

# CONGRESSIONAL BUDGET PRESENTATION

Fiscal Year 2003



PAUL D. COVERDELL PEACE CORPS HEADQUARTERS  
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**Front cover:**

The Peace Corps works to ensure that the Volunteer corps represents the extraordinary diversity of the American people, which has enriched and strengthened this country in countless ways. These photos represent the diversity of Peace Corps Volunteers.

From top to bottom: Volunteers in Ghana, Nicaragua, and Armenia.

Large inset: A young boy in Ghana.

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## **Peace Corps Appropriations Language**

For necessary expenses to carry out the provisions of the Peace Corps Act (75 Stat. 612), \$320,228,000, 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, 2004.

Budget of The United States Government  
Fiscal Year 2003

## The Peace Corps: Growing to Meet the Needs of the 21st Century

Never in the history of our nation has the mission of the Peace Corps—dedication to the pursuit of world peace and friendship—been more important. The world today is different from what it was in 1961, but the American spirit of volunteerism remains a fundamental component of our democratic society. To quote the Peace Corps' first Director, Sargent Shriver: "Peace is worth defending; it is the only credible alternative to war. Now more than ever we must depend on each other, bind together, and have a common goal: peace and survival for all." Forty years later, the Peace Corps knows a great deal about how to build peace from the bottom up, one community at a time.

Established March 1, 1961, by President John F. Kennedy, the Peace Corps has mobilized more than 165,000 Volunteers in 135 countries to promote world peace and friendship. Over the past 41 years, Americans from 18 to 82 years of age have served two or more years at the grass-roots level to help the people of interested countries in meeting their need for trained men and women, to promote a better understanding of Americans on the part of the peoples served, and to help promote a better understanding of other peoples on the part of Americans. These three goals have remained consistent since the Peace Corps was first created.

The Peace Corps is the best face of America abroad; its Volunteers and staff are America's civic ambassadors. Returned Peace Corps Volunteers (RPCVs) are exemplars of public service and the passion that Peace Corps service and volunteerism can bring to an individual's life. Peace Corps staff members continue to be among the most innovative and committed among government workers today. The statutory "five-year rule," which limits the amount of time that headquarters and regional office staff can serve at the Peace Corps, ensures a fresh infusion of talent and "esprit de corps."

At a time when many Americans wonder how others see us, the presence of hard-working Peace Corps Volunteers ensures that we are truly known and valued by people of other nations and cultures. Volunteers live among the local people and learn the host country language, traditions, and culture. Host country governments continue to express

strong, positive sentiment about the presence of Volunteers. Often these feelings are quite poignant, as exemplified by a letter received in late January of this year from a foreign minister. "This Republic is in love with the Peace Corps," he said. "We are in love with them, with their goals, their hard work, and their willingness to live like us."

In his State of the Union address on January 29, 2002, President George W. Bush challenged the nation to contribute two years or 4,000 hours of service to their community, the nation, or the world. This challenge was born out of the response to the terrorist attacks of September 11 in communities and nations around the world. Americans responded to the evil we experienced with remarkable courage and compassion, demonstrating what a new culture of responsibility and service can look like. The President's message also called for the doubling of Peace Corps Volunteers from the current 7,000 to 14,000 Volunteers over the next five years, a goal to approach the historic high mark of Volunteer strength and to reflect the President's commitment to promote volunteerism. The President formed the USA Freedom Corps, an exciting new executive level council to help promote and advance volunteerism.

Most Volunteers describe their Peace Corps service as a defining time in their life. From Costa Rica to China to the continent of Africa, nearly every Volunteer has expressed a sense of reward and fulfillment and a maturation in his or her perceptions of people in foreign lands.

We consider this budget request to be among the most important of Congressional presentations yet submitted by the agency. Now is the right time to plan for the strategic expansion and responsible growth of the Peace Corps to ensure that this life-defining and rewarding opportunity is available to even more Americans. This presentation defines a blueprint of the Peace Corps today, describing programs, new countries, and steps to be taken to support a growing number of Volunteers. The Peace Corps has always had strong bipartisan support, and continued affirmation of that support is more important today than at any time in the agency's and our nation's history.

**Peace Corps'  
FY 2003 Budget Proposal**

	<b>FY 2003</b>	<b>FY 2004</b>	<b>FY 2005</b>	<b>FY 2006</b>	<b>FY 2007</b>
Dollars in Millions	320	362	404	446	488
New and existing Volunteers	8,200	10,000	12,000	13,600	14,000

### **FY 2003 Budget Request**

In June of 1966, the Peace Corps had more than 15,000 Volunteers working in the field—the largest number in its history. Today, the number of Volunteers—7,000—is less than half of that peak level. We now have a renewed mission to carry out the President's challenge to provide more opportunities for volunteer service and to inspire a new generation of Americans to serve abroad. Consistent with the challenge made by President George W. Bush in his State of the Union address, the Peace Corps will make every attempt to double

the number of Volunteers in five years. Because the overarching goal is to expand the number of dedicated and skilled Volunteers, it is essential to ensure that there is an adequate, high-quality staff structure in the field and at headquarters to support them throughout their service. The agency will also review the recruitment delivery system and marketing efforts to ensure that resources are used wisely. To achieve its goals, the Peace Corps has developed the following initiatives to be supported by the FY 2003 fund.

# **The Peace Corps' Strategic Plan for Responding to the President's Challenge**

The Peace Corps' Strategic Plan represents serious thought and discussion and is the most methodical way to increase the number of Peace Corps Volunteers over the next five years. While we will be looking to increase the visibility of Peace Corps service among all Americans, it is imperative that we select committed individuals who best represent the face of America. In some countries, this face will be the only American whom host country citizens will ever meet. In the following pages, Peace Corps addresses specifically how it will respond to the challenge from President Bush to double the number of Volunteers from the current 7,000 to 14,000 in Fiscal Year 2007. All of the quality growth will be within the context of The Congressional Declaration of Purpose as stated in the Peace Corps Act, the present security environment, and six program priorities that reflect the work of the majority of Peace Corps Volunteers.

In the following, Peace Corps describes the overall priorities, then establishes the Strategic Plan under which the agency will operate in FY 2003.

## **A Review of the Priorities**

### **The Congressional Declaration of Purpose: Remaining Consistent with the Statutory Guidance and the Successful Past of Peace Corps**

The Peace Corps was initially established by Executive Order on March 1, 1961. Later that year, Congress enacted the Peace Corps Act. Section 2 of the Peace Corps Act provides the Congressional Declaration of Purpose that has successfully guided Peace Corps for more than 40 years.

"The Congress of the United States declares that it is the policy of the United States and the purpose of this act to promote world peace and friendship through a Peace Corps, which shall make available to interested countries and areas men and women of the United States qualified for service abroad

and willing to serve, under conditions of hardship if necessary, to help the peoples of such countries and areas in meeting their needs for trained manpower, particularly in meeting the basic needs of those living in the poorest areas of such countries, and to help promote a better understanding of the American people on the part of the peoples served and a better understanding of other peoples on the part of the American people.

*- The Peace Corps Act, Section 2(a).*

Consistent with the three goals outlined, Peace Corps currently has approximately 7,000 Peace Corps Volunteers working in 70 countries.

The FY 2003 Budget Request in this document is entirely consistent with statutory guidance and tracks with the strategic planning objectives of the Peace Corps' Government Performance and Results Act (GPRA) Strategic Plan. (See p. 171 for the Initial FY 2003 GPRA Performance Plan and our accomplishments for FY 1999 through FY 2001.) This request builds upon these stated goals and also recognizes the Peace Corps' history. The number of Volunteers in the field will increase to 8,200 in FY 2003; stronger efforts will be made to help promote a better understanding of the American people on the part of the peoples served, particularly through a significant increase in the diversity of staff and Volunteers; and the Peace Corps Domestic Programs will be greatly strengthened. Special initiatives will include the creation of a Peace Corps On-Line Library and aggressive efforts to have the Paul D. Coverdell World Wise Schools Program in every classroom in America.

### **Safety and Security: The Overarching Initiative**

The safety and security of Volunteers is fundamental to everything that the Peace Corps works to achieve. Throughout the history of the agency, safety and security have been important considerations. In today's unpredictable world, many areas can quickly become volatile and hostile. This chang-

ing context has made it imperative to educate Volunteers to conduct themselves in the safest possible manner. While the Peace Corps can never design or build a perfect safety system, it must do everything possible to ensure that all Volunteers are given the knowledge and tools to perform their service safely and in a secure environment.

The Peace Corps has heightened and reinforced an agency-wide emphasis on safety and security issues. Ongoing security training and assessments have been incorporated into all aspects of the recruitment process, into the Volunteer's in-country training, and throughout the Volunteer's years of service. Now, the Peace Corps stresses safety and security issues from the first moment of contact with potential Volunteers. Site selection is more carefully monitored and Volunteers are given strong, specific communications requirements. In addition, training programs are preparing Volunteers to handle a variety of emergency situations.

Newly prepared materials and expert advice are now available to Volunteers and in-country staff to support safety and security training. A revised library of safety and security information has been made available on the Peace Corps Intranet, offering round-the-clock access to information about:

- safety training;
- selecting and monitoring Volunteer sites;
- reporting and responding to an incident;
- preparing the required Emergency Action Plan;
- managing and conducting the Volunteer Safety Council;
- monitoring, assessing, and disseminating safety and security information;
- preparing for a disaster; and
- sample documents, forms, and abstracts related to safety and security.

This emphasis on safety and security will remain strong as the number of Volunteers grows worldwide. The Peace Corps will continue to take great care to provide Volunteers with the best possible information and tools to keep themselves safe. Staff will continue to strengthen site selec-

tion to ensure that all Volunteers are placed in communities committed to their presence. Improvements will be made in training and outreach efforts, from recruitment through close of service, to prepare Volunteers to reduce their exposure to personal safety risks. Administrative, Volunteer support, and behavioral issues will be addressed to strengthen safety and security. Communications will be improved to provide Volunteers with more direct and reliable access to computers or telephones. Volunteers without quick access to telephones will be required to check in with staff and headquarters on a scheduled basis. Volunteer safety will be the determining factor as the Peace Corps explores expansion of current programs and considers opening new programs in additional countries.

At present, several offices have responsibility for different safety and security components. The Peace Corps will establish a new consolidated office under the direction of an Associate Director for Safety and Security, who will report directly to the Peace Corps Director. New security related staff are being added to field posts, as well as each Region. Also included will be a Chief Compliance Officer, and a database specialist. This new office will be the first of its kind with Peace Corps.

Additionally, beginning July 1, 2002, prior to departure to country, each trainee group will spend an extra day in the United States focusing on a standard safety and security curriculum.

### **Program Priorities: What Peace Corps Volunteers Do Around the Globe.**

The most important person in the Peace Corps is the Volunteer. While the visibility of Peace Corps will increase both at home and abroad, it is the Volunteer, who learns the local culture, traditions, community needs and language, that best reflects the meaningful work of the agency. Peace Corps Volunteers are involved in a wide variety of programs, both as primary and secondary projects, but the following six areas best describes the overall program priorities.

**Education.** There are 55 projects in the education sector, with a total of 2,505 Volunteers. This is the largest sector, encompassing 35 percent of Volunteer involvement. The majority of Volunteers serve as TEFL (teaching English as a foreign language), math, or science teachers. Beyond these roles, Volunteers, through their primary and secondary project activities, are engaged in a wide array of efforts including university teaching, teacher training, primary education, early childhood development, special education, resource center development, school/community development, etc. Virtually all projects involve (1) improving instruction for students, (2) developing the skills of teachers, (3) helping to expand resources, and (4) working with communities. The combined work of Volunteers in this sector touched the lives of over 387,000 individuals in FY 2001.

In the past, Education Volunteers were primarily involved in direct classroom settings. Today, Volunteers work with teachers, ministries of education, ecumenical groups, and local agencies to improve educational opportunities throughout the host country. It is through these partnerships that Volunteers conduct specific teacher training sessions, teach lessons along side counterparts, collaborate on curriculum design and resource material development, provide vocational training, promote adult literacy and serve as mentors. Education Volunteers, not only teach, but assist in writing educational manuals, establishing and improving access to libraries, and diagnosing students with special education needs.

Building community support and increasing parental involvement have been revealed as important links between education and community cohesiveness. By bringing these elements together, Volunteers help more people create vision for their community and surroundings . For example, Volunteers in the Pacific have implemented computer courses, established youth centers and started family camps to promote community-oriented activities. In Eastern Europe, Volunteers, along with local counterparts and students, created a park inside a local schoolyard that is now being used

by the entire community. These community building endeavors enhance the primary work of Education Volunteers beyond the traditional classroom and into a mutually beneficial environment.

**Health and HIV/AIDS.** As the HIV/AIDS epidemic continues to grow, Peace Corps Volunteers, field staff, and host country partners remain actively engaged in activities addressing HIV/AIDS. The original HIV/AIDS Initiative was created in 1997 and in June 2000 was greatly strengthened with additional funding from the U.S. Agency for International Development (USAID) and grants from the Gates and Packard foundations. Currently the HIV/AIDS Initiative builds Volunteers' and posts' capacity to effectively reduce the spread of HIV and to mitigate the effects of HIV/AIDS on communities. In FY2001, 56 posts conducted HIV/AIDS activities and 12,506 host-country nationals received HIV/AIDS training.

The revised HIV/AIDS Initiative is a key part of Volunteer programming not only in Africa, but now in regions, such as Asia, Central America and the Caribbean where HIV/AIDS is spreading rapidly. Volunteers have increased their efforts to prepare youth as peer educators, collaborate with religious leaders to develop appropriate education strategies, provide support to children orphaned by HIV/AIDS, and develop programs that provide emotional and financial support to families and communities affected by the disease. All Volunteers entering service in Africa, no matter which program sector, are trained as advocates for and educators in HIV/AIDS prevention and care.

Additionally, Crisis Corps Volunteers will lend expertise to non-governmental organizations and government agencies worldwide for assignments of up to six months in duration to meet the needs of local communities facing epidemic challenges.

Of the 49 programs in the health sector, 22 programs in 22 countries have water and sanitation as a primary focus and involve 491 Volunteers. Over the last 10 years, the trend has been to find the right balance between providing physical capital—by the creation of water and sanitation infrastructure—and building human capital—by

teaching communities how to assess and meet their own water supply needs.

Resources for basic health are often severely limited; therefore, most of health projects seek to improve the quality of health among families by increasing the quantity and quality of health information, education, and communication; strengthening the capacity of individual, professional, and local organizations to develop strategies addressing health topics; and furthering communication and collaborative efforts among local professionals. The 49 health projects in 40 countries involve 1,433 Volunteers.

**Information and Communication Technology.** The Peace Corps continues to increase its focus on this sector to meet its development goals. The sector's name was recently changed from Information Technology (IT) to Information and Communication Technology (ICT) to include radio and television as well as computers and the Internet.

Demand for ICT skills is increasing at an exponential rate. Education projects are often the first to integrate ICT into both new project frameworks and existing projects, since ICT is an essential tool in capacity building and organizational strengthening. ICT related activities include the teaching of basic computer literacy skills (i.e. word processing, spreadsheets, basic accounting software), training of teachers, developing Web sites, and establishing electronic systems for school administration. In one the Caribbean countries, for example, the nation's Secretary of Education established computer centers in public high schools across the country and Volunteers in the country are now designing computer curricula, training teachers, and advising technicians in the use of software and hardware.

Partner agencies are frequently requesting Volunteers with greater technical skills, often asking for Volunteers with degrees in networking, programming, and hardware/software maintenance. This growth was stimulated, in part by the Peace Packs program, a partnership with AOL Time Warner Foundation to provide Volunteers with equipment to teach computer skills and connect remote communities to the Internet. Peace

Corps Volunteers working with 24 communities in 15 different countries were able to purchase computers, printers, and scanners and, where possible, two years of Internet connections through the Peace Packs program. More than 909 Volunteers are actively involved in promoting ICT in their activities, which have directly benefited more than 22,749 host country counterparts.

During Fiscal Year 2003, Peace Corps will increase its ICT Public-Private Partnerships, and, using Peace Corps staff, who are among the best specialists in knowledge management and educational technology, we will develop an on-line classroom facility. This Internet activity will be a teaching resource available to Peace Corps Volunteers and Host Country Nationals to provide information to them on each of the Peace Corps programs.

**Business Development.** There are 37 business development projects in 36 countries, with a total of 932 Volunteers engaged in projects to address poverty reduction—13% of all Peace Corps Volunteers. The projects focus on five major issues: (1) increasing family income, (2) improving the environment for business, (3) educating young people to participate in a market economy, (4) assisting businesses to find markets for traditional and value-added products, and (5) community economic development.

The projects cut across all three regions with the greatest concentration in Europe, the Mediterranean, and Asia (EMA) region, which includes many former Soviet Union and Eastern European countries. Nearly all Business Development projects incorporate some level of ICT. Posts work extensively with the host country in determining their project plans and which niche to pursue in Business Development, whether it be business education or a particular segment of the economy such as agribusiness or micro-finance. A few projects focus on enhancing training institutes and NGOs that serve the business community (i.e. co-operatives and business associations). A significant amount of Business Development activities are also dedicated to the needs of youth and women entrepreneurs, which are usually integrated into larger programs. During FY 2001, Busi-

ness Development projects provided skills to community members through business training and by creating links for increased access to credit, markets, technology and community resources.

**Environment.** One thousand fifty-four Volunteers in 47 projects in 39 countries assist communities where environmental issues are in conflict with basic needs for farming and income generation. They sometimes work with a community to determine its needs related to environmental issues and start projects based on those needs. Volunteers work on a wide range of activities, limited only by the creativity of the community and the Volunteer. Activities might include teaching in elementary and secondary schools; working with youth groups and others outside school settings; organizational development of environmental interest groups, often in newly emerging democracies; promoting income-generating activities, such as eco-tourism, for communities located near protected areas; establishing small, perhaps school-based, tree nurseries and planting tree seedlings; establishing projects to control erosion and prevent the contamination of water supplies; and sanitation management in urban areas.

Livelihood security is an emerging program area in the Environment sector. For the Peace Corps, it means the ability of individuals and families to earn supplemental income for basic needs.

Sustainable environmental conservation is taught as local users realize the financial gain from positive, long-term management of their soils, waters, and vegetation. Environment Volunteers can help reveal the link to local users between management of these resources and income generation.

**Agriculture.** Related to the Environment sector, agriculture projects are an important segment of Volunteer activities. Volunteers work with communities in 18 countries to determine their needs or with small farmers to increase food production and income while promoting environmental conservation. Food processing has also become a key part of the agricultural education training. Teaching local communities the value of food preservation and/or processing as an important step, Volunteers demonstrate the value of preparing foods for later use when fresh items may be scarce or to sell food items in the future when prices may be stronger. Sound business management principles are critical components of these successful food processing and marketing endeavors.

The Agriculture sector has 26 projects, staffed by 496 Volunteers, including the establishment and maintenance of soil and water conservation and other agriculture-related forestry practices; fish farming; apiculture and honey production; raising small farm animals; vegetable gardening and nutrition education.

## The Peace Corps' Strategic Plan for Responding to the President's Challenge

### -Emphasize Safety and Security; - The Overarching Initiative

1

Reacquaint the American people  
with the mission of the Peace Corps

2

Expand recruitment efforts  
and increase the diversity of the  
Volunteer population

3

Optimize the number  
of Volunteers and staff  
currently working in each country

4

Expand into new countries

5

Explore new ideas

6

Improve the Volunteer delivery system

7

Expand and broaden the  
Crisis Corps program

8

Review the participation  
of the Peace Corps in the  
United Nations Volunteer program

9

Strengthen and expand  
the scope of the Peace Corps'  
domestic programs

10

Provide high-quality  
programming and training support  
to overseas staff and Volunteers

11

Use world-class technology  
to communicate and share knowledge



## The Strategic Plan

These eleven goals represent the Peace Corps' response to the President's call for action. They are an elaboration of the Peace Corps' seven goals set forth in the Peace Corps' September 2000 GPRA strategic plan.

1

### Reacquaint the American people with the mission of the Peace Corps

Now is the time to reacquaint the American people with the Peace Corps. Over the past several months, President George W. Bush has talked about the Peace Corps as an excellent opportunity for Americans who are inspired to accept his challenge of volunteer service. Senior Americans, particularly, have an exceptionally positive image of the Peace Corps, and they remember that its values are rooted in humanitarian service. There is also a new generation of young Americans, as well as the "baby boomers" nearing retirement, who could benefit from learning more about the Peace Corps' mission. The time is right to reintroduce the value of that mission to a broader audience.

2

### Expand recruitment efforts and increase the diversity of the Volunteer population

Vital to the success of meeting President Bush's challenge over the next five years will be an increased effort to step up the recruitment of Volunteers beyond college age. The agency intends to actively reach out to people of all faiths, to married couples and singles, to seniors and retirees, and to the scores of men and women in their 30s, 40s, and 50s who are currently in the workforce or are between jobs and looking to make a meaningful contribution to America. All will be encouraged to consider devoting two years of service as Peace Corps Volunteers.

The face of America looks vastly different today than it did 40 years ago. In step with those changes, the Peace Corps has set as a high priority the expan-

sion of Volunteers and staff who reflect America's diversity. Through Peace Corps service, Volunteers themselves gain the opportunity to work with other Americans from different communities and backgrounds. Diversity among groups of Peace Corps Volunteers working overseas also demonstrates America's pluralism and helps dispel stereotypes. Citizens from host countries observe this diversity and learn that America's willingness to share cuts across all cultures and ethnic backgrounds.

Recruiting more diverse Volunteers, however, requires additional staff in the regional recruitment offices and at headquarters. Traditionally, the Peace Corps has concentrated its recruiting visits on college campuses where large numbers of potential applicants are readily available. However, recruiting Volunteers with a diversity of skills, ages, and ethnicity requires more variety and creativity. Recruitment visits will need to be expanded beyond college campuses to other locations such as work sites, places of worship, shopping malls, and community centers. The Peace Corps is now beginning to implement recruitment techniques and materials that are specifically designed to attract greater numbers of minority candidates.

### 3

#### **Optimize the number of Volunteers and staff currently working in each country**

The first step in expanding the number of Volunteers will be to optimize the placement opportunities in each of the countries where there are current programs. The Peace Corps will seek advice from each country director about possibilities for growth and additional programs that can logically be supported with existing staff. With careful advice and in consultation with Peace Corps regional safety and security officers, the agency will explore the degree to which a modest increase in staffing resources can support an increase in Volunteer placements. The agency expects that incremental growth in a number of countries will contribute to a significant increase in the worldwide number of Volunteers.

### 4

#### **Expand into new countries**

Headquarters receives questions on a regular basis about how countries can be the beneficiaries of Peace Corps programs. Alejandro Toledo, president of Peru, stated in his inaugural remarks of January 2001 a desire for Peace Corps Volunteers to return to Peru. In the months that followed, Peace Corps and Peru articulated a plan and signed a bilateral agreement with the Department of State. Very soon, the Peace Corps will reopen the program in Peru after an absence of 27 years. In his February 15, 2002 remarks, President George W. Bush announced his commitment to send Volunteers to East Timor, noting it would become the first country to gain independence in the 21st century. In May, a bilateral country agreement was signed opening the Peace Corps program in East Timor and the first group of nineteen Volunteers departed on June 20 from Washington D.C. to set up foundations for projects for sustainable development.

The agency is eager to follow up on requests from leaders in a number of countries to reopen programs, and to forge new alliances with countries where the Peace Corps has never had a program. Peace Corps is currently planning to re-enter Botswana and Swaziland with programs focused entirely on addressing the HIV/AIDS epidemic.

A new emphasis for the Peace Corps will be to increase placements of Volunteers in Muslim cultures to foster more peaceful relationships with citizens of those countries. Her Majesty Queen Noor al-Hussein noted, "Lessons from our region show that peace must be built between peoples. It derives from understanding, trust and a sense of working toward a shared destiny. It arises only out of mutual and equitable exchange of skills, of ideas, of cultural values. Peace Corps Volunteers—going where they are invited, bringing open minds, dedication and enthusiasm, living and working side-by-side with their hosts, and returning with new perspectives to share with those at home—are among the best examples of how that peace will be achieved."

## 5

### **Explore new ideas**

In addition to the goals of the Peace Corps Strategic Plan, it is important to stay alert and open to new challenges and opportunities that will result in positive changes. President Bush supports the idea of "setting a new tone in Washington, infusing the government with new ideas, encouraging good people to serve and building on a legacy of accomplishment." The Peace Corps has a constant infusion of new personnel, bringing with them a fresh viewpoint and new ideas. Sometimes they arrive directly from the field, with vitality, enthusiasm, and talent.

Among the ideas the agency will consider is increased attention to the returned Peace Corps Volunteer community to explore how to make better use of their collective talents. It will consider expanding current alliances with organizations such as the Centers for Disease Control and Prevention and the AOL Time Warner Foundation, and consider establishing new partnerships with organizations like the American Red Cross. An additional consideration is to examine the obstacles to volunteer service in order to recommend appropriate changes in the law or in Peace Corps operations to allow more qualified people to serve.

## 6

### **Improve the Volunteer delivery system**

Peace Corps headquarters is modernizing the procedures for processing applications from potential Volunteers. In addition, interested applicants are being strongly encouraged to apply online. Nearly sixty percent of current applicants are now using the online application process, which shortens considerably the Volunteer delivery timeline. Applicants will soon be able to track the status of their applications online as well. Applying online will not only make the intake process more efficient but also keep the applicant engaged with the Peace Corps and help lower the dropout rate during the recruitment stage.

## 7

### **Expand and broaden the Crisis Corps program**

Crisis Corps is a Peace Corps program that mobilizes returned Volunteers to help countries address their critical needs on a short-term basis. Crisis Corps Volunteers reenroll in the Peace Corps for assignments that typically range from three to six months. Because of prior Peace Corps service, Crisis Corps Volunteers have the language, technical, and cross-cultural skills to make an effective contribution in the most challenging environments. Crisis Corps Volunteers generally receive the same allowances and benefits as Peace Corps Volunteers, including round-trip transportation, living and readjustment allowances, and medical care. Crisis Corps Volunteers, like Peace Corps Volunteers, must be medically and legally cleared for service.

To date, more than 465 Crisis Corps Volunteers have served in 30 countries in Latin America, Africa, the Pacific, Asia, and Eastern Europe. Currently Crisis Corps is recruiting Volunteers to work in eight countries in Africa on HIV/AIDS-related activities and to respond to natural disasters throughout the world. Crisis Corps Volunteers are being considered for future assignments in Mauritania. More Crisis Corps Volunteers will be recruited as funding and staffing permit.

## 8

### **Review the participation of the Peace Corps in the United Nations Volunteer program**

The United Nations Volunteers (UNV) program was established in 1971 by the United Nations General Assembly and is administered by the United Nations Development Program (UNDP). Currently, over 3,000 UN Volunteers from around the world serve in developing countries. There are approximately 50 United States citizens currently serving in two-year UNV assignments supported by the Peace Corps. The United States will send up to 24 U.S. citizens per year to serve as UNVs. The majority of UNVs serve in the Asia

Pacific region (30 percent), with the remaining volunteers serving in Europe, the Commonwealth of Independent States and the Baltics (16 percent), the Americas and the Caribbean (13 percent), and Arab states (5 percent). The Peace Corps will review the level of U.S. citizen participation in this valuable program.

## 9

### **Strengthen and expand the scope of the Peace Corps' domestic programs**

Peace Corps domestic programs, designed to help educate Americans about other countries, will continue and grow. No other organization has accumulated such breadth and depth of knowledge and experiences from living and working at the cross-cultural, village level. The Peace Corps now has more than 1.8 million Volunteer years of experience from over 40 years of service. More than ever before, this global knowledge must be preserved and made available to the American public.

Based on information from Peace Corps training, programming, and Volunteer experiences, materials about working in cross-cultural situations and managing volunteer-based organizations will be made available online and, in some cases, in print. These publications will be useful to domestic and international educators, students, scholars, domestic volunteer organizations, and people who volunteer in their home communities. Examples of publications in progress include *Culture Matters: The Peace Corps Cross-Cultural Workbook*; *Insights From the Field: Understanding Geography, Culture and Service*; and *The Role of the Volunteer in Development*.

An added benefit of using the Peace Corps' curriculum of Volunteer stories at the elementary and secondary school levels is that such exposure cultivates familiarity with the work that Volunteers can do in the world. As these students age, they become a "farm team" of possible recruits—and more likely to consider Peace Corps service.

Throughout its existence, Peace Corps has accumulated strong experience in the culture, traditions and language of other countries and while much of this information has been available within

Peace Corps, there are plans to create a Peace Corps Library On-Line. This will be an internet facility addressing Third Goal issues.

## 10

### **Provide high-quality programming and training support to overseas staff and Volunteers**

Peace Corps training has long been recognized as effective, particularly in teaching Volunteers to speak new languages. Peace Corps training is being reassessed and redesigned to support an expanded Peace Corps and to ensure that Volunteers are prepared to undertake increasingly sophisticated project activities in complex environments with difficult-to-learn languages. Moving from an emphasis on pre- and in-service training, a new curriculum is being developed that will provide training opportunities to invitees before they leave their hometowns and that will continue until the end of their service. The agency is exploring options for providing language, cross-cultural, and safety and security modules, tools, and exercises online once an applicant has been invited to become a Volunteer.

Since the agency has a five-year rule, considerable experience and knowledge about programming, training, and Volunteer support are regularly lost. To avoid "reinventing the wheel," the Peace Corps will expand its efforts to establish a knowledge management system to identify and capture best practices, identify staff expertise, and connect information seekers to knowledge sources, support online discussion groups, and disseminate programming and training information to staff and Volunteers.

## 11

### **Use world-class technology to communicate and share knowledge**

A special emphasis will be placed on using current technology to achieve improvements in communications and connectivity around the globe. In August 2000, Peace Corps headquarters completed its migration from a Macintosh-based to a

Windows-based computing platform. With this infrastructure in place, the goal now is to move away from mainframe technology to Web-based applications and information technology (IT) security. During FY 2001, the Peace Corps began migrating its overseas posts to the Windows platform. The migration, which will be completed by FY 2003, will provide every post with a comprehensive, robust IT infrastructure.

The Peace Corps has also completed the first phase of a plan for the redesign and maintenance of the Peace Corps Web site. Phase One entailed a comprehensive visual, functional and technical redesign of [www.peacecorps.gov](http://www.peacecorps.gov). This included the replacement of the static HTML site with new technology, new site architecture and design, rotating splash pages, a Volunteer story database, content for family and friends, graduate school information, country content, and a pre-qualification calculator.

Currently underway are improvements that will enhance the communication between the Peace Corps and potential Volunteers, including the creation of portals for the nominee and invitee, improved technology for publishing and updating the country pages, live recruiting and national outreach efforts, and the creation of message/discussion boards. An attractive part of the invitee and

nominee portals will be the integration of the online status check for applicants and the ability to offer an "e-mail for life" feature to invitees. Increased applicant retention and trainee preparedness should be the result of a shorter online application process.

## **Conclusion**

The Peace Corps has a clear mission that has served the agency well for the past 41 years. The President's attention to this mission, his well-publicized call for volunteer service and the promise to double the number of Volunteers serving overseas during the next five years have created a renewed worldwide interest in the Peace Corps. This request for additional funding will allow the agency to begin to scale up sensibly, as the President has directed. It will support enhancements to Volunteer safety and security and the implementation of enterprise-wide information technology. It will permit the Peace Corps to open new programs in eight countries, including the reestablishment of currently suspended posts and the placement of 1,160 additional Volunteers worldwide. By the end of FY 2003, it will allow the Peace Corps to have more than 8,000 Volunteers in communities around the world.

# **Attachments**

**Countries Where Peace Corps Volunteers Serve**

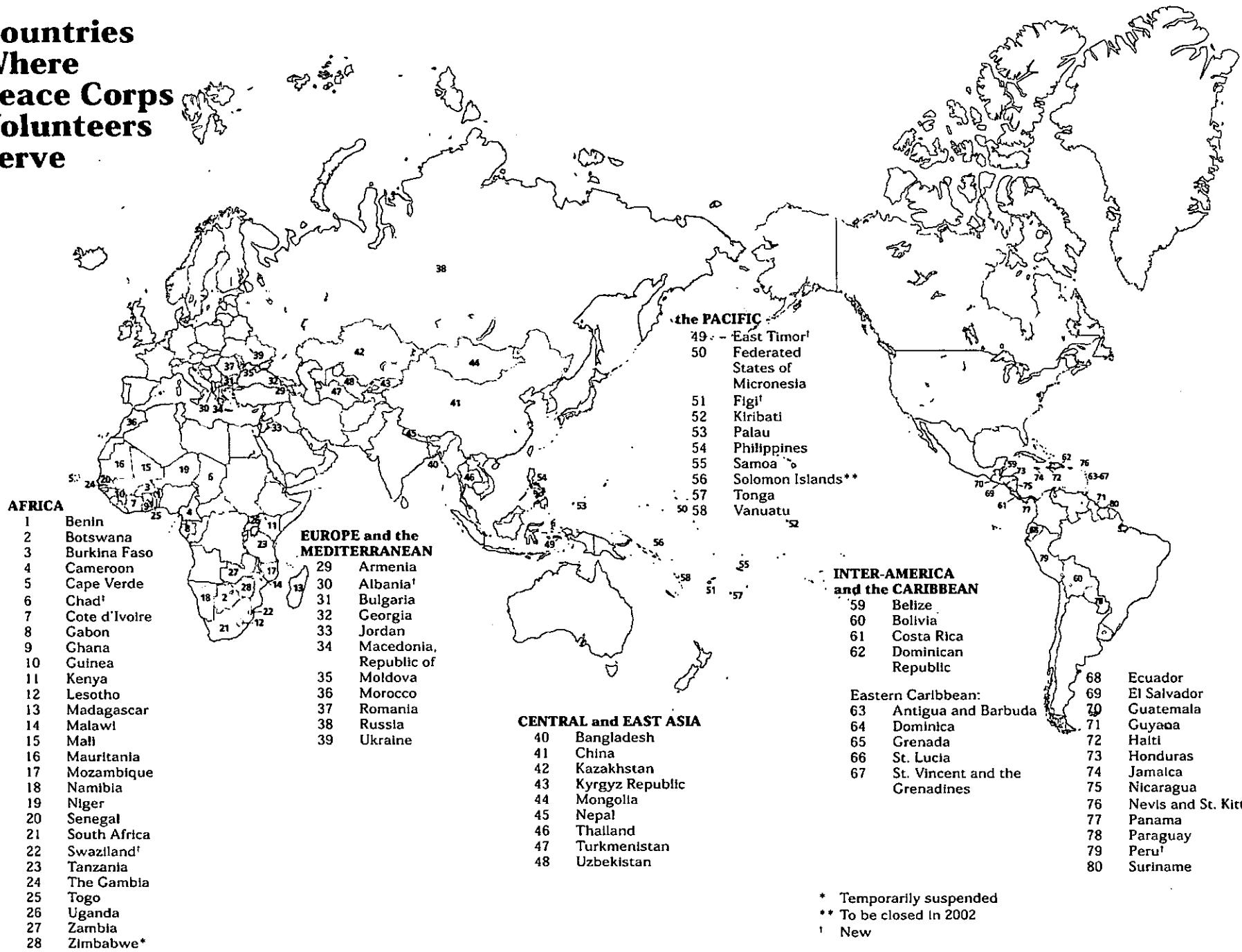
**Volunteer Profile and Demographics**

**The Life Cycle of a Volunteer**

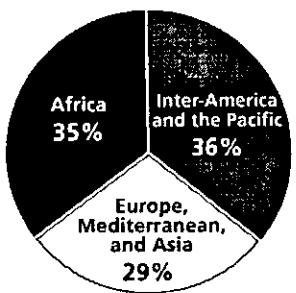
**Languages Spoken by Peace Corps Volunteers**

**The Peace Corps' Domestic Dividend**

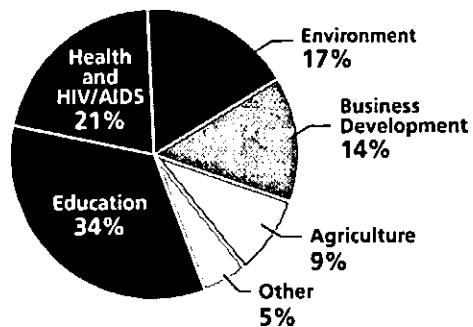
# Countries Where Peace Corps Volunteers Serve



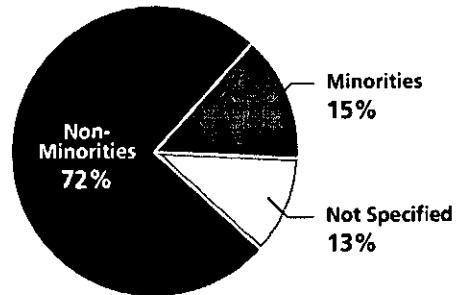
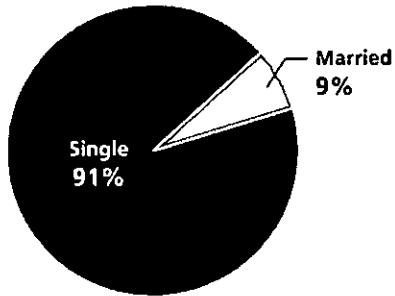
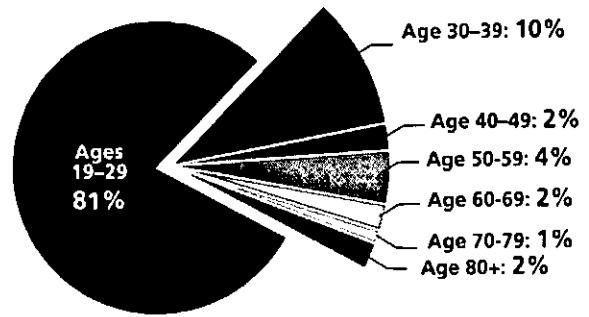
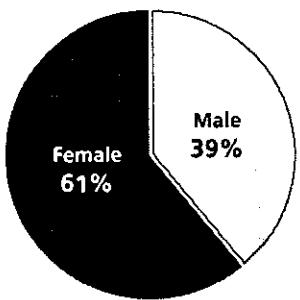
## Volunteers by Region



## Volunteer Projects



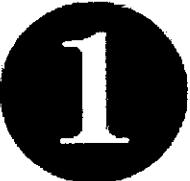
## Volunteer Profile\*



\*Totals may not add to 100% due to rounding. Data current as of February 2002.

# The Life Cycle of a Volunteer

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



1

### Applicant Phase

- **Recruitment**

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

- **Application**

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

- **Clearances**

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

- **Placement**

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



2

### Trainee Phase

- **Orientation**

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

- **Training**

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

## Volunteer Phase

3

- **Site Selection**

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

- **Living Allowance**

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

- **Health**

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

- **Volunteer Security**

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

- **In-Service Training**

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

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

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

- **Private Sector**

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

- **Service Extension**

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

4

## Returned Volunteer Phase

- **Career Planning**

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

- **Readjustment Allowance**

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

- **Health Insurance**

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

- **Returned Volunteer Services (RVS)**

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

- **Crisis Corps**

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

# Languages Spoken by Peace Corps

## Africa

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

# Volunteers Across the World

## Europe, Mediterranean & Asia

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

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

<b>Romania</b>	Romanian Hungarian
<b>Russia</b>	Russian
<b>Slovak Republic</b>	Slovak Hungarian
<b>Thailand</b>	Thai
<b>Turkmenistan</b>	Turkmen Russian
<b>Ukraine</b>	Ukrainian Russian
<b>Uzbekistan</b>	Uzbek Russian

<b>Belize</b>	Creole Spanish
<b>Bolivia</b>	Quechua Spanish
<b>Dominican Republic</b>	Spanish Eastern Caribbean French Creole (Kwéyol) Caribbean English Dialect
<b>Ecuador</b>	Quechua Spanish
<b>El Salvador</b>	Spanish
<b>Guatemala</b>	Cakchiquel Kek'chi Spanish
<b>Guyana</b>	Creole

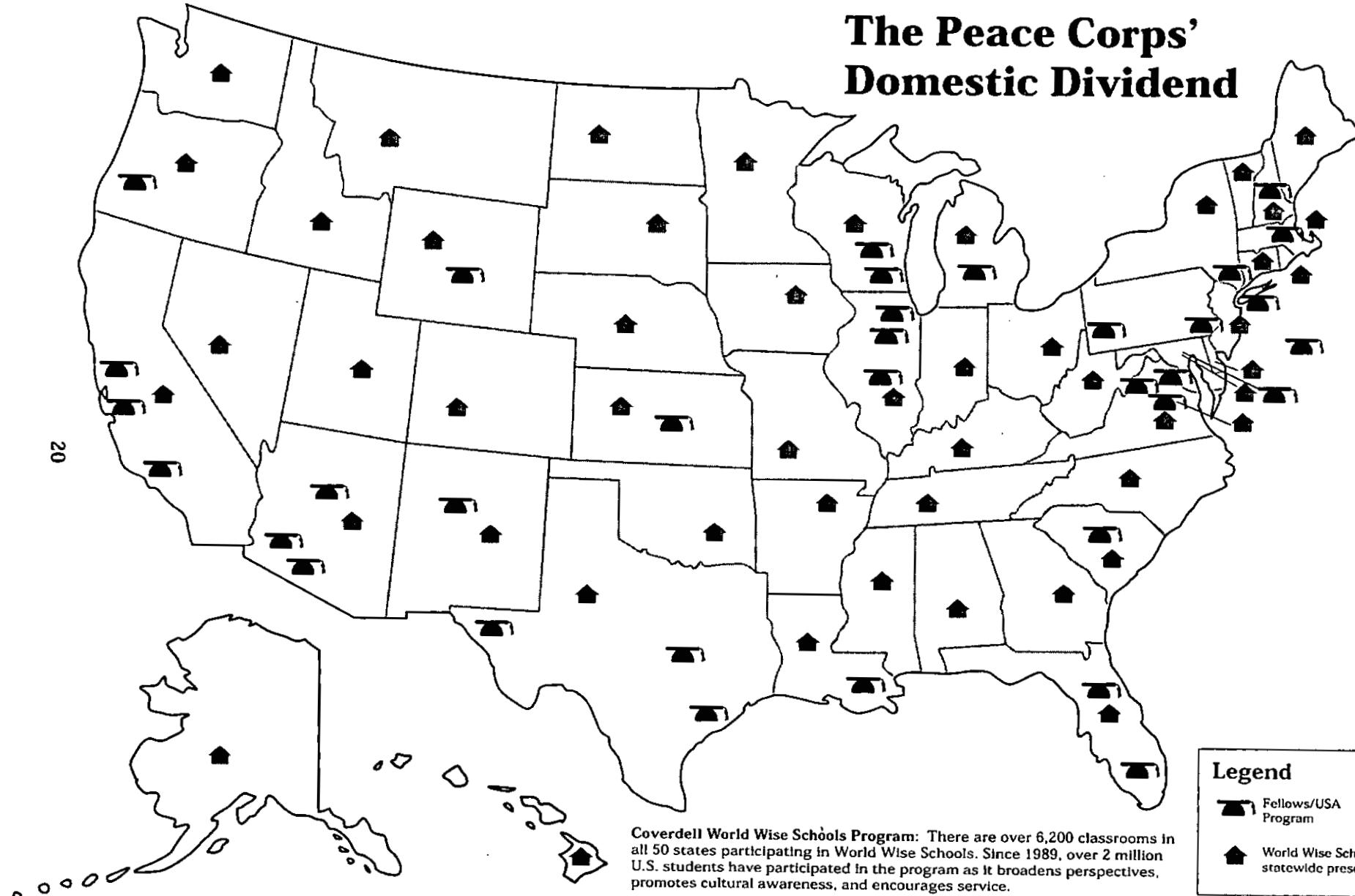
<b>Haiti</b>	Kreyòl
<b>Honduras</b>	Mískito Spanish
<b>Jamaica</b>	Jamaican Creole (Patwah)
<b>Kiribati</b>	i-Kiribati
<b>Micronesia</b>	Chuukese Halls Island Kapingamarangi Kosraean Namonuito Nukuoro Palauan Pingilapese Pohnepesian Sapwuafik Satawalese Ulithian Woleaiin Yapese

## Inter-America & Pacific

<b>Nicaragua</b>	Spanish
<b>Panama</b>	Spanish
<b>Paraguay</b>	Guarani Spanish
<b>Samoa</b>	Samoan
<b>Suriname</b>	Carib Ndjuka Saramaccan Sranan Tongo
<b>Tonga</b>	Tongan
<b>Vanuatu</b>	Bislama

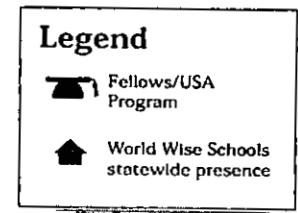
# The Peace Corps' Domestic Dividend

20



**Coverdell World Wise Schools Program:** There are over 6,200 classrooms in all 50 states participating in World Wise Schools. Since 1989, over 2 million U.S. students have participated in the program as it broadens perspectives, promotes cultural awareness, and encourages service.

**Fellows Program:** Through the Fellows/USA Program, RPCVs attend graduate school while working in underserved communities. At 34 colleges and universities in 20 states, returned Volunteers serve thousands of community members while attaining a master's or Ph.D. degree.



## **Peace Corps FY 2003 Budget Request**

The Peace Corps budget request for FY 2003 is \$320,228,000, an increase of \$45,228,000 over the \$275,000,000 provided to the Peace Corps in FY 2002. The FY 2003 request will enable the Peace Corps to increase the number of Volunteers serving overseas, enhance Volunteer and staff safety and security, implement enterprise-wide information technology, and fund federal employee retirement costs and FECA.

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

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

#### **Trainee Input**

Americans enter Peace Corps Volunteer service as trainees. Peace Corps training is conducted overseas and lasts an average of 10 weeks. Training programs start throughout the year, depending on the program and the country. Upon successful completion of training, a trainee becomes a Volunteer. Volunteers serve for approximately two years.

The total number of new trainees who enter service in a given fiscal year is identified as trainee input.

Trainee input for FY 2003 will be 5,087.

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

Throughout the fiscal year, constant fluctuations occur in the size of the Volunteer corps. Trainees become Volunteers; other Volunteers complete their overseas service; some Volunteers leave Peace Corps service early for other reasons (health, family emergencies, or a decision to terminate service early); and some Volunteers elect to extend their service beyond two years. In order to estimate the size of the Volunteer corps, the Peace Corps calculates the average number of Volunteers during the fiscal year. This estimate excludes trainees.

The average number of Volunteers projected for FY 2003 is 6,365.

#### **Volunteers on Board**

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

The number of Volunteers on board projected for September 30, 2003, is approximately 8,200.

## **The Peace Corps' FY 2003 request includes the following:**

### **Increase the Number of Volunteers Serving Overseas (+\$36,300,000)**

In response to greater American interest in volunteerism and to increase America's contribution to the people of other nations, the Peace Corps will establish new programs in eight countries and reopen several currently suspended posts. An additional 1,200 Volunteers will be placed worldwide during FY 2003 to assist host countries and communities in education, health (including HIV/AIDS), the environment, information technology, agriculture, and business development.

### **Enhance Volunteer and Staff Safety and Security (+\$3,784,000)**

Given the serious issues that the agency regularly confronts concerning the safety and security of its Volunteers and staff in increasingly volatile environments in the developing world, the Peace Corps plans to increase the number of regional safety and security officers overseas by six positions from the current three. This increase will pro-

vide greater security coverage to each subregion comprising approximately six countries. It will also allow for more regular security assessments and a greater capacity to conduct subregionally focused training activities for Volunteers and staff. Each overseas post will also be provided with additional resources for security enhancements.

### **Implement Enterprise-wide Information Technology (+\$1,216,000)**

In accordance with various federal mandates and management initiatives, the Peace Corps will implement an enterprise-wide information architecture. The Peace Corps is requesting funding to work toward completion of the target architecture and sequencing plan.

### **Fund Federal Employee Retirement Costs and FECA (+\$3,928,000)**

As directed by the administration, federal employee retirement costs and FECA will be shifted to the Peace Corps account.

## **Peace Corps FY 2003 Budget Request**

	<b>Dollars in Thousands</b>
<b>FY 2002 Foreign Operations Act Appropriation</b>	<b>275,000</b>
<b>FY 2003 REQUEST</b>	
Increase the Number of Volunteers Serving Overseas	+36,300
Security for Volunteers and Staff	+3,784
Implement Enterprise-wide Information Technology	+1,216
Fund Federal Employee Retirement Costs and FECA	+3,928
<b>FY 2003 Requested Increase</b>	<b>+45,228</b>
<b>FY 2003 REQUEST</b>	<b>320,228</b>

**Peace Corps FY 2003 Budget Request**  
**by Program Operations**  
(in thousands of dollars)

**Direct Volunteer Operations**

	FY 2001 Actual	FY 2002 Estimate	FY 2003 Request
<b>Overseas Operational Management<sup>1</sup></b>			
Africa	50,713	56,280	61,303
Europe, Mediterranean, and Asia	38,854	40,484	42,886
Inter-America and Pacific	41,481	44,609	48,327
Crisis Corps	979	1,449	2,542
United Nations Volunteers	198	291	310
<b>Subtotal, Overseas Operational Management</b>	<b>132,225</b>	<b>143,113</b>	<b>155,368</b>
<b>Overseas Operational Support</b>			
Volunteer Support Operations	6,826	6,905	8,259
Federal Employees' Compensation Act	10,284	10,760	11,588
Medical Services Centrally Shared Resources	11,056	6,235	12,941
The Center for Field Assistance and Applied Research	4,844	5,355	6,073
Volunteer Recruitment and Selection	11,513	13,555	16,768
Private Sector Cooperation and International Volunteerism	496	699	1,210
Centrally Processed Overseas Equipment and Supplies	4,329	4,404	5,346
International Financial Operations	2,069	2,466	2,564
Volunteer Readjustment Allowance	20,037	18,773	21,977
Reimbursements to Department of State	4,208	7,577	8,321
<b>Subtotal, Overseas Operational Support</b>	<b>75,662</b>	<b>76,729</b>	<b>95,047</b>
<b>SUBTOTAL, DIRECT VOLUNTEER OPERATIONS</b>	<b>207,887</b>	<b>219,842</b>	<b>250,415</b>

**Volunteer Operations Support Services**

<b>Third Goal Programs</b>			
World Wise Schools	601	847	1,040
Fellows U.S.A. Program	192	308	418
Returned Volunteer Services	520	599	805
<b>Subtotal, Third Goal Programs</b>	<b>1,313</b>	<b>1,754</b>	<b>2,263</b>
<b>Agency Administration</b>			
Director's Office, General Counsel, and Congressional Relations	2,453	3,797	3,829
Communications	1,630	2,262	6,933
Office of Planning, Budget and Finance (OPBF) <sup>2</sup>	13,534	19,145	9,497
OPBF Centrally Managed Resources	1,353	1,588	1,574
Office of Management <sup>3</sup>	9,656	16,251	14,033
Office of Management Centrally Managed Resources	18,641	16,891	21,365
Inspector General	1,722	2,058	2,181
<b>Subtotal, Agency Administration</b>	<b>48,989</b>	<b>61,992</b>	<b>59,412</b>
<b>SUBTOTAL, VOLUNTEER OPERATIONS SUPPORT SVCS</b>	<b>50,302</b>	<b>63,746</b>	<b>61,675</b>

	FY 2001 Actual	FY 2002 Estimate	FY 2003 Request
ENHANCED SECURITY FOR VOLUNTEERS			3,784
INFORMATION TECHNOLOGY IMPROVEMENTS			1,216
FEDERAL EMPLOYEE RETIREMENT COST <sup>4</sup>	2,858	3,044	3,228
SUBTOTAL, NEW INITIATIVES AND RETIREMENT	2,858	3,044	8,228
TOTAL AGENCY PROGRAM LEVEL	261,047	286,632	320,318
EMERGENCY RESPONSE FUND <sup>5</sup>	1,266	5,224	
<b>GRAND TOTAL AGENCY</b>	<b>262,313</b>	<b>291,856</b>	<b>320,318</b>
APPROPRIATED RESOURCES	265,000	275,000	317,000
RECISSION	-583		
EMERGENCY RESPONSE FUND	2,590	3,900	
FEDERAL EMPLOYEE RETIREMENT COST OFFSET	2,858	3,044	3,228
<b>TOTAL ENACTED</b>	<b>269,865</b>	<b>281,944</b>	<b>320,228</b>
UNOBLIGATED BALANCE FROM PREVIOUS YEAR	3,281	8,716	0
UNOBLIGATED BALANCE -EMERGENCY RESPONSE FUNDS	0	1,324	0
TOTAL APPROPRIATED RESOURCES	273,146	291,984	320,228
MISCELLANEOUS RESOURCES	643	690	690
RESERVE FOR UNRECORDED OBLIGATIONS	-600	-800	-600
EST. UNOBLIGATED BALANCE EMERGENCY FUNDS	-1,324	0	0
ESTIMATED UNOBLIGATED BALANCE AT END OF YEAR	-8,716	0	0
ESTIMATED REIMBURSEMENTS	5,051	6,875	8,875
<b>TOTAL AVAILABLE BUDGETARY RESOURCES</b>	<b>268,200</b>	<b>298,749</b>	<b>329,193</b>

(Details may not add due to rounding.)

**Notes:**

- <sup>1</sup> For presentation purposes, the new initiatives, Emergency Response Fund supplemental funding, and Federal Employment Retirement Costs have been itemized differently than in the President's Budget.
- <sup>2</sup> Funding for OPBF includes costs associated with implementing the new financial management system.
- <sup>3</sup> Funding for the Office of Management includes costs associated with the migration of all overseas posts to the Windows platform.
- <sup>4</sup> Federal Employee Retirement Costs reflect estimates to accrue the full costs of the agency's employees health and retirement benefits. This amount is offset in FY 2003 by a transfer of funds to the agency from the Office of Personnel Management. FY 2001 and FY 2002 amounts are provided for informational purposes only.
- <sup>5</sup> To date, Emergency Response Funds have been used to evacuate Volunteers from Uzbekistan, Turkmenistan, Bangladesh, and Kyrgyz Republic, and assist in the relocation of the New York City regional recruiting office.

# Description of the Peace Corps' Programmatic Areas

## Direct Volunteer Operations

### Overseas Operational Management

#### *Regional Operations*

Overseas operations are organized and administered through a regional structure composed of three offices: Africa; Europe, Mediterranean, and Asia; and Inter-America and the Pacific. These offices provide general oversight and direction to Peace Corps country programs, or posts. Post budgets include Volunteer allowances (living, settling in, and leave), in-country travel for Volunteers and staff, return travel for Volunteers, and in-country medical costs, including the health unit. Post budgets also include training for Volunteers. Before qualifying to serve as a Volunteer, trainees must participate in pre-service training of 10 to 12 weeks. This training includes intensive language instruction, cultural information, technical skill enhancement, and training in personal health and safety. Volunteers also receive training during their service to increase their job effectiveness and job satisfaction.

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

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

At this time, Peace Corps is considering adding a fourth region. As the agency grows, management is better conducted in smaller units. The four anticipated regions are: (1) Africa, (2) Europe and the Mediterranean, (3) Western Hemisphere and (4) Asia-Pacific.

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

The Crisis Corps sends extending and returned Peace Corps Volunteers on short assignments to assist with disaster relief and humanitarian response efforts. The Peace Corps also participates

in the United Nations Volunteer (UNV) program by recruiting American UNVs and providing them with some support.

### Overseas Operational Support

#### *Volunteer Support Operations*

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

#### *FECA*

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

#### *Medical Services Centrally Shared Resources*

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

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

This office identifies and disseminates best practices in Volunteer programs and training; collects and analyzes data from Peace Corps projects; applies technology to the promotion of innovation and learning; manages partnerships and reimbursable agreements with other agencies; and provides training and development opportunities to overseas field staff.

#### *Volunteer Recruitment and Selection*

This office oversees the recruitment of Peace Corps Volunteers through 11 offices across the U.S. The technical and personal skills of applicants are assessed and qualified persons are matched to specific Volunteer assignments. Applicants go through a multifaceted and competitive screening process

that includes interviews, evaluations, and reference checks. Since FY 1998, this office manages staging, the short orientation Volunteers receive in the U.S. before leaving for pre-service training.

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

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

#### *International Financial Operations*

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

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

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

#### *Volunteer Readjustment Allowance*

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

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

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

## **Volunteer Operations Support Services**

### **Third Goal Programs**

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

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

#### *Peace Corps Fellows Program*

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

#### *Returned Volunteer Services*

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

## **Agency Administration**

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

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

#### *Communications*

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

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

OPBF maintains the financial planning, oversight, and internal controls necessary to ensure that the agency operates in a fiscally sound manner.

***OPBF Centrally Shared Resources***

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

***Office of Management***

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

***Office of Management Centrally Shared Resources***

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

***Inspector General***

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

# Peace Corps Authorizations and Appropriations

## FY 1962-FY 2003

(thousands of dollars)

Fiscal Year	Authorized	Budget Request <sup>a/</sup>	Appropriated <sup>a/</sup>	Trainee Input	Average Number of Volunteers <sup>b/</sup>
1962	\$40,000	\$40,000	\$30,000	3,699	N/A
1963	63,750	63,750	59,000 <sup>c/</sup>	4,969	N/A
1964	102,000	108,000	95,964 <sup>c/</sup>	7,720	N/A
1965	115,000	115,000	104,100 <sup>c/</sup>	7,876	N/A
1966	115,000	125,200	114,000	9,216	N/A
1967	110,000	110,500	110,000	7,565	N/A
1968	115,700	124,400	107,500	7,391	N/A
1969	112,800	112,800	102,000	6,243	N/A
1970	98,450	109,800	98,450	4,637	N/A
1971	94,500	98,800	90,000	4,686	N/A
1972	77,200	71,200	72,500	3,997	6,632
1973	88,027	88,027	81,000	4,821	6,194
1974	77,000	77,000	77,000	4,886	6,489
1975	82,256	82,256	77,687	3,296	6,652
1976	88,468	80,826	81,266	3,291	5,825
Transition Qtr	27,887	25,729	24,190	—	—
1977	81,000	67,155	80,000	4,180 <sup>d/</sup>	5,590
1978	87,544	74,800	86,234	3,715	6,017
1979	112,424	95,135	99,179	3,327	5,723
1980	105,000	105,404	99,924	3,108	5,097
1981	118,531	118,800	105,531	2,729	4,863
1982	105,000	121,900	105,000	2,862	4,559
1983	105,000	97,500	109,000	2,988	4,668
1984	115,000	108,500	115,000	2,781	4,779
1984/5 Supp	2,000	2,000	2,000	—	—
1985	128,600	115,000	128,600	3,430	4,828
1986	130,000	124,400	124,410 <sup>e/</sup>	2,597	5,162
1987	137,200	126,200	130,760	2,774	4,771
1987/8 Supp	7,200	—	7,200	—	—
1988	146,200	130,682	146,200	3,360	4,611
1989	153,500	150,000	153,500	3,218	5,214
1990	165,649	163,614	165,649 <sup>f/</sup>	3,092	5,241
1991	186,000	181,061	186,000	3,076	4,691
1992	—	200,000	197,044	3,309	4,927
1993	218,146	218,146	218,146	3,590	5,414
1994	219,745 <sup>g/</sup>	219,745	219,745 <sup>h/</sup>	3,541	5,644
1995	234,000	226,000	219,745 <sup>i/j/</sup>	3,954	5,884
1996	—	234,000	205,000 <sup>k/m/</sup>	3,280	6,086
1997	—	220,000 <sup>l/</sup>	208,000 <sup>n/</sup>	3,607	5,858
1998	—	222,000	222,000 <sup>o/</sup>	3,551	5,757
1999	—	270,335	240,000 <sup>p/</sup>	3,835	5,729
2000	270,000 <sup>q/</sup>	270,000	245,000 <sup>r/</sup>	3,919	5,989
2001	298,000	275,000	267,007 <sup>s/t/</sup>	3,191	6,182
2002	327,000	275,000	278,900 <sup>u/</sup>	4,271 <sup>v/ est.</sup>	5,648 <sup>est.</sup>
2003	365,000	320,228 <sup>w/</sup>	—	5,007 <sup>x/ est.</sup>	6,365 <sup>x/est.</sup>

## **NOTES:**

- a/ Starting in FY 1992, funds to remain available for two years.
- b/ 1962-1971 Average Number of Volunteers not available (N/A). Average Number of Volunteers includes UNVs (as does Trainee Input). Crisis Corps Volunteers also included in Average Number of Volunteers.
- c/ Includes reappropriated funds in 1963 (\$3.864 million), 1964 (\$17 million), and 1965 (\$12.1 million).
- d/ Includes Trainee Input from Transition Quarter.
- e/ Excludes \$5.59 million sequestered under the Balanced Budget and Emergency Deficit Control Act of 1985 (P.L. 99-177).
- f/ Excludes \$2.24 million sequestered under the Balanced Budget and Emergency Deficit Control Act of 1985 (P.L. 99-177) and a \$725 thousand reduction related to the Drug Initiative (P.L. 101-167).
- g/ Authorization included report language of a \$15 million transfer to Peace Corps from assistance funds for the Newly Independent States (NIS).
- h/ In addition, Peace Corps received a transfer of \$12.5 million for assistance to the NIS.
- i/ In addition, Peace Corps received a transfer of \$11.6 million for assistance to the NIS.
- j/ Appropriation of \$219,745 thousand was later reduced by a rescission of \$721 thousand.
- k/ In addition, Peace Corps received a transfer of \$13 million for assistance to the NIS. An additional \$1 million of NIS funds, intended for FY 1996, was received in FY 1997.
- l/ In addition, the President requested a transfer of \$5 million for assistance to the NIS.
- m/ Appropriation of \$205,000 thousand was later reduced by a rescission of \$296 thousand.
- n/ In addition, Peace Corps received a transfer of \$12 million for assistance to the NIS. An additional \$1 million of NIS funds, originally intended for FY 1996 in addition to the \$13 million received that year, was received in FY 1997.
- o/ In addition, Peace Corps received a base transfer of \$3,581 thousand from the Department of State for Peace Corps' participation in International Cooperative Administrative Support Services.
- p/ Appropriation of \$240,000 thousand was later reduced by a rescission of \$594 thousand. In addition, Peace Corps received a transfer of \$1,269 thousand from Economic Support Funds for security; \$7,500 thousand from the FY 1999 Emergency Appropriations Act (\$7,000 thousand for security and \$500 thousand related to the Kosovo conflict); \$6,000 thousand from the Central American and Caribbean Disaster Recovery Fund; and \$1,554 thousand from the Business Continuity and Contingency Planning Fund for Y2K preparedness.
- q/ Four-year authorization bill by Congress, FY 2000 of \$270M, FY 2001 of \$298M, FY 2002 of \$327M, and FY 2003 of \$365M.
- r/ Appropriation of \$245,000 thousand was reduced by a rescission of \$931 thousand.
- s/ Appropriation of \$265,000 thousand was reduced by a rescission of \$583 thousand.
- t/ Peace Corps received a transfer of \$2,590 of Emergency Response Fund monies in support of program evacuations in four countries and the relocation of the New York City regional recruiting office.
- u/ Peace Corps received a transfer of \$3,900 of Emergency Response Fund monies in support of potential future evacuations.
- v/ Due to the September 11 events, the departure of 417 trainees was delayed from late FY 2001 to early FY 2002.
- w/ Includes Federal Employee Retirement Cost estimates for accrual in the amount of \$3,228 thousand for FY 2003. The amounts estimated for FY 2001 and FY 2002, \$2,858 thousand and \$3,044 thousand respectively, are not included in totals.
- x/ On September 20, 2003, there will be an estimated 8,200 Volunteers and Trainees serving worldwide.

## **International Operations**

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

### **Africa Region**

Since the first Peace Corps Volunteers arrived in Ghana in 1961, over 62,000 Americans have served in 46 African countries. The collaboration between the Peace Corps and the people of Africa has resulted in mutual learning and valuable cross-cultural understanding at the grass-roots level. Peace Corps Volunteers work in projects that respond to an array of challenges, opportunities, and complexities that impact Africa's future. Currently, 2,643 Volunteers are working in 24 countries in the sectors of education, health, business, agriculture, and the environment. Many of these sectors integrate initiatives such as girls' education, information technology, and HIV/AIDS prevention and education.

The long-established, healthy partnerships between the Peace Corps and countries on the African continent offer excellent potential for Volunteer expansion. Strategies for expansion in Africa include increasing the number of Volunteers in current Peace Corps country programs by enlarging existing projects and creating new projects or initiatives. Many African host countries see the Peace Corps as a key player in the broader development arena and make increasingly greater requests for new Volunteers to serve in their villages and communities. Another opportunity lies in the potential to reenter countries where the Peace Corps has worked in the past, such as Botswana, Chad, and Swaziland.

The Africa region continues to place a high priority on safety and security as a determining factor for all Peace Corps programming decisions, including expansion of current projects and opening new programs. The importance of Volunteer

safety and security cannot be overstated. Every Volunteer in Africa receives safety and security training to pursue a safe and productive service. Safety and security issues are integrated throughout the entire programming and training process and impact many practices, such as site identification, language training, cross-cultural training, and the establishment of Volunteer Safety and Security Committees across Africa. The recent addition of four additional Peace Corps regional safety and security officers underscores the commitment to provide expertise on the continent. New safety and security systems have been established, and there has been a proliferation of best practices that are being analyzed and disseminated to posts for appropriate implementation. The agency recognizes that Volunteers' daily safety is best ensured when they are integrated into local communities. With guidance from African leaders and counterparts, Volunteers work within the cultural context of their countries of assignment, taking care to respect the values and beliefs of their communities. As a result, the Volunteers are valued and protected as extended family members and viewed as contributors to development.

Peace Corps Volunteers and staff provide many people in host countries with their first real and significant interactions with Americans and literally "put a face on America." Viewed from that perspective, the agency's commitment to recruiting and supporting a diverse group of Volunteers and staff takes on added significance. The Africa region has made increased diversity a priority and hosts subregional diversity conferences for Volunteers, staff, and counterparts to sensitize both Americans and host country nationals to issues of pluralism. Diversity training and workshops are becoming standard practices for Volunteers and staff alike at each post in Africa. Through its commitment to diversity, the Peace Corps simultaneously reflects the diversity of America while it enriches perspectives on pluralism and understanding of American people among those served.

Increasingly, Volunteers in the Africa region are being asked to use their knowledge of technology to help bridge the "digital divide." Volunteers and their counterparts train students and community members in basic computer literacy skills, help establish computer labs, teach computer hardware and software troubleshooting skills, and create Web sites to support e-commerce and distance learning activities. They often set up computerized record-keeping and accounting systems to increase efficiency and productivity. Africa Volunteers also help communities obtain computer equipment and Internet connectivity. Working with available resources, Volunteers also make use of other forms of technology such as radio to offer a forum for discussing youth- and health-related issues and to provide educational opportunities for those with no other access to such information.

By training all Volunteers in Africa as educators for and advocates of HIV/AIDS prevention and education, the Peace Corps has intensified its role in the global effort to fight HIV/AIDS. Every Volunteer is equipped to address the multiple health, social, and economic problems related to HIV/AIDS regardless of his/her primary project assignment. Posts in Kenya and Tanzania, for example, have initiated projects with strong emphases on HIV/AIDS that have established behavior-changing activities to protect at-risk family members. Nearly all health projects have integrated HIV/AIDS education and prevention components into their designs.

The Peace Corps continues its long tradition of working to improve basic health care for communities in Africa. Volunteers work with village leaders to organize resources, expand access to health care, and provide safe drinking water. In addition to presenting HIV/AIDS education throughout the continent, health Volunteers strive to eradicate Guinea worm, polio, and other diseases that impact their communities.

Education is the Peace Corps' largest sector in Africa, with over 36 percent of the Volunteers participating in these projects in 19 countries. While most projects continue to emphasize tradi-

tional classroom teaching of English, math, and science at the secondary level, greater focus is being placed on complementary cross-sector collaboration on issues and themes such as girls' education, information and communications technology, HIV/AIDS, and environmental education. Special education has emerged as a growing area of intervention to serve learners with special needs. In-service teacher training, through technical workshops, seminars, and at-the-school meetings, continues to receive a considerable amount of attention. In addition, Volunteers and their counterparts produce a significant amount of training materials, ranging from teaching aids to the adaptation of existing documents to meet local needs. These activities build local capacity to enable the community to maintain and build on the progress made while the Volunteer was there.

Striking a balance between the conservation of Africa's natural resources and the needs of growing populations has been a key issue for the environment and agriculture sectors in Africa. Volunteers and their counterparts address this issue by promoting environmental education in schools, introducing community-based natural resource management and eco-tourism, and encouraging environmentally responsible agricultural practices among farmers. Livelihood security, community economic development, and environmental health have recently emerged as important aspects of agricultural and environmental integrated programming. Livelihood security for the Peace Corps means the ability of individuals and families to earn income to supplement or substitute for the food and other basic needs they grow, consume, and trade. Increasingly, agricultural and environmental projects have incorporated income generation as a major objective.

Volunteers in the Africa region also regularly work in small-business development. This sector is considerably affected by democratization and the rapid increase of information technology. A new focus on small-business development offers ample opportunities for Volunteers to work on a variety of business-related activities with nongov-

ernmental organizations, credit institutions, and business schools and universities. The Peace Corps is promoting the use of relevant technology to improve skills and opportunities for students, entrepreneurs, agribusinesses, NGOs, and government ministries. Volunteers often support innovative activities related to technology training for girls and women.

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

With 2,417 Peace Corps Volunteers currently serving in 21 countries, the Inter-America and Pacific (IAP) region is prepared to provide safe and productive development jobs for an increased number of Volunteers in existing programs. In addition, several new country entries or reentries are being planned. The Peru program will soon resume after a 25-year hiatus. A first-time program will begin in East Timor, and assessment teams are reviewing possible start-up or reentry programs in Fiji, the Marshall Islands, and Mexico. At the time State Department and White House budget summaries were prepared and submitted, there was no mention of a Peace Corps program in East Timor. Since that time, an assessment has been conducted, allowing for the opening of a program in East Timor immediately following its independence.

Currently in the IAP region, Peace Corps and Crisis Corps Volunteers work in all five of the agency's project sectors—education, health, agriculture, business development, and the environment. They also work with the HIV/AIDS and information technology initiatives. Likewise, activities benefiting women and youth at risk are emphasized in most projects in IAP countries. In the business development sector, municipal development programs work to strengthen local governments' ability to coordinate aid and technical assistance from community groups, municipalities, and nongovernmental organizations.

Safety and security issues are a priority in the IAP region. Both pre-service training and in-service training for Volunteers include expanded safety and security information related to "aware-

ness" and "staying safe." To support the firmly held belief that Volunteers' safety can best be ensured when they are integrated as valued members of their community, the region has invested in physical and equipment improvements to all offices, and upgraded communications and transportation in the field. A recent experiment in the Pacific with satellite phone technology supports the agency's goal to establish reliable communications with Volunteers to minimize safety risk.

The region is prone to natural disasters, especially earthquakes and hurricanes. Involving Volunteers and their communities in disaster preparedness and mitigation (DPM) training is a high priority. During the past year, DPM training has also been introduced in the Pacific after successful introductions in Central America and the Caribbean. As in all Peace Corps capacity-building endeavors, the goal for Volunteers is to teach local communities how to manage natural disasters so they can implement DPM efforts after the Volunteers depart.

The worldwide information and communications technology (ICT) revolution presents new opportunities for Peace Corps programs in IAP countries. One of the most notable accomplishments during the past two years has been the growth in ICT activities by Volunteers in their communities. The Peace Corps is uniquely situated to help people in developing countries bridge the digital divide in a practical, hands-on way. A pioneering project in Belize, for example, shows Volunteers working with the public school system to disseminate computer knowledge and train Belizeans in ICT education methods. In Tonga, Guatemala, and Haiti, Volunteers are using computer "Peace Packs," provided in part through corporate philanthropy, to bring computer skills to isolated rural communities.

A burgeoning youth population affects all IAP countries and presents unprecedented programming opportunities to work with rural young people and urban at-risk children. In Costa Rica, for example, the Peace Corps is working with government and community organizations to estab-

lish an innovative program that helps young people, families, and schools deal with urgent social and economic problems affecting the nation's youth. In Nicaragua, a new youth initiative will expand the numbers and locations of Volunteers working with youth development activities on the impoverished northern coast.

Volunteer service demonstrates that the Peace Corps is one of the best foreign assistance investments the United States can make. With the renewed call to service from President Bush, the Peace Corps looks forward to enhancing the numbers and contributions of Volunteers in the IAP region during FY 2003 and beyond.

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

In many countries of the Europe, Mediterranean, and Asia (EMA) region, Peace Corps Volunteers work with governments, local organizations, and entrepreneurs to support the transition from centrally planned economies to market-driven systems. In other parts of the region, Volunteers help strengthen the capacity of local communities to address changing needs in education, health, business, agriculture, and the environment. Throughout the region, particularly in nations that were long isolated from Western democracies, Volunteers share important technical expertise, promote civic responsibility, and help local citizens better understand Americans. There are currently 1,980 Volunteers working in 23 countries in the region.

The Peace Corps continues to emphasize sound safety and security practices for all Volunteers in the region. The agency recognizes that Volunteers' daily safety is best ensured when they are integrated into local communities, valued and protected as extended family members, and viewed as contributors to development. This region was most affected by the events of September 11 with the suspension of three countries in close proximity to Afghanistan—Turkmenistan, Uzbekistan, and the Kyrgyz Republic. Reassessments of the safety and security conditions in these countries have been made, and the programs in

Central Asia were reopened in March 2002. Two other posts were suspended in 2002 as a result of safety concerns—Macedonia and Bangladesh. Both have been reassessed and Bangladesh is in the process of being reopened. A decision on reopening Macedonia is expected shortly.

A number of additional assessments have been made in the region, (among them Afghanistan, Pakistan, Bosnia-Herzegovina, and Azerbaijan) in the hope that the reports will support a resumption of operations and/or the opening of new programs in these countries.

Many countries in the region are limited by the lack of local institutions and business skills required in a free-market economy, even though they have made considerable strides toward adjusting to a new economic system. In addition, investment is discouraged by unstable monetary systems, industries that rely on outdated technology, and inconsistent legal and business practices. Faced with pressing economic needs, governments are therefore unable to provide adequate financial support to other important sectors, such as English education, environmental protection, and health education. To address these various needs, Volunteers help to provide practical business skills, revitalize English language teaching, create environmental awareness, and improve health systems.

In the business sector, Volunteers disseminate information about new economic laws to micro-entrepreneurs and local businesses, introduce youth to business basics, and interpret marketing concepts to entrepreneurs. Volunteers have helped to strengthen the management of local chambers of commerce and nonprofit and nongovernmental organizations, which are becoming increasingly important as central governments devolve responsibility to the local level. In many countries in the region, Volunteers offer training about how to strengthen the infrastructure of local institutions, and they provide information related to the use of the Internet to access resources.

Volunteers in Morocco, for example, worked with artisans and not-for-profit associations to print brochures and product catalogues and de-

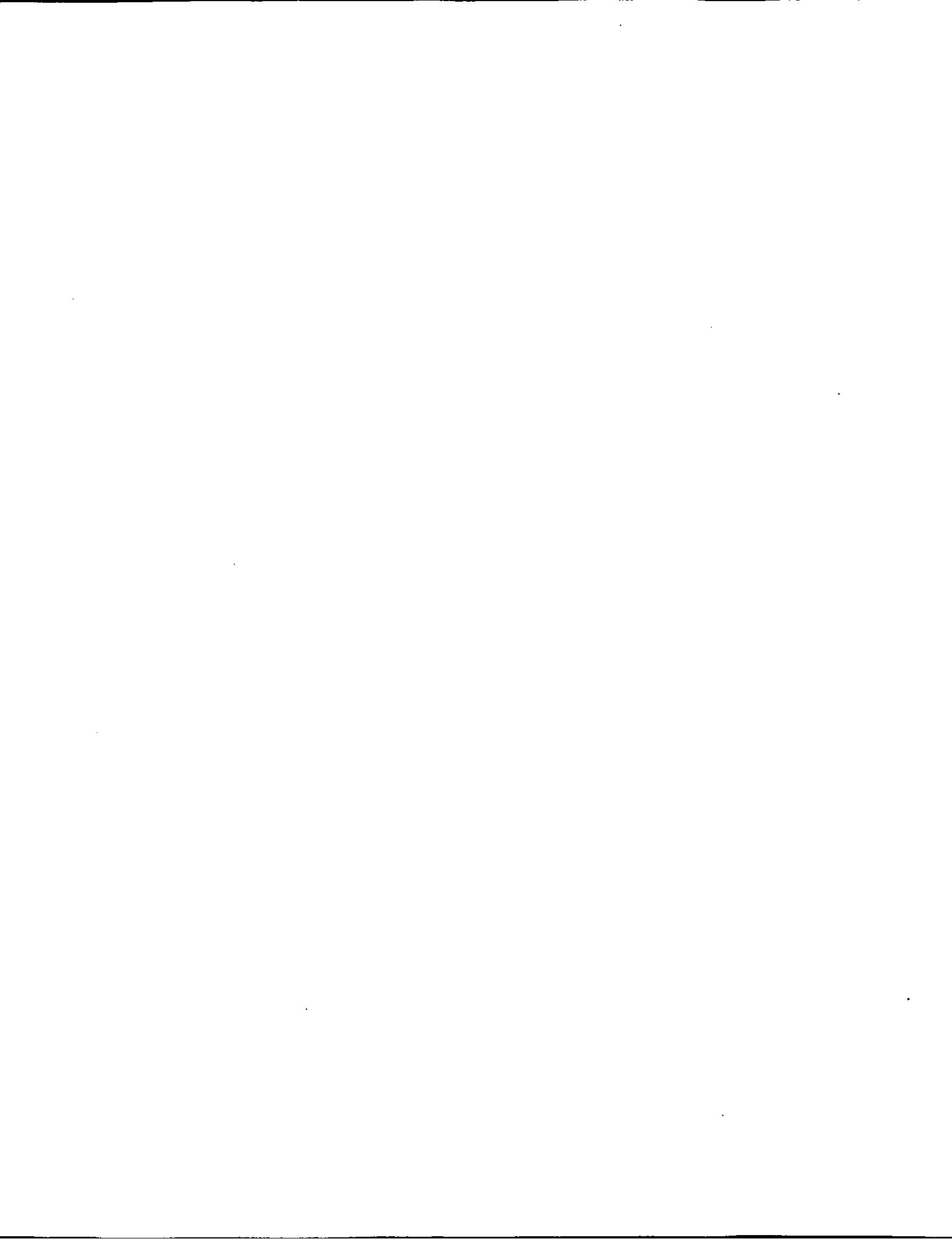
sign and build Web sites to promote sales. In Ukraine, five new Biznet Business Centers and four International Finance Corporation Business Support Centers are now 100 percent self-supporting. These centers offer Ukrainian business people advice on tax law, registration requirements, and computer training. Two years ago there was serious doubt that these centers would survive without substantial subsidy.

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

Throughout the region, Volunteers work with schools and local organizations to increase aware-

ness of the quality of the environment and its relationship to public health. To ensure greater sustainability of their efforts, Volunteers help environmental groups gain access to technical information and to long-term funding opportunities. Volunteers also work with community groups and students to protect national and community parks and organize environmental restoration projects. In China, Volunteers began the Sino-American Environmental Education Program. Different from most Chinese student clubs that are organized by authorities, the students themselves direct the club's activities. Club members now number approximately 200, and they are currently planning to provide environmental education training for middle school teachers.

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



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## Country Profiles

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

### The Peace Corps Budget Information

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

#### FY 2001 Program Funds

For FY 2001, the budget figures are the actual amounts that were obligated to support Peace Corps programs.

#### FY 2002 Program Funds

For FY 2002, the budget estimates reflect the planned budget requirements needed to support the Peace Corps programs based on available annual appropriations and programmatic needs known at the beginning of FY 2002.

#### FY 2003 Program Funds

For FY 2003, the budget estimates show the level of resources needed to continue the Peace Corps programs at the same level and effort as in FY 2002, including adjustments for anticipated inflation, annualization of programs begun or modified during the course of the year, and reassessments of Volunteers from one country to another. This "current operations" estimate does not include resources related to the increased number of Volunteers as requested in this budget.

*Note: World Bank Atlas 2001 is the source of population and per capita income in this document.*

## How the Peace Corps Counts Volunteers

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

### Trainee Input

Americans enter Peace Corps Volunteer service as trainees. Peace Corps training is conducted overseas and lasts an average of 10 weeks. Training programs start throughout the year, depending on the program and the country. Upon successful completion of training, a trainee becomes a Volunteer. Volunteers serve for approximately two years.

The total number of new trainees who enter service in a given fiscal year is identified as trainee input. Trainee input for FY 2003 will be 5,087.

### Average Number of Volunteers

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

service early for other reasons (health, family emergencies, or a decision to terminate service early); and some Volunteers elect to extend their service beyond two years. In order to estimate the size of the Volunteer corps, the Peace Corps calculates the average number of Volunteers during the fiscal year. This estimate excludes trainees. The average number of Volunteers projected for FY 2003 is 6,365.

### Volunteers on Board

The Peace Corps is often asked, "How many Americans serve in the Peace Corps?" An accurate answer to this question should capture the total number of Americans, including both trainees and Volunteers, who are in service at any given time. Thus, the Peace Corps counts the number of trainees and Volunteers on board on the last day of the fiscal year (September 30). The number of Volunteers on board projected for September 30, 2003, is approximately 8,200.

**Trainees and Volunteers on Board EOY**

FY 2001: 6,645

FY 2002: 7,040

FY 2003: 8,200

## **Trainees, Volunteers, and Program Funds by Existing Post<sup>1</sup>**

	TRAINNEES <sup>2</sup>			AVERAGE NUMBER OF VOLUNTEERS <sup>2</sup>			PROGRAM FUNDS (\$'000) <sup>2</sup>		
	FY 2001	FY 2002	FY 2003	FY 2001	FY 2002	FY 2003	FY 2001	FY 2002	FY 2003
Armenia	34	48	48	57	55	63	1,219	1,441	1,333
Bangladesh	33	30	30	42	3	28	908	612	765
Belize	34	35	35	48	50	49	1,396	1,425	1,445
Benin	24	97	60	100	80	101	1,862	2,102	2,114
Bolivia	77	80	80	160	149	137	2,925	2,866	2,860
Bulgaria	54	73	73	112	105	112	1,972	2,296	2,037
Burkina Faso	39	45	45	82	74	78	1,747	1,868	1,880
Cameroon	63	83	69	112	122	114	2,637	2,876	2,821
Cape Verde	28	26	26	42	48	43	1,188	1,238	1,216
China	44	40	40	68	72	62	1,298	1,559	1,330
Costa Rica	12	24	24	22	22	28	485	845	913
Cote d'Ivoire	80	75	75	112	129	137	2,840	3,074	3,093
Dominican Republic	74	75	75	151	125	112	3,342	3,136	3,124
East Timor <sup>3</sup>	[0]	[0]	[20]	[0]	[6]	[22]	[0]	[1163]	[1148]
Eastern Caribbean	50	52	52	85	78	74	2,135	2,084	2,105
Ecuador	81	79	79	148	143	131	2,639	2,759	2,768
El Salvador	51	102	74	115	119	127	2,228	2,347	2,355
Estonia	0	0	0	39	21	0	739	486	0
Gabon	37	44	44	56	60	73	1,963	2,131	2,171
Gambia, The	30	60	45	69	63	72	1,435	1,612	1,621
Georgia	24	30	30	8	34	49	1,172	1,224	1,192
Ghana	27	109	75	146	107	125	2,320	2,462	2,464
Guatemala	85	170	124	199	193	209	3,262	4,060	4,080
Guinea	52	52	52	89	92	82	2,516	2,567	2,539
Guinea Bissau	0	0	0	0	0	0	17	0	0
Guyana	25	25	25	32	37	38	773	799	811
Haiti	49	48	48	42	55	60	1,323	1,324	1,352
Honduras	114	119	119	224	234	206	3,825	4,065	4,034
Jamaica	52	54	54	87	86	88	2,008	2,024	2,054
Jordan	44	45	45	65	62	59	1,521	1,738	1,573
Kazakhstan	81	100	100	134	158	164	2,206	3,027	2,610
Kenya	37	100	65	108	99	122	3,397	3,312	3,356
Kiribati	27	33	33	50	51	52	984	1,025	1,039
Kyrgyz Republic	35	30	30	56	2	28	1,130	862	955
Latvia	0	0	0	37	20	0	635	413	0
Lesotho	57	55	55	76	97	104	1,865	2,357	2,378

	TRAINNEES'			AVERAGE NUMBER OF VOLUNTEERS'			PROGRAM FUNDS (\$'000) <sup>1</sup>		
	FY 2001	FY 2002	FY 2003	FY 2001	FY 2002	FY 2003	FY 2001	FY 2002	FY 2003
Lithuania	0	0	0	32	18	0	586	365	0
Macedonia	28	0	0	23	0	0	728	294	0
Madagascar	59	65	65	121	111	110	2,227	2,464	2,462
Malawi	67	57	57	82	97	95	1,764	2,174	2,167
Mali	79	85	85	118	126	142	2,389	2,680	2,727
Mauritania	24	54	54	79	71	62	1,651	1,821	1,792
Micronesia	39	37	37	54	61	61	1,557	1,642	1,667
Moldova	47	76	76	69	83	105	1,436	1,855	1,744
Mongolia	37	59	59	75	70	84	1,460	1,816	1,678
Morocco	80	90	90	122	147	151	2,252	2,977	2,594
Mozambique	23	30	50	34	42	65	1,452	1,417	1,466
Namibia	42	57	57	74	82	95	1,813	2,036	2,085
Nepal	41	56	56	95	89	97	1,735	2,062	1,858
Nicaragua	88	103	103	142	163	169	2,327	2,571	2,625
Niger	56	56	56	89	88	90	1,958	2,115	2,130
Panama	55	64	64	103	106	111	2,021	2,076	2,110
Papua New Guinea	/	0	0	28	0	0	816	0	0
Paraguay	98	131	94	161	155	163	3,157	3,170	3,171
Peru	0	10	20	0	2	16	0	2,193	1,723
Philippines	74	88	88	122	133	138	1,843	2,436	2,082
Poland	0	0	0	43	0	0	967	0	0
Romania	45	149	115	124	86	182	2,287	2,929	2,942
Russia (Moscow)	56	76	76	112	97	106	2,535	3,081	2,870
Russia (Vladivostock)	34	65	65	62	63	81	1,596	2,055	1,955
Samoa	29	31	31	51	51	54	1,262	1,252	1,277
Senegal	77	73	73	122	136	132	2,735	3,105	3,069
Slovakia	0	0	0	74	32	0	1,210	706	0
Solomon Islands	0	0	0	0	0	0	50	23	23
South Africa	50	55	55	83	87	88	2,606	2,575	2,596
Suriname	23	26	26	35	40	33	744	794	765
Tanzania	0	117	61	108	82	116	2,161	2,656	2,704
Thailand	32	35	35	51	51	56	1,144	1,446	1,344
Togo	21	87	56	69	60	76	1,612	1,946	1,961
Tonga	35	32	32	69	64	58	1,094	1,004	983
Turkmenistan	37	30	30	68	0	27	1,490	743	1,238
Uganda	20	22	22	6	24	38	947	1,070	1,115
Ukraine	54	150	100	158	66	151	2,954	3,161	3,186
Uzbekistan	86	30	30	129	0	27	1,830	899	1,298
Vanuatu	0	31	31	44	45	44	1,128	1,127	1,142
Zambia	54	63	63	114	107	107	2,671	2,921	2,933
Zimbabwe	37	0	0	18	0	0	941	490	0
To be announced	0	20	20	0	2	20	0	1,210	1,346
<b>Totals</b>	<b>3,181</b>	<b>4,248</b>	<b>3,861</b>	<b>6,136</b>	<b>5,582</b>	<b>6,077</b>	<b>131,048</b>	<b>141,373</b>	<b>137,216</b>

<sup>1</sup> In addition to the programs summarized here, the Peace Corps plans to open eight new country programs as well as increase the number of Volunteers serving in existing programs. The total number of new Volunteers projected is 1,203.

<sup>2</sup> Crisis Corps and United Nations Volunteers are not included in country totals.

<sup>3</sup> Entry into East Timor was not confirmed at the time of The President's budget submission and therefore the budget, trainees, and volunteers are not included in the country totals. Suspended programs and other events allowed funding of East Timor entry in FY 2002.

## Armenia

**Population:** 3,809,000  
**Annual Per Capita Income:** \$490  
**Program Dates:** 1992-Present

### Country Overview:

Armenia is the smallest of the former Soviet republics. Landlocked, it shares borders with Iran to the south, Azerbaijan to the east, Turkey to the west, and Georgia to the north. Despite a decade that has included war, blockades, political turmoil, a devastating earthquake, and chronic shortages of power, Armenia is making progress in its transition to a market economy and democratic society. Private sector activities are beginning to emerge, and wide-scale entrepreneurship needs to be supported through training and education.

Armenians recognize the importance of English fluency in linking them to economic, educational, and technological opportunities in their region. In addition, more attention is being given to health education and prevention as an alternative to the traditional curative approach practiced since the Soviet era. The Peace Corps is responding to these needs with programs in business development, education, and health, which support the country's ability to confront the many developmental challenges facing Armenians.

Soil pollution and deforestation are major environmental issues in Armenia and, in response, many Peace Corps Volunteers in each sector have been involved in environmental education activities. In response to the growing need for environmental education, Peace Corps/Armenia will pilot an environmental education project in 2002, which will be incorporated as the fourth programming sector in Armenia in 2003.

To better serve the most underserved communities in Armenia, the Peace Corps has focused its site development efforts on rural communities. Peace Corps/Armenia recently received a community award in recognition of the fine work that the Volunteers have done over the last 10 years.



### RESOURCES

	FY 2001 Actual	FY 2002 Estimates	FY 2003 Estimates
Trainees	34	48	48
Average # of Volunteers	57	55	63
Program Funds (\$000)	1,219	1,441	1,333

### Peace Corps Programs by Sector:

#### Business Development

Entrepreneurship is new to most Armenians. The Peace Corps' Business Education and Community Development Program assists communities across Armenia to develop the institutional capacity of local nongovernmental organizations and government leaders to support the small-business and micro-enterprise sector. Volunteers provide business consulting and training to entrepreneurs in areas such as leadership, management, decision making, and private association building. Volunteers coordinate business education and curriculum development in high schools, business institutes, and Armenian communities. Peace Corps Volunteers promote the use of information technology and provide training to entrepreneurs and counterparts.

One Peace Corps Volunteer was essential in the planning and organization of a Business and Trade Exposition that brought together 80 businessmen and resulted in the creation of regional advertising businesses. Another Volunteer was instrumental in the coordination of the Annual Days of Good Will, Good Deeds, and Good Results festival, which involved 580 organizations.

Peace Corps Volunteers established new com-

puter and language training centers in two communities, which offer quality training and career development opportunities for all community members, including youth and women, while other Volunteers assisted seven schools in obtaining computers, printers, and other equipment to be used for computer training classes. Another group of Volunteers updated a curriculum guide for effective business classes that was redesigned to support local teachers on business curriculum design.

### **Education**

Interest in studying English in Armenia continues to rise as Armenians become more involved in the global community. To help meet the demand for qualified English teachers, Volunteers are training Armenian teachers in modern language teaching methodologies. Volunteers are also helping their schools establish English language and computer resource centers and are working to increase Internet connectivity in the schools. Volunteers are collaborating with their counterparts to produce curricula in order to ease the severe shortage of textbooks and modern teaching materials. Peace Corps Volunteers also work to incorporate gender and environmental issues in the English curricula.

Six Volunteers, working with Project Harmony, obtained Internet connectivity for six schools. Five Volunteers, in collaboration with their counterparts and parent/teacher associations, designed sessions for Eco Camps and Girls Leading Our World (GLOW) camps.

Peace Corps Volunteers organized a series of traveling teachers' workshops, a series of interactive workshops that were presented in three different towns and several adjacent villages. Fifty-three

teachers attended the workshops, where Volunteers introduced education theory and encouraged the use of interactive and cooperative learning.

### **Health**

Armenians continue to face a range of health hazards, due in part to the country's health care infrastructure, which has yet to be reorganized since the country's independence. Although health facilities have retained much of the equipment provided by the once heavily subsidized government health care system, there are few resources to maintain and improve health systems or services. Some of the health issues that Armenians face are pollution, low iodine and fluoride in the drinking water, and radon exposure. These conditions have resulted in an increase in the number of cases of cancer and blood disorders. Peace Corps/Armenia's health project was developed in September 2000 to assist the Ministry of Health in implementing health care reforms and improving the health situation of the Armenian population by increasing the awareness of public health issues and the practice of preventive health measures at the community level.

Volunteers have created a health curriculum guide for elementary and secondary school students. With the help of their counterparts, the Volunteers translated the guide into Armenian so that it could be better utilized in rural communities. With local NGOs, Volunteers have conducted workshops for local health trainers in topics such as nutrition, food safety, hygiene, and maternal and child health issues.

## Bangladesh

Population: 127,669,000  
Annual Per Capita Income: \$370  
Program Dates: 1998-Present

### Country Overview:

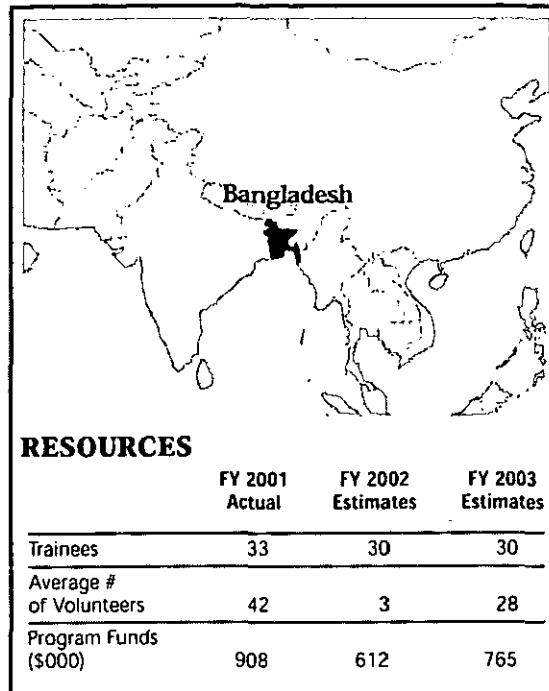
While it remains one of the poorest and most densely populated countries in the world, Bangladesh has continued to show signs of progress in a variety of key areas. The country is now self-sufficient in rice production, and the infant mortality rate has declined significantly from 140 per 1,000 births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

Progress in these areas has created new and important challenges. While the number of children now attending school has increased, the availability of teaching resources and the number of teachers qualified in critical subjects remain low. The first group of Peace Corps Volunteers arrived in November 1998 to help the country strengthen its capacity to train its teachers of English. In November 2001, the Peace Corps program in Bangladesh was suspended because of ongoing national election-related violence. The Peace Corps has conducted an assessment of the safety and security conditions and is planning for a possible reentry in June 2002.

### Peace Corps Programs by Sector:

#### Education

Recognizing the growing importance of English as the language of commerce and technology, the government of Bangladesh has reinstated English instruction for all students, beginning in grade three. Most elementary school teachers have a 10th grade education but lack sufficient background in English



to teach it well. Volunteers work in Primary Training Institutes (PTI), helping teachers to improve their English language proficiency. Volunteers are also assigned to work with the Bangladesh Rural Advancement Committee, a nongovernmental organization that provides primary education for more than 1.2 million primary-age Bangladeshi children. Additionally, Volunteers have been assigned to Department of Youth Development and governmental Technical Training Centers to offer classroom teaching and ongoing professional support and training for teachers.

Sixteen Volunteers created English resource centers at their sites, which are accessible to approximately 300 instructors. Three Volunteers collaborated with eight Bangladeshi counterparts to create an International Language Club to teach English, business concepts, creative writing, information technology, and dressmaking to approximately 800 young, unemployed Bangladeshis. Another Volunteer wrote a computer curriculum, which was implemented at four other institutional sites.

## Belize

**Population:** 10,226,000  
**Annual Per Capita Income:** \$2,730  
**Program Dates:** 1962-Present

### Country Overview:

The year 2001 once again brought the devastating impact of tropical storms to Belize. During tropical storm Chantal, more than 20 inches of rain fell in coastal areas, destroying much of the pier and the coastal agricultural and tourism infrastructures. Intense rains and winds from Hurricane Iris affected southern coastal and inland villages. Damage from these two storms compounded the effects on the already sagging economy caused by Hurricane Keith in 2000.

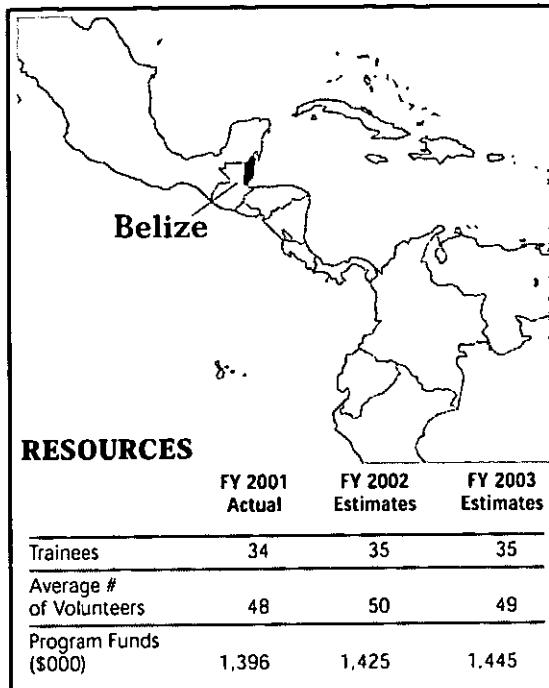
While development priorities in Belize have historically focused on agriculture and exportation of nontraditional crops, recently there has been a move toward eco-tourism and away from depending solely on tropical crops. The barrier reef is an important coastal and marine ecosystem and a World Heritage Reserve. The tropical forests boast one of the most species-rich environments in the world. Effective management of these areas will be required to conserve biodiversity and valuable natural resources, which in turn can increase eco-tourism profits. Adding to these economic and environmental challenges, HIV/AIDS has increasingly become a problem among youth.

As the issues facing the country are diverse, Peace Corps programming focuses on youth education and environmental issues. At the same time, Crisis Corps Volunteers are currently supporting post-Hurricane Iris reconstruction projects.

### Peace Corps Program by Sector:

#### Education

While Peace Corps Volunteers historically worked with the Ministry of Education in training teachers and working in classrooms, the Peace Corps has recently redirected its education programming toward information technology training and HIV/



AIDS education in response to new development opportunities.

In an effort to keep up with the global rise in information technology, the Ministry of Education launched a computer literacy program in August 2000. The main goal of this program is to incorporate computer literacy into both primary and secondary curricula, which, in turn, can increase Belizeans' employment opportunities. To support this initiative, Volunteers integrate information technology into their education projects. Volunteers not only train youths in computer literacy but also in computer repair, maintenance, and technical troubleshooting.

As urban populations have grown, there has been an increase in social problems among youth. Exacerbated by high urban unemployment rates, problems of illegal drug use and teen pregnancy have become national concerns. As part of the youth development/education sector, Peace Corps Volunteers work directly with local NGOs and regional governments on HIV/AIDS and STD prevention and education. Many Volunteers have also begun peer education groups with secondary school students. They have found youths trained in HIV/AIDS and STD prevention not only are positive role models

but can also appropriately communicate this important information to their fellow classmates.

### **Environment**

For a small country, Belize boasts a diverse natural resource base, from tropical forests to the second largest barrier reef in the world. Unfortunately, there are few people trained in ecological preservation and conservation. Sound management of the amazing array of natural resources can increase eco-tourism profits, but it requires both public awareness and support.

Therefore, the Peace Corps works on various levels to reach community members concerning environmental conservation and preservation issues; Volunteers teach in primary, secondary, and university classrooms and work with local NGOs on community outreach projects. Volunteers also work with

community members in completing environmental assessments, trash collection, sustainable management techniques, and conservation of natural resources.

### **Crisis Corps**

Belize has been severely affected by hurricanes and tropical storms in the last two years. It was estimated that almost 72 percent of housing in one region was completely destroyed. Not only were the main corn and rice crops destroyed, 25 percent of the shrimp industry infrastructure was destroyed. In response, Crisis Corps Volunteers are now constructing houses and public buildings in these areas. As hurricanes are a recurring problem in Belize, many Volunteers integrate disaster preparedness and mitigation into their work.

## **Benin**

**Population:** 6,114,000  
**Annual Per Capita Income:** \$380  
**Program Dates:** 1968-Present

### **Country Overview:**

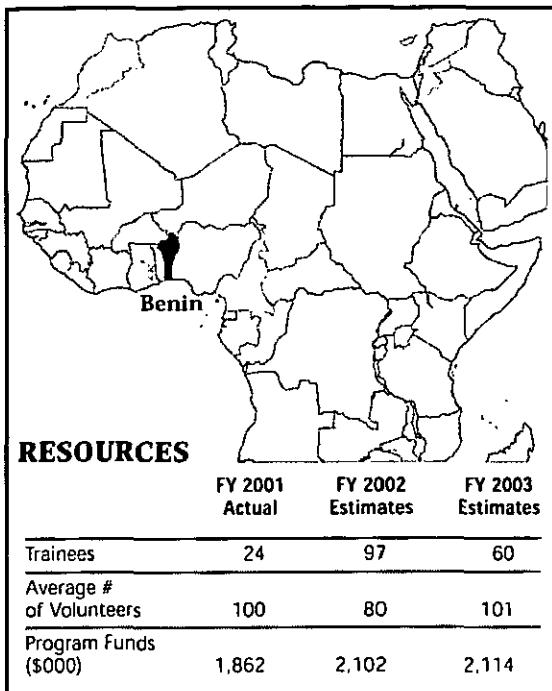
The government of Benin is showing success as it continues on its path to a stable, democratic country that is committed to improving the well-being of the Beninese people. However, human and material resources are often insufficient for the country to provide quality education, basic health care, sustainable management of the natural environment, and promotion of entrepreneurial skills. Peace Corps Volunteers are addressing these needs with a broad range of activities in business management, education, the environment, and health. During the annual Peace Corps/Benin HIV/AIDS bike-a-thon, President Mathieu Kérékou's support was clearly evident when six of the country's ministers participated in the event, which was covered by the local press.

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

#### **Business Development**

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

Volunteers working in the small enterprise development sector conducted an information technology workshop that oriented 30 credit union managers and nine computer specialists to a database created to track credit transactions and link to the geographical positioning system used to lo-



cate clients' residences. In FY 2001, Peace Corps Volunteers and their counterparts transferred small enterprise development skills to 496 women and 286 men.

#### **Education**

Volunteers have helped Benin improve the quality of education through teaching English, math, physics, and chemistry in secondary schools, and by developing improved teaching materials, such as instructor lesson plans and student workbooks. Although Peace Corps/Benin has phased out its math and science projects, it continues to collaborate with the Ministry of Education to provide qualified English teachers and to develop English textbook materials. In addition, Volunteers continue to incorporate the international science program, Global Learning and Observation to Benefit the Environment (GLOBE), into the school curriculum.

Volunteers taught over 11,000 students using innovative techniques such as songs, games, and other interactive methodologies. Through the use of positive reinforcement, Volunteers have helped students develop self-discipline, initiative, and self-confidence.

### **Environment**

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

Volunteers continue to organize many community-wide educational events. During the annual tree day celebration, Volunteers joined with approximately 50 environmental education club members to plant over 2,500 trees on a reforestation site in Parakou. The event featured a parade and post-planting celebration with demonstration booths, skits, and songs. In FY 2001, Volunteers introduced an environment theme camp, in which 25 primary school students participated in a weeklong environmental camp led by counterparts and Volunteers.

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

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

HIV/AIDS is one of Benin's growing public health problems. Volunteers in all projects continue to integrate HIV/AIDS information into their activities. In March 2001, Peace Corps/Benin launched Project Panther, an HIV/AIDS peer educational activity. The project trained two youth peer educators and a community advisor from each of 13 participating communities to conduct HIV/AIDS educational activities targeting youth not attending school.

## Bolivia

Population: 8,138,000  
Annual Per Capita GNP: \$990  
Program Dates: 1962-1971; 1990-Present

### Country Overview:

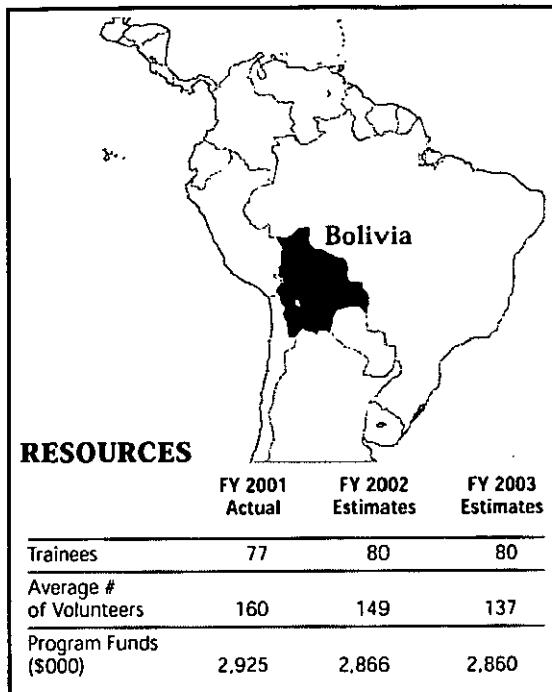
Despite steady improvements in Bolivia's economy over the last decade, it remains one of the least developed countries in South America. Seventy percent of the rural population lives in poverty, with 11 percent of the population surviving on less than \$1 per day. Rural Bolivia suffers from one of the highest child mortality rates in Latin America, along with an average life expectancy that is among the lowest in the hemisphere. Bolivia has an agriculture-based economy that lacks modern technology. The environment is plagued with unplanned forest conversion, uncontrolled logging, and problems associated with rapid urban growth. Exacerbating these chronic problems was the significant social and political turmoil in FY 2001, which erupted as certain segments of the population protested taxes, price increases, and other government policies.

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

### Peace Corps Program by Sector:

#### Agriculture

Bolivia's farmers face serious challenges in meeting their families' basic needs for both adequate nutrition and income. The Peace Corps' agriculture Volunteers help farmers gain skills in sustainable agriculture and soil conservation techniques, which increase the income level of farming families. The agriculture project reaches mostly male farmers in



traditional agriculture extension, while the new integrated education project complements this work by focusing on training women and youth on basic nutrition and household gardens.

Over the past year, Volunteers trained over 8,000 Bolivians in crop rotation, soil conservation, integrated pest management, household gardening techniques, and nutritional education. In addition, Volunteers conducted training on greenhouse maintenance and encouraged schools to use greenhouses for vegetables offered in school lunches.

#### Business Development

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

During the past year, Peace Corps Volunteers trained over 6,000 Bolivians in basic business techniques, including marketing, quality control, and customer service. They helped build capacity in many basic business systems, including records

management, accounting, inventory, payroll, and information technology. The Peace Corps' community-based tourism project works with local community members with the support of local municipalities. A successful example is the work of a Volunteer who has developed a micro-enterprise management course and trained women on basic business management to enhance their family incomes, as well as facilitated the donation of more than 70 computers to help rural Bolivian youth gain valuable computer skills.

### **Education**

The new integrated education project began this year, and it implements the educational goals and objectives of the agriculture and basic sanitation projects. Volunteers focus on reducing high child mortality rates caused by poor sanitary habits and lack of basic hygiene knowledge through hygiene and sanitation education. The project also integrates nutritional education aimed at improving family health. Volunteers work directly with women and children in rural areas, promoting family gardens and nutrition education. Their greenhouse projects have reported a 50 percent to 80 percent increase in production for home gardens to assist families in meeting their nutritional needs even in arid and cold climates.

### **Environment**

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

Over the past year, Peace Corps Volunteers trained over 7,000 Bolivians in reforestation, soil conservation, mini-watershed management, and environmental awareness. Through the environmental education project, Peace Corps Volunteers established 48 community reforestation committees and youth ecological clubs throughout the country. Additionally, eight local community members were trained as bird guides to promote eco-tourism and generate local income.

One Volunteer's project has focused on developing three ecological clubs in local high schools. These clubs promote environmental awareness among youth through making paper from recycled products, establishing organic gardens, and organizing nature hikes and trash cleanups.

### **Health**

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

During FY 2001, Volunteers helped more than 2,000 people obtain access to safe drinking water. Volunteers have also been instrumental in the construction of latrines in eco-tourism locations such as Toro Toro National Park and the Tequesi trails in coordination with micro-enterprise Volunteers who work on community-based eco-tourism projects.

## Bulgaria

Population: 8,208,000  
Annual Per Capita Income: \$1,410  
Program Dates: 1991-Present

### Country Overview:

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

### Peace Corps Program by Sector:

#### Business Development

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

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



#### RESOURCES

	FY 2001 Actual	FY 2002 Estimates	FY 2003 Estimates
Trainees	54	73	73
Average # of Volunteers	112	105	112
Program Funds (\$000)	1,972	2,296	2,037

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

#### Education

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

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

#### Environment

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

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

a dynamic network for environmental information exchange and technical assistance.

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

## Burkina Faso

**Population:** 10,996,000  
**Annual Per Capita Income:** \$240  
**Program Dates:** 1966-1987; 1995-Present

### Country Overview:

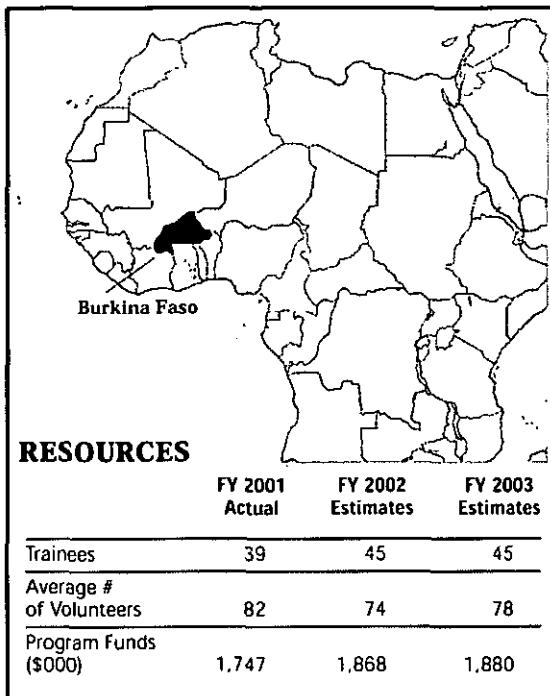
According to Ministry of Education statistics, Burkina Faso devotes 24 percent of its annual recurring budget to education. Even so, only 19 percent of the population over the age of 15 years is literate, only 26 percent of eligible children in rural areas attend primary school, and less than 10 percent of the female population is literate. Foreign investment and private sector development are increasing in Burkina Faso, yet the country still ranks among the poorest in the world. It is estimated that only 20 percent of the population has access to potable water. Health care remains inadequate, and conditions such as malaria and malnutrition are endemic. Volunteers live in rural and urban areas, and provide assistance in the critical areas of health and education, which are stated priorities of the government of Burkina Faso.

### Peace Corps Program by Sector:

#### Education

A total of 133 Volunteers have already served on the education project since its inception in 1997. They have served in 20 junior and 15 senior high schools, where they have taught over 500 hours each of English, math, and science classes. Volunteers encourage girls to excel in mathematics and science, subjects traditionally limited to boys. Counterparts and Volunteers work together to increase awareness of the need for gender equity. Since 1998, Peace Corps/Burkina Faso has facilitated the award of over of 88 scholarships to more than 57 disadvantaged female students, with over 75 percent still attending school.

Volunteers' work is recognized at all levels of the society. A third-year Volunteer found himself the most established teacher at the school and became a source of information for new teachers. One Vol-



unteer saw his topic selected for the national science exams. All this testifies to the earnestness with which Volunteers do their jobs and the respect they earn from their counterparts and students.

A Ministry of Education official recently visited Volunteers at their sites and was deeply impressed, saying, "With the scarcity of teachers in our secondary schools, especially in remote rural areas, Volunteers are considered as diamond." As a result of the severe teacher shortage, the Volunteer efforts have gained national recognition.

#### Health and HIV/AIDS

The health project was initiated in 1995 to respond to the priorities of the government of Burkina Faso for assistance in revitalizing its primary health care system through the Bamako Initiative. The Bamako Initiative emphasizes achieving full community participation in the management and financing of health services. Volunteers are assigned to village-level health and social promotion centers. Volunteers work with local communities to strengthen local health management committees and to develop health promotion programs on such priority concerns as childhood communicable diseases, malaria, HIV/AIDS education, and Guinea worm eradication.

Peace Corps Volunteers in the health sector work with head nurses at the local clinics to manage the immunization program. These activities include scheduling vaccination trips, participating in monthly immunization outreach programs, and ensuring that data is collected regarding immunization coverage.

Other health Volunteers concentrate their efforts on Guinea worm eradication. During 2001, 19 local counterparts and 30 Volunteers reached an estimated 7,000 people during 150 health talks in two highly endemic areas. Five primary schools and one secondary school were visited, reaching over 1,000 students. Over 3,000 water filters were distributed and signs and murals were painted with Guinea worm prevention messages.

Health Volunteers frequently combine their health projects with girls' and women's empowerment activities. In 2001, health and education Volunteers organized a weeklong summer camp entitled "Self-esteem and HIV/AIDS Education for Girls,"

with 60 girls participating. The camp's aim was to target high-risk secondary school girls and to provide them with the necessary skills to increase their self-confidence and expose them to more occupational opportunities. Activities included visits to regional training centers for nurses and primary school teachers, self-esteem and reproductive health sessions, field visits to local public and private sector ventures, tree planting, and artistic and athletic activities. The camp addressed the need to expose young women to the potential professional and academic opportunities available to them and to equip them with the skills necessary to pursue their choices. Volunteers and their counterparts provided girls with self-reliance skills, and facilitators helped them to develop their self-esteem and self-awareness. All girls left the camp with an action plan. This was a good example of cross-sector collaboration between health and education Volunteers.

## **Cameroon**

**Population:** 14,691,000  
**Annual Per Capita Income:** \$600  
**Program Dates:** 1962-Present

### **Country Overview:**

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

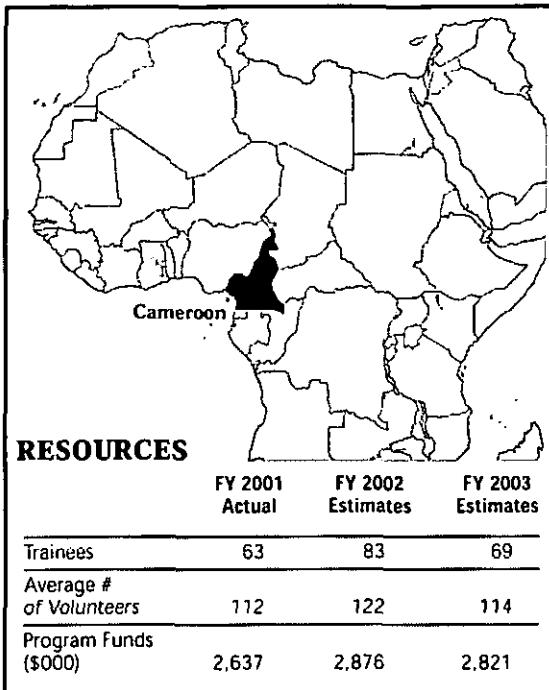
### **Peace Corps Program by Sector:**

#### **Agriculture**

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

#### **Education**

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



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

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

#### **Environment**

Because of population growth and increasing competition for land in Cameroon, some farmers

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

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

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

In Cameroon, the doctor-to-patient ratio is 1:12,500, the infant mortality rate exceeds 6 percent, and only half the population has access to safe drinking water. The HIV/AIDS pandemic has emerged as one of the most pressing public health concerns, with an estimated 6 to 17 percent of the population infected. Volunteers work primarily on prevention activities that encourage communities to assess local health and water/sanitation problems, prioritize these concerns, and identify appropriate interventions. These activities, undertaken in collaboration with host country nationals, help empower local individuals to solve health and water/sanitation-related problems and to take responsibility for their own development.

Volunteers collaborate closely with TEFL and agro-forestry Volunteers. Their combined efforts have resulted in the construction of a nursery school,

workshops on fruit drying, community tree planting projects, and discussion of gender-related issues. More and more community members are being exposed to family health education activities, which include preventive health practices and improved water/sanitation practices.

#### **Business Development**

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

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

## Cape Verde

**Population:** 428,000  
**Annual Per Capita Income:** \$1,330  
**Program Dates:** 1988-Present

### Country Overview:

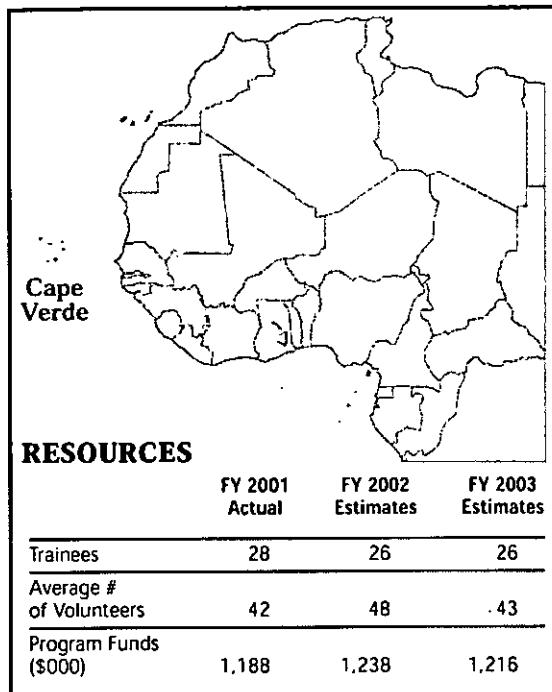
Cape Verde is a nation of 10 islands located off the coast of West Africa. Some of the nation's most pressing challenges are severe scarcity of fresh water, low agricultural production, and a lack of trained professionals in both the public and private sectors. To address these problems, the government's stated priority is the decentralization of the majority of its functions to the local level on each island. According to the secretary of state for decentralization, "the country counts on Peace Corps Volunteers working in community development as an integral part of the process of government decentralization, working with communities to identify their most pressing needs, and designing appropriate strategies for resolving these problems." Volunteers are currently working in education and community development (small enterprise development and information technology) projects. Although Portuguese is the official language of Cape Verde, the government has determined that knowledge of English will enhance prospects for economic development.

### Peace Corps Program by Sector:

#### Education

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

During FY 2001, Volunteers taught English to more than 5,000 students, a significant percentage of the secondary school population. Volunteers also



play a primary role in the pre- and in-service training of licensed English teachers. They have developed and introduced instructional materials into secondary schools that incorporate Cape Verdean history and culture. In activities outside the classroom, Volunteers led a two-week English summer camp, a career day for female students, and field trips to broaden student awareness. Volunteers are also involved in adult English literacy training, which is designed to help stimulate the growth of the islands' burgeoning tourism industry. A small number of Volunteers also work in preschool administration, as well as moving further into preschool curriculum development, which is now mandated by the Ministry of Education, and into special education. In FY 2001, the Peace Corps continued to expand its English teaching initiative into primary schools.

During FY 2001, one Volunteer organized field trips for young adults to sites related to Cape Verde's colonial history and transatlantic slavery. The historical presentations were followed by workshops in performance skills, self-expression and journal writing. The personal reflections of the participants were then used to design an improvisational theater production that related national history to personal histories. The performance skills acquired

during the five-week summer project also had as a goal preparing young adults for employment in Cape Verde's developing tourism industry.

### **Information Technology**

Since the government's shift toward decentralization, municipalities and local communities have had difficulty identifying community needs and developing solutions to community problems. In an effort to develop and implement sustainable, small-

scale community development projects, Volunteers continue to promote information technology as a tool for development. In FY 2001, one Volunteer assisted in the creation of the first-ever tourist brochure about the island of Santa Catarina, as a way to increase tourism to the island. The brochure includes a large map of the island with identified hiking trails, a list of local artisans, and other cultural information.

## **China**

**Population:** 1,253,595,000  
**Annual Per Capita Income:** \$780  
**Program Dates:** 1993-Present

### **Country Overview:**

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

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

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

#### **Education**

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

Volunteers in the education sector have the primary goal of teaching English to students who are training to become middle school English teachers in rural areas. Volunteers also introduce American culture, history, and literature, attempt to stimulate critical thinking, and enhance problem-solving skills among their students. Volunteers work closely with



their Chinese colleagues to exchange ideas and teaching methodologies. Daily contact with native English speakers helps Chinese teachers become more proficient in English and more confident in their ability to use English in the classroom.

In addition to their regular classroom activities, Volunteers have organized and facilitated workshops for Chinese English teachers that focus on current teaching methodologies, started English language drama clubs for their students, and offered community lectures on American culture.

#### **Environment**

The purpose of Peace Corps/China's environmental project is to bring about improvements in the health and living conditions of Chinese people by increasing their knowledge concerning the protection of the environment and sustainable development. Environment Volunteers are posted at universities, colleges, and middle schools and work with Chinese teachers of English, biology, chemistry, or other topics relevant to the environment. They teach students, train Chinese teachers, and help to develop curricula for environmental education classes.

In addition to their regular classroom activities, they plan activities, such as Earth Day and tree-planting days, which help raise awareness about the

environment and promote attitudes and behavior that serve to protect local ecosystems. One Volunteer, who serves as an environmental studies instructor at Sichuan University, designed and implemented an outdoor education summer course that centered

on eco-tourism. His university was so pleased with the success of the course that he is now developing a permanent semester-long course that will help to track changes in tourism and the environment in rural areas of the province.

## Côte d'Ivoire

**Population:** 15,545,000  
**Annual Per Capita Income:** \$670  
**Program Dates:** 1962-1981; 1990-Present

### Country Overview:

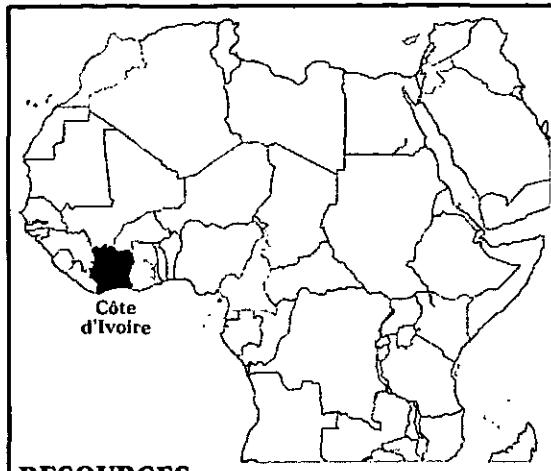
Côte d'Ivoire continues to face serious social and economic problems stemming from the economic crisis in the early 1990s and its high population growth rate. Health indicators are improving, but preventive health care remains an area of great concern. With an 11 percent adult infection rate, HIV/AIDS education is still a critical challenge, and easily preventable Guinea worm disease is not yet eradicated. Geographical and urban/rural disparities exist in access to potable water, waste disposal, and nutrition. Although there have been improvements in these conditions, less than 70 percent of the country's population has access to potable water, and only 42 percent has access to adequate sanitation facilities.

Recent political upheavals and violence stemming from general election results have resulted in decreased foreign investment and foreign aid, thereby exacerbating the difficult development challenges faced by Côte d'Ivoire. Peace Corps Volunteers are helping to address these needs by working to improve education, urban environmental management, preventive health care, and water/sanitation systems.

### Peace Corps Program by Sector:

#### Education

The education project is designed to assist the government of Côte d'Ivoire in improving access to, and the quality of, primary education in rural areas. Volunteers work with teachers, students, and community members, serving as liaisons between schools and the communities. They develop teaching materials, initiate educational projects, promote girls' education, initiate extracurricular activities, improve HIV/AIDS education and prevention, and initiate activities encouraging the use of



#### RESOURCES

	FY 2001 Actual	FY 2002 Estimates	FY 2003 Estimates
Trainees	80	75	75
Average # of Volunteers	112	129	137
Program Funds (\$000)	2,840	3,074	3,093

information technology. Over the past year Volunteers have initiated and developed literacy courses in five villages, created theater groups to educate community members and students on hygiene and HIV/AIDS, and begun economic activities to increase funding levels available to schools.

#### Environment

Volunteers are assigned to the mayor's office in small cities, where they work with the local technical services division, focusing on the organization and development of municipal infrastructure and services. Volunteers help organize communities to design neighborhood garbage collection strategies, waste disposal systems, and erosion control measures. In FY 2001, Volunteers in four communities constructed concrete trash receptacles. In another community that had severe erosion problems, a Volunteer, her counterpart, and local forest/water agents worked with 11 schools to plant over 54 acres of trees.

#### Health and HIV/AIDS

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

leaders to develop health education activities in support of child survival, and to improve the training of village health workers, traditional birth attendants, and village health committees. Volunteers also work with rural communities to improve water supplies and access to proper sanitation as well as increase understanding of the importance of safe drinking water and hygiene. An important focus is the maintenance of village hand pumps, which significantly aids the eradication of Guinea worm disease, reduces some forms of diarrheal diseases, and provides potable water for many villages. Volunteers have trained over 1,500 individuals and 80 community health workers in proper immunization techniques, nutrition, malaria, and prevention of HIV/AIDS and other sexually transmitted diseases.

In FY 2001, Volunteers expanded their work to community members, groups, and students and organized a "Beautiful Village" contest in 17 villages to promote environmental hygiene and sanitation. Volunteers also organized "Beautiful Baby" contests in six villages to promote immunization, nutrition, growth monitoring, use of oral rehydration salt, and pre- and postnatal consultation. Ten Volunteers and 32 community health workers helped organize a series of weeklong activities to promote the eradication of Guinea worm in 12 endemic villages, reaching over 15,000 individuals. Volunteers in 14 communities have undertaken public and private latrine projects, and another Volunteer has started a campaign to emphasize the use of sanitary water jars for domestic potable water storage.

## Dominican Republic

**Population:** 8,404,000  
**Annual Per Capita Income:** \$1,920  
**Program Dates:** 1962-Present

### Country Overview:

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

The Peace Corps is helping to address many of these development challenges through programs in agriculture, education, the environment, health, and small-business assistance. In order to maximize resources and promote a more holistic approach to development, the Peace Corps has adopted an integrated approach to programming in which Volunteers working in different projects collaborate on efforts aimed at developing the community as a whole. In addition, HIV/AIDS education, women and girls in development, and disaster preparation and mitigation are also incorporated into all projects.

In response to the government's request for assistance in implementing an information technology program, Volunteers are providing technical assistance to the Ministry of Education on development of the national school-based computer laboratory project. Volunteers assigned to other sectors have also begun to incorporate information technology into their projects.



### Peace Corps Program by Sector:

#### Health and HIV/AIDS

Though there has been improvement over the past several years, the incidence of infant mortality in the Dominican Republic is still relatively high at 44 per 1,000 births. In an effort to reduce diarrhea, the leading cause of child mortality, Volunteers work to increase access to potable water in rural communities. According to the World Health Organization, the Dominican Republic ranks ninth in the world for the rate of HIV infection. To counter the spread of HIV/AIDS, all Volunteers, regardless of sector, are trained in how to promote HIV/AIDS education and prevention in their communities. As a result, almost all Volunteers work to promote HIV/AIDS education and prevention as part of their primary or secondary project activities.

This year Peace Corps Volunteers promoted HIV/AIDS education in 110 communities on topics including causes of infection, modes of transmission, and methods of prevention.

#### Education

In February 2001, the Peace Corps launched an important information technology initiative aimed at assisting with the establishment of 324 computer centers in public high schools around the country. Volunteers train teachers in computer use, with a focus on how computers can be used to improve

the quality of education in the classroom. Volunteers also create technology youth groups and help schools develop ways in which the community can access the information technology facilities. A large number of Volunteers are assigned to communities in the border area with Haiti, one of the most impoverished areas of the country.

In addition to information technology, Volunteers work in schools with children who have special needs and learning disabilities. Volunteers work to create awareness among teachers and the community about the needs of special students, promote awareness of the importance of an adequate education for all students, and train teachers in techniques to identify special-needs students and methodologies to provide special-needs students with a quality education.

Ten Volunteers trained 83 percent of the teachers of 15 schools on how to manage children with special needs. Three Volunteers organized summer camps that integrated children with special needs.

### Agriculture

The Peace Corps has been working in agriculture in the Dominican Republic since the inception of the program in 1962. In recent years, Volunteers have worked to improve the technical knowledge of small farmers and have encouraged them to adopt more efficient and sustainable agricultural management practices, such as soil conservation, integrated pest management, organic farming, water management, and crop diversification. Recently, however, in order to better match the Peace Corps' technical capabilities with the Dominican population most in need, the Peace Corps modified the project to target women and youth groups, focusing on small animal production and organic gardening to promote improved nutrition and income generation.

A Volunteer demonstrated to community members how organic agricultural castings could be effectively recycled as feed, and how the manure could be used as organic fertilizer. He also designed and introduced new confinement systems for effectively raising poultry. Another Volunteer initiated a collaborative effort between veterinarians in the United States and an animal outreach program in the Do-

minican Republic whereby six veterinarians and five students will travel to the Dominican Republic to provide education on animal care in some of the poorest areas in the country.

### Environment

After years of negative environmental impact, it is estimated that the Dominican Republic is only about 12 percent forested. Volunteers are working to reverse the process of soil erosion and degradation to rehabilitate land devastated by Hurricane Georges. Also, since 1987, Volunteers have been training rural schoolteachers in environmental education and integrating this subject into the curriculum. The project has evolved to reach rural community leaders, nongovernmental organizations, and the urban poor, as well as to include work in protected areas with a focus on eco-tourism and biodiversity.

As a result of one Volunteer's efforts, a school district has instituted an environmental and science training program for its technicians and teachers that reaches about 60 teachers in that area.

### Business Development

The small-business development project promotes economic development opportunities and community capacity building among the neediest sectors of the population. Volunteers work with farmer associations and rural community groups to develop income-generating projects in the area of agribusiness, organize integrated community development projects, and work with nongovernmental organizations to provide business education to micro-entrepreneurs. Almost all Volunteers also conduct business and leadership education through courses provided to Dominican youth, modeled after a curriculum similar to Junior Achievement.

In 2001, 15 Volunteers throughout the Dominican Republic taught business and leadership courses to youth groups. As a result, the youth produced beaded necklaces, printed T-shirts, and woven bracelets as income-generating products. One Volunteer reported that three of his students implemented a product idea and have been successfully running a small business in their community.

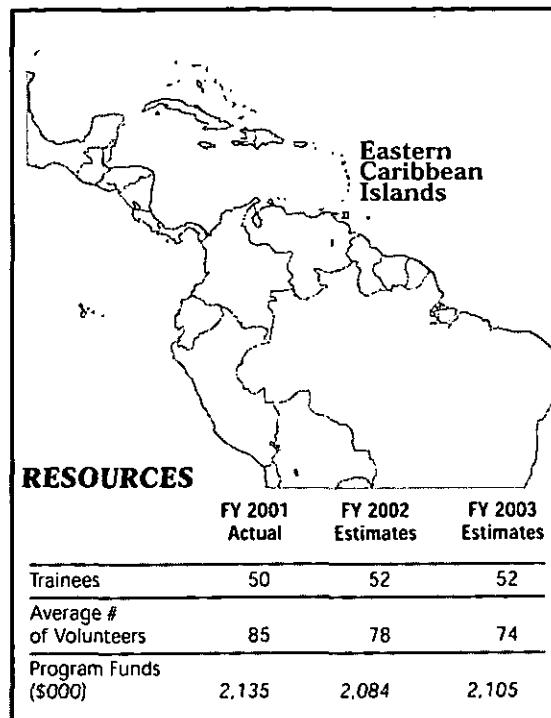
## **Eastern Caribbean**

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

### **Country Overview:**

The five nations that make up the Eastern Caribbean—Antigua and Barbuda, Dominica, St. Vincent and the Grenadines, Grenada, and St. Lucia—face special development challenges because of their small domestic markets, scarcity of trained labor, absence of raw materials, and vulnerability to natural disasters. In addition, with an overall combined population of approximately 500,000, the per capita cost of economic and social infrastructure is very high in each island nation. Hurricanes and floods regularly reverse economic gains by destroying fixed investments and disrupting economic activities, particularly in the agriculture and tourism sectors. The possible loss of the European preferences on banana exports further threatens the economic development of these single-crop economies. The countries are also confronted with a growing presence of drug trafficking and increasing HIV/AIDS infection rates.

Opportunities for youth are particularly limited. Young people under the age of 30 constitute 70 percent of the region's population. Approximately 40 percent of primary school students do not go on to secondary school and few opportunities exist for students with special needs. Youth are highly vulnerable to a number of social ills, including high unemployment, drug abuse, violence, and HIV/AIDS. To address these challenges, youth empowerment and development are the major focus of the Peace Corps' Eastern Caribbean program. Volunteers provide assistance to teachers and youth through participatory teaching methodologies, classroom management, basic education, job and life skills training, health, and HIV/AIDS education. In addition, information technology and communications and disaster preparedness and mitigation are integrated into the projects in all five nations.



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

#### **Education**

With youth unemployment rates over 50 percent and a growing number of youth without access to formal education, the Peace Corps' youth development project attempts to increase skills and employment opportunities for out-of-school youth. This goal is achieved by strengthening the organizational capacity of alternative education institutions that provide academic, technical, and life skills training and encouraging self-employment and a self-help approach. Additionally, Volunteers work with the Junior Achievement program, transferring entrepreneurial skills and promoting enterprise development among youth.

One Volunteer, assigned to the village council in the Carib territory of Dominica, helped establish the Carib Computer Technology Society to provide technology and business training to council members and young adults. The Volunteer shares her business expertise by teaching technology skills to manage data and promote tourism in the Carib territory. The Volunteer also teaches basic computer skills and Web site design and management.

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

Dwindling resources make providing health services a constant challenge in the Eastern Caribbean. High rates of hypertension, heart disease, and substance abuse are prevalent throughout the islands, while the rate of HIV/AIDS infection continues to pose a threat to an increasing number of people. The health project in the Eastern Caribbean focuses on reducing the incidence of communicable diseases and improving maternal/child health through education and social marketing programs. Volunteers work with community health professionals to produce educational materials in print and video on such topics as HIV/AIDS, substance abuse, reproductive health, hypertension,

diabetes, and the importance of exercise and a healthy diet.

Volunteers in Dominica designed and presented workshops to high school students, labor unions, preschool teachers, government, and private sector employees on HIV/AIDS topics such as prevention, confidentiality, legal implications, and epidemiology. Another Volunteer, working under the belief that children are effective at educating adults within their household, wrote and compiled lesson plans and teaching tools such as coloring books, games, and storybooks for teachers to use in raising awareness and teaching HIV/AIDS prevention to children.

## East Timor

Population: 749,000<sup>1</sup>  
Annual Per Capita Income: \$300<sup>2</sup>  
Program Dates: May 21, 2001

### Country Overview:

East Timor is at a pivotal moment in its history after hundreds of years of outside control, first by Portugal and more recently by Indonesia. On August 30, 1999, the people of East Timor were given the opportunity to vote on self-determination in a national referendum monitored by the United Nations. The outcome was overwhelming as 98.6 percent of eligible voters took part in the ballot and 78.5 percent of them voted for independence, thus putting an end to 24 years of Indonesian occupation.

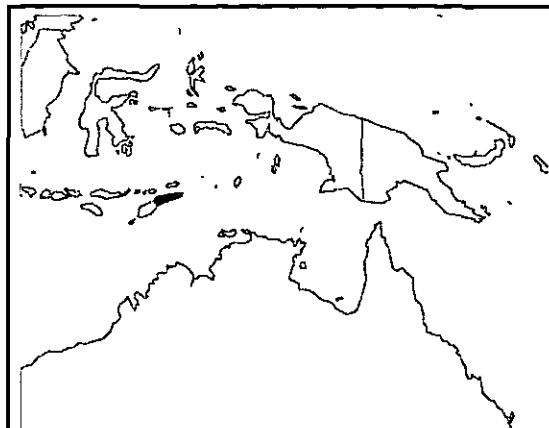
Following the announcement of the results, pro-Indonesian militia went on a three-week campaign of destruction and violence. It is estimated that over 75 percent of the population was displaced, and 70 percent to 80 percent of physical infrastructure was destroyed or rendered inoperable.

One of the poorest regions in Indonesia before the disruption, East Timor is now in a rapid process of extensive rebuilding, rehabilitation, and planning for long-term development. The Peace Corps anticipates opening a program shortly after East Timor becomes an independent nation in May 2002, with a focus on the key public sector areas of health and municipal services development.

### Peace Corps Programming:

#### Municipal Services Strengthening

A crucial need of the new government will be to build the capacity of the East Timorese civil service to more effectively carry out its work. At the district and village level, Peace Corps Volunteers will train people in administrative skills for local governance, as well as assist in the design and management of projects aimed at providing services to community members.



RESOURCES	FY 2001 Actual	FY 2002 Estimates	FY 2003 Estimates
Trainees	N/A	0	20
Average # of Volunteers	N/A	6	22
Program Funds (\$000)	N/A	1,163	1,148

#### Community Health Promotion

In 1999, the capacity of the health services sector was decimated as clinics were destroyed, services disrupted, and skilled health workers displaced. The aid organizations that have been providing services on an emergency basis will soon be phased out, and there will be a need for skilled health providers and educators in many of the districts.

Peace Corps Volunteers in the first phase of this project will work with local governments and regional health centers, assisting them in management and community services. It is anticipated that later in the project, Volunteers will be assigned at the village level to promote preventive health education, nutrition, and sanitary services.

#### Sources:

- <sup>1</sup> Population Division and Statistics Division of the United Nations Secretariat, 2001.  
<sup>2</sup> United Nations Development Programme: Partnerships to Fight Poverty. Friday, 11 May, 2001

## Ecuador

**Population:** 12,412,000  
**Annual Per Capita Income:** \$1,360  
**Program Dates:** 1962-Present

### Country Overview:

Ecuador continues to face significant economic challenges that have exacerbated chronic problems of underdevelopment. Large sectors of the population suffer from nutritional deficiencies and a high infant mortality rate. An estimated 88 percent of the rural population lives at the poverty level. Poor urban youth face problems such as elevated school dropout rates, illiteracy, and high unemployment. Ecuador suffers from large-scale environmental degradation as it loses an estimated 200,000 hectares of forest per year.

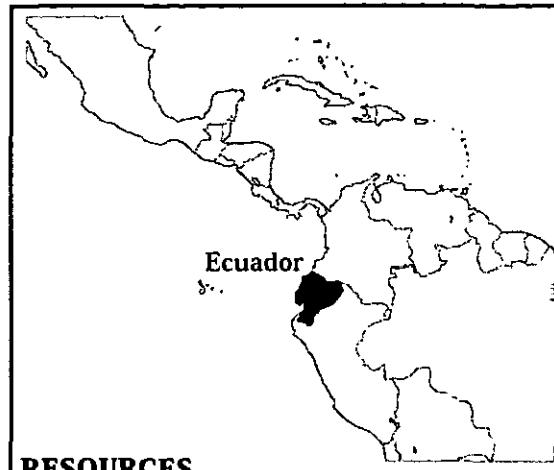
In response to this situation, the Peace Corps has redoubled its efforts in the areas of agriculture, animal production, health, youth, and the environment. To better help poor communities face the critical economic situation, the Peace Corps has integrated income generation activities into all five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

### Peace Corps Program by Sector:

#### Agriculture

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

Last year, Volunteers helped more than 100 small farmers improve soil conservation practices by identifying soil problems and constructing ditches, fur-



#### RESOURCES

	FY 2001 Actual	FY 2002 Estimates	FY 2003 Estimates
Trainees	81	79	79
Average # of Volunteers	148	143	131
Program Funds (\$000)	2,639	2,759	2,768

rows, and terraces. Peace Corps Volunteers also encouraged improved soil quality by emphasizing the benefits of organic fertilizers and helped implement adequate systems for safe pesticide management.

During FY 2001, Volunteers worked with Ecuadorian communities to implement 15 agribusiness projects to increase the income of rural families by helping them to diversify their agricultural production and identify markets. Collective marketing techniques, such as farmers' cooperatives, have proved successful. Crop diversification and improved agribusiness techniques create options for income generation and yield more nutritional foods for local consumption.

In the agriculture sector, the Peace Corps has two separate projects, sustainable agriculture and animal production. The animal production project focuses on small animals such as pigs, chickens, goats, rabbits, and fish. These projects have an immediate impact on household nutrition and generally involve women and children to a greater degree than other sector projects.

#### Business Development

During FY 2001, Volunteers continued to expand the innovative community banking project

that has been very successful in many communities. These microbanks help teach people how to save and manage their finances, as well as provide available funds for rural families, which has become particularly important in the midst of Ecuador's banking crisis. In an effort to enhance family income levels, Volunteers also worked with rural communities to initiate 18 community banks.

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

In Ecuador, 60 percent of children under the age of five suffer from malnutrition, especially in rural areas, in marginal urban areas, and among families with lower education and income levels. Additionally, unofficial estimates report between 15,000 and 25,000 cases of HIV infection and AIDS-related illnesses. Volunteers focus their work in these two critical areas.

In FY 2001, Volunteers trained more than 1,000 mothers of young children in improved nutritional and health practices so that they can provide their children with better diets and are able to mitigate the causes and effects of diarrhea and dehydration at home. One Volunteer, in collaboration with local organizations, has strengthened a health project serving more than a dozen indigenous communities in southern Ecuador.

#### **Environment**

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

sustainable eco-tourism and conservation of natural resources for 3,012 Ecuadoreans.

One Volunteer works as an environmental educator with a network of schools and developed an array of youth enrichment activities to promote an appreciation for the environment. This Volunteer has also focused on teacher training to help local teachers integrate environmental education into the curriculum, including the development of a training manual.

#### **Education**

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

During FY 2001, Volunteers coordinated a range of activities directly reaching almost 12,000 at-risk youth. Volunteers sponsored youth workshops to build leadership skills and self-esteem and to train young people in first aid, nutrition, and HIV/AIDS prevention. To empower youth in a time of economic crisis, Volunteers helped young people develop and strengthen their own micro-enterprises and encouraged them to participate with their families in community banking projects.

To improve the health status of youth in a rural school, a Volunteer developed an innovative nutrition program to encourage healthy habits among schoolchildren, with a notable impact. Currently neighboring schools are requesting that this program be replicated.

## El Salvador

**Population:** 6,154,000  
**Annual Per Capita Income:** \$1,920  
**Program Dates:** 1962-1980; 1993-Present

### Country Overview:

As Central America's smallest and most densely populated country, El Salvador faces tremendous economic, social, and environmental challenges. In addition to chronic deforestation and poor land management, recent disasters such as Hurricane Mitch in 1998 and major earthquakes and aftershocks in 2001 resulted in the further loss of fertile topsoil, decreased crop yields, and the displacement of communities. The natural disasters have further limited access to health care and potable water, as they damaged major roads, contaminated water sources, and destroyed latrines and waste management systems.

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

### Peace Corps Programs by Sector:

#### Health and HIV/AIDS

Poor access to water and sanitation services in rural areas continues to be a major public health concern, as contaminated and dysfunctional systems, destruction of infrastructure, and poor hy-



A map of Central America with El Salvador highlighted. The map shows the outlines of Mexico, Belize, Guatemala, Honduras, Nicaragua, Costa Rica, and Panama. El Salvador is located in the center of the isthmus, south of Honduras and north of Costa Rica.

RESOURCES	FY 2001 Actual	FY 2002 Estimates	FY 2003 Estimates
Trainees	51	102	74
Average # of Volunteers	115	119	127
Program Funds (\$000)	2,228	2,347	2,355

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

Volunteers work with these community groups to expedite communication and cooperation with several national and international agencies for future sustainable efforts. For example, one Volunteer coordinated the sanitation activities of the Salvadoran Foundation for Health in 14 communities. With her assistance, one of those communities constructed 37 composting latrines. The Volunteer also facilitated training to ensure proper usage of those latrines.

El Salvador is a potentially "high risk" AIDS nation because of increasing rates of prostitution, limited education, and its proximity and accessibility to Honduras, which has an alarming AIDS rate. Youth in rural communities usually have no reliable information about sexual issues and often turn to Volunteers for this information. To address these concerns HIV/AIDS has been added as a formal component to the water sanitation project. Working with rural

health promoters from the Ministry of Health and local NGOs. Volunteers develop educational materials, provide organizational support, conduct house visits, and assist with seminars on reproductive health and HIV/AIDS prevention. One Volunteer formed an HIV/AIDS peer education group with junior high school students.

### **Business Development**

The progress of municipal development in El Salvador is stalled by low levels of formal education, the lack of administrative experience, low revenues, and an unstructured tax base. As decentralization continues throughout the country, Volunteers are assisting municipal governments to improve service delivery to citizens through public awareness activities, strategic planning, budget development, and utilization of information technology.

One Volunteer helped establish collaboration between the regional mayor and a municipal development and reconstruction association. In addition, he facilitated the development of a computer center at the city hall, which made possible training for employees on the use of family registry software.

### **Environment**

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

This year a Volunteer organized and designed a successful environmental youth camp project in collaboration with a local environmental NGO. The project promoted environmental awareness in youth and also developed self-esteem and leadership skills. Based on this pilot, another Volunteer is working to establish the first permanent environmental youth camp in El Salvador.

### **Crisis Corps**

Given the severity of recent hurricanes and earthquakes in El Salvador, the Peace Corps has responded with a Crisis Corps effort. The Crisis Corps coordinator facilitates Volunteer site development and coordinates reconstruction efforts with the NGO community. Crisis Corps Volunteers use their experience in housing construction, water systems management, and community health to assist and strengthen local NGOs.

## Estonia

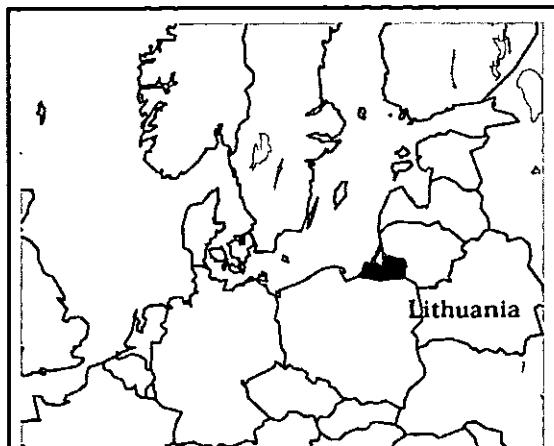
Population: 1,442,000  
Annual Per Capita Income: \$3,400  
Program Dates: 1992-Present

### Country Overview:

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

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

Over the 10-year life of the program, 163 Volunteers served in 64 towns, of which 64 percent had fewer than 5,000 residents. The accomplishments that Volunteers have made in the areas of English language education and business development, coupled with the relationships and understanding they have built with the Estonian people, will continue to impact the lives of the Estonians they have worked with long after the last Volunteers depart.



### RESOURCES

	FY 2001 Actual	FY 2002 Estimates	FY 2003 Estimates
Trainees	0	0	0
Average # of Volunteers	39	21	0
Program Funds (\$000)	739	486	0

### Peace Corps Program by Sector:

#### Business Development

Emerging small businesses and NGOs face several problems, including lack of skills in planning, marketing, and accounting, and other managerial and organizational obstacles. Hindering the expansion of small enterprise capacity among current entrepreneurs is a lack of business expertise and access to capital. Peace Corps Volunteers have been assigned to the economic development units of local and regional governments, business advisory centers, NGOs, and other organizations involved in business development. Volunteers are providing business management skills and training to entrepreneurs, assisting in the development of economic development plans of local and regional governments, and training host country national staff in the areas of systems management and control.

One Volunteer worked with four different business centers representing four countries to make contacts in Germany, Sweden, and Finland, and advised business centers on how to utilize their contacts. This is part of a European Union-funded

project, Business Around the Baltic Sea, that aims to facilitate cooperation and information sharing among partners.

In all, Estonia Volunteers have served 6,400 business operators and 2,800 NGO officers.

#### **Education**

The purpose of the English education project is to improve English education and promote a better understanding of United States culture. Volunteers teach English to middle and secondary level students and develop outreach activities for commu-

nity members. Through increased English language skills and socio-cultural awareness, Estonian citizens will better be able to access newly expanding technological, educational, social, and commercial opportunities unavailable during the 50 years of Soviet occupation.

Two Volunteers, working in conjunction with the national Tiger Leap program, led a presentation for 47 teachers to promote computer use among foreign language educators.

In the education sector, a total of 108 Volunteers in 55 towns taught 23,850 Estonian students.

## Gabon

**Population:** 1,208,000  
**Annual Per Capita Income:** \$3,300  
**Program Dates:** 1963-1967;  
1973-Present

### Country Overview:

The government of Gabon is implementing participatory and sustainable development efforts. The emphasis is on human capacity building in natural resource conservation, particularly forest and soil resources, and tackling health problems associated with HIV/AIDS transmission, diarrheal diseases, and malnutrition. Peace Corps Volunteers are helping Gabon address these issues through the health and environmental education projects. In the health sector, Volunteers continue to help educate communities about their resources and needs by focusing on maternal and child nutrition and reproductive health. Environmental education Volunteers work to enhance youths' and adults' capacity to sustain their environment through awareness activities. Because of Gabon's critical need for teachers, especially at the secondary level in the areas of English, mathematics, and physics, the government made a strong request to Peace Corps/Gabon in 2000 for the return of the secondary education project, which will reopen in FY 2002.

### Peace Corps Program by Sector:

#### Environment

Gabon is blessed with one of the largest continuous forested areas in the world, second only to the Amazon. However, human pressures resulting in deforestation, massive soil erosion, and habitat loss threaten its rich plant and animal biodiversity. The environmental education project focuses on environmental protection and biodiversity conservation through education and the promotion of environmentally responsible businesses. Working with government ministries, local and international nongovernmental organizations, and schools, the project promotes alternative approaches to address-



A map of Africa showing country boundaries. Gabon is highlighted with a dark gray box. The word "Gabon" is written below the box.

RESOURCES	FY 2001 Actual	FY 2002 Estimates	FY 2003 Estimates
Trainees	37	44	44
Average # of Volunteers	56	60	73
Program Funds (\$000)	1,963	2,131	2,171

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

Volunteers are actively involved in the development of eco-tourism in targeted national parks and reserves. This year Volunteers worked with a local organization, Project Vision, to build two eco-tourism camps at the Lope Reserve, in the central part of the country. Villagers were trained as animal trackers, wildlife patrol agents, and village scouts. Additionally, a group of Volunteers teamed up with local art teachers to conduct a series of art classes, biodiversity contests, and mural painting in different parts of the country. Large four-by-seven-foot murals of endangered species captured students' and visitors' attention, sending positive messages to the population about biodiversity conservation.

#### Health and HIV/AIDS

The community health project focuses on maternal and child health and nutrition, reproductive health, and HIV/AIDS prevention. As health educators, Volunteers work with Gabon's health officials to conduct home visits, assess community health

needs, and facilitate local responses to improve health problems. They also organize vaccination campaigns, HIV/AIDS awareness programs, village health worker seminars, and workshops that promote gardening and nutrition.

Volunteers and their counterparts undertake a variety of outreach activities in order to reach vil-

lagers, students, and health and nonhealth professionals. Volunteers in the southeastern part of the country designed and conducted a peer education training for a group of 10 interested community members. This peer education group now provides needed services to other community members on health issues and HIV/AIDS prevention.

## The Gambia

Population:	1,251,000
Annual Per Capita Income:	\$330
Program Dates:	1967-Present

### Country Overview:

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

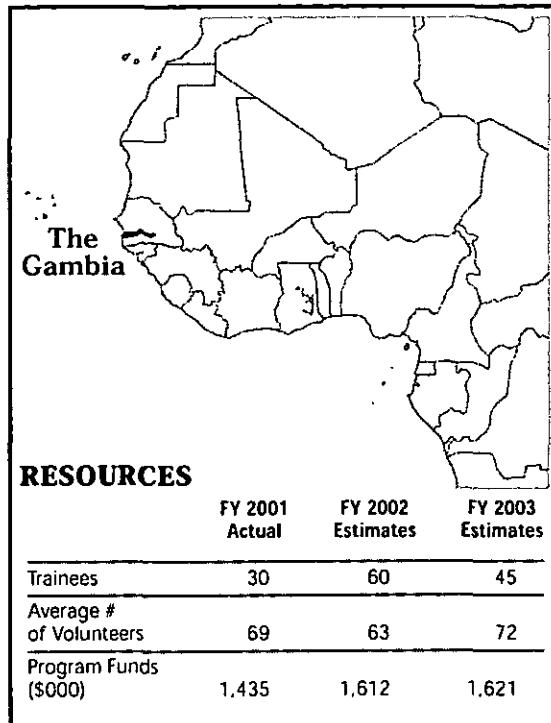
Peace Corps Volunteers work closely with Gambians to alleviate the most pressing problems. In the words of the Gambian president at the Peace Corps' 30<sup>th</sup> anniversary celebration, "Their [Volunteers'] unique experiences and fraternal interactions at the grass-roots level of Gambian society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

### Peace Corps Program by Sector:

#### Education

Large numbers of Gambian children, especially school-age girls, are not enrolled in school. For those children who do attend school, the majority of teachers who instruct them are not fully qualified to teach in primary or middle school. Volunteers function as teachers, conduct teacher training, promote girls' education, and establish resource centers and libraries at schools. In FY 2001, Volunteers trained more than 100 teachers in math, science, girls' education activities, and environmental education.

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



tween their efforts and the increased imagination and critical thinking skills of their students. The president of the Gambia has taken note, and is especially interested in sponsoring female students who pursue math and science even at the post-secondary level.

Volunteers are also making an impact by introducing computer education in the Gambia and continuing to train teachers in basic computer literacy. In FY 2001, an education Volunteer helped his rural school use solar power to run its electrical devices. A solar-powered computer lab has been established, running seven computers, two fans, and two printers all at once for about five hours a day at full charge. The project has been so successful that the school is looking into adding more solar panels and batteries to power 12 new computers. The lab is used to teach computer literacy to teachers and to students in grades 10 through 12. The school also has e-mail and Internet connectivity, and all exams are now prepared and printed from computers.

#### Environment

Environmental degradation and decreased agricultural production are serious issues in the Gambia, and conservation of natural resources is a high priority for the government. Dense forest and woodland

covered 80 percent of the country in the 1940s, but account for only 8 percent of total land today. Uncontrolled burning is prevalent, fallow periods have been shortened or eliminated, and deforestation for fuel wood is indiscriminate. Climatic changes since the 1970s have produced erratic rainfall and further created problems for the nation's agricultural sector. Volunteers work with schools and community groups on a variety of environmental education projects. Some Volunteers work with community groups and individuals to establish village tree nurseries and fruit orchards, and construct windbreaks and live fences. Others work extensively with women on community garden projects.

In FY 2001, one Volunteer greatly increased women's participation in her village in such traditionally male activities as community forestry and beekeeping. Seven of these women established their own tree nurseries.

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

In the Gambia, the infant mortality rate is 61 per 1,000 live births and the maternal mortality rate is 150 per 100,000 live births. In both cases, the con-

tributing causes include insufficient access to health services, lack of awareness of pediatric health, and poor nutrition and sanitation practices. In rural areas, 50 percent of the population does not have access to safe drinking water. Volunteers work to counteract these trends by forming youth clubs for village cleanups, organizing peer education groups to address HIV/AIDS and other sexually transmitted diseases, and conducting a wide range of other health education activities. In FY 2001, Volunteers and their Gambian colleagues trained more than 850 Gambians in 17 communities in HIV/AIDS and other disease prevention.

It is estimated that 75 percent of the population falls below the *food poverty line* during the rainy season when food is scarce. In FY 2001, two Volunteers conducted a national campaign to educate health workers on the benefits of a locally grown and popular food plant, "the horseradish tree" (*Moringa olifera*). Local studies have shown that the plant is a very good nutritional supplement for pregnant women and for children recovering from malnutrition.

## Georgia

**Population:** 5,452,000  
**Annual Per Capita Income:** \$620  
**Program Dates:** May 2001-Present

### Country Overview:

As a former Soviet republic, Georgia faces the challenge of building a democratic society and a free-market economy. This continues in the midst of political and economic instability, as well as pressures from Russia to retain much of the infrastructure that was in place prior to Georgia's independence.

The first Peace Corps Volunteers to serve in Georgia arrived in May 2001. Georgia has welcomed the assistance that the Peace Corps provides in the realm of English education. The Ministry of Education of Georgia, individual schools, and communities recognize that English language skills can provide Georgian citizens with many advantages: possibilities to further education and career advancement, the ability to access information and technology—particularly through electronic means—the chance to further a closer relationship with Western democratic countries, and the ability to understand new business practices.

Georgian citizens understand that the improvement of their English skills will expand professional opportunities in areas such as teaching, tourism, business, and community development.

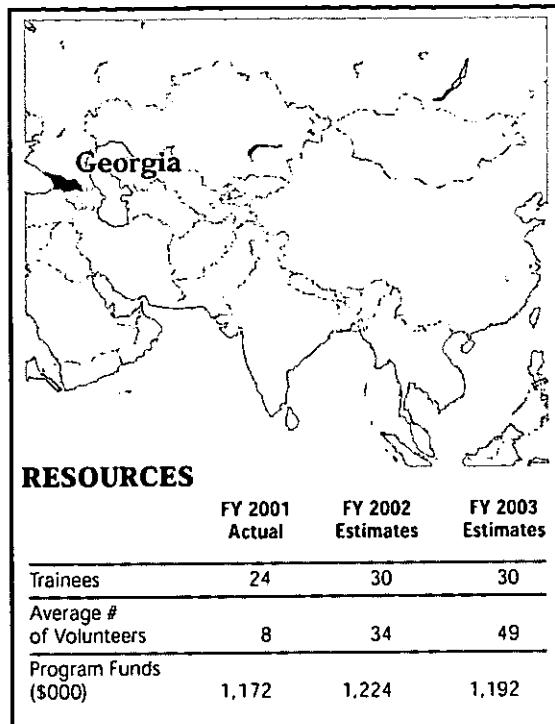
In 2003, Peace Corps/Georgia plans to expand its programming into the business development and NGO development sectors.

### Peace Corps Program by Sector:

#### Education

Placed in rural communities throughout the country, Volunteers provide quality English language instruction to Georgian students and community members.

Volunteers work with English language teachers in provincial and rural schools managed by the Ministry of Education. Their primary activities in-



clude team teaching with Georgian colleagues within the English language classroom, initiating and implementing extracurricular activities for the school community, collaborating with counterparts to develop curricula, and instituting alternative teaching methods. Volunteers and their counterparts in nine schools have introduced and incorporated new English textbooks into their schools' curriculum.

To ease the severe shortage of textbooks and modern teaching materials, Volunteers also help their schools establish English language resource centers. Several Volunteers have worked with international organizations to request supplementary educational materials for classrooms and libraries.

One Peace Corps Volunteer started an English class for government officials in her town. Another worked with local government officials on plans to establish a women's career center in her community.

Another Peace Corps Volunteer implemented a "Peace Poster" contest for secondary school students. Students were encouraged to use English to discuss peace in their own country and peace in the world.

## Ghana

Population: 18,785,000  
Annual Per Capita Income: \$400  
Program Dates: 1961-Present

### Country Overview

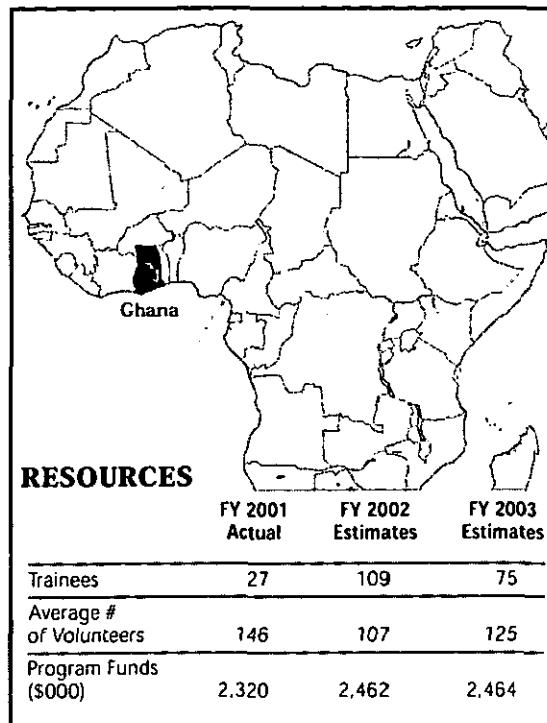
In a continent filled with political instability, Ghana is recognized for its relatively stable political environment. Presidential elections in late 2000 were peaceful and are leading Ghana onto a new path. The government has expressed its commitment to maintaining this stability by extending and strengthening democratic institutions at the community level. These stabilizing measures serve as an incentive for the continued presence and operation of international development and donor agencies.

Despite these recent achievements, Ghana continues to face impediments to economic growth: The economy grew by less than 4 percent in 2001, the lowest growth rate in a decade; inflation is estimated at over 30 percent; 39 percent of the population lives below the national poverty line; and the annual population growth rate is expected to remain near 3 percent. As a result of economic and social constraints, there continues to be a large deficit of teachers in mathematics, science, and computer technology, especially in the rural areas. The deteriorating environmental factors have a negative impact on human social and economic activities, leading to deforestation and drought. More than 40 percent of the population does not have access to potable water or basic sanitation facilities, and adult HIV/AIDS infection rates are conservatively estimated at 4 percent. To help support Ghana's development efforts, Peace Corps Volunteers are working in business development, education, the environment, and health.

### Peace Corps Program by Sector:

#### Business Development

Ghana continues to promote growth in the private sector. Peace Corps/Ghana's micro-enterprise project assists the small-business community in



building linkages within the public and private sectors in order to improve the standard of living and create employment. Volunteers work with local governments, financial institutions, and nongovernmental organizations to build capacity (technical, governance, and financial) in associations, cooperatives, and micro-enterprises.

In FY 2001, two of Peace Corps/Ghana's eco-tourism sites won awards—one given by the Ghana Tourist Board and one given by the Volta Region. All of Peace Corps/Ghana's eco-tourism sites were positively featured in the *2001 Ghana Brandt Travel Guide*. Volunteers also continue to facilitate workshops for community groups and nongovernmental organizations on strategic planning—mission statements, goals, objectives, financial management, and development plans.

#### Education

Volunteers currently teach in 15 percent of Ghana's public senior secondary schools. They teach science, mathematics, and visual arts to more than 7,600 students, and work closely with Ghanaian counterparts in the development of subject resource manuals. Volunteers are also involved in secondary projects that include rehabilitating school libraries, establishing science and computer classes, conduct-

ing HIV/AIDS awareness activities, and initiating drama and dance clubs.

In FY 2001, 17 Volunteers, in collaboration with the National Museum of Ghana, organized annual art exhibitions to showcase the artwork of their students. The exhibitions recognized the work of students from mainstream schools as well as deaf/handicapped schools.

Volunteers also organized a 40-member Regional Association of the Deaf to promote programs for literacy and vocational improvement, and a forum for local professional women to share their experiences with 120 girls.

### **Environment**

Volunteers continue to work with five governmental and nongovernmental agencies to reduce environmental degradation characterized by deforestation, loss of plant and animal biodiversity, diminishing soil fertility, erosion, and the disappearance of naturally occurring bodies of water.

In FY 2001, Volunteers worked on developing organizational structure and income generation activities in 27 community tree nurseries. Their work included the improvement of record keeping, customer relations, crop cultivation, and the identifi-

cation of new market opportunities. Thus far, 13 tree nurseries have undertaken the complete transfer of managerial control to the communities. During the past year, one Volunteer working with three communities has successfully nursed and planted over 60,000 seedlings; another has established a plantation for fuel wood trees to aid the local economy.

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

Volunteers collaborate with community water and sanitation committees to promote behavioral change and to build the capacity of communities to identify and resolve their water and sanitation problems. Working closely with these largely rural-based committees, Volunteers implemented a comprehensive program in hygiene education, including participatory community assessment, delivery of health talks, and training of other community groups.

In FY 2001, in collaboration with their local counterparts, Volunteers conducted conferences on HIV/AIDS awareness, held workshops on project design, and assisted 39 communities by training water and sanitation committees on the maintenance of water wells, boreholes, and sanitation facilities. Volunteers have also worked to integrate local groups of People Living with AIDS in their education programs.

## Guatemala

Population: 11,088,000  
Annual Per Capita Income: \$1,680  
Program Dates: 1963-Present

### Country Overview:

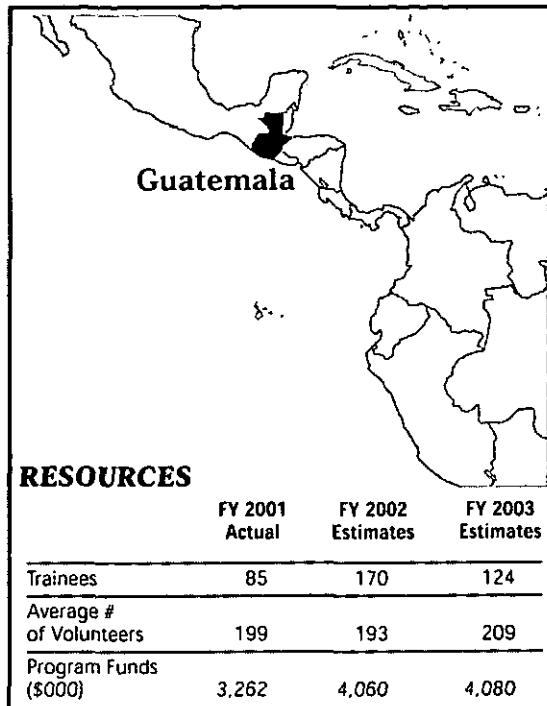
One of the most culturally and biologically diverse countries in Central America, Guatemala continues to struggle to meet the challenges of providing for the population's basic needs while also creating economic growth and preventing environmental degradation. About two-thirds of the population is living in poverty; many are of Mayan origin and live at the margins of modern society. Lack of access to potable water, proper waste disposal, and proper nutrition in the rural areas has led to high rates of disease and malnutrition. Poor business skills and lack of access to credit, especially for women and youth, hinder income generation opportunities. Ongoing destructive and damaging environmental practices are further aggravated by flooding and landslides from the seasonal heavy rains.

Peace Corps Volunteers coordinate with public and private institutions to provide assistance to poor communities throughout the country. They work in 11 distinct projects in agriculture, environment, health, and business development. Across all sectors, the Peace Corps' program in Guatemala is integrating the principles of disaster preparation and mitigation through activities augmented by Crisis Corps Volunteers.

### Peace Corps Programs by Sector:

#### Agriculture

The use of "slash and burn" agriculture throughout Guatemala is leading to high levels of soil erosion. At the same time, the indiscriminate use of pesticides is threatening biodiversity and farmers' health. Poor understanding of marketing basics and improper grain storage are limiting farmers' income and causing high levels of spoilage and crop loss. Moreover, lack of crop diversity and inefficient management of small livestock are contributing to the



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

In coordination with a local NGO, one Volunteer worked with youth to establish school gardens in isolated rural Mayan communities whose traditional diet consists of beans and corn. The gardens were used to demonstrate topsoil conservation and reduced-chemical farming techniques while providing a more diversified diet and balanced nutrition for the students.

#### Business Development

Many Guatemalan small-business entrepreneurs have little or no business management knowledge, which hinders income generation and minimizes employability. The small-business development project provides more than 600 small-business entrepreneurs with the knowledge and skills neces-

sary to make sound business decisions leading to increased profits and employment. Volunteers work with Junior Achievement programs and community banks to implement activities that benefit women and youth. For example, one Volunteer worked with a Junior Achievement coordinator to organize a summer camp for youth on business fundamentals. Community business leaders were invited as special guests to share their experiences as successful businessmen and women.

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

In conjunction with the municipal planning office and a local youth NGO, a Volunteer assisted with the initiation of the local Shoeshine Labor Union of young boys. The union received authorization of the municipality and was able to increase its members' profits. In addition, the boys' parents have received special orientation about drug and alcohol abuse, behavior, and leadership.

## **Environment**

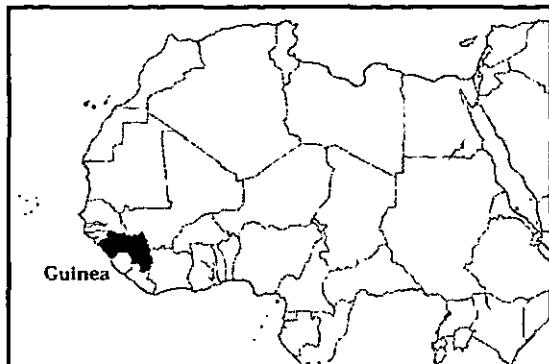
Deforestation and poor land management in communities near watersheds and protected areas are threatening biodiversity and causing widespread environmental degradation. Volunteers work to help farmers develop sustainable farm management plans that promote soil conservation, reforestation, and improved waste disposal techniques. Agro-forestry Volunteers are working with communities to establish stable, environmentally friendly land-use practices, which both minimize the impact on delicate ecosystems and increase economic opportunities for the rural poor.

## **Health**

Poor personal hygiene, various degrees of malnutrition, skin infections, and oral and gastrointestinal diseases lead to a lack of school attendance, increased potential for dropping out of school, and limited educational opportunities for Guatemalan youth. Volunteers train teachers, students, and their parents to practice healthy habits, including basic hygiene and nutrition and the use of appropriate technologies. A Volunteer is working at a teachers college, where she is training future teachers on healthy schools philosophy, strategies, and tasks.

## Guinea

**Population:** 7,251,000  
**Annual Per Capita Income:** \$490  
**Dates:** 1962-1966;  
1969-1971;  
1985-Present



RESOURCES	FY 2001	FY 2002	FY 2003
	Actual	Estimates	Estimates
Trainees	52	52	52
Average # of Volunteers	89	92	82
Program Funds (\$000)	2,516	2,567	2,539

### Country Overview:

Although Guinea has shown modest improvement in its economic and social indicators in the past few years, it continues to face many development challenges and has in fact lost ground on a number of development fronts. As over 80 percent of the people derive their living from agricultural activities, environmental degradation of the country's lush forests is continuing. The adult literacy rate has fallen to 36 percent overall and 22 percent for women, and only 18 percent of males and 6 percent of females reach secondary school level. Infant mortality, however, has fallen to 98 per 1,000 births, and overall life expectancy is stable at 47 years. Peace Corps/Guinea continues to receive strong support from all levels of the people and government of Guinea. Volunteers focus their efforts on critical problems in education, the environment, and health.

### Peace Corps Program by Sector:

#### Education

Volunteers help Guinean secondary and university students access a high-quality education by providing classroom instruction in math, sciences, and English, and developing instructional materials in collaboration with host country colleagues. The project emphasizes gender equity, and girls' education has become an increasingly important focal point of Volunteer activities.

Volunteers have introduced new subjects into the schools' curriculum, including HIV/AIDS, environmental education, and, in a few instances, information technology. In FY 2001, 11 Volunteer math teachers worked to prepare a teacher's guide for all junior and senior high school levels in Guinea. Two

Volunteers offered computer courses to students and teachers at the University of Kankan, and one Volunteer created a community-level computer resource center.

Volunteers continue to work with the National Assembly to expand Internet use and improve Web site maintenance.

#### Environment

Volunteers work with their water and forest technician counterparts, as well as schoolteachers to raise communities' awareness of environmental issues and promote sound agro-forestry practices. They introduce environmental themes into the primary school curriculum and engage in agro-forestry activities in targeted villages. In FY 2001, over 1,600 students and 28 communities benefited from these efforts.

In response to the excessive cutting of local tree species, Volunteers have also initiated tree nursery projects and tree-planting contests in their communities. During the past year, over 150,000 plants of different species were grown in nurseries and used for reforestation activities—live fencing, windbreaks, water catchment protection, and beautification.

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

Volunteers work with local health committees to identify priority health needs and educate groups and schools about preventive health care practices. Activities focus on the needs of women and children, and include talks on malaria prevention, vaccinations, oral rehydration therapy, and HIV/AIDS education. Volunteers present health education lessons in primary and secondary schools and to community groups. Working with local counterparts and community members, Volunteers help Guineans develop the skills necessary to write proposals and

conduct health education sessions. During the past year, Volunteers and their counterparts reached approximately 2,400 people with health messages.

In order to meet the health needs of the population, Volunteers have developed an "adopt a child" vaccination program, created health camps for youngsters, and performed song and theater presentations on HIV/AIDS prevention. Volunteers have also assisted communities in health center construction, trained traditional birth attendants, and worked with local health officials and community leaders to organize health fairs.

## Guyana

**Population:** 856,000  
**Annual Per Capita Income:** \$760  
**Program Dates:** 1967-1971; 1995-Present

### Country Overview:

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

Volunteers address these two needs by providing community health education and youth development outreach in collaboration with relevant ministries and nongovernmental organizations. They assist existing efforts to facilitate community involvement, train service providers, and introduce new training and teaching methodologies. The education/community development project now incorporates an information technology pilot project that addresses a request from the Ministry of Education to enhance its computer training for students and educators. Currently three Volunteers are involved in this initiative.

### Peace Corps Program by Sector:

#### Health and HIV/AIDS

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



RESOURCES			
	FY 2001 Actual	FY 2002 Estimates	FY 2003 Estimates
Trainees	25	25	25
Average # of Volunteers	32	37	38
Program Funds (\$000)	773	799	811

design and implement health education projects, and train health center staff and community leaders. Peace Corps/Guyana's health project addresses the country's high HIV/AIDS rates and focuses its efforts on Guyanese youth. Volunteers work in a coordinated effort with NGOs to address this health risk.

In FY 2001, Volunteers trained 150 Guyanese from five communities on community development planning. In addition, Volunteers provided health education sessions on HIV/AIDS prevention and reproductive health to more than 400 youth. Three Volunteers have taken their health education message to over 40,000 households via a local "Health Tips" television program.

#### Education

Significant economic and social changes in Guyana have placed the nation's youth, representing nearly 60 percent of the population, at great risk. Past attempts to respond to the developmental needs of youth relied on institutional approaches that lacked links to the family and community. Volunteers work with youth organizations and the Ministry of Education to provide at-risk youth with educational, personal, and life skills development opportunities, and thus enable these youth to meet

the challenges of adolescence and contribute positively to their communities. Through teacher-training activities, Volunteers also work with educators on nontraditional teaching methods and the life skills training methodologies. In addition, Volunteers are providing computer literacy training to Guyanese youth and teachers.

*In FY 2001, Volunteers provided life skills education to more than 5,635 youth in 27 communities. A Volunteer and his Guyanese counterpart have initiated a successful sports program for youth at a school for the disabled and disadvantaged.*

## Haiti

**Population:** 7,803,000  
**Annual Per Capita Income:** \$460  
**Program Dates:** 1982-1987;  
1990-1991;  
1996-Present

### Country Overview:

With approximately 65 percent of its population living in poverty and unemployment estimated at 70 percent, Haiti's social and economic indicators compare with those of many sub-Saharan African countries. Haiti's poor economic performance is greatly exacerbated by recurrent political instability. While the Organization of American States (OAS) has reestablished a mission in Haiti amid growing international support, social and economic conditions continue to deteriorate rapidly.

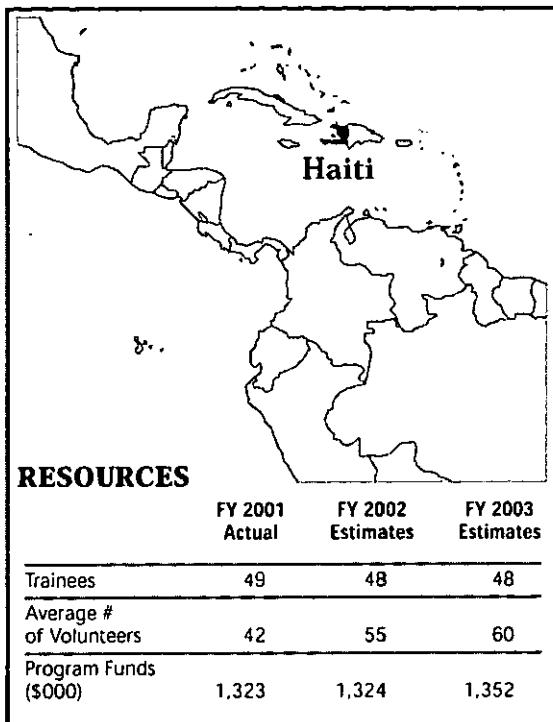
Haiti's HIV infection rate of over 5 percent is the highest in the world outside of sub-Saharan Africa. Haiti has a significantly high mother-to-child HIV/AIDS transmission rate and the highest mortality rate for children under age five in the Western Hemisphere. One in three children is chronically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

In recognition of the alarming problems facing Haiti, Peace Corps Volunteers provide training and support to farmers, nongovernmental organizations, and ministry personnel in the agriculture, environment, small business, and health sectors.

### Peace Corps Program by Sector:

#### Agriculture

Nearly 70 percent of all Haitians live in rural communities and depend on agriculture for their livelihood. Most farmers engage in small-scale subsistence farming. Population pressure, expansion of crop cultivation, and the burning of wood for fuel have accelerated deforestation and soil erosion. As



a result, agricultural production has declined steadily and the forest cover has been almost completely eliminated.

A number of local nongovernmental organizations, including cooperatives, farmers' groups, and savings and loan associations, assist peasant farmers with income generation activities. To help address issues of poverty, unemployment, and environmental degradation, Volunteers assist NGOs with programs in agro-forestry, agriculture extension, agribusiness, microcredit, and community development. Volunteers also train individuals and help them improve their animal husbandry practices and marketing.

One Volunteer, after consulting with various organizations in his area, produced a manual in Creole on environmental education. This manual is now being used in the schools to teach environmental education to students throughout the country.

#### Business Development

While Haiti continues to struggle with complex development challenges and democratic transition, millions of Haitians support themselves through micro-enterprise. Over 90 percent of work-

ing-age Haitians are self-employed by selling goods in the streets or in crowded urban markets. Few have access to credit. Haiti's micro-entrepreneurs, the majority of whom are women, represent a significant portion of Haiti's vast informal-sector economy.

To sustain and create more small-business opportunities for the rural poor and improve their access to financial services, Volunteers have been strengthening the institutional and managerial capacities of micro-finance institutions and encouraging the creation of new ones. Volunteers train cooperative credit union members on financial controls, management skills, accounting procedures, and systems for improving lending policies and decision making.

One Volunteer helped an agricultural cooperative secure a contract to export peppers at a very favorable price. The contract has benefited not only the members of the cooperative but other farmers in the surrounding areas.

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

In 2001, the Peace Corps began implementing a new health project. The purpose of the project is to promote health education and raise health standards by teaching communities how to fight chronic malnutrition and by stressing the importance of immunizations, sanitation, child/maternal health, and the prevention of HIV/AIDS. In collaboration with local community health agencies, Volunteers work primarily with women and children, as these are the populations most impacted. Also, data indicate that women are most effective at bringing about change in health practices within the family and community at large.

Last fiscal year, four Volunteers, together with host country national organizations, participated in immunization campaigns that reached over 2,500 children.

## Honduras

**Population:** 6,318,000  
**Annual Per Capita Income:** \$760  
**Program Dates:** 1963-Present

### Country Overview:

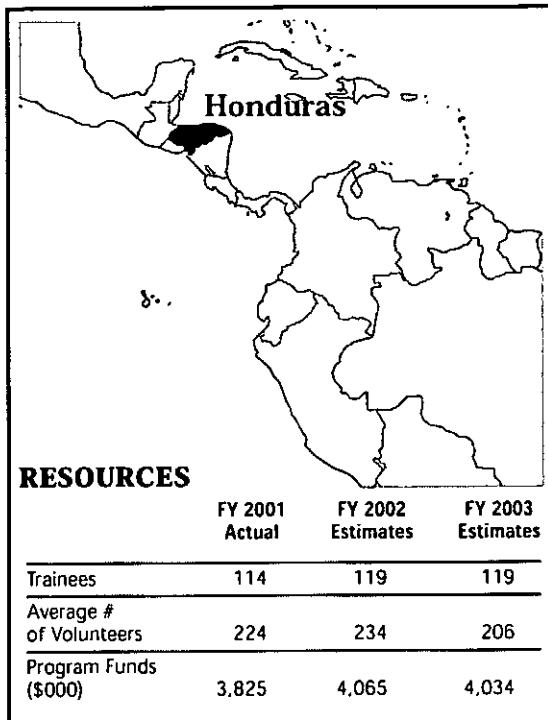
Poverty and food insecurity are prevalent problems in Honduras, and are exacerbated by the effects of natural disasters. Hurricane Mitch, Hurricane Michelle, and the recent drought in which southern Honduras suffered a 100 percent grain loss in its first planting season since the storms destroyed fragile farmlands. The result was elimination of income generation and food production for farmers across the country. Damaged and poorly protected water sources have placed millions at risk for malnutrition and disease. Roads, bridges, and other aspects of the country's infrastructure damaged by Hurricane Mitch in 1998 are still being repaired and replaced throughout the country, presenting a challenge to business and agricultural growth. High rates of child and maternal mortality and the highest rate of HIV/AIDS in Central America tax the weak medical infrastructure. Destructive farming practices, deforestation, and the rapid exploitation of natural resources have caused severe ecological degradation. Municipal governments struggle to increase technical capacity to meet the pressing needs and provide basic services.

To address the Honduran government's poverty reduction strategy, the Peace Corps has projects in hillside farming and agriculture, child survival and health, economic development, management of protected areas, water and sanitation, and municipal development. Disaster preparedness and mitigation techniques are being implemented across all Peace Corps projects.

### Peace Corps Program by Sector:

#### Agriculture

Along the hillsides of Honduras, excessive use of "slash and burn" agriculture and poor soil conservation techniques cause the severe loss and de-



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

The increasing awareness of the importance of food and economic security is evident in the work of Volunteers. As coffee prices went down worldwide, scores of small coffee-growing families across Central America were left struggling or financially broken. One Volunteer researched coffee and its markets to provide a number of agricultural and economic solutions for his community. He worked

with 25 coffee growers, introducing them to and guiding them in transition to organically certified farms with crop diversification, soil conservation, and reforestation techniques.

### **Business Development**

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

One Volunteer trained a cooperative to use software such as Excel and Word as a management tool. He also demonstrated how the Internet could facilitate communications among a cooperative's offices in other towns. The Volunteer also worked with community leaders to build a community information technology center.

As a result of decentralization, Honduran municipalities have a critical need to improve the delivery of public services and strengthen community organizations. Peace Corps Volunteers work to increase the capacities of the municipal governments by training municipal employees and authorities to manage municipal government services. For example, a Volunteer worked with his community partners to design a new route for trash collectors that would enable them to cover more areas of town in the same amount of time with no increased cost. He also developed strategies for managing garbage collection at the city's market.

### **Environment**

Honduras' forest reserves are at risk of overexploitation. The encroachment of a rising population poses a major threat to the health of watersheds and protected areas throughout the

country. Environment Volunteers, by incorporating the concepts of disaster preparation and mitigation, are working with the national forest service and local nongovernmental organizations to promote environmental awareness, sound micro-watershed management practices, and eco-tourism among farmers and schools in buffer zone communities.

At the request of the Honduran Institute of Anthropology and History, a Volunteer developed two training workshops to teach local community members how to be guides for the Talgua caves eco-archaeological park. The Volunteer trained 20 guides and three park employees in archaeology, geology, and environmental interpretation. As a result of these training sessions, a guides' association has been formed.

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

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

One Volunteer established a youth group in a local school to discuss topics and develop activities related to adolescence. The group joined with local women health care workers in raising money to assist HIV/AIDS patients and ultimately create a hospice. This group is also active in HIV/AIDS education and reproductive health training in nearby schools.

## Jamaica

**Population:** 2,598,000  
**Annual Per Capita Income:** \$2,430  
**Program Dates:** 1962-Present

### Country Overview:

While Jamaica is famous for its green mountain landscapes, beaches, coral reefs, and unusual biological diversity, the country continues to grapple with many of the classic markers of underdevelopment—unemployment, environmental degradation, marginalization of young people (especially males), a high rate of HIV/AIDS infection, lack of potable water, and poor sanitary practices. Between 30 and 35 percent of the population lives below the poverty line. Despite high enrollment rates in primary and lower secondary schools, there is a drastic decline in enrollment rates among 17-to-19-year-olds. High levels of crime, violence, and drug trafficking, especially in inner-city garrison communities, further deteriorating living conditions and negatively impact investment and tourism on the island.

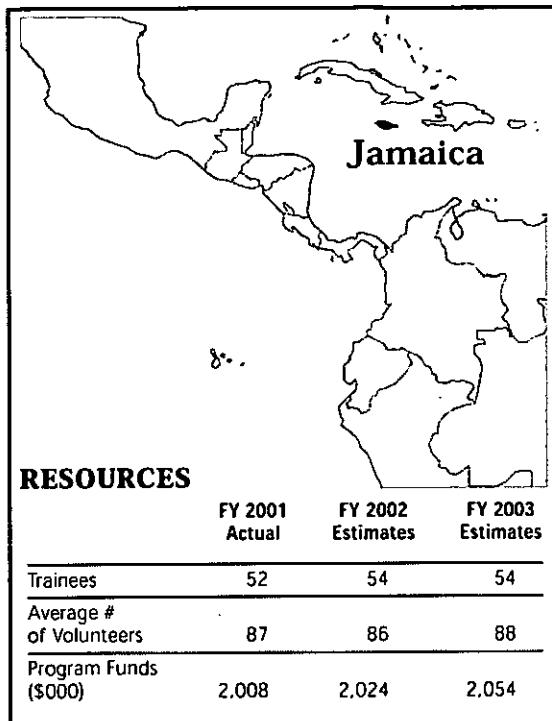
Jamaica's ecosystem, the mainstay of the critical tourism sector, is being seriously degraded. Air and water pollution is approaching crisis levels, while overfishing, illegal sand mining, and coral destruction threaten the marine system. Low public awareness of environmental issues is the major factor contributing to this degradation.

In response to Jamaica's development priorities, the Peace Corps is addressing these issues through programs in environmental education, health and sanitation, and education focusing on youth at risk. In order to take advantage of new development opportunities, information technology is integrated in all sectors.

### Peace Corps Program by Sector:

#### Environment

Population pressures on the land and the rapid expansion of mining, tourism, and farming have caused significant degradation of watersheds, the pollution of ground and surface water, and urban



sprawl. Less than 25 percent of Jamaica is now under forest cover. Ongoing hillside farming also contributes to continued soil erosion.

The principal focus of the Peace Corps' activities is increasing awareness of environmental issues, such as solid waste management, recycling, watershed degradation, overfishing, removal of coral reef, and damaging hillside farming practices. During 2001, Volunteers worked with environmental non-governmental agencies to improve their operations and successfully carry out their programs. In addition, Volunteers have promoted a number of specific projects, which include establishing a National Youth Service Conservation Corps, developing environmental Web sites, establishing cyber centers, training teachers and promoting environmental activities in schools, and working with communities to facilitate the promotion, development, and strengthening of emerging community tourism enterprises.

#### Health and HIV/AIDS

The health program addresses two critical issues: the increasingly inadequate sanitation that contributes to poor water quality and the need for HIV/AIDS education and prevention throughout the island. Volunteers work in rural, peri-urban, and ur-

ban squatter settlements to facilitate community development activities and strengthen community-based organizations that support health projects.

Environmental engineer Volunteers assist the Ministry of Health in assessing current wastewater treatment facilities and rural water supplies. Their main focus is establishing sustainable operations and maintenance, and implementing information technology management solutions.

Volunteers with experience in information technology assisted in the design and implementation of the Jamaica Infrastructure Management System (JMS), a national water and wastewater facility database. Volunteers trained Ministry of Health employees on database management, global information systems, and Web site design. In addition, Volunteers spearheaded the establishment of the National Wastewater Operators Association.

Youth development Volunteers work in collaboration with the government's HIV/AIDS program to reduce the rate of HIV transmission, the incidence and prevalence of sexually transmitted diseases, and high-risk behavior among targeted groups.

One Volunteer organized a Youth Corps in which 44 young people were trained as peer educators. These peer educators then conducted community outreach activities on HIV/AIDS and the prevention of other sexually transmitted diseases. With the sup-

port of additional Volunteers, they have established a support group for the youth educators to provide ongoing training and collaboration.

#### **Education**

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

This year Volunteers reached over 4,000 youth through their work with youth-focused agencies and community-based organizations as facilitators for youth development in both urban and rural settings. Volunteers use strategies such as leadership and business skills training, computer skills training, healthy lifestyles, creative arts, conflict resolution, and sports activities to engage and energize youth and open opportunities for their futures.

Volunteers assisted agencies to build computer laboratories and develop curriculum to integrate computer education into remedial learning and after-school programs in school and alternative programs for school dropouts and street kids.

## Jordan

**Population:** 4,740,000  
**Annual Per Capita Income:** \$1,630  
**Program Dates:** 1997-Present

### Country Overview:

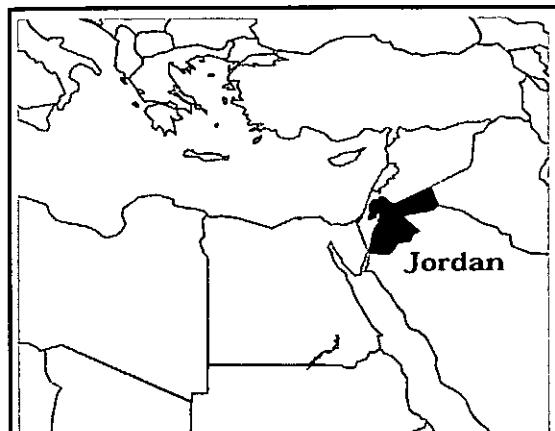
Since its inception in 1997, the Peace Corps' program has consistently received favorable coverage from the Jordanian media, and has enjoyed equally strong support from both the Jordanian government and members of the royal family. At the Peace Corps' building dedication ceremony in September 1998, Queen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

As the only development organization in Jordan that places Volunteers throughout the country to both live and work at the grass-roots level, the Peace Corps is uniquely situated to address the development needs of the kingdom. Volunteers collaborate with Jordanian institutions in predominantly rural settings, focusing their efforts on business development that encompasses issues related to youth and women, environmental management and awareness, health education, and special education. Volunteers also teach English as a foreign language in primary and secondary schools, as well as train teachers in English education.

### Peace Corps Program by Sector:

#### Business Development

High unemployment and rural poverty pose a significant challenge for Jordanians, with negative



#### RESOURCES

	FY 2001 Actual	FY 2002 Estimates	FY 2003 Estimates
Trainees	44	45	45
Average # of Volunteers	65	62	59
Program Funds (\$000)	1,521	1,738	1,573

impacts on youth and women, the environment, and health.

In rural areas, inadequate economic opportunities exist for youth in part because of the traditional gender roles defined by Jordanian society and a lack of formalized educational training. However, as Jordan increasingly moves toward democratization and economic reform, a number of large, highly visible, and well-supported local nongovernmental agencies are working to create income-generating opportunities.

One Volunteer worked with eighth and ninth grade girls and created the Petra Bedouin Girls' project. The girls made traditional clove necklaces and sold them for profit. Two girls who were part of the original group have continued with the project.

Another Volunteer, working with the Near East Foundation/Cans for Kids project, an environmental initiative that links recycling to economic opportunities, provided environmental education to schools, businesses, NGOs, and government agencies in his community. His efforts led to the formation of a group called Community Environmental Action Network, which combines the expertise of teachers and citizens in promoting recycling.

Two Volunteers working with women's groups

created women's health and fitness training workshops, the first of their kind in Jordan. Through these workshops, women and young girls learned about nutrition and exercise, as well as self-esteem and leadership.

### **Education**

The Ministry of Education in Jordan has mandated that English be taught in schools from grades one through four. In response to the need for trained English teachers, Volunteers are working with Jordanian English language teachers in provincial and rural secondary and primary schools managed by the Ministry of Education. Their main roles include team teaching with Jordanian counterparts within the English language classroom, initiating and implementing extracurricular activities for the school community, and instituting alternative teaching methods.

One Volunteer used the World Map Project to

combine English education with geography and critical thinking. Another Volunteer organized an English summer camp that offered sessions in arts and crafts, cooking, environment, fitness and sports, and English writing.

Maria Muti, a Volunteer in Jordan, writes: "One positive experience that stands in my mind happened rather unexpectedly. I have index cards with my third graders' names on them, which I use to ensure that I am not calling on some students more than others. I was holding them in my hand one day as we were working through an exercise, when one of my students called out the name on the card. Not wanting to get my hopes up, I held out the next card, and after about a second of sounding out the English letters, a chorus of voices yelled out the name. We went through every name in the class that day. They were reading English on their own. It was a sign of progress and I was delighted."

## Kazakhstan

**Population:** 14,927,000  
**Annual Per Capita Income:** \$1,250  
**Program Dates:** 1993-Present

### Country Overview:

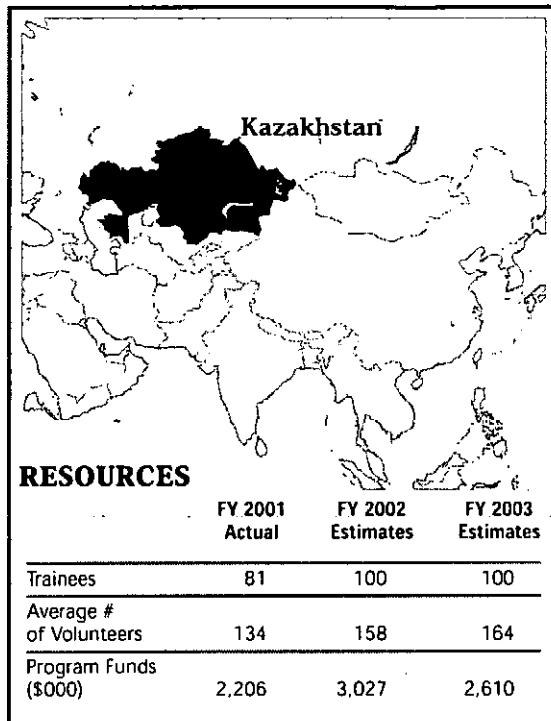
Since independence, Kazakhstan has struggled with its transition to a market economy and is working to reform its enterprises, social services, and educational system. However, financial support, technology, and managerial skills are limited. The country has emphasized the importance of privatization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

### Peace Corps Program by Sector:

#### Business Development

Volunteers in Kazakhstan focus on business education in secondary schools and universities, meeting an important need not addressed by other development groups in the country. They provide training in Western business subjects necessary for the integration of Kazakhstan into the international commercial community. In FY 2001, Volunteers taught basic economics, marketing, business planning, and business English to over 2,600 Kazakh students. Volunteers have also continued working with local entrepreneurs to improve their business operations by conducting business seminars and workshops, as well as by providing individual consultations.

Two Volunteers working with a soup kitchen have trained the local staff to operate the project after



they leave. They also registered the soup kitchen as a nonprofit NGO, making the soup kitchen eligible to create partnerships with domestic and international donor groups.

#### Education

Volunteers provide English language instruction, establish English language resource centers, develop and conduct workshops for teacher training, and facilitate the formation of both local and national organizations of English teachers. Since 1997 four groups of local teachers have visited the United States as part of the USIA-sponsored Excellence in Teaching English and American Studies program. In each group more than half of the participants were either counterparts of Volunteers or teachers who worked closely with a Volunteer on a regular basis.

Outside the classroom, Volunteers host an English language television program, organize summer camps, work with orphanages, conduct English drama festivals, teach ballet and modern dance, and organize community basketball and soccer teams. One Volunteer created an after-school club with his students, the Crazy Otter Film Society, where the students filmed a series of dialogues to be used by

local English teachers as part of their lessons. The students improved their English while learning how to create their own films and discovered a sense of achievement and satisfaction that had been missing because of the previous lack of after-school programs.

### **Environment**

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

Outside the classroom, Volunteer activities include establishing ecological clubs and organizing

environmental summer camps. They organize students to lead cleanups at national parks, riverbanks, and park areas. One Volunteer has an environmental club of students who assist an undersunded local museum and nature preserve. She also organized an Earth Day celebration at the local school with poster and essay contests, a trash sculpture, and classroom cleaning activities.

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

The health project focuses on improving maternal and child health and preventing HIV/AIDS and sexually transmitted diseases. Activities emphasize health behavior changes, especially among women, youth, and children. Volunteers conduct seminars in regional AIDS centers, health NGOs, and medical education institutes.

One Volunteer organized a World AIDS Day event in his city that was attended by over 1,200 people. Skits provided humorous yet accurate information on HIV/AIDS, and people shared statistics and personal stories about HIV/AIDS in the local community.

## Kenya

**Population:** 29,410,000  
**Annual Per Capita Income:** \$360  
**Program Dates:** 1965-Present

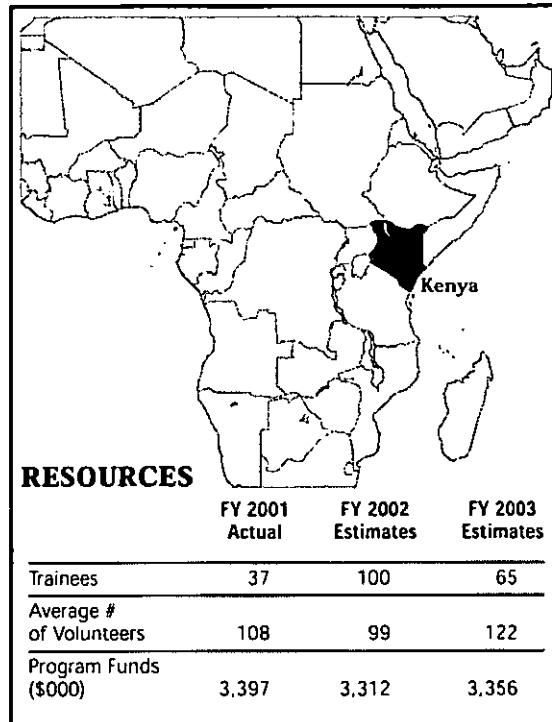
### Country Overview:

Since 1965, the Peace Corps has assisted the people and government of Kenya in meeting their development needs by providing skilled Volunteers in a variety of disciplines. Peace Corps/Kenya continues to enjoy strong support from government officials at the national and district levels. Peace Corps Volunteers support Kenya's development efforts in three key areas—education, public health, and small-enterprise development. To contribute to Kenya's economic development, Peace Corps/Kenya focuses on activities that support the creation of employment and income-generating opportunities. Kenya faces challenges in improving the quality of instruction in mathematics and science, where there is an estimated shortage of 6,000 teachers. The country's focus on gender equity creates a need to expand girls' access to and retention in secondary schools. Also, the Kenyan government stresses the importance of providing education to children with special needs so that they can be fully contributing members of society. Peace Corps Volunteers support the Kenyan government's preventive health care strategy in public health through hygiene, HIV/AIDS, and environmental education.

### Peace Corps Program by Sector:

#### Education

In response to the Ministry of Education's focus on education for children with special needs, Peace Corps Volunteers work in deaf education in primary schools and integrate deaf education into other aspects of educational activities. In addition to teaching, Volunteers conduct community outreach to educate parents and community about deafness and the importance of providing support for deaf children. Volunteers also give deaf sensitization talks to secondary schools. Kenya is currently the only



country in the world hosting Peace Corps Volunteer teachers in schools for the deaf.

Volunteers also assist the Ministry of Education in meeting its needs for trained teachers in math, physics, chemistry, and biology. In addition to their teaching duties, Volunteers continue to be actively involved in extracurricular activities, including the construction and establishment of classrooms, laboratories, dormitories, and libraries at their schools and in their communities. In addition, Volunteers initiate discussions in their schools about the importance of educating girls. Female Volunteers serve as role models to girls, and are available to their students as a resource for information on gender roles, self-esteem, and women's role in Kenya's development.

In 2002, education Volunteers will shift their efforts from classroom teaching to serving as HIV/AIDS educators in the secondary and primary schools. They will work with schools to implement Kenya's new AIDS education syllabus. Volunteers will work with schools, communities, and students to educate young people about HIV/AIDS in an effort to reduce the spread of the disease in the country.

In addition to all of their activities, education Volunteers have successfully created a more conducive learning environment for their students by improv-

ing access to necessary resources such as books, supplies, sports equipment, and potable water.

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

Volunteers, with their counterparts in the Ministry of Health, focus on facilitating communities' efforts to address public health needs. These include hygiene education, home/community water and sanitation improvements to prevent water-borne diseases, HIV/AIDS education to reduce the incidence of HIV/AIDS among youth and women, and environmental education to prevent malaria. Volunteer activities include strengthening preventive health through changing attitudes and behaviors in the communities where they live and work.

Volunteers also work with public and private sector organizations to build their human capacity on HIV/AIDS interventions. Volunteer activities have empowered communities to take responsibility for health care and environmental protection through awareness campaigns, life skills education, development and maintenance of solid waste disposal systems, and management of health care facilities.

Volunteers have established peer education groups in 25 schools and have given over 150 hygiene and HIV/AIDS awareness presentations to primary and secondary school students. One Volunteer noticed a lack of support for people living with AIDS in his community and started a support group for community members interested in helping people living with AIDS. The group is in the process of establishing a counseling and testing center in the town. With the Volunteer's assistance, the group has also developed a nutritional advice program with demonstration gardens and an income-generating activity program.

### **Business Development**

Volunteers help Kenyans address unemployment and poverty by upgrading the business skills of those involved in income-generating activities and by helping them improve the quality of their products, expand their markets, and establish credit schemes. Women, youth, community-based organizations, and local nongovernmental organizations benefit from these capacity-building efforts. Volunteers are also assigned to technical institutions to assist with computer literacy and the use of information technology. With the Volunteers' assistance, business skills and practices among individual entrepreneurs have improved, communities have strengthened microcredit schemes, and in-school and out-of-school youth have acquired computer skills, making them more competitive in the job market.

Volunteers have trained local artisans to design and give sales presentations. One Volunteer persuaded the manager, teachers, and students at a youth center to explore the generation of operating revenue through more than just donations. As a result, the members of this center have taken a more proactive role in determining the future of the center and their own life skills and goals. Another Volunteer worked with a Masai women's group. He organized a business skills training session for the women on efficiently running their organization, including how to market their products. Using the Internet, the women's group found a market for their products in the United States, and the current demand far exceeds the supply. As the women begin to realize profits, their overall socioeconomic welfare is improving.

## Kiribati

**Population:** 88,000  
**Annual Per Capita Income:** \$910  
**Program Dates:** 1973-Present

### Country Overview:

Kiribati is a small, isolated group of islands in the central Pacific that straddle the equator. The country comprises three island groups: the Gilbert Islands, Phoenix Islands, and Line Islands. It covers over 717 square kilometers.

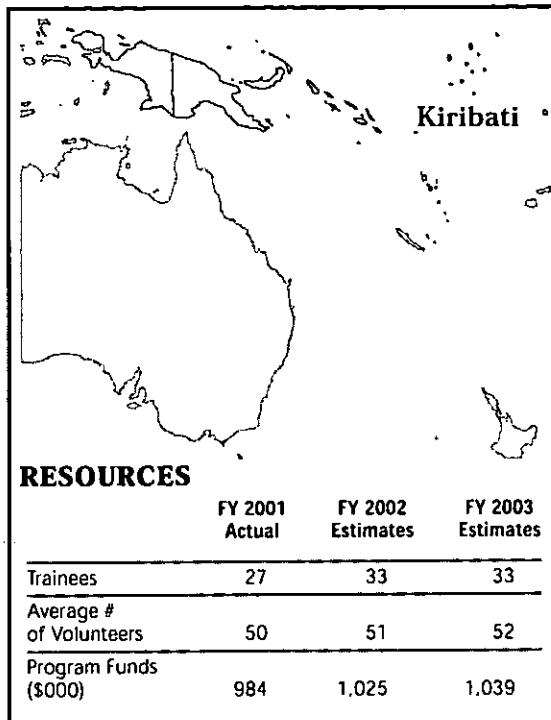
According to United Nations Development Program statistics, Kiribati is one of the poorest countries in the world. Most of its citizens eke out a subsistence living on small islands scattered over thousands of miles. Kiribati has few natural resources, and those that do exist are primarily coastal marine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

### Peace Corps Program by Sector:

#### Education

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

During FY 2001, 28 Volunteers served as teacher trainers at the primary and junior secondary school levels to improve the business, accounting, math, science, and English teaching skills of more than 180 teachers. Since the inception of the Peace Corps program, several junior secondary schools have been established in the outer islands, providing the youth of Kiribati with greater access to basic education.



Volunteers are also involved in curriculum development, lesson planning, and the development of appropriate classroom materials and teaching techniques. In addition, Volunteers instruct new teachers in math, science, and education methodologies at Kiribati Teachers' College, the country's only teaching college. What's more, they are working to develop people's computer skills to bridge the digital divide between Kiribati and other more developed nations.

Finally, Volunteers assist in construction, organize community contributions, procure book donations, train teachers and students in the management of libraries, and conduct daily reading programs.

#### Health and HIV/AIDS

Kiribati faces a severe shortage of trained medical professionals who can provide health care to a dispersed population over 17 atolls. A lack of awareness about preventive health and dental care is particularly acute on the outer islands, where medical practitioners are overwhelmed with clinical work and have little time for educational programs. Volunteers work in tandem with local health extension agents, as well as with youth and women's groups, to address

waterborne diseases, poor personal hygiene, malnutrition, diabetes, dental problems, an increasing fertility rate, HIV/AIDS, and other sexually transmitted diseases. Volunteers also help communities build latrines, water tanks, and wells.

In 2001, three Volunteers put together a proposal to obtain funding from the World Health Organization and Ministry of Health to plan and facilitate

Kiribati's first mental health workshop. It was designed to educate all outer island medical assistants and other medical staff on various mental disorders, local stigmas, and treatment. In a follow-up to the workshop the Volunteers are now working on a book on the care of patients with mental illness, which will be used to launch next year's WHO theme, "The Year of Mental Health."

## Kyrgyz Republic

Population: 4,865,000  
Annual Per Capita Income: \$300  
Program Dates: 1993-Present

### Country Overview:

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

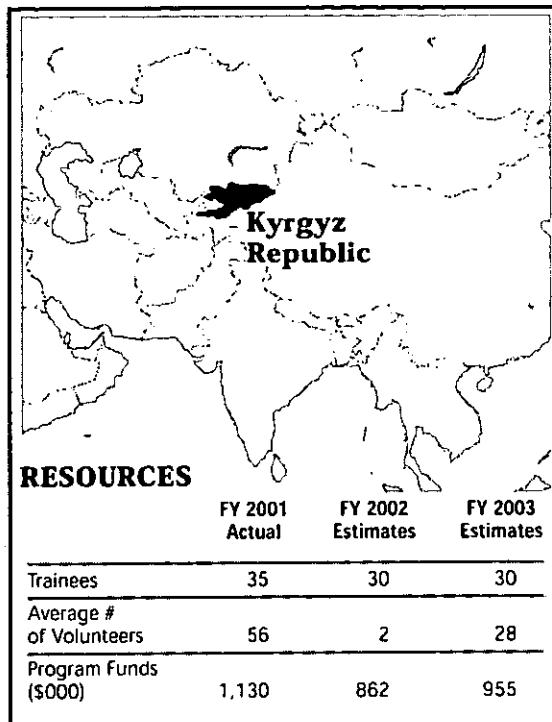
The Kyrgyz Republic has also placed a high priority on English education as a means of linking the nation to the world. However, the education system faces a severe shortage of trained teachers of English, textbooks, and basic instruction materials. Therefore, the government has sought assistance in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

The program in the Kyrgyz Republic was suspended following the events of September 11. Conditions in the country have since been reassessed, and the program reopened on March 1, 2002.

### Peace Corps Program by Sector:

#### Education

Volunteers work to address the need for English teachers, new methodologies, and resources. Peace Corps/Kyrgyz Republic has also expanded its education project to include content-based instruction in the areas of youth development, environment,



health, and women's issues. Volunteers teach English and innovative teaching methodologies in secondary schools and institutes of higher education. They introduce new learning strategies and work with students to develop analytical, problem-solving, and decision making skills. During FY 2001, 16 Volunteers organized teacher training seminars whose topics included contemporary methods of teaching, preparing students for competitions, and giving demonstration lessons. Ten of the students with whom Volunteers work received scholarships to study in America for one year. Outside the classroom, Volunteers have produced English-language newspapers; organized women's career days; coordinated summer English camps featuring courses in art, music, and sports; and worked with the elderly.

A group of six Volunteers organized Girls Leading Our World and Boys Leadership Training camps that brought together 40 girls and 80 boys from all over the country. Participants created skits on gender issues, developed a sense of teamwork through playing baseball and other sports, received sexual health education, and discussed diversity and tolerance, among other activities.

### **Business Development**

The Peace Corps' business development project is designed to increase economic opportunities for people in the Kyrgyz Republic by teaching business education courses and assisting nongovernmental organizations to develop strategic management plans, establish training programs, promote self-governance, and generate their own resources. Volunteers are helping NGOs, small businesses, private farmers' associations, village committees, and non-profit associations become sustainable, self-sufficient, and effective entities by sharing knowledge and experience regarding business practices in market economies. Volunteers teach basic business courses in marketing, management, ethics, account-

ing, and business English to university students. Some Volunteers have initiated intensive small-business management courses for local hospitals and farmers' associations, worked with refugees, initiated efforts to develop tourism, and established dairy, poultry, and handicraft projects.

Two Volunteers worked to expand the resource center at their local university, which serves more than 1,000 students and 200 teachers. With equipment that was purchased through the USAID-funded Small Projects Assistance Fund, a computer room was opened and Internet skills were introduced to a team of students who, in turn, taught fellow students how to use the Internet.

## Latvia

Population: 2,431,000  
Annual Per Capita Income: \$2,430  
Program Dates: 1992-Present

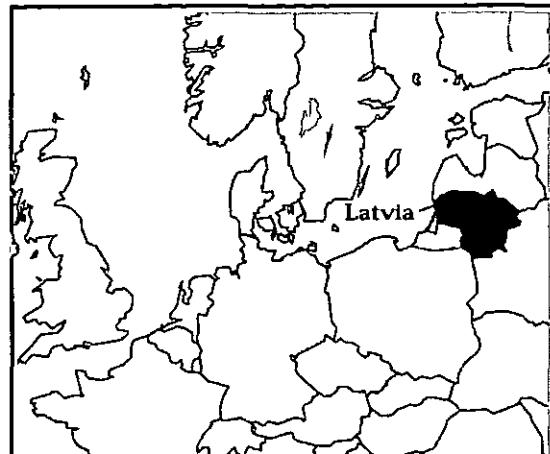
### Country Overview:

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

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

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

Over the life of the program in Latvia, 198 Volunteers have served in 67 locations, of which 56 percent were towns of 20,000 residents or fewer. The accomplishments that Volunteers have made in the areas of English language education and business development will continue to impact the communities and people they have worked with long after the last Volunteers depart.



### RESOURCES

	FY 2001 Actual	FY 2002 Estimates	FY 2003 Estimates
Trainees	0	0	0
Average # of Volunteers	37	20	0
Program Funds (\$000)	635	413	0

### Peace Corps Program by Sector:

#### Business Development

The purpose of the small enterprise development (SED) project is to build small enterprise capacity in Latvia's rural areas by providing entrepreneurs and local government entities with access to those business skills necessary to function profitably in a free market economy. The NGO development assistance project, which is part of the SED project, aims to help Latvian NGOs become more self-sufficient and stable organizations.

One Volunteer assisted a local dairy factory in obtaining prices and delivery information for a cranberry project. Cranberry tendrils were purchased and a system for keeping the cranberries viable and growing was obtained from an American company.

In total, 71 SED/NGO Volunteers have served 4,700 business operators and 785 NGO officers.

#### Education

In addition to teaching English at the secondary level, Volunteers have trained Latvian teachers to enhance their English language proficiency and teaching skills. Volunteers have also taught business English skills, established English clubs and study

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

Two teacher trainer Volunteers led activities related to information technology: One Volunteer or-

ganized two daylong seminars on e-mail usage and how to use the Internet to find teaching materials, and another Volunteer organized weeklong computer training classes for teachers during the summer.

Overall, 127 TEFL (teaching English as a foreign language) Volunteers have taught a total of 21,740 students in 60 towns.

## **Lesotho**

**Population:** 2,105,000  
**Annual Per Capita Income:** \$550  
**Program Dates:** 1967-Present

### **Country Overview:**

Lesotho has a predominantly rural, but rapidly urbanizing, population that is highly dependent on small-scale agriculture and migrant labor for survival. Nearly half of all households live below the national poverty line. Unemployment has risen to over 45 percent after mine closings in South Africa forced the return of migrant workers, and capital investment dried up after the civil unrest of 1998. Lesotho also suffers a 25 percent HIV/AIDS rate, among the highest in the world.

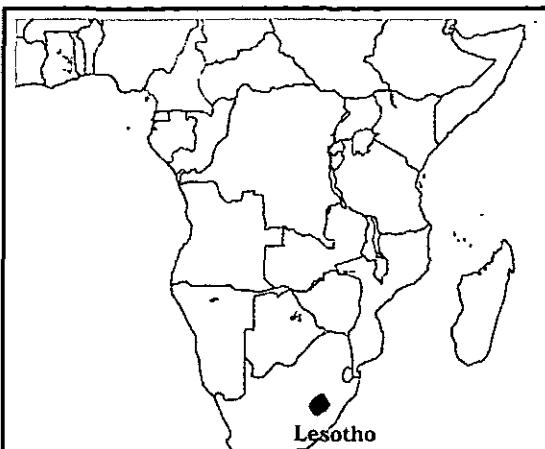
In the education sector, Lesotho faces a shortage of qualified teachers; those who are qualified frequently leave Lesotho for better-paying positions in other countries. To address this problem, the government of Lesotho has emphasized the need to offer quality basic education to young children and to support children with special needs. In response to these development challenges, Peace Corps Volunteers in Lesotho are working in business development, education, environment, and health.

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

#### **Business Development**

Peace Corps Volunteers are working to create employment opportunities and alleviate poverty through the development and support of vocational training centers and community-based cooperatives. Volunteers work at nine vocational institutions, helping to train staff, improve infrastructure, develop curriculum, and teach students. Many vocational students have benefited from the student enterprise project, which trains students in business and technical skills, and provides them with the resources and opportunities to begin an enterprise of their own. Approximately 90 percent of these projects are profitable.

Volunteers also work with five cooperatives, totaling 70 members, to strengthen their skills and



<b>RESOURCES</b>			
	FY 2001 Actual	FY 2002 Estimates	FY 2003 Estimates
Trainees	57	55	55
Average # of Volunteers	76	97	104
Program Funds (\$000)	1,865	2,357	2,378

capacity. The groups focus on income-generating activities such as weaving, candle production, knitting, and sewing. Volunteers are involved in the production and business management aspects of the organizations.

#### **Education**

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

#### **Environment**

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

One Volunteer facilitates a recycling program at her school, where she demonstrated techniques for making paper products from waste paper. Another Volunteer hosted a weekend-long environmental camp where 112 primary school students partici-

pated in activities to sensitize them to local environmental issues.

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

In FY 2002, the Peace Corps is beginning a new project to help the people of Lesotho fight the spread

of HIV/AIDS. Volunteers are currently working with the government at the national level to organize education and awareness campaigns. Future Volunteers will be placed with district-level HIV/AIDS committees and nongovernmental organizations to work in rural areas.

## Lithuania

**Population:** 3,699,000  
**Annual Per Capita Income:** \$2,640  
**Program Dates:** 1992-Present

### Country Overview:

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

The last group of Volunteers continues to transfer skills in business and education that will enable communities to become more self-sufficient. They are assisting emerging small businesses and nongovernmental organizations to improve skills in planning, marketing, accounting, and other managerial and organizational areas. Volunteers are also transferring business English skills, which are needed to help the country integrate successfully into the global marketplace and gain much-needed access to informational and technological resources.

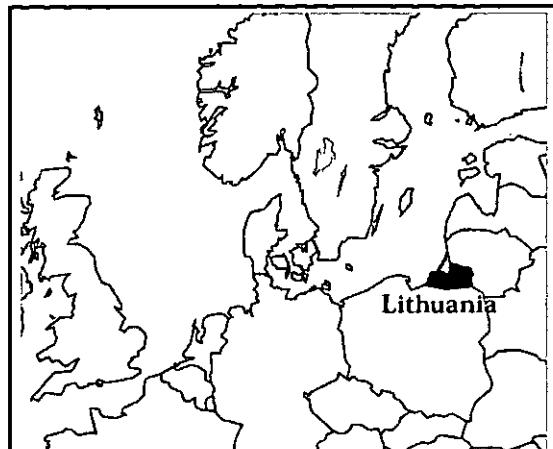
Over the 10-year life of the program in Lithuania, 194 Volunteers have served in 55 locations, of which 56 percent were towns of 20,000 residents or fewer. Volunteers' contributions will continue to have an impact on the lives of Lithuanians and their communities long after the last Volunteers depart.

### Peace Corps Program By Sector

#### Business Development

Volunteers have been assigned to regional governments, business advisory centers, and various NGOs to help develop management skills, provide training to entrepreneurs, and train host-country national staff in organizational development.

Ten Volunteers organized and conducted semi-



A map of Europe showing the location of Lithuania. Lithuania is highlighted with a dark gray box. The map includes labels for neighboring countries: Poland to the north, Belarus to the northeast, Russia to the east, Ukraine to the southeast, and the Baltic Sea to the west.

RESOURCES	FY 2001 Actual	FY 2002 Estimates	FY 2003 Estimates
Trainees	0	0	0
Average # of Volunteers	32	18	0
Program Funds (\$000)	586	365	0

nars and workshops for entrepreneurs, employees of government agencies, NGOs, and students and staff of educational institutions. Overall, 83 Volunteers in 34 towns have served 10,600 business operators and 6,800 NGO officers.

#### Education

The purpose of the English education project is to improve overall English education and promote a better understanding of United States culture. Volunteers have taught English to secondary school students, business English to tertiary and university students, and assisted with teacher training at education centers. They have also developed outreach activities for community teachers and learners.

Five Volunteers worked with Vilnius University to organize a 10-day summer English camp for re-qualifying English language teachers. Participants and Volunteers shared their cultures, practiced speaking skills, and discussed teaching methodologies. In total, 111 TEFL (teaching English as a foreign Language) Volunteers have taught 20,600 students in 49 towns.

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

**Population:** 2,012,000  
**Annual Per Capita Income:** \$1,660  
**Program Dates:** 1996-Present

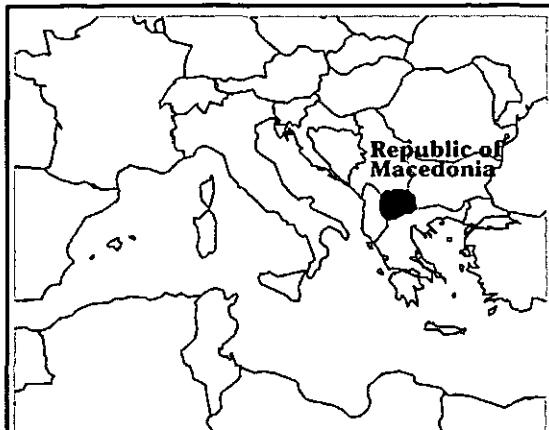
### **Country Overview:**

The Former Yugoslav Republic of Macedonia is making significant efforts to develop a society based on democratic principles, establish a viable market economy, and explore new ideas about diversity and human rights. While much progress has been made, inflation and unemployment rates continue to be high and industrial production has fallen. The country has been adversely affected by unsettled conditions in the region since 1991, by the republic's troubled relations with Greece and Serbia, and by internal ethnic tensions between its ethnic Macedonian and Albanian populations. Events in Kosovo continue to affect Macedonia, and NATO continues its large presence in the country. Out of concern for the safety and security of Volunteers living amid the civil unrest in western regions of the country, the Peace Corps suspended this program in July 2001.

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

#### **Education**

The Ministry of Education is in the process of refining its curriculum and texts and is making concerted efforts to improve the skills of teachers, particularly in the smaller towns where the need is greatest. The Peace Corps' involvement in this challenging endeavor has been to improve the effectiveness of instruction through teacher training, resource center development, and special projects in two subject areas: English and the environment. Volunteers served as English resource teachers and facilitators to help meet the need for continued improvement of English language programs in Macedonian primary and secondary schools. In addition, Volunteers were assigned to teach environ-



#### **RESOURCES**

	FY 2001 Actual	FY 2002 Estimates	FY 2003 Estimates
Trainees	28	0	0
Average # of Volunteers	23	0	0
Program Funds (\$000)	728	294	0

mental education under the framework of the GLOBE (Global Learning and Observations to Benefit the Environment) program. Environmental resource teachers shared and prepared lesson plans with their colleagues, team taught with science teachers, introduced environmental topics in different school subjects, and participated in community projects with local organizations, nongovernmental organizations, and clubs.

In FY 2001, prior to the suspension of the program, 13 Volunteers were serving in 14 schools throughout Macedonia. These Volunteers, in partnership with 18 Macedonian counterpart teachers, reached over 2,500 students with English language courses. Additionally, 733 Macedonian students participated in extracurricular English language clubs, and Volunteers created five new English language resource centers.

#### **Business Development**

As government structures devolve from centralized to decentralized systems and local jurisdictions have greater autonomy and decision making authority, government officials must learn how to operate effectively in this new environment. Most municipalities have limited budgets and little experience in ad-

dressing the increased public administration responsibilities associated with this decentralization of power. Peace Corps Volunteers have assisted local governments, local governmental staff, and nongovernmental organizations through capacity-building training programs and by providing solutions for adopting more participatory and responsive styles of management.

In 2001, prior to the suspension of the program, 19 Volunteers were involved in the local government/NGO project in municipalities throughout Macedonia. Sixteen Volunteers were assigned to municipal administrations, one Volunteer advised the Association of Municipalities in Macedonia, and two Volunteers were assigned to nongovernmental organizations.

## **Madagascar**

**Population:** 15,051,000  
**Annual Per Capita Income:** \$250  
**Program Dates:** 1993-Present

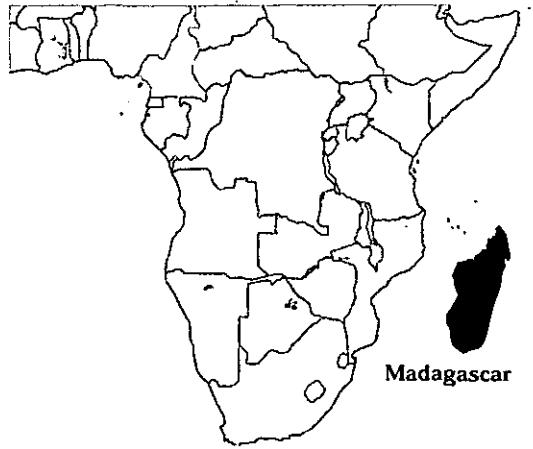
### **Country Overview:**

Despite political and economic reform measures, Madagascar continues to face many development challenges. The educational system is burdened by overcrowded classrooms, poorly trained teachers, and a severe shortage of teaching materials. Widespread poverty, a poorly educated population, food insecurity, unsafe drinking water, and inadequate health services result in high infant mortality rates. Madagascar has one of the highest levels of animal and plant biodiversity on Earth, but this natural resource base is severely threatened by deforestation, loss of biological diversity, soil erosion, and the decline in overall land productivity. Peace Corps Volunteers in Madagascar are teaching English and training teachers, conducting health education and child survival activities, and working on natural resource management. Out of concern for the safety and security of Volunteers as a result of the difficult political climate in Madagascar, the Peace Corps suspended this program in April 2002.

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

#### **Education**

Volunteers live in underserved rural communities and work with students, teachers, and the larger community to improve their capacity to speak English and use it in the workplace. Working in cooperation and collaboration with central and regional curriculum professionals, Volunteers serve as teacher trainers to support the government's initiatives to raise the standard of teachers, develop teaching resources, and strengthen links between schools and communities. Volunteers promote the idea that teachers, by definition, are community development workers. As such, Volunteer teachers and their counterparts use the English language as a vehicle to encourage awareness of community is-



A map of Africa showing the outline of the continent. Madagascar is highlighted with a dark gray color, located off the southeastern coast of Africa. Below the map is a table titled "RESOURCES".

	FY 2001 Actual	FY 2002 Estimates	FY 2003 Estimates
Trainees	59	65	65
Average # of Volunteers	121	111	110
Program Funds (\$000)	2,227	2,464	2,462

sues, promote the vital role of schools as a base for community activities, and train the future community development workers of Madagascar.

One Volunteer organized a women's debate radio show to build the skills and capacity of local female small-business owners. Over 10,000 listeners benefited from the program. Two other Volunteers organized a field trip to the capital for 60 of their students and 100 community members. Participants were hosted by urban families with different backgrounds and work experiences from their own. Students were able to see the need to make the right educational choices and plan for their educational future.

#### **Environment**

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

and institutions, and enhance management capabilities of responsible government officials and nongovernmental organizations.

One Volunteer created a "living museum" outside of Ranamfano National Park that serves the dual purpose of being a visitor attraction and an educational center that displays typical historical Malagasy houses. The museum has helped communities appreciate their history and has been especially beneficial for children. Environment and education Volunteers have teamed up to develop an English language environment essay contest to promote the use of English, the winners of which receive a visit to a national park. Environment Volunteers also held 16 ecological camps for schoolchildren to teach them ecological preservation skills. Participants then shared the skills they learned with their communities.

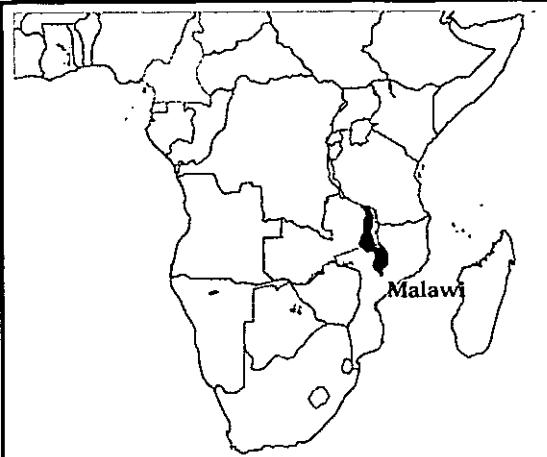
### **Health and HIV/AIDS**

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

Volunteers worked with their local counterparts on an HIV/AIDS awareness campaign on the local radio channel. As a result of the campaign, over 10,000 people were able to understand how to prevent sexually transmitted diseases and HIV transmission. Another Volunteer developed a curriculum on reproductive health and trained community leaders on how to use the curriculum.

## Malawi

**Population:** 10,788,000  
**Annual Per Capita Income:** \$180  
**Program Dates:** 1963-1969;  
1973-1976;  
1978-Present



RESOURCES			
	FY 2001 Actual	FY 2002 Estimates	FY 2003 Estimates
Trainees	67	57	57
Average # of Volunteers	82	97	95
Program Funds (\$000)	1,764	2,174	2,167

### Country Overview:

Although Malawi is a newly established democracy, its progress in bringing about political and individual freedoms is tempered by continuing concerns about disease, drought, hunger, and environmental degradation. Malawi has one of the highest HIV/AIDS infection rates in the world. More than 1 million Malawians are infected with HIV/AIDS, with an estimated infection rate of 30 percent among urban adults between the ages of 14 and 45. These statistics, along with growing demands for education and environmental rehabilitation, reinforce the important role that Peace Corps Volunteers play in the country's development.

### Peace Corps Program by Sector:

#### Education

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

In addition to classroom teaching, Volunteers, working with their counterparts and Ministry of Education officials, have developed teaching guides for English and physical science. These guides provide critical resources for teachers who have little or no training and few resources.

#### Environment

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

One Volunteer wrote a play about the importance of planting trees that was performed by local schoolchildren. The children were so enthusiastic that they wrote two more plays and plan to take the play "on the road." The Volunteer also wrote a song about

the importance of tree planting. The song, performed by the schoolchildren, is currently played on the local radio station. Another Volunteer organized a field day to promote the local availability of resources. Booths were set up to promote activities such as alley cropping, wood lots, solar cookers and dryers, small animal husbandry, and mud stoves.

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

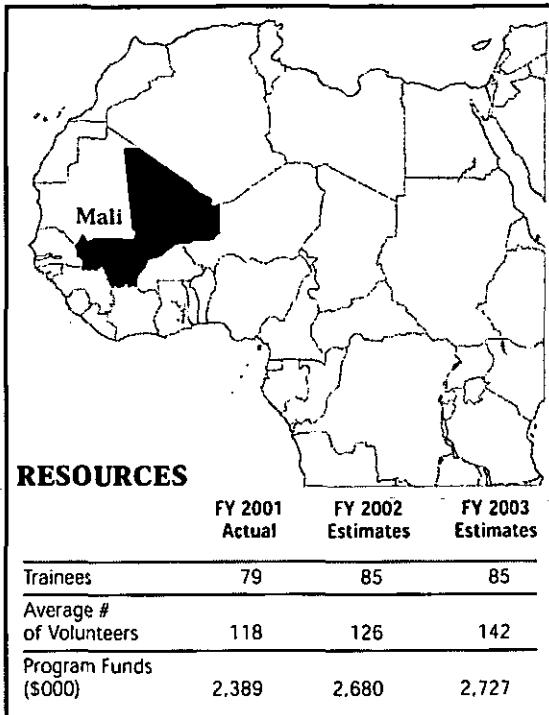
Volunteers are assisting communities to translate the knowledge they already have about HIV/AIDS into behavioral change. Volunteers work in rural communities as educators and counselors, teaching HIV/AIDS prevention strategies and counseling techniques to Malawian counterparts, patients, students, and community groups. The project has made major strides in behavioral change through implementation of the life skills program. Volunteers assisted in the creation of 50 support groups for people living with AIDS. They have trained 3,600 community members, teachers, and government employees and 2,300 youth in life skills. Volunteers initiated the establishment of a revolving fund in nine villages to increase availability of medicine for AIDS patients. Volunteers also coordinated the registration of orphans in collabora-

ration with district social welfare officers. Partly as a result of these interventions, the prevalence of sexually transmitted diseases in some parts of the country is declining.

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

## Mali

**Population:** 10,584,000  
**Annual Per Capita Income:** \$240  
**Program Dates:** 1971-Present



### Country Overview:

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

### Peace Corps Program by Sector:

#### Agriculture

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

The work of one agriculture Volunteer in a very small Bambara village of the Ségou region typifies the positive work currently being done in this sector. With the help of her Malian counterpart, the Volunteer diversified her activities to more appropriately address the community's needs. She helped

introduce companion planting with millet, beans, and sesame. She worked with five farmers who agreed to follow a plan for experimental farming plots, and helped the farmers harvest their plots and analyze the yield results.

The Volunteer is also significantly involved in gender and development activities in her village and at the regional and national levels. She organized and facilitated a nationwide Women's Day essay contest and a Women's Career Day. Her activities were extended to youth as she and several Volunteers helped organize and facilitate two girls and boys empowerment workshops. As a result of her commitment to excellence, she is now the Peace Corps/Mali bureau representative for the Sikasso region.

#### Business Development

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

Over the past year Volunteers have been working with four microfinance institutions and three nongovernmental organizations. Volunteers assist

these organizations in establishing appropriate management systems, a loan tracking system, business education programs for their clients, and awareness campaigns on the importance of savings and availability of credit. Some Volunteers also play a role in the training of trainers. Their accomplishments over the past year include conducting four trainings that built on credit agents' existing marketing knowledge and emphasized teaching marketing to illiterate clients; the creation of resources that credit agents can use to teach marketing to clients; and the production of seven radio programs on the importance of savings and credit organizations.

### **Environment**

The need for better natural resource management systems and conservation techniques in Mali grows with the increasing urgency of its environmental problems and the threats to sustainable development that these problems pose. Peace Corps/Mali created the natural resource management project in 1986 in collaboration with the Ministry of Forestry to continue finding and defining ways for sustained environmental management systems to be introduced and implemented by Malian communities nationwide. Originally designed to be a forestry project, the scope was expanded in 1997 to include environmental education. Since that time and in collaboration with Mali's National Environmental Action Plan, environmental education has become an integral part of the natural resource management project.

Establishing productive links is a key aspect of all Volunteer projects. A Volunteer in the region of Sikasso has been successful in linking farmers and agro-forestry research centers. This idea was developed at a training session on building local associations' capacity. One farmer who attended the workshop learned about the local fruit tree management research center, and when he returned to his village he organized a meeting to share with his village what he learned at the workshop. The farmers decided to form a group and came to the Volunteer to discuss concerns related to agro-

forestry and orchard management. The Volunteer helped with an inventory of the research centers in Mali that can assist farmers with their needs. A workshop at the National Research Center on fruit trees was organized, with the Volunteer facilitating an agreement between the farmers and the center. As a result of this process, the farmers were exposed to agro-forestry techniques and tree species that can help increase their yields and also protect the environment.

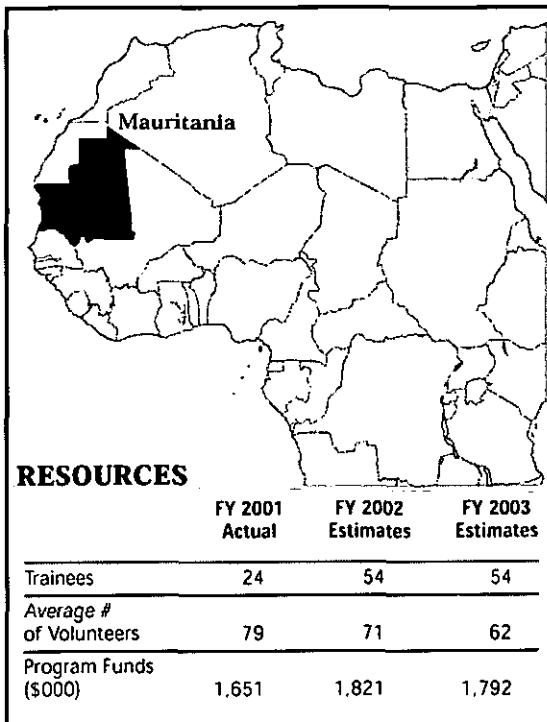
### **Health and HIV/AIDS**

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

Finding innovative and culturally appropriate means of communication is a challenge for health Volunteers. A Volunteer in the village of Bendougouba organized a storytelling competition to disseminate educational information about HIV/AIDS in a manner both accessible and entertaining for the local community. The Volunteer, with the 30 members of her local health committee, gathered traditional storytellers in 10 villages surrounding her town and trained them in HIV/AIDS peer education techniques. Competitions for storytellers were held in each village and were judged by village and health committee members. A final event in Bendougouba combined theater, storytelling, and other educational activities to reinforce World AIDS Day messages.

## Mauritania

**Population:** 2,598,000  
**Annual Per Capita Income:** \$390  
**Program Dates:** 1967; 1971-1991;  
1991-Present



### Country Overview:

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

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

### Peace Corps Program by Sector:

#### Agriculture

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

Water is life in Mauritania, and many Volunteers work with communities to improve their access to safe drinking water. A Volunteer in the city of Ayun

worked with the water and sanitation department to organize a well construction training session in her community. As a result, community members are working side by side with Volunteers on a well-building project. Two communities are now the proud owners of working wells.

Another Volunteer has helped a very active cooperative in her village acquire a fence, a water well, and a water-holding cement tank from Small Project Assistance funds. This cooperative has made great efforts to be self-sufficient and is now producing its own seeds. The idea is that with this basic infrastructure, the next Volunteer will work with cooperative members to expand their capabilities to market seed and realize a profit. The Volunteer will also work with the cooperative to improve its gardening skills and to introduce fruit tree production.

#### Business Development

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

Collaboration with other entities is a key element

of many Volunteer projects. A second-year business Volunteer specializing in community economic development worked with the World Lutheran Federation, a nongovernmental organization called Nutricom, and the World Bank to organize a seminar addressing both health and business issues. Together they organized a six-day training-of-trainers conference for 30 women from villages around the town of Kaédi. The seminar focused on the development and enhancement of 15 village health centers providing pre- and postnatal care and income-generating activities for women in the villages. In addition, the Volunteer served as a consultant to seven local women seeking to establish a tie-dye center, providing training sessions on inventory management, operational management, and accounting. The cooperative opened last July and has already realized a profit.

#### **Education**

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

Volunteers profit from breaks in the scholastic calendar to undertake innovative secondary projects. Two education Volunteers organized a three-week intensive business English course in conjunction with the mayor of Nouadhibou. This course, which was part of the Volunteers' summer action plan, helped some 40 students upgrade their business English skills. Students learned about writing business letters and faxes, making telephone calls, and conducting Internet research.

Education Volunteers are well placed to address women's and girls' development issues. Currently, three education Volunteers are helping with the establishment of girls' mentoring Centers in their re-

gions. These centers, which are funded by USAID's Education for Democracy and Development Initiative, will provide selected girls with knowledge and skills that will help them to succeed in their education and life. With the help of professional women Volunteers will facilitate transfer of skills ranging from computer literacy, sewing, and cooking to purely academic subjects.

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

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

This past year, Volunteers in Mauritania organized a highly innovative project to spread information on HIV/AIDS. The local spiritual leaders, called imams, not only are religious leaders but are the most respected and knowledgeable members of the community. They have direct access to the public, since individuals seek out imams for daily consultations on a variety of issues. Volunteers, conscious of this immense opportunity, approached the head of the local Islamic Brotherhood and suggested that health education be shared with the imams of the Boghe community. The head of the Brotherhood enthusiastically accepted. Volunteers shared their plans with their local supervisor, who found the idea very exciting. Contacts were made at the regional and departmental levels to ensure that all levels of the community were informed of this important but sensitive training and to utilize the appropriate facilitators. Baba Ould Maata, Bal Mohamed El Bechir, members of the High Council of Islamic Affairs of Mauritania, Imam Diabe Sylla, and the UNAIDS country advisor to Mauritania were invited to be part

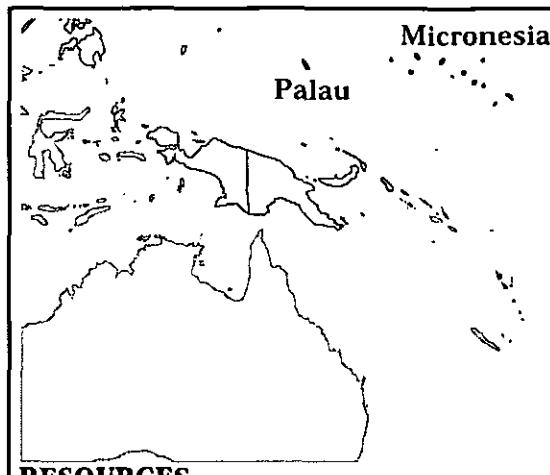
of the training team. Coordination meetings took place in Nouakchott to discuss specific content for the training. The lead imam trainers prepared presentations on the role of Islam in the struggle against HIV/AIDS; Islam, sexuality, and the impact of HIV/AIDS; and how to integrate HIV/AIDS education in religious communication.

As result of this project, 14 imams and nine community health agents received training in HIV/AIDS awareness. The interaction between the religious leaders and the health professionals was a signifi-

cant experience because they had not traditionally collaborated on community issues. On the second day of the training the imams took charge of facilitating their own sessions, eager to learn and share. The Volunteer who coordinated this project sums up the spirit well: "The level of participation and enthusiasm was inspiring. Certainly, from my perspective, not only as a health Volunteer in Mauritania but as an American, the seminar made an impression on me."

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

**Population:** 116,000  
**Annual Per Capita Income:** \$1,830  
**Program Dates:** 1966-Present (FSM)  
1986-Present (Palau)



### **RESOURCES**

	FY 2001 Actual	FY 2002 Estimates	FY 2003 Estimates
Trainees	39	37	37
Average # of Volunteers	54	61	61
Program Funds (\$000)	1,557	1,642	1,667

### **Country Overview:**

The Federated States of Micronesia (FSM) and Palau both operate under Compact Agreements of Free Association with the United States. The compact with the FSM, which expired in 2001, is currently being renegotiated and the compact with Palau will expire in 2009. These countries have economies and governments dependent on compact funds that are scheduled to decline over time. They are ill-prepared to develop self-sustaining programs to provide for the needs of the population. The geographic isolation and small size of the FSM and Palau hinder exports and the development of viable industries. Pressure from the expanding population places the fragile natural resources in danger of exploitation. The Peace Corps has developed an integrated approach to addressing these complex issues. The focus is to build the capacity of Micronesians to meet their needs, promote sound management of environmental resources, and leverage the benefits of information technology in these far-flung islands.

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

#### **Environment**

Volunteers are currently involved in both marine and terrestrial resource conservation projects. Volunteers work to promote an understanding of existing marine resources and to increase community and government participation in the creation and implementation of sound coastal resource management policies and practices. Volunteers also partner with government agencies to demonstrate the viability of marine resource-based economic opportunities. The terrestrial resource conservation

project combines the strengths of the former agriculture project with new focuses in the areas of natural resource conservation and environmental education. Volunteers work to build the capacities of government agencies and local conservation organizations to foster community involvement in the sustainable management of terrestrial resources, including rain forests.

#### **Education**

As result of the scarcity of resources available to social service agencies in the FSM and Palau, the Peace Corps continues to focus on issues involving youth. The purpose of these projects is to increase participation of young people in the social and economic development activities of their communities by targeting key areas of information technology and at-risk youth.

The Peace Corps works with teachers and students to enhance both traditional and computer literacy. Volunteers promote reading skills and give teacher training workshops. Information technology is a growing component of the project, which now includes computer skills training and the promotion of distance learning to access educational opportunities via the Internet.

In a nonformal setting, Volunteers focus on the development of preventive measures for youth at risk and provide them with educational and vocational opportunities. Volunteers work with youth leaders, teachers, and families to promote and foster self-esteem, self-discipline, and decision making skills in young people.

### **Health**

Health Volunteers support their health professional counterparts in increasing community awareness of health risks such as sexually transmitted diseases, obesity, malnutrition, diabetes, and cholera. Volunteers aid in the development and implementation of health awareness campaigns on the national level, as well as participate in efforts to extend health education to more remote islands that lack health services.

## Moldova

**Population:** 4,281,000  
**Annual Per Capita Income:** \$410  
**Program Dates:** 1993-Present

### Country Overview:

Moldova has struggled with its transformation from a centrally planned to a market-based economy. Economic reform has been actively pursued and the privatization of collective farms was completed in FY 2001. However, confusion and conflict within political structures have continued to delay other economic reforms, and periodic changes in macroeconomic policy have yet to improve the standard of living for the average Moldovan.

One of the results is that Moldova became the first of the former Soviet republics to elect a Communist Party majority to the Parliament in February 2001. While the newly elected communist president and parliamentarians have stated their commitment to continue market reforms, other political debates have emerged. Recently, the Parliament approved a return to the old Soviet regional administrative governmental structures, despite objections from international donor organizations.

The government of Moldova has expressed concern that a lack of English proficiency will inhibit cultural and economic contact with the West. Moldova's education system is in critical need of qualified teachers in the field of English as well as resources and instructional materials. Moldova has also recognized a need to focus on preventive health education. However, there are no educational institutions to train health teachers, and basic health and health care services have deteriorated considerably in recent years. Peace Corps Volunteers are helping to address these issues by focusing their efforts in the areas of agriculture, economic and organizational development, English, and health education.



### RESOURCES

	FY 2001 Actual	FY 2002 Estimates	FY 2003 Estimates
Trainees	47	76	76
Average # of Volunteers	69	83	105
Program Funds (\$000)	1,436	1,855	1,744

### Peace Corps Program by Sector:

#### Business Development

In 1998, Peace Corps/Moldova began restructuring three civil society projects (small-business development, NGO development, and agribusiness development) into two integrated projects under the umbrella of the economic and organizational development portfolio. The organizational development project targets community-based organizations that promote community development. Project partners include Moldovan NGOs and local public administration and community groups. The emphasis of the project is on youth development across all sectors, but especially the environment, civic education, and human rights.

The agribusiness development project focuses on groups and NGOs that promote technical assistance and organizational development in agriculture. In this project Volunteers are assigned to work with newly organized agricultural cooperatives, farm stores, chambers of commerce, or national agriculture-advising NGOs.

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ducting needs assessments, analyzing problems, and prioritizing tasks. In FY 2001, Volunteers assisted more than 1,000 individuals and service providers and 500 NGOs and community groups in 114 communities across Moldova.

### **Education**

Moldova has a critical shortage of English teachers and teaching resources, yet interest in studying English continues to grow. Although English teachers continue to be trained in Moldova, schools find it difficult to hire and retain teachers, who often find more lucrative employment in the growing private sector.

In 1993, the Moldovan government asked for the Peace Corps' assistance to help ameliorate this situation. As a result, Volunteers are teaching English as a foreign language in small towns, regional centers, and villages throughout Moldova.

In FY 2001, Volunteers taught over 3,760 children in 34 schools in 34 communities. Three Volunteers were assigned to teach at the university level and taught more than 400 students at three Moldovan universities.

The Ministry of Education also identified critical thinking, group problem-solving skills, and environmental awareness as other areas where Volunteers could be of assistance. In addition to their classroom duties, TEFL Volunteers and their Moldovan partners initiate and implement activities like summer camps, debate clubs, Odyssey of the Mind, sports competitions, Little League baseball, English newspapers, and adult English classes in their communities. In FY 2001, TEFL Volunteers worked with more than 3,344 boys and 4,328 girls in a variety of after-school activities.

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

As a result of its economic decline, Moldova can no longer provide free health care to all its citizens. In addition, the republic does not have educational institutions to train health education teachers. In response to these conditions, the Peace Corps initiated a health education project in August 1997 to assist the Ministry of Education in addressing the lack of health information in the country. The project

was motivated by the need to promote preventive health care in Moldova, to enhance the teaching skills and techniques of Moldovan health education teachers, and to assist in the development of appropriate materials and curricula.

Beginning in FY 2000, the project's activities were oriented toward schools and community agencies such as health centers, preventive medicine and family planning centers, and health-related NGOs. Volunteers, working under the auspices of the Ministry of Education, the Ministry of Health, and the National Youth Council, are assigned to schools, medical centers, or youth-related NGOs throughout the country. There they co-teach lessons on such topics as nutrition, hygiene, fitness, sexuality, alcohol, drugs, smoking, self-esteem, and HIV/AIDS. Additionally, they assist the medical staff or NGO members to organize health-related activities for youth, community health workers, and community members as a whole. The publication *Life Skills* forms the framework for all health-related work carried out by Volunteers in Moldova. In FY 2001, Volunteers were instrumental in introducing and promoting peer education as a tool for teaching and reaching youth. Peer education has been well received by the communities, agencies with whom the Peace Corps works, and the Ministries of Education and Health, and has received the financial support of UNICEF/Moldova.

In addition to teaching health, Volunteers are helping to meet a critical shortage of country- and language-specific health information resources, assisting with a variety of after-school clubs, and working with their partners to develop health education resource centers and other projects in their communities. In FY 2001, the health education project developed and translated into Romanian five handbooks and manuals: *Life Skills*, *Why Not to Smoke, Choose Life*, *Healthy Mind, Healthy Body*, *Healthy Life*, and *The Guide Book for Health Education Teachers*, and *How to Speak So Kids Will Listen*.

In FY 2001, 14 health education Volunteers taught more than 3,000 students in 17 schools from 14 communities.

## Mongolia

**Population:** 2,378,000  
**Annual Per Capita Income:** \$390  
**Program Dates:** 1991-Present

### Country Overview:

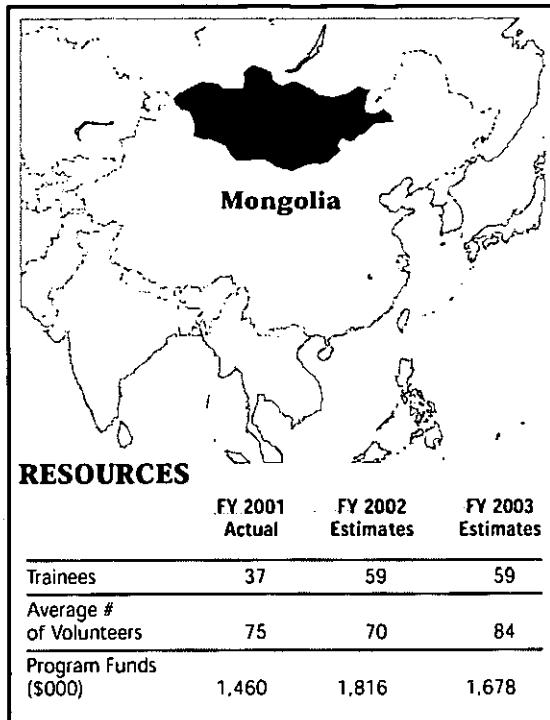
Beginning in the late 1980s, Mongolia committed itself to democratization and a free-market economy. While this commitment has remained firm and the transition peaceful, these changes have put severe stresses upon the country's social welfare and education systems. The government is now adjusting the education system to address changes in the economic system, and is transforming the health system away from a focus on Soviet-style curative treatment and toward a more modern, preventive approach.

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

### Peace Corps Program by Sector:

#### Education

The government has placed education at the forefront of its national agenda and chosen English as the primary foreign language of study. Peace Corps/Mongolia's English education and community development project has responded to this desire for English instruction by placing Volunteers as teachers of English as a foreign language in secondary schools, universities, and professional institutions. They instruct students in English and train Mongolian teachers in English teaching methodologies. In addition to their classroom instruction, Volunteers have helped to create English libraries at their sites, have designed and distributed activity



workbooks for Mongolian English teachers, and have developed an English curriculum that incorporates environment, health, current events, and geography. In recent years, the program has focused on outreach to rural areas, where schools are struggling to attain foreign language objectives.

This project is also designed to involve Volunteers in various community development activities, such as organizing a workshop on career development for youth, conducting computer and Internet training, and working with women's groups. One Volunteer implemented a solar power project that educated the community in alternative energy sources and energy conservation.

#### Environment

In response to the Mongolian government's concerns regarding ecological degradation, Peace Corps/Mongolia developed an environment and community development project. The purpose of this project is to increase the capacity of Mongolians working in environmental organizations to carry out their missions, to promote the value of environmental conservation in community development activities where local needs threaten natural resources, and to expand the ecology curriculum in secondary schools.

One Volunteer worked with a local NGO to complete the publication and distribution of environmental education posters and accompanying lesson plans. Another Volunteer developed and implemented a land management and education workshop for the herders in her county. In conjunction with national park employees and community members, another Volunteer planned and marked trail routes through a scenic protected area.

### **Health**

The foundation of any country's capacity to develop is a healthy population. With this in mind, the purpose of Peace Corps/Mongolia's health and community development project is to train health professionals, students, and community members in basic health care and to provide them with health-based English instruction. The Volunteers in this

project are generally assigned to medical colleges, universities, and community health centers.

One Volunteer has helped to develop pamphlets on pediatric home care. Various provincial health departments, hospitals, and secondary schools now distribute these pamphlets. Another Volunteer assisted provincial health departments with development and implementation of hygiene requirements for restaurants. Many Volunteers are involved in teaching health-related English to health professionals and students so they can better access the most current medical information.

## Morocco

Population: 28,238,000  
Annual Per Capita Income: \$1,190  
Program Dates: 1962-1991; 1991-Present

### Country Overview:

Although Peace Corps Volunteers have helped to improve the quality of life in Morocco over the last 39 years, the country continues to face a number of pressing development challenges. Peace Corps/Morocco has evolved as the challenges in Morocco have evolved.

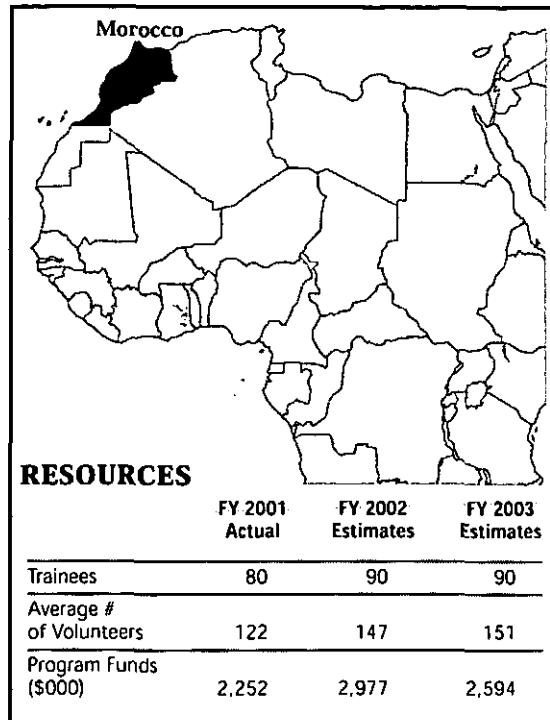
Outside of urban areas where poverty is most acute, maternal mortality rates remain exceptionally high and access to potable water remains very low. Literacy rates are also low in these rural areas, where qualified schoolteachers remain in short supply. Most affected are the youth in rural areas that are marked by high unemployment rates and low wages. Detrimental environmental practices such as the drainage of wetlands, deforestation of public areas, and erosion in national park reserves have begun to have far-reaching effects, and Moroccan entrepreneurs are at both a technical and a technological disadvantage in the rapidly evolving global economy. To help address these concerns, Volunteers are assigned to projects in health, education, environment, and business.

### Peace Corps Program by Sector:

#### Education

In order to assist the most underserved populations, in FY 2000 the Peace Corps shifted its focus from language teaching at the university level to rural community/youth-based activities. Volunteers in the education program work primarily in youth development centers throughout the country, where they facilitate community outreach programs via English curriculum development.

Volunteers and their Moroccan colleagues work together to adapt teaching techniques, expand educational resources, and design English curricula that are targeted to technical needs. Areas of com-



munity development can include anything from environmental awareness, health and fitness, and arts and crafts to drama, computer education, girls' education, and sports.

Peace Corps Volunteers, working with parent-teacher associations, have established two English language resource centers. Volunteers at youth centers have conducted community-based activities that have allowed young people to interact and work together, in addition to learning leadership and life skills.

A Peace Corps Volunteer worked with a local group to obtain funding for the construction of a girls' dormitory, which will enable girls from outlying areas to attend middle school. Another Volunteer organized "Tea for Twenty," which brought together several Moroccan teachers in an informal forum to discuss the educational challenges for girls.

#### Business Development

In 1999 Volunteers pioneered a new business development project in which they work with artisans and artisan groups to generate income, improve marketing, and assist women's cooperatives. Most of the initial sites were in urban areas, but the long-term goal of the project is to expand into the rural areas. Volunteers focus their efforts on women, who make up the majority of the artisan population.

Several Volunteers in the business development project have taught computer skills to counterparts, including Web page design and database management. One Volunteer, working with artisans and non-profit associations, taught computer skills, which were then used to design brochures and product catalogs.

Other Volunteers have helped their counterparts in marketing. One Volunteer created a survey in Arabic, French, and English for tourists interested in Moroccan products.

### **Health**

Peace Corps/Morocco's approach to health education is two-pronged. Morocco's high infant mortality rate is closely associated with poor water quality and inadequate sanitation facilities. Volunteers thus work in predominantly rural communities to both improve maternal and child health care and increase access to safe water supplies. Health education is a major component of their projects. In the past year alone, Volunteers have implemented vaccination campaigns, trained 15 nurses in communication and patient counseling, constructed water supply systems, designed and produced safe birthing kits, and developed dental hygiene awareness campaigns.

Morocco's Ministry of Health has identified "safe motherhood" as one of its top priorities. Volunteers conduct workshops with village women's groups, teaching proper prenatal health practices and safe home-birthing techniques. Women are provided with safe-birth kits and are encouraged to visit health clinics for services and counseling. Recognizing the value in educating local leaders, a Volunteer conducted similar sessions with three *mokadems* (village chiefs), who, after their training in the importance of proper prenatal care, became heavily involved in the promotion of safe-birth kits.

Many communities in Morocco still do not have access to safe drinking and cooking water. Volunteers collaborate with community partners to assess the needs for latrines in the community, and follow up these activities with proper hygiene and sanitation education activities.

One Volunteer, working with local authorities, assisted 90 families in planning and obtaining funds for the construction of 90 latrines. Another Volunteer, working with a school, installed a water system that connected the school to a capped spring, making potable water accessible to the students and teachers of that school.

### **Environment**

Based on an analysis of Volunteer activities and assignments conducted in FY 2000, and in response to host country needs, the Peace Corps formally merged its agriculture program with its parks, wildlife, and environmental education program. The new environmental project promotes sustainable natural resource management and rural community development.

Volunteers are engaged in promoting environmental awareness as it relates to threats to biodiversity, as well as in projects that can tangibly benefit local communities and increase local capacity to manage the environment in an effective way. For example, Volunteers working with the Ministry of Water and Forest and local environmental NGOs have created a program that provides rural communities with five free native trees for every one fruit or nut tree. The communities receive training in planting and caring for all of the trees, providing benefits for both the community and the environment.

Projects such as these have helped to improve the relationships between local ministry officials and community leaders.

## Mozambique

**Population:** 17,299,000  
**Annual Per Capita Income:** \$220  
**Program Dates:** 1998-Present

### Country Overview:

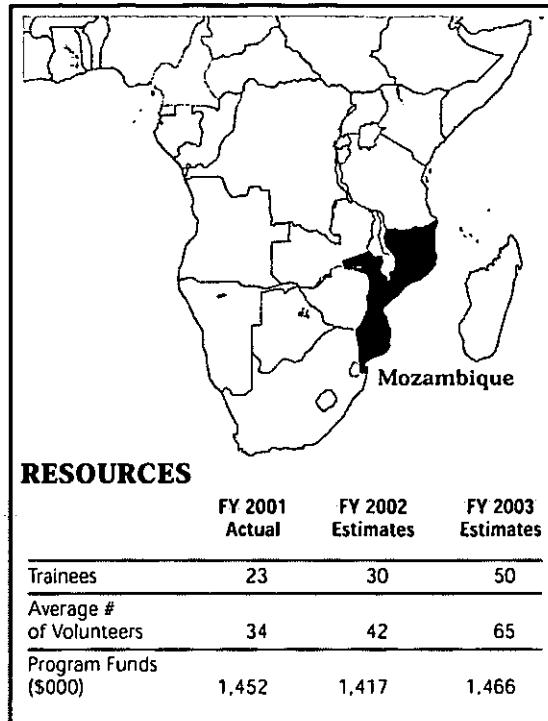
The Peace Corps entered Mozambique in FY 1998 during a critical time in the country's history. Emerging from the devastation of nearly 30 years of war, the people and government of Mozambique face immense challenges. Perhaps most pressing is the need for reconstruction and expansion of the educational system. Nearly 60 percent of the country's schools were either destroyed or closed during the war, and trained personnel departed the country, leaving behind a broken infrastructure. In Mozambique today, the overall literacy rate is estimated at 40 percent; approximately 40 percent of school-age children attend primary school, while only 22 percent reach the secondary level.

Despite enormous setbacks from the devastating flooding in early 2000, the climate for development remains hopeful as the peaceful transition to decentralization and multi party democracy evolves. The government has made education a top priority; schools are being rebuilt, curricula are being developed, and children are enrolling in schools in record numbers. The Peace Corps is working with teachers, students, and communities to develop their own human resources and achieve greater self-sufficiency.

### Peace Corps Program by Sector:

#### Education

The Peace Corps began its first project in Mozambique with Volunteers who were part of a national effort to improve English language teaching. In FY 1999, at the request of the Ministry of Education, Volunteers also began teaching biology for grades eight through 10. The current Volunteers continue to provide quality English and science instruction to approximately 8,000 students in secondary and technical schools. They have also



supported Mozambican counterparts in expanding their range of teaching methodologies, improving their English communication skills, and helping them complete their certification responsibilities for the national in-service training program. Volunteers promote education outside the classroom with such activities as tutoring, athletic coaching, organizing school library committees, and directing theatrical productions.

One Volunteer worked with her colleagues to develop the national curriculum for sixth- and seventh-grade English classes, and also wrote teacher training programs. Two other Volunteers are placed in teacher training institutes to help Mozambican teachers develop their English speaking skills and English teaching methodologies for primary school students.

Eight Volunteers facilitated the development of proactive peer education groups focused on public health issues, with a special emphasis on HIV/AIDS prevention and education. Activities included drama, dance, skits, debate, and fundraising. Five Volunteers and their students participated in a provincial English theater competition with a theme of HIV/AIDS. The students wrote the plays with Volunteer assistance and practiced throughout the year. A Volunteer worked with a women's group to

develop and implement an adult-education program for community members. Twenty-five Volunteers incorporated community content into the classroom, with lessons in HIV/AIDS, sexually transmitted diseases, land mine avoidance, malaria, environment, domestic and community violence, alcohol, and nutrition.

Volunteers have been asked by their communities to assist with the installation of and training on computers. With the help of one Volunteer, the local radio station is using a computer to create programming schedules. Another Volunteer assists his colleagues by giving computer classes to 10th-grade students.

## Namibia

**Population:** 1,701,000  
**Annual Per Capita Income:** \$1,890  
**Program Dates:** 1990-Present

### Country Overview:

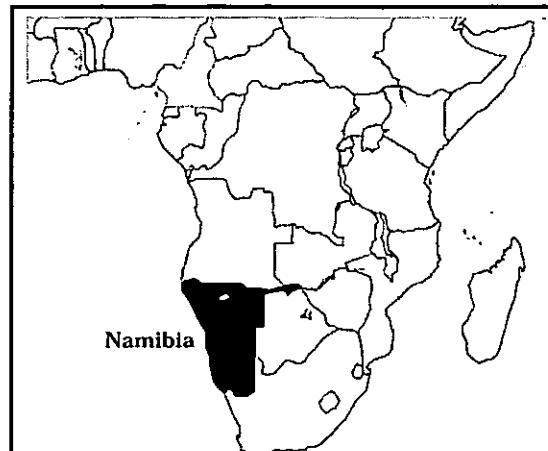
The national development plan of Namibia emphasizes reviving and sustaining economic growth, creating employment, reducing inequalities of income, and eradicating poverty. The government realizes that the key to achieving these goals lies in the education of its people. As education is the nation's top priority, total spending on this sector in the last decade has more than doubled as the country attempts to increase the quality, efficiency, and equity of educational programs while ensuring democratic participation.

However, there is much work to be done. Approximately 16 percent of school-age Namibian children do not attend school, and of those who do, nearly 60 percent do not complete grade seven. Approximately 50 percent of Namibian primary school teachers are underqualified, and most schools are inadequately staffed. Namibia needs 1,000 new teachers per year to meet the growing demand. Some subjects, such as science and mathematics, are not taught in many schools because of a lack of qualified teachers. The Peace Corps assists Namibians through work in primary and secondary education and health.

### Peace Corps Program By Sector:

#### Education

The Peace Corps assists the government in its efforts to provide quality education for all Namibians by providing primary education teacher trainers, resource teachers, and secondary school teachers. This year more than 200 Namibian teachers became more qualified, organized, and efficient by participating in Volunteer-organized workshops related to teaching methodology, English, math, music, library management, environmental issues, and science. Other Vol-



A map of Africa with Namibia highlighted in black. The map shows the continent's coastline and internal borders. Namibia is located in the southwest corner of the continent, bordering the Atlantic Ocean to the west and several countries to the north and east.

RESOURCES	FY 2001 Actual	FY 2002 Estimates	FY 2003 Estimates
Trainees	42	57	57
Average # of Volunteers	74	82	95
Program Funds (\$000)	1,813	2,036	2,085

unteers, working as secondary school teachers, helped alleviate the current shortage of teachers by instructing more than 8,000 students in math, science, and English.

Along with their primary teaching duties, education Volunteers have been very successful in creating enthusiasm and interest on the part of their students by organizing after-school clubs, field trips, and career fairs. Three Volunteers organized an educational tour and career day for 62 students. Participants were very excited to find that President Sam Nujoma was among the officials and other professionals who addressed the group. Other Volunteers established computer centers and libraries at their schools, often made available to community members as well as teachers and students.

#### Health and HIV/AIDS

Nambia has an adult HIV infection rate of about 20 percent. The Ministry of Education has recently created regional AIDS committees that target school students with HIV education initiatives. Joining in this effort to curb the spread of HIV, Volunteers are placed as members of these committees, and work to enhance the overall capacity of the groups and their members. They support the committees by assisting in organizational development and the cre-

ation and implementation of HIV outreach activities. The committees are at various stages of development, with some beginning to coalesce and others well on their way with effective activities.

## Nepal

**Population:** 23,384,000  
**Annual Per Capita Income:** \$220  
**Program Dates:** 1962-Present

### Country Overview:

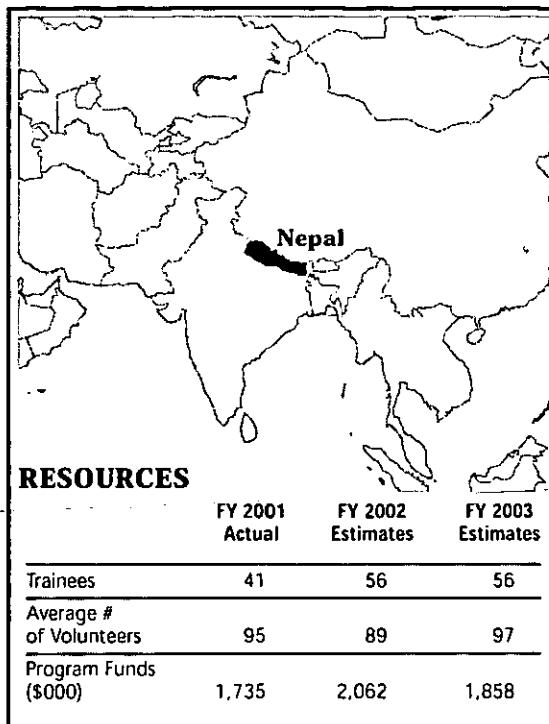
Nepal is a landlocked, mountainous country with chronic development problems. The United Nations estimates that over half the population lives in poverty, with few people in rural areas having access to sanitation facilities or potable water. Although life expectancy in Nepal has increased, it remains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

### Peace Corps Program by Sector:

#### Education

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

One Volunteer organized a Saturday morning girls club of 30 girls ranging in age from 12 to 21. Club activities included participating in the International Women's Day March, a cultural program featuring dramas, songs and dances focusing on women's awareness, and a two-day leadership



and goal-setting workshop. Another Volunteer trained his students and colleagues to use the computer, especially for communicating via e-mail with their colleagues in a school in Massachusetts.

#### Health

Volunteers work in remote hill areas to increase the effectiveness of health clinics by working with Nepalese female health workers. Volunteers educate people in nutrition, family planning, reproductive health, and HIV/AIDS awareness. Volunteers also serve as nursing instructors at nursing campuses and work to improve sanitation and access to and management of water.

One Volunteer, responding to a severe outbreak of diarrhea-related illnesses and deaths in her district, conducted health education sessions with women and children seeking treatment at the local hospital. She demonstrated effective and interactive teaching techniques for health education in the classroom for 25 primary school teachers in the district. By the end of the training, the participants were motivated and excited to use the new low-cost methods they had learned to teach their students about diarrheal diseases and prevention.

## Nicaragua and Costa Rica

**Population:** 4,919,000 (Nicaragua)  
3,589,000 (Costa Rica)

**Annual Per Capita Income:** \$410 (Nicaragua)  
\$3,570 (Costa Rica)

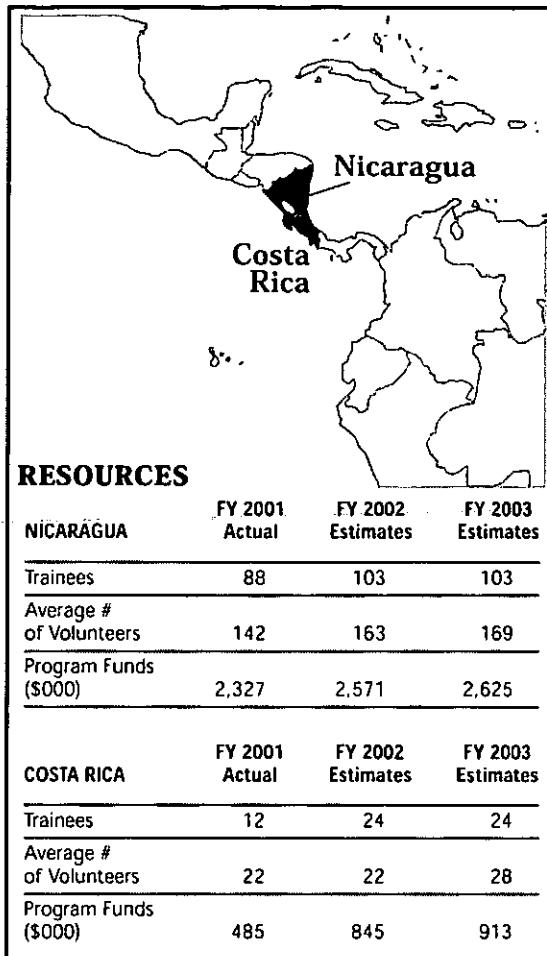
**Program Dates:** 1968-1979; 1991-Present  
(Nicaragua)  
1963-Present (Costa Rica)

### Country Overview:

Nicaragua faces many pressing developmental challenges: More than 50 percent of its population is unemployed or underemployed, its annual per capita GDP is less than \$500, and almost half of its population lives below the Nicaraguan poverty line. Severe environmental degradation and flood damage from natural disasters have compromised the fragile food security of many rural areas. Limited access to health care and health education has led to a high rate of child mortality. Economic development is critically impaired by poor availability of business education and access to credit.

The Peace Corps helps Nicaraguans respond to these challenges and improve their quality of life through four projects: small-business development, health, environment, and agriculture. Youth are primary beneficiaries across all projects, and Peace Corps/Nicaragua began a separate youth project during FY 2002 that targets marginalized populations on the Atlantic coast.

Peace Corps/Nicaragua is also currently administering the children, youth, and families at risk project in neighboring Costa Rica. This project aims to increase educational and training opportunities for youth, youth organizations, and community volunteers by strengthening the institutional capacity and community outreach of Costa Rica's Ministry of Child Welfare.



### Peace Corps Program by Sector:

#### Agriculture

The flooding and resulting crop loss from Hurricane Mitch in 1998 and the dramatic impact of the drought in 2001 highlighted the vulnerability of the agriculture sector in Nicaragua. Many farmers have little knowledge of disaster mitigation and preparation, and thus they harvest basic grains and breed small livestock under traditional methods, which result in poor yields and loss of harvests. Volunteers help farmers increase the production of staple food crops and small animals, improve family nutrition, work with community partners to promote sustainable agriculture practices, and promote awareness of vulnerabilities to future disasters. Peace Corps/Nicaragua has used gender analysis to identify opportunities for women's increased participation in agricultural and food security activities. For instance, two Volunteers facilitated six gender work-

shops with host country regional offices. As a result, several women's groups developed projects including nutritional activities targeted to youth, improved chicken houses, improved stoves, and activities utilizing new skills learned in medicinal plant use, establishment of fruit tree nurseries, and water management.

### **Business Development**

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

Over the past six years, more than 70 Volunteers have been involved in income-generating projects by facilitating technical training and small-business courses for residents to learn trades and create products for sale in local markets. One Volunteer conducted a Junior Achievement class with a group of 15 teenagers to teach them basic business management. Participants learn business management, experiencing how to run their own real business. At the end of the class, the youth continued developing their business, Hemingway's Recreation Center and Café.

### **Environment**

Environmental degradation in Nicaragua is primarily a result of poor land management policies and traditional subsistence farming practices. Volunteers work in schools teaching environmental education and helping students establish small tree nurseries and school gardens. Volunteers also work with communities on campaigns to help the population learn about sound environmental management practices. In a cross-cultural exchange, one Volunteer learned how to make water containers and spoons from the *jícaro* tree. Curious about his food preferences as a vegetarian, the community asked the Volunteer about soy food. After piloting a few

plants, the community expanded its use of soy (a plant promoted for soil conservation) to 6,000 square meters.

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

Volunteers in the health program work to promote preventive health practices, such as improved nutrition, hygiene, maternal/child care, oral rehydration techniques, alcohol and drug abuse, and HIV/AIDS prevention. Training activities focus on youth groups and school-age children. Community health groups have been formed to prioritize problems and develop action plans around specific issues. Recently the project has emphasized efforts to increase male and youth participation in health activities.

A health and an education Volunteer facilitated a workshop for youth groups with host country presenters. A Nicaraguan man who specializes in gender relations provided one day's sessions, and the Volunteers and an NGO representative led sessions on anatomy, sexuality, STDs, and HIV/AIDS. A young pregnant woman from the group of participants led a powerful session on alternative forms of expressing affection.

### **Health (Costa Rica)**

The children, youth, and families at risk project in Costa Rica aims to enable youth living in marginal areas to pursue economically and socially productive and fulfilling lives. Volunteers are active in institution building, working with the director and local field offices of the government's Ministry of Child Welfare to prioritize goals, develop training programs, and educate community members on Costa Rican law on the rights of the child.

One Volunteer with exceptional experience in social work developed a Spanish train-the-trainers manual on post-traumatic stress, which was later published. Following her training on this topic for staff of the Prevention & Promotion Division of the National Child Welfare Agency, she was invited to train 75 professional social workers by the College of Social Workers, a professional licensing organization.

## Niger

Population: 10,496,000  
Annual Per Capita Income: \$190  
Program Dates: 1962-Present

### Country Overview:

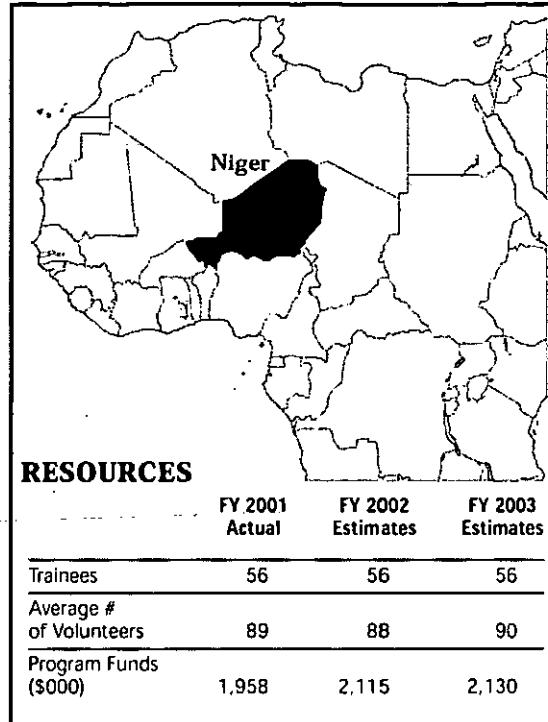
Niger remains one of the poorest countries in the world, ranking 161 out of 162 on the United Nations' Human Development Index (2001). Nearly 90 percent of Niger's over 10 million people are vulnerable to malnutrition, health problems, and insufficient income because of their reliance on a limited number of rain-fed crops grown mainly on marginal lands and few alternative income-generating activities. The inability to produce, access, and utilize adequate quantities of food are the central concerns for most Nigerien households as well as the government of Niger. The country's natural impediments to growth include its landlocked position, the limited availability of arable land, and the vulnerability of its agriculturally based economy to harsh, drought-prone climatic conditions. These obstacles are compounded by rapid population growth, a limited source of skilled personnel, intensive exploitation of already fragile soils, and insufficient health services.

Volunteers in Niger work in agriculture, the environment, and health in rural communities under the overarching goal of helping Nigeriens to attain household food security. In addition, childhood mortality and illiteracy rates are among the highest in the world. Peace Corps/Niger hopes to enter secondary education to address the chronic lack of teachers and dismal educational opportunities, especially for girls.

### Peace Corps Program by Sector:

#### Agriculture

Agricultural production is the number one concern for Nigeriens, a country with extremely variable rainfall and predominantly sandy soils. Peace Corps/Niger's agriculture sector, in conjunction with the Ministries of Planning, Agricultural Development, and Animal Resources, helps to develop locally appropriate strategies to improve household-level food production,



utilization, and acquisition systems. Volunteers work directly with farmers at the village level to find durable solutions to the problem of declining crop yields by introducing concepts such as water harvesting, crop rotation, and soil fertility management.

One Volunteer, like other agriculture Volunteers, cultivated a demonstration field, and, in his case, installed rock lines to slow erosion, planted an improved variety of millet, and treated part of the field with fertilizer. He also worked on dry season gardening and worked with other gardeners to plant fruit trees, including mango trees, which he taught others how to graft. Together with another agriculture Volunteer, two Nigerien extension agents, and two farmers, he did demonstrations on defense and restoration of soils in the vicinity of Bazazaga. He also helped his village obtain several donkey carts.

#### Environment

Peace Corps/Niger's natural resource management sector is focusing its efforts on the government household food security plan, ensuring that food of the right quantity and quality is consumed in the household year-round. Volunteers work on a variety of projects that seek to increase food production while improving overall agricultural practices like soil and water conservation.

One Volunteer, a mechanical engineering graduate, has introduced innovative and appropriate pumps and plows. The hata plow was designed by a German researcher, and the Volunteer has been instrumental in getting the plow to more remote parts of the country for farmers to test. This plow is less expensive than other designs and can be used with just a donkey, rendering it a more economically feasible solution for a majority of Nigeriens. The new model of pump, like the plow, is also less expensive than most pumps. It is made out of all locally available materials and is easy to transport. Gardeners have expressed interest in purchasing the pumps for their onion gardens.

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

Niger suffers from one of the world's highest infant mortality rates. Roughly 25 percent of children under the age of two are malnourished. The primary

strategy of the health project is to promote development of nutrition education skills and practices among medical and village health workers through training and collaboration. Volunteers are also working to improve the nutritional status of children and pregnant and lactating women in rural areas by educating mothers on how to improve their feeding and dietary practices. The project also promotes HIV/AIDS awareness and prevention.

One Volunteer, in conjunction with five counterparts from the Integrated Health Center in his area, has organized three-week training and retraining sessions for 30 traditional birth attendants serving in 26 villages. The training was followed up by regular visits to ensure that the attendants were using the acquired skills. The Volunteer is also in the process of organizing an ox cart loan project and plans to extend his service to continue his work in health activities at the community level.

## **Panama**

**Population:** 2,811,000  
**Annual Per Capita Income:** \$3,080  
**Program Dates:** 1963-1971; 1990-Present

### **Country Overview:**

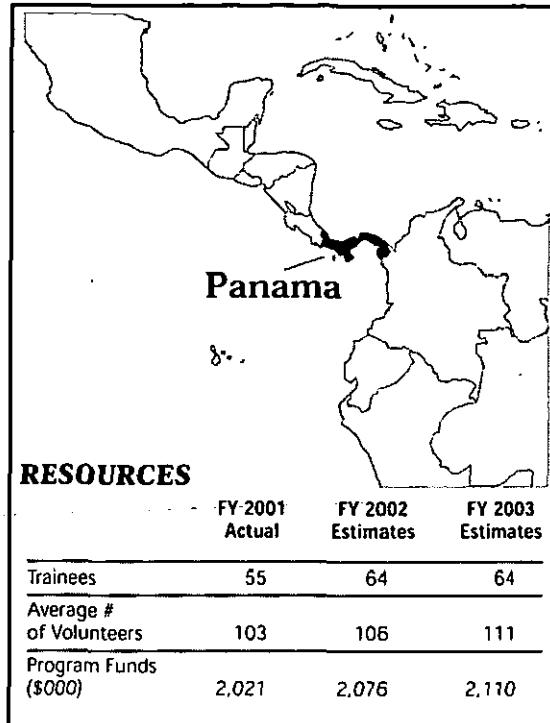
Although Panama has a relatively high per capita income, 37 percent of its citizens live in poverty. The richest 20 percent of the population consumes more than 50 percent of the available resources, whereas the poorest 10 percent consumes a mere 1.6 percent. Particularly impacted are indigenous communities, which have the worst sanitation, the highest rates of malnutrition, inadequate education, and the highest infant mortality rates. Poor management of natural resources has caused deforestation, erosion, pollution, loss of biological diversity, and the degradation of coastal and marine systems at alarming rates.

In recognition of the serious problems facing rural and indigenous communities, the Peace Corps has initiated a new environmental health sector. At the same time, Peace Corps/Panama continues working on environmental issues by promoting environmental education in primary and junior high schools and introducing sustainable agriculture techniques to rural farmers. Volunteers also work on developing income-generating activities and small-business skills for youth, women, and rural community organizations. Many Volunteers are promoting information technology skills in their projects with the collaboration of local agencies and nongovernmental organizations.

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

#### **Environment**

As environmental concerns become more mainstream, the Peace Corps continues to work with educators and community members on preservation- and conservation-related issues. Volunteers help elementary-, secondary-, and university-level educators develop environmental curricula, facilitate teacher-training workshops, and assist with lesson



plans. At the same time, Volunteers use participatory teaching methods to transmit environmental themes to students and community members.

Volunteers continue to work with local nongovernmental organizations, government agencies, and coastal fishermen in the design and implementation of community environmental education projects within national park buffer zones. They provide technical training, assist in the management of environmental education centers, and help develop extension materials and community action plans.

#### **Agriculture**

Traditionally, Panamanian agriculture has been based on "slash and burn" land-clearing techniques, causing extensive soil erosion. This erosion, exacerbated by non-sustainable uses of agro-chemicals, has led to a decrease in agricultural productivity. Many subsistence farmers have turned to other sources of income, like cattle production. Some have migrated to urban centers, where they have few to no employable skills. Understanding the need to both preserve natural resources and ensure viable sources of income for farmers, the Peace Corps has restructured its natural resource program to focus on sustainable agriculture.

Activities range from environmental and community assessments to creating demonstration plots and facilitating fruit tree nurseries. Volunteers also act as liaisons with nongovernmental and governmental agriculture extension agents, increasing farmers' technical input. An important aspect of this project is encouraging and training successful farmers, who can then promote appropriate agricultural techniques in their own communities.

### **Business Development**

Panama's economy has steadily declined since the hand-over of the canal in 2000. As small-business owners have been particularly hard hit, the Peace Corps has focused its business development program on small and micro-enterprise development. Even though Volunteers focus on five main themes—associations and cooperative development, women's venture development, entrepreneurial venture development, artisan venture development, and community development—all Volunteers shape their work to the particular need of their community or organization. Specific skills, including marketing, accounting, business planning, leadership, and conflict resolution, are transferred to community members.

An important aspect of this program is its focus on the development of the community as a whole, which reflects the important integration of commu-

nity development with business development.

### **Health**

Volunteers working in the new environmental health sector live and work with one of the indigenous populations: Kuna, Ngäbe, Buglé, Wounaan, or Emberá. The program focuses on two main issues—lack of basic sanitation systems and potable water. Volunteers use their technical knowledge in conjunction with their understanding of the community culture to facilitate both construction and maintenance of rural aqueduct and sanitation systems using appropriate technology.

As many health issues community members face are closely interwoven with poor environmental conditions, Volunteers also train community groups on issues such as trash collection, reforestation, sanitation, and natural resource conservation. Many Volunteers train community groups and women's organizations on nutrition and maternal health.

In addition, Volunteers have successfully integrated HIV/AIDS activities across various projects. Volunteers working with farmers have introduced low-labor crops in highly affected communities, while others have assisted in the development of curriculum materials for schools and introduced database management at local clinics and testing centers to track infection rates.

## Paraguay

**Population:** 5,359,000  
**Annual Per Capita Income:** \$1,560  
**Program Dates:** 1967-Present

### Country Overview:

Living in one of the poorest countries in Latin America, a majority of Paraguay's population is lacking in one or more of the following basic human needs: health, education, income, or shelter. Studies have found that over 95 percent of Paraguayan children are infected with intestinal parasites, and just 7 percent of rural families have potable water. The incomes of rural farm families suffer from dependence on cotton, the rising cost of credit, and farming practices that deplete the environment. Paraguay's high population growth rate, combined with limited land resources and limited economic opportunity in rural areas, is causing significant rural-to-urban migration. In both urban and rural communities, environmental contamination and degradation are growing problems as a result of inappropriate waste disposal practices and the misuse of pesticides. National reforms to decentralize government services have created a need for local governments to improve their delivery of services to poor communities. Compounding this situation, Paraguay's nascent democracy faced a fifth straight year of economic recession and continued political challenges.

To help address these critical needs, Peace Corps Volunteers are assigned to projects in business development, municipal management, agriculture, education, the environment, health, and youth at risk.

### Peace Corps Program by Sector:

#### Business Development

Paraguay suffers from an alarming rate of both unemployment and underemployment. This year Volunteers will provide technical training and assistance to over 400 small-business owners and rural cooperatives, thereby helping to increase incomes and job opportunities. Volunteers work with



A map of South America showing the outlines of the continent and several countries. The country of Paraguay is highlighted with a dark gray color, located in the central part of the continent, south of Brazil and west of Argentina.

RESOURCES			
	FY 2001 Actual	FY 2002 Estimates	FY 2003 Estimates
Trainees	98	131	94
Average # of Volunteers	161	155	163
Program Funds (\$000)	3,157	3,170	3,171

small agricultural cooperatives to improve their administrative and organizational operations, management, accounting, marketing, savings and loan services, and educational outreach to their farm family members. Volunteers also help cooperatives diversify their services in the areas of credit, technical assistance to farmers, health and life insurance policies, home improvement and construction loans, and consumer's clubs.

Volunteers also assist small farmers' cooperatives to expand and improve their services. In addition, Volunteers work on secondary projects. For example, one Volunteer worked with parents and teachers at the local school to obtain a computer donation and developed computer literacy classes for teachers and youth.

There is now a focus on information technology activities for these and other projects in the future. Volunteers provide computer training courses to cooperative employees, members, and their families. Volunteers working with farm families are targeting the most needy segments of the population and linking them to new information sources via computer technology.

As a result of increased political liberalization, national reforms have paved the way for greater government decentralization. For the first time, local

governments have more responsibility, greater fiscal resources, and the potential to improve public services in their communities. As part of the new municipal services project, Volunteers work with municipal governments to improve the planning and delivery of services to underserved communities. They also assist municipalities to modernize their data collection techniques and services by using information technology. One Volunteer assisted the community government to revise and modernize the tax collection system by introducing computerized tax mapping techniques, while other Volunteers have helped communities obtain funding for libraries, schools, playgrounds, and trash collection and disposal systems.

### **Agriculture**

In Paraguay, farming employs 43 percent of the labor force, but unfortunately the country is experiencing a decrease in agricultural productivity as a result of soil erosion and poor pest control practices. Crop extension and beekeeping Volunteers work with small-scale farmers to improve soils, diversify crops, seek new markets, and identify new income-generating activities. A major focus of the project is to promote horticulture and food crops for domestic consumption, both to reduce dependence on cotton as the single cash crop and to increase levels of nutrition. Beekeeping has proved to be a suitable project for any family member, including youths and single female heads of households, who are often the poorest of the poor.

In FY 2001, Volunteers assisted over 400 individual farmers and seven women's committees to improve crop production and soil conservation techniques, and introduced new income-generating activities. They also supported 10 beekeeper committees.

### **Education**

The Ministry of Education's 1992 educational reform plan proposed a more democratic form of education with a focus on participatory education, problem-solving skills, and personal development. In the Peace Corps' early elementary education

project, Volunteers train kindergarten, first-, and second-grade teachers in new teaching techniques, implement summer community education projects, assist families and schools to identify and support children with special needs, and help grade school teachers and administrators promote gender equity in the classroom. Volunteers provide consistent support for overworked, undertrained rural teachers. The Volunteer is often the only source of new information for teachers who face the challenges of implementing Paraguayan educational reform.

Last year, Peace Corps Volunteers assisted over 1,000 teachers, working in 164 primary schools and five teacher training colleges, via individual counseling and training workshops. Volunteers helped to introduce participatory teaching methodologies, integrate health, nutrition, and hygiene education into the curriculum, develop lesson plans, and enhance gender equity in the classroom.

In the Peace Corps' urban youth development project, Volunteers address the diverse problems of at-risk youth in the peri-urban communities where they live and work. Volunteers form and strengthen youth groups and develop activities that promote and foster leadership and job skills in young people. Volunteers started or strengthened more than 13 youth groups, in addition to working with cultural organizations, soup kitchens, and churches. One Volunteer developed an after-school project to help reduce the rising number of children repeating grades. The program provides math and reading skills development, as well as life skills training. In collaboration with a local nonprofit and the health post, the Volunteer also addressed critical health issues like HIV/AIDS and nutrition with these youth.

### **Environment**

In Paraguay, environmental degradation is increasing at a dramatic rate. Volunteers in the agro-forestry project work to increase crop diversity on fragile deforested land while promoting resource sustainability. In FY 2001, nearly 700 villagers benefited from the Peace Corps' agro-forestry extension activities, which included surveys, mapping exercises, educational sessions, excursions, and field days.

Volunteers in the environmental education project work to incorporate environmental education into schools' curricula and into village-based projects to support the Ministry of Education's reforms. A Volunteer couple worked on the border of a biosphere reserve that protects the Atlantic interior forest and focused their efforts on environmental education activities for nearby communities. Other Volunteers have organized national park field trips and summer camps for children to build a better appreciation for vital natural resources.

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

The morbidity and mortality rates of the maternal, infant, and child population in Paraguay are extremely high. The Peace Corps uses an integrated health sector project to respond to these public

health problems in rural areas. Environmental sanitation Volunteers focus on protection and decontamination of water sources, latrine construction, and the evacuation of garbage pits. Rural health extension Volunteers promote preventive health care practices and maternal/child care with village nurses, parents, and community members. Preventive health care practices include dental health, parasite prevention, proper nutrition, reproductive health, and HIV/AIDS education.

During FY 2001, Volunteers trained more than 300 women on nutrition, home gardens, and the construction and use of brick ovens. Their projects assisted communities in lowering maternal/infant mortality, reducing parasite infestation and anemia in small children, and providing infrastructure for improved sanitation.

## **Peru**

**Population:** 25,230,000  
**Annual Per Capita Income:** \$2,130  
**Program Dates:** 1962-1975

### **Country Overview:**

During the last year, Peru has experienced a major political change with the election of President Alejandro Toledo, who, on December 12, 2001, officially invited the Peace Corps to return. The country faces significant development challenges; according to USAID, 54 percent of the population lives below the official poverty line, with 15 percent of the population living in extreme poverty. Peru is plagued by severe underemployment (estimated at 43 percent), and a significant portion of economic activity takes place in the informal sector. Large sectors of the population suffer from nutritional deficiencies, a high infant mortality rate, and limited access to basic health services in rural areas.

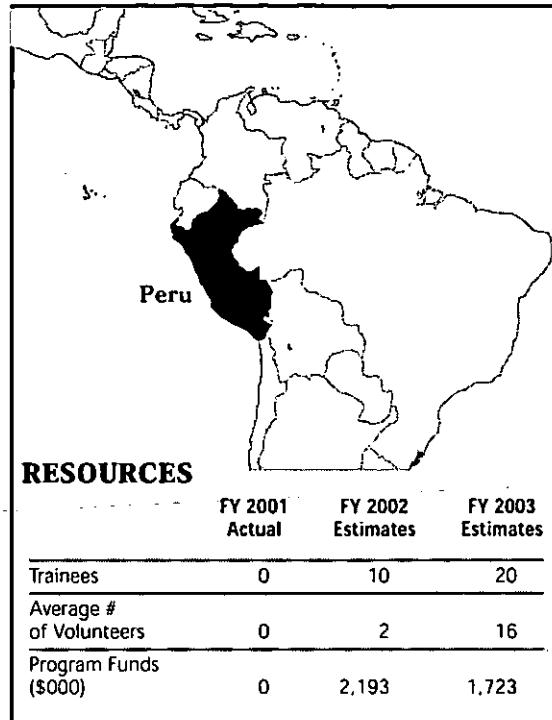
In response to these challenges, the Peace Corps will focus its initial efforts in the areas of agriculture and health, working in conjunction with municipalities. The Peace Corps anticipates opening its program in mid-2002.

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

#### **Agriculture**

Peru suffers from an alarming rate of poverty and underemployment, particularly in the rural areas. To address these critical issues, Volunteers will assist farmers and agricultural cooperatives to improve their incomes by enhancing their marketing links to urban markets, developing village banks, and strengthening their management and accounting practices.

As Peru enjoys a high level of Internet accessibility, the Peace Corps will explore integrating in-



formation technology activities into the agricultural project. Volunteers might provide computer training courses to cooperative employees, members, and farm families.

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

In Peru, the gap between rural and urban health indicators is stark. Rural areas have a much higher infant mortality rate (55/1,000 as opposed to 33/1,000), and chronic malnutrition approaches 50 percent. Overall in Peru, an estimated 33 percent of the population lacks access to safe water, and 28 percent lacks access to basic sanitation. Peace Corps community health volunteers will promote preventive health care practices and maternal/child care with health post staff, parents, and community members. Preventive health care practices might include basic hygiene and nutrition education, family gardens, reproductive health, and HIV/AIDS education.

# Philippines

**Population:** 74,259,000  
**Annual Per Capita Income:** \$1,050  
**Program Dates:** 1961-1990; 1992-Present

## Country Overview:

The Philippine economy has recovered slightly after a decline following the Asian financial crisis and poor agricultural output. Nonetheless, over half of the population still lives below the poverty line, with the percentage even higher in rural areas. Rapid population growth in the Philippines is threatening the country's natural resources. Forty percent of Filipinos rely on agriculture for subsistence.

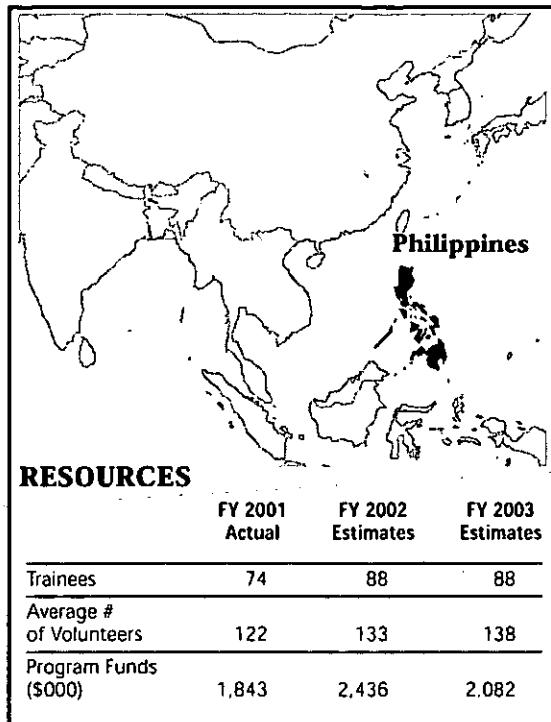
The political situation in the Philippines has stabilized somewhat following the impeachment of President Joseph Estrada last year. But since new President Gloria Macapagal Arroyo has had to devote increasing resources to quelling rebel group demands and activities, fewer resources have been available for development efforts.

Rural resource depletion, including deforestation and overfishing, has led a growing number of rural people to migrate to the cities. As the Philippines continues to grow and becomes a center of international business, fluency in English has become an important skill for the workforce. Peace Corps Volunteers help address these challenges by working in education and environmental protection, primarily in rural areas.

## Peace Corps Program by Sector:

### Education

The English language assistance project addresses the overall decline in English language fluency that has occurred throughout the Philippines. To remain a competitive partner in the region, it is critical for the Philippines to improve the English language competency of its workforce. Volunteers work with Filipino secondary and primary school teachers in a wide variety of projects designed to increase their English fluency and teaching skills. Since 1995, Volunteers have trained 17,650



Filipino teachers through workshops, seminars, and consultations.

One Volunteer combined her keen interest in music with her teaching skills to develop a series of teaching modules for secondary teachers entitled "Singing Your Way to the Philippine Secondary School Learning Competencies in English." She was able to introduce her program and teaching approach to more than 45 schools in her division. Another Volunteer solicited book donations in the United States and collected over 6,000 books, which have been catalogued. The Volunteer helped create a model lending library of resources for teachers and obtained computer hardware for the center.

### Environment

Volunteers work in small inland and coastal towns to encourage sustainable resource management, proper waste management, and ecologically sound development planning. Volunteers work closely with their Filipino colleagues in such activities as planting mangrove trees, establishing marine sanctuaries, and repairing water systems. At parks in 16 protected areas in the Philippines, Volunteers promote sustainable use of resources and conduct environmental education. Through an integrated program, Volunteers also address the development

issues of the buffer zones surrounding these areas. Volunteers in the environment sector have collaborated with international organizations such as Habitat for Humanity and the World Wildlife Fund, as well as with other volunteer groups including Philippine nongovernmental organizations.

One Volunteer accomplished numerous projects during his service, including developing springs, in-

stalling pipes, repairing wells, and facilitating trainings for villagers on water pipe construction and maintenance. He also provided computer training sessions to provincial and municipal engineers on a water-monitoring program. As a gesture of appreciation for his service to them, the members of his community cemented a portion of a trail that led to his home for his safety and convenience.

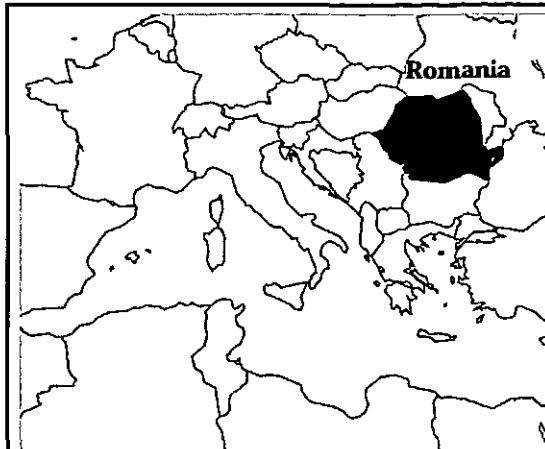
## Romania

**Population:** 22,458,000  
**Annual Per Capita Income:** \$1,470  
**Program Dates:** 1991-Present

### Country Overview:

Over the past 11 years, Romania has moved from a command to a market-based economy. In the years since the overthrow of the Ceausescu regime, small-scale privatization has progressed relatively swiftly, though large-scale privatization has been slow. Foreign investment is increasing, but overall economic growth remains sluggish. Although recent elections have raised concern in the West about the government's commitment to change, most observers believe that the process of reform will continue. As more and more unemployed youth return to school, the need for highly skilled educators is increasing. Because the government no longer guarantees many services provided under the socialist system, newly formed nongovernmental organizations are stepping in to provide desperately needed social services. There is a growing awareness of the responsibility individuals and NGOs have for protecting the environment and preserving civil society.

Romania has expressed concern over the lack of English language instructors and business educators, who are needed to teach local youth the skills needed to succeed in a changing work environment. The government has also requested Volunteers who can provide guidance to the newly emerging social and environmental NGOs. Peace Corps Volunteers are addressing these issues by focusing on small-business and micro-enterprise development, secondary education, health, social and youth NGO development, and environmental management and education.



RESOURCES			
	FY 2001 Actual	FY 2002 Estimates	FY 2003 Estimates
Trainees	45	149	115
Average # of Volunteers	124	86	182
Program Funds (\$000)	2,287	2,929	2,942

### Peace Corps Program by Sector:

#### Business Development

The business development program was started in 1993 as the small business development program. In 2001, the focus of this program was expanded and the program was renamed the community economic development (CED) program. The CED program, in conjunction with local partners, focuses on supporting and fostering economic development initiatives and building local capacity for sustainable economic results. Volunteers work with consortiums for local development, business support nonprofit organizations, chambers of commerce, local government offices, schools, and universities. The project plan reflects best practices learned during this period, and recognizes that Volunteers have greater and longer-term impact when they are active in training and organizational development.

There are many success stories featuring CED Volunteers. Recently, one CED Volunteer and her team of Romanian colleagues were recognized as finalists for Global Development Network's 2001 Most Innovative Development Project award with their integrated NGO and economic development project.

### **Education**

The Peace Corps' education program is designed to develop the potential of Romanian communities by increasing the quality of English language instruction, by enhancing Romanian English teachers' communication skills, and by assisting schools and communities in resource development. In FY 2001, 66 Volunteers worked with more than 12,000 Romanian students in middle or secondary schools, and with over 700 Romanian English teachers, to introduce sessions on American history, culture, and civilization, human rights, literature, and drama and to exchange ideas on teaching methods. Volunteers have introduced and modeled split classes, alternative work styles and theories, and new perspectives on teaching and learning.

Volunteers also organized and participated in several summer activities, such as a drama training course for English as a foreign language teachers and various camps (English, environmental, sports, and Girls Leading Our World). Many teenage girls who showed leadership capabilities, out of about 200 who participated in eight GLOW camps, were trained as mentors and took part as junior counselors in the camps. Volunteers also organized and coached sports teams that promoted English as the primary means of communication. Four TEFL Volunteers are part of the gender and development committee and this year organized a three-day conference on domestic violence awareness, followed by a month of activities on this topic.

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

The health, social, and youth NGO development project continues to adapt to the country's evolving strategies for progress and democracy. Although the project originally focused on social work education and later emphasized social services implementation, the program now works exclusively to strengthen the organizational skills and management of health, social services, and youth NGOs. Volunteers assigned to this project work with NGOs to

build and strengthen their capacity for balancing social services delivery with NGO development. Volunteers are engaged in community development by being assigned to NGOs, municipalities, or NGO resource centers. In 38 urban communities and six rural communities, Volunteers have served 700 youth and 500 adults in areas such as HIV/AIDS, disabled youth, social canteens, and educational centers.

### **Environment**

As in other Central and Eastern European countries, Romania's environment suffered during the rapid, unregulated industrialization of the communist era. Air and water quality declined significantly, and future generations of Romanians will have to cope with the long-term effects of air, soil, and water contamination from mining spoils, unfiltered smelting, and discharges of toxic industrial wastes. The poor performance of Romania's economy, high levels of unemployment, and substantial weakening of the social support network all contribute to placing environmental quality low on the list of priorities for many Romanians. The purpose of the environmental management and education project is to expand environmental education in schools and communities, enhance local and national initiatives to increase environmental awareness, strengthen environmental preservation and conservation programs, increase citizens' involvement in community environmental organizations, strengthen environmental NGOs, and support local authorities in their efforts toward European Union accession. The Volunteers work with 35 NGOs, six schools, one university, 14 city halls, three county councils, one women's club, three national parks, and six community groups. Approximately 1,200 adults and youth have directly benefited from the transfer of environmental awareness.

## Russia

**Population:** 146,200,000  
**Annual Per Capita Income:** \$2,250  
**Program Dates:** 1992-Present

### Country Overview:

In 1990, the Russian government implemented a series of major reforms including the introduction of free-market policies, the elimination of most price controls, the reduction of budget subsidies, the complete privatization of state-owned enterprises, and the delegation of more responsibilities to local governments. This political, social, and economic transformation has been a long and painful process that continues today. In 1998, the new economy collapsed and many Russians suddenly lost their jobs and personal savings. While daily life for Russians has often been a struggle, this challenge has currently intensified with inflation, withheld salary payments, and looming poverty for an increasing number of Russians.

Increasingly, Russians identify English language proficiency as an important step toward regaining the footholds in international trade, information sharing, networking, and study abroad that they had before economic collapse in 1998. This has led to an increased demand for general English language and business English instruction, reflected in the fact that 75 percent of all students choose it as their first foreign language. Because of this extraordinary demand, and because Russian teachers of English have been isolated from native speakers for so long, there is a great need for new energies, new ideas, and new methods.

Russia stretches from Europe to the Pacific Ocean, encompassing approximately 17 million square kilometers. Because of this vast size, Peace Corps/Russia is administered out of two offices: one in Moscow and the other in Vladivostok. The Moscow program focuses on English and business education, while the Vladivostok program focuses on English education only.



### Peace Corps Program by Sector:

#### Education

Education Volunteers in Russia address the need for English language skills by working with students and teachers at the elementary, secondary, and university level to build both English and basic communication skills, increase cross-cultural awareness, enhance the quality of instruction, and improve access to information and resources. Two major goals of the program are to train the next generation of Russian English teachers and to reach underserved parts of Russia.

In addition to their regular classroom activities, Volunteers have established English language clubs, set up English language and American culture resource centers, conducted teacher-training workshops in rural, underserved areas, organized summer ecology and English language camps, and worked with orphans. One Volunteer in the Russian Far East program recognized that many of her students have learning disabilities and has worked with her Russian colleagues to develop a system for addressing this problem. One group of Volunteers authored five textbooks that were published and

distributed regionally. These books used more modern teaching methodologies and contained more positive attitudes toward Americans and the West than the old Soviet textbooks that were being used previously.

### **Business Development**

Peace Corps Volunteers are working in communities across western Russia to increase both English skills and awareness of free-market business practices and theories among Russian entrepreneurs, NGO leaders, and students. While the primary focus of most business Volunteers is teaching business English, they have also been success-

ful in introducing courses such as human resource management, marketing, and business ethics to the schools and business institutions where they teach.

In addition to their regular classroom activities, Volunteers have helped to establish exchange between institutions in the United States and Russia, organized business resource centers with Internet access, and helped the chamber of commerce in one community create its own Web portal to promote trade. Another Volunteer helped to establish a cafe in an orphanage in the Nizhny Novgorod region, where the orphans work and gain valuable on-the-job skills.

## **Samoa**

**Population:** 169,000  
**Annual Per Capita Income:** \$1,070  
**Program Dates:** 1967-Present

### **Country Overview:**

While Samoa has rapidly become more modernized in the past decade, the result has been that those who are poor, unemployed, and lacking education face even greater challenges. Samoa is still largely a subsistence economy, with the main source of income being remittances from relatives who have emigrated to find opportunity abroad. Exports and tourism, the main contributors to the country's economy, have proved unstable in recent years and unable to provide significant employment. Samoans with technical and professional skills often seek better opportunities in other countries, leading to a shortage of qualified teachers to provide the training and education desperately needed by the burgeoning youth population.

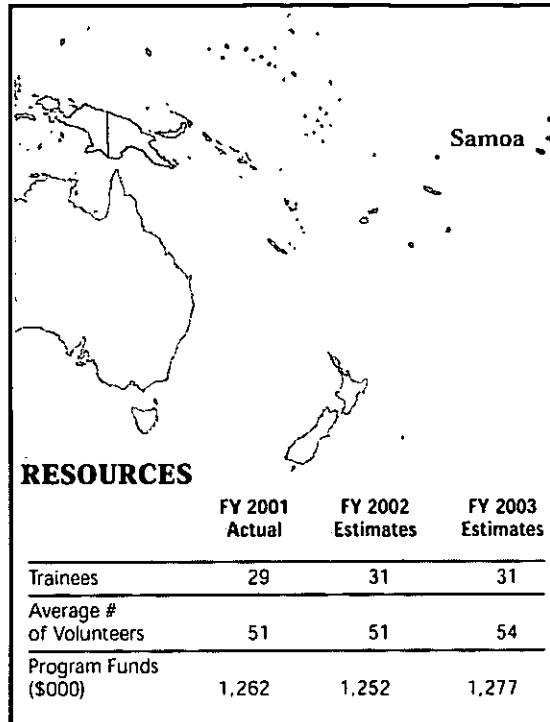
In response to these needs, the Peace Corps promotes enhanced educational opportunities through both a formal education project and a village-based development project. Emphasis is also placed on capacity-building projects that target rural communities as well as Samoan professionals in the private and public sectors.

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

#### **Education**

The Peace Corps addresses the shortage of college-educated teachers in science and business by providing Volunteer teachers to provide classroom instruction, freeing Samoan teachers to attend the National University and receive a teaching degree. This project is to be phased out in FY 2003, with a shift toward teacher training. Volunteers are being assigned as mentors to Samoan professionals and paraprofessionals in the areas of education, computer science, and information technology.

The Peace Corps also addresses education at the



village level through a village-based development project. The primary goal is to assist villages in assessing their own needs, connecting with existing services, and planning and executing programs to address community concerns. Volunteers work closely with village mayors and teach local leaders to train community members in project planning and implementation. Projects typically revolve around income generation, agriculture, the environment, and health.

A Volunteer assigned to teach computer studies in a high school has helped to develop information technology curricula for 12th graders. She created a career fair where students can meet local employers, learn about the skills needed for various jobs, and consider career options. In addition, she was part of a team that held a skill-building workshop for female managers.

## Senegal

**Population:** 9,285,000  
**Annual Per Capita Income:** \$500  
**Program Dates:** 1963-Present

### Country Overview:

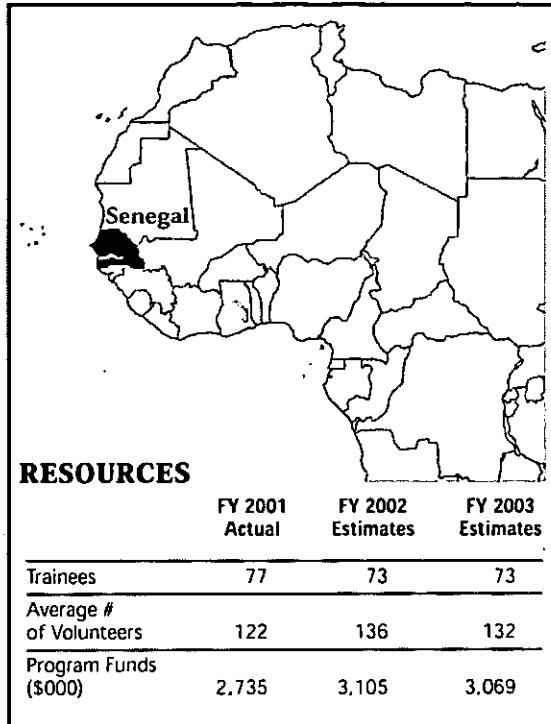
Like many of its West African neighbors, Senegal ranks among the least developed countries in the world. Under a new industrial policy, the government is attempting to stimulate the economy through the reduction of bureaucracy and the privatization of state industries. Progress is being made, but many factors still cripple the country's development. Desertification continues to impact agricultural production. Roughly 70 percent of the population is engaged in agriculture, but it accounts for less than 25 percent of the country's gross domestic product. At present, large numbers of Senegalese citizens do not have access to primary health care. To address these needs, Peace Corps Volunteers focus their efforts in the areas of agriculture, business development, environment, and health.

### Peace Corps Program by Sector:

#### Agriculture

Increasing desertification and the deterioration of Senegal's natural resource base mean that farmers have to do more with less in order to feed themselves and their families. Peace Corps Volunteers provide assistance in the areas of sustainable agriculture, agro-forestry, and improved rice production. One team of Volunteers helps rural communities, groups, and families improve soil fertility and increase the production of traditional and nontraditional crops. Another team works specifically with female farmers in the southern part of the country to increase their rice production. A third team trains farmers in natural resource management and conservation techniques.

In FY 2001, Volunteers provided training to approximately 600 farmers in sustainable agricul-



tural techniques. Farmers from almost 100 villages across Senegal received training in improved crop production and natural resource management. Volunteers continue to assist in increasing cashew production, which is an important cash crop in Senegal's economy. In FY 2001, a Volunteer distributed 100 kilograms of locally produced cashew seeds to the farmers in his work area, with the result that each farmer had 50 cashew trees in his or her field. The farmers are also learning about the uses of cashews beyond their cash value.

#### Business Development

To address loss of employment due to privatization and government downsizing, Senegal began in 1990 to stimulate the private sector. About 30 Volunteers currently provide training and assistance in marketing, finance, and organizational management.

In FY 2001, a Volunteer assisted farmers in finding a permanent export market (France) for the farmers' dried mango products. Today, the demand is outstripping supply. The same Volunteer helped four farmers create credit co-ops within four months. The most successful of these is helping a

group of small-town merchants purchase cloth in bulk so that a local wholesale cloth market can be established to supply tailors. The local supply will eliminate the need to have smaller, incremental amounts of cloth shipped 15 hours from the capital, thus making the cloth cheaper to the tailors, who will pass their savings on to their customers.

### **Environment**

The Ministry of National Education is in the process of implementing a training program in environmental awareness at the primary school level. The goal is to change people's basic awareness and behavior in relation to the environment. Volunteers are currently working with leaders in the communities where schools are located to increase awareness of environmental issues.

During FY 2001, the environmental education project in Senegal saw evidence of its far-reaching impact. Environmental education intervention began in the Diourbel area of Senegal in the early 1990s. Through the years, activities consolidated and grew, encompassing more and more schools, until, by the mid-1990s, the project achieved national recognition. In 2000, the original Senegalese steering committee decided to create an environmental conservation association that was legally recognized by the national government. In 2001, the association designed a conservation program that has an environmental education component based on the Peace Corps project. It has submitted its proposal to the United Nations Global Environment Fund, and the chances of getting fund-

ing are good. The association credits the motivation and inspiration of the Peace Corps Volunteers it originally worked with for its sustained commitment and success over the years.

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

As a result of high population growth and limited government resources, a large percentage of the population has no access to basic health care. The infant mortality rate is 68 per 1,000. Volunteers' efforts focus on educating people in basic practices that will help them avoid illnesses such as malnutrition, diarrhea, malaria, and sexually transmitted diseases.

In FY 2001, two Volunteers started the Sammba and Demmba AIDS Mural project, aimed at promoting community dialogue and increasing HIV/AIDS awareness. The 12-image mural series tells the story of two brothers, Sammba and Demmba, who leave their home village to find their fortunes in the city. One engages in high-risk behavior, thus allowing HIV/AIDS to affect the lives of a traditional rural family. In the telling of this story, many issues previously not talked about are explored, and the far-reaching consequences of the behavior of one individual are illustrated. Fifty local groups in 34 villages have seen the presentation so far, and engaged in the open discussions it engenders. The images have been reproduced so that other Volunteers and the many nongovernmental organizations that have expressed interest in the project can replicate it.

## Slovak Republic

**Population:** 5,396,000  
**Annual Per Capita Income:** \$3,770  
**Program Dates:** 1990-Present

### Country Overview:

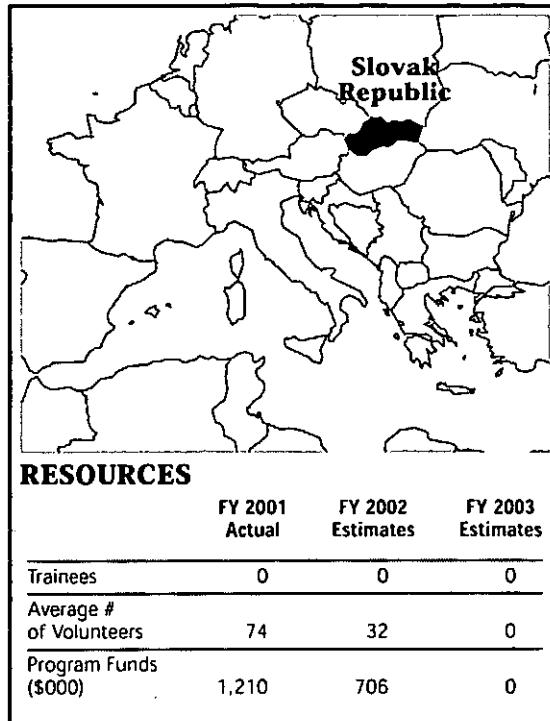
As the Slovak people move toward greater self-reliance and prosperity, the Peace Corps program will close in September 2002, concluding a meaningful period of assistance to a country in transition. The last group of Volunteers entered the Slovak Republic in June 2000, and they are working to institutionalize the projects initiated by the Peace Corps over the past decade.

Like other Central European countries, the Slovak Republic faces the challenge of pursuing economic growth while protecting and restoring a fragile and damaged environment. In response to these needs, the last group of Volunteers is focusing its efforts on building a civil society by strengthening business skills and improving environmental awareness. Volunteers also work in the area of English language education, which complements the efforts in business, nongovernmental organization development, and the environment by improving the ability to access information, technology, and resources.

### Peace Corps Program by Sector:

#### Business Development

Small-business development (SBD) Volunteers have worked with a variety of organizations, including regional development agencies, local governments, and nongovernmental organizations. They have focused on transferring business knowledge and skills in the areas of organizational development, strategic planning, fundraising, and general consulting. Volunteers have also worked on development issues that emphasize the long-term sustainability of reform, increased public participation in community life, and democratization of decision making processes. Volunteers have also worked with Junior Achievement and model United Nations programs,



assisted youth at risk, promoted information technology education, and helped organize a variety of programs for youth.

A number of Volunteers have been working with the building a civil society (BCS) program initiated by an SBD Volunteer and a TEFL (teaching English as a foreign language) Volunteer two years ago along with the latter's counterpart. With a structured curriculum that enables participants to learn habits of active citizenship, a wide variety of local community groups, including secondary school students, teachers, and local rural leaders, have learned to examine their community, identify assets and needs, and plan, implement, and evaluate community projects. Teachers around Slovakia have begun using the new interactive and practical methods from the BCS curriculum as supplements in their civics, ethics, sociology, and English courses. Youth and community groups are now effectively putting the curriculum to use as a means to increase civic participation and solve community problems, as the material can be adapted for use with adolescents, young adults, or adults.

#### Education

Volunteers have divided their time among direct classroom instruction, teacher training, and English

conversation training. The Peace Corps has Volunteers placed at the primary, secondary, and university levels.

Additionally, Volunteers have assisted with clubs and camps, model United Nations programs, and essay contests. They have taught environmental education, developed teaching materials and exchanges with United States schools, and conducted methodology training for host country counterparts and colleagues.

Over the past two years, two TEFL Volunteers working with visually impaired students have developed and/or translated English language materials into Braille for the first time in Slovakia. In addition, a language resource center was created at the primary school for the visually impaired using funds from the Peace Corps' Small Project Assistance program. School staff and students, as well as a number of local community members, participated in the project. One of the Volunteers, visually impaired herself, has remained at site to teach visually impaired students at both the primary and secondary levels.

## **Environment**

The Peace Corps environment project in the Slovak Republic has focused on environmental education and awareness, NGO development, and national park assistance. As advisors to local governments and national park authorities, Volunteers have helped 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, now in her fourth year of service, has been instrumental in bringing international environmental education programs to Slovakia and training host-country nationals to work with them. At the moment, the Volunteer is helping to establish the GLOBE (Global Learning and Observations to Benefit the Environment) project in Slovakia by negotiating, along with embassy officials, with the Ministries of Education and Environment on a country agreement that will allow students nationwide to become involved in monitoring the environment and sharing information worldwide.

## **South Africa**

**Population:** 42,106,000  
**Annual Per Capita Income:** \$3,170  
**Program Dates:** 1997-Present

### **Country Overview:**

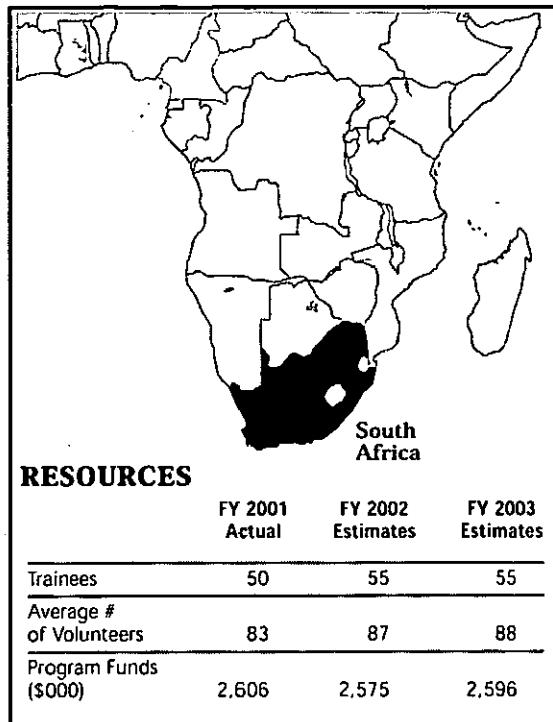
South Africa has emerged as a regional leader in Africa and is developing political, economic, and cultural ties around the world. The country's first democratically elected government, which assumed power in 1994, has achieved significant progress. While that progress has been strengthened by the government of President Thabo Mbeki, the country continues to struggle with the legacy of apartheid and the challenge of developing its full social and economic development potential. The government has demonstrated significant commitment to strengthening the educational system and has been very supportive of the role of Peace Corps Volunteers, who first arrived in South Africa in 1997. The Peace Corps has entered into partnerships with selected provincial departments of education in a concerted effort to strengthen the culture of learning, teaching, and service.

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

#### **Education**

Peace Corps Volunteers are working with teachers and principals in nearly 340 rural primary schools in over 80 communities throughout the Northern, North-Western, and Mpumalanga provinces. Volunteers serve primarily as resources to teachers and principals by providing advice on computer use and technology, classroom management, alternatives to corporal punishment, and English, math, and science lesson plan development. Volunteers also provide guidance on alternative teaching methods, such as team teaching. Through these activities, Volunteers serve a crucial role that enables educators to connect to South Africa's educational network, exchange ideas about successful educational practices, and share limited resources.

In the past year, Volunteers and their counterparts assisted approximately 210 educators in 73 schools to create effective learning environments



through a variety of classroom management activities, including improved classroom design and appearance, the establishment of learner guidelines both in and outside of class, the organization of classroom work, and the institution of appropriate disciplinary methods. Volunteers and educators also created or improved 17 libraries in the past year. Volunteers and their counterparts organized library committees and developed action plans that included the donation of thousands of children's books and other educational materials, on-going community labor and support, and a host of literacy- and library-centered programs.

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

The South African government has called on all organizations—local, national, and international—to join the new "Partnership Against AIDS." The Peace Corps views this as an opportunity to expand its efforts in South Africa and responded to the HIV/AIDS epidemic by initiating a second project in September 2001. The primary goal is to reinforce the capacity of nongovernmental organizations working in HIV/AIDS education and prevention and to increase their effectiveness in serving local communities.

## **Suriname**

**Population:** 413,000  
**Annual Per Capita Income:** \$1,856  
**Program Dates:** 1995-Present

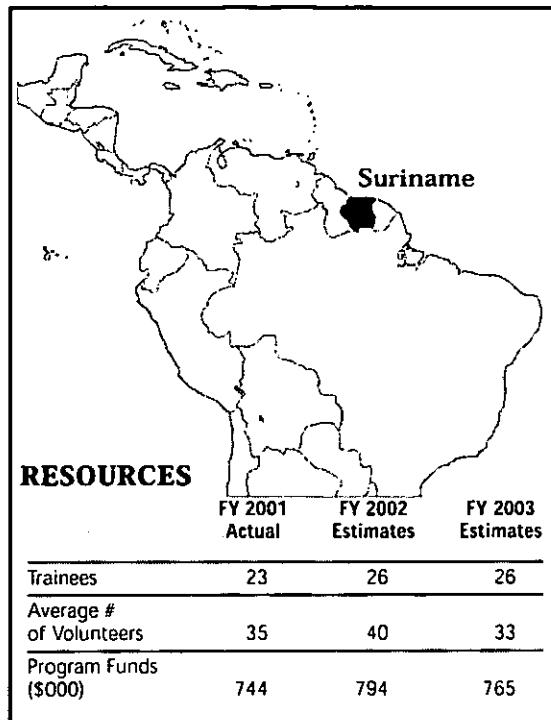
### **Country Overview:**

Suriname is a sparsely populated country whose inhabitants mostly live in urban and semiurban areas along the coastal zone. Approximately 33,000 Maroons and 7,000 Amerindians, the principal inhabitants of Suriname's interior, face many problems affecting their socioeconomic development. Suriname's centralized system of government traditionally focuses on the capital of Paramaribo and generates a high sense of dependency among the indigenous and tribal peoples of Suriname's Amazon region. In 1995, the government requested the Peace Corps' assistance in rural community development activities of the Amerindian and Maroon communities. Working in the interior, Volunteers address issues such as community organizing, needs assessment, resources identification, project planning, and adult education. In collaboration with both governmental and nongovernmental organizations, the Peace Corps began a nonformal community education project in 2001, as the rural community development project ended. Volunteer activities now focus on nonformal rural education in the interior.

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

#### **Education**

The purpose of the rural community development project is to improve the quality of life in rural interior communities by helping residents assess and prioritize their needs, access outside resources, and take responsibility for their own development. Volunteers assist their communities with a range of



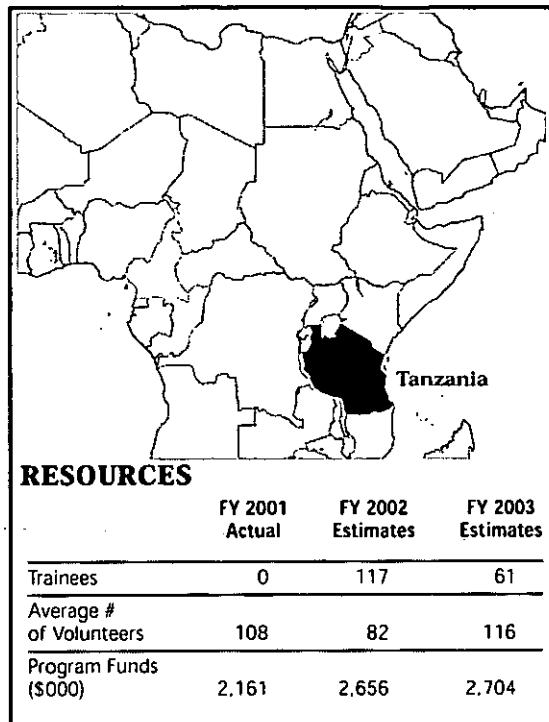
development projects, including environmental education, health outreach, youth development, nonformal education, project design and management, and small-business development.

In FY 2001, Volunteer activities included promoting environmental education activities, HIV/AIDS awareness campaigns, health promoter training, health education programs, nonformal education and after-school programs for youth and adults, water and sanitation projects, computer training classes, and income generation activities for women's groups.

One Volunteer worked with the Bureau of Public Health to help the department better track national health data and trained its staff to build skills in data collection and analysis. She was instrumental in the publication of Suriname's first national epidemiology data, including prenatal and maternal mortality studies and a compilation of the country's national basic health indicators.

## Tanzania

**Population:** 32,923,000  
**Annual Per Capita Income:** \$260  
**Program Dates:** 1962-1969;  
1979-1991;  
1991-Present



### Country Overview:

Tanzania has an abundant supply of natural resources but lacks adequate funding and infrastructure to properly ensure the sustainable development of these resources. Its economic development is further constrained by the prevalence of many of the same health problems common to other African countries, such as malaria, typhoid, cholera, respiratory infections, malnutrition, and especially HIV/AIDS. As Tanzania moves to modernize and privatize, the government has placed science education, technology, health, and the need for renewable natural resources at the center of its development strategy. The government has requested the Peace Corps' assistance in support of grass-roots development and privatization initiatives intended to reduce poverty, improve the quality of life, and provide enhanced educational opportunities. Peace Corps/Tanzania supports these efforts by having Volunteers serve in secondary schools as math and science teachers, in community-based natural resource management projects, and in the recently developed health education project.

### Peace Corps Program by Sector:

#### Education

Peace Corps/Tanzania enjoys a productive relationship with the Ministry of Education, the Tanzania Institute of Education, and the National Exams Council. The education project targets four main areas: students, Tanzanian counterpart teachers, local educational resource development, and community/school links. Volunteers help alleviate the shortage of teachers, particularly in mathematics and the sciences in rural areas. Fifty percent of

schools in which there are Volunteers have reported an increase in their schools' rankings based on the national exam results.

Many education Volunteers offer additional classes in English and computer science, which have benefited over 1,000 students. One Volunteer, in addition to teaching physics, oversaw the completion of a computer science laboratory and initiated computer classes at his school.

Education Volunteers are also actively engaged in helping students improve their quality of life. In addition to their teaching responsibilities, over half of all education Volunteers focus efforts on HIV/AIDS education and workshops.

As a result of Volunteer workshops, peer educators have been trained to administer their own seminars; teachers are recruiting students to talk about the disease in class; and staff are having open discussions about HIV/AIDS in the staff room. Over 15,000 students have benefited from education Volunteers' efforts in HIV/AIDS education.

#### Environment

Peace Corps/Tanzania's community-based national resource management project is designed to assist village communities in the management of their natural resources and to raise environmental

conservation awareness. Volunteers address issues such as land degradation and sustainable management of renewable natural resources, environmental education, and agro-forestry techniques with both individuals and local institutions. Volunteers work closely with villagers and district government supervisors to provide education and demonstration projects for improved practices in farming, forestry, and animal grazing. In addition, Volunteer activities focus on water and sanitation, family nutrition, self-help activities, youth development/empowerment, and the use of appropriate technology. Environment Volunteers also actively work with primary and secondary schools to help schools and teachers function as resources for environmental education and HIV/AIDS prevention education in the schools and villages.

One Volunteer designed a series of lesson plans for primary schools that addressed issues such as HIV/AIDS, environmental education, and women's economic empowerment. The Volunteer's lessons plans were so well received that the district-level administrators at her site have recommended that all primary schools in her district use them.

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

The school health education project aims to significantly and positively impact the health knowledge, health attitudes, and health behavior of

Tanzanian youth, particularly in the area of HIV/AIDS prevention. In an innovative programming approach, Volunteers are assigned to secondary schools where they serve as half-time math and science teachers and half-time health educators. As classroom teachers, Volunteers integrate relevant health content into their curriculum. They employ a wide range of health education interventions in the classroom, school, and broader community to reach students, teachers, out-of-school youth, and community members. As health educators, Volunteers promote school health initiatives such as clubs, workshops, and exhibits at their schools and other secondary and primary schools. Volunteers also work to develop peer education and life skills training programs with both in-school and out-of-school youth.

Health Volunteers have offered HIV/AIDS awareness classes to over 4,500 students, and over 6,000 students have participated in extracurricular activities that challenged them to learn new health information. Additionally, Volunteers have established links with community members and out-of-school youth and conducted 11 one-day health seminars for people living with HIV/AIDS. Volunteers also established a life skills camp for 60 girls. Participants took the skills they learned in the camp back home to share with their communities.

## Thailand

**Population:** 60,246,000  
**Annual Per Capita Income:** \$2,010  
**Program Dates:** 1962-Present

### Country Overview:

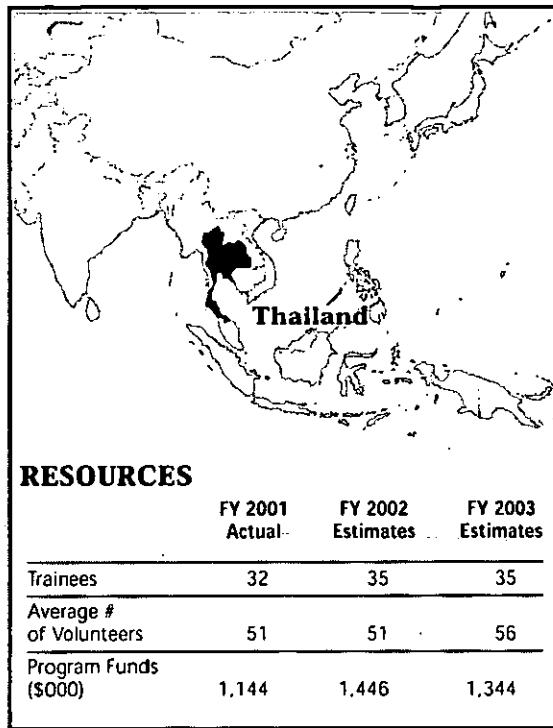
Peace Corps Volunteers began serving in Thailand in 1962, making it one of the earliest Peace Corps countries. As Thailand has changed over the last four decades, so have its needs and priorities. Recognizing the need for English language skills in a global economy, the government has made English language classes a requirement for all students, beginning in primary school. As a result of this expanded English requirement, there is a lack of qualified primary school English teachers in rural areas. The Peace Corps has responded to this need with a project to assist in educating youth and providing training to teachers in rural communities. The Peace Corps program focuses on the north and northeastern parts of Thailand, which are often overlooked in development efforts.

The Peace Corps is also responding to Thailand's pressing needs in public health and environmental education and awareness. Specific health issues, such as nutrition and HIV/AIDS education, are critical for the rural population. The need for environmental education grows every year as Thailand deals with problems such as pollution, over-population, waste disposal, deforestation, and environmentally destructive tourism. Since 1961, the forested areas of Thailand have decreased from 53 percent to 11 percent of total land area, leading to a growing concern about environmental conservation in the country.

### Peace Corps Program by Sector:

#### Education

Volunteers in Thailand work in the integrated education and community outreach project, which integrates education, health, and environmental development efforts into one program. The goal of the program is to improve primary school teachers' pro-



fessional capabilities, knowledge, and skills in teaching English by using student-centered and participatory learning methodologies. This diverse program places Volunteers at rural primary schools in the poorest areas of the country, where they work to develop community support networks and activities to help improve the life quality of students and their families.

Volunteers work with teachers and schools to organize school or village development projects focused on the environment, health, or other areas of interest. Work in the health field is aimed at improving the general health and well-being of students and heightening the awareness of teachers and people in the surrounding communities by integrating important health concepts into the curriculum. Volunteers in the environmental sector work with educators, students, and community groups on problems such as pollution, overpopulation, garbage disposal, deforestation, and environmentally destructive tourism.

Two Volunteers have renovated and equipped a school library and turned it into a community library. Their work and dedication inspired the local government body to raise funds for completion of the project. Additionally, they were asked to act as advisors on

the development of another community library under construction. Another Volunteer is working with a local NGO to design an English Web page, assist indigenous groups with preparation for Thai citizenship, and develop a community detoxification program. In addition, he teaches English to primary school students and has motivated a co-worker to help teach some subjects at his school.

## Togo

**Population:** 4,567,000  
**Annual Per Capital Income:** \$310  
**Program Dates:** 1962-Present

### Country Overview:

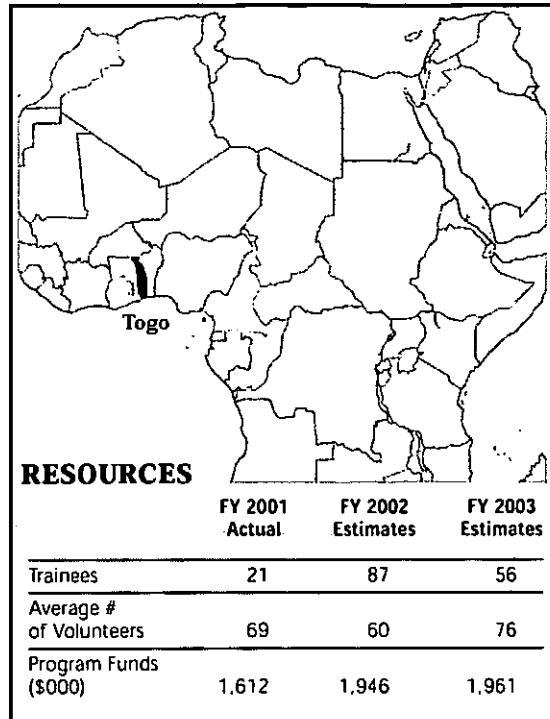
Continuing political and economic instability has compounded Togo's numerous and pressing development challenges in recent years. A significant proportion of Togo's rural population lives in extreme poverty. Less than 40 percent of the female population has educational opportunities or access to training that can equip them to participate in the development of their communities. Malaria, malnutrition, and tuberculosis are endemic; infant and child mortality rates are at 80 per 1,000 births; and life expectancy is 51 years. HIV/AIDS and other sexually transmitted diseases continue to increase at an alarming rate, with HIV/AIDS infection estimated to be at 9 percent of the adult population. Deforestation and other forms of environmental degradation are worsening as the country's growing population places increased demands on its natural resource base. Peace Corps/Togo Volunteers work in the areas of business development, education, the environment, and health.

### Peace Corps Program by Sector:

#### Business Development

Volunteers work with members of local savings and credit groups, credit unions, and savings and credit NGOs to help them better manage the financial resources available to them. Volunteers work to transfer such business skills as accounting, bookkeeping, conducting feasibility studies, conducting market studies, financial analysis, and establishing market linkages. In FY 2001, Volunteers offered business-related training to 14 nongovernmental organizations, 50 tontines, and 10 schools in 36 villages and towns.

Volunteers also worked in collaboration with nine Junior Achievement counterparts and 13 Junior Achievement groups in 10 secondary schools.



#### Education

The girls' education and empowerment project strives to promote more involvement by girls and women in the developmental process of their communities through increased access to formal and nonformal education. Volunteers work closely with village development committees, schools, and parents to devise and implement solutions to promote improved access to, and quality of, education for girls. In addition, Volunteers help teachers revise lesson plans, adopt more hands-on and inclusive teaching techniques, and encourage female students to continue their studies.

In FY 2001, Volunteers created girls' clubs, incorporated HIV/AIDS education into their work, and, in some cases, expanded their work to women's groups and income-generating projects. One such group, with the help of a Volunteer, will soon be exporting locally produced shea butter to the United States.

#### Environment

The environmental protection project seeks to raise awareness of the short- and long-term effects

of current agricultural practices on the environment. The project also introduces sustainable agro-forestry techniques that can be used to more appropriately manage environmental resources. Volunteers work with farmers to introduce sustainable farming practices that will lead to improved yields and reduced environmental degradation. Other Volunteers help to develop environmental education projects in primary and secondary schools. In FY 2001, Volunteers taught 487 formal and 63 informal environmental education sessions. Session topics varied widely within the overall theme of environmental awareness and integrated agriculture.

Volunteers also trained villagers in the construction of improved cooking stoves. Volunteers and their farmer counterparts established 51 tree nurseries, producing over 11,000 seedlings and planting over 5,500.

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

The health project is designed to assist local communities and regional health offices in promoting health activities that primarily address HIV/AIDS prevention, nutrition, and the management of rural health clinics. Volunteers also engage in small projects such as the construction of family latrines, wells, and "health huts" that respond to community needs and contribute to the overall health of individual families.

In FY 2001, Volunteers initiated World AIDS Day events in their regions that reached more than 10,000 people. Thirty Volunteers, in collaboration with 77 health worker counterparts, also participated in two Guinea worm eradication activities that reached over 12,000 people in more than 100 villages; 6,500 water filters were distributed and 580 water sources treated.

## Tonga

**Population:** 100,000  
**Annual Per Capita Income:** \$1,730  
**Program Dates:** 1967-Present

### Country Overview:

With well over half its population under the age of 18 and a stagnating economy, Tonga faces many challenges in providing its youth with educational and economic opportunities. These problems are compounded by the chronic shortage of secondary school teachers, especially in science and information technology. The vast majority of Tongans are dependent on subsistence agriculture and fishing, supplemented by monies from relatives who have emigrated. The pressures on these traditional sectors are depleting already scarce natural resources and degrading topsoil, rain forests, coastal reefs, and freshwater supplies.

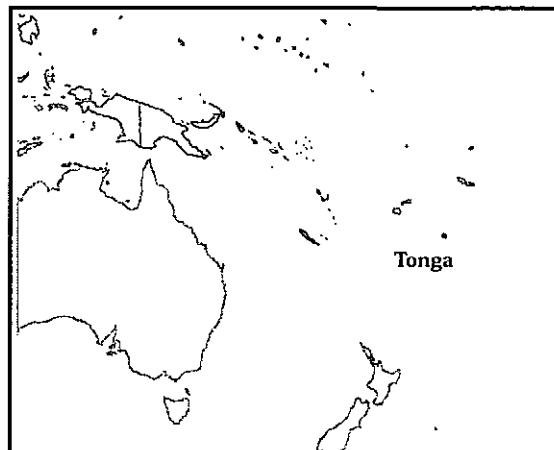
Peace Corps Volunteers are helping to address these problems through projects in education, youth development, and the environment. In FY 2000, Peace Corps/Tonga began introducing information technology training to enhance these three projects.

### Peace Corps Program by Sector:

#### Education

In Tonga, the Peace Corps focuses on enhancing education both in schools and in the community. Volunteers work to introduce innovative teaching techniques and enhance teacher skills through modeling, team teaching, and workshops. A second component of the project focuses on reaching out from the classroom to provide community education, especially in the areas of computer training, business education, and nonformal education for out-of-school young women.

Volunteers also work with communities through youth groups, with a strong emphasis on capacity building and professional development. Volunteers have implemented leadership and active learning techniques at national and village levels to train peer educators throughout the island group. Specifically,



A map of Oceania showing the location of Tonga. The map includes the main island of Tongatapu and several smaller island groups to its east and south.

RESOURCES	FY 2001 Actual	FY 2002 Estimates	FY 2003 Estimates
Trainees	35	32	32
Average # of Volunteers	69	64	58
Program Funds (\$000)	1,094	1,004	983

Volunteers have been active in HIV/AIDS education, small-business development, environmental awareness, and computer literacy. For example, they have worked with youth to establish a magazine focused on issues facing young people in Tonga. The magazine is currently in its second year and is completely produced by Tongan youth.

Notably, in FY 2001, the Peace Corps collaborated with government offices and regional international development organizations to establish the first Tonga National Volunteer Service. Tongan volunteers, along with community leaders, will implement training-of-trainers workshops to help advance skills in such areas as small project design, information technology, and gender and development.

#### Environment

Tonga's most fragile natural resources are under pressure from the growing population, resulting in severe damage of vital watersheds and coral reefs. Volunteers are responding by developing methods and programming to raise awareness of the environmental fragility of Tonga. Other activities include the establishment of an environmental youth group and the development of written guides to the flora and fauna of the region.

### **Information Technology**

In response to growing interest in the benefits of information technology, the Peace Corps established a technology project in FY 2000. Volunteers are now using technology as a tool to improve education, employment opportunities, and environmental management in Tonga. For example, Volunteers teach computer skills to students, train teachers to incorporate information technology in the classroom, and use computers to enhance reading and youth engagement programs.

The Peace Corps is currently working with the government of Tonga to address youth employment by providing training in computer maintenance and repair.

One Volunteer, in collaboration with her principal and the Tongan Mission School Headquarters, will begin a computer-assisted English reading program at her school in FY 2002. This program will give Tongan students the opportunity to improve their English language skills and simultaneously allow them to become proficient in using basic computer software.

## Turkmenistan

**Population:** 4,779,000  
**Annual Per Capita Income:** \$670  
**Program Dates:** 1993-Present

### Country Overview:

Since gaining its independence in 1991, Turkmenistan has experienced tremendous political, economic, and social changes. To improve its economic potential and promote development, Turkmenistan continues to look to the West for trade, economic support, and assistance in training its professionals. The government recognizes the need for formal English education and the importance of communicating in English as it opens to the outside world. The Peace Corps program is designed to increase the availability, and improve the quality, of English language programs in Turkmenistan. This is achieved by developing the reading, writing, and critical thinking skills of students and teachers while enhancing existing government-sponsored English programs.

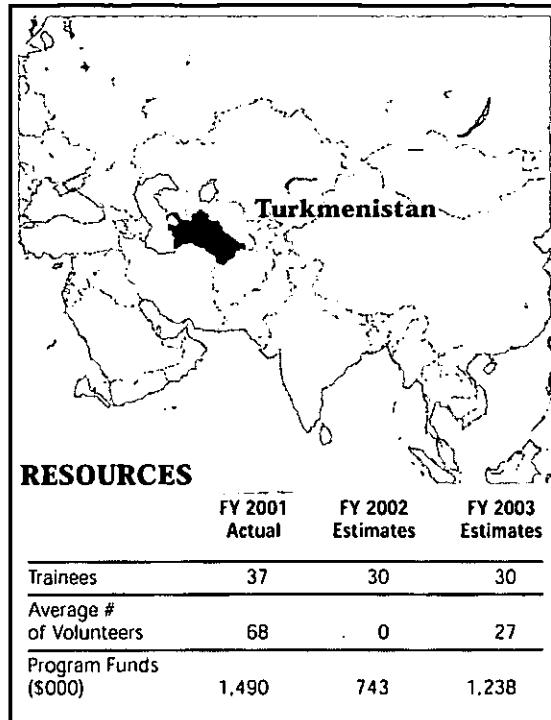
A lack of supplies, training, and technology has contributed to a decline in basic health and health care services in recent years. In support of recent reforms and initiatives of the government and the Ministry of Health, Peace Corps activities focus on a variety of maternal and child health care issues in rural communities, with an emphasis on community health education, extension, and prevention.

The program in Turkmenistan was suspended following the events of September 11. A reassessment team is scheduled. Should its report prove positive, the program will be reopened in 2002.

### Peace Corps Program by Sector:

#### Education

Peace Corps Volunteers teach English in primary and secondary schools, institutes of higher education, business centers, and health care facilities. They also organize and conduct teacher training workshops in current teaching practices and materials development. The government has pub-



lly recognized the important role that the Peace Corps has played in teaching English, training teachers, and promoting resource centers. Many schools where Volunteers teach have been designated as "specialized schools," where students begin learning English in primary grades. Last year, nearly all of the students who were selected to study in the United States through the Bradley Program were students of Volunteers or had direct or indirect contact with Volunteers. Volunteers organized English-immersion teaching methodology camps in which over 100 teachers participated from all over the country. Of the 26 English teachers selected by the Teacher Excellence Program organized by the American Councils for International Education, 24 were counterparts of current or previous Volunteers. In addition, Volunteers developed resource and computer centers, organized English, drama, and sports clubs, worked with orphanages, coordinated singing lessons and performances, and provided HIV/AIDS education.

Two Volunteers, together with their local counterparts, organized and ran a teaching methodology camp for more than 60 local female English teachers. Simultaneously, a recreation camp was held on the same grounds for their children to en-

able the women to leave their homes to attend the camp. Evening sessions explored issues of gender and self-esteem, among other topics.

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

Peace Corps/Turkmenistan's health project focuses on community health education, extension, and prevention in rural collective farms. Volunteers work closely with local caregivers to develop educational outreach projects that emphasize maternal and child health and promote preventive health care practices in rural communities. Key areas targeted for intervention include anemia, diarrheal diseases, drug and alcohol abuse, acute respiratory disease among children, reproductive health of women, neonatal care, breast-

feeding, and sexually transmitted diseases. Over the past year, Volunteers have conducted seminars about HIV/AIDS, environmental health, anatomy and physiology, healthy lifestyles, nutrition, potable water, and the importance of exercise. Volunteers trained 89 health care professionals to use community development and health education processes to improve the health of their community members.

One Volunteer worked with her counterpart and local doctors to develop and conduct diarrhea prevention festivals in four communities. The festivals featured music, costumes, an oral rehydration demonstration, and health education talks by the doctors. All the festivals were produced with funding and musicians provided by the local government.

## **Uganda**

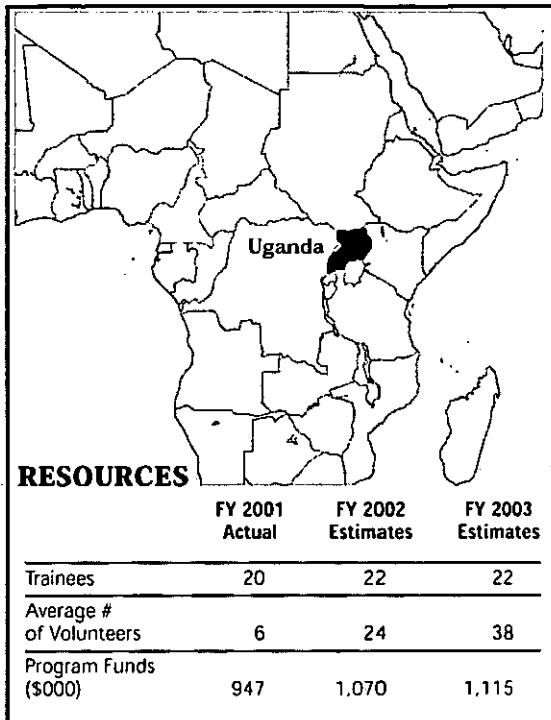
**Population:** 21,479,000  
**Annual Per Capita Income:** \$320  
**Program Dates:** 1964-1973;  
1991-1999;  
2001-Present

### **Country Overview:**

The Peace Corps reestablished its program in Uganda in March 2001 after nearly a two-year absence. Although the program was suspended in May 1999 because of security concerns, the Peace Corps has conducted comprehensive assessments that indicate a viable and safe environment for the return of Volunteers. The Peace Corps has a long-standing commitment to the country's development and is pleased that it has the opportunity to build productive relationships with the people of Uganda. Currently, Peace Corps/Uganda has an education project and a new community health project. These projects have been developed on the basis of the interests and needs presented by the government of Uganda and by the communities with whom Volunteers work.

The rapid spread of HIV/AIDS has exacerbated socioeconomic conditions in a society already affected by two decades of economic decline. Half of the Ugandan population is under the age of 16, and managerial and administrative resources are scarce. The result has been erosion in the quality of infrastructure, including the educational system, primary health care, business and management skills, and the management of natural resources. Discussions are underway with the government of Uganda and potential partners to develop new programs in the areas of community-based natural resource management, micro-enterprise development, and information technology. The Peace Corps hopes that the resumption of its program in Uganda will allow Volunteers to address many of these ongoing development needs.

Currently, Peace Corps/Uganda has an education project and a new community health project. These projects have been developed on the basis of the



interests and needs presented by the government of Uganda and by the communities with whom Volunteers work.

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

#### **Education**

Volunteers function as teacher trainers at coordinating centers, working closely with Ugandan tutors. These two-person teams organize and provide in-service-training to primary teachers at approximately 25 schools. They train both teachers and principals and mobilize communities to support their primary schools. Volunteers also support the Ministry of Education's efforts in community mobilization by bringing additional "community interest skills" to the primary assignment as a teacher trainer. Volunteers explore ways of enhancing school and community ties, assisting the development of schools as community resources, and vice versa.

One Volunteer has created a library program to combat the shortage of books available to community members. First, she offers workshops for teachers and children to teach them how to make their own books using local materials. Then participants write and publish original stories or borrow from

their rich oral traditions. The workshop ends with each person walking away with a book he or she has made. Parents are delighted to see their children's stories "in print," and many parents use these books at home as their first efforts to become literate.

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

In the first year of the community well-being/ healthy living project, Volunteers will strive to build the capacity of existing community organizations that provide information, advice, and care to indi-

viduals, families, and communities affected by the HIV/AIDS pandemic. Volunteers will work to transfer knowledge, skills, and abilities to the organizations and the communities in which they work. Volunteers will strive to build capacity in areas such as the provision of home care services, vaccination awareness, school and community health education programs, nutrition, hygiene, and sanitation, and to advocate for continued community vigilance on issues such as ways to reduce HIV/AIDS and promote voluntary testing and counseling.

## **Ukraine**

**Population:** 49,950,000  
**Annual Per Capita Income:** \$840  
**Program Dates:** 1992-Present

### **Country Overview:**

Since achieving independence in 1991, Ukraine has taken significant steps toward democracy, civil society, and a free-market economy. However, many economic and political obstacles continue to hamper Ukraine's full development. Under the previous command economy and centralized decision making process of the Soviet Union, Ukrainian businesses were not responsive to customer needs, changing environments, and world quality standards, making their businesses less than competitive in the world market.

In an effort to better integrate into the global marketplace, the Ministry of Education has made English language education a top priority. However, the country has been unable to develop new materials and train a sufficient number of teachers in innovative teaching methods to fulfill such a mandate. Ukraine also faces serious environmental challenges. Inadequate management of natural resources and lack of environmental regulations have caused a sharp decrease in the quality of the environment. As a result, heavily contaminated soil, air, and water have had a harmful impact on human health and social development.

In an effort to address these multidimensional needs, Peace Corps Volunteers work in the areas of business and micro-enterprise development, English language education, and environmental protection and management. Among international aid agencies and investors, the Peace Corps continues to be the most diversified Western technical assistance program in Ukraine. Increasingly, Volunteers are being placed in smaller communities that have had limited access to available resources to help link them to the technical and information resources available at the national and international levels..



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

#### **Business Development**

In an effort to redirect businesses to the norms of the free-market economy and help them regain customers, the Peace Corps was invited to send business Volunteers to Ukraine in 1992. Today, they serve as advisors to municipal and regional governments, and offer training and expertise to business assistance centers and nongovernmental organizations. They also teach courses at business education institutions, universities, and high schools. Business Volunteers have introduced a range of information technology initiatives, including Web site development and computer training. They also carry out community projects such as HIV/AIDS prevention and English clubs.

One Volunteer, assigned to a business development center in Crimea, assisted with the repatriation of the Crimean Tatar community. Working with the mayor and others in the city, he helped the community obtain 250 sheep and 50 rams with the assistance of Heifer International. Fifty Crimean Tatar families were each given five sheep and one ram. Sheep raising and the manufacture of rugs from lambs' wool are the traditional method by which Tatar families earned a living when they lived in Rus-

sia, before being resettled in Crimea. This livestock project offered these 50 families a way to earn a living and feed themselves.

## Education

The education project aims to improve the English language skills of Ukrainian students and teachers. Volunteers engage in activities that heighten critical thinking and communicative English skills. They also provide assistance in establishing and expanding English teaching resources, curriculum development, and teacher training. Volunteers have been active in establishing summer camps, English clubs, and essay contests. They incorporate information technology, gender issues, and HIV/AIDS education in their primary or community projects.

Working with her English teaching colleagues, one Volunteer initiated and helped to develop an English resource center, including over 700 books and a computer with Internet access, at her school. Students and teachers helped to prepare the center for public use through the summer. Software was purchased and installed. A database for inventorying and tracking books and resources was created. Training in basic computer operations took place in July and August with the resource center librarian. Additionally, students in senior grades with interest in computers learned to use the Microsoft Access database and entered over 400 books into it. With the librarian, a cataloguing system was created and all books were tagged and organized with the help of younger students. To help the community start to use the center, the Volunteer conducted biweekly teacher seminars after the start of the school year. She also used the Internet connection to start an e-mail correspondence between her senior Ukrainian students and students in San Francisco.

## Environment

The Peace Corps environmental protection project was initiated in 1997 to increase the organizational capacity of environmental institutions. Environment Volunteers work with schools, national parks, and governmental and nongovernmental organizations active in environmental initiatives. Volunteers expand the awareness of environmental threats and their impact on natural resources and educate the public about environmental protection. In addition, Volunteers work to establish and sustain management systems and strategies that address environmental problems throughout the country.

One Volunteer, assigned to the environmental department of the Ternopil city administration, initiated and developed with his counterparts a number of projects aimed at improving the city environment, including the restoration of the city's lakefront park. He assisted city officials in preparing a successful grant proposal that resulted in the planting of 185 trees, 395 flowering shrubs, and 600 roses. Through the Volunteer's networking efforts, a sculpture by American sculptor Seward Johnson will be placed in Shevchenko Square as a contribution to the people of Ternopil. In addition, with his Ukrainian colleagues, the Volunteer developed a project to establish a new park in the city, and prepared proposals for the rehabilitation of wetlands and water protection zones of the lake and nearby river. He participated in producing the book *Environment of Ternopil in Figures and Facts at the Crossroads of Millenniums*, in which his article has a very symbolic title: "I Believe in the Future of Ternopil."

## **Uzbekistan**

**Population:** 24,406,000  
**Annual Per Capita Income:** \$720  
**Program Dates:** 1992-Present

### **Country Overview:**

The people of Uzbekistan are working to make the difficult adjustment to democracy and a free-market economy and to cope with the many changes inherent in this kind of transition. Many obstacles to economic change exist, including slow progress on privatization legislation and on changing laws that affect small business development, and a lack of general business expertise. The ability to communicate in English is viewed as vital to Uzbekistan's development and its status as a new nation in the international community. In response to these needs, Peace Corps Volunteers focus their efforts on English instruction and business education.

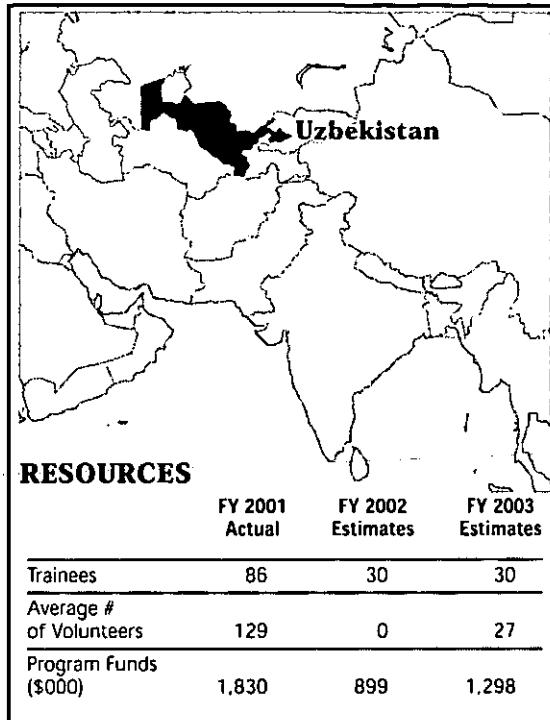
Uzbekistan recognizes the need to improve access to government health care for the rural population. Villagers are the farthest from medical facilities and are also the least capable of paying for travel to urban centers and specialized treatment. In support of government efforts to improve rural health care services, the Peace Corps places health extension workers at rural clinics.

The program in Uzbekistan was suspended following the events of September 11. Should the report of an anticipated assessment team prove positive, the program will be reopened in 2002.

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

#### **Business Development**

As few local teachers are qualified to teach business or economics, Volunteers are responding by instructing secondary school and university students in applied economics, basic business subjects, and Junior Achievement, and by training Uzbek educators to teach these subjects using innovative teaching methodologies. Outside the classroom, Volunteers work with local artisan groups, business information



centers, career centers, and departments of tourism to provide business development expertise.

One Volunteer, working in the Ferghana Valley city of Andijan, was approached by local business people and asked to assist in developing the city's first Internet cafe. With funding from the AOL/Peace Pack program, the Internet cafe has been established, offering local business people and students computer classes and access to the Internet.

#### **Education**

Volunteers work closely with Uzbek universities and secondary schools to improve the quality of English instruction and to increase access to internationally available information and resources. Emphasis is placed on teacher training activities and information exchange. Volunteers also work in primary schools, teaching and working with English teachers to improve their skills. Teachers attended workshops where they learned about contemporary teaching methodologies and materials development and improved their English skills. Volunteers played an integral role in the development of a new national curriculum for primary English instruction that was introduced in schools in September 2001. Volunteers have also initiated a

variety of community outreach activities, including English summer camps, Earth Day activities, dance classes, and the creation of debate, ecology, and English clubs. Volunteers visited orphanages, playing games and sports with the children, conducting English lessons and art projects, and organizing fundraising and clothing drives.

In Ferghana City Volunteers organized the Ferghana Youth Education Center, where students practice their English, attend reading and arts and crafts classes, and access the Internet. The center is run by five female university students who do not charge membership fees but encourage members to participate in community service projects. In addition, a talent show was organized at the center for handicapped children.

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

Volunteers in the health program focus primarily on improving the health status of women and children in rural communities. Their activities emphasize prevention and health education to increase the capacity of staff to manage rural clinics. The goal

is also to raise the level of English skills among health care workers so they can use current medical literature written in English. Volunteers have given health education talks to address such topics as hand washing, anemia, first aid, reproductive health, and eye testing, as well as nonmedical topics including self-esteem, team building, and decision making. In addition, they have developed teaching aids that address hepatitis, HIV/AIDS, physiotherapy, and oral hygiene. During routine home visits, Volunteers have performed basic health checks on the infirm, newborns, mothers, and the elderly and have distributed educational materials on anemia, goiter, nutrition, and breast-feeding.

One Volunteer in the Ferghana Valley region worked with his community to bring heat and water not only to the local health clinic but to many within the local community as well. Through the USAID-funded Small Project Assistance fund, five community water hydrants were built throughout the community, providing clean drinking water to more than 3,000 residents.

## **Vanuatu**

**Population:** 193,000  
**Annual Per Capita Income:** \$1,180  
**Program Dates:** 1990-Present

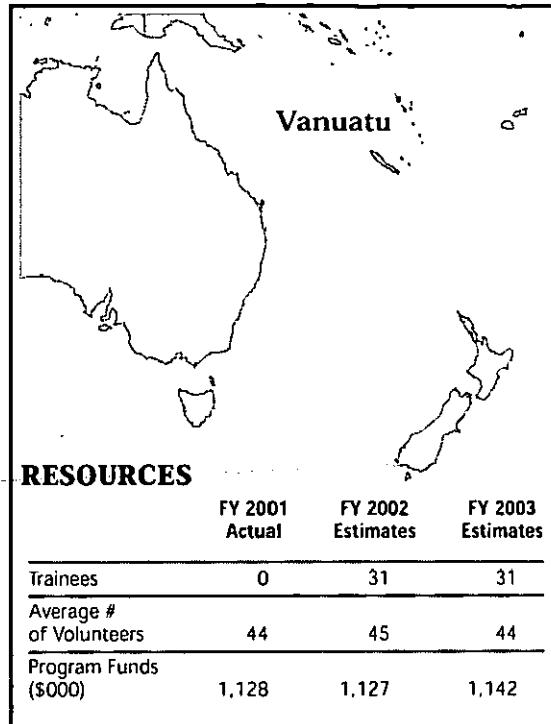
### **Country Overview:**

Vanuatu faces a number of challenges that have led to subsistence-level conditions and a population lacking the means to improve their standard of living. With more than 100 local languages and a population spread over 65 islands, the country struggles to provide education and training to its people. As a result of its colonization by both the British and the French, the country remains divided into areas where either English or French is the language of instruction. Only 20 percent of children are able to attend school beyond the primary level, and the country suffers from a growing shortage of qualified teachers. The Peace Corps has responded with a strategy designed to increase access to formal education and expand basic services and opportunities in rural areas, with a focus on youth development.

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

#### **Education**

A goal of the government of Vanuatu is to increase access to secondary school education for students who complete primary school. To address the problems created by the shortage of secondary school teachers, the formal education project focuses on enhancing opportunities for students in formal educational settings. Volunteers support English instruction in French-speaking secondary schools, which are in more marginalized areas of the country. In addition, Volunteers teach subjects that are key to Vanuatu's development, such as agribusiness and information technology. In order to reach youth without access to the limited number of secondary schools, Volunteers are assigned to rural training centers that provide basic vocational and academic courses, with an emphasis on income generation and small-business development.



On the island of Tanna, a Volunteer working in a rural training center teaches youth who either dropped out or did not have the money to continue their education. The classes emphasize basic school subjects, as well as the skills and confidence needed to pursue a career. In one example, a teenage girl enrolled at the training center after spending eight years without attending school. The student was later able to pass 10<sup>th</sup>-grade exams and win a scholarship to the top vocational school in the country.

The Peace Corps also addresses the needs of Vanuatu through a nonformal education project. Community education programs focus on literacy, preventive health care, nutrition, and agriculture. Volunteers also work with rural communities and organizations to target key community concerns, such as the environment, agriculture, opportunities for youth, and small-business development.

Vanuatu is one of the most disaster-prone countries in the world, with natural hazards that include volcanoes, earthquakes, cyclones, flooding, and drought. Volunteers educate communities about disaster preparation to help them mitigate damage.

## Zambia

**Population:** 9,881,000  
**Annual Per Capita Income:** \$330  
**Program Dates:** 1993-Present

### Country Overview:

The rural population of Zambia lives primarily in substandard social conditions. An estimated 73 percent of the population does not have access to potable water, and 66 percent of those who dwell in the countryside do not have access to proper sanitation facilities. In a country where the gross domestic product has seen recent declines, 86 percent of the people live below the national poverty line. The extremely high rate of HIV/AIDS infection continues to hamper development efforts. The minister of science and technology has praised the dedication of Volunteers working at the grass-roots level because they enhance the nation's own efforts to reach its community development goals. Volunteers work in agriculture, the environment, and health to help address Zambia's development priorities.

### Peace Corps Program by Sector:

#### Agriculture

Volunteers are assisting the Department of Fisheries in the development of rural fish farming projects, a relatively new and important agricultural activity in Zambia. Rural farmers are given technical assistance to assess their needs and resources, and then to establish ponds and irrigation systems necessary for fish production. This year, Volunteers worked with 300 families to farm more than 400 fish ponds and harvest a total of 6,000 kilograms of fish. In addition to providing an excellent source of nutrition for rural families; surplus fish are sold and provide substantial supplementary income to individual families. One fish farmer revealed that although he poached regularly from a nearby game reserve in the past, the food and income that his fish ponds provide are now adequate to feed his family.



A map of Africa showing the continent's borders. Zambia is highlighted with a dark gray box. The word "Zambia" is printed below the box. The table is titled "RESOURCES" and contains three columns of data for FY 2001 Actual, FY 2002 Estimates, and FY 2003 Estimates.

	FY 2001 Actual	FY 2002 Estimates	FY 2003 Estimates
Trainees	54	63	63
Average # of Volunteers	114	107	107
Program Funds (\$000)	2,671	2,921	2,933

#### Environment

The Zambian Wildlife Authority has invited Peace Corps/Zambia to join a new environmental initiative in which communities living near national parks can gain an economic stake and a voice in managing the protected areas. Volunteers assist community members in developing the group decision making skills necessary for this new responsibility, as well as educating them about environmental and conservation issues. Through these activities, communities are better able to meet their development and food security needs, thus reducing pressure on the parks' resources.

#### Health and HIV/AIDS

Volunteers work with counterparts at every level, from rural communities to district offices, to promote preventive solutions for health, water, and sanitation problems. The strength of the activities in this sector arises from communities defining their own problems and taking the initiative to solve them. In the past year, Volunteers have worked with 450 counterparts in assisting 560 communities with health- and water-related issues. Such activities have improved 99 water sources that provide water for 120 communities, and led to the implementation of more than 200 community-based health improvement plans.

### **Crisis Corps**

Peace Corps/Zambia has responded to Zambia's extremely high HIV/AIDS infection rate by placing Crisis Corps Volunteers who provide immediate technical assistance. Three Volunteers assist local

nongovernmental organizations with HIV/AIDS awareness activities and capacity building. Other Crisis Corps Volunteers have worked with CARE International at a refugee center in the Northern province.

## Zimbabwe

**Population:** 11,904,000  
**Annual Per Capita Income:** \$530  
**Program Dates:** 1991-Present

### Country Overview:

Education is highly valued in Zimbabwe, and its significance in the development of a successful and independent country is recognized at all levels of the society. In the past 10 years, there has been tremendous growth in school enrollment, which resulted in an 800 percent increase in the number of secondary schools. Because of this massive expansion of the school system, many schools lack materials and qualified teachers, particularly in the rural secondary schools. To address this problem, the Ministry of Education, Sport, and Culture requested that the Peace Corps provide teachers for underserved rural areas. In June 2000, because of growing political instability in Zimbabwe, the Peace Corps elected to reduce its presence throughout the country and shift its programs from rural to urban and semi-urban areas—where there were greater prospects for Volunteers to continue to serve effectively. However, in the months leading to the March 2002 presidential elections, violence escalated and reached the urban and semiurban areas. In November 2001, as the situation continued to deteriorate, the Peace Corps withdrew all of its Volunteers from the country and temporarily suspended its program.

### Peace Corps Program by Sector:

#### Education

Because Peace Corps Volunteers would have competed with Zimbabwean English teachers for teaching positions in urban locations, Peace Corps/Zimbabwe shifted its education project to teaching math and science, and developing school and community libraries.

In FY 2001, two Volunteers and their counterparts conducted a math and science workshop to share ideas and experiences with host country teachers on how to teach these subjects. Volunteers



A map of Africa showing the continent's borders. Zimbabwe is highlighted with a dark gray box. Below the map is a table titled "RESOURCES".

	FY 2001 Actual	FY 2002 Estimates	FY 2003 Estimates
Trainees	37	0	0
Average # of Volunteers	18	0	0
Program Funds (\$000)	941	490	0

and counterparts in seven schools introduced intensive classes during vacation to 1,243 students to prepare them for national examinations. With the help of Volunteers, secondary schools developed a bank of relevant, inexpensive, and locally produced teaching resources, resulting in dynamic learning environments for students.

#### Health and HIV/AIDS

Zimbabwe has one of the world's highest incidences of HIV/AIDS infection, and the need for prevention education is critical. In cooperation with the Ministry of Education, Sport, and Culture and the Ministry of Health, a group of Volunteers arrived in February 2001 and were placed with nongovernmental organizations working in HIV/AIDS education and prevention. At the time of program suspension, these Volunteers were successfully building an HIV/AIDS education and prevention program that included working with and strengthening the capacities of local nongovernmental organizations.

In FY 2001, two Volunteers organized a one-day HIV/AIDS fair. It attracted 24 HIV/AIDS service organizations, which displayed and offered information to the general public on HIV/AIDS. It is estimated that 3,250 people attended the fair. One

Volunteer, working with her organization, successfully mobilized the community to attend the fair and use the services of a mobile unit that offered free counseling and testing. The clinic was available to

the community for a week; during that time, 700 community members were tested. Four Volunteers assisted counterparts to develop and design HIV/AIDS materials that were distributed to communities.

# **The Peace Corps FY 2003 Integrated Performance Plan and Budget Request Under the Government Performance and Results Act**

## **Revised Final FY 2002 Plan • Initial FY 2003 Plan**

The Peace Corps is pleased to provide this performance plan and report of accomplishments under the Government Performance and Results Act. In FY 2002 and FY 2003, the Peace Corps will continue to work to meet the long-term goals and objectives that it has set for itself in its strategic plan. This plan furthers our progress in meeting our long-term goals.

### **Mission Statement**

The purpose of the Peace Corps is to help the people of interested countries in meeting their need for trained men and women; to help promote a better understanding of Americans on the part of the peoples served; and to help promote a better understanding of other peoples on the part of Americans.

The Peace Corps fulfills its mission by making it possible for American citizens to serve as Volunteers in developing countries and participate in the development efforts of their host communities. Based on 41 years of experience, the Peace Corps follows certain guiding principles to fulfill this mission:

- The Peace Corps ensures, to the greatest extent possible, the health, safety, and security of its Volunteers and staff.**

The Peace Corps staff, both in the United States and at overseas posts, work to ensure at all times that Volunteers are safe and secure in their assignments, have access to medical support to keep them healthy, and have adequate financial support.

- The Peace Corps provides as many opportunities as possible for Americans to serve as Volunteers and seeks to maintain a global presence.**

The presence of Volunteers in 135 countries over the course of 41 years has been central to the Peace Corps' ability to contribute to the social

and economic development of many of the world's poorest countries. Maintaining a presence in a diverse group of countries also has enabled more than 165,000 Americans to engage in successful cross-cultural exchanges with the people of the developing world.

- The Peace Corps responds to development needs identified by host country partners.**

The Peace Corps' collaboration with host countries during the project development and planning processes ensures that Volunteers can contribute to projects that most directly address the local community's priority development needs. Peace Corps Volunteers work with individuals and communities to improve education of students, expand access to basic health care for families, encourage economic development, protect and restore the environment, and increase the agricultural capabilities of farming communities, and in the process, contribute to poverty reduction.

- The Peace Corps provides the technical, language, and cross-cultural training that Volunteers require to be successful in their assignments.**

Excellent technical and language training is essential to Volunteers' success during their two-year tours overseas. The Peace Corps devotes considerable resources to providing Volunteers and trainees with a solid understanding of the languages and cultural norms of the communities where they live and work. The training is designed to ensure that Volunteers can accomplish their project goals and enjoy an enriching cross-cultural experience.

- The Peace Corps strives for a Volunteer force that reflects the diversity of the American people.**

Efforts to recruit, train, and place a Volunteer Corps abroad that reflects the diversity and richness of America continue to be a high priority for the agency.

- **The Peace Corps encourages and supports returned Volunteers in their efforts to increase international understanding in their communities.**

The Peace Corps continues to share the Volunteer experience with Americans at home through its domestic programs: the Paul D. Coverdell World Wise Schools program and the Peace Corps Fellows/USA program. The Paul D.

Coverdell World Wise Schools program is the Peace Corps' ongoing global education effort that broadens the geographical and cultural horizons of U.S. students through classroom exchanges with currently serving and returned Volunteers. The Peace Corps Fellows/USA program is a public-private partnership that brings together returned Peace Corps Volunteers, institutions of higher education, community organizations, foundations, and corporate supporters to use the experience and skills of returned Volunteers to help address some of the most pressing problems in communities across America.

## **General Goal 1**

**The Peace Corps ensures, to the greatest extent possible, the safety, security, and health of its Volunteers and staff.**

### **Outcomes:**

- All Peace Corps trainees, Volunteers, and overseas staff will receive extensive training in safety and security measures, all posts will review their Emergency Actions Plans annually, and country safety and security assessments will be conducted both as needed and as scheduled.
- To provide a more accurate measure of the overall health issues of Volunteers, as of FY 2002, data on applicant screening, in-service medical care, health surveillance, and post-service benefits will be monitored through the Office of Medical Services' integrated linkage project.

The health, safety, and security of every Volunteer are the Peace Corps' highest priorities. The Peace Corps maintains a broad and systematic approach to increase Volunteers' capacity to keep themselves safe and healthy during their two-year service based on the following principles: effective preparation and training, volunteer support, site development, monitoring and evaluation, and appropriate reporting of and response to medical and safety issues. The Peace Corps continually monitors the health, safety, and security environment in each host country and responds to critical events as necessary. An example of the agency's continuing commitment to ensure the health and safety of Volunteers was the FY 2001 evacuation of Volunteers from Papua New Guinea, the Former Yugoslav Republic of Macedonia, Uzbekistan, Turkmenistan, and the Kyrgyz Republic. The Peace Corps manages its health, safety, and security activities through the Office of Medical Services, Office of Special Services, and Office of Volunteer Safety and Overseas Security.

### **Volunteer Safety System**

The Peace Corps conducts an extensive assessment of the security circumstances in every country before a program is established and regularly monitors and evaluates the safety and security environment in every country where Volunteers currently serve. In addition, the Peace Corps does

everything possible to ensure that Volunteers are assigned to areas in the host country where their safety needs can be reasonably met. If a Volunteer's safety or well-being is placed at risk or compromised, the Peace Corps will immediately respond to resolve the situation or move the Volunteer to another location. In addition to these procedures, the Peace Corps helps Volunteers to enhance their personal safety by emphasizing the importance of mature, appropriate behavior and sound judgment in the countries where they serve.

Most recently, we have been concentrating on strengthening Volunteer/Trainee Safety and Security compliance and accountability. The overall safety and security policy, as outlined in MS 270, has been in force since November 1999. However, to ensure that all posts are moving toward implementation procedures for full compliance with the policy we have designed an Implementation Procedures matrix with proposed specific MS 270 activities and the means to verify them. These activities are under the broad areas of Country Director Responsibilities, Volunteer/Trainee Responsibilities, Monitoring, Assessing and Disseminating Information, Volunteer Training, Selection and Monitoring of Sites, Reporting and Responding to an Incident, and Emergency Action Plans.

We have also developed support and resource materials for implementation which are on the Intranet and a CD-ROM sent to each post. We have also authorized an additional support person, as necessary, at each Post to help track safety and security implementation.

Because the Peace Corps works in some of the least developed countries and in some of the most remote areas in the world, health, safety, and security risks are an unavoidable part of life and of Volunteer service. While the majority of Volunteers serve their two years without major incident, Peace Corps service does involve certain risks and disturbances, including road accidents, natural disasters, harassment, crime, and civil unrest. The Peace Corps devotes significant resources to minimize safety risks to Volunteers and to ensure that they are given the training, support, and information they need for a safe experience. In addition, the agency strives to integrate safety and security training with effective language, technical, and cross-cultural preparedness—recognizing that Volunteers' daily safety is, for the most part, best assured when they are integrated into local communities, val-

ued and protected as extended family members, and viewed as contributors to development. In FY 2000, the agency hired three new Regional Safety and Security Officers to assess safety and security procedures in all three administrative regions and to provide additional training and resources to staff and Volunteers. The agency has hired four additional Regional Safety and Security Officers in FY 2002 and proposes to hire three more Regional Safety and Security Officers in FY 2003 to provide additional support and resources to Volunteers and overseas staff.

The fundamental tenets of Volunteer safety and security are building relationships, sharing information, training, site development, incident reporting and response, and emergency communications and planning.

### **Building Relationships**

The Peace Corps strives to build and maintain the support of host country governments, authorities, and local communities for the Peace Corps' presence in-country and the work the Volunteers have been requested to perform. The responsibility of Volunteers is to learn the local language, integrate into the host community, and build and maintain respectful relationships with sponsoring agency representatives, colleagues, and other community members who will become the basis of their support systems in country.

### **Sharing Information**

From the moment an applicant is invited to serve in a particular country, specific information about potential challenges and safety risks is provided from a variety of sources. Once Volunteers are in-country, Peace Corps staff will keep them informed of security issues and provide guidance for maintaining their safety and well-being as appropriate. In addition, for the welfare of Volunteers, Peace Corps policy requires that Volunteers report their whereabouts when they travel away from their sites or change residences, and that they obtain Peace Corps authorization if they intend to leave their country of assignment for any reason.

### **Training**

The Peace Corps provides integrated language, cross-cultural, and safety training throughout the Volunteer's tour of service to help Volunteers bet-

ter understand their surroundings, how to cope with unwanted attention, and how to develop personal safety strategies. Volunteers are also instructed in Peace Corps policies and procedures and the Volunteer's responsibility to abide by them.

### **Site Development**

Peace Corps staff in-country are responsible for assessing and approving the communities where Volunteers will live and work to ensure that placements are appropriate and safe. Site selection is based on established safety and security criteria that reflect consideration of site history; access to medical and other essential services; access to communication, transportation, and local markets; availability of adequate housing and living arrangements; and the potential for obtaining and maintaining the acceptance and consent of host country authorities and the population at large. During their service, Volunteers are visited periodically at their sites by Peace Corps program managers and medical staff members to monitor issues related to Volunteers' site assignments. If a Volunteer's safety or well-being is placed at risk or compromised, the Peace Corps staff will try to resolve the situation or move the Volunteer to another location.

### **Incident Reporting and Response**

Peace Volunteers are strongly encouraged and expected to report safety concerns or incidents to the appropriate Peace Corps staff member. Staff members are prepared to provide appropriate medical, emotional, and administrative support as each case warrants. The Peace Corps also maintains a collaborative relationship with the U.S. Embassy and host government officials in order to respond to Volunteers' safety and security concerns. Improvements in safety reporting have allowed the Peace Corps to identify associated risk factors (time of day, location, alcohol use, means of transportation, etc.) and develop strategies to help Volunteers address them.

### **Emergency Communications and Planning**

The Peace Corps addresses larger security concerns through country-specific Emergency Action Plans that are in place in each Peace Corps country. These plans set forth the strategies developed by each Peace Corps office to prepare for, respond to, and recover from such crises as natural disasters or

civil unrest. The plan defines roles and responsibilities for staff and Volunteers, explains standard policies and procedures, and includes a comprehensive locator form for each Volunteer to ensure communication in case of emergency and for important notices. The Peace Corps tests and revises each plan annually and provides training to Volunteers about the plan. The Peace Corps works very closely with the U.S. Embassy in crisis situations, immediately assesses potential threats to Volunteers, and responds appropriately to ensure the Volunteers' safety and well-being. The Peace Corps will commit every resource at hand to safely move each Volunteer and staff member out of harm's way.

### **Volunteer Health System**

The Peace Corps provides a comprehensive health program to all Volunteers from the time they depart for service until the time they complete Peace Corps service. In every country where Volunteers serve, the Peace Corps has a medical unit and medical provider to provide treatment and medical support. Peace Corps medical staff provide ongoing training and guidance to Volunteers to help them stay healthy and to provide them with the basic medical skills and supplies needed to do so. The Peace Corps emphasizes preventive measures to ensure Volunteers' health by instructing Volunteers to take precautions with regard to water treatment, sanitation, nutrition, and personal safety. If a health problem occurs that cannot be treated locally, the Peace Corps will send a Volunteer to an appropriate facility in a nearby country or back to the United States. All requisite vaccinations are given before and during a Volunteer's service. The Peace Corps is committed to strengthening its overall system of Volunteer support—which includes emotional, mental health, and peer support—to optimize Volunteers' adjustment and effectiveness overseas. In FY 2002, the Office of Medical Services is conducting an external evaluation of its operations under the auspices of a nationally recognized accrediting body.

### **Performance Goal 1A:**

The Peace Corps will ensure, to the fullest extent possible, that Volunteers live and work in a safe and secure environment and receive cross-cultural and personal safety training to enhance their awareness and skills in dealing with safety and security issues. The Peace Corps will ensure this through MS 270 implementation components. The Peace Corps will work closely with the Department of State's Regional Security Officers at U.S. embassies and with other security experts to assess and select Volunteer sites. The Peace Corps also will ensure that its offices overseas are located in areas that optimize safety and are equipped with appropriate guard services, warning systems, and other protection to enhance the safety of Volunteers and staff.

#### **Means and Strategies:**

The Peace Corps will, based on MS 270 compliance components:

- select Volunteer sites in communities that are stable and secure;
- upgrade communication systems to enhance Volunteer safety;
- update Emergency Action Plans at each overseas post and test them on an annual basis in anticipation of threats to Volunteer safety or security;
- conduct safety and security workshops for overseas staff and Volunteers;
- conduct country assessments on safety and security concerns utilizing Regional Safety and Security Officers in the field;
- (NEW) pilot installation of digital mapping systems to improve emergency communications.

#### **Verification and Validation:**

The Peace Corps will track its progress through full implementation of MS 270, with built in verification standards monitored by the Country Director, the Regional Director, the Desk Units, and the Regional Safety and Security Officer. In addition it will use its system of biweekly reports from Regional Safety and Security Officers regarding Volunteer safety training and physical security provisions, as well as by responding to periodic Inspector General evaluations. In addition, the agency will monitor results from the annual Volunteer survey regarding safety and security issues.

<b>1A: Performance Indicators</b>	<b>FY 1999 Actual</b>	<b>FY 2000 Actual</b>	<b>FY 2001 Actual</b>	<b>FY 2002 Estimate</b>	<b>FY 2003 Estimate</b>
i. Percent of Volunteer pre-service training programs including safety training	100 %	100%	100%	100%	100%
ii. Number of safety and security workshops conducted	3 <i>(supplemental funding)</i>	5 <i>(supplemental funding)</i>	6	6	12
iii. Number of posts undergoing safety and security assessments	1	8	20	20	20
iv. Number of posts receiving Emergency Action Plan training	N/A	N/A	12	20	20
v. Percent of posts testing Emergency Action Plan	100%	100%	100%	100%	100%
vi. Number of posts reviewed for communication capabilities	N/A	N/A	12	9	12
vii. (NEW) Number of posts with digital mapping systems to improve ability to respond to safety and security situations	N/A	N/A	N/A	1	6
viii. (NEW) Percent of Volunteer respondents reporting their safety and security pre-service training as "adequate," "effective," or "very effective" as measured by the biannual Volunteer survey <i>(survey conducted biannually)</i>	N/A	94%	N/A	95%	N/A
ix. (NEW) Percent of Volunteer respondents reporting they were "somewhat," "considerably," or "completely" satisfied with support provided by Peace Corps staff for safety and security, as measured by the biannual Volunteer survey <i>(survey conducted biannually)</i>	N/A	84%	N/A	87%	N/A
x. (NEW) Percent of Volunteer respondents reporting adequate housing within two months of arrival at their site, as measured by the biannual Volunteer survey <i>(survey conducted biannually)</i>	N/A	92%	N/A	100%	N/A

**Resources Needed:** Resources needed to accomplish Goal 1A are \$1,016 thousand and 7 FTE in FY 2002 and \$4,916 thousand and 14 FTE in FY 2003.

## **Performance Goal 1B:**

The Peace Corps will continue to monitor, analyze, and address ongoing concerns and emerging trends related to Volunteer safety and security issues through the agency's Volunteer Safety Council in collaboration with overseas staff. The new safety and security analyst will also track trends and issues. Specific efforts will be undertaken to ensure timely and quality reporting of, and response to, issues and events impacting Volunteer safety and security.

### **Means and Strategies:**

The Peace Corps will:

- monitor local situations on a regular basis and address potential threats immediately, in collaboration with U.S. Embassy Regional Security Officers;
- prepare and distribute resources to address overseas safety and security issues;
- (NEW) strengthen security incident reporting and response capabilities at overseas posts based on MS 270 compliance systems.

### **Verification and Validation:**

The Peace Corps will use the annual Administrative Management Control Survey to ensure that each post maintains an up-to-date copy of the Emergency Action Plan, the Evacuation Support Guide, and the Crisis Management Handbook. The Office of Volunteer Safety and Overseas Security will implement and institute a Country Desk Unit control sheet to monitor regular testing and revisions of each post's Emergency Action Plan based on the compliance features of MS 270. In addition, Regional Directors will brief senior management about security issues that impact Volunteers and staff during regular meetings and will provide written updates to the Director when appropriate.

### **1B: Performance Indicators**

#### *i. Institutionalization of safety and security measures*

**FY 1999** Established Office of Volunteer Safety and Overseas Security; hired Safety and Security Specialist

**FY 2000** Developed policy on the Volunteer Safety and Support System; hired three Regional Safety and Security Officers

**FY 2001** Assisted in GAO Review of Safety and Security System; provided safety orientation to all recruitment staff; conducted EAP training of all country desk unit staff

**FY 2002** Assess organizational oversight for all agency safety and security functions; conduct internal assessments to improve compliance and verification; hire three additional Regional Safety and Security Officers

**FY 2003** Hire three Regional Safety and Security Officers; incorporate safety training in regional Operating Plans

#### *ii. Development, publication, and dissemination of policies, safety, and security resource guides, and training materials*

**FY 1999** Instituted policy on the Volunteer Safety and Support System and on bicycle helmets; distributed *Evacuation Support Guide* and *Rape Response Handbook*.

**FY 2000** Instituted policy on the Volunteer Safety and Support System and on bicycle helmets; distributed *Evacuation Support Guide* and *Rape Response Handbook*. Developed personal safety training module

**FY 2001** Developed policy on bicycle helmets; distributed Personal Safety Awareness Videotape, Getting Away; established Safety and Security section on agency Intranet

**FY 2002** Revise and distribute *Crisis Management Handbook* and *Volunteer Safety-Best Practices*; implement safety training competencies for pre-service training

**FY 2003** Develop support resources to augment the Volunteer Safety and Support System

**1B: Performance Indicators (cont'd)**

*iii. (REVISED) Research, field support, and reporting of safety and security incidents*

**FY 1999** Performed crisis interventions at seven overseas posts

**FY 2000** Conducted 15 Safety and Security Trainings overseas and in headquarters

**FY 2001** Supported analysis of 10-year incident report data and developed recommendations

**FY 2002** Support safety and security assessments for proposed new country entries and potential reentries

**FY 2003** Support safety and security assessments for proposed new country entries and potential reentries

*iv. (NEW) Among Volunteers who have been sexually assaulted, the percent reporting that they informed the Peace Corps of the incident, as measured by the biannual Volunteer survey (survey conducted biannually)*

**FY 1999–2000** 32%

**FY 2001–2002** 66%

**FY 2003** Strive for 100% reporting of incidents, streamline reporting process, enhance security awareness

**Resources Needed:** Resources needed to accomplish Goal 1B are included in the resources needed for Goal 1A. No additional costs or FTE are needed.

**Performance Goal 1C:**

The Peace Corps will continue to provide cost-effective prevention and treatment services for trainees and Volunteers through qualified medical officers at Peace Corps posts. Posts are staffed with medical officers who meet the agency's requirements and standards as determined by the Office of Medical Services in conjunction with the Peace Corps' Regional Directors.

**Means and Strategies:**

The Peace Corps will:

- ensure appropriate levels of care for Volunteers;
- provide prevention and treatment services for health issues;
- conduct the proper selection, training, and support of the Peace Corps' local, in-country medical officers.

**Verification and Validation:**

The Office of Medical Services collects, analyzes, and tracks statistics on these specific indicators.

<b>1C: Performance Indicators</b>	<b>FY 1999</b>	<b>FY 2000</b>	<b>FY 2001</b>	<b>FY 2002</b>	<b>FY 2003</b>
i. Percent of medical officers working 0.5 FTE or greater receiving continuing medical education training provided by the Office of Medical Services	100%	100%	100%	100%	100%
ii. Number of U.S. Personal Services Contract medical officers retained for more than two years	17	20	22	24	24
iii. Percent of newly hired full-time medical officers attending and completing a medical overseas staff training program on agency processes, procedures, and standards of care	100%	100%	100%	100%	100%

<b>1C: Performance Indicators (cont'd)</b>	<b>FY 1999</b>	<b>FY 2000</b>	<b>FY 2001</b>	<b>FY 2002</b>	<b>FY 2003</b>
iv. Percent of newly hired medical officers receiving on-site orientation and training either with an experienced medical officer or through participation in the OMS mentoring program	100%	100%	100%	100%	100%
v. Percent of medical officers properly credentialed and having the professional training and skills necessary to function effectively as a medical officer	100%	100%	100%	100%	100%

**Resources Needed:** Resources needed to accomplish Goal 1C are \$17,422 thousand and 58 FTE in FY 2002 and \$18,584 thousand and 67 FTE in FY 2003.

### **Performance Goal 1D:**

For trainees and Volunteers who cannot be appropriately treated in-country, the Peace Corps will provide responsive, quality, cost-effective medical evacuation services to countries with appropriate medical facilities.

#### **Means and Strategies:**

The Peace Corps will provide quality medical care for its trainees and Volunteers who need medical treatment in the United States through the use of a comprehensive managed health care contract with providers and facilities whose credentials meet national standards and are monitored regularly.

#### **Verification and Validation:**

The Office of Volunteer Support will use a tracking system that provides detailed information on the number of medevacs and the costs for medical services.

<b>1D: Performance Indicator</b>	<b>FY 1999</b>	<b>FY 2000</b>	<b>FY 2001</b>	<b>FY 2002</b>	<b>FY 2003</b>
i. Reduce average length of stay for a medevac Volunteer	28 days	28 days	32 days	30 days	30 days

**Resources Needed:** Resources needed to accomplish Goal 1D are \$6,235 thousand and no additional FTE in FY 2002 and \$12,441 thousand and no additional FTE in FY 2003.

### **Performance Goal 1E:**

The Peace Corps will continue to strengthen and improve its health care delivery system through the development of a fully integrated health information system by FY 2002 that takes advantage of modern technology. The system will link information on applicant screening, in-service medical care, health surveillance, and post-service health benefits. This fully integrated system will provide critical information regarding the health of the applicant, trainee, Volunteer and returned Volunteer along a continuum of health care services within the Peace Corps. In addition the system will assist the timely identification of problem areas and improve the Office of

Medical Services' ability to monitor the impact of strategies designed to improve the health care system for Peace Corps.

#### **Means and Strategies:**

The Peace Corps will:

- streamline the management of medical support systems;
- link information on applicant screening, in-service medical care, health surveillance, and post-service health benefits;
- identify problem areas in a timely manner;

- improve the agency's ability to monitor the impact of strategies designed to improve its health care system.

#### **Verification and Validation:**

By FY 2002, the Office of Medical Services will collect, analyze, and track statistics on specific indicators using its fully integrated health information system to gauge the health of its Volunteers. In FY 2002, the Office of Medical Services will also conduct an external evaluation of its operations under the auspices of a nationally recognized accrediting body.

<b>1E: Performance Indicators</b>	<b>FY 1999</b>	<b>FY 2000</b>	<b>FY 2001</b>	<b>FY 2002</b>	<b>FY 2003</b>
i. Percent of medical applications submitted electronically via the Internet	N/A	10%	47%	60%	65%
ii. Percent of applicants receiving individual assessment for their physical and mental capacity to perform the essential functions of a Peace Corps Volunteer without unreasonable disruption of service or risk to the applicant's health	100%	100%	100%	100%	100%
iii. Percent of applicants requiring individual accommodation receiving joint medical and programmatic placement consideration	100%	100%	100%	100%	100%
iv. <i>The integrated health information system will provide the Office of Medical Services with condition-specific data reflecting the Peace Corps experience, including:</i>					
iv-a. Percent of Volunteers provided a completion of service medical assessment	99%	99%	99%	100%	100%
iv-b. Percent of new FECA claims for DOL processed within 15 business days of receipt	51%	25%	55%	70%	70%
iv-c. Percent of Volunteer respondents reporting they are completely satisfied with their medical care as measured by the annual Volunteer Survey ( <i>survey conducted biannually</i> )	N/A	89%	N/A	95%	N/A
iv-d. Percent of Volunteer respondents reporting health training as effective or very effective as measured by the annual Volunteer Survey ( <i>survey conducted biannually</i> )	70%	70%	N/A	80%	N/A
iv-e. Number of cases of vaccine-preventable diseases (hepatitis A & B) per 100 Volunteer/Trainee years ( <i>none reported</i> )	0	0.0	0.0	Target: <0.05	Target: <0.05
iv-f. Number of cases of falciparum malaria in Africa region per 100 Volunteer/Trainee years	3.3	3.6	6.0	Target: <6.0	Target: <6.0
iv-g. Number of cases of falciparum malaria globally per 100 Volunteer/Trainee years	1.3	1.4 cases	1.4	Target: <2.0	Target: <2.0

**Resources Needed:** Resources to accomplish Goal 1E are included in the resources needed for Goal 1D. No additional costs or FTE are needed.

## **General Goal 2**

**The Peace Corps will work to provide to as many Americans as possible the opportunity to serve as Peace Corps Volunteers.**

### **Outcomes:**

- The Peace Corps will provide opportunities for 4,271 Americans in FY 2002 and for 5,087 Americans in FY 2003 to enter service as new Volunteers.
- The Volunteers will assist countries with their various development needs and will increase cultural awareness between Americans and people of other cultures in keeping with the agency's mission of promoting world peace and friendship.

The Peace Corps maintains a Volunteer Delivery System to recruit, assess, and select Americans for Peace Corps service based on requests from the Peace Corps' host countries. The cyclical nature of Peace Corps programs requires concurrent identification of both assignments and the right individuals to fill them on an ongoing basis. The Peace Corps continually strives to recruit and place the most qualified and diverse group of Volunteers in the most effective and efficient manner possible. Increasingly, the agency is looking to e-government strategies to strengthen customer service to applicants and ensure a citizen-centered approach to providing services and information about the Peace Corps to the general public.

The Peace Corps maintains 11 regional recruitment offices across the country to identify and encourage qualified Americans to apply to the Peace Corps. Activities include recruitment events at college campuses, community-based awareness campaigns, and targeted marketing to individual groups, especially those with scarce skills. Recruiters conduct in-depth interviews and check references to assess applicants for motivation, emotional maturity, cultural adaptability, and technical skills. Qualified applicants undergo legal and medical clearance to ensure eligibility for Peace Corps service, which includes the reasonable accommodation of appli-

cants when necessary. Peace Corps staff at headquarters match the top candidates to countries and to specific assignments, according to skills, experience, and interests. The Peace Corps views the application phase as an important step in preparing and educating prospective Volunteers for the realities of Peace Corps service. To this end, the Peace Corps provides extensive print, electronic, and in-person information to applicants about Peace Corps training, assignments, health and safety, volunteer life and conduct, cross-cultural awareness, language preparation, and pre-departure and travel logistics.

The Peace Corps also maintains an Office of Minority and National Initiatives to develop strategies for recruiting and retaining a diverse corps of Volunteers and to address shortages of skilled people to serve as Peace Corps Volunteers.

## **Performance Goal 2A:**

Consistent with the bipartisan authorization to field 10,000 Volunteers, the Peace Corps plans to recruit, place, train, and support as many Volunteers as possible within existing resources with the following trainee goals for the period covered by this plan:

- FY 1999: 3,835
- FY 2000: 3,919
- FY 2001: 3,191
- FY 2002: 4,271
- FY 2003: 5,087

### **Means and Strategies:**

The Peace Corps will:

- refine recruitment business processes to make it easier for potential applicants to enter Peace Corps service;
- (NEW) target recruitment strategies to increase the number of qualified Volunteers to support global HIV/AIDS problems;
- re-enter Botswana and Swaziland with HIV/AIDS programs as an only priority;
- conduct annual public service announcement campaigns for radio, print, and television distribution;
- conduct strategic recruitment and media campaigns designed to cast a wide net for prospective Volunteer candidates at communities and campuses throughout the United States.

#### **Verification and Validation:**

Trainee input is tracked bimonthly by the Program Advisory Group, which reports to the Chief of Staff and draws its membership from each of the three overseas regions, the Office of Volunteer Recruitment and Selection, the Office of Medical Services, and various additional support offices.

<b>2A: Performance Indicators</b>	<b>FY 1999</b>	<b>FY 2000</b>	<b>FY 2001</b>	<b>FY 2002</b>	<b>FY 2003</b>
i. Number of Americans entering training to become Peace Corps Volunteers	3,835	3,909	3,191	4,271	5,087
ii. Dollar value of public service announcements for radio, television, and print publication	\$6.0M	\$4.0M	\$4.0M	\$ 9.0M	\$10.0M

**Resources Needed:** Resources needed to accomplish Goal 2A are \$13,280 thousand and 185 FTE in FY 2002 and \$14,983 and 191 FTE in FY 2003.

#### **Performance Goal 2B:**

To ensure that the Volunteer force reflects the diversity of the American people, the Peace Corps will work to increase the number of minorities serving as Peace Corps Volunteers by pursuing outreach and recruitment strategies specifically aimed to attract and augment minority and senior candidates for Volunteer service. (NEW) In addition, the Peace Corps will strive to increase the visibility of diversity issues throughout the agency and will increase the use of information technology to enhance minority recruitment strategies.

#### **Means and Strategies:**

The Peace Corps will:

- augment the use of targeted recruitment and communication strategies to attract recruits requested by overseas posts, particularly minorities and those with scarce skills;

- pursue marketing and recruiting initiatives that target colleges and universities with high minority populations, off-campus markets nationwide, and organizations serving the senior population;
- (NEW) increase the use of information technology to strengthen Web-based outreach to minority groups and improve quality of contact information for minority recruitment;
- (REVISED) implement recruitment techniques and materials that are specifically designed to attract greater numbers of minorities, including materials in Spanish as well as English.

#### **Verification and Validation:**

The percentage of minority trainees has continued to rise over the FY 1997 level and is reflected in quarterly minority recruitment reports of the Office of Volunteer Recruitment and Selection.

<b>2B: Performance Indicators</b>	<b>FY 1999</b>	<b>FY 2000</b>	<b>FY 2001</b>	<b>FY 2002</b>	<b>FY 2003</b>
i. Percentage of minority trainees	14.4%	15.2%	15.1%	16%	17%
ii. (NEW) Percentage of minority Volunteers participating in the Peace Corps' Masters International Program.	N/A	N/A	18.7%	19.0%	19.3%

<b>2B: Performance Indicators (cont'd)</b>	<b>FY 1999</b>	<b>FY 2000</b>	<b>FY 2001</b>	<b>FY 2002</b>	<b>FY 2003</b>
iii. Recruitment and support efforts focusing on applicants over age 50	N/A	N/A	Assessed recruitment strategies and program support efforts for senior applicants and Volunteers and revised as needed	Expand recruitment and support for senior applicants and Volunteers	Expand recruitment and support for senior applicants and Volunteers
iv. (NEW) Percentage of Volunteers over age 50	7%	7%	7%	8%	9%

**Resources Needed:** Resources needed to accomplish Goal 2B are \$515 thousand and 5 FTE in FY 2002 and \$535 and 5 FTE in 2003.

## **Performance Goal 2C:**

(REVISED) Consistent with current government-wide management reforms and client expectations, the Peace Corps will increase the use of information technology and e-government services to strengthen the quality, efficiency, and timeliness of recruiting, assessing, and selecting prospective Volunteers. The Peace Corps Volunteer Delivery System will be a target of business process reengineering to deliver services and information in a citizen-centric manner that promotes transparent customer service, security, and privacy. This commitment includes a fully citizen-centered Web presence, including Web-based outreach to attract new applicants; extensive electronic information for prospective Volunteers and their families and friends; an online application, medical history form, and reference submission; and an online tracking system to provide applicants the ability to check their status at each step of the application process.

### **Means and Strategies:**

The Peace Corps will:

- institutionalize and enhance Web-based application procedures for prospective recruits;
- pilot by each regional recruitment office a variety of innovative Internet outreach, visibility, recruitment, and applicant retention activities, including those oriented toward minority audiences.
- (NEW) continue to modify the Peace Corps' external Web site to provide a more citizen-centered experience, including expanded country and assignment information;
- (NEW) establish online status checking system;
- (NEW) institutionalize and enhance Web-based medical screening procedures for prospective recruits;
- (NEW) institutionalize customer service improvements and simplify process for nominating applicants to Peace Corps programs.
- (NEW) strengthen outreach for hard-to-fill countries, including those in Central Asia.

### **Verification and Validation:**

The Embark online application system manages and tracks online applications from the initiation of the process to submission of the application.

<b>2C: Performance Indicators</b>	<b>FY 1999</b>	<b>FY 2000</b>	<b>FY 2001</b>	<b>FY 2002</b>	<b>FY 2003</b>
i. Percent of applicants who complete their Volunteer applications over the Internet	N/A	28.4% <i>(process initiated Q3)</i>	36%	47%	60%
ii. Percent of applicants who complete their Health Status Review for medical screening over the Internet	N/A	10% <i>(process initiated Q3)</i>	47%	60%	70%
iii. (NEW) Average number of months between application and departure for overseas assignment	9.9	9.9	9.6	9.2	8.7
iv. (NEW) Retention rate of applicants (percentage of applicants converted to trainees)	40%	35%	36%	38%	42%

**Resources Needed:** Resources to accomplish Goal 2C are included in the resources needed for Goal 2A above. No additional costs or FTE are needed.

## **General Goal 3**

**The Peace Corps will work within available resources to respond to requests for assistance from developing countries that need Volunteers.**

### **Outcomes:**

- The Peace Corps will provide Volunteers to meet country requests for assistance with development efforts and critical global challenges.
- The Peace Corps will provide technical assistance to organizations and foreign governments for the establishment of indigenous volunteer organizations where appropriate.

Since 1961, the Peace Corps has responded to requests for assistance from 135 countries around the world. Today, we operate in 70 countries with nearly 7,000 Volunteers. With changing circumstances around the world, it remains a constant challenge to determine the number of programs to maintain and the allocation of Volunteers in each country within the context of the annual budget cycle.

### **Performance Goal 3A:**

The Peace Corps fulfills its mission by responding to requests from other countries that need assistance in meeting their development goals. The Peace Corps will place greater emphasis on emerg-

ing needs, including information technology, girls' education, and strengthening local institutions and municipal development.

### **Means and Strategies:**

The Peace Corps will:

- continue to direct Volunteer resources toward projects that are central to the development success of our host countries in the areas of education, health and HIV/AIDS, business development, agriculture, the environment, and information technology;
- (NEW) consider conducting feasibility studies for potential new country programs, such as Vietnam, Cambodia, and Azerbaijan;
- identify approaches to build capacity in information technology in a manner consistent with the agency's development philosophy;
- serve as role models and increase nonformal and formal education opportunities for girls and women worldwide;
- contribute to strengthening municipal development and democratic institutions;
- support host government efforts at the local level to preserve and protect the environment by expanding educational activities and local stewardship of natural resources.

### **Verification and Validation:**

Projects in developing countries are established and trainees arrive in-country as planned.

<b>3A: Performance Indicators</b>	<b>FY 1999</b>	<b>FY 2000</b>	<b>FY 2001</b>	<b>FY 2002</b>	<b>FY 2003</b>
i. Number of Volunteers/trainees worldwide at end of the fiscal year	7,084	7,277	6,645	7,000	8,200
ii. (NEW) Number of completed feasibility studies for new start-up programs (includes HIV/AIDS initiative countries)	1	1	3	6	8
iii. Number of education projects worldwide	67	64	55	To be monitored annually	To be monitored annually
iv. Number of health projects worldwide	48	47	49	To be monitored annually	To be monitored annually
v. Number of environment projects worldwide	47	47	41	To be monitored annually	To be monitored annually
vi. Number of business development projects worldwide	35	33	37	To be monitored annually	To be monitored annually
vii. Number of agriculture projects worldwide	28	25	21	To be monitored annually	To be monitored annually
viii. Number of urban development projects worldwide	N/A	N/A	N/A	To be monitored annually	To be monitored annually
ix. Number of posts worldwide reporting information technology for development initiative projects	49	69	73	To be monitored annually	To be monitored annually
x. Number of posts worldwide reporting municipal development initiative projects	N/A	21	25	To be monitored annually	To be monitored annually

**Resources Needed:** Resources needed to accomplish Goal 3A are \$169,692 thousand and 544 FTE in FY 2002 and \$186,457 thousand and 571 FTE in FY 2003.

## Performance Goal 3B:

The Peace Corps will significantly increase its role in responding to the global HIV/AIDS epidemic by expanding the number of Volunteers who will provide education, training, and support for needy individuals, communities, and organizations.

### Means and Strategies:

The Peace Corps will:

- conduct a feasibility study to assess new countries, such as Botswana and Swaziland, in which to place Volunteers to work in HIV/AIDS;
- continue to provide comprehensive training in HIV/AIDS education and prevention for every Volunteer serving in Africa;
- expand HIV/AIDS programming at all posts in the IAP region by either including it as a cross-cutting activity for all Volunteers or increasing the number of Volunteers assigned to existing projects.
- implement protocols for monitoring and evaluating the work of Volunteers in HIV/AIDS;
- increase the number of Crisis Corps Volunteers to assist with planning and programming for HIV/AIDS activities;
- leverage private donations for HIV/AIDS activities from the Gates and Packard foundations, and from interagency agreements with USAID and the Centers for Disease Control and Prevention.
- develop additional training materials to enhance Volunteers' ability to conduct HIV/AIDS education and prevention activities, including expanded use of the *Life Skills Manual* and its translation into French, Spanish, and other languages.
- expand the capacity of Volunteers and their communities to obtain and exchange information about best practices and delivery of services to people living with HIV/AIDS, by leveraging the benefits of information technology.

**Verification and Validation:**

The number of Volunteers working in HIV/AIDS and their activities will be tracked via the annual Program and Training Status Reports provided by each overseas post.

**3B: Performance Indicators**

- i. *Percentage of Peace Corps countries incorporating HIV/AIDS training in either pre-service or in-service training*
  - FY 1999 N/A
  - FY 2000 84% worldwide\* (100% in Africa)
  - FY 2001 79% worldwide\* (100% in Africa)
  - FY 2002 87% worldwide\* (100% in Africa)
  - FY 2003 88% worldwide\* (100% in Africa)
- ii. *Percentage of Volunteers engaged in HIV/AIDS education, prevention, and support activities*
  - FY 1999 N/A
  - FY 2000 25% worldwide (46% in Africa)
  - FY 2001 30% worldwide (60% in Africa)
  - FY 2002 35% worldwide (60% in Africa)
  - FY 2003 35% worldwide (70% in Africa)
- iii. *Number of completed feasibility studies for new country entries to focus on HIV/AIDS*
  - FY 1999 N/A
  - FY 2000 N/A
  - FY 2001 4
  - FY 2002 4
  - FY 2003 6
- iv. *Development, publication, and dissemination of HIV/AIDS training materials for Volunteers*
  - FY 1999 N/A
  - FY 2000 Developed and distributed *Life Skills Manual* to all Volunteers in Africa and to in-country resource center at every Peace Corps post
  - FY 2001 Updated and expanded use of *Life Skills Manual*, including translation into Ki-Swahili and French
  - FY 2002 Further expand use of *Life Skills Manual*, including translation into additional languages
  - FY 2003 Develop additional support resources to augment the HIV/AIDS initiative
- v. *Number of Crisis Corps Volunteers engaged in HIV/AIDS education, prevention, and support activities*
  - FY 1999 N/A
  - FY 2000 20
  - FY 2001 28
  - FY 2002 40
  - FY 2003 50

\* Percentages of less than 100 reflect several posts where host country partners have not requested assistance with HIV/AIDS activities.

**Resources Needed:** Resources needed to accomplish Goal 3B are included in the resources needed for Goal 3A. No additional costs or FTE are needed.

## **Performance Goal 3C:**

The Peace Corps will continue to focus on efforts to promote and sustain local nongovernmental organizations, especially indigenous volunteer organizations.

### **Means and Strategies:**

The Peace Corps will apply its Volunteer talent and staff experience to identify approaches to support efforts of nongovernmental and indigenous volunteer organizations requesting technical assistance in establishing and developing their organizations.

### **Verification and Validation:**

The work of Peace Corps posts undertaken with nongovernmental organizations will be reported through the annual Integrated Planning and Budget System submissions. In addition, the Office of Private Sector Cooperation and International Volunteerism tracks the number of countries requesting and receiving assistance in developing indigenous volunteer organizations.

<b>3C: Performance Indicator</b>	<b>FY 1999</b>	<b>FY 2000</b>	<b>FY 2001</b>	<b>FY 2002</b>	<b>FY 2003</b>
i. Number of local nongovernmental organizations, including indigenous volunteer organizations, requesting and receiving technical assistance from Peace Corps headquarters	25	29	30	30	30

**Resources Needed:** Resources needed to accomplish Goal 3C are \$990 thousand and 9 FTE in FY 2002 and \$1,020 thousand and 11 FTE in FY 2003.

## **General Goal 4**

**Drawing upon its pool of well-trained and experienced Volunteers and returned Volunteers, the Peace Corps will work to assist with disaster relief and humanitarian response efforts.**

### **Outcome:**

- Skilled Crisis Corps Volunteers will provide technical assistance to address problems resulting from natural disasters and humanitarian crisis.

## **Performance Goal 4A:**

The Peace Corps will continue to field as many Crisis Corps Volunteers as circumstances and resources allow and to provide meaningful and productive assignments that address critical relief, reconstruction, and humanitarian needs.

### **Means and Strategies:**

The Peace Corps will:

- respond to requests for assistance in the aftermath of natural disasters;
- seek opportunities to participate in the fight against HIV/AIDS by making valuable contributions in education and prevention efforts;
- participate in refugee assistance programs whenever security conditions permit;
- look to expand the number of opportunities for Volunteers in countries such as Afghanistan, depending upon local conditions;
- pilot projects in countries without a traditional Peace Corps program;
- improve recruitment efforts through continued development of an outreach program targeting returned Volunteer groups and universities with large numbers of returned Volunteers.

### **Verification and Validation:**

The Crisis Corps office will survey Volunteers who participate in the Crisis Corps to determine

whether and how they were able to help meet the needs of those affected by natural and man-made disasters. Survey results will be used to strengthen the Crisis Corps' programming, recruitment, and

support systems as needed. Also, the Peace Corps will monitor the number of Volunteers and associated costs through the annual Integrated Planning and Budget System periodic reviews.

<b>4A: Performance Indicator</b>	<b>FY 1999</b>	<b>FY 2000</b>	<b>FY 2001</b>	<b>FY 2002</b>	<b>FY 2003</b>
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*i. Number of Crisis Corps Volunteers fielded*

FY 1999	120
FY 2000	150 (includes supplemental budget for Dominican Republic and Central America hurricane relief efforts)
FY 2001	92
FY 2002	92 (up to 40 HIV/AIDS-related assignments and up to 30 natural disaster-related assignments)
FY 2003	92 (up to 40 HIV/AIDS-related assignments and up to 30 natural disaster-related assignments)

**Resources Needed:** Resources needed to accomplish Goal 4A are \$1,449 thousand and 5 FTE in FY 2002 and \$1,832 thousand and 7 FTE in FY 2003.

## **Performance Goal 4B:**

The Peace Corps will ensure that mechanisms are in place to provide the necessary support to Crisis Corps Volunteers and Peace Corps posts and will conduct a vigorous outreach program to ensure an adequate pool of recruits.

### **Means and Strategies:**

The Peace Corps will:

- design a generic disaster management training kit for all Peace Corps posts particularly vulnerable to natural hazards;
- redesign the database of 5,300 returned Volunteers who have applied to the Crisis Corps to integrate it into the agency's enterprise-wide IT architecture.

### **Verification and Validation:**

Feedback received from overseas staff and returning Crisis Corps Volunteers will be used, as well as the monitoring of numbers of applicants according to overseas regional experience and technical and language skills.

<b>4B: Performance Indicators</b>	<b>FY 1999</b>	<b>FY 2000</b>	<b>FY 2001</b>	<b>FY 2002</b>	<b>FY 2003</b>
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*i. Development and distribution of disaster preparation and management (DPM) training kit*

FY 1999	N/A
FY 2000	Initiated development of DPM training kit.
FY 2001	Continued development of DPM kit. Piloted draft materials at several overseas posts.
FY 2002	Distribution of DPM training kit (includes in-service and pre-service training modules, idea book, and various training tools). Posts include DPM in their PSTs and ISTs.
FY 2003	Refine training materials as needed.

**4B: Performance Indicators (cont'd)***ii. Redesign of database of Crisis Corps applicants for integration with agency enterprise-wide IT architecture*

FY 1999 N/A

FY 2000 Initiated redesign of database

FY 2001 Continued work on integration of database

FY 2002 Complete conversion of database and modify database as needed

FY 2003 Upgrade database as needed

*iii. Increased accessibility for applying to the Crisis Corps*

FY 1999 N/A

FY 2000 Placed downloadable application on agency Web site

FY 2001 Monitored downloadable application on agency Web site

FY 2002 Begin development of online application process

FY 2003 Initiate online application process

*iv. Targeted recruitment mailing campaigns*

FY 1999 Mailing to Spanish-speaking RPCVs about post-hurricane reconstruction assignments

FY 2000 Mailing to Spanish-speaking RPCV civil engineers and carpenters to assist with post-hurricane reconstruction; initiated outreach program to all recently returned Volunteers

FY 2001 Mailing to RPCVs who served two years in Africa regarding potential HIV/AIDS-related assignments

FY 2002 Mailing to RPCVs who served in Afghanistan and Pakistan

FY 2003 Target audience will depend on program needs

**Resources Needed:** Resources to accomplish Goal 4B are included in the resources needed for Goal 4A.  
No additional costs or FTE are needed.

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**General Goal 5**

To help Volunteers fulfill their technical and cross-cultural responsibilities, the Peace Corps will provide thorough training and support for Volunteers and will continue to strengthen its programming efforts.

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**Outcomes:**

- Volunteers will be well prepared to fulfill their technical and cross-cultural responsibilities.
- Volunteer programming and training will be strengthened worldwide.

Peace Corps Volunteers work at the community level in a broad array of activities within the general sectors of health, education, business, environment, and agriculture. Within these broad sectors, a growing number of Volunteers are being assigned to new programming initiatives, including HIV/AIDS education and prevention, information technology for development, municipal development, and girls' education. The organizing principle of each Volunteer's work is to strengthen the capacity of people to manage their own development efforts. Volunteers typically must adapt their activities and approaches to their assignments in response to the specific circumstances and needs of the community. By working within a human capacity-building framework, Volunteers are focused on the sustainable development of people and local organizations, rather than physical infrastructure.

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

All Volunteers receive intensive training during 10- to 12-week pre-service training and during periodic in-service training sessions to prepare them for living and working at their sites. Training components include language, technical, cross-cultural, health, and personal safety. After successful completion of pre-service training, trainees are sworn in as Peace Corps Volunteers.

Peace Corps staff in-country and at headquarters support Volunteers' development work by coordinating training for all Volunteers; identifying and disseminating best practices in Volunteer training and program activities; and monitoring and evaluating Peace Corps training and program effectiveness. In addition, the Peace Corps develops technical resources for Volunteers and overseas staff, applies technological advances to promote innovation and learning in Volunteers' activities, and cultivates partnerships with other agencies and organizations to enhance the quality of programming and training overseas. Essential to these efforts is the Peace Corps' commitment to provide training and development opportunities to overseas field staff to increase their effectiveness in supporting Volunteers. The agency's broad range of program and training activities is managed by the Peace Corps' three administrative regions and the Center for Field Assistance and Applied Research.

**The following is an overview of the Peace Corps' primary program activities:**

**Health and HIV/AIDS**

Resources for basic health care are often severely limited in many developing countries. In some communities, the lack of safe drinking water and inadequate sanitation expose children to

life-threatening, but preventable, illnesses. Many pregnant women do not have access to prenatal and postnatal care. By focusing on human capacity building and education, Volunteers make important contributions to improving basic health care at the grass-roots level where their impact can be the most significant and where health needs are most pressing. Volunteers continue to work to improve nutrition, especially among women and children; help communities expand their access to safe drinking water; and help them manage their sanitation needs by digging new water wells, building latrines, and teaching people about proper maintenance. In addition, Volunteers conduct education programs about the importance of proper immunization and control of parasitic and communicable diseases. In FY 2001, Volunteers assisted nearly 671,900 individuals, primarily community members and schoolchildren, to increase their knowledge about healthy behaviors. In addition, Volunteers working in the health sector trained nearly 15,000 service providers, including community health workers, teachers, and other community members, which benefited more than 3,800 communities worldwide.

Since the beginning of the AIDS epidemic, Peace Corps Volunteers have been actively engaged in efforts to address the devastating social, economic, cultural, and health impact of the disease. Volunteers and staff, in tandem with local communities, governmental and nongovernmental organizations, and private donors, have greatly intensified their efforts and widened the scope of existing HIV/AIDS activities, particularly in Africa. Peace Corps Volunteers are uniquely suited to work in HIV/AIDS prevention and education because they live and work in local communities and are able to share information in a culturally sensitive way. The Peace Corps is training all Volunteers in Africa as advocates and educators for HIV/AIDS prevention and care and is also training Volunteers in the Caribbean, Eastern Europe, and Central Asia, where HIV/AIDS is rapidly spreading. To enhance Volunteers' training, the Peace Corps has produced a *Life Skills Manual* to teach adults and youth peer educators to address issues of self-esteem, communication, decision-making skills, and HIV prevention. Since the first edition, the manual has been translated into

Ki-Swahili and French, and the Peace Corps plans to translate it into additional languages and modify the content for other cultures of the world. With these resources and training, Volunteers have increased their efforts to prepare youth as peer educators; collaborate with religious leaders to develop appropriate education strategies; provide support to children orphaned by HIV/AIDS; and develop programs that provide emotional and financial support to families and communities affected by the disease.

In FY 2001, the Peace Corps' efforts to combat HIV/AIDS were greatly strengthened with additional funding and program support from the U.S. Agency for International Development and the Centers for Disease Control and Prevention, and well as generous grants from the Gates and Packard foundations. Given this broad support and the important progress that Volunteers have made in the fight against HIV/AIDS, Volunteers reached over 375,000 individuals, including more than 25,000 orphans and vulnerable children, and collaborated with over 1,100 organizations. The Peace Corps proposes to significantly expand its commitment to HIV/AIDS programs in FY 2002 and FY 2003 (see Goal 3B).

### **Education and Teacher Training**

Education is fundamental to human progress, enabling individuals and communities to acquire new skills and knowledge to improve their lives. Yet in much of the developing world, access to basic education is limited. Education systems suffer from a lack of resources, both human and financial, and many students, particularly girls, are unable to attend school beyond the elementary level. Education remains the Peace Corps' largest technical sector, with Volunteers serving as teachers of English, math, science, and business. They are also providing vocational training and developing nonformal education activities for adults and youth. While the majority of education Volunteers teach in primary and secondary schools, others are engaged in early childhood development, special education, or university teaching. Many Volunteers help build libraries and resource centers, promote adult literacy, and encourage parents and communities to become more involved in the education of their children. Through this broad range of activities, Volunteers

seek to improve the professional development of host country teachers, access to teaching resources and educational materials, curriculum planning, and support for individual achievement, problem solving, and civic responsibility. In FY 2001, Volunteers in the education sector assisted nearly 400,000 students and trained more than 45,000 teachers, benefiting 14,000 communities in the developing world.

Studies indicate that the education of girls is one of the most influential contributions that can be made in development. This is an area where Volunteers have been making significant contributions, with Volunteers in all program areas engaged in activities that help to promote girls' education in both formal and nonformal settings. While gender gaps have narrowed in recent years, women and girls continue to have far lower school enrollment and literacy rates than their male counterparts, and economic opportunities for women continue to lag well behind those for men. Peace Corps Volunteers, both women and men, are in a unique position to serve as role models of attitudes and possibilities. Volunteers conduct summer camps for girls' leadership, promote community awareness of girls' achievements and potential, encourage girls' participation in the classroom, establish safe after-school study environments, and organize career fairs for women. Based on these successful activities, the Peace Corps will continue to focus on girls' enrollment and retention in school, literacy and numeracy for girls and women, and leadership and life skills training.

### **Business Development**

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

focus on community economic development at many levels, whether it is helping artisan cooperatives in rural Africa market their handmade goods, helping women's groups gain access to credit, or training people in Central Asia to take advantage of new free-market practices. They support micro-enterprise development in both rural and urban areas by training entrepreneurs in marketing, business planning, and bookkeeping. In recent years, business education has become a growing focus for Volunteers, who teach marketing and management skills at secondary schools and universities and train out-of-school youth to increase their job opportunities. In addition, more business Volunteers are integrating information technology into their activities and are working with local nongovernmental organizations to improve their management capabilities and sustainability. In FY 2001, business Volunteers assisted more than 195,000 individuals, strengthened 5,000 organizations, and provided assistance to nearly 3,000 communities in developing countries.

### **Information Technology**

New technologies are penetrating the most remote communities, providing new tools for development. Schools with Internet access, clinics with online medical information, and community information centers that function like a public library all provide examples of development that were unimaginable just a few years ago. Even where basic human needs are evident, governments are requesting assistance in building technological skills, particularly for youth to prepare them for the information age. Volunteers in all sectors assist in building local capacity to effectively use new technologies as they become available. They establish school computer labs, help to integrate information technologies into university curriculum, create databases for farmers' co-ops to track market trends, encourage communities to establish "telecenters," and help train youth for future employment in computer maintenance. By working with schools, non-governmental organizations, and community-based groups, Volunteers are ensuring that local communities will have the technological skills needed to sustain and expand the benefits of information technology. In FY 2001, more than 22,000 individuals directly benefited from Volunteers' work in

information technology. Recognizing the importance of knowledge technologies and the unique contribution Peace Corps Volunteers are making in this area, the agency has identified information technology as a priority focus for the future. Beginning in FY 2000, a grant from America Online has enabled the Peace Corps to begin to expand its activities in this important program area.

### **Environment**

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. In many developing countries, people often are directly dependent on their local environment, and its degradation can have enormous and unintended consequences for their livelihoods. In response, Peace Corps Volunteers are actively engaged in activities that promote environmental education, natural resource management, sustainable agroforestry, and responsible national park development. The work of Volunteers is rooted in the direct involvement of the local community, a focus on human needs, alternatives that involve sustainability, change through education, and the involvement of the entire community, including women, in decision making. 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, nongovernmental organizations, and youth groups to promote environmental education, including training young people in preservation and parks development. By assisting in strengthening understanding about the environment, Peace Corps Volunteers are helping people make informed choices about how to protect and preserve their precious natural resources. In FY 2001, environment Volunteers worldwide provided environmental education to 227,000 individuals and trained almost 13,000 extension agents, teachers, and other community members in environmental education techniques and strategies.

## Agriculture

Producing food is the primary economic activity of most of the world's people. But the inability of many countries to produce adequate supplies of healthy food often contributes to poor nutrition, particularly among children. Moreover, many communities employ farming practices that contribute to soil erosion and deforestation. Peace Corps Volunteers seek to improve agricultural production in developing countries by working directly with farmers and their families. They teach men and women how to diversify their crops, prevent soil erosion, and reduce the use of harmful pesticides. Volunteers work with farmers on small animal husbandry projects and fisheries to increase protein consumption in the local community. They collaborate with farmers to grow gardens with fruits and vegetables that are high in micronutrients to help alleviate iron, iodine, and vitamin A deficiencies among children. They are working with schools to produce healthy food to feed their own students. Volunteers introduce crops that help improve the soil conditions in land that has suffered from "slash and burn" agriculture. As communities adopt more sustainable and productive agricultural practices, Volunteers work with farmers on agro-business projects to find new markets for their products and expand their incomes. Volunteers are strengthening household food security through the integration of activities in health, agriculture, and business. In FY 2001, Volunteers provided agriculture assistance and education to over 140,000 individuals and trained more than 9,000 local extension agents, farmer leaders, and other community members in agriculture education and improved agricultural practices.

## Performance Goal 5A:

The Peace Corps will design, disseminate, and support effective programming and training systems for use by Peace Corps Volunteers and staff.

### Means and Strategies:

The Peace Corps will:

- (NEW) identify cutting-edge approaches to training and create an integrated, ongoing system to provide training from the time of Volunteer recruitment to close of service;
- (REVISED) develop materials and resources that support integrated programming and training systems and address agency priorities;
- develop and maintain systems to identify, collect, and disseminate promising practices in programming and training from posts and other sources;
- promote and support the exchange of resources for enhancing programming and training effectiveness;
- develop manuals, tools, and resources based on promising practices collected from the field and that respond to needs expressed by posts.

### Verification and Validation:

The Peace Corps' Center for Field Assistance and Applied Research (the Center) will monitor the design, production, and quality of programming and training materials provided to posts via an established materials development system. The Center will also review commercial publications for relevance and acquisition on a schedule established each fall.

<b>5A: Performance Indicators</b>	<b>FY 1999</b>	<b>FY 2000</b>	<b>FY 2001</b>	<b>FY 2002</b>	<b>FY 2003</b>
i. Number of workshops and activities for staff, Volunteers, and their counterparts to introduce innovative program strategies and materials	356	338	477	474	600
ii. Number of technical publications requested from the field and distributed by headquarters	62,000	60,100	69,000	72,000	79,000
iii. Number of new publications and manuals for staff and Volunteers published and distributed	3	6	13	17	12
iv. (NEW) Design integrated Volunteer training system	N/A	N/A	N/A	Design/pilot	Implement

**Resources Needed:** Resources needed to accomplish Goal 5A are \$4,509 thousand and 36 FTE in FY 2002 and \$4,657 thousand and 38 FTE in FY 2003.

## **Performance Goal 5B:**

The Peace Corps will collect, analyze, and disseminate data generated by Peace Corps projects to provide feedback to posts, inform and improve performance, and communicate accomplishments to diverse audiences.

### **Means and Strategies:**

The Peace Corps will:

- annually collect and analyze overseas project and training data from posts and produce a global summary report on trends, challenges, and promising practices;
- improve systems for monitoring and evaluating Peace Corps training and programming effectiveness;

- (NEW) improve systems for knowledge sharing;
- build staff capacity by providing project managers with training in project and training design, monitoring, and evaluation.

### **Verification and Validation:**

The Project Status Reports, Training Status Reports, and Language Testing Scores measure the accomplishments of Peace Corps projects and training. (REVISED) Post staff, Volunteers, and headquarters staff increase their use of, and contributions to, the programming and training knowledge system.

<b>5B: Performance Indicators</b>	<b>FY 1999</b>	<b>FY 2000</b>	<b>FY 2001</b>	<b>FY 2002</b>	<b>FY 2003</b>
i. Produce and distribute global summaries by sector, including promising practices	Completed as scheduled	Completed as scheduled in Q2 of '01	Completed as scheduled in Q2 of '02	Complete as scheduled by Q2 of '03	Complete as scheduled by Q2 of '04
ii. Number of overseas staff trained in Peace Corps' project monitoring and evaluation system	N/A	192	265	115	120
iii. (NEW) Provide feedback to project and training managers on status of each post project and training system	Implemented	Completed by Q2 of FY 2001	Completed by Q2 of FY 2002	Complete by Q2 of FY 2003	Complete by Q2 of FY 2004
iv. (NEW) Strategic plan for knowledge sharing	N/A	N/A	N/A	Design/pilot	Implement

**Resources Needed:** Resources needed to accomplish Goal 5B are \$68 thousand and 1 FTE in FY 2002 and \$73 thousand and 1 FTE in FY 2003.

## **Performance Goal 5C:**

The Peace Corps will select and apply technological advances to the promotion of innovation and learning throughout the agency in support of Volunteers' efforts.

### **Means and Strategies:**

The Peace Corps will:

- develop an Intranet-based system to collect and disseminate data generated by Peace Corps projects and training;
- develop systems for online data collection from the field;

- (NEW) develop and disseminate new materials to help Volunteers and staff incorporate information technology into their activities;
- (NEW) enhance the ability of overseas staff to support technological innovation and learning by introducing IT skills development in staff training, workshops, and conferences.

### **Verification and Validation:**

(REVISED) The Center will monitor feedback received from staff participating in training workshops, number of requests received for multiple CD-ROMs at posts, Intranet usage, and level of demand for ad hoc database searches.

#### **5C: Performance Indicators**

- i. *Develop and maintain database to collect and support analysis of Project Status Reports (PSRs)*  
FY 1999 N/A  
FY 2000 Developed and piloted for use in production of global summaries  
FY 2001 Modified to include new PSR fields for global summaries and for ad hoc searching by HQ staff  
FY 2002 Place database on agency Intranet to provide agencywide searching capability  
FY 2003 Maintain and upgrade database and search features as needed
- ii. *Develop and distribute CD-ROM-based Programming and Training Knowledge Management system*  
FY 1999 In development  
FY 2000 Distributed to all posts for use and feedback  
FY 2001 Annual update completed in FY 2001 for distribution in FY 2002  
FY 2002 Annual update and distribution by end of Q2  
FY 2003 Annual update and distribution by end of Q3
- iii. *Digitize Information Collection and Exchange materials for CD-ROM and electronic distribution*  
FY 1999 Digitization initiated  
FY 2000 Produced and distributed first CD-ROM comprising 150 technical manuals  
FY 2001 Updated CD-ROM to represent current collection; began placing technical manuals on the agency Web site and Intranet  
FY 2002 Update CD-ROM to represent current collection; continue placing technical manuals on the agency Web site and Intranet  
FY 2003 Update CD-ROM to represent current collection; continue placing technical manuals on the agency Web site and Intranet
- iv. *Produce new training materials in both hard copy and CD-ROM versions*  
FY 1999 N/A  
FY 2000 6 publications  
FY 2001 13 publications  
FY 2002 17 publications  
FY 2003 12 publications

<b>5C: Performance Indicators (cont'd)</b>	<b>FY 1999</b>	<b>FY 2000</b>	<b>FY 2001</b>	<b>FY 2002</b>	<b>FY 2003</b>
v. (NEW) Percentage of overseas staff receiving IT skills development or training	N/A	N/A	1%	40%	60%
vi. (NEW) Number of materials developed to assist Volunteers and staff in information technology programming	N/A	N/A	2	4	4
vii. (NEW) Provide online or CD-ROM-based training to support Volunteer recruitment process	N/A	N/A	N/A	Design	Implement

**Resources Needed:** Resources needed to accomplish Goal 5C are \$201 thousand and 2 FTE in FY 2002 and \$537 thousand and 4 FTE in FY 2003.

## **Performance Goal 5D:**

The Peace Corps will explore potential partnerships and refine existing ones, consistent with the development philosophy of the Peace Corps. Partnerships will enhance Volunteer training and projects to provide improved service to host countries.

### **Verification and Validation:**

Current administrative procedures include tracking of existing partnerships by the Partnership Development Unit of the Center, review of proposed partnerships by a partnership review committee made up of senior managers, and management of financial resources through the agency's financial management system.

### **Means and Strategies:**

The Peace Corps will refine and expand inter-agency agreements and initiatives.

<b>SD: Performance Indicators</b>	<b>FY 1999</b>	<b>FY 2000</b>	<b>FY 2001</b>	<b>FY 2002</b>	<b>FY 2003</b>
i. Number and dollar value of agreements in place (numbers reflect progress toward large umbrella agreements)	15; \$7.18M	12; \$5.14M	17; \$6.99M	10; \$7.28M	8; \$6.00M
ii. Reports completed and presented to partner agencies (some reports cover several agreements)	8	8	12	10	8
iii. <i>Development and use of system to track activities supported by partnerships</i>					
FY 1999	Center Activity Tracking System (CATS) developed				
FY 2000	CATS data used to prepare reports				
FY 2001	Revised and converted CATS to Access, the new agency database standard				
FY 2002	Continue to use CATS data to prepare reports to partner agencies				
FY 2003	Continue to use CATS data to prepare reports to partner agencies				
iv. (NEW) Establish criteria for selecting partnerships that complement the mandate of the Peace Corps to expand Volunteer numbers	N/A	N/A	N/A	Design and implement	Continue to apply criteria

**Resources Needed:** Resources needed to accomplish Goal 5D are \$128 thousand and 4 FTE in FY 2002 and \$287 thousand and 4 FTE in FY 2003.

## **Performance Goal 5E:**

The Peace Corps will provide training and professional development opportunities to overseas field staff to increase their effectiveness in supporting Volunteers.

- (NEW) effectively prepare overseas staff for their assignments by strengthening the purpose, design, and curriculum for overseas staff training;
- strengthen evaluation tools to measure effectiveness of staff training;

### **Means and Strategies:**

The Peace Corps will:

- develop and implement a long-term strategy for field staff professional development;
- (NEW) develop a global strategy for planning overseas staff workshops and training that is linked to agency staff development strategy and incorporates workshop learning and outcomes;

### **Verification and Validation:**

An agencywide team that reports to the Chief of Staff develops and evaluates overseas staff training.

The Peace Corps will provide training and development opportunities to overseas field staff to increase their effectiveness in supporting Volunteers.

#### **5E: Performance Indicators**

##### *i. Design and implement three-track curriculum for training overseas staff*

FY 1999	N/A
FY 2000	Implemented
FY 2001	Refined as needed
FY 2002	Review and revise overseas staff training curriculum
FY 2003	Review and revise overseas staff training curriculum

##### *ii. (NEW) Establish global workshop strategy integrated with agency overseas staff development plan*

FY 1999	N/A
FY 2000	N/A
FY 2001	N/A
FY 2002	Design staff development plan; establish workshop strategy by Q4
FY 2003	Implement

##### *iii. Develop materials for overseas staff training*

FY 1999	N/A
FY 2000	Developed and piloted Country Director and Programming and Training Officer resource materials
FY 2001	Developed workshop materials for continuing education of overseas staff
FY 2002	Develop self-directed training materials for continuing education of overseas staff
FY 2002	Update and refine self-directed training materials for continuing education of overseas staff

##### *iv. Number of staff attending overseas staff training, including newly appointed Country Directors, programming and training staff, and Administrative Officers*

FY 1999	65
FY 2000	103
FY 2001	90
FY 2002	90
FY 2002	100

##### *iv. Number of language testers provided with continuing education to ensure continuous tester certification*

FY 1999	105
FY 2000	86
FY 2001	110
FY 2002	100
FY 2002	140

**Resources Needed:** Resources needed to accomplish Goal 5E are \$449 thousand and 14 FTE in FY 2002 and \$791 thousand and 16 FTE in FY 2003.

## **General Goal 6**

**The Peace Corps will continue to fulfill its mandate to increase understanding of other peoples on the part of the American people.**

### **Outcomes:**

- The Peace Corps will increase Americans' understanding of other peoples by designing an innovative and realistic curriculum depicting Peace Corps experiences that helps students better understand the world.
- The Peace Corps will realize increased participation in the Paul D. Coverdell World Wise Schools program, including its CyberVolunteer and service learning programs.
- The Peace Corps will increase the number of Fellows/USA university programs in which returned Volunteers study and work in service internships in high-need U.S. communities, expanding their opportunities for information sharing on the Peace Corps experience.
- The Peace Corps will promote the implementation of Peace Corps Day activities nationwide, sponsor other special events, and provide services that offer returned Volunteers opportunities to share their experiences with their fellow citizens.

The Peace Corps' third goal—to help strengthen Americans' understanding of other peoples and cultures—is an integral part of the agency's mission. During and after their service, Peace Corps Volunteers share their understanding of the culture, language, and traditions of other countries with countless family members, friends, co-workers, and community groups in the United States. Volunteers can share these skills and experiences directly with the American people through the Paul D. Coverdell World Wise Schools program, the Peace Corps Fellows/USA program, national Peace Corps Day activities, and other special events.

The Paul D. Coverdell World Wise Schools program was established in 1989 under the leadership of former Peace Corps Director Paul Coverdell, who

understood the importance of cross-cultural exchange at home and abroad. The program seeks to give American schoolchildren an opportunity to learn firsthand about—and learn from—the world's diverse peoples, cultures, and geography from current and former Peace Corps Volunteers. Volunteers' experiences are shared with schools through the Internet, videoconferences, online teacher guides, classroom speakers, and educational broadcasting. Since its inception, the World Wise Schools program has helped more than 2 million U.S. students communicate directly with Peace Corps Volunteers all over the world. Approximately 5,000 current Peace Corps Volunteers are sharing their experiences through correspondence exchanges, and more than 400,000 students in all 50 states are benefiting from some aspect of the program. The agency continues to produce and update its award-winning "Destination" videos and teacher guides, which provide information about everyday life in countries in which the Peace Corps serves and are distributed to World Wise Schools classrooms and other interested groups. The benefits from these collective activities, especially to students who have not had the opportunity to travel or to experience another culture, are proving as valuable and lasting as the technical skills that Volunteers share overseas.

The Peace Corps Fellows/USA Program, established in 1985 under the leadership of the late former Peace Corps Director Loret Miller Ruppe, is a public-private partnership that brings returned Peace Corps Volunteers, institutions of higher education, community organizations, foundations, and corporate supporters together behind a common purpose: to use the unique experience and skills of returned Volunteers to help address some of the most pressing problems in communities across America. Thirty-four universities across the United States offer reduced tuition or scholarships financed by the private sector to approximately 300 returned Volunteers annually who are enrolled in graduate programs. Peace Corps Fellows, in return, make a commitment to work during their studies in a local, underserved community in areas such as education, public health, social work, and business. More than 1,500 returned Volunteers have participated in the

Fellows program since it was established, and more than 100,000 people have benefited from the important work the Fellows have performed.

The Peace Corps continues to encourage the returned Volunteer community to share their cross-cultural experiences with all Americans by promoting a variety of special events and awareness campaigns. As the agency celebrated its 40th anniversary during FY 2001, a broad range of events took place to increase public awareness of the Peace Corps, its programs, and the value of public service. On March 1, 2001—commemorating the 40th anniversary of the signing of the Peace Corps executive order—the Peace Corps celebrated “Peace Corps Day” in America’s schools, in communities across the country, and at more than 70 overseas posts. More than 6,000 returned Peace Corps Volunteers shared their overseas experiences with more than 400,000 students in all 50 states. Activities also included video and telephone links between currently serving Volunteers and U.S. classrooms, Peace Corps Day proclamations issued by dozens of governors and mayors, community service projects organized by returned Volunteers, and a variety of other local and national activities. In commemoration of Peace Corps Day and the Peace Corps’ 40th anniversary, the first annual Coverdell Awards for Excellence were presented in Washington, D.C., which recognized seven outstanding teachers for their contributions to global education.

## **Performance Goal 6A:**

The Peace Corps will continue to expand, to the fullest extent possible, the number of Paul D. Coverdell World Wise School classrooms in proportion to the growth of the Volunteer population, as well as continue to produce high-quality, standards-based curricula.

### **Means and Strategies:**

The Peace Corps will facilitate an increase in partnerships between overseas Volunteers and domestic classrooms by:

- creating a curriculum, adapted from the Peace Corps publication *Culture Matters*, to help students develop the necessary skills to successfully communicate with and understand other cultures, both in the United States and abroad;
- increasing visitors to the Web site in order to expand the use of Paul D. Coverdell World Wide Schools resources for educating the American public about other countries and cultures;
- designing the second edition of its language arts curriculum, *Voices from the Field*, which focuses on the writing of Peace Corps Volunteers;
- expanding videoconferencing capabilities and satellite links to connect more classrooms to returned and serving Peace Corps Volunteers; and
- participating in 10 professional development conferences and presenting five workshops on WWS curriculum and materials to educators.

### **Verification and Validation:**

The Office of Domestic Programs will monitor and track program growth and will report this information annually through the Integrated Planning and Budget System reviews.

<b>6A: Performance Indicators</b>	<b>FY 1999</b>	<b>FY 2000</b>	<b>FY 2001</b>	<b>FY 2002</b>	<b>FY 2003</b>
i. Number of educators participating in the Paul D. Coverdell World Wise Schools one-to-one correspondence match program	4,742	5,495	5,961	6,000	6,200
ii. Number of Volunteers participating in the Paul D. Coverdell World Wise Schools one-to-one correspondence match program	N/A	5,093	5,685	<i>(based on 70% of Volunteers in the field)</i> 5,145	5,285
iii. Number of educators participating in the CyberVolunteer program, initiated in spring 2000	N/A	350	500	1,500	3,000
iv. Average number of visitors per day to the "global education" section of the Peace Corps Web site	N/A	Designed and launched "global education" section	2,000	3,500	5,000

**Resources Needed:** Resources needed to accomplish Goal 6A are \$847 thousand and 6 FTE in FY 2002 and \$640 thousand and 7 FTE in FY 2003.

## **Performance Goal 6B:**

The Peace Corps will continue its work in public-private collaboration and outreach to colleges and universities that are potential participants in the Peace Corps Fellows/USA program.

dressing public health, community development, or economic development issues while pursuing graduate studies;

- continue to identify and recruit prospective university partners in Fellows/USA.

### **Means and Strategies:**

The Peace Corps will:

- market programs to the Volunteer and returned Volunteer communities to encourage them to make a commitment to work in a local, underserved community, teaching in a public school or ad-

### **Verification and Validation:**

The Office of Domestic Programs will monitor the number of Peace Corps Fellows/USA programs and Fellows and will report this information through the annual Integrated Planning and Budget System reviews.

<b>6B: Performance Indicators</b>	<b>FY 1999</b>	<b>FY 2000</b>	<b>FY 2001</b>	<b>FY 2002</b>	<b>FY 2003</b>
i. Number of universities offering scholarships or reduced tuition, financed by the private sector, to Peace Corps Fellows	27	28	30	34	35
ii. Number of Peace Corps Fellows	366	300	300	330	360

**Resources Needed:** Resources needed to accomplish Goal 6B are \$308 thousand and 3 FTE in FY 2002 and \$118 thousand and 3 FTE in FY 2003.

## **Performance Goal 6C:**

The Peace Corps will continue to encourage the returned Volunteer community to share experiences with all Americans by providing a variety of special events that assist with increasing public awareness of development issues and with recruitment efforts.

### **Means and Strategies:**

The Peace Corps will:

- continue to sponsor the annual Peace Corps Day, when several thousand returned Volunteers make

classroom presentations and organize other community activities that promote the third goal of the Peace Corps nationwide, and current Volunteers share their Peace Corps experience with students in U.S. classrooms through international telephone calls;

- sponsor special events to increase public awareness of the agency and its programs.

### **Verification and Validation:**

Events are implemented as planned.

<b>6C: Performance Indicator</b>	<b>FY 1999</b>	<b>FY 2000</b>	<b>FY 2001</b>	<b>FY 2002</b>	<b>FY 2003</b>
i. Number of returned Volunteers participating in Peace Corps Day activities	4,400	4,500	6,200	7,000	7,500

**Resources Needed:** Resources needed to accomplish Goal 6C are \$599 thousand and 7 FTE in FY 2002 and \$605 thousand and 7 FTE in FY 2003.

## **General Goal 7**

**The Peace Corps will pursue efforts to strengthen agency management and productivity so that more resources can be redirected to supporting additional Volunteers overseas. In accomplishing this goal, the agency will strive to reduce costs, address human resource needs, expand opportunities for business process reengineering and performance-based activities, and leverage the benefits of information technology.**

### **Outcomes:**

- (REVISED) The Peace Corps will establish an enterprise-wide information architecture where information and information systems needed to support the agency's mission are reliable, readily accessible, and well integrated.
- (REVISED) All Peace Corps offices worldwide

will be operating under a single computing platform that is IBM-compatible and with enhanced connectivity early in the new century.

- (NEW) The Peace Corps will achieve improved financial management practices and compliance with federal regulations with initial implementation of a modern, efficient financial management system and other business improvements.
- (NEW) The Peace Corps will have an energetic, motivated, and well-supported workforce that is responsive to the needs of its various constituents—applicants, Volunteers, returned Volunteers, host country partners, members of Congress, federal agencies and partner organizations, and other members of the general public.
- The Peace Corps will operate in an environment where information needed to support the agency's mission is reliable and readily available.
- All Peace Corps offices worldwide will be operating with IBM-compatible equipment early in the new century.

The Peace Corps has undertaken a significant number of management reforms in recent years and will continue its commitment to strengthen business operations and productivity in various areas during FY 2002 and FY 2003. As the priorities of the new administration unfold, the Peace Corps is pleased to see that many of the management initiatives that have been announced have already been recognized as important strategies of the Peace Corps' planning process.

The agency continues to make a particular commitment to workforce reengineering, a process that has been ongoing in the agency for a considerable period of time. It is anticipated that new leadership will review prior restructuring recommendations and efforts so that lessons learned and best practices can be applied to future plans for streamlining the agency's workforce. The Peace Corps will continue this same commitment to workforce efficiency and customer service in FY 2002 and beyond with several long-term efforts, including improving the processes the Peace Corps uses to recruit, select, and place its Volunteers (the Volunteer Delivery System); a review of all security functions in the agency to assess whether the current functions and organizational oversight are appropriate; and an evaluation of appropriate staffing levels overseas to ensure effective support for Volunteers in the field. Although the Peace Corps' unique personnel system of time-limited staff appointments can create unique opportunities for achieving workforce efficiencies, the agency will also need to address the significant management challenges associated with the high turnover of its employees.

The Peace Corps has also made noteworthy progress in implementing several major capital improvement projects, which also conform to the recent management priorities of the new administration. Replacing the agency's antiquated financial management system continues to be a mandatory priority. In late March 2001, the agency began implementation of a new financial management system using Oracle Federal Financials software. Since then, the software has been procured, installed, and tested, and determinations have been made on the best hardware configuration and operating system to support it. The implementation team has been identified and trained in use of the software. In FY 2002, the implementation team will focus upon the configuration of

the off-the-shelf software to address the agency's needs and will test that configuration. The team will also test and study overseas post connectivity to the Oracle application and work on fully integrating two third-party products (for travel management and federal contracting) into the Oracle system. Training of domestic end users will begin in late FY 2002. The Peace Corps also plans several additional efforts to streamline the agency's financial management, including implementation of a more efficient "cuff" financial reporting system for overseas posts and increasing the use of electronic payments.

The Peace Corps will begin implementation of a new financial management system that will serve the agency's need for modern, efficient technology throughout its operations, both domestic and overseas.

Many of the agency's programmatic and operational goals for FY 2002 and FY 2003—including the new financial management system—are dependent upon improved information systems, particularly those that link the Peace Corps' headquarters, its 75 overseas posts, and 11 recruitment offices. Establishing a single agency computing platform, developing an enterprise information technology architecture, and expanding connectivity for overseas posts are critical goals for the agency in FY 2002, FY 2003, and beyond. Efficiencies will be realized over the next three years as the agency moves overseas posts to a single computing (Windows) environment. Posts' communications and information processing will be further expedited by enhancement of their Internet connections. An enterprise-wide information architecture will ensure that employees worldwide are working with an interoperable set of tools. The enterprise-wide approach will identify and document all agency computer systems, as well as guide the management of the agency's IT portfolio. The Peace Corps has also begun to implement an IT Security Policy and Disaster Recovery Plan to secure the wealth of information stored and processed on agency computers. The agency will continue to move its legacy systems away from older mainframe technology to Web-enabled ones, which are easier to maintain, are more accessible, and provide vast potential for e-government solutions and service delivery.

In all its activities, the Peace Corps is firmly committed to the administration's goal of a citizen-centered government that is responsive to the American people. By reducing management layers, examining opportunities for business process reengineering, instituting customer service improvements, and expanding performance-based commercial activities, the Peace Corps will continue to strengthen its ability to meet the expectations of its various constituents.

### **Performance Goal 7A:**

(REVISED) The Peace Corps will strengthen agencywide financial management and compliance with federal regulations by instituting a range of operational and system improvements, most notably the initial implementation of a new financial management system that will serve the agency's need for modern, efficient technology, both domestic and overseas.

#### **Means and Strategies:**

The Peace Corps will:

- acquire and implement a new financial management system that will meet the needs of the Peace Corps for the coming years;
- institutionalize standardized financial policies, procedures, and administrative systems both domestically and overseas;

- streamline internal procedures for obtaining goods and services from the private sector by taking full advantage of changes in the federal procurement and acquisition processes.
- (NEW) transition overseas posts from the current stand-alone "cuff" financial management system to the new fully integrated financial management system.
- (NEW) increase use of electronic payments including government purchase card, travel card, debit card, and electronic funds transfer to optimize the Peace Corps' use of e-government processes and minimize use of imprest funds and check payments.

#### **Verification and Validation:**

The progress of the new system's implementation and other business improvements will be reported by the Office of the Chief Financial Officer through the annual Integrated Planning and Budget System periodic review process.

#### **7A: Performance Indicators**

- i. (NEW) *Acquire JFMIP-certified, commercial off-the-shelf software for financial management*  
FY 1999 Developed detailed requirements and scope of work; undertook procurements  
FY 2000 Refined detailed requirements and scope of work; undertook new procurement  
FY 2001 Finalized the agreement for software and services; ordered and installed the software  
FY 2002 N/A  
FY 2003 N/A
- ii. (NEW) *Configure new software for all Peace Corps financial management needs*  
FY 1999 N/A  
FY 2000 N/A  
FY 2001 Developed future business process models  
FY 2002 Analyze gaps in functionality; configure software for core modules  
FY 2003 Configure software for remaining modules
- iii. (NEW) *Fully test configured software*  
FY 1999 N/A  
FY 2000 N/A  
FY 2001 N/A  
FY 2002 Conduct unit, integration, and end user testing  
FY 2003 Conduct integration and end user testing for overseas staff

#### **7A: Performance Indicators (cont'd)**

- iv. (NEW) Develop training materials, train end users, and put software into production
- |         |  |
|---------|--|
| FY 1999 | N/A  |
| FY 2000 | N/A  |
| FY 2001 | N/A  |
| FY 2002 | Develop user documentation; conduct training for domestic users                    |
| FY 2003 | Begin domestic production; provide ongoing support and training for domestic users |
- v. (NEW) Convert historical data
- |         |  |
|---------|--|
| FY 1999 | N/A  |
| FY 2000 | N/A  |
| FY 2001 | N/A  |
| FY 2002 | Develop conversion plan; begin conversion required for initial domestic production |
| FY 2003 | Complete all data conversion and archiving   |
- vi. (NEW) Convert all overseas posts to new system and train overseas users
- |         |   |
|---------|---|
| FY 1999 | N/A   |
| FY 2000 | N/A   |
| FY 2001 | N/A   |
| FY 2002 | Analysis of connectivity issues and development of overseas backup plan |
| FY 2003 | Convert pilot posts   |
- vii. (NEW) Complete testing of transitional "cuff" system for overseas posts and train overseas users
- |         |                            |
|---------|----------------------------|
| FY 1999 | N/A                        |
| FY 2000 | N/A                        |
| FY 2001 | N/A                        |
| FY 2002 | 50% completed by end of FY |
| FY 2003 | 100% completed             |
- viii. (NEW) Percentage of payments made electronically via purchase cards, travel cards, or electronic funds transfer
- |         |     |
|---------|-----|
| FY 1999 | N/A |
| FY 2000 | N/A |
| FY 2001 | 43% |
| FY 2002 | 50% |
| FY 2003 | 57% |

**Resources Needed:** Resources to accomplish Goal 7A are \$18,467 and 87 FTE and \$7,167 thousand and 90 FTE in FY 2003.

#### **Performance Goal 7B:**

The Peace Corps will align information technology systems with core business processes to ensure that agency priorities are achieved.

##### **Means and Strategies:**

The Peace Corps will:

- define an agencywide information technology strategic planning process to further Web accessibility and foster business process reengineering;
- enhance customer service to its internal and external clients.

##### **Verification and Validation:**

The Chief Information Officer will report on the progress of Information Resource Management initiatives through the annual Integrated Planning and Budget System periodic reviews.

#### **7B: Performance Indicators**

- i. *Move toward a Web-based applications development model as the primary interface with end users and away from the current mixed client-server/mainframe environment*
  - FY 1999 Implemented Embark, a Web-based online Volunteer application
  - FY 2000 Implemented the agency Intranet for domestic offices; placed agency policies on Intranet
  - FY 2001 Expanded the Intranet access to all overseas posts
  - FY 2002 Expand portions of the Intranet for Volunteer accessibility
  - FY 2003 Implement online application for Peace Corps Volunteer vacancies
- ii. *Work collaboratively with agency managers to create the capacity to initiate, identify, document and implement core business process re-engineering and business process improvement opportunities*
  - FY 1999 Provided technical expertise for reengineering of business processes agencywide
  - FY 2000 Provided technical expertise for reengineering of business processes agencywide
  - FY 2001 Provided technical expertise for reengineering of business processes agencywide
  - FY 2002 Provide technical expertise for reengineering of business processes agencywide
  - FY 2003 Provide technical expertise for reengineering of business processes agencywide
- iii. *Institutionalize the IT Capital Planning and Investment Review Board by ensuring that all identified IT investments are presented to the board for review, approval, and continued control and evaluation*
  - FY 1999 Planned and chartered the board
  - FY 2000 Implemented the board
  - FY 2001 Board activities on hold pending appointment of new senior managers
  - FY 2002 Board fully operational by end of the FY
  - FY 2003 Board fully operational
- iv. *(NEW) Continuity-of-operations plan*
  - FY 1999 N/A
  - FY 2000 N/A
  - FY 2001 N/A
  - FY 2002 Develop an IT disaster recovery/risk management plan for agency
  - FY 2003 Implement and maintain disaster recovery/risk management plan

**Resources Needed:** Resources needed to accomplish Goal 7B are \$5,010 thousand and 7 FTE in FY 2002 and \$6,081 thousand and 7 FTE in FY 2003.

#### **Performance Goal 7C:**

(REVISED) The Peace Corps will implement an agencywide information technology architecture, continue conversion of overseas posts to the agency's new computing platform, and establish a framework to maximize efficiencies, interoperability, and sound business decisions.

##### **Means and Strategies:**

The Peace Corps will:

- implement security practices to protect the Peace Corps' information technology assets, privacy, and sensitive information;

- develop standards, policies, and guidelines to simplify management of overseas information technology systems;
- complete the agency's conversion from Macintosh computers to IBM-compatible technology.

##### **Verification and Validation:**

The Chief Information Officer will report on the progress of Information Resource Management initiatives through the annual Integrated Planning and Budget System periodic reviews.

## **7C: Performance Indicators**

- i. *(NEW) Define and document baseline and target enterprise-wide information architecture (EIA)*
  - FY 1999 N/A
  - FY 2000 Begin initial analysis
  - FY 2001 Continued analysis
  - FY 2002 Begin to document baseline architecture; establish appropriate update and maintenance program
  - FY 2003 Document target EIA for planning period of three to five years
- ii. *Implement security practices to protect the agency's IT assets, privacy, and sensitive information*
  - FY 1999 Assessed security practices; identified weaknesses
  - FY 2000 Hired an IT Security Officer; began writing policies
  - FY 2001 Developed interim security plan
  - FY 2002 Finalize security plan and implement
  - FY 2003 Continually review security practices and update as needed
- iii. *Establish means of protecting, processing, managing, archiving, and retrieving official agency records, preferably electronically*
  - FY 1999 Initial investigation, planning, and meeting with other federal agencies regarding best practices
  - FY 2000 Investigated vendors that provide e-records management; reviewed and updated records management policies
  - FY 2001 Entered into an interagency agreement with NARRA. Initiated an agencywide records management cleanup and awareness program
  - FY 2002 Continue to move records into electronic format; convert paper records to CD database of all active NARRA records
  - FY 2003 Continue to make records electronic by moving from a CD database of all active NARRA records to a Web-based application
- iv. *Provide overseas staff with guidance on IT management*
  - FY 1999 Assessed overseas IT management needs
  - FY 2000 Planned and drafted handbook
  - FY 2001 Published and distributed handbook
  - FY 2002 Revise and update handbook as needed
  - FY 2003 Revise and update handbook as needed
- v. *(NEW) Percentage of Peace Corps users converted to new agency computing platform*
  - FY 1999 N/A
  - FY 2000 100% of domestic users converted; pilot test overseas migration at three posts
  - FY 2001 Pilot completed at fourth overseas post; additional four posts migrated
  - FY 2002 Project migration of 38 countries
  - FY 2003 Project migration of 24 countries
- vi. *(NEW) Percentage of overseas posts that have received connectivity upgrades*
  - FY 1999 Ethernet and dial-up Internet connectivity completed for 100% overseas posts
  - FY 2000 Begin upgrades with pilot testing at three posts
  - FY 2001 Thirteen posts upgraded from dial-up to dedicated Internet connections at various speeds
  - FY 2002 Continue to upgrade from dial-up to dedicated connections with migration
  - FY 2003 Continue to upgrade from dial-up to dedicated connections with migration
- vii. *(NEW) Establish customer relationship management program to ensure customer IT needs and concerns are addressed*
  - FY 1999 N/A
  - FY 2000 N/A
  - FY 2001 Launched online computer training; piloted remote access Help Desk; expanded Web-based customer outreach
  - FY 2002 Develop and implement customer satisfaction survey; continue online computer training
  - FY 2003 Develop targeted strategies to enhance customer service based on survey results

**Resources Needed:** Resources needed to accomplish Goal 7C are \$7,160 thousand and 15 FTE in FY 2002 and \$11,376 thousand and 15 FTE in FY 2003.

## **Performance Goal 7D:**

The Peace Corps will improve the efficiency of its commercial activity functions by determining which functions can be performed more effectively via contractual agreements, continuing to support its current performance-based contracts, and converting additional commercial activities to performance-based contracts where they can be effective.

### **Means and Strategies:**

The Peace Corps will:

- continue to review effectiveness of current performance-based contracts, including the agency's computer SEAT management contract and TacTec contract for voucher processing and accounting services;

- will support and assist a comprehensive analysis of the Peace Corps' commercial activity inventory and the potential for converting additional activities to performance-based contracts;
- compile and disseminate best practices of contractors and performance-based contracting;

### **Verification and Validation:**

The Office of the Chief Financial Officer will report on the progress of commercial initiatives through the annual Integrated Planning and Budget System periodic reviews.

<b>7D: Performance Indicators</b>	<b>FY 1999</b>	<b>FY 2000</b>	<b>FY 2001</b>	<b>FY 2002</b>	<b>FY 2003</b>
i. Percentage of all commercial activities that are performance-based	N/A	N/A	41%	45%	45%

**Resources Needed:** Resources needed to accomplish Goal 7D are \$1,961 thousand and 30 FTE in FY 2002 and \$2,176 thousand and 30 FTE in FY 2003.

## **Performance Goal 7E:**

The Peace Corps will work with the administration to implement a sound, responsible workforce strategy, which will reduce management layers, organize functions in a more efficient way, and support a diverse, dynamic workforce that is committed to citizen-centered government and the principles of quality customer service.

### **Means and Strategies:**

The Peace Corps will:

- improve the processes the Peace Corps uses to recruit, select, and place its Volunteers (the Volunteer Delivery System) and explore alternative staffing patterns for performing existing functions;
- review all security functions in the agency to assess whether the current functions and organizational oversight are appropriate;
- conduct an evaluation of appropriate overseas staffing levels to support Volunteers in the field;
- formalize the recruitment, screening, and selection process for hiring Country Directors;
- review the impact of hiring direct-hire American staff for two consecutive 30-month appointments

rather than one five-year tour as a means of addressing staff retention;

- explore additional strategies for increasing minority representation among Peace Corps staff, particularly among Hispanic Americans and in the Associate Peace Corps Director candidate pool;
- examine potential systems and software for accepting electronic applications for staff vacancies and for using automation to qualify applicants;
- strengthen internal communication and staff training throughout the agency by maximizing use of the Intranet.

### **Verification and Validation:**

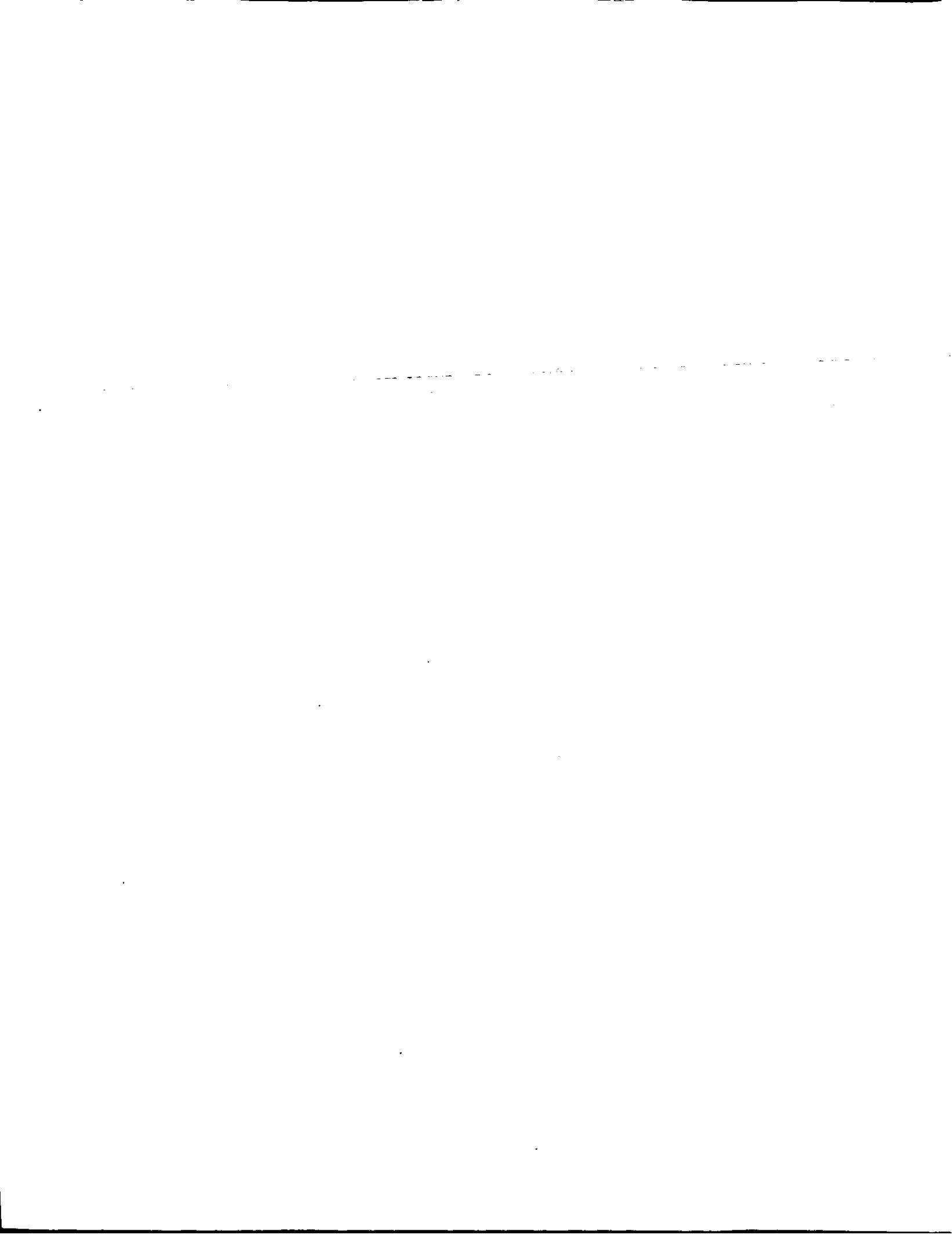
The Associate Director for Management will report on the progress of workforce initiatives through the annual Integrated Planning and Budget System periodic reviews. The American Diversity Program Manager will monitor minority representation among staff, and the Office of Human Resource Management will conduct periodic customer satisfaction surveys, potentially via the Web.

<b>7E: Performance Indicators</b>	<b>FY 1999</b>	<b>FY 2000</b>	<b>FY 2001</b>	<b>FY 2002</b>	<b>FY 2003</b>
i. Number of agency managers (defined by those with supervisory responsibilities)	N/A	N/A	158	Pending appointment of new Director	Pending appointment of new Director
ii. Percentage of minority representation among Peace Corps staff and among Peace Corps managers	N/A	N/A	30%	32%	35%
iii. Average tenure of current U.S. direct-hire employees (excluding 28 "unlimited" staff)	N/A	N/A	2.0 years	2.2 years	2.5 years
iv. Percentage of staff applications submitted via the Internet	N/A	N/A	N/A	35%	65%
v. Web-based staff customer survey to monitor employee satisfaction and organizational climate	N/A	N/A	N/A	Develop and implement survey	Analyze results and modify staff training, support, and policies as needed

**Resources Needed:** Resources needed to accomplish Goal 7E are \$2,163 thousand and 32 FTE in FY 2002 and \$2,148 thousand and 33 FTE in FY 2003.

## Peace Corps FY 2003 Budget Request by GPRA Goal

(\$ in Thousands)	FY 2001 PLAN \$	FY 2001 PLAN FTE	FY 2002 ESTIMATE \$	FY 2002 ESTIMATE FTE	FY 2003 ESTIMATE \$	FY 2003 ESTIMATE FTE
<b>Performance Goal 1</b>	<b>27,311</b>	<b>59</b>	<b>24,674</b>	<b>65</b>	<b>35,942</b>	<b>81</b>
1A	442	5	1,016	7	4,916	14
1B			(included in 1A above)			
1C	15,813	54	17,442	58	18,584	67
1D	11,056		6,235		12,441	
1E			(included in 1D above)			
<b>Performance Goal 2</b>	<b>11,513</b>	<b>182</b>	<b>13,795</b>	<b>190</b>	<b>15,518</b>	<b>196</b>
2A	11,077	177	13,280	185	14,983	191
2B	436	5	515	5	535	5
2C			(included in 2A above)			
<b>Performance Goal 3</b>	<b>156,452</b>	<b>527</b>	<b>169,694</b>	<b>553</b>	<b>187,477</b>	<b>582</b>
3A	155,817	518	168,702	544	186,457	571
3B			(Included in 3A above)			
3C	635	9	990	9	1,020	11
<b>Performance Goal 4</b>	<b>979</b>	<b>5</b>	<b>1,449</b>	<b>5</b>	<b>1,832</b>	<b>7</b>
4A	979	5	1,449	5	1,832	7
4B			(included in 4A above)			
<b>Performance Goal 5</b>	<b>4,844</b>	<b>53</b>	<b>5,355</b>	<b>57</b>	<b>6,345</b>	<b>63</b>
5A	4,092	32	4,509	36	4,657	38
5B	64	1	68	1	73	1
5C	188	2	201	2	537	4
5D	94	4	128	4	287	4
5E	406	14	449	14	791	16
<b>Performance Goal 6</b>	<b>1,313</b>	<b>18</b>	<b>1,754</b>	<b>16</b>	<b>1,363</b>	<b>17</b>
6A	601	6	847	6	640	7
6B	192	5	308	3	118	3
6C	520	7	599	7	605	7
<b>Performance Goal 7</b>	<b>34,559</b>	<b>161</b>	<b>34,761</b>	<b>171</b>	<b>28,947</b>	<b>175</b>
7A	17,874	87	18,467	87	7,167	90
7B	10,447	5	5,010	7	6,081	7
7C	2,436	8	7,160	15	11,376	15
7D	1,858	30	1,961	30	2,176	30
7E	1,944	31	2,163	32	2,148	33
<b>All Goals</b>	<b>236,972</b>	<b>1,005</b>	<b>244,246</b>	<b>1,058</b>	<b>272,853</b>	<b>1,121</b>
<b>Overhead</b>	<b>25,341</b>	<b>104</b>	<b>40,376</b>	<b>109</b>	<b>42,894</b>	<b>119</b>
<b>GRAND TOTAL</b>	<b>262,313</b>	<b>1,109</b>	<b>291,856</b>	<b>1,166</b>	<b>320,318</b>	<b>1,240</b>



## The President's Management Agenda

In addition to the performance plan outlined in the preceding section of the Integrated Performance Plan and Budget Request, the Peace Corps will further examine its stated performance goals, indicators, and targets within the context of the President's Management Agenda of five government-wide management initiatives. The management initiatives are intended to foster reform and provide a common accountability standard among all federal agencies.

### The Five Management Initiatives Include:

- Strategic Management of Human Capital
- Competitive Sourcing
- Improved Financial Performance
- Expanded E-government
- Budget and Performance Integration

The Peace Corps, using its established performance goals and strategies as a springboard, will make linkages between the performance indicators it has in place to measure achievement of strategic goals and the core criteria used to measure progress under the President's Management Agenda. For example, one of the core elements of success under the "strategic management of human capital" standard is that there be no skill gaps or deficiencies in mission-critical occupations. Key components of achieving this standard are addressed as part of the agency's performance goals 1C, 5E, and 7E.

### Strategic Management of Human Capital

The Peace Corps has stated its commitment to work with the administration in implementing a sound, responsible workforce strategy, which will reduce management layers, organize functions in a more efficient way, and support a diverse, dynamic workforce that is committed to a citizen-centered government and quality service.

The mission of the Peace Corps, to promote world peace and friendship, has remained constant over the past 40 years and is at the centerpiece of

its three goals. Peace Corps Volunteers remain the heart and soul of the Peace Corps, and its staff, both domestic and overseas, exists to support those Volunteers and their efforts in the field. As stated in the preceding sections, the Peace Corps continues to make commitments to workforce reengineering, a process that has been an agency priority for a considerable period of time.

Every department and agency of the federal government faces significant challenges with respect to employment issues, be they the effects of an "aging workforce" or the recruitment and retention of qualified individuals in skilled disciplines. The situation for the Peace Corps is compounded by its "five-year rule," which generally imposes a five-year limit on Peace Corps employment for all U.S. citizen direct-hire employees. This has had a major impact on the culture, organization, and operations of the Peace Corps. On the one hand, time-limited appointments can foster an unbureaucratic, energized, "can-do" atmosphere where employees are committed to making the most of their limited tenure. Changes in needs for specific workforce skills can be more readily addressed because of built-in turnover. The problem of less effective employees is minimized, as are long-term employee relation problems, since both supervisors and employees are more likely to forge a satisfactory working relationship, realizing the short-term nature of their employment cycle. Challenges are also created by the five-year rule. Worthwhile projects and programs may suffer when key personnel move on. With constant turnover, there is a lack of institutional memory and knowledge to support strategic decision making, planning, and operations. The limited nature of the appointments may also act as a deterrent to the recruitment of well-qualified individuals. The Peace Corps is taking steps to ensure that it retains vital knowledge, skills, and management capabilities.

During FY 2001, the Peace Corps completed a comprehensive workforce analysis that identified areas of need and potential strategies to address those needs. As a result, the Peace Corps will initiate improvements to the processes we use to recruit, select, and place Volunteers and explore

alternative staffing patterns, both domestic and abroad, for performing existing Volunteer support functions; conduct reviews of all security functions in the agency to assess whether the current functions and organizational oversights are appropriate; formalize a process for the recruitment, screening, and selection of Country Directors; review the impact of direct-hire American staff for a single five-year tour rather than two consecutive 30-month appointments as a means of addressing the staff retention issue; explore additional strategies for increasing minority representation among Peace Corps staff and in the Associate Peace Corps Country Director pools; examine potential systems and software options for accepting electronic applications for staff vacancies and explore use of automation tools in the application process. The Peace Corps will strengthen internal communication and staff training opportunities through use of agency Intranet and Internet applications.

The Peace Corps will continue to address the need to institutionalize standards of accountability for current domestic and overseas staff, increase its emphasis on efforts in the e-government arena, and fully implement a competitive sourcing strategy. All of these elements will contribute to a more effective and responsive human resource management system in ensuring that mission-critical occupations are appropriately staffed.

### **Competitive Sourcing**

The Peace Corps will improve the efficiency of its commercial activity functions by determining which noninherent government functions can be performed more effectively via contractual agreements, while continuing to support its current performance-based contracts and converting additional commercial activities to performance-based contracts, when feasible and where they would prove effective.

Part of the strategy to effect these performance goals will be to continue reviewing the effectiveness of current performance-based contracts (e.g., computer SEAT management and TacTec contract for voucher processing and accounting services); perform a comprehensive analysis of the agency's

commercial activity inventory and the potential for converting additional activities to performance-based contracts; and compile best practices of contractors and performance-based contracting.

As part of the effort to convert additional activities to a performance-based contract platform, the Peace Corps will explore effective approaches to identifying and publicize opportunities for contract bidding. Using the tools provided by the Federal Activities Inventory Reform Act, the agency will conduct conversion competitions (that is, assess the appropriateness and cost-effectiveness of competing federally performed functions for private sector performance contracts) and cost competitions across a broad range of functions. In order to be successful, the Peace Corps will also need to increase the level of knowledge of various OMB A-76 methodologies among its managers and support staff. The Peace Corps is committed to increasing competitive sourcing where it is beneficial to do so.

### **Improved Financial Performance**

The Peace Corps has made noteworthy progress in implementing several major capital improvement projects that conform to the President's Management Agenda. Replacing the agency's antiquated financial management system continues to be a priority. In late March 2001, implementation began of a new financial management system using Oracle Federal Financials software. Since then, the installation and testing process has continued and training of domestic end users will begin in late FY 2002. Many of the agency's programmatic and operational goals for FY 2002 and FY 2003 are dependent on improved information systems, linking the Peace Corps' headquarters to its 75 overseas posts and 11 domestic recruitment offices. Establishing a single agency computing platform, developing an enterprise information technology architecture, and expanding connectivity for overseas posts are critical goals for the years ahead. Efficiencies will begin to be realized once the entire agency moves to a single computing platform and enhanced Internet connections. An enterprise-wide information architec-

ture will ensure that employees worldwide are working with an interoperable set of tools.

Accurate and timely financial information is integral to optimum performance and accountability. Accurate and timely information supports our performance and is inherent in providing accountability to the American people.

### **Expanded E-government**

As the President's Management Agenda suggests, expanded e-government is a keystone to fostering a citizen-centered government with a greater volume of service at lower costs. The agency's challenge is to ensure that its investments in information technology are put to the best use, providing for the security and integrity of its systems. The Peace Corps' e-government initiatives are also geared to overcome agency bureaucratic divisions and increase productivity and the ease of electronic access for citizens, increasing the transparency of programs and operations.

Consistent with current government-wide management reforms, the Peace Corps will increase the use of information technology and e-government services to strengthen the quality, efficiency, and timeliness of recruiting, assessing, and selecting prospective Volunteers. The Volunteer Delivery System will be a target of business process reengineering to deliver services and information in a citizen-centric manner that promotes transparent customer service, security, and privacy. This commitment includes a fully citizen-centered Web presence, including Web-based outreach to attract new applicants; extensive electronic information for prospective Volunteers and their families and friends; an online application, medical history form, and reference submission; and an online tracking system to provide applicants the ability to check their status at each step of the application process.

The Peace Corps annually collects and analyzes overseas project and training data from posts and produces a global summary report on trends, challenges, and promising practices. It is in the process of developing an Intranet-based system to collect this data, and is also using Web-based tech-

nology to disseminate the information back to the field and other parties in its diverse audience. In short, by improving information technology, simplifying the information flow, and thus reducing operational costs, the Peace Corps will be able to provide timely reports to the public.

Another aspect of the Peace Corps mandate is to increase the understanding of other peoples on the part of the American people. It will continue to expand, to the fullest extent possible, the number of Coverdell World Wise Schools (WWS) classrooms in the United States by expanding videoconferencing capabilities and satellite downlinks between WWS classrooms and serving Peace Corps Volunteers.

The enterprise-wide information architecture approach will identify and document all agency computer systems, as well as guide the management of the agency's IT portfolio. The Peace Corps has also begun to implement an IT Security Policy and Disaster Recovery Plan to secure the wealth of information stored and processed on agency computers. The agency will continue to move its legacy systems away from older mainframe technologies to Web-enabled ones, providing vast potential for e-government solutions and service delivery.

The Peace Corps will continue to align its information technology systems with core business processes to ensure that agency priorities are achieved. One means of accomplishing this is to define the strategic planning of information technology around processes making best usage of Web accessibility.

### **Budget and Performance Integration**

The Integrated Planning and Budget System (IPBS) is the framework used by the Peace Corps to carry out its planning and budget functions. Its underlying principles are as follows:

- *Plan drives budget*. This means that the Peace Corps strives to make its resource allocation decisions based on the goals and priorities of the agency, though because of budget constraints, not every plan proposed can be funded.
- *Reasonable planning horizons*. The strategic planning time frame is three years, long enough

to avoid the truncated nature of one-year planning, but not too long for the fast-changing world that the Peace Corps operates in.

- *Right level of detail at the right time*. The system is iterative, with macro-planning and budgeting occurring in the process and micro-planning and budgeting occurring later, near the start of the fiscal year.
- *Institutionalized vertical and horizontal communication*. The system prescribes both vertical and horizontal communication in its basic architecture. It serves as an agency-integrator, since each part of the organization uses the same basic system.
- *Current operations costing*. The system formally recognizes that to repeat this year's operation in the next three years, costs will be different. Pricing out current operations provides managers with valuable information on the resources needed to continue at current levels before they begin to consider increases or decreases in those levels. Current operations costing is a management and budget tool and does not require the continuation of all current activities.

There are three major processes within the annual IPBS cycle. They are:

- *Strategic plan and budget process*. This is the stage where Peace Corps posts and offices, working with guidance from the Director, develop and/or update a three-year strategic plan. The strategic plans include a strategy statement; a strategic analysis; and goal statements, objectives and time frames. The budget document includes explanations of current operations, proposed enhancements, and reductions to current operations, including changes in staffing levels, major new initiatives, major capital investments, and projections of Volunteer levels for three years forward. Posts then submit the plan and related requests for budget enhancements and/or reductions over the next two years to their Regional and Associate Directors for review. Regional and Associate Directors, in turn, present summary strategic

plans and requests for budget enhancements/reductions to the Director. Based on these presentations and with input from agency senior staff, the Director makes internal planning and budget decisions for the upcoming fiscal year and provides guidance for preparation of the OMB submission for the following year. The OMB submission will be in the GPRA Performance Plan format. Regional and Associate Directors then pass back decisions to posts and offices.

- *Operating plan and budget process*. Based on the feedback and decisions from their Regional and Associate Directors, each post and office prepares an operating plan and budget for the upcoming fiscal year. The plan takes the goals and objectives of the strategic plan and focuses on the next 12 months. This detailed plan is not forwarded, but remains at post or in individual offices for execution. The detailed budget is forwarded for Associate and Regional Director review, and regional and major office budgets are summarized for agency review. The Director, with senior staff input, makes any new resource allocation decisions required, and the fiscal year financial and reporting processes begin.
- *Periodic planning and budget review*. Two planning and budget reviews are conducted during each fiscal year, providing a brief update on progress in accomplishing goals and allowing opportunity to propose midcourse corrections, if needed. The budget review focuses on budget execution and proposed reprogramming. Again, there are two levels of review, one at the regional and Associate Director level and one at the agency Director level. In addition, a formal budget closeout review is conducted in November of each year.

Apart from standardized financial reporting, each post reports back to Peace Corps headquarters, through project status reports, training status reports, and language testing scores (in November of each year), on the achievements of the prior year, including achievement of outcome goals and targets by Peace Corps project area. The

Peace Corps collects, analyzes, and disseminates the data generated by Peace Corps projects to provide feedback to posts, inform and improve performance, and communicate accomplishments to a diverse audience. These accomplishments are framed within and focus primarily on two areas, project objectives and capacity building.

Under the Peace Corps' programming and training guidelines, projects are constructed according to a framework that maps progress from a broad vision (purpose) to areas of change (goals) to the accomplishments (objectives) of Peace Corps Volunteers and their community partners. Specifically, these objectives describe the planned activities, the desired changes, the and outcomes resulting from those activities.

In the capacity-building approach to development, the Peace Corps contributes to the capacity of individuals, service providers, organizations, and communities to identify and address their own needs. As this is a major thrust of the Peace Corps' work at the grass-roots level, our monitoring and evaluation efforts need to capture how many and in what ways individuals, service providers, organizations, and communities are involved in activities sponsored by the Peace Corps.

All of the core criteria under this Management Agenda standard are currently being addressed, and will be further strengthened with the full implementation of the agency's newly developed financial budget and financial management systems. The effectiveness of the agency's budget and performance integration will be further enhanced

once its technology platform and system upgrade transition from Macintosh to Windows NT is complete. Throughout this transition period, the Peace Corps is simultaneously revising and refining its monitoring and evaluation systems to more fully inform how the measurable outputs it collects can be better translated to programming effectiveness.

In FY 2001, the Peace Corps has made improvements to its systems for collecting and communicating field and headquarters performance results. In FY 2002, the agency performance plan has been revised and expanded to ensure that it continues to be useful to program managers by contributing to higher levels of achievement and measurable improvements in programming areas. This can best be summarized as providing the right people with the right information, in the right format, at the right time. The inclusion of all the stakeholders of the Peace Corps' mission (the right people) in data collection, analysis, and sharing of results increases the likelihood that those results will be applied and used in current operations and in the future. The right information is the result of continually assessing what data is meaningful, useful, and appropriate, and ensuring that both the data and any follow-up analysis are communicated in a language and a format that allow stakeholders to be able to do something with them. Finally, the timeliness of the exchange is critical in being able to move ahead and convert past performance, and the measurements of that performance, into higher levels of achievement in current and future years.