They also work and teach at vocational boarding schools designed for students who do not advance to the secondary school level. The curriculum at these schools focuses on practical instruction in subjects such as small engine mechanics, woodworking, agriculture, crafts production, and small business management.

Volunteers also work as advisers to local leaders to strengthen community education programs and rural development projects. Volunteers coordinate training to help individuals manage their own small-scale development projects in such areas as health, small business, and environmental education.

Two Volunteers worked with women's and men's groups in their local community. The women's group formed a food co-op which saves the women from traveling long distances to buy food, and increases their income. The men's group followed the women's example and started a fishing co-op. The men built a storage shed for the fish and worked together with the Volunteer to obtain funding for an ice maker to preserve the fish. The men are now selling their fish in the provincial capital. Other Volunteer started cocoa drying projects, introduced improved poultry-raising techniques, worked on improving water and sanitation systems, established bee-keeping projects, and introduced adult literacy and women's small business development project activities.

**SRI LANKA**

Population: 18,125,000

Annual Per Capita Income: \$640

Number of Years Peace Corps in Country: 19

**Peace Corps Country Overview:**

Although Sri Lanka has enjoyed a good economic growth rate over the last several years, the country faces a number of important challenges. The population has nearly tripled in the last four decades and is expected to reach 20 million by the year 2000. One-third of all Sri Lankans are under the age of 15. This will have a major impact on future needs for infrastructure, education, and employment in Sri Lanka. Forty-nine percent of the population is employed in agriculture, and 80 percent still live in rural areas. Volunteers are addressing challenging problems in the areas of education, environment, and economic development.

**Resources:**

Sri Lanka	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	16	0	17
Average # of Volunteers	29	17	19
Program Funds (\$000)	595	420	539

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

Knowledge of 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 twelve years, Volunteers have helped train 18,000 student teachers in English. A recent survey indicates that over 80 percent of these Sri Lankans are still actively engaged in the field of education. Many Volunteers work closely with their Sri Lankan colleagues to improve methodology and develop teaching materials. In 1996, education Volunteers held a five-day English Education Camp for 36 students, which gave those children the opportunity to travel outside their villages and interact with students from different areas and ethnic backgrounds. As a secondary project, Education Volunteers obtained electricity for a school, set up a resource room with book shelves, and installed a drinking water system.

**Health**

While Sri Lankans enjoy a relatively high level of health care, there are drastic differences in the quality of care provided in urban and rural areas. Sri Lankans living in rural areas are at risk of getting malaria, gastro-intestinal disorders, and other diseases. Poor nutrition continues to be a major health problem among children and pregnant women in some rural areas. Volunteers work in small villages to strengthen the community capacity for addressing their own health problems through an integrated approach. They work closely with their local colleagues in the areas as nutrition, sanitation, HIV/AIDS awareness, and family planning.

## **THAILAND**

Population: 58,718,000

Annual Per Capita Income: \$2,210

Number of Years Peace Corps in Country: 35

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

Thailand's development over the past decade has been impressive. Unfortunately, rapid economic growth has been accompanied by high inflation, skilled labor shortages, environmental degradation and breakdowns in infrastructure. Moreover, progress in poverty alleviation has been uneven.

In view of the progress that has been made in Thailand, but mindful of the challenges that remain, the Peace Corps will substantially reduce its presence in Thailand by FY 1998. The small contingent of Volunteers that will continue to serve in Thailand will target their efforts on educating youth in rural areas with special emphasis on HIV/AIDS and other health and environmental problems.

### **Resources:**

Thailand	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	0	32	15
Average # of Volunteers	130	65	30
Program Funds (\$000)	1,919	1,443	833

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

#### **Agriculture & Environment**

Volunteers in these two sectors work with villagers and farmers to provide technical assistance for fish pond and breeding station construction. They help develop educational programs and wildlife research projects. Many of the projects encourage income generation at the village level and encourage efficient use of natural resources. Last year, Volunteers provided training in integrated pest management, aqua culture, alley cropping and park interpretation. Approximately 14,500 meters of nitrogen fixing hedgerows were planted, and 42 fish hatcheries were built by the end of 1996. Since 1992, 246 farmers have been taught to use efficient farming techniques on hillside land.

A Volunteer in Korat introduced the latest seed propagation technique which utilizes a tool called "root container." This new technique increases the survival rate of the seedlings and makes tree planting faster.

Another Volunteer works in a national park to ensure a balance between environmental protection and the needs of the villagers in the region. She works with the people of the Akha village who had been forced to move from the mountains into the national park and then to a location on the park boundary. These Akhas villagers do not have Thai citizenship and therefore do not have access to most public services. The Volunteer is helping the community raise environmental awareness, improve efficiency of farm production; and find alternative income generation. In addition, this Volunteer has worked to establish a visitor center in the park, develop interpretative media and engaged in other activities to educate visitors about the park.

### **Education**

Education Volunteers are assigned to small, rural junior high schools. Volunteers also engage in many activities outside the classroom. Last year, Volunteers taught English to more than 8,500 students. They trained 2,650 Thai teachers in English and other subjects in the academic curriculum. Approximately 16,000 students participated in health club activities and learned basic facts about the environment and HIV/AIDS. Over 1,800 students were involved in "pen pal" exchanges with American students, and more than 3,800 students attended 28 English camps devoted to improving English through songs and games.

### **Health**

Volunteers work to eradicate malnutrition, prevent the spread of HIV/AIDS, and control the spread of malaria and filariasis. Volunteers provide innovative health education in a variety of settings such as schools, military institutions and factories. Volunteers also help to establish small HIV/AIDS hospices and community-based care activities. Last year, more than 3,000 training events focusing on nutrition, HIV prevention, and mosquito-borne infections were held for villagers and health workers.

One Volunteer initiated a program called "Friends Helping Friends" aimed at raising AIDS awareness among students by organizing AIDS activities in schools. This initiative was well received by students, teachers, and health professionals. In one school, a Drugs and AIDS Peer Educator's T-shirt project was developed by students with some assistance from a Volunteer. Specially designed T-shirts were produced and used by student educators at school health events. Similar projects have now been replicated by other schools.

One Volunteer created a "Children's Room" at a hospital. The purpose is to distribute information and materials on health and nutrition to parents of young children who seek care at the hospital. Children have the opportunity to play with health related toys and stuffed animals and read health educational books.

**TONGA**

Population: 98,000

Annual Per Capita Income: \$1,640

Number of Years Peace Corps in Country: 30

**Peace Corps Country Overview:**

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

**Resources:**

Tonga	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	22	30	30
Average # of Volunteers	38	51	53
Program Funds (\$000)	923	1,087	1,156

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

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

Three Volunteers and their counterparts from the Tonga Development Bank Advisory Service have conducted small business workshops on the main and outer islands reaching over 300 clients.

**Education**

Volunteers serve as secondary-school teachers in biology, chemistry, and physics. As part of the increasing emphasis on transferring skills, science teachers now serve one year directly teaching students, and spend their second year as teacher trainers. Other Volunteers work as English teachers and teacher trainers and are involved in implementing a new national literacy curriculum at the primary level.

Education Volunteers continue to be actively involved in the Tongan Island Watch (TIW) - an environmental organization started by Volunteers. TIW members and the Volunteer affiliated schools participate in environmental clean-up projects and organize school field trips to Tonga's national parks and wildlife reserves.

**Youth Development**

Volunteers have begun working with unemployed and at-risk Tongan youth. They serve as sports instructors, small business and vocational skill advisors, and environmental educators. Currently, three Volunteers are working with youth groups on the outer islands. One Volunteer has worked with youth to develop community gardens in three villages. These gardens will be used as income generating projects.

**Environment**

Volunteers work on the development and maintenance of habitats and parks, environmental education, and renewable energy. Three Volunteers work as environmental officers with youth groups and associations. Volunteers also work with other educators to protect natural resources. One Volunteer established an environmental education program for the Tonga National Bird Park, located in rural Tongatapu.

On the outer island of Vava'u, another Volunteer works with the Mt. Talau National Park. In promoting the park, he involves local youth to help clear trails in the park and provide guided tours to visitors. He also produced a full color information booklet on Mt. Talau to be distributed to all the schools in Vava'u. The illustrations in the book were drawn by youth who participated in the Mt. Talau National Park Art Contest.

## **ASIA/PACIFIC**

---

### **VANUATU**

Population: 165,000

Annual Per Capita Income: \$1,150

Number of years Peace Corps in Country: 7

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

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

#### **Resources:**

Vanuatu	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	15	22	22
Average # of Volunteers	25	31	34
Program Funds (\$000)	655	812	885

#### **Peace Corps Program By Sector:**

##### **Education**

Volunteers teach math, science, and business in secondary schools. They also work in Rural Training Centers which provide basic practical skills to students who have left the formal education system so they can improve their living standards. Volunteers provide vocational training in subjects ranging from carpentry, plumbing, and electrical wiring, to sewing, business studies, and nutrition.

Education Volunteers are involved in a number of extracurricular activities as well. One Volunteer continues to develop and expand a computer lab started by a former Volunteer. He also helped organize school participation in World Clean Up Day and organized a sport day involving five other local schools. Another Volunteer established a Science Club for his students.

The Club meets once a week for an activity lesson in conjunction with the School of the Pacific Rainfall Climate Experiment operated by the University of Oklahoma.

Another Volunteer assigned to the Ministry of Public Works has supervised construction and repair of 41 primary schools on 12 islands covering all six provinces.

### **WESTERN SAMOA AND NIUE**

Population: 169,000

Annual Per Capita Income: \$970

Number of years Peace Corps in Country: 30

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

While Western Samoans have made significant improvements in recent years, over half of the rural population still lives in poverty. Cyclones in 1990 and 1991 caused setbacks in agricultural, industrial and infrastructure development. The recent taro blight has further reduced the availability of locally grown foods and worsened already poor nutritional standards. While Western Samoa has a 98 percent literacy rate, educational opportunities remain limited and there is a shortage of qualified teachers, especially in math and science.

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

Volunteers in Western Samoa are working on economic development, education and health projects. Peace Corps Western Samoa also administers a small program in Niue.

#### **Resources:**

Western Samoa/Niue	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	21	26	26
Average # of Volunteers	46	45	40
Program Funds (\$000)	1,065	1,036	1,048

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

##### **Economic Development**

In previous years, Volunteers worked with Western Samoa's Development Bank and other organizations to provide training and advisory services to the managers of businesses and income-generating projects. This project has now been incorporated into a broader Youth and Community Development project. One Volunteer continues to work with the Women in Business Foundation while another works with the Junior Achievement Program.

In Niue, Volunteers focus their efforts on strengthening the private sector and developing the island's infrastructure. Volunteers teach accounting and business principles to employees of the Development Bank of Niue and to local businessmen. One Volunteer works as a computer software trainer and as an Agricultural Marketing advisor.

### **Education**

Volunteers teach science and business in secondary schools. In addition, Volunteers train teachers and help improve teaching methodologies and curricula in several subject areas.

A Volunteer on the island of Savaii teaches computer science in a secondary school. Students in these classes have produced two magazines and, in the process, encouraged creative writing and the development of desktop publishing skills.

### **Health**

The government of Western Samoa has 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. Volunteers also work as Health Educators and maintain vegetable gardens from which they produce and distribute seeds.

A Volunteer epidemiologist has completed a nation-wide nutrition survey and will use the results in her continued work with the Health Department.

### **Youth Development**

Peace Corps will begin a youth development program in 1997. Volunteers will work with youth in the areas of community development, environmental education, health education, small business development and industrial arts.





## **EUROPE, CENTRAL ASIA, AND THE MEDITERRANEAN REGION (ECAM)**

### **Regional Overview**

Throughout the 20 countries that compose the ECAM region, an average of 1,300 Volunteers and Trainees are working as business advisers, educators, and consultants to local and regional governments to strengthen free market reforms. Volunteers also work to link new entrepreneurs to national and international resources, with growing numbers of Volunteers working in Junior Achievement activities. In addition, the Peace Corps is working with non-governmental organizations to strengthen environmental education and protection programs. The largest sector area remains education, with increased Volunteer placements in rural areas. Volunteers have helped organize Earth Day events in their communities, and are working to implement Vice President Gore's GLOBE program.

In FY 1996, the Peace Corps opened a small program in the Former Yugoslav Republic of Macedonia that is administered from the Peace Corps' post in neighboring Bulgaria. The first group of Volunteers are focusing on Teaching English as a Foreign Language (TEFL) in secondary schools. An additional 16 Volunteers will be working in small enterprise development, non-governmental organization development, and TEFL beginning in March 1997. In addition, the Peace Corps collaborated with the National Peace Corps Association to recruit more than 80 returned Peace Corps Volunteers to serve as election monitors for the national elections in Bosnia-Herzegovina, which were held in September 1996.

The Peace Corps also moved forward on the establishment of a country program in Jordan, which is anticipated to begin in April 1997. Current plans are to place Volunteers in small business cooperatives and eco-tourism projects. The Peace Corps welcomes this important opportunity to strengthen the presence of Volunteers in the Middle East and expand contacts between Americans and the people of Jordan.

As part of the agency's Strategic Plan, the Peace Corps concluded 33 years of service in Tunisia and closed its country program in July 1996. The Peace Corps leaves Tunisia with great pride in the contributions that Volunteers have made to that country's development and in the strong bonds of friendship that have been established between Americans and Tunisians.

The Peace Corps' programs in the Czech Republic and Hungary are currently operating with a reduced infrastructure until their closure in July 1997. Volunteers and staff are working to institutionalize the Peace Corps' contributions to these countries, which includes transferring project activities to Hungarian and Czech organizations, and collaborating with the Czech Republic to establish the "Bohemia Corps." The Peace Corps will depart from these countries with pride in the contributions that Volunteers have made and confident that the communities where they served can adequately meet their own development needs.

In addition, the Peace Corps consolidated its country program in Russia from three to two offices.

As detailed below, some of the Peace Corps' most significant successes include the widespread impact of Volunteers who serve as Teachers of English as a Foreign Language (TEFL) across the entire region, as well as Volunteer activities in economic development, business education, environmental protection, and development of non-governmental organizations. Regardless of the sector, there are some common elements of sustainable development present in all Volunteers' work. These include working with a counterpart in a dynamic exchange of skills, working with students or project participants, developing the organizational capacity of the host agency, working in community outreach and developing networks — all making Peace Corps programs models for other agencies working in the region.

## **Sector Summaries**

### **A. Education**



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

In FY 1996, Volunteers in 22 countries in the region provided instruction to over 72,000 students. Education Volunteers have introduced new teaching techniques, established libraries and resource centers for students and teachers, and have also taken a lead in helping to organize local community activities, such as English language radio and TV programs, and English summer camps. Nearly all of these Volunteers are involved in educational outreach programs that allow a greater number of citizens in the wider community to benefit from the Volunteer's skills and ideas.

### **B. Economic Development**



Few could have imagined the complexities of assisting in the transition of the former communist countries to open democratic societies and free market economies.

Continuous changes in laws relating to property ownership, licensing, tariffs, exports, and contracts create a very difficult operating environment. Despite these challenges, however, Peace Corps Volunteers have made important contributions to this transition.

Currently, 400 Peace Corps Volunteers are engaged in economic development projects in 19 countries in Eastern and Central Europe and Central Asia. Since the Peace Corps established programs in these countries, more than 1,000 business Volunteers have worked as business advisers and in business education. In addition, Volunteers have worked with their counterparts to help create banking institutions, NGOs and municipal management. By working with younger students, Volunteers promote a more comprehensive understanding of market economics at an early age, laying the groundwork for lasting change in the region. Volunteers have assisted more than 53,000 entrepreneurs, trained more than 500 teachers and 20,000 students in Junior Achievement, and taught over 10,000 participants in business education throughout the ECAM region.

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

Peace Corps Volunteers also work with local governments on methods to encourage private investment and support business development. They have been instrumental in building networks among local governments and business support organizations, and linking these organizations with international sources of information and resources, such as the USAID's Regional Enterprise Funds.

### C. Environment



Currently close to 200 Volunteers in the ECAM Region are assigned to environmental projects and many host countries in the ECAM region continue to request additional Volunteers to help address problems associated with decades of environmental neglect and degradation. The Volunteers' primary focus is to raise the public's awareness of environmental issues and concerns, as well as to strengthen the organizational capacities of local environmental NGOs and government agencies to address these concerns at the local level. Volunteers help develop environmental education themes in schools, participate in efforts to protect national and community parks, and encourage local environmental restoration projects. Earth Day activities initiated by Volunteers have become established activities across the region, with thousands of students and community members participating in essay and poster contests, clean-up campaigns, and tree planting efforts. In the agroforestry project in Albania, Volunteers assisted rural farmers in planting 13,000 seedlings this past year, stimulating reforestation efforts. In Slovakia, a Volunteer worked with a local NGO to establish an "Ecobus" to deliver environment messages throughout the community. To prevent destructive deforestation practices in Morocco, Volunteers have trained carpenters to build solar-powered ovens as an alternative to wood-burning stoves.



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

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

The only project in the ECAM region devoted exclusively to agriculture is the Animal Husbandry Extension Project in Morocco. Volunteers do, however, provide business assistance to agriculture-related enterprises in countries throughout the former communist world. Volunteers have helped promote orchards in Armenia, establish agricultural cooperatives in Poland, and provided consultative services to Slovakian agribusiness professionals. In Albania, the agroforestry project promotes farmers' production of fuel wood and fruit trees for income generation and home use.

#### **Areas of Special Emphasis: Social Work, Youth Development, and Women in Development**

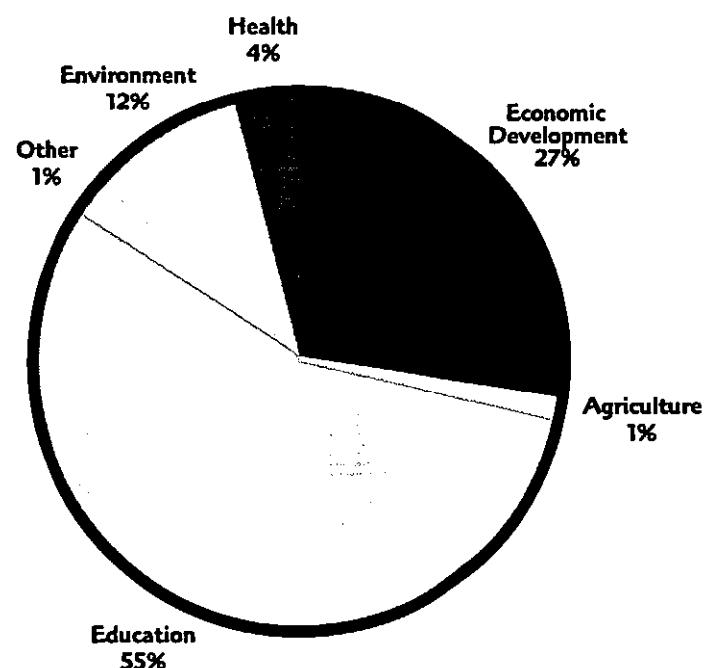
Volunteer efforts in Romanian universities and youth outreach centers have resulted in a national strategy to redevelop the social work profession. This is an outgrowth of the Peace Corps' initial effort to assist Romanian orphanages. Working with nonprofit agencies, Volunteers also help working families with handicapped children. Volunteers are also achieving significant results in youth assistance through work in the economic development and environment sectors. Increasing numbers of business Volunteers have initiated programs in Junior Achievement at local schools. In Uzbekistan, for example, this activity now constitutes 50 percent of the work of Business Volunteers. Environment Volunteers also devote considerable efforts to promote environmental education among youth, both in schools and in their communities. Across the region thousands of youth participate in various summer camps organized by Volunteers based on environmental education, learning the English language and American Culture. In Russia, students attended Camp America with each tent learning about a different U.S. state.

Throughout all sectors and projects, there has been a continuing growth in emphasizing women's opportunities and dealing with constraints to women's participation in transitional economies. Women Volunteers serve as models of opportunities, ideas and initiatives. Women in Development workshops conducted by Peace Corps in Central Asia have been broadly replicated, while Volunteers teaching in the classroom stimulate and motivate girls' achievements and encourage further education.

**AT A GLANCE \***

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

Agriculture	19
Economic Development	406
Education	832
Environment	183
Health	57
Other	24



\* Map depicts countries where Peace Corps Volunteers serve as of 9/30/97.  
Chart depicts Volunteer activity in specific sectors as of 9/30/96.

<sup>1</sup> Volunteer and Trainee information as of 9/30/96.

**EUROPE, CENTRAL ASIA, AND THE MEDITERRANEAN REGION**

	Trainees			Average Number of Volunteers			Program Funds (\$000)		
	FY 1996	FY 1997	FY 1998	FY 1996	FY 1997	FY 1998	FY 1996	FY 1997	FY 1998
- Albania	42	46	46	61	71	73	1,245	1,378	1,383
- Armenia	24	31	31	46	49	50	1,006	1,104	1,108
- Baltics*	51	70	70	111	96	103	2,183	2,115	2,131
- Bulgaria & Macedonia	47	66	66	49	78	104	1,155	1,652	1,817
- Czech Republic	0	0	0	68	26	0	1,060	481	0
- Hungary	0	0	0	80	31	0	1,219	428	0
- Jordan	0	30	30	0	10	27	0	1,038	1,392
- Kazakhstan	45	56	56	83	82	93	1,544	1,651	1,708
- Kyrgyz Republic	38	42	42	53	57	62	1,073	1,116	1,145
- Moldova	42	48	48	44	64	80	974	1,167	1,264
- Morocco & Malta	68	74	74	120	119	128	2,063	2,244	2,287
- Poland	71	85	83	161	132	142	2,721	2,608	2,784
- Romania	36	40	40	61	61	63	1,271	1,286	1,311
- Russia/Western	30	58	50	55	71	77	1,890	2,106	2,116
- Russia/Far East	45	39	39	45	71	67	1,516	1,792	1,776
- Slovakia	46	48	48	67	78	83	1,374	1,535	1,540
- Tunisia	0	0	0	23	0	0	853	5	0
- Turkmenistan	38	30	30	48	62	58	943	930	873
- Ukraine	73	81	81	104	122	132	2,136	2,411	2,416
- Uzbekistan	38	30	40	42	58	60	1,095	1,220	1,301
<b>TOTAL**</b>	<b>734</b>	<b>874</b>	<b>874</b>	<b>1,320</b>	<b>1,336</b>	<b>1,400</b>	<b>27,322</b>	<b>28,266</b>	<b>28,350</b>

\* Includes Estonia, Latvia and Lithuania.

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

## **ALBANIA**

Population: 3,414,000

Annual Per Capita Income: \$360

Number of Years Peace Corps in Country: 5

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

Albania is one of the most rapidly changing countries in Europe. After 40 years of nearly complete isolation, Albania is opening up to the world. The new government's commitment to a free market economy is beginning to show positive results. Inflation has dropped from 300 percent in 1990 to 15 percent today. Foreign investment and the availability of consumer goods have also increased. The private sector is beginning to grow. Despite these gains, most Albanians continue to live in poverty, and Albania remains the poorest country in Europe. Basic services such as housing, electricity, water and heat are inadequate. Peace Corps Volunteers provide assistance in the critical areas of economic development, education and the environment.

### **Resources:**

<b>Albania</b>	<b>FY1996</b>	<b>FY1997</b>	<b>FY 1998</b>
	<b>Actual</b>	<b>Estimates</b>	<b>Estimates</b>
Trainees	42	46	46
Average # of Volunteers	61	71	73
Program Funds (\$000)	1,245	1,378	1,383

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

#### **Economic Development**

Volunteers are working with Regional Business Associations throughout the country. These Associations act as business incubators offering assistance to entrepreneurs with advice on business development, business planning and how to obtain and use credit. Some Volunteers serve as advisors and trainers in the credit departments of rural commercial banks. Other Volunteers work with local chambers of commerce and in offices of the NGO Forum, an organization designed to encourage and support the development of non-profits in Albania.

#### **Education**

In the past, Albanians had few opportunities to speak English. The new Albanian government has declared English the "official foreign language." In addition, the Ministry of Education has recently implemented experimental English immersion programs in a number of

elementary schools. Currently, 32 Volunteers teach English at the secondary and university levels. Over the past three years. Volunteers worked with more than 600 Albanian English teachers in schools throughout the country, exchanging ideas on lesson planning, textbook usage and student-centered methodology. Volunteers assigned to secondary schools have taught English to over 5,800 Albanian students. Volunteers have also initiated a number of interesting secondary projects, including an International Writing Contest in English, a guest lecture series, debate teams, and a sports camp.

**Environment**

In 1995, the first group of agroforestry Volunteers were assigned to small villages throughout Albania. The Volunteers work with farmers on tree planting and new forest management techniques. During the first year of this project, Volunteers worked with 27 farmers to plant over 13,000 seedlings.

## ARMENIA

Population: 3,773,000

Annual Per Capita Income: \$670

Number of years Peace Corps in Country: 5

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

Since Armenia's independence from the former Soviet Union in 1991, the country has embarked on an ambitious program to convert to a free market economy. Although Armenia is committed to the transition, progress has been difficult. Private sector activities are only beginning to emerge, and wide-scale entrepreneurship needs to be supported through training and education. Interest in learning English is at its height. Peace Corps is responding to these needs with programs in economic development and education.

### **Resources:**

Armenia	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	24	31	31
Average # of Volunteers	46	49	50
Program Funds (\$000)	1,006	1,104	1,108

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

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

Volunteers are working with small business development centers and local, regional and central governments to develop institutional capacity, increase access to information, train management and provide general business advice. In 1996, Volunteers conducted 45 business development seminars and workshops. They also provided consultation services to over 300 businesses, helped with the start up of 84 businesses, and supported Junior Achievement activities for young people. Based on the successful model of the Business Support Center in Yerevan, Peace Corps Volunteers established three additional business development centers in Gyimri, Vanadzor and Sisian. Volunteers also collaborated with USDA representatives to develop the first agribusiness training workshop, and they joined with USDA to develop a prototype agricultural information system that will provide farmers with information on agricultural commodities and markets. One Volunteer helped his community obtain a \$50,000 USDA loan to start the first plastic bottle manufacturing enterprise in Armenia.

**Education**

Volunteers are teaching English to students and teachers in secondary schools and institutions of higher education. They have also conducted workshops with Armenian teachers to share various teaching methods and techniques. Volunteers have established 24 resource centers in secondary schools to provide much needed teaching and educational materials. One Volunteer obtained 60,000 books which were distributed to schools throughout Armenia. At the request of the Ministry of Education, two Peace Corps Volunteers have begun work on an updated English language curriculum. And, education and business Volunteers teamed up to establish a school feeding program in the community of Abovian, benefiting over 400 students and their teachers.

## BULGARIA

Population: 8,818,000

Annual Per Capita Income: \$1,160

Number of Years Peace Corps in Country: 6

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

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

### **Resources:**

Bulgaria	FY1996	FY1997	FY 1998
	Actual	Estimates	Estimates
Trainees	37	50	50
Average # of Volunteers	49	67	81
Program Funds (\$000)	997	1,293	1,385

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

#### **Economic Development**

Volunteers work with small business owners and entrepreneurs to provide skills training and access to resources and information. Most Volunteers are assigned to one of 11 Peace Corps Business Centers throughout the country. Currently, Peace Corps is working to turn over the administration of these centers to local organizations. Other Volunteers are assigned to organizations such as Junior Achievement or business centers managed by municipalities or other entities. Each Volunteer works with a Bulgarian counterpart and one or more interns to facilitate communication among business people and organizations. Over the past year, more than 800 clients were assisted by these Centers. One Volunteer was instrumental in forming a Youth Information Consulting Office designed to help young people prepare for their future, and to encourage them to promote positive changes for their community and country. Another Volunteer played a major role in the establishment of Junior Achievement/Bulgaria.

**Education**

Since the first education Volunteers arrived in Bulgaria, they have taught English to more than 5,000 Bulgarian students in 24 communities. Five resource centers have been established and over 15,000 books donated to schools. Volunteers have also worked formally and informally to strengthen the skills of Bulgarian English teachers. Many Volunteers have established English Clubs. One Volunteer created a national Women's Issues Essay Contest.

**Environment**

In 1995, Peace Corps began its environment project in Bulgaria. Volunteers serve as environmental advisers to non-governmental organizations and municipalities, focusing their efforts on educational, training and capacity-building activities.

## ESTONIA

Population: 1,541,000

Annual Per Capita Income: \$2,820

Number of Years Peace Corps in Country: 5

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

Since reclaiming independence in 1991, Estonia has made considerable strides in economic and political reform, producing expanded opportunities to participate in international research, pursue higher education, and strength of the educational base. However, much of the progress has been limited to the capital city of Tallinn. Rural regions and towns are still in great need of teachers and of economic development assistance so they can achieve their full potential in a market economy.

### **Resources:**

Estonia	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	15	20	20
Average # of Volunteers	31	26	29
Program Funds (\$000)	642	604	609

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

#### **Economic Development**

Volunteers are working to build small enterprise capacity in Estonia's rural areas by providing newly-privatized businesses and entrepreneurs with the skills required to compete in a free market economy. They also provide planning assistance to municipal governments and business advisory centers. Three Volunteers held consultations with municipalities concerning the design of city and regional development plans. One Volunteer worked with the National Tourism Board to coordinate activities for north and south Estonia. Another Volunteer began a Youth Development program designed to allow local high school students to serve as English translators for government officials in the municipal offices.

#### **Education**

Volunteers are improving English instruction in Estonia and promoting a better understanding of American culture. They teach English to secondary school students and develop outreach activities for community teachers and learners. Volunteers obtained textbooks, dictionaries,

magazines and newspapers for 48 school libraries in Estonia. Eleven Volunteers were directly involved in the development and testing of the 12th grade national exam that was piloted in 62 schools.

## FORMER YUGOSLAV REPUBLIC OF MACEDONIA

Population: 2,093,000

Annual Per Capita Income: \$790

Number of Years Peace Corps in Country: New Country Entry

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

The Former Yugoslav Republic of Macedonia has been making significant efforts to develop a society based on democratic principals and establish a viable market economy. The Peace Corps has been invited to participate in this challenging and creative endeavor by contributing to the education sector and assisting in the development of small businesses and non-governmental organizations.

### **Resources:**

FYROM	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	10	16	16
Average # of Volunteers	0	11	23
Program Funds* (\$000)	158	359	432

\*The program in FYROM is administered out of Sofia and thus is included in the PC/Bulgaria budget.

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

#### **Economic Development**

Although there has been a rapid emergence of non-governmental organizations, particularly those focused on environmental concerns, as well as a strong commitment to market-based approaches to business, there is a general lack of experience in common western organizational and management practices. Business Volunteers are expected to arrive in 1997 to begin a project designed to support the growth and development of small businesses and local non-governmental organizations.

#### **Education**

The Government of the Former Yugoslav Republic of Macedonia realizes that English language will continue to be one of the most important means of international communication. Recently, the Ministry of Education has been refining its English language curriculum, texts and materials, and is making concerted efforts to improve and enhance the teaching skills of its teachers. The first group of Peace Corps Volunteers arrived last June and began to work in secondary schools in August 1996.

**JORDAN**

Population: 4,217,000

Annual Per Capita Income: \$1,390

Number of Years Peace Corps in Country: New Country Entry

**Peace Corps Country Overview:**

The first Peace Corps Volunteers to serve in Jordan are scheduled to arrive in April 1997. They will be placed in rural communities and will focus their efforts on community organization and development and environmental education.

**Resources:**

Jordan	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	0	30	30
Average # of Volunteers	0	10	27
Program Funds (\$000)	0	1,038	1,392

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

Rural poverty and lack of economic opportunities, particularly for women, pose significant challenges for Jordanians. Traditionally, rural women do not sell goods in the markets or otherwise participate in mercantile activities. However, opportunities for women in business are beginning to open up. Volunteers will work with local organizations to implement micro-enterprise and social service projects in small towns or villages. They will teach basic business skills such as planning, fund-raising techniques, record-keeping, and marketing strategy. An emphasis will also be placed on leadership training.

**Environment**

Maintenance of ecological biodiversity, protection of natural resources, particularly water, and improving air quality are priority environmental issues in Jordan. In the more industrialized north, poor air quality is a factor; in the rural south and east, the insignificant water supply combined with overgrazing has decreased the fertility of the soil. Volunteers will work with non-governmental organizations to educate communities on the importance of utilizing their natural resources in an environmentally sustainable fashion. Volunteers will also work with counterparts on such activities as national parks and wildlife conservation and management, institutional strengthening and community self-reliance.

## KAZAKHSTAN

Population: 17,027,000

Annual Per Capita Income: \$1,110

Number of years Peace Corps in Country: 4

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

Since the break up of the Soviet Union, Kazakhstan has struggled with pressing concerns of economic reform, legal development, democratization and ethnic tensions. Scarce financial support has been available for environmental projects and the upgrade of the educational system. While Kazakhstan has declared education a high priority, most schools have inadequate teaching staff, outdated textbooks, and limited resources to teach English. Kazakhstan is dedicated to moving to a market economy, but the transition period is difficult. The country has emphasized the importance of privatization, and is working to strengthen its small business sector. Environmental organizations in Kazakhstan lack access to technical information, mechanisms of international and inter-regional communication, funding sources and language training. Volunteers are addressing these various problems with projects in economic development, education, and the environment.

### **Resources:**

Kazakhstan	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	45	56	56
Average # of Volunteers	83	82	93
Program Funds (\$000)	1,544	1,651	1,708

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

#### **Economic Development**

Volunteers divide their time between working in universities and institutes teaching business, and acting as business consultants. Volunteers provide training and consulting in marketing skills, and internationally accepted accounting systems. One Volunteer helped local business people receive funding to open four bakeries in the town of Uralsk. This Volunteer also helped to bring in nearly \$200,000 of additional investment to the area. Another Volunteer began a business resource center to be used by local business people to access information on planning, marketing and accounting.

**Education**

Volunteers provide language instruction to students in schools, establish English language resource centers, develop and conduct workshops for teacher education, and facilitate the formation of both local and national organizations of teachers of English. Over the past three years, Volunteers have taught more than 6,200 secondary students and 2000 college and university students. More than 500 Kazakhstani teachers have attended skill-enhancing workshops. Outside the classroom, Volunteers host English language radio and television programs, organize summer camps, work with orphanages, coach drama groups, and facilitate education exchanges between the United States and Kazakhstan. One departing Volunteer arranged a trip to America for the principal at her school. The Volunteer and principal visited schools and education departments throughout California and Washington, with a special focus on student government activities. The principal now corresponds with these American teaching professionals and is eager to share her knowledge with other Kazakhstani education specialists.

**Environment**

Volunteers work with counterparts at environmental non-governmental organizations and local ministries to assist with grant and proposal writing, set up local and international networks, and raise the public's awareness of environmental issues. Volunteers develop environmental education curriculum, give environmental education lectures at schools, and assist with research projects. Two Volunteers helped establish Vice President Gore's GLOBE program in two Kazakhstani schools, using the power of the computer and global access to the Internet to connect students with scientists who provide experiments for the students to work on as a class.

## KYRGYZ REPUBLIC

Population: 4,667,000

Annual Per Capita Income: \$610

Number of years Peace Corps in Country: 4

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

Since independence, the Kyrgyz Republic has demonstrated a strong commitment to achieving full participation in the global market. The government is eager to establish projects which will assist in the complex process of privatization, the transition to a market economy and the alleviation of poverty. The Kyrgyz have also placed a high priority on English education as a means of linking their country to the world. Unfortunately, the education system faces a severe shortage of trained teachers of English, textbooks, and basic instruction materials. Volunteers are working with the Kyrgyz people in these key areas of economic development and education.

### **Resources:**

<b>Kyrgyz Republic</b>	<b>FY 1996</b>	<b>FY 1997</b>	<b>FY 1998</b>
	<b>Actual</b>	<b>Estimates</b>	<b>Estimates</b>
Trainees	38	42	42
Average # of Volunteers	53	57	62
Program Funds (\$000)	1,073	1,116	1,145

### **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. Since 1993, Volunteers have taught over 9,000 secondary school students, 1,000 higher education students, and have worked with over 300 Kyrgyz counterpart teacher's. Outside the classroom, Volunteers have organized summer camps for youth, coached soccer, basketball and baseball teams, hosted English language television programs, and facilitated health seminars and women's career days. One Volunteer, working with USAID, a local university, and a group of local artists set up a craft shop in the city administration building. The university students in the Tourism and Business Department

are now doing their practicum in the shop. Students are gaining hands-on business experience and are having direct contact with foreign visitors. The goal of this effort is to develop a professional, well-trained tourism force.

### **Economic Development**

Volunteers are helping Kyrgyz non-governmental organizations and farmers' associations become sustainable, self-sufficient, and effective entities. One Volunteer worked on the establishment of a revolving loan fund for a farmers' association. Another Volunteer helped to organize the first "Osh Oblast Harvest Festival" to celebrate the achievements of farmers who are new to private farming. The festival was both educational and recreational. It included teaching forums on agricultural issues, sporting events, and livestock exhibitions.

## LATVIA

Population: 2,583,000  
Annual Per Capita Income: \$2,290  
Number of Years Peace Corps in Country: 5

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

Although significant progress has been made in Latvia over the last several years, the country still faces challenges in developing its small business sector and in strengthening its education system. Through projects in economic development and education, Peace Corps Volunteers are supporting Latvia's efforts to address the problems of low agricultural output, a declining rural standard of living and the lack of rural business expertise.

### **Resources:**

Latvia	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	18	25	25
Average # of Volunteers	40	35	37
Program Funds (\$000)	770	755	761

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

#### **Economic Development**

Volunteers work to increase small businesses in rural areas. They consult with clients on farm business practices and credit issues. One Volunteer at the Jelgava Regional Agriculture Department has completed a database about the nature of farming businesses and the existing agricultural equipment in the region. Other Volunteers have developed a private shop survey project that has taught shop owners management and marketing tools, and techniques for evaluating their customer service, advertising and product presentation.

#### **Education**

In addition to teaching English on the secondary-level, Volunteers provide training for Latvian teachers to enhance their English language proficiency and teaching skills. One Volunteer secured funding for a project on the formation of student parliaments and coordinated student government leadership courses for the training of students and teachers. Another Volunteer helped her school become involved with the European non-government organization, Global Youth Action for the Environment, and UNESCO's Baltic Sea Project.

**LITHUANIA**

Population: 3,706,000

Annual Per Capita Income: \$1,350

Number of Years Peace Corps in Country: 5

**Peace Corps Country Overview:**

The government of Lithuania is working diligently to support the development of small and medium-sized businesses, but entrepreneurs lack not only expertise in marketing and business management skills, but also access to information resources. Lithuania is also working to expand access to English language instruction in its secondary schools. Volunteers are making contributions in both areas with projects in economic development and education.

**Resources:**

Lithuania	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	18	25	25
Average # of Volunteers	40	35	37
Program Funds (\$000)	770	755	761

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

Volunteers are assigned to economic development units of local governments, Business Advisory Centers, and other organizations. They teach business management skills to entrepreneurs and work with local governments on economic development plans. Together with the staff of the Lithuanian Tourism Board, Volunteers have developed an Accommodation Guide for Lithuania that introduced the idea of direct selling and promotion to hotel owners and secured advertising contracts with over 60 hotels. A Volunteer in Mazeikiai developed a Youth Center/Ice Cream Shop to encourage business education. This center was supported by the Regional Government, a local ice-cream producer, Coca-Cola, Elektrolux and Peace Corps' Small Projects Assistance program.

**Education**

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

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

One group of Volunteers worked on the development of education materials during their summer break. Examples of their work include include a "Technical Guide to Using Artwork in the ESL Classroom With Picture Collection," and a student's handbook entitled, "Where There is No Textbook."

**MOLDOVA**

Population: 4,420,000

Annual Per Capita Income: \$870

Number of Years Peace Corps in Country: 4

**Peace Corps Country Overview:**

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

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

Peace Corps Volunteers are concentrating the efforts in the important areas of economic development and education.

**Resources:**

Moldova	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	42	48	48
Average # of Volunteers	44	64	80
Program Funds (\$000)	974	1,167	1,264

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

Peace Corps' economic development project began last year with 11 Volunteers serving in business centers, mayors' offices, banks and Moldova's Academy of Public Administration. An additional 12 business Volunteers began work in August, 1996. Volunteers are providing

advice on the privatization of smaller public enterprises, offering technical advice to local entrepreneurs, organizing and conducting training programs and establishing libraries and data banks. In 1997, Volunteers will also work on the development of agricultural associations. During the past year, over 1,000 people participated in business seminars. One Volunteer established a monthly business forum with over 100 attendees. Another prepared a trilingual directory of Moldovan businesses.

### **Education**

Since 1995, Volunteers have taught over 2,000 primary, secondary, and university students using communicative methods incorporating problem solving, critical thinking and environmental awareness activities. During the past year, Volunteers conducted 29 peer-training workshops. They also sponsored an English Immersion Summer Camp and organized a debate camp.

**MOROCCO**

Population: 26,488,000

Annual Per Capita Income: \$1,150

Number of years Peace Corps in Country: 34

**Peace Corps Country Overview:**

Peace Corps Volunteers have supported many significant improvements in the quality of life in Morocco over the last 34 years, but the country continues to face a number of pressing development challenges. The maternal mortality rate is exceptionally high in rural areas. Drought, over-grazing, and a lack of veterinary services continue to hamper livestock production and management. Population growth has contributed to the drainage of wetlands, de-forestation of public areas, and erosion in national park reserves. To help address these problems, Volunteers are assigned to projects in agriculture, education, the environment and health.

Peace Corps/Morocco also administers a small program in Malta. Three Volunteers serving on that island are working on Malta's health care management services and agricultural extension systems.

**Resources:**

Morocco/Malta	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	68	74	74
Average # of Volunteers	120	119	128
Program Funds (\$000)	2,063	2,244	2,287

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

Small rural farmers are an important part of Morocco's agriculture sector, yet they have only limited access to information and resources that could improve productivity or increase incomes. Volunteers are working with farmers on sustainable agriculture and livestock production, development of income generating activities, extension education, and rural women's development. Volunteers train young farmers and women in appropriate agricultural practices and the marketing of their products.

On Malta, a Volunteer has compiled and produced a plant disease manual for the Maltese Ministry of Agriculture to use in its efforts to identify and combat plant disease.

### **Education**

Volunteers and their Moroccan colleagues are working together to improve teaching techniques, expand educational resources, and design targeted technical English curricula. Volunteers are also expanding and developing departmental resource centers at Moroccan universities. In 1996, two Volunteers focused on the development of university libraries and information management systems, while others taught orientation and mobility skills at schools for the visually-impaired to prepare students for integration into the education system and their communities. One Volunteer designed a cane using locally-available materiel and has shared that design with other Volunteers and their counterparts.

One of the Volunteers in Malta is working with the Institute of Agriculture at the University of Malta to develop a curriculum for a diploma program in agricultural extension.

### **Environment**

Morocco is in the process of developing a national strategy to improve its parks and ecological reserves so tourism will increase and generate greater revenue. 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's community reforestation project led to a tree-planting day in which park inhabitants placed over 7,000 trees in an erosion-prone area. This project has also increased the dialogue between park officials and local leaders.

### **Health**

Volunteers work predominantly in rural Moroccan communities to improve maternal and child health care and increase safe water supplies. Health education is a major component of their projects. Volunteers have implemented vaccination campaigns, trained nurses in communication and patient counseling, constructed water supply systems, designed and produced safe birth kits, and developed dental hygiene awareness campaigns. Efforts in pit latrine construction have produced considerable results, including skills transfer to local leaders in project design, management and funding.

A Malta Volunteer has worked in coordination with the Institute of Health Care at the University of Malta to design and implement a health services management program for health care professionals, primarily nurses.

**POLAND**

Population: 38,341,000

Annual Per Capita Income: \$2,470

Number of Years Peace Corps in Country: 7

**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 difficult. Goods appeared on the consumer market almost immediately, yet the standard of living for most Polish people has been damaged 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 gain access to English language education. Peace Corps is working to ease this transition by providing Volunteer assistance in economic development and education.

**Resources:**

Poland	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	71	85	83
Average # of Volunteers	161	132	142
Program Funds (\$000)	2,721	2,608	2,784

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

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

**Education**

Volunteers in Poland play a prominent role in teaching English at secondary schools and teacher training colleges. Volunteers work not only to raise the students' English language ability, but also to heighten their cross-cultural awareness. Volunteers provide English

instruction, improve learning resources, develop school-based community outreach projects, and enhance the confidence, skills and knowledge of Polish teachers.

Many Volunteers have organized cleanups at their sites to celebrate Earth Day. Volunteers have also worked to integrate environmental education into their English lesson plans. Six Volunteers have dedicated time to help establish or catalogue libraries in their schools and colleges. One created a video library and organized showings of films for students as well as local community members.

### **Environment**

Volunteers help Polish non-governmental agencies, local governments, and municipalities to strengthen public awareness of environmental issues and improve organizational management and human resource development. Agency profiles developed by Volunteers have aided a number of Polish agencies to better understand their organizational structures and potential, and allow them to develop more effective strategies and plans.

**ROMANIA**

Population: 22,736,000

Annual Per Capita Income: \$1,230

Number of Years Peace Corps in Country: 6

**Peace Corps Country Overview:**

Over the past six years, Romania has been moving from a command economy toward a market economy. While large scale privatization has been slow, small-scale privatization has moved more swiftly. Foreign investment is increasing, but overall economic growth remains sluggish. The need for highly skilled educators is increasing as more and more unemployed youth return to school. Peace Corps Volunteers are addressing a variety of problems in the areas of economic development and education.

**Resources:**

Romania	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	36	40	40
Average # of Volunteers	61	61	63
Program Funds (\$000)	1,271	1,286	1,311

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

In the past year, Volunteers worked with more than 2,600 clients with business planning, financial analysis, loan applications, marketing, and organizational issues. They conducted 105 seminars on such topics as finance/banking, exporting/importing techniques, marketing and tourism development. An estimated 2,000 Romanians participated in these programs.

Most business Volunteers were involved in organizing business English classes. During the past year, 18 companies engaged in the privatization process were provided management training and technical assistance. Thirty-five high schools are part of a nationwide Junior Achievement program initiated by Peace Corps Romania.

**Education**

Volunteers taught English to more than 2,300 Romanian students in middle or upper-secondary schools in Romania. Volunteers work directly with over 400 Romanian English teachers to

exchange ideas on teaching methods and American culture. Through Peace Corps' assistance, more than 12,000 books, tapes, and videos were received and distributed to schools and universities throughout Romania during 1996.

During the past year, Volunteers established seven new community resource centers. Three Volunteers worked at the National English Olympics, grading the oral examination and conducting supplementary English activities. Two Volunteers are also working with teams of teachers to create a *Guide to Writing a Research Paper* for high school and university students. Volunteers have also organized summer camps for Romanian youth.

A number of Volunteers have been assigned to the areas of social work and non-governmental organizational development. Some Volunteers are working in Romanian universities where they develop practicums for the School of Social Work. Of the 450 Romanian students participating in this program, approximately 80 percent are women. Other Volunteers are assigned to NGOs to provide managerial and technical assistance. Volunteers initiate and assist in projects to counsel street children, work with Maternal Health Centers, develop HIV/AIDS education materials or work on the International Festival for Children with Handicaps. Over the past year, 1,000 NGOs have been served by Peace Corps Volunteers.

One Volunteer designed and developed a Community Mental Health Center to provide daily rehabilitation programs to previously hospitalized people with chronic mental illness. Another Volunteer organized a five-day national conference for over 100 university practicum coordinators, field instructors, and students from all Social Work faculties in the country.

**RUSSIA**

Population: 148,366,000

Annual Per Capita Income: \$2,650

Number of Years Peace Corps in Country: 5

**Peace Corps Country Overview:**

Russia continues to face enormous challenges in sustaining economic reform, 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 and enhance its educational system. Peace Corps Volunteers are making important contributions at the grass-roots level in Russia's efforts to establish a free market economy, build new civic institutions, revitalize education, and protect the environment. Volunteers have become valuable sources of advice and expertise for Russian entrepreneurs, business professionals, and local governments, as well as for other international development organizations.

**Resources:**

Russia	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	75	97	89
Average # of Volunteers	100	142	143
Program Funds (\$000)	3,406	3,897	3,892

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

In 1996, Volunteers conducted business seminars, workshops, and individual consultations for more than 2,000 individuals and businesses in Russia. Volunteers participated in eight major conferences on banking, women in business, business and regional development, print advertising and finance, with over 1,500 business participants attending the conferences. Business Education Volunteers taught over 700 students. Volunteers assisted in securing \$418,800 in grants for projects in Russia. A Volunteer on Sakhalin Island organized a medical resource center, designed to provide the medical community with access to state-of-the-art medical information and methodologies. Two state-wide Junior Achievement seminars were organized for primary and secondary school teachers in Primorski Krai. Volunteers in Nizhny Novgorod conducted a ten day Business Planning Symposium with their Russian counterparts, which featured special lectures to Russian Rotary Clubs and Chambers of Commerce. One

Volunteer co-facilitated a budgeting and cash flow analysis workshop for 25 small business owners, and produced workbooks on budgets/cash flow and transformation of Russian accounting classifications into Western financial statements. A Volunteer in Nizhny Novgorod established a western-style out-patient alcoholic treatment center and arranged for staff training at Recovery Center in Moscow, as well as furniture donations for the clinic. An Agri-business Volunteer compiled and printed a Russian/English Agricultural Handbook and Dictionary for sale in Russia. One Volunteer set up a Togliatti Home Page on the World-Wide Web, which provides information regarding the city's business climate and Peace Corps activities in western Russia.

### **Education**

For many Russians, learning English is a key factor in their ability to compete economically. Peace Corps Volunteers have taught over 7,500 teachers and students of English since 1994. In 1996, two Volunteers developed language teaching software and audio tapes for secondary and university classes. One PCV worked full-time with the Teacher Retraining Institute/ Primorsky State and Vladivostok Pedagogical College, leading workshops on communicative methodology and teaching techniques. More than 300 local teachers participated in the seminars. Fourteen TEFL Volunteers, five of whom were co-chairs of the event, presented papers devoted to various aspects of teaching English and American culture at the Vladivostok TESOL Conference last June. A Volunteer in Vladivostok established a Spanish language program in her university's Department of Foreign Languages. Thirty Volunteers established pen-pal exchanges with US schools and colleges. Three English teachers' associations were formed by Volunteers in 1996.

### **Environment**

The vast natural resources of the Russian Far East make it one of the richest areas of the world. Russians are increasingly concerned about environment and natural resources. Volunteers are working on environmental education, forestry, and conservation. In 1996, environmental Volunteers worked with teachers of Ecology and Biology, helping them to introduce games and other non-traditional exercises in their lessons. Six Volunteers organized a summer Environmental/English camp for middle school students on the Sikhote-Alin nature reserve. One Volunteer, with his environmental studies group, made three environmental education trips to remote communities where they lectured in schools and conducted environmental plays. Another Volunteer began work on recycling projects in Vladivostok through the local Rotary Club, contacting several recycling operation vendors in the USA, South Korea and India to build relationships and obtain information for business plans. Working with his Russian counterparts, a forestry Volunteer managed to start the first greenhouse facility in the Russian Far East and grow 130,000 tree seedlings which will be used to reforest areas devastated by forest fires in 1996. The Volunteer and his colleagues are now planning three more greenhouses.

**SLOVAKIA**

Population: 5,333,000

Annual Per Capita Income: \$1,970

Number of years Peace Corps in Country: 7

**Peace Corps Country Overview:**

Slovakia's separation from the Czech Republic slowed the pace of reform significantly. Inflation and unemployment have risen, and industrial output has dropped. However, Slovakia is still actively engaged in soliciting western development assistance and training as it makes the transition to a market economy. Slovakia also faces increasing challenges in protecting and restoring its environment. For these reasons, Peace Corps Volunteers are focusing their efforts on economic development, education and the environment.

**Resources:**

Slovakia	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	46	48	48
Average # of Volunteers	67	78	83
Program Funds (\$000)	1,374	1,535	1,540

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

Volunteers are assigned to business advisory centers throughout the country. They work with directors, host staff, and local consultants to formulate strategic plans and deliver technical assistance to Slovakian entrepreneurs. Volunteers are developing a business network at twelve centers throughout the Slovak Republic. These centers now work more closely on projects and sharing information with other groups engaged in similar work.

In a program with Iowa State University, a Volunteer facilitated workshops on management leadership, strategic planning and association alliances focused on building partnerships between government and business for community and regional development.

**Education**

Slovak universities and teacher training colleges have almost universally replaced Russian instruction with English language training. Volunteers are working in smaller cities and towns,

areas which are exposed to very few native English speakers. Volunteers divide their time between direct classroom instruction, teacher training, and English conversation training. An increasing number of Volunteers have been assigned to secondary education institutions. Peace Corps also anticipates expanding into language instruction at the primary level over the course of the next year.

The FAST project (Foundational Approaches in Science Teaching), an innovative environmental education program designed in cooperation with the University of Hawaii, has been established at four schools with Peace Corps' support. FAST is targeted at 11 to 13 year-olds and exposes them to the basic principles of physics, biology, chemistry, geography, meteorology, and ecology in a creative and interdisciplinary manner.

### **Environment**

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

One Volunteer working with a non-governmental organization obtained over \$9,000 for the establishment of Slovakia's first mobile environmental center, dubbed the Ecobus. This bus was used to bring environmental education principles to rural areas not served by environmental centers.

**TURKMENISTAN**

Population: 4,010,000

Annual Per Capita Income: \$2,450

Number of years Peace Corps in Country: 4

**Peace Corps Country Overview:**

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

**Resource:**

Turkmenistan	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	38	30	30
Average # of Volunteers	48	62	58
Program Funds (\$000)	943	930	873

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

Last fall, Peace Corps began an economic development project in Turkmenistan. Volunteers are teaching business courses at the university level. They will also work with local banks to access micro-lending programs, or help develop and conduct training programs for entrepreneurs.

**Education**

Volunteers work in secondary schools and institutes of higher education teaching English and introducing communicative methodologies. Volunteers and their counterparts develop teacher training workshops and create English language resource centers. Volunteers also teach English at health care facilities. Since 1994, more than 3,000 secondary school students,

700 college and university students and 500 medical students and professionals have received English language instruction from Peace Corps Volunteers. Volunteers have also established English Resource Centers in seven major cities throughout Turkmenistan. And Turkmen national television provided coverage for the second annual Summer English Immersion Camp attended by over 360 secondary students.

### **Health**

Volunteers work at nursing schools to develop practicum training and continuing education programs to modernize clinical skills of nurses and midwives. Volunteers are also introducing contemporary techniques in pre- and post-natal care, labor and delivery practices, infant care, sick child care, breast feeding, and nutritional practices. They also teach patient education skills, family planning techniques, and basic infection control. Volunteer nurses worked with local counterparts in two Medical Schools to establish a Medical Resource Center. The Resource Center will serve as a place where students can study, faculty can hold meetings, and community members can have seminars and workshops. In addition, the Resource Center will house up-to-date AV equipment to train local people in video production skills. The first videos produced will be used for health education purposes. A Board of Directors has been established to operate and manage the Medical Resource Center, and a number of community organizations and local stores have provided donations.

**UKRAINE**

Population: 51,465,000

Annual Per Capita Income: \$1,570

Number of Years Peace Corps in Country: 5

**Peace Corps Country Overview:**

Since its declaration of independence in 1991, Ukraine has experienced many of the same problems as the other former Soviet countries as it makes the difficult transition to democracy and a free market economy. It has asked Peace Corps Volunteers to help in the transition.

Ukraine's Ministry of Education identified needs for its school system in a forward-looking program, *Education - Ukraine in the XXI Century*. Among the problems outlined are the need for native speakers of the English language as well as assistance in developing curricula for language teaching. Peace Corps is helping to answer these needs by providing skilled and motivated education Volunteers.

**Resources:**

Ukraine	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	73	81	81
Average # of Volunteers	104	122	132
Program Funds (\$000)	2,136	2,411	2,416

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

The key elements of the business development project include business education, business advisors in governmental structures (municipal/oblast administration), and transfer of technology to business leaders. Two Volunteers were involved in organizing the charter chapter of the Students East-West Club with Donetsk State Technical University, Donetsk State University, and Ternopil Academy of National Economy as the charter members. The organization's goals are to promote a better understanding between students in East and West Ukraine and to promote cultural exchanges.

Volunteers in five regional Ukrainian Auction Centers provide management consulting services on the day-to-day operations of the centers. These centers distribute shareholders certificates to Ukrainian citizens, prepare state enterprises for privatization, educate enterprise

management on roles of publicly held enterprises, provide information to the public regarding firms eligible for investment, and maintain shareholder registers for newly privatized firms.

### **Education**

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

Under the guidance of Volunteers, 30 students from Dniprozervzhynsk participated in leadership workshops on motivation, creativity, conflict resolution, and leadership styles. More than 200 teachers from around Ukraine attended five presentations by two Volunteers and Ukrainian team members. Information about the project was presented along with video demonstrations of some of the methods.

**UZBEKISTAN**

Population: 22,349,000

Annual Per Capita Income: \$950

Number of years Peace Corps in Country: 5

**Peace Corps Country Overview:**

The people of Uzbekistan are working to make the difficult transition to a free market economy and cope with the many changes inherent in this kind of upheaval. The ability to communicate in English is viewed as a vital ingredient in Uzbekistan's development and its status as a new nation in the international community. Therefore, English education is a key priority. Other pressing problems that affect the development of the economy include slow progress on privatization legislation, changing laws that affect small business, and a lack of business expertise, commercial credit, raw materials, supplies and equipment. Volunteers are focusing their efforts in these key areas of education and economic development.

**Resources:**

Uzbekistan	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	38	30	40
Average # of Volunteers	42	58	60
Program Funds (\$000)	1,095	1,220	1,301

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

Volunteers are supporting Uzbekistan's transition to free market economic activities by advising and promoting small businesses at the micro level, and by teaching economic development courses based on Junior Achievement materials at the secondary and university levels. In addition to classroom teaching and conducting business seminars, Volunteers have organized an internship program to provide students with an opportunity to work with international entities and joint foreign-Uzbek companies. Last November, the BBC filmed two classes conducted by Volunteers whose students have begun companies via the Junior Achievement program.

**Education**

Volunteers work to increase the availability of quality English language instruction to secondary schools and university students by using communicative teaching techniques and methodologies. They also help teachers at the local, regional and national level create and develop their own forums of networking and information exchange. In conjunction with regional and local departments of education, Volunteers have organized and conducted numerous workshops and seminars for English teachers. A Volunteer-supported English teachers' newsletter is published weekly in two national education newspapers with an audience of over 70,000 educators. Five English Resource Centers have been established in regional capitals, and plans are being made to include e-mail access and computer training. In addition, a nation-wide English immersion summer camp included over 300 secondary students, 60 English teachers and 65 university students.



Inter-America  
Region

**INTER-AMERICA REGION****Regional Overview**

Since the first Volunteers arrived in Latin America 35 years ago, the Peace Corps has been a positive and constructive presence in communities throughout the region. With the encouraging political, social, and economic changes that are occurring in this region, including the historic peace accords in Guatemala, the restoration of democracy in Haiti, and the end of civil conflicts in Central America, Volunteers are poised to make even greater contributions to the development of this dynamic region. At the same time, they continue to strengthen the ties of friendship and understanding between Americans and the people of this hemisphere.

Increased stability in the region has allowed Peace Corps Volunteers to return in recent years to El Salvador, Nicaragua, Guyana, and Haiti. This year, an average of 1,600 Volunteers are making important contributions to agriculture, small business development, education, environment, health, and urban development in 22 countries.

As part of the agency's Strategic Plan to accommodate current budget constraints and allocate resources to areas of greatest need, the Peace Corps is preparing to close operations in Uruguay by the summer of 1997, and Chile and Costa Rica in the summer of 1998. The Peace Corps is collaborating with the government of Chile to strengthen Servicio País, the country's new volunteer service organization. The Peace Corps leaves these countries with pride in the contributions that Volunteers have made to the development of these countries, as well as for strengthening the ties of friendship between our peoples.

In addition to closing several programs, the Peace Corps larger programs in Guatemala, Honduras, Ecuador and Paraguay are being reduced for programmatic and budgetary reasons. At the same time, newer programs in Bolivia and Nicaragua, two large countries with enormous poverty, have been increased. The program in Haiti, reestablished last year, will also grow significantly over the next two years if conditions permit.

In the coming year, Volunteers will continue to work with local communities to help them meet their needs in the areas of agriculture, business development, education, environment and health. Special emphasis will also be given to youth development and municipal management programs. The demographics of the region continue to show an expanded youth population with fewer social and economic opportunities. Volunteers have begun to work in a number of countries with local leaders and organizations to implement models for youth development, such as entrepreneurship and vocational education, environmental involvement, and sports. Volunteers have also begun to help villages, towns, and municipalities to design and implement local development projects.

In addition, six Crisis Corps Volunteers successfully completed a project in Antigua in 1996 by working with local individuals and organizations to rebuild 30 homes destroyed by Hurricane Luis.

## **INTER-AMERICA**

---

Through their work, Peace Corps Volunteers in the Inter-American region are helping citizens of this hemisphere improve their lives and participate in the development of their countries. By living for two years in the communities they serve, Volunteers are helping to form a hemispheric community at the people-to-people level.

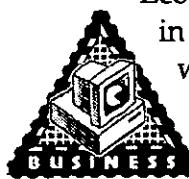
### **Sector Summaries**

#### **A. Education**



Volunteers are working with teachers and students on 34 education projects in 14 Inter-America countries. Volunteers work to increase knowledge and skills in areas requested by our host countries and communities, such as math, science, environment, and business. In addition, Volunteers are focusing more on "at-risk" urban and rural youth. Their projects focus on employability by providing youth with work experience, leadership training, and skill training. Innovative and creative vehicles for such life-skill development activities include vocational training, sports activities, arts education, environmental activism, and entrepreneurship. There is also a renewed effort to work with marginalized adults through non-formal education, especially in the areas of literacy and leadership training.

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



Economic development projects are among the Peace Corps' fastest-growing sectors in the Inter-America region. Eighteen percent of Volunteers in this region are working on 14 projects in 12 countries. Volunteers promote the development of micro, small, and medium-sized enterprises—many of which exist on the margins of their countries' economies—in both rural and urban areas, helping low-income people increase employment and income-generation opportunities. Through the transfer of business-management knowledge and skills, Volunteers provide technical assistance to individual entrepreneurs as well as to organizations providing credit, training, and technical assistance to small businesses.

#### **C. Environment**



Environmental protection, conservation, and sustainability have constituted the fastest-growing area of Volunteer service in the Inter-America region. Volunteers are working with communities and non-governmental organizations on 17 projects in 13 countries, and the focus of their efforts is to reverse the degradation of environmental conditions. Volunteers are placing increased emphasis on bridging the environment and business sectors by exploring the possibilities of integrating economic development interests within a framework of environmental sustainability. The areas of eco-tourism and eco-businesses are seen as the areas of greatest potential benefit to local economies and, therefore, the most likely future programming areas.

**D. Health**

Access to basic health care remains a serious problem for many communities in the Inter-America region. Volunteers are working with their counterparts on 19 health projects in 12 countries. They focus on improving the health of individuals and families in the communities where Volunteers live and work.

With the increasing threat of HIV/AIDS in the region, Volunteers are helping to develop education programs to reduce the spread of this disease. Volunteers are also working with communities and health professionals to combat micronutrient deficiencies, especially among children.

**E. Agriculture**

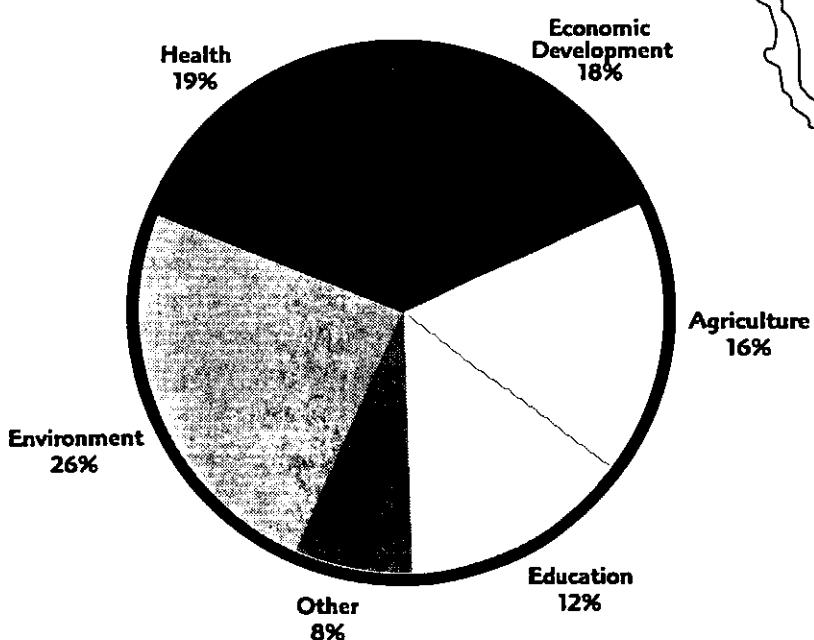
Volunteers are working on 15 agriculture projects in eight Inter-American countries. The focus of their work has been to increase income among farm families, increase and diversify rural employment opportunities, and to improve nutritional levels of all family members. Volunteers are working with farmers and local communities to shift from a traditional focus on agricultural production towards a systems approach to agricultural development, including farm management, agro-forestry, integrated farming, storage, and marketing activities.

**Area of Special Emphasis: Municipal Management**

Throughout the region, there has been a move towards political decentralization and, at the same time, an economic opening at the local, regional and global level. With these trends, a great expectation is placed on local responsibility for socio-economic development initiatives through a partnership between the public and private sectors. Volunteers are offering training and technical assistance in the planning, organization, and implementation of local development projects.

# INTER-AMERICA

## AT A GLANCE \*



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

Agriculture	320
Economic Development	363
Education	246
Environment	514
Health	367
Other	168

\* Map depicts countries where Peace Corps Volunteers serve as of 9/30/97.  
Chart depicts Volunteer activity in specific sectors as of 9/30/96.

<sup>1</sup> Volunteer and Trainee information as of 9/30/96.

**INTER-AMERICAN REGION**

	Trainees			Average Number of Volunteers			Program Funds (\$000)		
	FY 1996	FY 1997	FY 1998	FY 1996	FY 1997	FY 1998	FY 1996	FY 1997	FY 1998
- Belize	26	27	27	55	51	44	1,022	998	958
- Bolivia	79	77	77	116	130	126	2,095	2,259	2,290
- Chile	22	0	0	61	51	18	1,654	1,284	808
- Costa Rica	32	0	0	109	63	14	1,671	977	610
- Dominican Republic	79	75	75	161	132	127	2,706	2,498	2,501
- Eastern Caribbean	57	55	55	121	121	100	2,516	2,535	2,360
- Ecuador	97	85	85	133	153	155	2,409	2,676	2,755
- El Salvador	34	50	50	56	67	75	993	1,275	1,348
- Guatemala	83	91	91	192	148	142	2,818	2,460	2,476
- Guyana	16	20	20	16	30	32	471	734	757
- Haiti	24	43	43	3	24	59	458	944	1,352
- Honduras	96	92	92	178	160	153	2,628	2,540	2,556
- Jamaica	57	58	58	104	100	93	1,886	1,873	1,851
- Nicaragua	62	62	62	99	97	101	1,568	1,633	1,695
- Panama	42	42	42	55	71	74	1,184	1,519	1,573
- Paraguay	94	87	87	191	170	148	3,096	2,997	2,902
- Suriname	20	26	26	12	28	39	732	917	1,113
Uruguay	0	0	0	59	27	0	1,200	821	0
<b>TOTAL*</b>	<b>920</b>	<b>890</b>	<b>890</b>	<b>1,721</b>	<b>1,623</b>	<b>1,499</b>	<b>31,107</b>	<b>30,942</b>	<b>29,903</b>

\* Detail may not add due to rounding.

## **INTER-AMERICA**

---

### **BELIZE**

Population: 205,000

Annual Per Capita Income: \$2,463

Number of Years Peace Corps in Country: 35

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

Like many countries in the developing world, the majority of the population in Belize—65 percent—is under the age of twenty-five. Almost half the children do not complete primary school, and drop out rates in secondary schools are high. The rural primary school system suffers from overcrowding and a lack of books and supplies. There is also a shortage of secondary schools and vocational schools. This situation is exacerbated by a shortage of properly trained teachers in rural areas.

In Belize City, rapid population growth is putting a severe strain on services and infrastructure. There are problems of chronic unemployment, substance abuse, an increase in criminal activity, and shortages of housing, food and medical care.

Sixty percent of Belize is covered by a range of forest ecosystems that accommodate endangered species. In addition, the barrier reef is the core of an important coastal and marine ecosystem. In fact, the coral reef of Belize has been newly declared a World Heritage Reserve. Effective management of these areas will be required to maintain these natural resources.

To help address these problems, Volunteers are working in five projects: environmental conservation and awareness, youth enhancement services, vocational education, rural primary education, and health education and prevention.

#### **Resources:**

Belize	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	26	27	27
Average # of Volunteers	55	51	44
Program Funds (\$000)	1,022	998	958

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

##### **Education**

Several years ago, the Center for Employment Training was established in Belize City to increase the vocational employment of youth in urban areas and to help supply the region

with a more skilled labor force. Volunteers have provided training in a variety of subjects including auto-mechanics, construction, welding, electronics, hospitality management and agribusiness. Volunteers have also designed an entrepreneurship training program for young people at YWCA, Youth Enhancement Center and the Belize Center for Employment Training.

Several Volunteers are working with non-governmental organizations to provide social services for at-risk adolescents and young adults. These services include: literacy instruction, home economics and parenting skills, conflict resolution, and individual/small group counseling in child abuse, substance abuse and vocational education. Through these efforts a maternal counseling training curriculum was designed, a big brother/big sister program implemented, and a good touch/bad touch educational program introduced in the primary schools.

In rural communities, Volunteers are working collaboratively with the United Nations Development Project to strengthen the Association of Village Leaders for Development. Volunteers also work to improve the quality of health and education services available in isolated areas. Over the last seven years, seven new schools, five libraries, 140 latrines, and a gravity flow water system for over 300 families have been constructed.

Volunteers assigned to the Belize Teacher Training College conduct teacher training workshops in rural areas. In 1995-96, workshops were held for more than 500 teachers, many of whom had never received any training. In addition, a Volunteer has been teaching visually impaired students how to read Braille, as well as training their teachers and parents how to meet their special needs.

### **Environment**

Volunteers have helped to establish and manage nature reserves and protected areas. These include the Tapir Mountain Nature Reserve, a Marine Museum developed for the Ambergris Historical Society of San Pedro, 5 Blues Lake and the Siwa-Ban Foundation. Other Volunteers have worked on improving conditions for endangered species such as the manatee, the green iguana, and the yellow-headed parrot, as well as participating in barrier reef marine research. Other Volunteers are working with the Ministry of Agriculture to educate farmers on pesticide safety, integrated pest management techniques, and plant protection research, disease identification and control.

In 1995, Volunteers organized the second National Symposium on the Belize State of the Environment. Over 400 participants attended the two-day educational event. One Volunteer created an Environmental Conservation Carnival featuring Rainbow the Toucan and H<sub>2</sub>O Joe, a water droplet. These costumed cartoon-like characters visited 34 schools.

## **INTER-AMERICA**

---

### **BOLIVIA**

Population: 7,237,000

Annual Per Capita Income: \$770

Number of Years Peace Corps in Country: 15

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

Bolivia remains one of the least developed countries in South America. Eighty-five percent of the rural population live in absolute poverty. Rural Bolivia suffers from one of the highest infant and under-five mortality rates in Latin America. The average life expectancy at birth is among the lowest in South America. Bolivia has an agriculture-based economy which lacks modern technology. The environment is faced with unplanned forest conversion, uncontrolled logging, and problems associated with rapid urban growth. Peace Corps returned to Bolivia in 1990, following an almost 20-year absence. Volunteers are working with national agencies, municipal governments and private volunteer organizations on projects in agriculture, water and sanitation, agroforestry, small business development, and environmental education.

#### **Resources:**

Bolivia	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	79	77	77
Average # of Volunteers	116	130	126
Program Funds (\$000)	2,095	2,259	2,290

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

##### **Agriculture**

Volunteers work with farmers and their families to improve agricultural production, improve family nutrition and increase incomes while preserving natural resources. In 1996, Volunteers trained over 300 farmers and their families in various production techniques. These families are now growing their own vegetables for consumption and as income alternatives.

Working for Project Concern International in the city of Potosí, a Volunteer and his counterparts helped the families of former miners establish more than 300 vegetable greenhouses.

### **Economic Development**

Volunteers work with their Bolivian counterparts in various micro-enterprises, including rural agricultural associations, mothers' clubs, artisan groups, youth development organizations, and cooperatives. Volunteers assist in developing better business management skills and improving production and services.

Some Volunteers have been working with honey producers to increase yield and profit. One Volunteer worked closely with the Guarani tribe in their honey business. Within two years, the tribe was able to implement an accounting system, open up new markets, make contacts with businesses to supply necessary equipment and develop a work system with clients and sellers. The members are now managing the business themselves, and with profits from the honey business, they have invested in better seeds for their agricultural lands.

### **Environment**

Volunteers are working on soil conservation and environmental education. Last year, Volunteers trained 300 farmers in such techniques as erosion control, terrace building, and the management of nurseries. In addition, farmers and Volunteers reforested ten hectares of land, and revitalized more than 60 hectares of land by either rustic erosion control banks or rock terrace construction.

### **Health**

Water and sanitation services in Bolivia are very poor. To address these issues, government and donor organizations have financed the construction of water systems, but few resources were dedicated to training people to effectively manage the systems. Therefore, Volunteers have become involved in the organization of community water committees and the training of system operators. In addition, Volunteers are working with communities on system design and construction, latrine construction, sanitary extension, and the prevention of Chagas disease.

In 1996, Volunteers assisted in the construction of 15 water systems in 14 communities, reaching approximately 1,600 people. Seventeen water committees were formed or revived. More than 480 latrines were constructed, and Volunteers have trained over 9,000 people in proper sanitary and hygiene practices.

One Volunteer was assigned to the Instituto Politecnico Tomás Katari (IPTK) in the town of Ocurí, situated over 4000 meters above sea level. The Volunteer organized the construction of a water system in the town of Huari Pampa, using both solar and wind power to provide drinking water. This project involved the coordinated efforts of IPTK, the National Rural Electric Cooperative Association, the Mayor's office of the municipality of Ravelo, as well as the Peace Corps and the community of Huari Pampa.

## **INTER-AMERICA**

---

### **CHILE**

Population: 14,044,000

Annual per capita income: \$ 3,560

Number of years PC in country: 26

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

Chile is recognized as an advanced developing country, although almost 40% of the population lives in poverty. Reforms have brought a free market system, decreased the role of government, and privatized utilities. Chile's economic regeneration has caused some serious environmental problems including high levels of air pollution, water contamination, uncontrolled dumping of solid waste, and ecosystem degradation. The lack of advanced education and planning experience on the part of local officials, as well as difficulty in attracting professionals to work in poor rural municipalities, present obstacles for delivering services. Volunteers work in the poorest 20 percent of municipalities where the need for professional services is greatest. However, in light of the fast progress that is being made in this country, the Peace Corps will close its program in Chile in FY 1998.

#### **Resources:**

Chile	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	22	0	0*
Average # Volunteers	61	51	18
Program Funds (\$000)	1,654	1,284	808

\* PC/Chile will close at the end of FY 1998. The final group of Trainees enter duty in FY 1996.

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

##### **Economic Development**

Volunteers educate entrepreneurs in proper business practices in such areas as the preparation of financial plans, maintenance of accounting ledgers and management of loans. They work with public and private agencies that offer training, technical assistance and credit services. One Volunteer worked with a rural agricultural products cooperative that was almost bankrupt and lacked organization. She and the co-op members designed and implemented a work plan to create a formal management and financial control system and chose a project that would enable the co-op to repay its outstanding loans.

Another Volunteer worked with an NGO on a small business creation program that provides grant money and offers educational opportunities to people of limited resources interested in starting a business.

### **Environment**

Environmental degradation is severe in Chile. The government of Chile hopes to educate the next generation of Chileans about the need for environmental protection. Most Volunteers work with educational authorities to integrate environmental themes into the curriculum.

One Volunteer is helping her municipality organize a school recycling program. Under the program, schools form recycling committees with links to local businesses for collection efforts. Whatever funds they earn are used for other environmental projects.

Another Volunteer served as a natural history interpreter and environmental educator. She worked with Chile's National Forestry Commission to develop a regional plan for environmental education.

### **Urban Development**

With the establishment of a democratic government in Chile, decentralization of authority became a priority. Peace Corps Volunteers are also assisting municipalities in writing community development plans, developing proposals for funding from regional and national sources, and improving overall management.

One Volunteer collaborated with the Department of Community Development in the Municipality of Putaendo in a program that assisted single mothers and female heads-of-households. She organized workshops in legal assistance, job training, health, housing and child care for women who are temporary workers in the fruit industry.

## **INTER-AMERICA**

---

### **COSTA RICA**

Population: 3,304,000

Annual Per Capita Income: \$2380

Number of Years Peace Corps in Country: 34

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

Since 1963, Volunteers have worked with the people of Costa Rica to transfer skills to local communities so they can meet their own needs. While recent economic and social indicators have shown some decline, Costa Rica continues to offer a higher standard of living than many other countries in which Volunteers serve. Current programs are being phased-out as Peace Corps prepares to close its operations in Costa Rica in FY 1998.

#### **Resources:**

Costa Rica	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	32	0	0
Average # of Volunteers	109	63	14
Program Funds (\$000)	1,671	977	610

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

##### **Economic Development**

Volunteers work directly with micro-entrepreneurs to provide technical assistance in various areas: marketing, financial planning and management, quality control, and the use of credit to increase opportunities and income. One Volunteer designed an eight-week business administration course that has been taken by more than 60 women.

Volunteers teach basic business concepts to elementary and vocational school students. Volunteers are also working with high school teachers to develop lesson plans for teaching basic business skills at Costa Rica's technical high schools.

A number of Volunteers have been assigned to work with at-risk urban youths to improve education and social development. One Volunteer helped 30 vocational high school students and three teachers start a student-run school supply store.

**Education**

Volunteers work in three projects areas: adult education, community education, and integrated child development. Volunteers are training adults to pass functional literacy tests. They also work with community members to establish pre-school programs, kindergartens, youth groups, income generation activities for women, and local infrastructure projects.

While working in a preschool center that did not have a teacher, one volunteer trained four mothers to be classroom assistants and convinced local officials to hire a permanent teacher. She also formed a play group for children ages three to five and tutored local youth in remedial math and reading.

One Volunteer, working in a very remote site, organized a youth group to teach life planning skills. He also helped a women's group establish an income generating project. Another Volunteer helped adults in her village acquire middle school equivalencies while working with local committees on emergency preparedness and safe water issues.

**Environment**

Volunteers assist farmers and other community members in basic resource management and conservation, including agroforestry, soil conservation, watershed management, pesticide safety, and waste management. Volunteers organize workshops and seminars to train teachers to incorporate environmental topics into their regular curricula. Last year almost 6,000 primary school students increased their environmental awareness through activities supported by Volunteers. One hundred sixty-five teachers used an environmental curriculum guide developed by a Volunteer.

Four Volunteers worked with school children in one community along the Rio Tempisque to plant over 5,000 trees that will stabilize the river's banks and protect the community against floods. Another Volunteer helped a community start a tree nursery which has produced over 70,000 native trees and reforested over 100 hectares of land in a tropical dry zone.

## **INTER-AMERICA**

---

### **DOMINICAN REPUBLIC**

Population: 7,684,000

Annual Per Capita Income: \$1,320

Number of Years Peace Corps in Country: 34

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

The Dominican Republic remains the second poorest country in the Caribbean and the sixth poorest in the Hemisphere. Seventy percent of the Dominican population lives below the poverty line. Rapid urbanization has transformed the country from 70 percent rural to 60 percent urban in one generation. The micro-enterprise sector accounts for 23 percent of GDP and is often the only recourse for the poor and for women, who have limited opportunities and suffer discrimination in the formal sector. Land degradation is exacerbated by slash and burn agriculture and widespread use of fuel-wood and charcoal to meet domestic energy needs. This contributes to a high degree of soil erosion, destruction of watersheds, decreased flow of streams and rivers, and decreased agricultural productivity. For these reasons, Volunteers are focusing their efforts on projects in agriculture, economic development, education, the environment and health.

#### **Resources:**

<b>Dominican Republic</b>	<b>FY 1996</b>	<b>FY 1997</b>	<b>FY 1998</b>
	<b>Actual</b>	<b>Estimates</b>	<b>Estimates</b>
Trainees	79	75	75
Average # of Volunteers	161	132	127
Program Funds (\$000)	2,706	2,498	2,501

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

##### **Agriculture**

Volunteers are assigned in clusters to targeted regions which exhibit a high incidence of poverty and land degradation. They work with small farmers on soil and water conservation, intercropping, integrated pest management and organic composting. Volunteers also strengthen local agriculture associations and improve the extension services available to small farmers.

**Economic Development**

Volunteers work on strengthening local organizations that provide credit and technical assistance to rural and urban micro-entrepreneurs. They provide assistance in the areas of finance, accounting and controls, credit and collections, planning, human resources, marketing, and computerization. Volunteers also promote basic business practices among Dominican youth through educational workshops and programs such as Junior Achievement.

One Volunteer helped the Chamber of Commerce of San Cristóbal organize a trade fair, which had 59 exhibitors, drew 150,000 visitors, and raised \$19,000 in net income for the chamber.

**Education**

Volunteers have been the impetus behind the creation of educational resource centers in 19 of the country's 101 school districts. The resource centers carry out teacher training, provide instruction in the production and use of low-cost educational materials, and purchase educational supplies in bulk. The resource centers are nearly self-sufficient, with each family contributing \$0.40 per child per year. The Ministry of Education is planning on expanding the program to include all school districts.

**Environment**

Volunteers are working to reverse soil erosion and environmental degradation and strengthen environmental awareness among Dominicans. Agroforestry Volunteers are working with 1,000 low-income farmers to promote reforestation activities and soil conservation techniques. Other Volunteers help the Ministry of Education develop and implement programs that train teachers to incorporate environmental concepts into their education curricula. Environment Volunteers also work with national park administrators to develop educational programs for visitors and for the residents of adjacent communities.

Volunteers in one region have helped 150 small farmers establish multiple-use wood tree plots on their lands. They established five regional nurseries, transplanted more than 70,000 wood and fruit trees, and incorporated 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**

Volunteers work on a variety of activities including the promotion of breast feeding, use of oral rehydration therapy, and HIV/AIDS education and prevention. They also help communities construct and manage potable water systems.

## **INTER-AMERICA**

---

With a grant from the Levi Strauss Foundation, Volunteers and an NGO were able to launch an ambitious AIDS prevention project in the city of Santiago. By the end of the first year, 2,000 high school students had been trained as AIDS prevention promoters, and they had personally visited 30,000 households, making presentations and handing out materials. The project was so successful that it has been extended with an additional grant from Levi Strauss.

**EASTERN CARIBBEAN**

Population: N/A

Annual Per Capita Income: N/A

Number of Years Peace Corps in Country: 35

**Peace Corps Country Overview:**

The Peace Corps' Eastern Caribbean program serves six island nations, Antigua/Barbuda, St. Kitts/Nevis, St. Vincent & Grenadines, Dominica, St. Lucia, and Grenada & Carriacou, with Volunteers spanning a 350 mile archipelago. These island nations share many similarities. Economically, they rely on trade in bananas, sugar and spices. Tourism is an important industry in Antigua, St. Lucia, St. Kitts, and Grenada. As the population has expanded, the strain on education systems has become severe. The lack of trained teachers and classroom space has meant that less than 50 percent of the children enter secondary school. The social problems found in the Eastern Caribbean include high unemployment, increased crime and drug use, a high rate of functional illiteracy, and one of the world's highest rates of households headed by single women.

**Resources:**

Eastern Caribbean	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	57	55	55
Average # of Volunteers	121	121	100
Program Funds (\$000)	2,516	2,535	2,360

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

Volunteers work on youth programs as basic educators, technical skills trainers or counselors. Volunteers are also completing several projects in the formal public education sector. Volunteers have been instrumental in designing and implementing a new language curriculum in Grenada that reaches every primary school student. Standardized test scores have risen dramatically as a result of this project. In St. Vincent, Dominica and Antigua, Volunteers have been working with science and math teachers to enhance the curriculum and improve teaching methods.

### **Health**

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. A 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. Several Volunteers are now assigned to the project, working in such areas as emergency first aid, parenting and child health, and first aid for children. Volunteers have also given HIV/AIDS education seminars to more than 600 people. In Dominica, a number of Volunteers are working as rural health educators with the Ministry of Health to help combat the high incidence of diet and sanitation related illnesses.

### **Crisis Corps**

In the devastating aftermath of Hurricane Luis, several Volunteers with construction skills who had recently completed two-year tours in Gabon were sent to Antigua for 4-6 months. They worked with the Government of Antigua, the Red Cross, and youth from the Antigua Skills Training Center to rebuild and repair homes for low-income families.

## **ECUADOR**

Population: 11,220,000

Annual Per Capita Income: \$1,310

Number of Years Peace Corps in Country: 35

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

Peace Corps has worked in Ecuador since 1962, adapting programming over the years to meet the changing needs of this country and its people. Ecuador is a poor country with limited access to basic services. The standard of living is low, with significant nutritional deficiencies, a high infant mortality rate, and low per capita income. The problems of low-income urban youth are of increasing concern as problems such as drop-out rates, illiteracy, and unemployment continue to rise. Finally, Ecuador suffers from large-scale environmental degradation as it loses 200,000 hectares of forest a day. This results in climate changes, soil degradation, and a loss of biodiversity. In view of these challenges, Volunteers are focusing their efforts in the areas of agriculture, health, education, youth, and the environment.

### **Resources:**

Ecuador	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	97	85	85
Average # of Volunteers	133	153	155
Program Funds (\$000)	2,409	2,676	2,755

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

#### **Agriculture**

Volunteers are working on agribusiness and animal production projects. One Volunteer, realizing that farmers in his area were not receptive to his technical suggestions, convinced several farmers to set up demonstration plots to introduce new crops, soil conservation, and organic farming techniques. Now many local farmers not only follow his farming techniques, but they have also learned to collect information to decide for themselves which crops to grow and how to best market them.

Another Volunteer assigned to an animal production project is working with a center for indigenous development. Through credit programs that enable local farmers to gain capital, the center helps them acquire purebred sheep and small animals to improve the local genetic pool, improve the quality of crossbred animals, and ultimately increase farmer's income.

## **INTER-AMERICA**

---

Families participating in the credit program will receive purebred sheep over the next two years, while others will receive improved strains of rabbits and guinea pigs that command good market prices.

### **Education**

Volunteers work with Ecuadorian educators to improve special education services to deaf, mentally challenged, and physically challenged students and to increase students' living skills, economic independence, and community acceptance. One Volunteer is working with special education teachers, transferring techniques for working with retarded children. She has also organized seminars for parents on how to cope with having a handicapped child and how to work for the rights of their children.

### **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. Volunteers are working in community clinics in collaboration with the Ministry of Health and NGOs. Volunteers provide health education to improve hygiene practices, combat malnutrition, and increase the use of oral re-hydration treatment solutions. Volunteers are also increasing their involvement in AIDS education and prevention.

One Volunteer living on an island near Ecuador's large port city of Guayaquil works with poor fishermen and their families. The Volunteer provides nutrition education to mothers of small children and trains health promoters and midwives. She also works with local school children to clean up the town and with community leaders to establish a site for a small landfill to help keep the town clean.

### **Environment**

In conjunction with several NGOs and government organizations, Peace Corps Volunteers are working on projects in agroforestry, conservation of protected areas, and urban forestry. Environmental education is an important tool in the efforts to educate the population about their natural resources, as well as to promote the implementation of sustainable land use activities.

One Volunteer worked with local schools to organize her town's first Earth Day parade. The parade was aimed at educating children, teachers and the public about environmental themes such as appropriate garbage disposal, recycling, deforestation, and the need to protect the Andean condor and other wildlife. Before her arrival little attention was paid to the environment. Over the course of her service, however, local authorities organized three such parades with participation topping 2,000 people.

**Youth Development**

In addition to high drop out rates, illiteracy and unemployment, Ecuadorian youth are affected by drug abuse, child prostitution, and gang activities. Volunteers are working to help at-risk, school-aged, low-income youth and their families improve their economic, social, and living standards and positively influence their communities' development.

One Volunteer works with the Night Basketball League providing a healthy environment for evening activities for poor youth. While training the members to play basketball, he and the neighborhood leaders teach concepts such as team work, respect, responsibility, discipline, self-esteem, and the prevention of substance abuse. The competition on the courts has reduced fights and riots in the streets. The Volunteer has also identified and begun training some of the youth as coaches, so that they may continue his work when he leaves.

## **INTER-AMERICA**

---

### **EL SALVADOR**

Population: 5,641,000

Annual Per Capita Income: \$1,480

Number of Years Peace Corps in Country: 19

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

As the Salvadoran government moves forward with privatization of its utilities and other enterprises, initial economic difficulties will likely be disproportionately felt by the more marginal population. In addition, severe economic and environmental problems due to population pressures and agricultural practices continue to exist. This is especially true in rural areas where approximately 50 percent of the people live in poverty. Many rural inhabitants do not have access to potable water or sanitation services, and rural incomes lag far behind urban incomes. As Central America's smallest and most densely populated country, El Salvador also faces tremendous environmental challenges. According to the Ministry of Agriculture, 80 percent of the national territory has erosion problems. Since Peace Corps' return to El Salvador in June 1993, after a 14-year absence, Volunteers have been working in rural areas with Salvadoran agencies, both governmental and non-governmental, to help decentralize local governments, rebuild communities, and develop sustainable economic and environmental activities.

#### **Resources:**

El Salvador	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	34	50	50
Average # of Volunteers	56	67	75
Program Funds (\$000)	993	1,275	1,348

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

##### **Economic Development**

Economic challenges facing rural Salvadorans are tied to three major problem areas: the lack of decentralized government services, little available credit for micro-entrepreneurs and a lack of assistance to new land owners. Volunteers are helping municipal governments improve the quality of municipal services through better management practices and greater citizen involvement. Volunteers also work with community banks, local cooperatives and micro-entrepreneurs to teach business and management skills and increase employment opportunities.

One Volunteer is working with his fish cooperative on a solar fish drying project to produce an additional product for local markets and generate new jobs.

### **Environment**

Environmental degradation in El Salvador is severe. Over 40 percent of the land has severe erosion problems. Indeed, soil erosion has been classified as the nation's most serious ecological problem. Volunteers are educating farmers on sustainable agroforestry practices that result in increased forestation and soil fertility as well as lower rates of soil erosion. One Volunteer, working with two counterparts that she trained, presented a forest management methodology to 75 classes in three schools and 50 adult workshops. Working with 90 families as members of an agricultural cooperative, this Volunteer helped the community produce 25,000 trees, 2,000 vegetable plants for out-planting in homes, and improved 260 acres of farm land using green manure, organic fertilizers, and integrated pest control techniques. These projects provide a future source of family income, a source for fuelwood, and prevent the destruction of the natural forest. Two other Volunteers work with a Salvadoran woman who started a tree nursery small business. In six months she grew 8,000 trees and earned more than she does from traditional harvests.

### **Health**

Forty-eight percent of the rural population has no access to appropriate waste disposal, and 84 percent of the rural population obtains water from unprotected wells. Volunteers work to improve the health of communities by improving access to water and sanitation services and teaching communities how to manage their own water and sanitation resources. In 1996, Volunteers and their communities built latrines for over 800 families and trained them in the management of those latrines. Volunteers also helped form eleven community groups that are dedicated to health and water system maintenance.

## **INTER-AMERICA**

---

### **GUATEMALA**

Population: 10,322,000

Annual Per Capita Income: \$1,190

Number of Years Peace Corps in Country: 34

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

After 36 years of civil war that took the lives of over 100,000 civilians, a peace accord was signed last December officially ending the war. Guatemala continues to face daunting challenges including 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. According to the World Bank, 74 percent of Guatemala's population lives in absolute poverty. Only 41 percent of the people have access to running water and only 52 percent have access to adequate sanitation. Volunteers and their counterparts are working to improve the quality of life of the citizens of Guatemala with projects in agriculture, environment, health and economic development.

#### **Resources:**

Guatemala	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	83	91	91
Average # of Volunteers	192	148	142
Program Funds (\$000)	2,818	2,460	2,476

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

##### **Agriculture**

Volunteers work with Guatemalan farmers to diversify agricultural production and improve marketing strategies for products. The diversification of crops improves the diets and incomes of rural Guatemalan families. Volunteers and their communities have established 3,400 vegetable and fruit gardens.

One Volunteer is working with her counterpart on experimental organic plots in seven rural communities in the highlands. Through demonstration and commercial plots, as well as family gardens, they have a growing number of small farmers who are interested in experimenting with organic crop management as a more economic and environmentally sound method of pest management. This Volunteer is also working with women in these communities on cooking and nutrition classes and medicinal gardens.

**Economic Development**

Volunteers provide small entrepreneurs with the skills they need to make good business decisions. They produce technical material and make presentations for host country agencies and business people. Since 1988, over 6,400 small entrepreneurs have been trained on a variety of business topics by Volunteers and their counterparts. Student interest in micro-enterprise participation is also increasing through youth business training.

One Volunteer helped a group of young people establish a bakery. The young owners conducted a feasibility study and participated in business management courses. The group was able to obtain financial support for the project and is now working to sustain and build the business.

**Environment**

Deforestation is widespread in Guatemala. The result is soil erosion, decreased crop production and the loss of animal habitats. Volunteers work with their counterparts to increase environmental awareness and understanding of the need for conservation of natural resources.

**Health**

Volunteers work on a variety of health education and nutrition projects. They promote the consumption of healthy foods available in rural communities, and encourage sanitation and agricultural activities that will improve the nutrition of rural Guatemalans. These projects include crop diversification, integrated pest management, and promoting family gardens and improved wood stoves. Recently, these Volunteers have designed a new nutrition manual directed at the training of health workers, women's groups, teachers and children.

## **INTER-AMERICA**

---

### **GUYANA**

Population: 825,000

Annual Per Capita Income: \$530

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

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

After a 24-year absence, the Peace Corps returned to Guyana in 1995. Guyana is moving from a centralized to a market-oriented economy and has made some gains in the past few years. However, Guyana still lacks adequate health care and is facing the challenge of a growing youth population with limited employment and educational opportunities. Volunteers are helping to address these problems by working on health and youth projects.

#### **Resources:**

Guyana	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	16	20	20
Average # of Volunteers	16	30	32
Program Funds (\$000)	471	734	757

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

##### **Health**

Guyana is working to strengthen its decentralized primary health care program despite serious resource constraints. The health care system suffers from a lack of facilities, equipment, supplies, and trained workers. The problem is particularly acute in rural areas. Volunteers are working with communities to identify leaders, facilitate community health assessments, and design and implement projects. Volunteers also train health workers and develop health education outreach programs for schools, community groups, and youth.

One Volunteer works with the parents of five homebound, physically challenged children. He teaches the parents to care for the children using simple range-of-motion and stimulation techniques, and is now preparing the parents to work with other parents in their community, forming a support group and training program.

### **Youth Development**

Guyana's youth, who comprise nearly 60 percent of the population, are at risk. Volunteers have begun to work with youth organizations to assist them in skill-building activities and networking with communities. One Volunteer, working with the Board of Industrial Training, worked with counterparts to develop a series of life skills workshops for youth.

## **INTER-AMERICA**

---

### **HAITI**

Population: approximately 7,035,000

Annual Per Capita Income: \$220

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

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

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

After a five-year absence, the Peace Corps returned to Haiti in April 1996. Volunteers are placed in rural areas in the southern region, and work on projects in agro-business, organizational development, and animal husbandry.

#### **Resources:**

Haiti	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	24	43	43
Average # of Volunteers	3	24	59
Program Funds (\$000)	458	944	1,352

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

##### **Agriculture**

The agriculture program in Haiti is a combination of agro-business and forestry. Most Haitians depend on agriculture for their existence. At the same time, land use pressure and the need for charcoal has led to the deforestation of Haiti's hillsides. In an effort to address these issues, Peace Corps Volunteers work with local farmers and farmer groups to develop agro-businesses that are ecologically sound and incorporate the planting of trees. For example, Volunteers work with fruit tree farmers to increase production and assess the potential for the processing of fruit and other vegetables into products that will sell for higher prices, such as jams, jellies, dried fruit and preserved vegetables. One Volunteer is working with a coffee cooperative to increase their income-generating opportunities.

For rural Haitian families, family savings often are invested in livestock, and these animals serve as a "bank" for Haitians. Yet there is a lack of information on basic animal health. At the request of farmer groups and government officials, Volunteers are also organizing and implementing animal health training programs in rural communities.

### **Organizational Development**

While there is considerable technical expertise in Haiti, there is a lack of experience and training in organizational and program development. Volunteers are working with Haitian governmental and non-governmental organizations to strengthen their institution-building skills in areas such as financial administration, personnel management, and strategic planning.

## **HONDURAS**

Population: 5,493,000

Annual Per Capita Income: \$580

Number of Years Peace Corps in Country: 35

### **Peace Corps Country Overview**

Honduras is one of the least developed countries in Central America. Seventy percent of Hondurans live in poverty. The country also faces other significant problems such as high rates of illiteracy and unemployment, shortages of basic foods, ecological degradation on a national level, one of the highest child and maternity mortality rates in the hemisphere and the highest level of HIV/AIDS in Central America. 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. Twenty-five percent of the population obtain water from rivers and creeks. Volunteers work in five project areas: hillside agricultural extension; environmental education/protected areas management; health; water and sanitation; and economic development.

### **Resources:**

Honduras	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	96	92	92
Average # of Volunteers	178	160	153
Program Funds (\$000)	2,628	2,540	2,556

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

#### **Agriculture**

Volunteers work with farmers on sustainable production techniques to produce food and generate income for their families. Volunteers train farmers in soil conservation and enrichment, integrated pest management, and improved agricultural practices. Volunteers work at the village level to train farmers, and with community groups to identify local leaders who will then be responsible for training other farmers. With support from the Volunteers, six sustainable agricultural programs have been established and serve as training centers for other communities.

Over the past year, more than 1,300 farmers have demonstrated knowledge of the basic hillside farming technologies that the Volunteers are teaching, and some 1,000 have already realized decreased costs and increased income for their crops.

### **Economic Development**

Volunteers teach basic self-employment skills and identify markets and resource institutions for newly trained entrepreneurs. A majority of the clients are women, and many are indigenous artisans who produce traditional crafts. In 1990, the Peace Corps started an informal Junior Achievement program that has become an independent government institution. One Volunteer advises 16 community banks formed by poor women.

### **Environment**

Volunteers conduct training workshops for management teams in 20 environmentally protected areas. Together they improve the living conditions of rural populations in the buffer zones surrounding protected areas and preserve the biodiversity of the region. They also create base maps with inventories of natural resources, mark the boundaries of protected zones, and take management teams on educational trips to these areas. During the past year, Volunteers have given 91 audio-visual presentations reaching more than 7,500 people in areas close to these protected zones. They have also given training to members of NGOs and environmental groups to strengthen their institutional capacities. One group of Volunteers produced the National Environmental Education Manual for use in primary schools. In addition, Volunteers have introduced environmental concepts into the teacher training curriculum.

Volunteers also work to improve water quality and sanitation conditions by organizing community groups to oversee water systems and latrine projects. These community groups are trained to function as community water associations. One Volunteer trained 15 students as youth leaders. Students learned about leadership development, sustainable water and sanitation projects, health education, environmental activities and community organization. After training, they traveled to primary schools giving talks on hygiene, nutrition, safe use of drinking water and latrines and trash collection. This group planted 150 trees at their school, built trash cans to be located in public places, and conducted hygiene campaigns.

### **Health**

Volunteers train midwives in the promotion of breast feeding, vaccination techniques, the dangers of high-risk pregnancies, and newborn examinations. In addition, Volunteers train health care workers how to vaccinate properly, use oral rehydration salts, treat acute respiratory infections, and medically monitor children. Volunteers have also facilitated Health Action Groups, which provide HIV/AIDS education.

## **INTER-AMERICA**

---

### **JAMAICA**

Population: 2,496,000

Annual Per Capita Income: \$1,420

Number of Years Peace Corps in Country: 35

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

Tourism and natural resources are the basis of Jamaica's economy, and the seasonal nature of the tourism industry leads to cycles of considerable unemployment. Unemployment among youth and women is a major problem, with an estimated 32 percent of youth between 20 to 24 years of age without work. At the same time, the island suffers from a severe shortage of skilled labor, partly because of the high level of external migration. Volunteers are working on a variety of projects in the areas of agriculture, economic development, education, the environment and health.

#### **Resources:**

Jamaica	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	57	58	58
Average # of Volunteers	104	100	93
Program Funds (\$000)	1,886	1,873	1,851

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

##### **Agriculture**

Volunteers encourage farmers to practice effective, low-cost soil and water management techniques on hillsides highly susceptible to erosion. These techniques include contour farming, crop rotation and multiple cropping systems incorporating lumber and fruit trees, root crops, ornamental plants and vegetable cultivation. Students attending primary and secondary school in communities where Volunteers serve participate in gardening projects in which they are exposed to various hillside farming techniques. Women from these communities learn home-making and cottage industry skills, including nutritional food preparation and jam and fruit preservation.

##### **Economic Development**

Volunteers work with non-governmental and community-based organizations island-wide, helping them to improve their managerial skills and effectiveness. They conduct hands-on

training sessions with community members on the role and responsibilities of board members, goal setting, project planning and budget formulation. They also advise and coordinate efforts on fundraising, grant writing, record keeping and marketing strategies.

### **Education**

In Jamaica, four out of ten children live in extreme poverty, and at least 200,000 children are considered "at-risk." Volunteers are assigned to children's homes, community NGOs, youth clubs, the National Youth Service, the Ministry of Health, and other agencies. They are developing new libraries, assisting with computer implementation and literacy, developing remedial programs, tutoring, assisting in upgrading classrooms and community facilities, and developing programs that deal with such issues as HIV/AIDS and drug use.

### **Environment**

Volunteers collaborate with government and NGOs to address issues pertaining to environmental degradation, management of protected areas and low public environmental awareness. Through their activities, community leaders, environmental wardens and rangers are taking greater responsibility for the management of forests, hillsides, fish, and beaches, as well as addressing waste management concerns. Emphasis is placed on working with students, and members of 4H and community youth clubs, as well as fishermen and hillside farmers.

### **Health**

Volunteers work with government agencies, NGOs, and voluntary organizations to increase public awareness and understanding of STD/HIV/AIDS. Youth have been targeted as a particularly vulnerable group. The Volunteers' efforts range from conducting drama and other activities that appeal to youth, to HIV/AIDS updates for health care professionals.

Other Volunteer activities in the health sector are directed towards improving water quality and access to environmentally sound sanitation solutions for impoverished urban and rural communities. Volunteers are organizing a cohesive approach to community sanitation, land tenure issues, hygiene education for primary school teachers and children, and construction of sanitation solutions like the Double Ventilated Improved Pit Latrine.

## **INTER-AMERICA**

---

### **NICARAGUA**

Population: 4,275,000

Annual Per Capita Income: \$330

Number of Years Peace Corps in Country: 16

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

While conditions in Nicaragua have improved since Peace Corps' return in 1991, the country continues to struggle with issues of abject poverty and unemployment. Over 50 percent of Nicaraguans are either unemployed or underemployed. Economic disruptions, poor harvests, and natural disasters have all contributed to this situation. Many Nicaraguans have limited access to medical care and suffer from malnutrition and disease. Peace Corps Volunteers and their counterparts are working to improve the quality of life of Nicaraguans through projects in economic development, environment and health.

#### **Resources:**

Nicaragua	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	62	62	62
Average # of Volunteers	99	97	101
Program Funds (\$000)	1,568	1,633	1,695

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

##### **Economic Development**

Volunteers work with support agencies to provide credit and technical assistance to micro-entrepreneurs. These micro-enterprises and cooperatives provide employment opportunities for the poorest people living in rural and urban areas.

Some Volunteers are currently working on a paper recycling project with a group of children with disabilities. The children are collecting approximately 5,000 pounds of paper per month. The income generated provides for the employment of a full-time manager and also for hourly wages for the children. All remaining income goes to help a school for disabled children in the community.

**Environment**

Rapid deforestation and soil erosion continue to threaten Nicaragua and its ecotourism potential. Volunteers work with farmers and community associations as well as with government and private voluntary organizations to address these environmental challenges.

A number of Volunteers and their Nicaraguan counterparts have developed and incorporated environmental education into school curricula. Activities conducted with the students promote civic participation in important areas like garbage disposal and deforestation.

Several Volunteers are working with park rangers and guides on organization and training. With the support of the Volunteers, the guides in Masaya National Park have conducted three environmental workshops promoting natural resource management and advocating student participation in community organizations.

**Health**

The Nicaraguan government has made preventive care and health education a priority. Volunteers work to increase the knowledge and participation of local community groups and health volunteers in many of the poorest areas of Nicaragua. They give particular attention to maternal and child health care.

One Volunteer has been instrumental in the development of a very successful traditional birth attendant training program. A group of 25 attendants are participating in classes on proper pre-natal care and counseling, safe delivery techniques and post-natal care. These attendants are learning how to identify and refer high-risk pregnancies, and are developing a reporting system with their respective health centers.

Another Volunteer and her counterpart, a Ministry of Health educator, were recently asked by the regional Health Ministry to provide training to Ministry workers on effective adult education methods. Through the use of games, visual aids, role playing, and other participatory educational techniques, they taught the Ministry of Health workers ways to communicate effectively with a variety of audiences. These Ministry employees will use these teaching tools and techniques in their work and in their training of other health workers.

## **INTER-AMERICA**

---

### **PANAMA**

Population: 2,585,000

Annual Per Capita Income: \$2,670

Number of Years Peace Corps in Country: 15

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

The state of the environment in Panama continues to be the focus of Peace Corps' projects as efforts are made to reverse the dramatic environmental deterioration of the past 15 years. 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.

#### **Resources:**

Panama	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	42	42	42
Average # of Volunteers	55	71	74
Program Funds (\$000)	1,184	1,519	1,573

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

##### **Agriculture**

Volunteers work with Panamanian farmers to introduce new, sustainable agriculture techniques, and to provide agroforestry training in soil conservation, pest control, hillside farming technologies, nursery development, and reforestation techniques. One volunteer was granted an extension after a successful two year tour in the rural community of Las Pavas in the Panama Canal Watershed. She now works to introduce sustainable agriculture technologies to the members of an indigenous conservation group called Nadigana.

##### **Environment**

Volunteers are working with the Ministry of Education to develop curricula that will improve the national environmental education program. Volunteers have developed activity guides that integrate environmental themes into the existing primary school curriculum. One Volunteer organized an environmental education seminar for 25 teachers and a Ministry of Education supervisor, resulting in the creation of an environmental group then petitioned Panama's President for aid in a critical watershed restoration project.

**PARAGUAY**

Population: 4,830,000

Annual Per Capita Income: \$1,570

Number of Years Peace Corps in Country: 31

**Peace Corps Country Overview:**

Paraguay is one of the poorest countries in Latin America. The majority of the population lacks one or more of the following basic human needs: health, education, income, and shelter. Over 95 percent of Paraguayan children are infected by parasites, and just seven percent of rural families have potable water. The incomes of rural farm families suffer from dependence on cotton monoculture, the rising cost of credit, and poor farming practices. Paraguay's high population growth rates, combined with limited land resources and limited economic opportunity in rural areas, is causing significant rural-to-urban migration. In both urban and rural communities, environmental contamination and degradation is also a growing problem. Few Paraguayans understand the negative impact of inappropriate waste disposal practices and the misuse of pesticides. For these reasons, Peace Corps Volunteers are assigned to projects in agriculture, economic development, education, the environment and health. Recently, Volunteers began a special project targeted at youth at risk.

**Resources:**

Paraguay	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	94	87	87
Average # of Volunteers	191	170	148
Program Funds (\$000)	3,096	2,997	2,902

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

Volunteers work with small-scale farmers to improve productivity and crop diversification. While farming employs 43 percent of the Paraguayan labor force, the country is currently experiencing losses in agricultural productivity due to soil erosion and poor pest control practices. In addition, the country is attempting to promote crop diversification to alleviate dependence on cotton monoculture, which suffers from unstable prices.

In 1996, Volunteers who serve as crop extensionists and beekeepers helped more than 300 farmers with crop diversification and home gardens. They also worked with over 130 people

on small animal production projects and provided instruction on safe and appropriate pest control methods.

One Volunteer worked with a local farmer who wanted to produce pesticide-free cotton plants. The Volunteer and the farmer developed a system using natural biological insect control and produced a certified organic cotton. This resulted in additional profits for the farmer.

### **Economic Development**

In Paraguay, it is estimated that over 50 percent of the available work force is underemployed and some 15 percent to 20 percent are unemployed. Although the minimum wage has more than doubled over the past six years, the buying power of that wage has declined significantly over the same period. Volunteers are helping to create jobs and increase incomes by providing technical training and assistance to small business owners and rural cooperatives. Volunteers are assigned to work with small agricultural cooperatives in management, accounting, marketing, savings and loan services, and educational programs.

In 1996, Volunteers provided 27 small family businesses with assistance in planning, marketing, credit, production, finance and personnel management. They also worked with 26 cooperatives to strengthen their administrative, organizational, and control techniques.

### **Education**

The Paraguayan Ministry of Education's 1992 Educational Reform calls for a decentralization of resources and teacher training as well as greater community participation in primary and secondary education. The purpose of the decentralization is to improve education opportunities for students from traditionally neglected rural areas. The Reform proposes a more "democratic" form of education aimed at developing participatory education, problem-solving skills, and personal development. The Peace Corps is supporting these efforts by providing training to Paraguayan primary school teachers on more creative and interactive teaching methods for reading, writing, and math.

In 1996, Volunteers trained over 300 teachers in new teaching techniques. They also conducted AIDS education workshops for 150 teachers, and worked with over 200 special education teachers on improved teaching techniques and materials. The Volunteers also visited over 230 families of children with special needs to strengthen their ability to help their own children.

### **Environment**

Paraguay has lost several million hectares of forests since 1945, and deforestation continues at an alarming rate. Small farmers suffer most from the devastating consequences of deforestation and require assistance in protecting their resources and their livelihoods. Volunteers are working to increase crop diversity while promoting resource sustainability. In addition, Volunteers are raising environmental awareness among children and adults,

including those living in national parks and reserve buffer zones. In 1996, Volunteers helped 55 farm families establish agroforestry systems and green manure plots. Volunteers also worked on 30 special events with an environmental theme that were performed at 22 schools and reached over 6,000 schoolchildren.

One Volunteer conducted a "field day" to show other farmers the agroforestry systems and soil conservation practices that had been established in his site over the previous two years. The community of Tercera Fracción is built on steep slopes within the "managed reserve" of National Park Ybyturuzú. The new agroforestry practices introduced by the Volunteer are designed to protect the watershed while improving farmers' income and self-sufficiency. The event was attended by 60 farmers, many of whom are now implementing the new practices.

### **Health**

Volunteers are working to improve maternal and child health care in rural Paraguay by promoting pre- and post- natal care, providing training on parasite prevention and other health topics, promoting gardens, teaching dental health care, and promoting the construction of sanitary latrines, wells, and water pumps.

In 1996, Volunteers formed or reorganized 21 rural community health commissions, ensuring greater access to national health services including vaccines, medicines, and maternal health care. They also organized vaccination campaigns that reached over 5,500 children. More than 100 teachers participated in an anti-parasite educational program in the local schools, and 250 families constructed or improved sanitary latrines.

One Volunteer assigned to Calle San Rafael in 1995 worked with community leaders on a water system for the town. When the Volunteer arrived, the community formed a water commission to work with the Volunteer on the project. The community members requested the assistance of the regional water sanitation office (SENASA) for technical and financial support. The Volunteer acted as a technical liaison with SENASA. The community organized fundraising activities to finance the project. Commission members went to local agencies and leaders of nearby cities for support. The members developed successful grant applications and solicited and received financial support from the regional government, UNICEF and USAID. The running water system was completed in August, 1996. The community contributed 26percent of the total cost of the project, including the construction of the tank base and completion of all the basic installation of the system.

### **Youth Development**

According to the 1992 census, 51 percent of the population of Paraguay is under 20 years of age and nearly half of these youth are considered "at-risk," living in very difficult conditions. In the cities, many live in overcrowded slums, with no recreational spaces and scarce services. Drug abuse, delinquency, and homelessness are increasingly common among Paraguay's youth.

## **INTER-AMERICA**

---

In May 1995, Peace Corps began a youth development project designed to help at-risk youth build their self-esteem, better integrate into their communities, and strengthen their employment skills. Volunteers have been working with community groups and organized clubs to increase youth participation.

One Volunteer began working with a group of ten youths in the town of Limpio over a year ago. He organized painting and drawing classes and arranged field trips to art museums. A year later, four members of this group are teaching art classes to other interested youth, and the art work they produce is sold to continue buying necessary supplies.

**SURINAME**

Population: 418,000

Annual Per Capita Income: \$870

Number of Years Peace Corps in Country: Entry in 1995

**Peace Corps Country Overview:**

The Peace Corps began to work in Suriname in 1995. In a country challenged by numerous social and economic problems, the remote rural Maroon and Amerindian communities have been largely neglected. Isolated in the rain forest, these communities lack access to education, health care, proper nutrition, and employment opportunities. Transportation between the rural villages and the urban coastal areas is unreliable and consists primarily of boat traffic. Peace Corps Volunteers are focusing their efforts on these isolated villages.

**Resources:**

Suriname	FY 1996	FY 1997	FY 1998
	Actual	Estimates	Estimates
Trainees	20	26	26
Average # of Volunteers	12	28	39
Program Funds (\$000)	732	917	1,113

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

Volunteers are working with village counterparts to improve the quality of life in rural communities. They assist residents in assessing and prioritizing their needs, accessing outside resources, improving income generation opportunities, improving community infrastructure, and strengthening local women's and youth groups.





## **IMPLEMENTING THE GOVERNMENT PERFORMANCE AND RESULTS ACT**

The Peace Corps has begun to work with the Office of Management and Budget and looks forward to working with the Congress on a Government Performance and Results Act (GPRA) plan that reflects the agency's long-standing commitment to innovation as it responds to new challenges and opportunities.

It is important to note that the Peace Corps, its mission, and the work of its Volunteers do not easily lend themselves to GPRA measurements. The Peace Corps' mission is to foster world peace and friendship. The agency fulfills this mission in part by recruiting, training, and supporting thousands of Volunteers who provide technical assistance in many of the world's poorest countries. At the same time, Peace Corps Volunteers build mutual understanding between Americans and the people of developing countries. While it is possible to measure some aspects of the agency's success in providing technical assistance to developing countries, it is less clear how to capture the intangible benefits to host countries and our own nation of the cross-cultural exchanges that are an essential part of Volunteer service.

Nonetheless, the Peace Corps for a number of years has had in place planning and evaluation tools that are consistent with the goals of GPRA. In consultation with the Office of Management and Budget and the Congress, the Peace Corps plans to build on these existing tools to meet GPRA requirements.

### **Integrated Planning and Budget System**

The Integrated Planning and Budget System (IPBS) is the Peace Corps' principal strategic planning mechanism. IPBS is based on a three-year planning cycle, and every Peace Corps office is required to define its goals and objectives and develop a strategic plan that will enable the office to meet them.

IPBS submissions are reviewed annually by the Peace Corps Director and the agency's senior staff. The Director also holds a series of open forums where each major office presents its plans to the rest of the agency. These forums are designed to stimulate agency-wide discussion and provide an opportunity to communicate plans that depend on the involvement and support of other Peace Corps offices. Once these review activities are concluded, the Peace Corps Director makes his planning decisions and related resource allocations. Each overseas post, sub-office, and major office then assembles its performance plan for the coming three-year period.

In concert with the IPBS process, the Peace Corps also requires every overseas post to develop plans for their Volunteer projects that describe the goals, objectives, and life span of the project. These project plans are also reviewed annually. Each project's strengths and weaknesses are assessed, and the plan is reaffirmed or altered based on lessons learned.

The Peace Corps' current planning system is consistent with the objectives of GPRA in several respects. It features a multi-level strategic planning process that requires each Peace Corps office and sub-office to set goals, measurable objectives, and specific tasks—in essence, a performance plan—with related timelines. The process has been successful in providing strategic planning objectives for each major Peace Corps office.

Concurrent with the requirements and timetable of GPRA, the Peace Corps has begun to expand upon its office-by-office planning process with an agency-wide strategic planning process. These initial efforts are discussed in the following draft Strategic Plan.

## **THE PEACE CORPS' PROPOSED STRATEGIC PLAN FOR GPRA**

### **Mission Statement**

The purpose of the Peace Corps is to promote world peace and friendship by providing Volunteers who contribute to the social and economic development of interested countries; promote a better understanding of Americans among the people whom Volunteers serve; and strengthen Americans' understanding about the world and its peoples.

Peace Corps fulfills its mission by making it possible for American citizens to serve as Volunteers in developing countries and participate in the development efforts of their host communities. Based on 36 years of experience, the Peace Corps follows certain guiding principles to fulfill this mission:

**The Peace Corps is committed to providing as many opportunities as possible for Americans to serve as Volunteers and seeks to maintain a global presence.**

The presence of Volunteers in 131 countries over the course of 36 years has been central to the Peace Corps' ability to contribute to the social and economic development of many of the world's poorest countries. Maintaining a presence in a diverse group of countries has also enabled more than 145,000 Americans to engage in successful cross-cultural exchanges with the people of the developing world.

**The Peace Corps' first responsibility is to assure, to the greatest extent possible, the safety and security of its Volunteers.**

The Peace Corps staff, both in the United States and at overseas posts, work to ensure at all times that Volunteers are safe in their assigned areas, have adequate financial support, and have access medical support to keep them healthy.

**The Peace Corps responds to needs identified by host country partners.**

Peace Corps' collaboration with host countries during the program assessment and planning processes ensures that Volunteers can have the largest impact in projects that address the local community's priority development needs. Peace Corps Volunteers work with individuals and communities to improve education, expand access to basic health care for families, encourage economic development, protect and restore the environment, and increase the agricultural capabilities of farming communities.

**The Peace Corps is committed to providing the technical, language, and cross cultural training that Volunteers require to be successful in their assignments.**

High-quality technical and language training are essential to Volunteers' success during their two-year tours overseas. The Peace Corps devotes considerable resources to providing Volunteers and Trainees with a solid understanding of the languages and cultural norms of the communities where they live and work. The training is designed to ensure that Volunteers can accomplish their project goals and enjoy an enriching cross-cultural experience.

**Peace Corps strives for a Volunteer force that reflects the diversity of the American people.**

Efforts to recruit, train, and place a Volunteer Corps abroad that reflects the diversity and richness of America will continue to be a high priority for the agency.

**Peace Corps encourages and supports returned Volunteers in their efforts to increase international understanding in their communities.**

## **THE PEACE CORPS' GENERAL GOALS FOR GPRA**

Over the next five years (FY 1997 through FY 2001), the Peace Corps will work to meet the following agency-wide general goals:

**General Goal #1: The Peace Corps will ensure the health and safety of its Volunteers.**

The safety and security of our Volunteers is the Peace Corps' highest priority. Over the next four years, the Peace Corps will continue to identify Volunteer sites in communities that are stable and secure. In addition, the Peace Corps will continue to monitor local situations on a regular basis and will require all posts to continue to maintain or update as appropriate their emergency plans in the event of a threat to Volunteer safety or security. The Peace Corps will continue to provide prevention and treatment services for health and safety and will continue to ensure the proper training and support of Peace Corps' local, in-country medical officers.

Consistent with the agency's goals of ensuring the health of Volunteers and making management operations more efficient, the Peace Corps will continue the implementation and monitoring of a managed care system for Volunteers who need medical treatment in the United States. The Peace Corps will work to ensure appropriate levels of care for Volunteers and streamline the management of medical support systems.

**General Goal #2: The Peace Corps will work to provide as many Americans as possible the opportunity to become Peace Corps Volunteers.**

Volunteers are the heart of the Peace Corps and remain the agency's focus. Over the next four years, the Peace Corps will work within available resources to provide the opportunity for as many interested Americans as possible to become Peace Corps Volunteers. The Peace Corps will seek additional ways to reduce administrative overhead in order to maximize resources for Volunteers.

**General Goal #3: The Peace Corps will work within available resources to respond to requests for assistance from developing countries that need Volunteers.**

The Peace Corps will continue to consider and, where possible, respond to new opportunities from among the many interested countries that request the assistance of Volunteers within the limits of the agency's budget. In addition, the Peace Corps will continue to assess and modify as appropriate the level of Volunteers in specific projects in individual country programs.

**General Goal #4: The Peace Corps will work to provide humanitarian assistance and relief to those in need.**

The Peace Corps will continue to identify ways that experienced Volunteers and returned Volunteers can assist in responding to crisis situations resulting from natural disasters or internal conflict. Peace Corps Volunteers are uniquely qualified to provide assistance in many of these situations because of their cross-cultural experience, their language proficiency, and their technical skills. Through the Crisis Corps, Peace Corps Volunteers are provided yet another avenue to help those in need.

**General Goal #5: The Peace Corps will provide thorough training and support for Volunteers and will continue to strengthen its programming.**

The Peace Corps will continue to ensure that Volunteers have the support and resources necessary to be effective in their assignments overseas. This support includes identifying Volunteer assignments that support host country development and cross-cultural learning; adequate training and technical support needed to accomplish the assignment; prevention and treatment services for personal health and safety; adequate living allowances; assistance in emergencies that may arise; and limited transition assistance provided at the end of their Peace Corps service.

In addition, effective programming is an important ingredient in ensuring a successful experience for Volunteers and host country participants. The Peace Corps is committed to the consistent planning, monitoring, and evaluation of individual Volunteer projects so that they can be strengthened and modified as appropriate. Over the next five years, Peace Corps will continue to identify opportunities to encourage broader participation with host country nationals in project design, implementation, and monitoring, and will continue agency efforts to improve programming practices and procedures. In addition, the Peace Corps will work with those host countries that are interested in beginning their own indigenous volunteer corps.

**General Goal #6: The Peace Corps will continue to fulfill its mandate to increase understanding of other peoples on the part of the American people.**

The Americans who first and most directly gain a better understanding of other peoples through the Peace Corps are the Volunteers themselves. In addition to the Volunteers' direct experience, other Americans are able to gain an understanding of other countries and peoples through contact with returned Volunteers. The Peace Corps helps to share the Volunteer experience with all Americans through its domestic programs: World Wise Schools and the Peace Corps Fellows program.

**General Goal #7: The Peace Corps will pursue efforts to cut costs and improve agency productivity.**

The Peace Corps is committed to maintaining sound and efficient operations and administrative support in order to maximize the resources available available for the direct support of Volunteers. Consistent with this goal, the Peace Corps has made significant progress in improving and simplifying its administrative functions in the human resource area, and has taken on a series of long-range projects designed to improve the agency's overall financial management. In addition, the Peace Corps has worked to ensure the best use of available technology in domestic offices and overseas posts by supporting an effective Information Resources Management initiative. The agency's consistent focus on improving its administrative efficiency has enabled it to continue to provide for an effective Volunteer corps in the face of declining resources.

**FY 1997-98 GPRA PERFORMANCE PLAN**

The Peace Corps' FY 1997-98 Annual Performance Plan describes the performance goals and measures the agency will use to meet the General Goals stated above.

**General Goal #1: The Peace Corps will ensure the health and safety of its Volunteers.****Performance Goals**

A. The Peace Corps will continue to provide prevention and treatment services for trainees and Volunteers through appropriately trained in-country medical officers.

**Performance Measures:** Posts are staffed with a medical officer who meets the agency's standards as set down by the Office of Medical Services in conjunction with International Operations.

New technical guidelines on referral health care overseas are distributed to Peace Corps Medical Officers to further ensure the quality of in-country treatment services provided to trainees and Volunteers.

Policy guidance based on the findings of Peace Corps' June 1996 Roundtable on Environmental Chemical Hazards is distributed to posts for use in training and the site selection process.

In light of recent Volunteer deaths by drowning, prevention strategies are strengthened with the creation and implementation of a new training module on water safety.

B. For Trainees and Volunteers who cannot be appropriately treated in-country, the Peace Corps will improve the quality and reduce the costs of its medical evacuation services through continued implementation and refinement of the Medevac Service Improvement Plan.

**Performance Measures:** The milestones set forth for the FY 1997-98 Medevac Service Improvement Plan are met.

C. The Peace Corps will strengthen and improve its health care delivery system through the development of a fully integrated Health Information System. The system will link applicant screening, in-service medical care, health surveillance and post service health benefits. This fully integrated system will help with the timely identification of problem areas, and improve the Medical Office's ability to monitor the impact of strategies designed to improve the system.

**Performance Measures:** Continued progress is made on the development and implementation of a Health Information System.

D. The Peace Corps will continue to monitor, analyze, and address ongoing concerns and emerging trends related to Volunteer safety and security issues through the agency's Volunteer Safety Council and in concert with overseas staff.

**Performance Measures:** Peace Corps posts will test emergency action plans once a year and revise as necessary.

The Volunteer Safety Council will revise and distribute to agency staff an Evacuation Support Guide to help the Peace Corps better support the field during and immediately after an evacuation.

The Volunteer Safety Council will update and distribute to posts Volunteer Safety Best Practices manual.

The Volunteer Safety Council will complete and distribute to posts a crisis management handbook.

**General Goal #2: The Peace Corps will work to provide as many Americans as possible the opportunity to become Peace Corps Volunteers.**

**Performance Goals**

A. Consistent with Director Gearan's initiative to recruit, train, place and support as many Volunteers as possible, the Peace Corps plans to place 3,500 trainees in FY 1997. This level represents an increase of more than 200 trainees above FY 1996 levels.

**Performance measure:** The FY 1997 and FY 1998 final trainee input numbers compared with projections.

B. To ensure that the Volunteer force represents an accurate picture of the American people, the Peace Corps will attempt to increase the number of minorities serving as Peace Corps Volunteers by pursuing recruiting initiatives that target colleges and universities with historically high minority populations. The Peace Corps will also continue outreach efforts with minority populations at large universities nationwide.

**Performance measure:** Planned events targeted at increasing minority recruitment are completed at colleges and universities with historically high minority populations and at larger college and universities.

**General Goal #3: The Peace Corps will work within available resources to respond to requests for assistance from developing countries that need Volunteers.**

**Performance Goals**

A. The Peace Corps' mission is to respond to requests from other countries needing assistance in meeting their development goals. In FY 1997, the Peace Corps is establishing new programs in South Africa and Jordan.

**Performance Measures:** By the end of FY 1997, Peace Corps trainees and Volunteers will be serving in South Africa and Jordan. In FY 1998, the second group of trainees will be sent to each country.

B. In FY 1997-98, the Peace Corps will continue to implement Director Gearan's FY 1996 Strategic Plan. This plan provided for the closure of 13 Peace Corps posts worldwide over a three year period.

**Performance Measures:** In FY 1997, the Peace Corps will complete the planned closure of posts in Swaziland, Uruguay, Czech Republic, and Hungry. In FY 1998, closures in Botswana, Fiji, Tuvalu, Chile, and Costa Rica will be completed.

**General Goal #4: The Peace Corps will work to provide humanitarian and relief assistance to those in crisis situations.**

**Performance Goals**

A. The Peace Corps will continue implementation of the Crisis Corps in FY 1997-98. As announced by President Clinton in his June 1996 Rose Garden ceremony, the Crisis Corps will use the skills and expertise of trained Volunteers to assist in humanitarian relief efforts.

**Performance Measure:** The Peace Corps will send 40 Volunteers to a variety of projects in FY 1997 and will expand the program in FY 1998.

B. The Peace Corps will institutionalize the Crisis Corps within Peace Corps in FY 1998 by finalizing policy and standard operating procedures, based on experience gained in FY 1997.

**Performance Measure:** Crisis Corps policies and procedures are internally agreed upon and established.

**General Goal #5: The Peace Corps will provide thorough training and support for Volunteers and will continue to strengthen its programming.**

**Performance Goals**

- A. To pursue improvement in the quality of Peace Corps projects, Peace Corps will continue its annual cycle of Project Status Reviews and involve Volunteers, host country officials, community members, and Peace Corps staff in assessing project results and making adjustments as needed.

**Performance Measures:** Projects are assessed annually at Post and reviewed in headquarters, with course corrections adopted as necessary.

- B. In FY 1997 and FY 1998 the Peace Corps will focus on and continue to improve the quality of Peace Corps language and cross cultural training through the development and introduction of new curricula and materials, especially in the area of self-directed language learning; the training of trainers in new techniques and approaches; dialogue with practitioners outside the agency; and experimentation with new models such as the Fully Integrated Training Model.

**Performance Measures:** Peace Corps will evaluate improvements in training through ratings provided in the annual Training Status Report.

Peace Corps will institutionalize successful training models throughout the agency.

**General Goal #6: Peace Corps will continue to pursue its mandate to increase understanding of other countries on the part of Americans.**

**Performance Goals**

- A. The Americans who first and most directly gain a "better understanding of other peoples" through the Peace Corps are the Volunteers themselves. In FY 1997, the Peace Corps will offer approximately 3,500 Americans a chance for Volunteer service.

**Performance Measure:** The FY 1997 and FY 1998 final trainee input measures compared with projections.

- B. In addition to the Volunteers' direct experience, other Americans are able to gain an understanding of other countries and peoples through contact with Volunteers and returned Volunteers. The Peace Corps sponsors two domestic programs that help improve Americans understanding of the world. These are the World Wise Schools and Peace Corps Fellows programs. In FY 1997 and FY 1998 Peace Corps' domestic programs will expand their reach by increasing access to World Wise Schools materials through technology, collaborating with

the National Geographic Society and the Smithsonian Institution, institutionalizing Fellows opportunities at participating colleges and universities, and increasing Returned Peace Corps Volunteers involvement in community activities.

**Performance Measures:** *World Wise Schools:* The electronic count of teachers accessing World Wise schools materials, the number of World Wise Schools collaborations achieved, and the number of outreach campaign targets met.

*Fellows:* The number of colleges and universities that are made aware of the Fellows programs is increased.

*Returned Volunteers:* The number of Returned Peace Corps Volunteers (based on reports from RPCV groups) who participate in community activities is increased.

**General Goal #7: Peace Corps will continue its efforts to cut costs and improve agency productivity.**

**Performance Goals**

A. The Peace Corps will work to improve its internal controls and contain costs related to financial management services through the implementation of a Financial Management Improvement Plan. In FY 1997, the agency began a pilot project to provide direct administrative support services to all posts in the Inter-American Region, Russia and Micronesia. The agency is standardizing procedures at each post, and eliminating or consolidating payment processes at posts. During FY 1998 Peace Corps will expand this project to additional posts.

**Performance Measure:** Implementation of pilot projects to bring overseas financial processing to Washington headquarters.

B. The Peace Corps will integrate agency accounting data through the implementation of Cufflinks. Cufflinks will provide automated data exchanges between the agency's central accounting system and individual office financial management systems.

**Performance Measure:** Cufflinks is fully implemented in FY 1997. Users are trained and supported in their use of the system. Budget holders benefit from the improvements provided by the new system by saving administrative time.

C. The Peace Corps will continue to plan for the expiration of the agency's current lease and to identify potential new lease opportunities that are as cost effective as possible.

**Performance Measure:** Completed plans for potential relocation, including associated build-out costs, furniture, equipment, and other resources necessary to support Peace Corps headquarters operation.

Identification of alternative site within lease costs consistent with budgeted levels.

D. Systematic improvements in Peace Corps' Information Resource Management efforts will continue including plans to upgrade electronic mail capabilities, expand use and support of Internet for communication and data exchange, improve communications and long distance support, and upgrade of the agency's legacy systems.

**Performance Measure:** The Peace Corps Information Resource Management Five-Year Strategic Plan was updated in December 1996. Detailed upgraded system implementation plans are put in place and work begun by the third quarter of FY 1997.

E. Work will continue on implementing a person database to provide integrated human resource data.

**Performance Measure:** Person database implementation plans are in place.

**EXTERNAL FACTORS AFFECTING THE PEACE CORPS' PROGRESS  
IN IMPLEMENTING PERFORMANCE GOALS**

The Peace Corps operates throughout the world in countries where the economic, political, and social environment can be unstable. These factors may cause periodic disruption in Peace Corps' programming. In recent years, Peace Corps has had to terminate its programs in several countries due to political instability, social unrest, and situations where the safety and security of volunteers were potentially at risk. Examples include the Central African Republic, Rwanda, Burundi, and Sierra Leone. Natural disasters, infectious disease outbreaks, and other changes in host countries can also effect Peace Corps' ability to operate its programs as planned.

Further, the work of the Peace Corps is characterized by collaborations with host countries, governmental and non-governmental organizations, colleges and universities and other groups that may take actions which fall outside the Peace Corps' control, but affect the agency's programs.

## **RESOURCES REQUIRED TO SUPPORT THE GPRA PERFORMANCE PLAN**

**Budget and Human resources:** To meet the goals outlined above, the Peace Corps will required budget resources of \$222 million and an FTE level of 1,140 in FY 1998.

**Operational Processes:** The Peace Corps will rely on its four main internal systems --- PATS (the Program and Training System); IPBS (the Integrated Planning and Budget System); VDS (the Volunteer Delivery System) and the VHS (Volunteer Health System) to carry out this plan.

**Information and Technology:** To support the operational processes listed above the agency will use its two major database information systems, the Peace Corps Volunteer Database Management Systems and the Peace Corps Financial Management System. Further, as noted in the Performance Goals, the Peace Corps will continue work on its IRM Five-Year Strategic Plan. In addition, the agency plans to work on a new Health Information System and will continue to pursue innovative uses of technology, especially electronic communication, in its Volunteer recruitment and selection functions.

## **MEANS TO BE USED TO VERIFY AND VALIDATE MEASURED VALUES**

Data will be drawn from agency management information systems and in the longer term from internal and external evaluation reports.





1990 K Street, NW  
Washington, DC 20526  
(202) 606-3970  
<http://www.peacecorps.gov>