

PEACE CORPS

OF THE **UNITED STATES**

BUDGET PRESENTATION

TO THE U.S. HOUSE OF REPRESENTATIVES

FISCAL YEAR
1993



Prepared by the Office of Planning, Budget & Finance



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February 5, 1992

Honorable David Obey
Chairman, Subcommittee on
Foreign Operations
Committee on Appropriations
United States House of Representatives
Washington, D.C. 20510

Dear Mr. Chairman:

This is a truly remarkable period of history. Indeed, it would be difficult to identify another period in which the world has experienced change of such breadth and magnitude within such a short period of time. As these changes continue, seemingly with ever-increasing rapidity and drama, our challenge at Peace Corps is to make our mission relevant to new realities -- relevant to a world where age-old problems such as hunger and poverty remain, but where new solutions may be required.

In response to these challenges, Peace Corps today has nearly 6,000 American volunteers at work throughout the world. In addition to their work to fight hunger, poor health and ignorance, they are also working to improve the environment, to teach small business practices, and to combat problems in the growing cities of the world. In support of their work, I am pleased to submit to you the Administration's Fiscal Year 1993 budget request of \$218,146,000. As was true last year, we have included Appropriation language which requests that funds be made available for obligation through September 30, 1994.

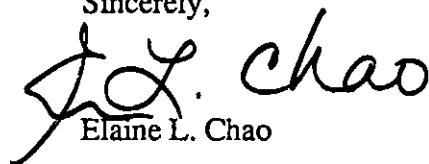
Outlined in the text of this presentation are the philosophy and goals of the Peace Corps, as well as the special challenges we face in FY 1992 and FY 1993, including possible new programs in the Baltic and C.I.S. nations. The budget request includes \$126,850,000 for Volunteer Operations, \$15,037,000 for Recruitment, Communications and Development Education, and \$76,259,000 for Program Support. This level of funding will support 7,200 Volunteers in 95 countries by the end of FY 1993. The budget request is also broken down by region, i.e. Africa (\$68,020,000), Inter-America (\$33,126,000) and Pacific, Asia, Central and Eastern Europe, and Mediterranean (\$46,294,000). For each region, there is an overview for each country program which describes the program's history, resources, initiatives, program sectors, highlights and accomplishments. Also described are program initiatives at home including Minority Outreach, Partners for Peace, World Wise Schools, and Fellows/USA and other university programs.

For purposes of clarity, we have also included several tables and charts which illustrate historical rates of Trainee Input, Volunteer Years, authorizations, and appropriations for the Agency as well as FY 1992 and FY 1993 country projections for budgets, Trainee Input, and Volunteer Years.

During this period of economic concerns in America, there are some who would like to reduce our assistance to people overseas. This is not the time to pull up the drawbridge and separate ourselves from our neighbors overseas. With the world changing so rapidly, never has the demand -- or need -- for Peace Corps been greater.

Thank you for your support and interest. I look forward to the opportunity to discuss these initiatives further, and to respond to any questions you may have.

Sincerely,



The signature is handwritten in black ink. It consists of the initials "E.L." followed by the surname "Chao". The "E" is stylized with a flourish, and the "L" is a simple vertical line with a dot above it.

Elaine L. Chao

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APPROPRIATION LANGUAGE

For expenses necessary to carry out the provisions of the Peace Corps Act (75 Stat. 612), \$218,146,000, to remain available until September 30, 1994 including the purchase of not to exceed five passenger motor vehicles for administrative purposes for use outside the United States: Provided, that none of the funds appropriated under this heading shall be used to pay for abortions.

PEACE CORPS OF THE UNITED STATES

1993 BUDGET PRESENTATION

GENERAL STATEMENT

PHILOSOPHY AND GOALS:

For over 30 years, Volunteers of the Peace Corps of the United States of America have proven that citizen service to others does make a difference. Their work in more than 100 nations has significantly improved the lives of millions of people, including those of the Volunteers themselves. Currently Peace Corps has nearly 6,000 Volunteers and trainees at work in a record 85 countries throughout the world.

Peace Corps continues to provide person-to-person assistance to some of the poorest countries and people in the world. Peace Corps Volunteers serve in both rural and urban areas where they can best enhance the abilities of host-country citizens to improve their quality of life. Peace Corps' goals, as stated in the Peace Corps Act of 1961, are:

- to promote world peace and friendship by making available to interested countries U.S. Volunteers, who are willing to help the people of these countries meet their needs for trained men and women;
- to promote a better understanding of the American people among people served; and
- to promote a better understanding of other peoples among the American people.

Since 1961, more than 130,000 Peace Corps Volunteers have served in more than 100 countries. Today, Peace Corps stresses an historic, broadly-based grassroots approach to development. In recent years, Peace Corps has been given strong support by both the Congress and the President to persevere in its role as a "leader for peace." As an expression of that commitment, Congress has approved funding for the Peace Corps to increase the number of Volunteers. In FY92, Peace Corps plans to place 3,758 new Volunteers in the field, the largest number of placements since FY74. By the end of FY93, Peace Corps will have 7,200 Volunteers and trainees working in 95 countries.

Today, the Peace Corps faces new international challenges and opportunities. To respond to these, we have developed a set of programs designed to put Volunteers at the center of the great concerns of this decade.

Volunteer Programs

*** Volunteer Activities in 1991:**

During FY91, Peace Corps continued its tradition of worldwide service. The Peace Corps budget totaled \$186 million. Many host countries indicated their appreciation for the work of Volunteers by making contributions to augment in-country operations. The single largest Peace Corps budget expenditure continued to be the direct support and training of Volunteers. The costs incurred in recruiting Volunteers and providing them with overseas staff support constituted the two other major categories of expenditures.

During FY91, almost 3,100 trainees were placed by the Peace Corps. The average age of a Volunteer in FY91 was 31.5, although the median age was just over 26. In FY91, 13%

of all Volunteers were from racial and ethnic minorities, a substantial increase over previous years, and 12% were Senior Volunteers. Women comprised 54% of trainee input.

The following 85 countries hosted Peace Corps programs in FY91:

Africa Region:

Benin, Botswana, Burundi, Cameroon, Cape Verde, Central African Republic, Chad, Comoros Islands, Congo, Côte d'Ivoire, Equatorial Guinea, Gabon, The Gambia, Ghana, Guinea-Bissau, Guinea (Conakry), Kenya, Lesotho, Malawi, Mali, Mauritania, Namibia, Niger, Nigeria, Rwanda, Sao Tome e Príncipe, Senegal, Seychelles, Sierra Leone, Swaziland, Tanzania, Togo, Uganda, Zaire, and Zimbabwe.

Inter-American Region:

Anguilla, Antigua and Barbuda, Barbados, Belize, Bolivia, Chile, Costa Rica, Dominica, Dominican Republic, Ecuador, Grenada, Guatemala, Haiti, Honduras, Jamaica, Montserrat, Nicaragua, Panama, Paraguay, St. Kitts & Nevis, St. Lucia, St. Vincent, and Uruguay.

Pacific, Asia, Central and Eastern Europe, and Mediterranean Region:

Bulgaria, Cook Islands, Czechoslovakia, Fiji, Hungary, Kiribati, Malta, Marshall Islands, Federated States of Micronesia, Mongolia, Morocco, Nepal, Pakistan, Palau, Papua New Guinea, Philippines, Poland, Romania, Solomon Islands, Sri Lanka, Thailand, Tonga, Tunisia, Tuvalu, Vanuatu, Western Samoa, and Yemen.

The program in the Philippines remained under suspension in FY91. Programs in Haiti and Zaire were suspended in FY91 due to political unrest.

*** Peace Corps Volunteer Activities by Sector in FY 1991**

Agriculture:

	Africa	IA	PACEM	Total
Number of Countries	17	10	6	33
Number of Projects	27	29	10	66

Agricultural systems in many regions of the world face tremendous pressures to produce more food, generate economic opportunity, and sustain rural infrastructure. Furthermore, these challenges must be met in a way that does not degrade the environment or diminish the natural resource base. Volunteers work with host-country officials, farmers, and community leaders to address agricultural and fisheries development objectives. Program areas include crop extension, soil and water conservation, farm management economics, cooperative development, animal husbandry, apiculture, vegetable gardening, grain production, pesticide safety, and fish pond construction and management. Several hundred additional Volunteers were involved in rural development activities that addressed secondary agricultural and aquacultural objectives.

Education:

	Africa	IA	PACEM	Total
Number of Countries	2 6	1 1	24	61
Number of Projects	5 5	3 2	44	131

Since 1961, more than five million students in developing nations have been taught by Peace Corps Volunteers. Volunteers taught English, mathematics, science, and vocational skills; worked with the blind, deaf, and mentally and physically impaired; trained primary and secondary classroom teachers; and assisted communities with the development of non-formal education and youth-related activities. As Peace Corps expands the number of countries in which it served in FY91, the majority of new Volunteers will be working in education.

Environment:

	Africa	IA	PACEM	Total
Number of Countries	2 4	1 6	11	51
Number of Projects	3 1	2 9	14	74

Two-thirds of the Volunteers in the environment sector worked in forestry-related areas such as agro-forestry, forestry extension, nursery establishment, reforestation, forest management, and watershed management. The remainder pursued activities that included freshwater and marine fisheries development, national parks and wildlife management, conservation of biological diversity, and soil conservation. The fastest growing activity area in FY91 was environmental education.

Health:

	Africa	IA	PACEM	Total
Number of Countries	2 6	1 2	9	47
Number of Projects	3 2	2 5	19	76

Peace Corps health Volunteers continue to focus on primary health services for those most in need, namely women and young children. Volunteers promoted the development of local programs to meet basic health needs. The majority of Volunteers worked within national primary health-care systems on maternal and child health activities, nutrition, community health education, and water and sanitation projects.

Small Business Development:

	Africa	IA	PACEM	Total
Number of Countries	1 4	1 4	11	39
Number of Projects	1 9	2 0	16	55

The Small Business Development (SBD) sector of Peace Corps was formally established in 1983. Although Peace Corps Volunteers had been working on

income-generating activities since Peace Corps began in 1961, 1983 saw the formal recognition of small business development as a sector responsible for training and program support to the field. Current SBD projects include agribusiness, rural non-farm enterprises, urban small business projects, cooperatives and pre-cooperatives, credit programs, and business education.

Urban Development:

	Africa	IA	PACEM	Total
Number of Countries	5	5	4	14
Number of Projects	5	11	5	21

The pace of world urbanization is accelerating as the 21st century approaches. The "rural poor majority" is quickly becoming an "urban poor majority." Peace Corps has been working on ways to support host-country efforts to harness and guide self-help in private urban development initiatives through urban community service, shelter, municipal management, solid waste management, urban planning, delivery of municipal services, and urban youth development.

Women in Development:

Peace Corps does not have specific WID projects or WID Volunteers. Rather, the Agency ensures that women have equal access to the technical and human resource skills that we provide through our projects. Volunteers are currently working on projects with women at the grass roots level in agriculture, fisheries, rural development, micro-business, health, education, and community development. Many of our posts have established WID committees that serve to enhance project activities. These committees are comprised of Volunteers, staff, and host country nationals, who work in all sectors of the economy to improve the quality of life for women and their families. Their activities include establishing scholarship programs for girls and women, designing displays that highlight the achievements of local women, and celebrating International Women's Day and Women's History Month.

In August 1991 the Director's Council on WID was established to support field efforts and to ensure the institutionalization of gender consideration into all facets of our training and programming systems. The stated purpose of the Director's Council is as follows: In recognition of the fact that women in developing countries play a significant role in economic production, family support, and the overall development process, the Council will review Agency WID activities; ensure that particular attention is paid to those programs and projects which tend to integrate women into the national economics of developing countries; and make recommendations to the Director concerning WID-related policy matters.

The stated goals of the Council are:

1. Establish WID-focused goals for FY92-93 to facilitate the measurement of the Agency progress in programming that addresses the roles and needs of women.
2. Analyze newly developed project plans to assess the extent to which each plan includes specific language on how the project impacts women.

3. Develop and implement a plan to provide training for overseas and Washington-based professional staff that provides guidance on strategies for achieving the goal of integrating women into all Peace Corps projects.

Volunteer Activities for FY 1992 and FY 1993

* **Program Expansion:**

Peace Corps is on the leading edge of dramatic change taking place in the world today. It can be a catalyst for improving relationships with all countries where there has been a history of tension, suspicion, or lack of communication. FY92 will see the placement of 3,758 new Volunteers and the expansion into eight new countries including Albania, Argentina, Estonia, Latvia, Lithuania, and three former Soviet republics. FY93 will see further expansion of both Volunteers and country programs. In that year Peace Corps plans to place 3,963 Volunteers and expand into four additional former Soviet republics. Furthermore, Peace Corps will explore possibilities for other program expansion in Africa, Inter-America, and PACEM. Our long-term goal is to have Volunteers serving in virtually every nation with legitimate needs, providing the skills requested by those countries.

* **Sector Activities FY 1991 to FY 1993**

For the FY 1991 to 1993 period, the Agency intends to place greater programming emphasis on addressing the growing problems of environmental degradation, economic stagnation, urbanization, and an increasingly younger population. To achieve this, the Agency plans to increase the number of Volunteers and projects and to improve the quality of programming in the environment, small business, and urban development sectors. Projected rates of trainee input by sector are as follows:

Sector	FY 91	FY 92	FY 93
Agriculture	14.7%	12.9%	12.7%
Education	40.5%	40.4%	37.8%
Environment	13.0%	14.2%	15.4%
Health	17.4%	18.3%	18.0%
Small Business	11.2%	10.9%	12.8%
Urban Development	3.2%	3.3%	3.3%

* **United Nation Volunteers:**

Historically, Peace Corps has had a limited trainee input of approximately 25 per year in the United Nations Volunteer (UNV) program. There are currently 57 Volunteers in 29 countries in the UNV program. However the UNV program in Geneva has requested Peace Corps to increase its participation to a trainee input level of 90 per year. Our request includes funding that will increase trainee input by 65 to a level of 90 in FY93. The UNV program has been and continues to be a cost-effective way to provide Volunteer service. Currently, Peace Corps UNV Volunteers are serving in 14 countries that have no other Peace Corps presence.

Domestic Programs

In order to better meet Peace Corps' third goal of promoting a better understanding of other people by Americans, the Agency operates four programs - World Wise Schools, the Office of Private Sector Relations, University Programs, and Returned Volunteer Services.

* **World Wise Schools:**

This program promotes the study of geography and improved cultural awareness, and encourages the ideal of volunteer service among youth. World Wise Schools matches Volunteers overseas with United States classrooms in an information exchange. Interest in the program has expanded rapidly so that today 180,000 students have been matched to Volunteers in over 70 nations. The Agency plans to increase the number of participating students to 250,000 by the end of FY 1995. World Wise Schools will also increase efforts to secure private sector funding to provide educational materials that will supplement information provided by the Volunteers.

* **University Programs:**

University Programs establishes and maintains collaborative relationships with colleges and universities. Five programs have been established through these linkages. The largest of these is the Fellows/USA program, which provides educational and career opportunities for returned Peace Corps Volunteers. Currently 125 former Volunteers are participating in 10 Fellows programs. Agreements have been reached with a total of 19 institutions. This program will expand to 24 institutions and 300 former Volunteers. In addition, the Agency operates three programs that are designed to help Peace Corps recruit for scarce skill and minority programs. These programs include the Peace Corps Preparatory Program, the Master's Internationalist Program, and the Community College Program. These programs will expand to 25 Master's Internationalist Programs and 10 Peace Corps Preparatory Programs by FY 1994. Each will include five programs at minority institutions.

* **Returned Volunteer Services:**

Returned Volunteer Services provides career, educational, and readjustment support to returned Peace Corps Volunteers. It also serves as liaison for the Agency with returned Volunteer groups and the National Council of Returned Peace Corps Volunteers. In addition, it maintains a database of returned Volunteers and publishes newsletters on a regular basis.

* **Private Sector Relations:**

Private Sector Relations, through its Partners for Peace Program, coordinates support from the private sector for the Agency's initiatives, programs, and projects through three programs - Gifts-In-Kind, the Partnership Program, and the Partners in Teaching English Project. Peace Corps' Partners for Peace initiative provides the American private sector--corporations, foundations, service organizations, school groups, returned Peace Corps volunteer groups, and individuals--with the opportunity to participate in the shaping of a more peaceful, more responsive world through support for a variety of Peace Corps programs at home and abroad. Through outreach to the American private sector, the Partners for Peace program endeavors to enlist the participation of corporations, foundations, and individuals in the efforts of Peace Corps.

The Peace Corps Gifts-in-Kind Program:

Through its global network in over 60 countries, the Gifts-in-Kind Program links the specific needs of Peace Corps Volunteers in the field with donations of materials and services from the American private sector. These linkages promote both economic development and human potential, while supporting the individual efforts of Volunteers. Contributions have included microscopes, portable typewriters, wheelchairs, textbooks, vehicles, and emergency air travel.

The Peace Corps Partnership Program:

Since 1964, U.S. Partners have lent financial assistance to more than 4,000 self-help projects initiated and implemented by overseas communities. Together, the Partners have built wells in Niger, installed solar energy systems in the Dominican Republic, and published the first sign language dictionary in Nepal. Partners often engage in a dynamic cross-cultural exchange for greater understanding of other peoples, cultures, and ways of life.

The Peace Corps Partners in Teaching English Project:

Through contributions, this project specifically supports Volunteers who teach English.

Minority Outreach

In an age of increasing interdependence among nations, being a Volunteer in the Peace Corps provides tremendous benefits to those who serve as well as those who are served. Assuring that Americans of all ethnic and racial groups have an opportunity to serve as Volunteers serves the twin goals of truly representing the face of our nation overseas and of extending the benefits of service to all. In FY 1991 over 13% of all trainees were from minority groups. This is the largest percentage of minority participation in Peace Corps history. By FY 1993, the Agency plans to increase this rate to 15%.

Internal Management Initiatives

*** Improved Medical Support:**

Peace Corps has always provided comprehensive medical support to Volunteers. However, as outlined in a recent GAO audit of Volunteer medical services, improvements can be made. The Agency is committed to addressing the recommendations outlined in the audit. In order to improve medical services, Peace Corps initiated an orientation for new medical officers, provides annual medical conferences for medical officers, developed a quality assurance program to improve health care monitoring, and will initiate an independent medical review. In addition, the Office of Medical Services will take a greater role in the selection of medical officers and will develop a better system to inform Volunteers of their post-service health benefits.

*** Integrated Planning and Budget System (IPBS)**

Based on the work of Agency-wide task forces, the Agency established the Integrated Planning and Budget System (IPBS) in January 1990. This system provides a comprehensive three-year planning system for programming and budgeting. The entire program is reviewed in steps with final decisions made by the director's office. Budgets are authorized based on long- and short-term goals and programming priorities.

For the first time, this system has placed programming ahead of budgeting and gives the Agency the tools to determine costs as it makes program decisions and responds to changes in world situations. The system also enables the Agency to plan three years in advance and to make adjustments as necessary in that three-year planning cycle. The IPBS will also serve as the master system that links the other major Agency planning, execution, and evaluation systems including Peace Corps Financial Management System (PCFMS), Peace Corps Database Management System (PCDBMS), Program and Training System (PATS), and the Quarterly Trainee Request System (QTRS). Efforts in FY 1992 and FY 1993 will focus on defining and establishing the linkages required to integrate these systems with IPBS.

* **Program and Training System**

In January 1990, the Agency approved the Program and Training System (PATS) that provides clearer objectives for, and encourages better evaluation and measurement of, Volunteer projects.

For the first time all country programs are defined in terms that are measurable over time. A full guidebook spells out the planning process for project development, monitoring, training, and evaluation. The primary users are Country Directors and Associate Peace Corps Directors in the field, who are responsible for developing and monitoring projects. A clear role for Volunteers is outlined with guidelines for their activities and monitoring functions. This comprehensive system forms the base for information for the IPBS. The Agency plans to convert all projects to the PATS system by FY 1993.

* **Peace Corps Financial Management System (PCFMS)**

The Agency has begun to establish a new financial management system, which will replace the current accounting system by the end of FY92. The new system will provide more timely and accurate financial information and better control of budgets, funds certification, procurement, accounts payable, accounts receivable, and travel expenditures.

* **Chief Financial Officer (CFO)**

The Agency established a CFO position in FY 1991 in order to consolidate and standardize planning, budget, accounting, and financial services. The CFO also advises the Director on planning and financial issues. Currently a major effort is underway to standardize and integrate Agency planning, budget, and financial systems.

* **Administrative Officer Training**

The Agency continues to improve its new three-week training program for overseas administrative officers. The training provides critical training in financial, administrative, and personnel management.

* **Internal Control Committee**

The Internal Control Committee was initiated as an on-going management tool to anticipate, prevent, and address administrative problems within the Agency. The committee is comprised of all senior officials in the Agency and focuses on Inspector

General recommendations, actions by OMB, the Financial Managers Financial Integrity Act (FMFIA), Congressional administrative reports, and internal administrative reviews. Through this committee, timely responses to needed administrative, management and financial changes are assured.

*** Senior Advisory Board (SAB)**

The SAB was formed in FY91 to review, develop, and provide direction for Agency information systems activities. A primary goal of the SAB is to promote standardization and integration of the Agency's computer hardware and software systems to maximize the Agency's investment in the development, training, maintenance, and enhancement of automated systems. The Board is currently reviewing a five-year plan that outlines the Agency's direction through FY96 in information systems. This Board, comprised of senior Agency management, reports to the Director of the Agency. The SAB is supported by the Information Systems Advisory Board (ISAB), which provides guidance on Agency information systems development.

*** Foreign Service National Separation Liability Trust Fund**

This account holds funds transferred annually from the Peace Corps appropriation for accrued liability for future separation payments. In some countries, a Foreign Service National (FSN) employee is entitled to a payment computed on years of service when leaving our employment. The funding of this liability has been changed from a cash to an accrual basis, and the accrued cost will be moved each year into this special fund, where the funds will remain until the FSN employee retires or voluntarily resigns.

Peace Corps Collaborative Efforts

Peace Corps continues its commitment to collaboration with other development assistance organizations and with other departments and agencies of the U.S. government. The rationale for this collaboration is a mutual benefit derived by each party as well benefits derived by project beneficiaries. Accordingly, Peace Corps reviews and revises its activities with private voluntary organizations (PVOs) and other federal, international, and host-country organizations on a regular basis.

PVOs:

Peace Corps Volunteers work worldwide with a variety of PVOs on projects ranging from health to agriculture to education. Peace Corps seeks to expand collaboration with additional PVOs. Collaboration that exists at the field level is strengthened by headquarters contacts, just as contacts made at the headquarters level assist Peace Corps posts in establishing new working relationships with PVOs in support of Volunteer projects.

Environmental Protection Agency (EPA):

In FY90, the cooperative agreement between the Environmental Protection Agency and Peace Corps gained momentum. Signed in September 1989, a memorandum of understanding establishes a mechanism for collaboration on a wide range of global environmental issues. EPA and Peace Corps fielded programming and training teams to address pesticide safety and handling issues in Latin America and environmental contamination and education issues in Central Europe.

Forest Service and National Park Service:

Successful cooperative activities with the U.S. Forest Service and the National Park Service also continued throughout FY91. Under an Inter-agency Agreement, Peace Corps is able to use National Park Service personnel and training sites. In cooperation with the Forest Service, Peace Corps has been able to strengthen its programming and training in agro-forestry, forestry extension, and forest management.

Health and Human Services (HHS):

A cooperative agreement between Peace Corps and the Department of Health and Human Services was signed in October 1990. This agreement will give more than 1,000 Peace Corps Volunteers access to highly-skilled technical guidance from HHS as they develop and implement health, nutrition, special education, and early childhood development projects all over the world.

Bureau of Indian Affairs (BIA), Department of Interior:

A memorandum of understanding, signed in FY91 and updated in FY92, provides collaboration with the BIA in providing opportunities for returned Peace Corps Volunteers to utilize their skills in Native American schools. Specifically, the BIA provides information to returned Volunteers on career opportunities in Native American schools, brings the Fellows/USA Program to the schools, and encourages state and local education authorities to provide alternative or emergency teacher certification or waivers of certification as necessary to bring fellows to the schools.

U.S. Agency for International Development (A.I.D.):

During the past ten years, Peace Corps and the U.S. Agency for International Development have carried out a unique program of inter-Agency cooperation. Cooperation between Peace Corps and A.I.D. has resulted in the more effective use of U.S. foreign assistance resources in the developing world. It has also meant that Peace Corps Volunteers and host-country counterparts have received valuable technical and financial support from A.I.D.

This support has taken many forms--small grants for community projects, needed equipment and supplies, improved training programs for Volunteers, training opportunities for host-country counterparts, and the advice and guidance of A.I.D. technicians and experts. For A.I.D., this collaboration has meant greater access to the communities and people most in need of assistance, important feedback from Volunteers on how A.I.D.'s development projects are functioning in the field, and the availability of skilled Volunteer assistance for critical A.I.D. programs in 62 countries around the world.

The primary mechanism for Peace Corps' collaboration with A.I.D. is through Participating Agency Service Agreements (PASAs). These agreements combine A.I.D. and Peace Corps resources to enhance the Peace Corps' ability to target specific programs by fielding greater numbers of Volunteers and by providing Volunteers with increased levels of technical support. The following Participating Agency Service Agreements were in effect during FY91:

Africa Small Business Assistance Program:

Since 1987, A.I.D. and Peace Corps have cooperated in a unique program to encourage growth in the small business sector in Africa by funding needs assessments, project designs, and project evaluations of small business assistance activities.

Child Survival:

The purpose of this agreement is to strengthen Peace Corps Volunteers' participation in host-country child-survival projects that focus on growth monitoring, oral rehydration, infectious disease control, immunization, and breast feeding. Twenty-five countries receive comprehensive programming and training support. Regional programming conferences for Peace Corps health staff in the field and their counterparts are planned for FY92.

Combatting Childhood Communicable Diseases:

This program is a cooperative effort among African countries, the World Health Organization, the Centers for Disease Control, A.I.D., Peace Corps, and other groups. Peace Corps Volunteers are assisting the health-education component of the program to address the high rates of morbidity and mortality caused by infant diarrhea, malaria, and preventable diseases such as tetanus, measles, and polio.

Farmer-To-Farmer Program:

On August 31, 1990, Peace Corps, A.I.D., and Volunteers in Overseas Cooperative Assistance (VOCA) signed a two-year collaborative agreement to support Peace Corps' participation in the Farmer-to-Farmer Program. Through this collaborative program, VOCA sends volunteer U.S. agricultural professionals to assist developing country farmers and the Peace Corps Volunteers working with them.

Forestry:

In its 12th year of successful efforts, the joint A.I.D./Peace Corps Forest Resources Management Project continued to support Peace Corps' environmental and natural resources activities throughout FY91. This initiative has increased Peace Corps' ability to work with host-country governments, PVOs, and communities on projects to support locally based forestry, soil and water conservation, parks and wildlife, biological diversity, environmental education, and related programs.

Guinea Worm Eradication:

Guinea worm is a debilitating waterborne disease that immobilizes up to 10 million people annually in 19 African countries, India, and Pakistan. A UNICEF study in 1987 estimated annual losses of \$20 million in rice production alone in one area of Nigeria where 195,000 families were affected. In 1989, Peace Corps and A.I.D. agreed to use Peace Corps Volunteers and their counterparts to contribute to ongoing international efforts to eliminate Guinea worm disease in 10 African countries. The work of PCVs involved in this program includes surveillance, community program planning, community health education such as how to use water filters and improve existing water sources, and monitoring and evaluating existing projects.

The Micro-Enterprise Development Program:

To strengthen grass roots small business and micro-enterprise development, Peace Corps and A.I.D. initiated a joint Micro-Enterprise Development Program (MEDP) in August 1988. FY91 marks the fourth year of the program.

MEDP concentrates on small business development support in 15 selected countries. Chosen by Peace Corps and A.I.D. for the strength, size, commitment, and potential impact of small business development, these countries include Honduras, Costa Rica, Guatemala, the Dominican Republic, and Jamaica in the Inter-America Region; Mali, Botswana, Ghana, Kenya, Lesotho, and Senegal in

Africa; Pakistan, Fiji, and Western Samoa in Asia and the Pacific; and Poland in Central Europe.

MEDP provides training for Volunteers, Volunteer counterparts, host-country personnel, and micro-entrepreneurs to improve their capabilities to assist small business and micro-enterprise development.

Nutrition:

This agreement supports activities that strengthen household food security and family nutrition. More than 255 Volunteers and 425 host-country nationals have been trained to assess household nutritional problems and develop appropriate village-level solutions including family gardens, small-animal husbandry, post-harvest technology, and nutrition education.

Small Project Assistance:

The Small Project Assistance Program, jointly established by the Peace Corps and A.I.D., has been in operation since 1983. It supports training assistance and provides funds for small-scale development projects identified by Volunteers working with local community organizations in more than 40 countries. A typical project might enable a community to build a grain storage facility, start a poultry-raising operation, or install a potable water system. Almost 3,000 projects have been funded since 1983.

Peace Corps continues to be a strong influence in international development. As Volunteers complete their service and return to the United States, their knowledge of and experience in the part of the world where they have served becomes a powerful force for increasing American understanding of development issues facing other countries. Thousands of Volunteers continue to serve in government--some in elective offices. Many remain involved in development assistance through A.I.D., the World Bank, the United Nations Development Program, regional development banks, private development firms, and non-profit organizations. Perhaps most importantly, Peace Corps Volunteers continue to present a positive image of Americans to much of the developing world, and they provide Americans at home with a personal view of the contributions their country is making to assist other nations of the world.

PEACE CORPS
AUTHORIZATIONS AND APPROPRIATIONS
FY 1962 - FY 1993
(in thousands of dollars)

<u>Fiscal Year</u>	<u>Authorized</u>	<u>Budget Request</u>	<u>Appropriated a/</u>	<u>Trainee Input</u>	<u>Volunteer Years b/</u>
1962	\$40,000	\$40,000	\$30,000	3,699	3,599
1963	63,750	63,750	59,000	4,969	6,634
1964	102,000	108,000	95,964	7,720	10,494
1965	115,000	115,000	104,100	7,876	12,892
1966	115,000	125,200	114,000	9,216	Not Available
1967	110,000	110,500	110,000	7,565	Not Available
1968	115,700	124,400	107,500	7,391	Not Available
1969	112,800	112,800	102,000	6,243	Not Available
1970	98,450	109,800	98,450	4,637	Not Available
1971	94,500	98,800	90,000	4,686	Not Available
1972	77,200	71,200	72,500	3,997	6,632
1973	88,027	88,027	81,000	4,821	6,194
1974	77,000	77,000	77,000	4,886	6,489
1975	82,256	82,256	77,687	3,296	6,652
1976	88,468	20,826	81,266	3,291	5,825
Transition Qtr	27,887	25,729	24,190	—	—
1977	81,000	67,155	80,000	4,180 c /	5,590
1978	87,544	74,800	86,234	3,715	6,017
1979	112,424	95,135	99,179	3,327	5,723
1980	105,000	105,404	99,924	3,108	5,097
1981	118,531	118,800	105,531	2,729	4,863
1982	105,000	121,900	105,000	2,862	4,559
1983	105,000	97,500	109,000	2,988	4,668
1984	115,000	108,500	115,000	2,781	4,779
1984/5 Supp	2,000	2,000	2,000	—	—
1985	128,600	115,000	128,600	3,430	4,828
1986	130,000	124,400	130,000 d /	2,597	5,162
1987	137,200	126,200	130,760	2,774	4,771
1987/8 Supp	7,200	—	7,200	—	—
1988	146,200	130,682	146,200	3,360	4,611
1989	153,500	150,000	153,500	3,218	5,214
1990	165,649	163,614	168,614 e /	3,092	5,241
1991	186,000	181,061	186,000	3,076	4,691
1992	—	200,000 f /	— g /	3,758 est.	5,044 est.
1993	—	218,146 f /	—	3,963 est.	5,957 est.

a/ Includes reappropriated funds in 1963 (\$3,864 thousand), 1964 (\$17,000 thousand) and 1965 (\$12,100 thousand).

b/ 1962-1965 volunteer-years unavailable. Figures represent number of volunteers.

c/ Includes Trainee Input from Transition Quarter.

d/ Includes \$5,590 thousand sequestered under the Balanced Budget and Emergency Deficit Control Act of 1985 (P.L. 99-177).

e/ Includes \$2,240 thousand sequestered under the Balanced Budget and Emergency Deficit Control Act of 1985 (P.L. 99-177) and a \$725 thousand reduction related to the Drug Initiative (P.L. 101-167).

f/ Funds to remain available for two years

g/ The Agency has not yet received an annual appropriation and is operating under a Continuing Resolution through March 31, 1992 at the FY 1991 appropriation level.

UNITED STATES PEACE CORPS
TRAINEE INPUT, VOLUNTEER YEARS AND BUDGET ESTIMATES
BY REGION AND ACTIVITY, 1991-1993

	FY 1991 ACTUAL	FY 1992 ESTIMATE	FY 1993 ESTIMATE
<u>TRAINEE INPUT</u>			
Africa Region	1,301	1,441	1,410
Inter-American Region	1,011	1,035	1,013
The Pacific, Asia, Central Europe, and Mediterranean	735	1,257	1,450
United Nations Volunteers	29	25	90
	<hr/>	<hr/>	<hr/>
TOTAL TRAINEES	3,076	3,758	3,963
<u>VOLUNTEER YEARS</u>			
Africa Region	2,070	2,096	2,361
Inter-American Region	1,509	1,557	1,651
The Pacific, Asia, Central Europe and the Mediterranean	1,070	1,354	1,853
United Nations Volunteers	42	37	92
	<hr/>	<hr/>	<hr/>
TOTAL VOLUNTEER YEARS	4,691	5,044	5,957
<u>OBLIGATIONS BY REGION (\$000)</u>			
Africa Region	62,796	64,440	68,020
Inter-American Region	31,708	31,853	33,126
The Pacific, Asia, Central Europe and the Mediterranean	29,657	38,444	46,294
United Nations Volunteers	329	408	714
Volunteer Medical Support (headquarters)	18,002	20,660	23,557
Volunteer Recruitment and Placement	12,129	13,431	14,108
Technical Program Support	3,608	3,487	3,755
Domestic Programs	1,220	1,340	1,435
World-Wide Support	25,789	25,938	27,138
TOTAL OBLIGATIONS	185,238	200,000	218,146
<u>OBLIGATIONS BY ACTIVITY (\$000)</u>			
Volunteer Operations	105,526	114,783	126,850
Recruitment, Communications and Development Education	13,352	14,067	15,037
Program Development and and Support	66,360	71,150	76,259
TOTAL OBLIGATIONS	185,238	200,000	218,146

PEACE CORPS OF THE UNITED STATES OF AMERICA
VOLUNTEER OPERATIONS
(in thousands of dollars)

<u>Program Activity</u>	FY 1991 <u>ACTUAL</u>	FY 1992 <u>ESTIMATE</u>	FY 1993 <u>ESTIMATE</u>
<u>SELECTION</u>			
Placement	<u>2,453</u>	<u>2,546</u>	<u>2,674</u>
Total Selection	2,453	2,546	2,674
<u>TRAINING</u>			
Pre-Service Training	20,102	22,809	23,604
In-Service Training	2,341	2,965	3,679
Technical Resources	1,770	1,429	1,467
Staging	<u>812</u>	<u>824</u>	<u>855</u>
Total Training	25,026	28,028	29,605
<u>DIRECT VOLUNTEER SUPPORT</u>			
Assignment & Return Travel	8,317	9,482	10,659
Living and Leave Allowance	14,758	17,726	21,122
Readjustment Allowances	13,642	14,762	17,145
Other Direct Vol Support	<u>13,483</u>	<u>11,361</u>	<u>12,678</u>
Total Direct Volunteer Support	50,201	53,333	61,605
<u>MEDICAL SUPPORT</u>			
Medical Evacuation	3,213	3,459	3,993
Medical Supplies	2,030	2,364	2,837
Volunteer FECA	7,283	8,559	10,057
Medical and Special Services	<u>11,093</u>	<u>13,155</u>	<u>14,538</u>
Total Medical Support	23,621	27,538	31,426
<u>ADMINISTRATIVE SUPPORT</u>			
Overseas Vehicles	3,446	3,300	1,500
Other Administrative Support	<u>777</u>	<u>36</u>	<u>38</u>
Total Administrative Support	4,223	3,336	1,538
TOTAL VOLUNTEER OPERATIONS	105,526	114,783	126,850
<u>REIMBURSEMENTS</u>			
PASA's	3,985	4,615	5,025
Overseas Vehicles	315	235	371
<u>PROGRAM FACTORS</u>			
Trainee Input Goal ①	3,076	3,758	3,963
Volunteer - Year ①	4,691	5,044	5,957
Training Weeks - Trainees	33,221	40,586	42,800
Number of Staging Events	83	94	97
Number of MEDEVAC'S	396	438	486
Number of Vehicles Purchased	155	110	43

① Includes UN Volunteers

BUDGET ACTIVITIES

VOLUNTEER OPERATIONS

This budget activity provides direct assistance to train, maintain, and support Volunteers overseas. In 1993 Peace Corps plans to train 3,963 new Volunteers and support almost 6,000 Volunteers years of service in 95 countries worldwide.

SELECTION

Placement: The technical and personal skills of applicants are carefully assessed to match the most qualified persons to specific assignments in each host country. Applicants go through a multi-staged screening process in which they are nominated, evaluated, compared to other qualified applicants, and, finally, matched to specific assignments.

TRAINING

Staging: Trainees participate in a short orientation prior to departure overseas and the beginning of pre-service training. Participants learn about Peace Corps and its expectations, the host country, and their assignment position. Participants are given an opportunity to reconsider the demands of Peace Corps service and their two-year commitment to Peace Corps service before departure.

Pre-service Training: Intensive language instruction, cultural information, technical skills enhancement, and training in personal health and safety are provided in pre-service training to prepare Volunteers for specific assignments. Most pre-service training is conducted overseas to help trainees acculturate and to take advantage of lower costs. For some programs, however, additional technical training is provided in the United States.

In-service Training: Additional training is conducted during the Volunteers' service to increase the job effectiveness and satisfaction of each Volunteer in the field. In-service training programs are flexible and designed to respond to the needs of Volunteers as they carry out their assignments. These programs include language, cultural awareness, and technical skills development.

Technical Resources: Information Collection and Exchange (ICE) is a depository of technical materials available to Volunteers for their individual projects. ICE responds to an average of 8,000 Volunteer requests each year for specific technical information on subjects such as water-sealed toilets, apiculture, smokeless stoves, growing vegetables in the tropics, and oral rehydration.

DIRECT VOLUNTEER SUPPORT

Assignment and Return Travel: The cost of transportation from their homes to their host countries and their return travel is provided for Volunteers.

Living and Leave Allowances: The living allowance provides each Volunteer with a subsistence allowance based upon conditions in the country of assignment. This allowance is provided in local currency and is subject to monetary and cost-of-living fluctuations within the country. A leave allowance, currently set at \$24 per month,

permits Volunteers to travel in host and neighboring countries to broaden their perspective and enhance their cultural awareness. A settling-in allowance is also provided at the beginning of service to each Volunteer to assist with the purchase of household items.

Readjustment Allowance: An allowance of \$200 per month of service is transferred to Volunteers upon completion of service to assist Volunteers in their re-entry to life in the United States. This also covers the FICA cost for the readjustment allowance.

Other: Volunteers are provided with basic materials and supplies. Additionally, funds are provided for Volunteers to travel between Peace Corps' country office and their work and living sites for consultation and technical assistance, and for staff to visit Volunteers at their sites.

MEDICAL SUPPORT

Medical Evacuation: Adequate medical facilities and care are not always available in the countries in which Volunteers serve. Four hundred Volunteers are transported each year to appropriate medical facilities in the United States and other countries for diagnosis and medical treatment.

Medical Supplies: Volunteers are furnished necessary medical supplies and related informational materials to maintain their health at project sites.

Volunteer FECA: Volunteers often work in conditions that are physically demanding and difficult. Peace Corps provides as much support as possible to ensure the safety and care of each Volunteer. However, medical care is sometimes required following service due to service-related illnesses or injuries. This care is provided under the terms of the Federal Employees Compensation Act (FECA).

Medical and Special Services: A comprehensive preventive and curative health-care program is provided in each country by a trained health practitioner--either a physician or a nurse. The preventive program is designed to assist Volunteers in protecting their health. This includes continuing health education, site visits by trained medical personnel to detect environmental and occupational health hazards, immunizations, prophylactic treatment against endemic disease, and periodic physical examinations for early detection of disease. Through its Office of Special Services, Peace Corps also provides Volunteers and their families with administrative, counseling, and emergency services. They also produce training programs on Volunteer safety and adjustment issues, and provide and deliver crisis intervention services when needed.

ADMINISTRATIVE SUPPORT

Overseas Vehicles: In most of the host countries, transportation is difficult and unreliable. In order to provide the physical, emotional, and technical support necessary to assist Volunteers in completing their assignments with success and in good health, staff must have reliable transportation. Since Volunteers are sometimes located in isolated areas, reliable transportation becomes crucial in emergencies.

Other: Peace Corps provides micro-computer systems to overseas posts. These computer systems reduce administrative workload and allow staff more time for direct support of Volunteers.

REIMBURSEMENTS

Participating Agency Service Agreements (PASAs): PASAs are inter-agency agreements, such as those between the U.S. Agency for International Development and Peace Corps. A. I. D. provides program funds to individual Peace Corps projects in the technical areas of forestry, combatting childhood communicable diseases, nutrition, small project assistance, African small business, micro-enterprise development, Guinea worm eradication, farmer-to-farmer programs, and child survival. PASAs expand the technical assistance that Volunteers are able to contribute by providing funds for materials and training.

Overseas Vehicles: These reimbursements represent proceeds from the sale of vehicles which have reached the end of their useful life.

PEACE CORPS OF THE UNITED STATES OF AMERICA
RECRUITMENT, COMMUNICATIONS, AND
DEVELOPMENT EDUCATION
(in thousands of dollars)

<u>Program Activity</u>	FY 1991 <u>ACTUAL</u>	FY 1992 <u>ESTIMATE</u>	FY 1993 <u>ESTIMATE</u>
<u>RECRUITMENT</u>	8,657	9,732	10,237
<u>PUBLIC RESPONSE</u>	1,082	278	277
<u>DOMESTIC EDUCATION</u>	1,220	1,341	1,435
<u>GSA RENTAL</u>	1,019	1,152	1,196
<u>POSTAGE AND FEES</u>	1,043	1,156	1,178
<u>UNITED NATIONS VOLUNTEERS</u>	329	408	714
<u>TOTAL RECRUITMENT, COMMUNICATIONS, AND DEVELOPMENT EDUCATION</u>	13,352	14,067	15,037

PROGRAM FACTORS

Applications	13,272	15,408	16,248
Nominations	6,587	7,629	8,045
Trainee Input Goal	3,076	3,758	3,963
UN Volunteers - Trainee Input	29	25	90

RECRUITMENT, COMMUNICATIONS, AND DEVELOPMENT EDUCATION

Peace Corps reaches out to all Americans to share what we have learned around the world and to provide opportunities for all to volunteer. Two functions within the Recruitment, Communications, and Development Education (RCDE) activity are the recruitment process for all prospective trainees and Returned Peace Corps Volunteer services. Public and private liaison activities, which are funded under RCDE, generate interest and funds for programs and promote the third Peace Corps goal of educating Americans about the developing world.

Recruitment: The recruitment staff manages headquarters and field recruitment activities to identify qualified Peace Corps trainees.

Public Affairs: Publications and promotional materials are produced and printed for distribution to current, potential, and former Volunteers and staff, as well as for the general public.

Domestic Programs: World Wise Schools, University Programs, Returned Volunteer Services, and the Office of Private Sector Relations comprise the domestic education office.

GSA Rental: RCDE funds are used to pay the rental costs of the recruitment field offices across the country. Rental costs are based on actual billings for FY91 and GSA's Public Buildings Service estimates for FY92 and FY93.

Postage and Fees: Costs incurred for direct mailing of Peace Corps materials through the U.S. Postal Service are reflected in this category.

United Nations Volunteers: Peace Corps supports UN Volunteers and contributes to the UNDP Voluntary Fund, which helps defray costs for UN selected Volunteers. Peace Corps traditionally funds only the external costs incurred in support of these Volunteers. These costs include readjustment allowances, FICA, travel to and from post, and excess baggage charges.

PEACE CORPS OF THE UNITED STATES OF AMERICA
PROGRAM DEVELOPMENT
AND SUPPORT
(in thousands of dollars)

<u>Program Activity</u>	FY 1991 <u>ACTUAL</u>	FY 1992 <u>ESTIMATE</u>	FY 1993 <u>ESTIMATE</u>
<u>OVERSEAS ADMINISTRATIVE SUPPORT</u>			
Salaries & Benefits	17,674	21,478	24,618
FAAS	3,786	4,000	4,167
Staff Assignment Travel	2,013	2,215	2,173
Other Overseas Admin Support	<u>13,773</u>	<u>12,974</u>	<u>13,148</u>
Total Overseas Administrative Support	37,247	40,668	44,107
<u>DOMESTIC ADMINISTRATIVE SUPPORT</u>			
GSA Rental Payments	3,681	4,351	4,520
Training and Program Support	1,837	2,058	2,288
Communications	1,940	1,879	1,916
Terminal Leave/Severance	1,108	1,115	1,151
Staff FECA	228	333	482
Agency Management	7,486	7,632	7,926
Agency Administration	7,041	7,125	7,342
Office of Inspector General	1,258	1,437	1,540
All Other Program Support	<u>4,530</u>	<u>4,548</u>	<u>4,982</u>
Total Domestic Administrative Support	29,112	30,481	32,151
TOTAL PROGRAM SUPPORT	66,360	71,150	76,259

REIMBURSEMENTS

Proceeds of Sale-Furniture & Equipment	124	129	134
ACTION Personnel Security Investigations	46	50	55

PROGRAM DEVELOPMENT AND SUPPORT

Funds in this activity provide the overseas and Washington-based support required for the success of Peace Corps programs worldwide.

OVERSEAS ADMINISTRATIVE SUPPORT

Salaries and Benefits: Peace Corps' overseas staff are responsible for developing and implementing Volunteer programs. They work closely with host-country authorities and Peace Corps Headquarters to provide programs that meet the needs of the host country. The staff designs and administers in-country training programs for Volunteers, monitors program progress, offers technical guidance, and ensures that Volunteers receive allowances, housing, supplies, and equipment. Staff members are also responsible for ensuring that counseling and health-care services are provided when needed.

Foreign Affairs Administrative Support (FAAS): This category reflects Peace Corps' reimbursements to the Department of State for administrative services provided under the FAAS system. Services utilized by Peace Corps posts include Foreign Service National (FSN) personnel, budget and fiscal services, use of the diplomatic pouch, customs clearance assistance, local wage administration, and other general administrative services. Peace Corps only uses FAAS services that cannot be obtained for a lower cost in the local economy.

Staff Assignment and Travel: This category represents funding for travel and shipment of household effects for staff assignment and return trips.

Other: Other overseas support costs include residential and non-residential rent and utilities; telephone, telex and other communication costs; maintenance and repair of equipment, vehicles, and property; other contractual services (including U.S. and foreign national personal service contracts); dependent education travel; home leave travel; staff in-country and international travel and transportation of things; conferences and other items such as purchase of supplies and equipment, training for overseas staff, and printing and reproduction services. Also included in this category are costs associated with assessment and feasibility studies for programs in new countries and costs for security guards at overseas posts.

DOMESTIC ADMINISTRATIVE SUPPORT

GSA Rental Payments/Headquarters: Rental costs for headquarters' office space are based on actual billings for FY91 and GSA's Public Buildings Service estimates for FY92 and FY93.

Training and Program Support: The Training and Program Support staff provides technical assistance and resources to the field. This assistance includes a wide range of activities from the development of programming and training materials, to direct field consultations in all phases of program development. This category funds staff salaries, benefits, international travel, and miscellaneous expenses.

Communications: This category reflects costs for FTS and other telecommunications services.

Terminal Leave/Severance/Unemployment: Funding covers terminal leave, severance and unemployment payments for Peace Corps staff.

Staff FECA: This category covers Worker's Compensation costs for Peace Corps staff. FECA costs are based on actual billings from the Department of Labor for FY91 and FY92 and an estimate for FY93.

Agency Management: This category covers security, ADP, administrative services, contracts, and personnel operations.

Agency Administration: The Offices of the Director, General Counsel, Executive Secretariat, Congressional Relations, and Intergovernmental Affairs, and Planning, Budget and Finance provide Agency direction in the form of legal advice, staff assistance, planning and financial management, and liaison with the Congress, other federal departments and agencies, state and local government entities, and the general public.

Office of Inspector General: The Office of the Inspector General conducts all audits and investigations of Agency programs and operations in order to promote economy and efficiency in the administration of, and to detect and prevent waste, fraud, and abuse in, such programs and operations.

All Other Program Support: This category includes the salaries and expenses for the Associate Director of Management and the Regional Headquarters Offices. Regional funding is used primarily to provide direct day-to-day support and contact with Peace Corps' overseas field operations. Support is also provided in the form of program assessment and design teams.

REIMBURSEMENTS

Proceeds of Sale - Furniture and Equipment: These proceeds represent proceeds from the sale of overseas office and household furniture and equipment which has reached the end of its useful life.

ACTION Personnel Security Investigations: Peace Corps is reimbursed for personnel security investigations it conducts for the ACTION agency.

SUB-SAHARAN AFRICAN COUNTRIES

OVERVIEW

Regional Development Needs

Although current turmoil in Africa has had a positive impact on the widespread movement towards democratization, the economic impact of unrest in most countries has been devastating. The political future of Africa looks rather promising but there is a tremendous economic abyss that Africa must cross in order to take full advantage of increased political liberalization. In the troubled economic climate in Sub-Saharan Africa, Peace Corps has found it increasingly necessary to address basic development needs at the local level.

In 1993, the Africa Region plans to increase the number of countries in which Volunteers will be working, pending funding availability. Population growth, agricultural shortfalls, educational needs, rural to urban flight, "brain drain," and environmental degradation do not subside during difficult political and economic times. In fact, development problems become more acute during civil unrest and heighten the need for Peace Corps' grassroots assistance.

Program Strategy

Although the overall programmatic orientation of the Africa Region has not undergone fundamental change over the last three years, recent unrest has forced a re-examination, and subsequent re-confirmation and amplification of the integrated program approach the Region had previously taken.

The Africa Region will continue to stress the critical project areas of food self-sufficiency, environmental protection, and income generation/employment, but there will also be renewed emphasis on the traditional education, and health and water sanitation sectors.

First: There is evident developmental regression in Sub-Saharan Africa that poses numerous challenges to all development agencies, including Peace Corps. If the population of Sub-Saharan Africa continues to expand at the current rate of 3 percent per year, the 1987 population of 482.5 million will swell to 729 million by the year 2000—almost doubling mouths to feed, minds to educate, and people to employ.¹ From 1973-1984, only ten Sub-Saharan countries showed an increase in food production²; and from 1980-1985, there has been a 16 percent fall in real income causing a

¹ Africa, South of the Sahara: 1989, 18th Edition, Europa Publications Limited, London, 1989, p. 26.

² World Development Report 1989: Financial Systems Development, World Bank, London, 1989. p.7.

"brain-drain" from Africa to more developed countries³. In addition, GNP showed an increase overall of only 1 percent between 1982 and 1988, which compares to the 5 percent rate between 1965-1973⁴. In 26 out of the 35 countries in which Peace Corps works in Africa, per capita income was \$480 or less in 1990. Given these unfavorable economic trends, the Peace Corps mission in Sub-Saharan Africa becomes particularly important.

Second: In response to the current development needs of African countries, the Africa Region will continue the integrated, project-based program approach that it initiated in the 1980s into the 1990s. In order to achieve this end, the Africa Region will need to enhance the development capacity of Peace Corps staff, Volunteers, and host-country nationals. An integrated programming strategy will better assist host-country beneficiaries and counterparts in combatting numerous problems in a consolidated, unified manner by linking what is done in agriculture (e.g., seed research) to what is done in education (e.g., school gardens) to what is done in the home (e.g., nutrition education). In so addressing the interrelated needs of countries, more focused projects will have greater impact on the numerous Sub-Saharan Africa development problems.

Sub-Saharan Africa faces an acute dilemma: meeting multiple development needs with meager resources during a period of political and economic crises. The three programming sectors of agriculture and food self-sufficiency, environmental protection, and income generation must be linked directly to the other Peace Corps sectors of education, health, water and sanitation, and urban development so that the Peace Corps can better address Africa's needs. Peace Corps' commitment to Sub-Saharan Africa in FY93 and beyond must be stronger than ever during this period of economic and political duress.

Following are summaries of how Peace Corps is implementing its goals in each of its programming sectors: agriculture, environment, small business, education, health, and urban development.

Agriculture

The Africa Food Systems Initiative (AFSI) is still functioning, using local funding sources in five countries: The Gambia, Lesotho, Mali, Niger, and Senegal. In promoting inter-sectoral projects by Volunteers and host-country nationals, the AFSI strategy exemplifies the Region's approach to integrated programming. Using a team approach, with Volunteers representing various sectors that address the development of food systems, the AFSI strategy utilizes host-country groups to assess community needs. In Mali, for example, over 35 teams of forestry, agriculture, water and sanitation, small business, and rural primary education Volunteers work in a concerted effort to assist local development committees to solve their food self-sufficiency problems.

Such a strategy is also taking root in non-AFSI posts such as Cameroon, where fish farmers are assisted by Volunteers in developing marketing and income-generation

³ Sub-Saharan Africa: From Crisis to Sustainable Growth: A Long Term Perspective Study, The International Bank for Reconstruction and Development/The World Bank, Washington, D.C. 1989. p. 81.

⁴ World Development Report 1989, Op. Cit., p.7.

skills. In the Central African Republic, agriculture Volunteers will team up with education and health Volunteers to establish school gardens in 1993.

Environment

While drought in Sub-Saharan Africa has receded in the last few years, the environmental ramifications of the devastating period in which drought was widespread have been aggravated by continuous misuse of land and the depopulation of numerous species of flora and fauna. In response to these difficulties, the integration of Peace Corps agricultural and environmental projects has strengthened activities in both sectors. In Niger, for example, Volunteers combine wildlife management efforts with agro-forestry projects. In Côte d'Ivoire, Volunteers work in an environmental management project in which community development generalists coordinate their activities with water and sanitation specialists.

Small Business Development

The Africa Small Business Assistance Program (ASAP) began in 1986. This ten-year special assistance effort was in response to requests from overseas posts. African countries and the international development community recognized that the independent and informal small business sector holds great potential for employment, economic growth, and development. The program is tied directly to the small business initiatives of Peace Corps and attempts to address the issues of increasing income and employment opportunities for Africa's rapidly expanding population—especially youth and women.

ASAP emphasizes the special needs of small businesses and micro-enterprises at the grass roots level. Peace Corps Volunteers with small business skills provide technical assistance that includes the preparation of business plans; facilitation of access to credit; skill development in numeracy, bookkeeping, accounting, marketing, business and entrepreneurship; and the production of goods and services at acceptable costs and competitive prices. Where and when possible, special attention is directed to the pivotal role of women in the informal sector in both rural and urban areas.

Almost every African post is attempting to support grassroots small business projects. Volunteers work very well in such projects using the integrated approach emphasized by the Africa Region. Mali Volunteers attached to the Chamber of Commerce, for example, work with a variety of business women and men—textile retailers, farmers, jewelers and restaurant owners. In Guinea, Volunteers in a highly successful community-based rotating loan fund project assist many of the same groups of people. By 1993, 7 percent of all Africa Volunteers will be working primarily in small business projects, and 30 percent will have secondary small business activities, particularly Volunteers in the agriculture, environment, and education sectors. To date, the Region has successfully supported the development and growth of small business projects in ten countries: Kenya, Botswana, Mali, Malawi, Ghana, Guinea, Togo, Lesotho, Senegal, and Sierra Leone. Possibilities of additional small business activities will be explored and identified in Chad, Central African Republic, Guinea Bissau, and Benin during FY93.

Education

Education will continue to be the Africa Region's largest sector (approximately 40 percent of all requests) and the most diversified in 1993. Projects span all academic topics in the education spectrum, but cluster around Teaching English as a Foreign Language (TEFL), science, math, and vocational education. Most Peace Corps teachers combine direct-teaching services with in-service training of counterpart teachers, and local or national curriculum development. Twenty-six Peace Corps posts focus on education assistance. In the Central African Republic (CAR), Volunteers are working on a school gardens project, where school children learn nutrition and small plot gardening skills in order to share those skills with their parents and communities at large. Education Volunteers in CAR also work on the dissemination of AIDS health-education literature.

Health

The Region is proud of its ongoing collaboration with USAID's Combatting Childhood Diseases/Child Survival Program (CCD/CS). In 1993, Volunteers in Cameroon, Côte d'Ivoire, Nigeria, and the Central African Republic will participate in this program. In 1993 a USAID Participating Agency Service Agreement (PASA) to support AIDS education will be functioning in four African posts. In addition, the Region will continue to emphasize water sanitation in health education through efforts to eradicate the debilitating Guinea worm disease. Benin's very successful Guinea worm project will assist the government of Benin in its national efforts. Peace Corps' traditional health programs will demonstrate its integrated approach. In the Central African Republic, for example, school health Volunteers will team up with agriculture Volunteers to improve the nutritional intake of school children and their parents, while education Volunteers will work with health Volunteers in developing and distributing AIDS health education materials.

Urban Development

Due to a tremendous influx of rural migrants to the urban areas, Sub-Saharan urban activities will increase in 1993. Malawi, Côte d'Ivoire, and Swaziland will continue to serve as models of urban planning for other African posts. In addition, many urban-placed Volunteers will conduct secondary activities aimed at satisfying the unemployment, sanitation, and educational needs of overpopulated areas within urban sprawls that surround capitals and large towns. As in other initiatives, every effort will be made to integrate various sectors. Urban-placed education Volunteers in Ghana will work on secondary community development projects. Swaziland urban planners will assist in the planning of market towns, where small business Volunteers will be consulting with new entrepreneurs.

AFRICA REGION
TRAINEE INPUT, VOLUNTEER YEARS, AND PROGRAM FUNDING

	Trainees			Volunteer Years			Program Funds (\$000)		
	FY 1991	FY 1992	FY 1993	FY 1991	FY 1992	FY 1993	FY 1991	FY 1992	FY 1993
Benin	37	38	38	72.3	62.2	65.6	1,828.8	1,641.0	1,619.1
Botswana	73	72	86	234.4	181.3	130.9	3,502.0	3,276.2	3,168.8
Burundi	11	24	23	32.2	28.5	38.5	865.5	946.3	997.7
Cameroon	72	88	84	132.8	129.0	136.9	3,638.4	3,676.0	3,730.6
Cape Verde	8	17	17	10.6	20.3	26.5	507.0	942.3	722.7
Central African Republic	44	60	55	78.5	77.9	90.2	2,445.8	2,575.1	2,721.0
Chad	27	29	29	28.3	41.6	45.3	1,345.0	1,515.0	1,581.5
Comoros	12	12	12	13.8	20.3	24.1	508.3	508.0	698.8
Congo	14	19	15	2.3	19.0	34.2	681.2	837.0	901.4
Cote d'Ivoire	30	30	30	10.8	38.0	53.9	802.8	996.9	1,118.8
Equatorial Guinea	18	18	18	14.8	29.3	34.8	737.0	908.1	918.1
Gabon	62	65	58	81.2	86.4	87.8	2,680.1	2,549.2	2,640.5
The Gambia	24	34	34	44.3	38.3	45.2	1,096.8	981.2	1,045.8
Ghana	49	58	58	73.8	78.0	89.6	1,693.0	1,911.9	1,985.1
Gulnea	28	33	33	25.5	53.9	67.7	1,176.0	1,277.5	1,404.2
Guinea-Bissau	13	20	17	17.3	19.6	18.6	1,059.7	958.8	1,044.9
Kenya	105	88	88	140.0	146.3	142.0	2,540.7	2,491.9	2,564.6
Lesotho	61	74	61	106.7	114.5	126.7	1,865.2	2,058.7	2,057.1
Malawi	39	77	63	117.8	95.0	111.4	1,527.7	1,717.1	1,763.9
Mali	89	91	86	152.6	157.0	155.6	4,174.6	3,839.0	3,886.9
Mauritania	17	47	47	14.9	42.8	83.7	1,370.8	1,724.1	2,022.6
Namibia	17	30	47	24.1	43.2	42.6	920.5	1,187.0	1,297.3
Niger	72	72	80	109.3	114.0	132.3	3,550.7	3,331.8	3,723.6
Nigeria	12	15	15	0.0	11.5	28.4	311.9	852.5	1,088.6
Rwanda	20	20	19	16.2	30.3	37.7	775.1	814.1	894.0
Sao Tome e Principe	9	11	11	6.0	13.3	19.1	340.5	426.8	427.7
Senegal	61	65	62	90.3	102.5	113.8	2,665.0	2,616.1	2,959.2
Seychelles	4	2	2	9.2	9.4	9.1	424.8	369.8	416.2
Sierra Leone	45	72	84	80.3	76.3	101.1	2,316.9	2,126.9	2,266.0
Swaziland	34	38	38	75.7	70.9	60.0	1,355.4	1,388.3	1,330.3
Tanzania	13	25	25	17.3	17.4	36.8	1,034.6	1,010.1	1,055.8
Togo	61	57	57	69.8	89.8	97.8	2,508.1	2,733.3	2,869.4
Uganda	16	20	18	2.5	17.3	34.0	653.8	817.7	910.1
Zaire	79	0	0	164.6	0.0	0.0	3,559.0	962.9	0.0
Zimbabwe	25	20	20	0.0	20.8	41.3	490.7	952.3	1,137.9
TOTAL	1,301	1,441	1,410	2,070.2	2,095.8	2,361.2	56,851.6	56,920.6	58,970.5

BENIN

Population: 4,593,000

Annual Per Capita Income: \$370

Number of years Peace Corps in Country: 25

Peace Corps Country History:

Peace Corps established a program in Benin in 1967, when 29 Volunteers began working with the Ministry of Rural Development in the areas of animal husbandry, grain storage, and gardening. Since this time over 700 Volunteers have served in Benin.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	37	38	38
Volunteer Years	72	62	66
<u>Funding (\$000)</u>			
Appropriated	1,829	1,641	1,619
Host Country Contributions	37	38	40

Host Country/Peace Corps FY 1993-1995 Initiatives:

The newly elected Government of Benin has designated several development priorities for the next five years including education, health, environment, small business, communications, and transportation. Peace Corps Benin currently has Volunteers working on projects in education, health, and environment. In the coming year, the post will begin planning for a small business assistance (SBA) project.

Currently Volunteers in all projects actively participate in the Women in Development (WID) program with host-country counterparts. Over the next two years, however, Peace Corps Benin plans to further expand its activities in this priority area.

<u>Peace Corps Program by Sector:</u>	<u>TI by Sector</u>	
<u>Description of Projects by Sector</u>	<u>FY92</u>	<u>FY93</u>
Education	20	12
<i>Secondary Education/Math and Science</i> To help the government a shortage of students educated in hard sciences, Volunteers teach math, chemistry, and physics in secondary schools throughout the country.		
<i>Agriculture Education</i> Volunteers teach technical English to agriculture students, who are being trained at the Agronomy School of the National University.		
Environment	12	0
<i>Community Forestry</i> In order to help alleviate deforestation and desertification in the northern region of Benin, Volunteers work with farmers to establish tree nurseries and promote soil conservation and enrichment techniques. Volunteers also promote the use of fuel-efficient mud stoves in their assigned villages.		
Health	6	26
<i>Rural Community Development</i> Volunteers work with Beninese counterparts to fight childhood malnutrition and disease in the rural areas. Volunteers assist in the management of health and nutrition programs at district social centers. In addition, they conduct a variety of income-generating activities, including the establishment of community gardens and assistance to small commercial enterprises.		
<i>Guinea Worm Eradication</i> In response to the government's goal to eliminate this debilitating waterborne disease in Benin by 1995, Volunteers work with community groups to construct wells, cisterns, and latrines as well as promote improved sanitation practices.		

Program Highlights & Accomplishments:

Thirty Volunteers and 40 of their Beninese counterparts organized a week-long seminar on income-generation activities for women covering such topics as credit, bookkeeping, and marketing. This highly successful conference was attended by several high-ranking government officials, including Benin's first lady, and received extensive media coverage throughout the country. Peace Corps recently reorganized its community forestry project to better address the problems of environmental degradation in northern Benin. Volunteers work closely with counterparts in the Ministry of Development and Cooperative Action as well as the United Nations Sahelian Organization (UNSO) to integrate environmental and income-generating activities.

Outlook:

The number of Volunteers has increased by 25 percent over the past three years. Peace Corps Benin hopes to expand its activities in small business over the next several years.

BOTSWANA

Population: 1,217,000
Annual Per Capita Income: \$940
Number of years Peace Corps in Country: 25

Peace Corps Country History:

Since the arrival of 52 Peace Corps Volunteers in Botswana in January 1967, only four months after the country attained its political independence, Peace Corps has contributed significantly to the country's development. During the past 25 years, Peace Corps has provided technical assistance in a wide variety of fields although the program concentrates on education.

Peace Corps Botswana currently has approximately 180 Volunteers in all areas of the country working in four sectors: education, small business, environment, and health.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	73	72	86
Volunteer Years	234	181	131
<u>Funding (\$000)</u>			
Appropriated	3,502	3,276	3,169
Host Country Contributions	300	312	328

Host Country/Peace Corps FY 1993-1995 Initiatives:

Over the next five years, the Government of Botswana (GOB) will allocate the largest shares of its development funds to improving the country's infrastructure and manpower skills (labor market). Peace Corps Botswana will focus its energies and support specifically on those sectors or areas that the GOB identifies as a priority and for which it requests Peace Corps' assistance.

Peace Corps Program by Sector:

<u>Description of Projects by Sector</u>	<u>TI by Sector</u>	<u>FY92</u>	<u>FY93</u>
Education		60	63
<i>Secondary Education</i> A majority of Volunteers in the Peace Corps Botswana program teach in junior secondary schools. They teach math, science, design and technology, art, agricultural science, education of the blind, and English.			
Environment		1	6
<i>Natural Resources</i> The focus of the program is on management skills training for wildlife parks personnel. Volunteers work with the national park system inside game reserves providing on-the-job training for game wardens and teaching courses for future park employees at the university level.			
Health		0	0
<i>Health</i> Peace Corps currently has Volunteers working at National Health Institutes teaching nursing skills to students. In the future, the Government of Botswana and Peace Corps plan to hold discussions on increased placement of Volunteers in the health field.			
Small Business		11	17
<i>Small Enterprise Development</i> Volunteers serve as business advisors to new businesses seeking higher levels of efficiency in production.			
<i>Vocational Training</i> Volunteers work with brigades—community-based, self-sustaining centers for technical trades—to assist them in becoming more efficient in management and to encourage business skills training for students.			

Program Highlights & Accomplishments:

In the disciplines of art, design, and technology, Botswana Volunteers have played a particularly significant role. Art began as a subject in secondary schools with the encouragement of Volunteers. Two of these Volunteers now serve as advisors to the Secondary Education Department of the Ministry of Education. One Volunteer has worked closely with the Secondary Education Department in further developing a syllabus to incorporate analytical and creative problem solving in the schools. The curriculum is meant to prepare design and technology students for further training in industrial design and engineering.

Peace Corps increased its supply of Volunteer teachers in FY91 to respond to Botswana's rapidly expanding school system. In the remote village of Middlepits, one Volunteer spent over a year soliciting interest, motivation, and funding from the local community to build hostels for students who must commute extreme distances to get to school each day.

Peace Corps Botswana has revised its vocational training in response to an increased ability by the local training institutions to supply qualified Batswana trade instructors to replace Volunteers. Peace Corps' emphasis has shifted to supplying business advisors, who assist in ensuring the financial stability and growth of local training institutions that create or generate income and employment opportunities. In the Small Business Development program, Peace Corps Botswana recently placed Volunteers with the Botswana Confederation of Commerce and Industry, a principal party in a new GOB/USAID collaborative venture aimed at stimulating growth in local entrepreneurship. Peace Corps Botswana continues to support the Ministry of Commerce and Industry as well as the Botswana Development Corporation in this project.

In 1991, a Volunteer assigned to a large women's textile manufacturer in Northern Botswana completed construction of a new factory that will realize a 200 percent increase in production. A Volunteer business adviser posted to Pudulogong Rehabilitation for the Blind helped the center's students learn crafts in order to be more self-sufficient and employable in the job market.

Game Warden Volunteers assigned to the Department of Wildlife and National Parks have developed visitor information guides and education centers at game parks to help visitors learn more about the parks and their wildlife. Another Volunteer has expanded the Department of Wildlife and National Parks' computer database to serve a variety of park management purposes. National Resources sector specialists at USAID have applauded the work of this Volunteer in helping to enhance the capabilities of the department.

Outlook:

Peace Corps Botswana looks forward to a continuing strong and healthy relationship with the government and people of Botswana. Peace Corps will continue to ensure that each Volunteer encourages transfer of skills and knowledge to host-country counterparts, and will work with in-country agencies to assist the government in meeting its stated goals. Peace Corps Botswana is researching the possibility of placing Volunteers in non-formal education activities and environmental education at the community level.

BURUNDI

Population: 5,299,000
Annual Per Capita Income: \$240
Number of years Peace Corps in Country: 9

Peace Corps Country History:

Peace Corps signed a Country Agreement with the Government of Burundi in 1982 and fielded its first Volunteers in 1983. Since inception there, Peace Corps has worked closely with the government to establish programs responsive to the needs and priorities of Burundians. Almost 30 Volunteers are currently posted throughout the country working in agriculture, environment, and small business development.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	11	24	23
Volunteer Years	32	29	39
<u>Funding (\$000)</u>			
Appropriated	866	946	998
Host Country Contributions	17	18	19

Host Country/Peace Corps FY 1993-1995 Initiatives:

During the next three years, the Peace Corps program in Burundi will remain consolidated into three major project areas. In agriculture, the Inland Fisheries Project will continue to collaborate with the Department of Water, Fisheries, and Fish Culture in posting Volunteers in areas most amenable to productive fish harvests. The Biological Diversity Project will work with the Burundi National Institute for the Environment and the Conservation of Nature on the development of management plans for all the parks and reserves in the country, as well as on a national conservation education strategy. The small business sector will continue its work with non-government organizations and the National Chamber of Commerce to provide small enterprise expertise with assistance in income-generation techniques, bookkeeping, management, and marketing.

<u>Peace Corps Program by Sector:</u>	<u>TI by Sector</u>	
<u>Description of Projects by Sector</u>	<u>FY92 FY93</u>	
Agriculture	14	13
<i>Inland Fisheries</i> Volunteers work as extension agents teaching local fish farmers improved techniques for pond construction, management, and harvesting.		
Environment	4	4
<i>Park Management Specialists</i> Volunteers work in conjunction with the National Institute for the Environment and the Conservation of Nature to establish a management plan for Burundi's parks and reserves.		
<i>Conservation Education</i> Volunteers are establishing a national conservation education strategy that is designed to raise awareness about protecting natural resources in Burundi.		
Small Business	6	6
<i>Small Business Advisors</i> Volunteers in this project work with UNICEF, the Burundi National Economic Development Bank, the World Bank, and the National Chamber of Commerce to advise small- and medium-scale enterprises on successful business practices.		

Program Highlights & Accomplishments:

During FY92, the Inland Fisheries project implemented a successful method of integrating small-animal husbandry techniques with fish culture, augmenting fish production through increased fertility, and generating increased revenue for local farmers and the National Fish Station. In collaboration with the Jane Goodall Institute, Volunteers in the Biological Diversity project have developed and are currently implementing a chimpanzee reclamation project for animals previously kept in captivity and/or abused by humans.

Outlook:

The number of Volunteers will be increased to 21 in the Inland Fisheries project while the Biological Diversity project plans to field eight Volunteers over the next three-year period. Over time, Peace Corps Burundi will diversify activities in the small business sector through closer collaboration with USAID-supported projects.

CAMEROON

Population: 11,554,000
Annual Per Capita Income: \$1,000
Number of years Peace Corps in Country: 30

Peace Corps Country History:

The program began in 1962 with approximately 20 Volunteers posted in the English-speaking region. Originally, Peace Corps' emphasis was in education and rural development. Thirty years later, Peace Corps has diversified into a wide range of activities, working in both the anglophone and francophone regions of the country.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	72	88	84
Volunteer Years	133	129	137
<u>Funding (\$000)</u>			
Appropriated	3,638	3,676	3,731
Host Country Contributions	485	504	529

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps Cameroon plans to continue responding to the development strategy of the Government of Cameroon. The agro-forestry program, initiated in 1991, will grow further in order to enhance the country's rural development strategy. The program attempts to associate improved cropping techniques with environmentally sound farming practices to produce a sustainable yield and increase family income. The government's priority of food self-sufficiency and rural development will be addressed through projects in cooperative development that provide local coffee farmers with business skills necessary to produce and market crops. Fisheries Volunteers will teach farmers how to raise fish for improved family nutrition and as an alternative source of revenue.

Peace Corps Program by Sector:

<u>Description of Projects by Sector</u>	<u>TI by Sector</u>	
	<u>FY92</u>	<u>FY93</u>

Agriculture	8	8
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Aquaculture Technical Adviser

Volunteers promote freshwater fish culture development with the dual goal of improving villagers' income-generating capacity and increasing protein in their diet.

Education	44	33
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Secondary School Education

Volunteers teach math, English, and science at secondary schools throughout Cameroon.

Primary Education Teacher Training

Volunteers train primary school teachers in curriculum development as well as methods and techniques of teaching English, math, and science.

Vocational Education

Volunteers provide technical training in carpentry, cabinetmaking, metalworking, plumbing, electricity, and welding to students in technical training colleges.

Environment	6	11
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Agro-forestry Technical Adviser

Agro-forestry activities, such as conservation, environmental education, and reforestation are conducted by Volunteers in conjunction with host-country counterparts.

Health	12	10
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Maternal and Child Health

Maternal and child health care coordinators work to improve the overall health and well-being of mothers and children and to strengthen the health care delivery system. The project focuses on malaria control, immunizations, oral rehydration therapy, growth monitoring, and nutrition.

Small Business	5	9
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Cooperative Technical Advisors

Volunteers provide on-the-job training in budgeting, accounting, and cooperative principles to managers to help implement the country's new cooperative structure.

Urban Development	13	13
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Community Development Extension

Volunteers assist in mobilizing communities to improve bridges and roads. They also train female community development extension workers and village leaders in the principles of community development.

Program Highlights & Accomplishments:

In 1991, fisheries Volunteers gave 60 presentations on intensive fish culture farming techniques. They also held a three-day seminar for 25 host-country farmers. Volunteers reported that farmers exhibited increased motivation following these seminars. In the first year of its agro-forestry project, Volunteers held training sessions to increase villagers' awareness and understanding of their environment and the efficient use of natural resources. Community development Volunteers promoted women in development activities such as the organization of community fields and improved water sources. They also held seminars on project planning, office management, organizational skills, and simple bookkeeping techniques.

Outlook:

Peace Corps Cameroon is solidifying its relationship with various Cameroonian ministries by signing Memoranda of Understanding with each associated ministry. Peace Corps programs are well-positioned to aid Cameroon in its transition to a more market-oriented economy and one which is dedicated to providing the benefits of development to all Cameroonians.

CAPE VERDE

Population: 369,000
Annual Per Capita Income: \$680
Number of years Peace Corps in Country: 4

Peace Corps Country History:

Since October 1988, Volunteers have been working in a variety of projects, with the goal of improving the quality of life for both rural and urban populations. Peace Corps Cape Verde currently has 21 Volunteers working in the areas of English education and teacher training, agriculture, health, urban development, and small business.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	8	17	17
Volunteer Years	11	20	27
<u>Funding (\$000)</u>			
Appropriated	507	942	723

Host Country/Peace Corps FY 1993-1995 Initiatives:

In addition to continuing work in English education, health, small business, and agriculture, Peace Corps Cape Verde will be writing project plans for water sanitation and urban development. In FY93, Peace Corps will study the feasibility of implementing a forestry project in conjunction with the second phase of the Soil Conservation Watershed and Applied Research Project implemented jointly by USAID and the Government of Cape Verde.

Peace Corps Program by Sector:

Description of Projects by Sector	TI by Sector FY92	FY93
Agriculture	0	3

Agricultural Extension

The agricultural extension project seeks to increase the production of drought-resistant nutritional crops and to increase the skills and knowledge of farmers in animal husbandry techniques.

Education	5	2
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English as a Foreign Language (EFL)

Education Volunteers teach at secondary schools. They also work at the teacher-training college to improve the instructional practices of EFL teachers in the secondary school system and to increase the number of teachers who are fully trained and certified in contemporary EFL techniques.

Environment	0	4
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Forestry Management

Volunteers in the Forestry Management Project will be working to increase the forested watershed area in Cape Verde thereby increasing watershed retention for human, agricultural, and industrial needs. Other activities will focus on maintaining a reduced rate of soil erosion and improving agro-forestry production in watershed areas.

Health	12	5
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Water/Sanitation Promotion

This project has been redesigned to include collaborative efforts by water-systems specialists and health-education extension workers. Project goals are to improve availability and usage of potable water, to increase usage of environmental sanitation facilities, and to decrease ocean disposal of untreated waste.

Urban Development	0	3
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Housing/Urban Small Business

Urban development and small business Volunteers are working together on construction of safe housing with an accompanying infrastructure for the marginal neighborhoods of the two largest urban centers. Specific activities include improving the quality of social services and increasing the number of small business enterprises in these areas.

Program Highlights & Accomplishments:

In 1991, Peace Corps Cape Verde hosted a new pre-service training program for all three African Portuguese-speaking Peace Corps countries. The program was successful in language and technical preparation for the 30 trainees. Volunteers have also increased their understanding of small project assistance funds through a series of sector-specific in-service training programs. Two chicken-raising projects have been developed by agricultural extension Volunteers in response to needs expressed by local women's groups.

Outlook:

Peace Corps Cape Verde expects to phase out the EFL teacher-training project in FY93 as graduates of the National Teacher Training Institute begin to fill secondary school teaching positions held by Peace Corps Volunteers. After FY93, primary Peace Corps projects will be water and sanitation and agricultural extension, a redesigned urban development project, and the newly developed forestry management project.

CENTRAL AFRICAN REPUBLIC

Population: 2,951,000

Annual Per Capita Income: \$370

Number of years Peace Corps in Country: 20

Peace Corps Country History:

The Peace Corps program in the Central African Republic (CAR) was established in 1972. In the early years, Volunteers worked primarily in education. Since then, Peace Corps has expanded into several other sectors including health, agriculture, and environmental education. To date, over 650 Volunteers have served in CAR.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	44	60	55
Volunteer Years	79	78	90
<u>Funding (\$000)</u>			
Appropriated	2,446	2,575	2,721
Host Country Contributions	61	63	66

Host Country/Peace Corps FY 1993-1995 Initiatives:

In response to the Government of CAR's development plan, Volunteers in all sectors will participate in a newly designed Integrated Rural Development program. The goal of this program is to assist rural communities in identifying their own social and economic priorities and in seeking lasting solutions that will address their needs. Due to a critical shortage of science teachers, Peace Corps CAR will diversify its programming in the education sector and initiate Volunteer projects in chemistry and physics in FY93.

Peace Corps Program by Sector:

Description of Projects by Sector	TI by Sector FY92	TI by Sector FY93
Agriculture	19	17

Food Crops/Agro-forestry

Volunteers serve as extension agents teaching local farmers improved agricultural practices such as crop rotation, intercropping, and farm management. Fruit tree production is also emphasized as a means of income generation.

School Gardening/Nutrition

In order to teach practical gardening skills and the principles of good nutrition, Volunteers work to integrate gardening and nutrition activities into the primary school curriculum throughout the country.

Education

18 17

Secondary and University Education/Math and Science

To improve the quality and relevance of math and science teaching, Volunteers help develop instructional materials, revise curricula, and participate in teacher-training seminars.

Teaching English as a Foreign Language (TEFL)

Volunteers work with their counterparts at the National Pedagogical Teaching Research Institute to revise the national English language curricula and develop appropriate teaching materials.

Environment*Dzanga-Sangha Reserve Project*

Two third-year Volunteers are assigned to the Dzanga-Sangha Reserve, which has received technical and financial support from the World Wildlife Fund. Volunteers promote environmental education to encourage local people to conserve the country's last remaining lowland tropical forest.

Health

23 21

Child Survival

Volunteers in this project have become increasingly integrated into the primary health care system through the promotion of immunization, malaria control, and maternal and child health services in rural areas.

School Health Education

Volunteers train primary school teachers in the promotion of health-education activities in addition to working with community leaders in preventive health projects.

AIDS Education

Two third-year Volunteers are participating at the project management level of the National AIDS Education program, which is jointly supported by the Government of CAR, the Centers for Disease Control, and the U.S. Agency for International Development.

Program Highlights & Accomplishments:

Peace Corps recently began programming a small business development component in the national AIDS Education project as a means of assisting women at high risk for the disease to gain entrepreneurial skills. Volunteers assigned to other projects have also been trained to work with local communities in AIDS prevention activities.

Outlook:

Peace Corps CAR's long-term goal is to build the capacity of people in rural areas through the transfer of relevant skills. Efforts of Volunteers and their counterparts in the Integrated Rural Development program are expected to be successful in organizing and sustaining viable development activities in all sectors.

CHAD

Population: 5,537,000
Annual Per Capita Income: \$180
Number of years Peace Corps in Country: 18

Peace Corps Country History:

Chad received its first Volunteers in 1966 and has benefited from 13 years of assistance in the areas of education, well construction, and forestry. In 1979, Peace Corps was forced to withdraw from Chad because of a tenuous political situation and civil strife. Over the next eight years, the assistance that Peace Corps had given the country was not forgotten by Chadians. As a result, Volunteers were invited back into Chad in 1987. In December 1990, the program again was suspended, this time briefly, due to a change in the government.

Since returning to Chad, Peace Corps has concentrated primarily in education and water sanitation. Peace Corps plans to maintain and expand these projects, while also bringing in Volunteers for a new health project. This year also marks the beginning of the secondary math project.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	27	29	29
Volunteer Years	28	42	45
<u>Funding (\$000)</u>			
Appropriated	1,345	1,515	1,582
Host Country Contributions	25	26	27

Host Country/Peace Corps FY 1993-1995 Initiatives:

Due to years of drought and serious political strife, Chad is faced with tremendous stumbling blocks to its development. Peace Corps will continue to address the pressing needs of Chad by broadening the scope of its education and community development activities. In FY92, Peace Corps began providing Chad with math teachers to help overcome the country's shortage of trained educators in secondary schools. Collaboration with USAID and non-government organizations in child survival and health education activities is scheduled for the beginning of FY93. Volunteers will also begin work with rural community groups and entrepreneurs in FY94 in an income-generating/small enterprise development project.

Peace Corps Program by Sector:

TI by Sector
FY92 FY93

Description of Projects by Sector

Education

15 13

Math Education

This project seeks to address the lack of qualified secondary mathematics teachers and improve the quality of mathematics education in Chadian secondary schools.

Secondary Education TEFL

Volunteers teach English in secondary schools. In addition, they encourage and help Chadian English teachers create appropriate TEFL materials through formal and nonformal teacher training activities.

University TEFL/Teacher Training

Volunteers are working to strengthen the English teaching program at the University of Chad and the National Teacher Training Institute.

Health

11 12

Rural Water/Sanitation Animation

The purpose of this project is to increase rural community access to potable water and to improve health and nutrition conditions in selected communities.

Child Survival

Volunteers will work with local health workers to improve the quality of and broaden access to maternal and child health service in rural communities.

Small Business

3 4

Small Enterprise Development

In order to increase the income of rural communities and improve management techniques of rural enterprises, Volunteers work with agricultural cooperatives and women's groups.

Program Highlights & Accomplishments:

Six Volunteers assisted 20 rural communities in obtaining and maintaining enclosed tube wells and handpumps. Fifteen Volunteers will be training local entrepreneurs in the installation of low-cost, appropriate technology handpumps for irrigation purposes. Work continues in producing English curriculum guides for Chadian teachers, as well as in training English teachers at the University of Chad. With the subsequent increase in the number of qualified Chadian English teachers, Peace Corps will gradually be emphasizing EFL teacher training as well as providing additional math and science teachers.

Outlook:

Although there was a brief interruption in the Peace Corps program in December 1990 due to civil strife, Peace Corps has successfully re-established its program in Chad since its 1987 re-entry. Efforts continue to develop viable projects that have long-term impact upon the Chadian people. To this end, Peace Corps will be shifting some of its focus from education, while increasing its emphasis on rural-based projects. Health extension will be added to the community water management projects, as well as a pilot project on small enterprise development.

COMOROS

Population: 459,000

Annual Per Capita Income: \$440

Number of years Peace Corps in Country: 4

Peace Corps Country History:

The Peace Corps program in Comoros was established in May 1988. The first group of nine trainees and Volunteer transferees arriving in August of that year constituted the largest group of Americans ever to live and work on the islands. Peace Corps Comoros currently has 20 Volunteers working on the islands of Grande Comore and Anjouan in two sectors: education and environment.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	12	12	12
Volunteer Years	14	20	24
<u>Funding (\$000)</u>			
Appropriated	506	508	699
Host Country Contributions	34	35	37

Host Country/Peace Corps FY 1993-1995 Initiatives:

As more qualified Comorian teachers become available to replace Volunteers in the classroom, Peace Corps Comoros will decrease the number of teachers (gradually phasing them out) and increase the number of pedagogical advisors. The environmental education sector will expand to include Volunteers on three islands. Areas of potential future programming include health, small business development, and youth development.

Peace Corps Program by Sector:

<u>Description of Projects by Sector</u>	<u>TI by Sector</u>	
	<u>FY92</u>	<u>FY93</u>

Education 10 8

Secondary Education

Twelve Volunteers teach English as a Foreign Language to Comorian high school students.

English Teacher Training

Volunteers work with junior high school English teachers to improve their English teaching and language skills.

Environment 2 4

Environmental Education

The goal of this project is to improve the efficient use and preservation of the deteriorating environment. Two Volunteers concentrate on community awareness—primarily by training primary school teachers to use environmental themes in their lessons.

Program Highlights & Accomplishments:

Volunteer English teachers have instructed over 1,100 Comorian secondary students in English, incorporating relevant environmental themes in their lessons. Pedagogical advisors have assisted junior high teachers in 27 schools to improve English teaching and language skills. In addition, Volunteers write a monthly English newsletter with input from their teacher counterparts. The "TEFL Times" serves as a forum for lesson plans and curriculum development among junior high teachers. This publication's circulation has increased over the past year, as well as the number of Comorian teachers who contribute to it.

The first environmental education Volunteer began working with primary school teachers to introduce environmental themes to Comorian school children. Volunteers also helped establish Ulanga (Nature) Associations on two of the three islands. Volunteers have organized clean-up days, tree planting and distributing, and setting up of garbage containers.

Outlook:

Peace Corps Comoros will continue to help institute a system of English education that relies on Comorians as teachers and pedagogical advisors. Pressing environmental problems will demand increased attention, and Peace Corps Comoros will respond with involvement in the environmental sector on all three islands. As problems of overpopulation, unemployment, and poor health continue, Peace Corps will explore potential programming in these areas.

CONGO

Population: 2,208,000

Annual Per Capita Income: \$900

Number of years Peace Corps in Country: 2

Peace Corps Country History:

In 1990, the Government of the Congo made a formal request to the Ambassador of the United States for Peace Corps Volunteers. A Country Agreement was signed in April of that year. A Peace Corps Country Director arrived in Brazzaville in December 1990, followed by an Associate Director for Administration to assist in the program's initiation. Peace Corps programming in the Congo was launched in July 1991 with the arrival of 14 fisheries Volunteers.

Peace Corps Congo currently has Volunteers posted throughout the country working in three sectors: agriculture, environment and health.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	14	19	15
Volunteer Years	2	19	34
<u>Funding (\$000)</u>			
Appropriated	581	837	901

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps will continue to address critical development needs in the Congo in the areas of agriculture, environment and health. From FY93-95, freshwater fish culture will be the priority sector for Peace Corps programming. Peace Corps will continue to assist the government in the formulation of a sustainable forestry policy and in the creation of protected reserves. In addition, collaboration will continue with the Ministry of Health in the area of water and sanitation.

<u>Peace Corps Program by Sector:</u>	<u>II by Sector</u>
<u>Description of Projects by Sector</u>	<u>FY92 FY93</u>
Agriculture	9 10
<i>Freshwater Fish Culture</i> This project assists rural Congolese in developing self-sustaining family fish-farming units with the aim of increasing protein intake and family income.	
Environment	6 0
<i>Forestry Conservation and Management</i> Volunteers are helping to establish a comprehensive management plan for the Ndoki-Nouabale National Park, initiating a biological database and developing an effective conservation education program in the Ndoki-Nouabale area.	
<i>Parks Infrastructure</i> Four Volunteers are helping develop an infrastructure for the Ndoki-Nouabale National Park.	
Health	4 5
<i>Water/Sanitation</i> Volunteers collaborate with the Ministry of Health to establish village development committees and to construct wells in an effort to improve the quality of drinking water in rural areas.	

Program Highlights & Accomplishments:

During FY91, Peace Corps Congo successfully established administrative and Volunteer support structures in Brazzaville. Peace Corps received USAID funding for the fisheries project, and Volunteers in the project report high levels of satisfaction in extension efforts with local fish farmers. Peace Corps Congo has also successfully negotiated funding for an environment project with Wildlife Conservation International.

Outlook:

The next few years hold great promise for Peace Corps Congo. The program will continue to build on a strong foundation established during the first two years of operations. The agriculture sector will continue with 18 Volunteers throughout the life of the fish culture project. The conservation project's activities in long-term biological monitoring, park infrastructure development, and conservation education will continue to form the core of efforts in this domain. Volunteers in the water and sanitation project anticipate that their efforts will lead to significant human and material improvements that will be sustained beyond the life of the project.

COTE D'IVOIRE

Population: 11,713,000

Annual Per Capita Income: \$880

Number of years Peace Corps in Country: 22

Peace Corps Country History:

Peace Corps Volunteers served in Côte d'Ivoire from 1962 to 1981 in education, health, agriculture, small business, and municipal development projects. In September 1981, Peace Corps officially closed its operations. In 1986, official discussion on re-entry began. In late 1988, the American Embassy received an invitation from the Côte d'Ivoire government for Peace Corps to re-establish a program under the terms of the still active country agreement.

The first Volunteers began their re-entry in December 1990 to serve in the Child Survival and Health Education Project. An additional 30 trainees began pre-service training in September 1991. The trainees will be sworn in as Volunteers in December 1991, and will work in both the health project and the new Urban Development Project.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	30	30	30
Volunteer Years	11	38	54
<u>Funding (\$000)</u>			
Appropriated	803	997	1,119

Host Country/Peace Corps FY 1993-1995 Initiatives:

Forty percent of the population of Côte d'Ivoire live in urban areas. Many of the cities lack the infrastructure and facilities necessary to meet the basic needs of their populations. The situation is particularly acute in some low-income neighborhoods, where waste management and potable water services are markedly deficient. The Urban Development Project, a ten-year initiative, will focus initially on environmental and sanitation services. In the coming years, Peace Corps Côte d'Ivoire will diversify its activities in the health sector by adding an AIDS component to the health-education project. Volunteers will continue to work as part of health teams at the health dispensary level providing information and training to communities on preventive health care methods.

Peace Corps Program by Sector:

Description of Projects by Sector

TI by Sector
FY92 FY93

Health	15	15
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Health Education

In collaboration with the Ministry of Health, Volunteers are working as part of health teams to promote preventive primary health care. Volunteers work with local nurses, teachers, and community leaders to examine major health problems in communities and develop programs that address these problems through culturally appropriate education and training.

Urban Development	15	15
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Urban Development

In an era of decreased funding and increased population pressures in Côte D'Ivoire, Volunteers are working in secondary cities to assist municipalities in better managing urban services such as garbage collection, erosion control, safe water distribution, and sanitary facilities construction. Volunteers will act as a link between government services and community organizations and assist in the implementation of appropriate solutions to urban problems.

Program Highlights & Accomplishments:

The objectives of the Urban Development Project are unique for Peace Corps. Separate elements of the project have been tried in other countries, but the combination of urban and environmental development is new. The program responds well to the needs of Côte D'Ivoire's growing urban sector and to the national government's policy of decentralization that gives more administrative power and fiscal responsibility to local governments. The health education project continues to emphasize the integration of Peace Corps Volunteers into the country's rural health teams. The project also encourages the Ministry of Health to take greater responsibility for establishing goals and monitoring activities of the Volunteers. Ivoirian counterparts and community health workers have been trained with Volunteers in order to ensure transfer of responsibility for health education activities to the community.

Outlook:

The Côte D'Ivoire government and local communities continue support for the work performed by Peace Corps Volunteers in the health and urban environment sectors. As the number of Volunteers grows, Peace Corps Côte D'Ivoire will continue its close collaboration with the Côte d'Ivoire government, non-governmental organizations, and other agencies in meeting the country's development needs.

EQUATORIAL GUINEA

Population: 344,000

Annual Per Capita Income: \$430

Number of years Peace Corps in Country: 4

Peace Corps Country History:

After exploratory visits by Peace Corps staff in 1980 and 1984, the U.S. Ambassador was authorized to begin country agreement negotiations with the Government of Equatorial Guinea in 1986. Peace Corps and the Cooperative League of the U.S.A. (CLUSA) signed a contract for the management of the program in June 1988. The first group of trainees arrived in September 1988. Upon completion of the CLUSA contract in July 1989, a Peace Corps Representative went to oversee the Peace Corps program.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	18	18	18
Volunteer Years	15	29	35
<u>Funding (\$000)</u>			
Appropriated	737	908	918

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps Equatorial Guinea will continue to assist the government in improving its infrastructure by concentrating on the Integrated Community Development Project, which combines the efforts of Volunteers working in health education, cooperatives and small business, and agriculture. The education program will be expanded to allow Volunteer teachers to develop a national standardized English language curriculum and continue to train local teachers in English teaching methodology.

Peace Corps Program by Sector:

<u>Description of Projects by Sector</u>	<u>TI by Sector</u>	
	<u>FY92</u>	<u>FY93</u>
Agriculture	5	5
<i>Agricultural Extension</i> Volunteers plant and maintain experimental gardens and animal farms as part of the national sustainable agriculture program.		
Education	3	3
<i>TEFL Teacher Training</i> Volunteers focus on the training of teachers in techniques of teaching English as a Foreign Language at the secondary level.		
Health	6	6
<i>Health Extension</i> Volunteers work as members of district health teams visiting rural communities and promoting the construction of latrines and water systems, and providing hygiene and nutrition education.		
Small Business	4	4
<i>Small Business Extension</i> Cooperative members are trained by Volunteers in bookkeeping systems, marketing activities, and new services development.		

Program Highlights & Accomplishments:

Volunteers and their counterparts undertook a variety of community development and education projects on Bioko Island and the mainland of Rio Muni. In Bioko Sur province, a primary school renovation was completed and a newly constructed village water system opened. On the mainland of Rio Muni, Volunteers and villagers constructed a small artisan wood workshop to promote the production and marketing of local Bantu handicrafts. Other highlights included the design and construction of a playground, rabbit and poultry raising, demonstration gardening, English teaching seminars, and business cooperative formation.

Outlook:

Peace Corps Equatorial Guinea plans to maintain a steady level of Volunteer growth. The staff will continue to explore additional areas of programming in collaboration with the government while maintaining and supporting existing programs.

GABON

Population: 1,105,000
Annual Per Capita Income: \$2,770
Number of years Peace Corps in Country: 22

Peace Corps Country History:

Peace Corps entered Gabon in 1963 to work in rural primary school construction; the initial volunteers were soon followed by Volunteers teaching English in secondary schools. In 1967, the Government of Gabon asked the Peace Corps to leave. An invitation to return was issued by the government in 1973, and a year later Volunteers returned to work in construction and teaching.

Peace Corps' relationship with the Government of Gabon continues to improve, and Peace Corps has been asked to increase participation in the education sector.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	62	65	58
Volunteer Years	81	86	88
<u>Funding (\$000)</u>			
Appropriated	2,680	2,549	2,641
Host Country Contributions	445	445	467

Host Country/Peace Corps FY 1993-1995 Initiatives:

The Primary Health Care program, intended to further develop the maternal and infant health care system, has been successfully launched and is being monitored to remain sensitive to the Government of Gabon's shift in its health care perspective from a curative to a preventive orientation. Peace Corps Gabon is revamping its rural development sector to focus more clearly on the development needs of the country. Over the next three years, Peace Corps will address the areas of agriculture, education, and health through increased emphasis on development needs and promoting secondary projects that cross both project sectors and Volunteer assignments.

Peace Corps Program by Sector:

Description of Projects by Sector	TI by Sector FY92 FY93
Agriculture	14 12

Fish Culture Extension

Volunteers are involved in the promotion of freshwater fish culture, coordinated with animal husbandry and agriculture, for the dual purpose of improving villagers' income and contributing protein to their diet.

Education 28 27

Secondary School Education

Volunteers teach math, English, and science at secondary schools throughout Gabon.

TEFL Teacher Training

This project focuses on the training of teachers and university professors in the techniques of teaching English.

Health

7 5

Primary Health Care

Maternal and child health care nurses and coordinators work to improve the overall health and well-being of mothers and children in a preventive health-care program.

Urban Development

16 14

Rural Primary School Construction

Volunteers help construct rural primary schools and teach building techniques.

Woodworking Shops

Volunteers train counterparts in carpentry and masonry skills while constructing school furniture (desks, tables, chairs).

Program Highlights & Accomplishments:

Volunteers in rural primary construction have built 23 classrooms, five school offices, and 18 teachers' houses. They also renovated 5 classrooms and built over 30 latrines. More than 60 Gabonese villagers were trained in basic building skills and worked at construction sites. The woodshop project made and delivered 1,940 school desks, 89 tables, and 102 chairs, which were delivered to rural primary schools. Nine Gabonese wood shop apprentices were trained in various woodworking skills.

The education sector taught 10,400 students amidst a series of political disturbances which disrupted the academic year. Secondary school math, science, and English teachers, in addition to performing classroom duties, were involved in numerous secondary projects including planting fruit trees and building libraries and clothes washing facilities. They also participated in a three-day workshop, which resulted in the integration of environmental issues into lesson plans to enhance the curriculum. Booklets with Gabonese folk tales and stories about African-American heroes were also completed. They are being printed by the United States Information Service for distribution to all English teachers in Gabon. Collaboration with the Gabonese Ministry of Education continued with two conferences devoted to promoting sharing of teaching methodologies and resources.

Outlook:

Peace Corps Gabon's Volunteer numbers have increased in the past several years in response to requests from the government. Current plans call for maintenance of these numbers for the next several years in order to promote full project development and success. The World Wildlife Fund has recently contacted Peace Corps regarding possible project collaboration in the coming years.

THE GAMBIA

Population: 848,000
Annual Per Capita Income: \$230
Number of years Peace Corps in Country: 25

Peace Corps Country History:

The first Peace Corps Volunteers arrived in The Gambia in September 1967. They numbered 17 and included mechanics, cooperative organizers, carpenters, construction specialists, and marketing advisors. In subsequent years, the Government of The Gambia requested Volunteers in skilled trades, health care, agriculture, fisheries, the environment, as well as education. The current program places a renewed emphasis on math education and environmental extension.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	24	34	34
Volunteer Years	44	38	45
<u>Funding (\$000)</u>			
Appropriated	1,097	981	1,046
Host Country Contributions	4	5	5

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps will continue to support the development priorities of the government through improving secondary instruction in math, education, and vocational training in rural settings; increasing the production of farm products for family consumption; and building an awareness among the Gambians on environmental issues.

Peace Corps Program by Sector:

<u>Description of Projects by Sector</u>	<u>TI by Sector</u>	
	<u>FY92</u>	<u>FY93</u>
Agriculture	8	8
<i>African Food Systems Initiatives (AFSI)</i> Farm managers and agricultural extension Volunteers improve the limited access that rural women have to resources such as credit, extension, and agricultural services.		
<i>Soil and Water Conservation</i> Volunteers working in this project promote improved soil management practices among farmers through soil and water extension activities.		
Education	13	13
<i>Secondary Vocational Education</i> Educational Volunteers teach vocational education in technical high schools.		
<i>Nurse Tutoring</i> Volunteers teach basic nursing skills and help upgrade the verbal and written communication skills of nursing students.		
<i>Secondary Math Education</i> The purpose of this project is to improve math education in secondary technical high schools.		
Environment	13	13
<i>Forestry Extension</i> Forestry Volunteers work in nursery management and extension to help promote participatory forest conservation activities through village organization and non-formal education.		

Program Highlights & Accomplishments:

A competency-based assessment tool for evaluating the performance of clinical nurses was developed and implemented at a nursing school. Several Volunteers assisted their communities in setting up libraries with textbooks donated by the World Bank Books Project. Volunteers assisted the wildlife department in promoting wildlife conservation by painting and posting signs of Gambian wildlife in Abuko Nature Reserve.

Outlook:

In 1992, Peace Corps will celebrate its 25th anniversary of working in The Gambia. Peace Corps will design, develop, and implement a new project to assist the government in meeting the health needs of its people. In addition, the education and forestry extension projects will be redesigned to reflect a shift in the Government of The Gambia's national development plans.

GHANA

Population: 14,425,000

Annual Per Capita Income: \$380

Number of years Peace Corps in Country: 31

Peace Corps Country History:

In 1961, Ghana became the first country in the world to welcome Peace Corps Volunteers. On August 30, 1961, a group of 52 trainees arrived at Kotoka international Airport in Accra and sang the Ghanaian national anthem. Since then, more than 3,000 Volunteers have successfully and proudly served in Ghana. During the 1960s, most Volunteers served as science and math teachers at the secondary school level. The current Peace Corps program concentrates on secondary education, forestry, water sanitation, small enterprise development, and rural development.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	49	58	58
Volunteer Years	74	78	90
<u>Funding (\$000)</u>			
Appropriated	1,693	1,912	1,985
Host Country Contributions	33	33	35

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps Ghana will continue to assist the government in increasing the role of the private sector in revitalizing the national economy. In addition, Peace Corps will continue to collaborate with the U. S. Agency for International Development in addressing environmental issues through the Collaborative Community Forestry Initiative.

Peace Corps Program by Sector:

<u>Description of Projects by Sector</u>	<u>TI by Sector</u>	
	FY92	FY93
Education	25	25
<i>Secondary Education Math/Science</i> Education Volunteers teach math and science in secondary schools.		
Environment	11	11
<i>Community Forestry</i> Volunteers assist the Forestry Department in northern Ghana in rehabilitating the environment.		
Health	14	14
<i>Water and Sanitation</i> Volunteers in the Water and Sanitation project apply a community participation approach to improving water supply and sanitation systems in small rural communities.		
Small Business	8	8
<i>Small Enterprise Development</i> Small Enterprise Development Volunteers provide technical assistance to entrepreneurs and small businesses.		
<u>Program Highlights & Accomplishments:</u>		
Peace Corps' contribution to Ghana was publicly recognized by the Government of Ghana during a 30th anniversary celebration in September 1991 when Volunteers and staff were invited to visit with Ghana's Head of State. Water Sanitation and Health Education Volunteers continue to focus on village and rural communities, where over half of Ghana's population does not have access to safe drinking water. In FY91, under the Collaborative Community Forestry Initiative, 11 Volunteer tree nursery managers facilitated the propagation of over 800,000 seedlings and trained local villagers in nursery management techniques.		

Outlook:

Secondary math and science education continues to be a primary initiative of Ghana's national development effort. Peace Corps and the government have worked together on this priority initiative for the past three decades and continue to look forward to addressing education in the future. The Government of Ghana and Peace Corps Ghana also look forward to increased collaboration in small enterprise development.

GUINEA

Population: 5,547,000
Annual Per Capita Income: \$430
Number of years Peace Corps in Country: 12

Peace Corps Country History:

Peace Corps has had programs in Guinea three times since 1962. From 1962 to 1966, and from 1969 to 1971, Volunteers served as English teachers and foresters. Both programs were halted due to political problems. In 1985, Peace Corps re-entered Guinea.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	28	33	33
Volunteer Years	26	54	68
<u>Funding (\$000)</u>			
Appropriated	1,176	1,278	1,404
Host Country Contributions	14	15	16

Host Country/Peace Corps FY 1993-1995 Initiatives:

The Government of Guinea's current focus on decentralization of government structures is expected to continue. Volunteers working in community development will be assigned to areas where elected community boards have assumed responsibility for local services and development planning.

Guinea will continue to emphasize job creation through small enterprise development as a cornerstone of its economic recovery. Volunteers working in this sector will assist rotating credit-fund projects in six cities. The projects are using capital contributed by the U.S. private sector. Two new cities will receive funding in FY92.

Peace Corps Program by Sector:

Description of Projects by Sector	TI by Sector FY92	FY93
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Education 0 22

Secondary Education English

The Teaching English as a Foreign Language program places Volunteers at the secondary school level. In coming years, Volunteers will provide training to Guinean teachers.

Secondary Ed Math Teacher

Volunteers provide instruction in secondary schools.

Environment	6	5
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Natural Resources Extension

Volunteers in this project work for the USAID Targeted Watershed Management project in the Fouta Djallon Mountains. They are investigating land-use practices and demographic and geographic conditions in the watersheds, and serve as a link between project technical staff and the local population.

Health	23	0
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Community Development and Public Health Extension

This is a cross-sectoral project in which Volunteers work on public health outreach in small communities that are part of the government's decentralization effort. Volunteers help strengthen the link between technical services and elected community councils.

Small Business	4	6
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Rotating Credit Fund Management

Rotating credit-fund managers conduct feasibility studies of proposed loans, train committee members in credit management, and train loan recipients in small business management skills. Rotating credit-fund accountants set up accounting systems for the projects.

Program Highlights & Accomplishments:

The revolving credit fund has attained a repayment rate of over 80 percent. The total number of active loans is now over 250, and an estimated 750 jobs have been created. The first year of the Community Development and Public Health Project saw the establishment of strong links between Peace Corps and relevant Guinean ministries. Volunteers have undertaken projects in such diverse areas as health education in schools, health center construction, spring capping, well-digging, and popularization of vaccination campaigns.

Outlook:

Peace Corps Guinea's program will grow rapidly in the next two years. Two new sites for the Rotating Credit Fund project will open in FY92. Twelve new communities will receive community development and public health workers in FY93. Peace Corps will also expand its collaboration with USAID by assigning more Volunteers to the Targeted Watershed Management project. The education project will evolve to teacher training as Guinea becomes more capable of providing its own classroom instructors.

GUINEA-BISSAU

Population: 960,000

Annual Per Capita Income: \$180

Number of years Peace Corps in Country: 4

Peace Corps Country History:

The first group of Peace Corps Volunteers in Guinea-Bissau began their service on October 1, 1988 as English teachers, health and agriculture extension workers, and urban planners. With an average of 20 Volunteers serving each year in Guinea-Bissau, program emphasis is currently on English education and health extension. Two Volunteers also serve in urban development. The agriculture project was suspended in 1989 but is expected to start again following a project redesign in FY92.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
Program			
Trainee Input (TI)	13	20	17
Volunteer Years	17	20	19
Funding (\$000)			
Appropriated	1,060	959	1,045
Host Country Contributions	24	26	27

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps Guinea-Bissau will initiate an agriculture pilot project in rice production in the eastern region of the country. Project goals include promoting improved production techniques for family consumption as well as for income generation.

Peace Corps Volunteers in education will continue working with the Ministry of Education to develop learning materials for the Teaching of English as a Foreign Language (TEFL). In conjunction with teaching English in the secondary school system, Volunteers will also train host-country TEFL teachers at the National School for Teacher Training.

Peace Corps Program by Sector:

Description of Projects by Sector	TI by Sector FY92	FY93
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Agriculture

4 4

Rice Production

Volunteers will work with rice growers to improve quantity and quality of production, thereby improving nutrition and providing a source of income for rural families.

Education	12	9
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Secondary English Education and Teacher Training

Volunteers teach English at the secondary level and are working with the Ministry of Education to develop country-specific English teaching materials using up-to-date language-learning strategies. One Volunteer is working to train teachers at the National School for Teacher Training.

Health	3	3
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Health Extension

Volunteers work with local health officials to improve the availability of health services to rural populations including vaccinations, nutrition education, and increased information on treatment of common illnesses. A pilot intervention involves training primary school teachers in methods of health education to assist them in learning what topics to teach their students and how to do so effectively.

Urban Development	1	1
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Individual Placement

Highly-skilled Volunteers provide assistance to urban technicians, who lack practical experience and direction. Working in the capital city of Bissau, Volunteers assist in the planning of infrastructure development for the expanding city.

Program Highlights & Accomplishments:

In the past year, English education Volunteers, in collaboration with Guinean teachers, have initiated a project to develop teaching materials and a comprehensive curriculum for English education. During FY92, Peace Corps Volunteers and Guinean teachers completed the first stage of this project by writing a teachers' manual and a companion students' guide for the first year of English. Collaboration on this project will continue until materials are developed for each level of English.

Through an accord with the Ministry of Education, Peace Corps Guinea-Bissau has reinstated the training of English teachers at the National School for Teacher Training, T'Chico Te. English teachers who were not educated at T'Chico Te are permitted to study English language, literature, and teaching methodologies there while receiving their full salary from the government. Peace Corps Volunteers, as well as teachers from T'Chico Te, serve as substitutes for the Guinean teachers who are on leave to attend this program.

Outlook:

The program in Guinea-Bissau will continue to support and expand existing projects while growing slowly to include other sectors. Volunteer satisfaction and support are high, and although the Peace Corps is still a relatively new organization in Guinea-Bissau, it is having a positive impact through its skilled and exceptionally dedicated Volunteers.

KENYA

Population: 23,277,000
Annual Per Capita Income: \$380
Number of years Peace Corps in Country: 27

Peace Corps Country History:

Peace Corps began in Kenya in 1965 with Volunteer activity centered on land settlement, cooperatives, health, agriculture, and education. Twenty-seven years later, projects have changed to accommodate the Government of Kenya's evolving needs. Today, Volunteers are still involved in education and health as well as small business development, urban planning, and environmental activities.

Peace Corps Kenya currently has approximately 140 Volunteers working in five sectors: education, health, urban development, small business, and environment.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	105	88	88
Volunteer Years	140	146	142
<u>Funding (\$000)</u>			
Appropriated	2,541	2,492	2,565
Host Country Contributions	171	178	187

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps Kenya will continue to address the needs of the Kenyan people through its education, small business, and health programs. Due to a growing problem of deforestation, Peace Corps will further develop its agro-forestry project through 1995.

Peace Corps Program by Sector:

Description of Projects by Sector	TI by Sector FY92	TI by Sector FY93
Education	40	40

Secondary School Teaching

Secondary school teachers instruct students in math, English, science, and accounting. Volunteers also assist in curriculum development, teacher training, and general school operations. This sector is expanding into special education and higher education.

Environment	14	14
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Agro-forestry

Volunteers are increasing the number of tree nurseries and tree-planting activities. They are also involved in environmental and conservation education with schools and community groups.

Health	12	12
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Water Engineering

Volunteers work as water engineers and technicians providing organizational, educational, and technical assistance to rural communities and institutions in need of creating or improving water supply systems.

Small Business Development	17	17
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Small Business Advising

Volunteers provide assistance and advice to women's groups, self-help groups, entrepreneurs, and entrepreneurial work groups. In addition, many Volunteers teach in youth polytechnics institutes.

Urban Development	5	5
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Urban Planning

Volunteers assist in the planning and designing of small towns by conducting feasibility studies and advising on financial, economic, and technical issues.

Program Highlights & Accomplishments:

Volunteer educators working in approximately 100 schools have taught math, science, English, and business skills. These educators have been involved in a wide variety of secondary activities that include building dormitories, supplying laboratory equipment and water tanks, providing environmental education, and promoting AIDS awareness. Volunteer business advisors are conducting numerous business seminars to pre-entrepreneurial women's groups across Kenya. In addition, they advise and consult with small entrepreneurs. This year, Peace Corps, in collaboration with USAID, created business kits for Volunteer and counterpart use, held a supervisors workshop, and funded counterpart workshops across Kenya. In 1991, Peace Corps Kenya reinstated an agro-forestry program, and ten Volunteers are actively engaged in tree planting, nursery production, and education.

Outlook:

Peace Corps Kenya, in collaboration with the Ministry of Education, will continue to expand its education program to include special education and university lecturers. Business development continues to be a priority program for Peace Corps and the Government of Kenya. Water, environment, and urban planning programs contribute significantly to the development of Kenya.

LESOTHO

Population: 1,722,000

Annual Per Capita Income: \$470

Number of years Peace Corps in Country: 25

Peace Corps Country History:

The Kingdom of Lesotho gained its independence from Great Britain in 1966, and just a few months later Peace Corps Volunteers arrived. These first Volunteers worked in education, which has remained the primary focus of Volunteer support in Lesotho. In the recent past, programming has expanded to increase the number of Volunteers working in agriculture and small business development.

Peace Corps Lesotho currently has more than 100 Volunteers working throughout the country. These Volunteers are working in education (math, science, English and primary teacher-training resources), agriculture, and small business.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
Program			
Trainee Input (TI)	61	74	61
Volunteer Years	107	115	127
Funding (\$000)			
Appropriated	1,865	2,059	2,057
Host Country Contributions	139	144	151

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps and the Government of Lesotho are working together to plan an environment conservation program focusing on soil erosion and reforestation for FY94. Desperately needed farm lands have been devastated in recent years. A growing population and declining employment rates further stress arable lands. The project will help to ease the dependence of Lesotho on imported foodstuffs from the Republic of South Africa.

Peace Corps Program by Sector:

<u>Description of Projects by Sector</u>	<u>TI by Sector</u>	
	<u>FY92</u>	<u>FY93</u>

Agriculture	26	25
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Home Gardens and Nutrition Project

This project assists the Government of Lesotho in promoting agricultural self-sufficiency as a part of its national development objectives by addressing the need of many farmers to raise crops in family gardens to improve nutritional levels and provide added income. Increasing awareness of health-related issues is another of the project's components.

School Self Reliance Project

Peace Corps Volunteers work with teachers and students at primary schools to help increase the production of fruits, vegetables, and livestock. The goal is to increase self-sufficiency in agriculture, to improve the schools' ability to generate income, and provide meals for the students and staff.

Education	34	31
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Education

Volunteers in the education sector at the secondary level teach science, math, agriculture, computer training, home economics, and English. At the primary level, Volunteers work with groups of primary school teachers in the rural, mountainous areas to improve teaching skills and to create teaching resources from locally available materials.

Environment	5	0
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Environmental Extension

Volunteers will work with a Range Management Area Program to increase the productivity of livestock and the income of the livestock owners; to provide improved systems of marketing livestock; and to foster improved management of natural resources.

Small Business	9	5
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Small Business Development

Volunteers in the Small Business Project assist small-scale entrepreneurs in the private sector and train local small business organizations to strengthen their membership and extension services.

Program Highlights & Accomplishments:

Peace Corps education Volunteers continue to have a positive impact upon their students and counterparts, both through direct teaching of classes and secondary projects. The latter include raising funds to build and repair school facilities and setting up school libraries. Officials of the Lesotho Ministry of Education and primary school headmasters have praised the work and dedication of Volunteers in the Primary Teacher Training project, who have helped to increase the teaching skills and creativity of teachers in the remotest parts of the country. Volunteers in the home gardens nutrition program successfully assisted community members to create and maintain over 1,500 gardens in the past year. These gardens have substantially increased production of local foodstuffs and have introduced a wide variety of new vegetables acceptable to local communities.

Outlook:

Peace Corps Lesotho looks forward to continued excellent working relations with the Government of Lesotho. The further development of the small business program and implementation of the new environment program are priorities, as well as the fine tuning and improvement of long-standing programs in education and agriculture.

MALAWI

Population: 8,230,000

Annual Per Capita Income: \$180

Number of years Peace Corps in Country: 27

Peace Corps Country History:

Peace Corps entered Malawi in 1963, just prior to the country's independence. It left Malawi in 1969 and returned in 1971. Since then, the Government of Malawi, Peace Corps, and other development organizations have developed close working relationships. The current program has approximately 75 Volunteers working in environment and natural resources, health, small enterprise development, education, urban technical assistance, engineering, computer programming, and business management.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	39	77	63
Volunteer Years	118	95	111
<u>Funding (\$000)</u>			
Appropriated	1,527	1,717	1,764
Host Country Contributions	286	297	312

Host Country/Peace Corps FY 1993-1995 Initiatives:

The overall development goal is to provide qualified technical Volunteers to help alleviate a shortage of trained Malawians. Volunteer teachers will be involved in developing and implementing an environmental education curriculum. In the health sector, Peace Corps Malawi will develop a pilot project in AIDS education and prevention. Building on a successful program in urban low-cost sanitation and basic technical services, Peace Corps, with the Government of Malawi, is developing a Managing Urban Growth project. In this project, Volunteers and counterparts will spearhead community development and deliver technical services (i.e., accounting, water and sanitation, urban planning) to urban and secondary urban centers. Likewise, Peace Corps will begin to work with women in promoting fish farming, an activity confined to men in the past.

Peace Corps Program by Sector:

<u>Description of Projects by Sector</u>	<u>TI by Sector</u>	
	<u>FY92</u>	<u>FY93</u>
Agriculture	2	1
<i>Fish Farming Extension</i> Volunteers are promoting fish farming among women in a selected region of Malawi by developing fish ponds and harvesting fish as an alternative source of protein for the local diet.		
Education	34	26
<i>Secondary Education</i> Peace Corps teachers are teaching math and sciences at secondary schools and at Malawi College of Distance Education centers. These centers, critically short of trained teachers, provide education resources to approximately 8 percent of the secondary school-age children in Malawi. Volunteer placements reduce teacher-student ratios, facilitating a more favorable learning environment.		
Environment	2	2
<i>Parks, Wildlife, and Conservation</i> Volunteers are developing interpretive facilities and programs for Lake Malawi National Park. They also assist in setting-up systems and training co-workers in the collection and analysis of data to aid conservation and management activities of the Department of Parks and Wildlife.		
Health	25	20
<i>Health Personnel Development and Community Health</i> Volunteers are participating in health personnel training through direct teaching, teacher training, and curriculum development as well as promoting child survival activities.		
Small Business	6	6
<i>Cooperative Promotion</i> Volunteers are participating in the development and improvement of credit cooperatives sponsored by the Malawi Union of Savings and Credit Cooperatives by training cooperative members in basic business skills and auditing procedures.		
Urban Development	8	8
<i>Managing Urban Growth</i> Volunteers in this project are assisting local management and technical staff in developing and providing needed services and infrastructures to address the rapid growth rate in primary and secondary urban centers.		

Program Highlights & Accomplishments:

Peace Corps has negotiated a Small Projects Assistance Agreement with USAID as a means of support for developing small projects. The Interpretive Center at Lake Malawi National Park (built by Peace Corps Volunteers with World Wildlife funding) was completed and transferred to the Ministry of Forestry and Natural Resources. This facility includes a museum and aquarium and will foster environmental awareness and conservation among school children and community groups. A Volunteer medical doctor has established two out-patient clinics for sexually transmitted disease (STD) and AIDS patients and developed innovative patient education activities aimed at reducing the incidence of STDs and HIV/AIDS. Ministry of Health officials are considering replicating these activities in other areas of the country.

Outlook:

Peace Corps Malawi will carry on its normal work in addition to developing pilot activities in fisheries extension for women and AIDS education and prevention.

MALI

Population: 8,212,000
Annual Per Capita Income: \$260
Number of years Peace Corps in Country: 21

Peace Corps Country History:

In 1971, 25 Volunteers arrived in Mali to help combat the devastating effects of a prolonged drought. Volunteers worked on projects in poultry production, vegetable production, and water resource management.

Since 1971, the Peace Corps program in Mali has grown steadily. Focusing on agriculture, natural resource management, and water/sanitation projects, Peace Corps uses an integrated team approach to its activities. Rural integrated team size varies from three to 12 Volunteers. Only 5 percent of the Volunteers are individual placements working outside of teams. The Mali program has also expanded into education, small business development, health, and youth development.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	89	91	86
Volunteer Years	153	157	156
<u>Funding (\$000)</u>			
Appropriated	4,175	3,839	3,887
Host Country Contributions	65	68	71

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps Mali will continue supporting integrated teams working at the local district level. Health Volunteers will join these Volunteer teams in May 1992. A major initiative of 1993 will be developing credit systems for the small borrower based on the Grameen Bank model and providing training for access to and responsible use of credit.

Peace Corps Program by Sector:

<u>Description of Projects by Sector</u>	<u>TI by Sector</u>	
	<u>FY92</u>	<u>FY93</u>
Agriculture	16	20
<i>Agriculture/Gardening</i> The purpose of this project is to help Malian farmers rebuild the fragile land resource base and produce enough nutritious food to feed themselves, thereby reducing malnutrition.		
Education	16	7
<i>Rural Vocational Education</i> Volunteers act as technical advisors to the Ministry of Education as in-service teacher trainers. They also work on development of a national curriculum in agriculture, animal husbandry, vocational education, and home economics.		
<i>Individual Placement</i> One Volunteer has been assigned to work with the national basketball team and other youth groups.		
Environment	19	18
<i>Natural Resources Management</i> The purpose of this project is to train the local population to better understand their environment and to more efficiently use their natural resources and conserve the biodiversity of local areas.		
Health	25	24
<i>Rural Health Education and Resource Management</i> Volunteers will work with local health professionals to improve maternal and child health in this new project.		
<i>Water Resource Management</i> The purpose of this project is to increase the local population's access to water resources and to improve their management of those resources.		
Small Business	15	17
<i>Small Enterprise Development</i> This project promotes enterprise growth and creation to help people achieve economic independence.		

Program Highlights & Accomplishments:

In an effort to link school to daily life and theory to practice, the rural vocational education program has developed a 107-page guide for teachers covering gardening, field crops, small-animal husbandry, fruit tree propagation, and nutrition, with suggestions for student activities and relevant teaching techniques. In addition, Volunteers developed a 200-page manual for teachers and students to adapt the new objectives of the Malian applied agricultural and reforestation curriculum for 5th and 6th graders. Both publications have been accepted by the Ministry of Education for distribution nationwide.

Management skills development continues to be the driving force of the small business development through practical skills training and follow through consultation.

The guidelines for a new health program were established with the assistance of Peace Corps Washington.

The Baguineda Land Reclamation Project, involving eight villages, has increased food production with the completion of a dam, a bridge, and eight kilometers of rock lines. Villagers feel that change is at their doorsteps.

While Volunteers in Guinea worm-infested areas are actively implementing several different strategies of health awareness to determine which have the greatest impact on different ethnic and geographic areas, they also conduct exhaustive village water source improvements. The goal is Guinea worm eradication by 1995. Volunteers also are assisting in the establishment of distribution systems for the treatment of river blindness in remote areas. In addition, eight pilot village pharmacies have been established. Two Volunteers are involved in creative theater activities to present health education messages to local communities.

Two Volunteers have organized an interministerial working group on pesticide use and control with the objective of producing pamphlets and plasticized flip charts in French and Bambara.

Outlook:

With the recent moves toward multi-party democracy, there is a new positive climate for development projects in Mali. Peace Corps Mali will continue to stress a cross-sectoral, team approach to rural development.

MAURITANIA

Population: 1,954,000

Annual Per Capita Income: \$490

Number of years Peace Corps in Country: 22

Peace Corps Country History:

Peace Corps first entered Mauritania in 1967 with 12 Volunteers. Due to the Arab-Israeli conflict, however, Peace Corps left that same year. In 1971, Peace Corps returned to Mauritania with one Volunteer assigned to a poultry project. For the next six years, Peace Corps maintained small numbers of specialist Volunteers in agriculture, health, and education projects. With the introduction of village-based agriculture and health projects in 1977, the program grew quickly, reaching 60 Volunteers. However, in February 1991, the program was temporarily suspended due to the Gulf War. Peace Corps is now back in operation, and there are currently more than 20 Volunteers serving in Mauritania.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	17	47	47
Volunteer Years	15	43	84
<u>Funding (\$000)</u>			
Appropriated	1,371	1,724	2,023
Host Country Contributions	148	154	162

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps will expand and redefine its water and sanitation project to address technological needs for safe and reliable water supplies. More Volunteers will be trained in appropriate technology and water resources management to fill this need. In addition, Peace Corps will explore the possibility of urban Volunteers expanding their role in community development through secondary projects.

Peace Corps Program by Sector:

Description of Projects by Sector

T1 by Sector
FY92 FY93

Agriculture

18 15

Water Management

The primary goal of this project is to train Department of Hydrology mechanics and village-level motor pump operators to provide the people of Mauritania with reliable and safe drinking water.

Community Agriculture Extension

Volunteers work toward strengthening Mauritania's agricultural infrastructure, increasing food production, and slowing environmental degradation through the introduction of improved gardening and agro-forestry practices.

Education

8 9

Secondary and Higher Education EFL Training

Volunteers work with Mauritanian counterparts to upgrade their teaching capacity and curriculum development skills.

Environment

8 9

Reforestation and Dune Stabilization

The goal of this project is to slow the rate of desertification in the Assaba region by establishing nurseries and introducing agro-forestry techniques such as live-fencing and windbreaks.

Health

13 14

Health Education and Water Sanitation

Working with local women as primary clients, Volunteers develop health education activities designed to upgrade the health of local populations.

Program Highlights & Accomplishments:

A major accomplishment for Peace Corps Mauritania was the successful re-establishment of the country program after the temporary suspension. Three training classes were held in the summer and fall of 1991 in an effort to rebuild the program as quickly as possible.

Peace Corps Mauritania is working with the government to establish a park in the capital to be used by children to introduce them to environmental education.

Outlook:

Peace Corps Mauritania has re-established a positive working relationship with the government and will focus its efforts in the coming year on rebuilding project activities in agriculture, health, education, and the environment.

NAMIBIA

Population: 1,300,000
Annual Per Capita Income: Not Available
Number of years Peace Corps in Country: 2

Peace Corps Country History:

The first group of 14 Volunteers arrived in Namibia on September 9, 1990, less than six months after the country gained its independence. A second group of 16 Volunteers arrived approximately two months after the first, and by January 1991, the program was in full operation.

Peace Corps Namibia currently has over 50 Volunteers working throughout most regions of the country. These Volunteers all work in education, teaching math, science, and English, and conducting primary education teacher-training workshops.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	17	30	47
Volunteer Years	24	43	43
<u>Funding (\$000)</u>			
Appropriated	921	1,187	1,297

Host Country/Peace Corps FY 1993-1995 Initiatives:

Namibia is expected to develop policies, programs and institutions that support the principles of its 1990 Independence Constitution: establishing government programs that attract investment; institutionalizing human rights; and providing economic and social empowerment to members of the black majority population, who are disadvantaged as a result of decades of Southern African apartheid administration.

Peace Corps Namibia expects to work closely with the Ministry of Education and Culture in support of the Ministry's Basic Education Reform Program. In addition, Peace Corps expects to develop collaborative programs with the newly created Ministry of Youth Development Programs and Activities.

Peace Corps Program by Sector:

Description of Projects by Sector

TI by Sector
FY92 FY93

Education

30 47

Secondary Education

Volunteers teach math, science, and English as a Second Language in secondary schools throughout the country.

Primary Teacher Training

Volunteers conduct both pre-service and in-service training for primary education teachers. This project is directed toward assisting the Ministry of Education and Culture to build a long-term capacity to meet educational and institutional needs in teacher training.

Program Highlights & Accomplishments:

Volunteers have been warmly welcomed by both the government and people of Namibia. Volunteer English, math, and science teachers are having a highly positive impact on schools and communities. Volunteers are assisting teachers to introduce English language instruction into many previously Afrikaans-medium schools. Volunteers have undertaken a wide range of secondary activities such as establishing English language libraries in schools, instituting adult education classes for communities, and developing English clubs.

Peace Corps Namibia was designated a Peace Corps Youth Development Initiative country during 1991 and expects, beginning in FY92, to develop multi-year projects to address youth at risk and focus on training, income generation, and employment issues.

Outlook:

Peace Corps Namibia is looking forward to overall program growth in the next few years that will increase the average number of in-country Volunteers from its FY92 level of 50 Volunteers to a FY95 level of approximately 100 Volunteers. Aspects of program growth will include hiring and training a full complement of staff; procurement of resources to support an expanded mid-sized Peace Corps program, and diversification of programming beyond the education sector to include youth and small business development. A continued expansion of education sector Volunteer placements will support the Ministry of Education's Basic Education Reform Project; the national transition from Afrikaans to English as the medium of instruction in upper primary, secondary, and high schools; and the training of teachers on both a pre-service and in-service basis to assist Namibia in fully developing its capacity for quality education.

NIGER

Population: 7,479,000

Annual Per Capita Income: \$290

Number of years Peace Corps in Country: 30

Peace Corps Country History:

Peace Corps began in Niger in 1962 with seven Volunteers teaching English. In later years, programs expanded to include education, health, agriculture, and environmental conservation in response to the expressed needs of the government. In recent years, the focus has been on integrated rural development using the Africa Food Systems Initiative (AFSI).

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	72	72	80
Volunteer Years	109	114	132
<u>Funding (\$000)</u>			
Appropriated	3,551	3,332	3,724
Host Country Contributions	45	47	49

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps Niger will continue its focus on the environment by working to expand its biological diversity project. Efforts are also being made to extend support for the Africa Food Systems Initiative. Women in Development will also continue to be a priority of the Peace Corps program: examining how development impacts on women is a component of every project.

Peace Corps Program by Sector:

<u>Description of Projects by Sector</u>	<u>TI by Sector</u>	
	<u>FY92</u>	<u>FY93</u>
Agriculture	15	20
<i>Africa Food Systems Initiative</i> This project responds to Niger's number one goal of food self-sufficiency. AFSI helps villagers diversify production and lessen the severe impact of droughts on food supplies and income.		
Education	20	21
<i>Nonformal Education</i> Volunteers work with women to improve their economic and educational well-being through programs that emphasize small business enterprise, literacy training, and nutrition education.		
<i>Secondary Math Education</i> The goal of this project is to assist the government in its efforts to improve math education at the secondary school level.		
Environment	18	19
<i>Natural Forest Management</i> This project works toward establishing forests with sustained-yield, multiple-use management systems with the collaboration of villagers who have a direct interest in the preservation and exploitation of their own forest resources.		
<i>Environmental Protection</i> Volunteers are working with villagers to develop local capacity in the production of food, wood for fuel, and other resources while respecting sustained yield systems of natural resource exploitation.		
<i>Wildlife Management</i> Volunteers seek new strategies for integrating conservation of wildlife into rural development campaigns and encourage Nigériens and Park or Reserve administrators to harmonize their subsistence and conservation priorities.		
Health	19	20
<i>Nutrition Education</i> Working with Ministry of Public Health field agents and village health teams, Volunteers provide effective care for vulnerable groups by improving health education and training health teams to conduct nutritional surveillance.		

Program Highlights & Accomplishments:

The Peace Corps umbrella project, Conservation of Biological Diversity, which cuts across several sectors, has focused on formulating approaches to combining environmental conservation and rural development, based on a dialogue with rural communities. Accomplishments of the first year resulting from the training and assignment of five Volunteers include assistance to park management, the start of community development activities, the execution of a regional socio-economic study, and the start of environmental research and monitoring within the park. In the next two years, the project will continue to assist park management and efforts at community development.

Food self-sufficiency is the major concern for the people of Niger. The Africa Food Systems Initiative approaches this problem from many directions. Through training, extension, and the development of local infrastructure, Volunteers are helping farmers become more productive in gardening, rain-fed agriculture, and livestock production.

Outlook:

Peace Corps Niger will maintain its present programming strategy of reducing the number of its project activities while developing long-term collaborative efforts. Increased emphasis will be placed on sector integration. Examples of this approach can be seen within AFSI, where Volunteers with different skills or different levels of the same skill work together. In the umbrella biodiversity project, foresters, agro-foresters, and wildlife Volunteers collaborate on activities within the same geographical area. Nutritionists and nonformal education Volunteers are also working together on selected activities.

NIGERIA

Population: 113,665,000

Annual Per Capita Income: \$250

Number of years Peace Corps in Country: 11

Peace Corps Country History:

Peace Corps began in Nigeria in 1961 with Volunteers serving in the health and education sectors. Peace Corps maintained operations there until 1971, at which time the program was forced to close due to civil unrest. In 1989 the Government of Nigeria requested that the Peace Corps re-enter the country. In response to this request, an assessment team visited Nigeria in January 1991. A new country agreement was signed in September 1991.

The first group of Peace Corps trainees to return to Nigeria swore in as Volunteers in mid-December 1991. Based on the recommendations made by the Peace Corps assessment team and the Government of Nigeria, Volunteers will be working in the health sector.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	12	15	15
Volunteer Years	0	12	26
<u>Funding (\$000)</u>			
Appropriated	312	853	1,089

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps Nigeria will continue to explore the possibility of providing Volunteers to help develop health information systems in the Combatting Communicable Childhood Diseases project, under the auspices of USAID and Africare.

Peace Corps Nigeria will begin discussions with the Ministries of Agriculture and Environment on possible Peace Corps involvement in community environmental protection. In addition, the Agency will explore potential collaboration with the United Nations Development Project and the World Bank on Guinea worm eradication, development of potable water sources, and health education.

<u>Peace Corps Program by Sector:</u>	<u>TI by Sector</u>
<u>Description of Projects by Sector</u>	<u>FY92 FY93</u>

Health	15 15
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Combatting Communicable Childhood Diseases (CCCD)

Volunteers working in the CCCD project will train clinic personnel and village health workers to implement the primary health care approach to combatting communicable childhood diseases.

Guinea Worm Eradication

Guinea worm extension Volunteers will train local government and village health workers in prevention methods and epidemiological surveillance techniques.

Program Highlights & Accomplishments:

The first group of trainees swore in as Volunteers in mid-December 1991, after a 21 year absence in Nigeria.

Outlook:

Peace Corps Nigeria will increase collaboration with private voluntary organizations and governmental agencies involved in health-related activities. Also, Peace Corps Nigeria will begin discussions with Nigerian Ministry Officials to explore the possibilities for program expansion agriculture and environment.

RWANDA

Population: 6,893,000

Annual Per Capita Income: \$310

Number of years Peace Corps in Country: 17

Peace Corps Country History:

Peace Corps entered Rwanda in 1975 with three Volunteers working in university education and one assigned as a home economics teacher trainer. Programming has expanded into fisheries, agriculture, forestry, secondary education, and public health.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	20	20	19
Volunteer Years	16	30	38
<u>Funding (\$000)</u>			
Appropriated	775	814	894

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps, with the addition of an Associate Director for Programming, will continue to focus its efforts on education and public health in the 1993-1995 period. Volunteers working at rural health centers will continue to educate people about childhood malnutrition and measures for preventing disease. Education Volunteers will teach math, English, and science at schools requesting their assistance.

Peace Corps Program by Sector:

TI by Sector

Description of Projects by Sector

FY92 FY93

Agriculture

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Integrated Fisheries Management

Volunteers are working as aquaculture training coordinators helping local farmers improve their management skills in integrated farming systems while training Rwandan counterparts as fisheries extension agents.

Education	13	14
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Secondary Education

Volunteers are teaching English, math, and science at secondary schools requesting their assistance.

University Education

Two Volunteers are working as English professors at the University of Butare. The Volunteers are helping develop an English library at the University.

Environment	0	2
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Parks and Wildlife Management

Volunteers are working in conjunction with the National Parks and Tourism Office to design and present education programs on natural resource conservation for schools and the general public.

Health	7	2
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Health Extension

Volunteers are collaborating with the Ministry of Health in implementing nutritional programs at rural health centers. Volunteers emphasize preventive strategies to combat childhood as well as adult diseases.

Program Highlights & Accomplishments:

In FY91, Peace Corps Rwanda focused on streamlining efforts in various sectors. At the same time, Peace Corps continues to improve and upgrade pre-service and in-service training for Volunteers, especially in the area of local language training.

Relations with Ministry counterparts have been strengthened and counterpart contributions to programming have been useful. Training has been tailored to Rwandan needs. Twelve Rwandan language teachers have been trained and serve as a pool for future pre-service and in-service training and Volunteer tutoring.

Outlook:

The move to a larger office will allow Peace Corps Rwanda to provide better Volunteer support. Peace Corps will conduct an evaluation of the education program similar to one conducted for the health project in 1991. It will look for opportunities to design an education program with a better development focus and which will include university and secondary education as well as teacher training.

SAO TOME E PRINCIPE

Population: 120,000

Annual Per Capita Income: \$360

Number of years Peace Corps in Country: 2

Peace Corps Country History:

In June 1988, the Government of Sao Tome and Principe formally requested talks regarding the opening of a Peace Corps program. The Country Agreement was signed in July 1990, and after twelve weeks of pre-service training in Guinea-Bissau, the first group of six Volunteers was sworn-in October 1990.

Based on the recommendations made by the original assessment team visit to Sao Tome and Principe, the first group of Volunteers were placed as health and sanitation extension workers. As the health program evolved, the Government requested a re-focusing of the program toward health education and maternal and child care. There are currently 12 Volunteers placed on the island working in a variety of community health activities.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	9	11	11
Volunteer Years	6	13	19
<u>Funding (\$000)</u>			
Appropriated	341	427	428

Host Country/Peace Corps FY 1993-1995 Initiatives:

The Government has asked Peace Corps to explore the possibility of entering the agriculture and education sectors while maintaining secondary projects in cooperatives and youth development. In addition, Peace Corps may look as a potential small business development program.

Peace Corps Program by Sector:

TI by Sector

Description of Projects by Sector

FY92 FY93

Health

11 11

Health Education Extension

Volunteers work in the education of rural communities in maternal and child preventive and curative health care programs, as well as with primary school children in nutrition and hygiene. They also instruct communities in techniques geared to promote better health.

Program Highlights & Accomplishments:

One of the major highlights of the Peace Corps Sao Tome e Principe program was the celebration of its first anniversary with all original Volunteers still in place. With the swearing-in of the second group of Volunteers, the health program took on more responsibilities as the emphasis shifted to maternal and child health care. Many of the 12 Volunteers are nurses. A successful school kitchen project was built and inaugurated this year. In addition, a project in Basic First Aid Instruction was accomplished with radio and television coverage. Secondary projects have been initiated in chicken raising cooperatives. With Small Projects Assistance funding, a health education puppet show was designed and is being performed in many rural communities.

Outlook:

As the program in Sao Tome e Principe becomes better established, the scope of programming efforts to address the development needs of the country will be modified. The Government of Sao Tome e Principe has expressed a desire for Peace Corps participation in education and agriculture. Thus, with host country assistance, Peace Corps will explore these two areas for program diversification.

SENEGAL

Population: 7,211,000

Annual Per Capita Income: \$650

Number of years Peace Corps in Country: 29

Peace Corps Country History:

The Peace Corps program in Senegal began in 1963 with 15 secondary school English teachers. The program has grown considerably and now has projects in small business development, agriculture, natural resources, and health.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	61	65	62
Volunteer Years	90	103	114
<u>Funding (\$000)</u>			
Appropriated	2,665	2,616	2,959
Host Country Contributions	201	201	211

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps Senegal has structured its Volunteer projects in accordance with the Government of Senegal's priorities of fostering small business development, expanding primary-health care, and improving agricultural practices while conserving vital natural resources. Peace Corps Senegal is also working to integrate programs in geographic zones so that Volunteers from different sectors can collaborate more closely.

Peace Corps Program by Sector:

Description of Projects by Sector

TI by Sector

FY92 FY93

Agriculture

21 19

Crop Extension

This project uses an integrated approach aimed at developing agricultural potential while promoting environmental protection and regeneration. It is a long-term approach with Volunteers working in specific geographical areas to improve the local food system through production, processing, distribution, storage, and marketing.

Environment

19 18

Forestry

In collaboration with Senegalese government agencies, Volunteers are working to establish village and private woodlots for fuel and fodder, and are training small farmers in agro-forestry techniques and fruit-tree production.

National Parks

The goal of this project is to improve the efficient use and preservation of selected national parks. Volunteers concentrate on forestry development and sustainable management of park resources.

Environmental Education

Volunteers work directly with village-based primary schools, gardening groups, and farmers to promote environmental awareness and to encourage the protection and conservation of natural resources such as soil, water, and vegetation.

Health

14 11

Primary Health Care

Volunteer efforts are focusing on the problems of child survival—oral rehydration, nutrition, and vaccinations. The goal of the project is to strengthen the Ministry of Health's planning and project management capabilities.

Small Business

11 14

Rural Enterprise Development

The goal of this project is to enable a minimum of 700 village women's and youth groups and associations to function as viable small enterprises and self-reliant organizations by the year 2002. Volunteer activities include surveying groups, establishing directories, organizing workshops, and providing technical assistance.

Program Highlights & Accomplishments:

Peace Corps Volunteers have made a significant contribution to Senegal's national development goals. Notable among Peace Corps' achievements is the successful introduction of short-cycle varieties of rice to farmers in four major areas that have suffered grain loss from recent short rainy seasons. Rural Primary Health Care Volunteers have assisted with anti-malarial campaigns in ten communities, contributing to a marked decrease in the incidence of malaria in these communities. Other projects have included the construction of 132 latrines in 29 villages and the teaching of low-cost soap making to improve hygiene and generate income for 280 rural women.

Outlook:

In accordance with priorities established by the Government of Senegal, Peace Corps will continue to pursue projects in the areas of small business development, health, agriculture, and natural resources. Peace Corps is moving towards institutionalizing a more integrated approach to project planning that will promote geographical focus and build continuity through systematic replacement of Volunteers. Peace Corps Senegal also hopes to return Volunteers to the Lower Casamance, an area evacuated in 1990.

SEYCHELLES

Population: 68,000

Annual Per Capita Income: \$4,170

Number of years Peace Corps in Country: 18

Peace Corps Country History:

Peace Corps operations in the Seychelles began in 1974 with four Volunteers. The number has fluctuated from two in 1982 to 17 in 1989. Peace Corps has traditionally provided highly technical Volunteers such as road engineers, who helped designed one of the best road systems in Africa; water engineers, who helped design a country-wide potable water system; and health and education Volunteers. In 1989, Peace Corps designed an environment program which encompasses education, training of park rangers, management of marine parks, and environmental assessment.

Peace Corps Seychelles currently has nine Volunteers working on two of the islands in education and environment.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	4	2	2
Volunteer Years	9	9	9
<u>Funding (\$000)</u>			
Appropriated	425	370	416
Host Country Contributions	60	62	65

Host Country/Peace Corps FY 1993-1995 Initiatives:

A Peace Corps priority initiative is to use an integrated strategy of environment education and management training for the protection and rational use of marine parks. Peace Corps will also continue concentrating on teaching computer, math, and science at the Seychelles Polytechnic and the Seychelles Institute of Management.

Peace Corps Program by Sector:

Description of Projects by Sector

TI by Sector
FY92 FY93

Education

2 1

Computer Math/Science

This project seeks to assist the Seychelles in computerizing its government, parastatal, and private sectors. Volunteers teach students at the Seychelles Polytechnic and the Seychelles Institute of Management.

Environment

0 1

Marine Parks

The goal of this project is to improve the efficient use and preservation of marine parks. Volunteers concentrate on training park rangers, teaching management skills, making environmental assessments, and disseminating information related to nondestructive recreational use of the parks.

Program Highlights & Accomplishments:

Peace Corps has made the environment sector a priority in the Seychelles. One of the principal goals of the program is to establish close working relationships with Seychellois counterpart organizations. In the first year, Peace Corps designed and presented a new training program for Seychellois park rangers. Peace Corps also assisted in opening the first information center on an outer island. A Volunteer assessment helped implement a plan providing safety equipment for park ranger boats, uniforms for rangers, and regularly scheduled monthly meetings. The project has had a major impact in a short period of time.

Outlook:

Peace Corps Seychelles has established a fine reputation in a small country with a substantial expatriate community. Peace Corps programming will concentrate on helping the Seychellois meet their government's commitment to have a computer-literate society in an environmentally sound culture. A goal for the future will be to establish a regional environmental training center on one of the outer islands.

SIERRA LEONE

Population: 4,040,000

Annual Per Capita Income: \$200

Number of years Peace Corps in Country: 30

Peace Corps Country History:

Sierra Leone was one of the first countries entered by Peace Corps. The first group of Volunteers arrived in 1962. Since then, over 6,300 Peace Corps Volunteers have served Sierra Leone. Today, Peace Corps provides Volunteers who work in predominantly rural settings throughout the country. The principal areas of concentration are education, health, agriculture, and small enterprise development.

In April 1991, a border incursion by Liberian rebels forced the evacuation of 40 Volunteers from the southeastern area of the country.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	45	72	64
Volunteer Years	80	76	101
<u>Funding (\$000)</u>			
Appropriated	2,317	2,127	2,266
Host Country Contributions	93	97	102

Host Country/Peace Corps FY 1993-1995 Initiatives:

Education remains the top initiative of Peace Corps Sierra Leone. As resources permit, increased efforts will be made to decrease the country's high illiteracy rate. In addition, Peace Corps Sierra Leone will continue to pursue an integrated programming approach to the development of agricultural commercial marketing through small business development. In agriculture, Peace Corps Sierra Leone will use demonstration projects to improve farmers' agricultural practices.

Peace Corps Program by Sector:

Description of Projects by Sector	TI by Sector FY92	FY93
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Agriculture 25 21

Agro-forestry Extension

The purpose of this project is to supply wood for fuel for domestic purposes and improve farm crop yields on a sustainable and environmentally sound basis.

Agriculture Extension

Agriculture Extension Volunteers work to increase the technical aptitude of farmers and increase production of various food and cash crops.

Inland Fisheries

Volunteers seek to increase the availability of fresh fish to local consumers by helping farmers build and manage fish ponds.

Education 16 14

Education Development

Education Volunteers teach math, science, home economics, business, and vocational skills.

Environment 1 0

Conservation Educational/Parks Management

The goal of this project is to promote environmental awareness through the development and management of Sierra Leone's national parks and nature reserves.

Health 27 24

Health Professionals Training and Community Health Workers

Health Professional Volunteers assist the Ministry of Health and the Sierra Leone College of Medicine to develop training curricula and provide medical training. Community health Volunteers focus on the improvement of primary health care programs.

Small Business 3 5

Small Business Development

The purpose of this project is to develop micro-enterprise skills among target groups.

Program Highlights & Accomplishments:

Despite the difficulties encountered with the incursion by Liberian rebels, Peace Corps Sierra Leone was able to reorient its programming and continue its work. The Government of Sierra Leone was grateful for continued Peace Corps' presence.

In 1991, Peace Corps Sierra Leone established a large secondary project focusing on AIDS education and awareness. An AIDS education manual was produced by the group.

Outlook:

Sierra Leone will maintain its current programs in education, agriculture, environment, and health. The education sector will focus on improving literacy and vocational training. Small business development Volunteers will be placed in a number of assignments to test the viability of various project formats. Peace Corps Sierra Leone will support the formation of the first indigenous non-governmental organization in the small business sector.

SWAZILAND

Population: 761,000

Annual Per Capita Income: \$900

Number of years Peace Corps in Country: 24

Peace Corps Country History:

Peace Corps has been involved in the development of Swaziland since its independence from Great Britain in 1968. Education and community development were initial areas of program concentration. The program remains predominantly school-based because of a continuing shortage of teachers. In keeping with the Government of Swaziland's recently expressed preference for manual skills and trades development, Peace Corps has shifted much of its focus toward vocational training centers.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	34	38	38
Volunteer Years	76	71	60
<u>Funding (\$000)</u>			
Appropriated	1,355	1,388	1,330
Host Country Contributions	98	102	107

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps priorities are to develop newly-focused technical, mathematics, and science education projects in conjunction with the Ministry of Education. Peace Corps will also assess the development of the new Manpower Development Project to integrate database management, urban planning, and small business. This project will provide the flexibility to develop additional programming areas while addressing personnel shortages in host organizations. The project will result in a lasting transfer of skills to Swaziland's developing cadre of professionals.

Peace Corps Program by Sector:

Description of Projects by Sector

TI by Sector
FY92 FY93

Education	34	33
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Secondary Education

Volunteers serve in several capacities, as vocational and technical teachers, math and science teachers, managers of Teaching Innovation Distribution Centers (TIDCs), and training coordinators for rural education centers. The majority of Volunteers teach at the secondary school level as math or science teachers or as technical teachers. Volunteers involved with the TIDCs organize and facilitate programs for the enhancement of primary school teachers' skills.

Urban Development	04	05
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Urban Planning

Volunteers are assigned to the Ministry of Natural Resources, where they work in urban and environmental planning. Peace Corps Volunteers supplement and complement the few trained Swazi planners on staff and strengthen Swaziland's planning institutions and capabilities.

Database Management

Three Volunteers work closely with over 50 staff members in the Ministries of Finance, Education, and Natural Resources training counterparts in systems design, relational database technology, and data-processing management.

Program Highlights & Accomplishments:

In education, Peace Corps Volunteers have designed a vocational technical manual as a resource guide and manual for the teaching of technical education throughout Swaziland. Volunteers have also upgraded technical woodworking shops in approximately seven schools through the renovation and repair of machinery and the rebuilding of shop benches and work areas. In addition, several Volunteers have provided new desks for a math classroom and equipped a science laboratory. Database management Volunteers have designed programs for the recalculation of the national debt according to monetary fluctuations, and designed the first nationwide public bus schedule.

Outlook:

Peace Corps Swaziland will seek to refocus its education project by increasing the involvement and active participation of the Ministry of Education. Several key officials in the Ministry have agreed to support a project to upgrade school facilities and develop a permanent force of Swaziland teachers to replace Volunteers. Furthermore, Peace Corps will finalize an assessment on developing a small business project.

TANZANIA

Population: 25,627,000
Annual Per Capita Income: \$120
Number of years Peace Corps in Country: 19

Peace Corps Country History:

In 1962, Tanzania received its first Peace Corps Volunteers. Until 1969, when Peace Corps ceased operations in Tanzania, as many as 300 Volunteers were in place each year. In 1979, Peace Corps returned to Tanzania and has made contributions in a variety of sectors including education, fisheries, and community development. The program was interrupted when Volunteers were evacuated prior to the 1991 Gulf War. Peace Corps Volunteers returned in June 1991 and have been working in the areas of animal husbandry, agriculture, and natural resources.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	13	25	25
Volunteer Years	17	17	37
<u>Funding (\$000)</u>			
Appropriated	1,035	1,010	1,056
Host Country Contributions	62	64	67

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps Tanzania will conduct a program assessment to develop a ten-year agenda based on local and national priorities and the availability of Volunteers. This assessment will determine program direction. At present, Peace Corps plans are to work with the Ministries of Education and Agriculture to achieve self-sufficiency in science, math, and technical training. Peace Corps will expand its conservation and environment program to help Tanzania confront a growing problem of deforestation. Peace Corps will also introduce a health program in AIDS awareness and prevention.

Peace Corps Program by Sector:

Description of Projects by Sector	TI by Sector FY92	TI by Sector FY93
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Agriculture 0 0

Dairy Extension

Volunteers are providing technical and educational services to small-holder farmers to improve productivity of dairy herds.

Education

17 14

Secondary Education

Volunteers are teaching math, science, agriculture, and technical subjects to secondary and post-secondary students. They also are working to develop curricula and assist in teacher-training workshops.

Environment

8 5

Community Forestry

In this project, Volunteers are working with seed nurseries. They also implement local and school tree-planting projects.

Parks and Wildlife

Volunteers assist with educational activities to improve awareness of natural resource conservation in settlements that border parks and game reserves. They also help upgrade national parks and reserves through the development of infrastructure.

Health

0 6

Health Education

Volunteers will focus on public education for AIDS prevention, child and maternal care, as well as assisting traditional healers and midwives.

Program Highlights & Accomplishments:

Peace Corps Volunteers in Sumbawanga advised regional authorities in reforestation projects involving 900 people in nine villages. These efforts resulted in the planting of 200 hectares at schools and on individual plantations. They also contributed to a forestry management plan that has been adopted for implementation in other regions of Tanzania.

Volunteers helped the Ministry of Agriculture to establish a syllabus and retrain 200 agriculture extension agents. The curriculum is being used for agricultural instruction in 22 secondary schools.

Volunteers assisted the Ministry of Agriculture and the Heifer Project International to help small farmers increase milk production in the Mbeya Region. The program is aimed at reducing malnutrition and increasing income for local farmers. Intensive rearing techniques have increased daily milk production by 300 percent.

Outlook:

From FY93-95, Peace Corps will continue to work with Ministries of Education, Agriculture, and Natural Resources as well as establishing programs with the Ministry of Health. The upcoming program assessment will outline priorities and strategies in all sectors.

TOGO

Population: 3,507,000
 Annual Per Capita Income: \$390
 Number of years Peace Corps in Country: 30

Peace Corps Country History:

The Peace Corps program in Togo was established in 1962. Throughout the 1960s and early 1970s, the program focused on education and rural development. Since then, Peace Corps has broadened its involvement in Togo's social and economic development plan and now has projects in agriculture, environmental protection, health, and small business development.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	61	57	57
Volunteer Years	70	90	98
<u>Funding (\$000)</u>			
Appropriated	2,058	2,733	2,869
Host Country Contributions	45	47	49

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps Togo, in collaboration with USAID's Regional Housing and Urban Development Office, is working to design an urban development project to improve the living conditions of the urban poor. One of the major goals of this project is to develop housing finance and delivery systems in the private sector.

Peace Corps Program by Sector:

Description of Projects by Sector	TI by Sector FY92	TI by Sector FY93
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Agriculture	21	23
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Animal Traction

Volunteers promote improved farming methods through the use of draft animals for plowing and other farm-related work. This project was very successful at introducing animal traction in the north of Togo and is now introducing it in the southern part of the country.

Inland Fish Culture

Volunteers work with farmers to introduce fish farming and small animal husbandry to increase income and provide alternative sources of protein in rural areas.

Education	6	0
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Secondary Education Science Teacher Training

Volunteers work under the auspices of the Ministry of Education to improve the quality of physics and chemistry instruction by introducing a systematic component of laboratory experimentation to the curriculum. Volunteers also provide training for 300 science teachers and 21 science teacher advisors in teaching methodology and laboratory experimentation.

Agriculture Education Teacher Training

Volunteers are assisting the Ministry of Education in developing agriculture education courses. They also train secondary education teachers to teach agricultural classes and serve as advisors in agricultural education.

Environment	8	8
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Environmental Protection

In collaboration with a government soil conservation agency and a local non-governmental organization, Volunteers work with farmers to stabilize and increase agricultural production, arrest environmental degradation, and increase supplies of animal forage and fuelwood in the north.

Health	12	16
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Guinea Worm Eradication

Through health education activities, Volunteers assist in training and mobilizing Togolese health workers, teachers, and local citizens to eradicate this debilitating disease.

Small Business	10	10
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Small Business Development

Volunteers teach business management skills (accounting, finance, marketing, costing, and inventory management) to members of local credit unions and to students at an artisan training center. Volunteers also provide consulting services to those students who express a need for more detailed follow-up and assistance.

Program Highlights & Accomplishments:

Peace Corps Togo initiated two new projects in environmental protection and small business development, with the first Volunteers in these projects beginning service in 1991. Although the Appropriate Technology Project will formally end, many of its activities, such as stove building and water source management, have been incorporated into the agro-forestry and Guinea worm eradication projects.

Outlook:

Peace Corps Togo continues to make progress in consolidating its program efforts. It is anticipated that by 1995, the program will consist of six projects in agriculture, health, environment, small business development, and urban development.

UGANDA

Population: 16,772,000
Annual Per Capita Income: \$250
Number of years Peace Corps in Country: 10

Peace Corps Country History:

Peace Corps operated in Uganda from 1964 to 1973, when the program was forced to close because of civil unrest. In the early years of service, 300 Volunteers concentrated on education complemented by modest programs in agriculture, health, fisheries, surveying, and computer programming. Responding to Uganda's formal invitation to return in 1989, Peace Corps resumed operations in March 1991.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	16	20	18
Volunteer Years	3	17	34
<u>Funding (\$000)</u>			
Appropriated	654	818	910

Host Country/Peace Corps FY 1993-1995 Initiatives:

Emphasis from 1993 to 1995 will remain in the technical education and environment sectors. Pilot small business activities will be initiated to improve small cooperative management and accounting skills and provide business orientation to technical education students. One Volunteer will be placed with an African Private Volunteer Organization to test a community-based approach to assisting orphans. An initial AIDS program study may lead to a modest health program.

Peace Corps Program by Sector:

Description of Projects by Sector	TI by Sector FY92	FY93
Education	11	9

Technical Education

Efforts in technical education will be expanded to include more comprehensive support for vocational training. This will include teaching, curriculum development, in-service teacher training, small business training, and enhancement of women's participation in technical education.

Environment	5	4
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Parks and Wildlife

Sector activities will be intensified and expanded to emphasize support for tourism development and environmental education, with possible expansion into community forestry.

Health	1	2
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Community Development (Individual Placement)

One Volunteer will be placed on a pilot basis to work with a strong private volunteer organization to assist in development of community-based services for orphans.

AIDS Education

An assessment of the potential for Peace Corps involvement in this vital sector is likely to result in the placement of AIDS education Volunteers in 1993.

Small Business	3	3
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Agricultural Cooperatives

Volunteers will work with small agricultural cooperatives to improve the marketing and business skills of their members.

Program Highlights & Accomplishments:

Since re-establishing the program in 1991, Peace Corps has enjoyed a warm reception and high degree of cooperation from the people and Government of Uganda. Demand for Volunteers is high. Already, the initial group of mature, highly-skilled Volunteers has led the Ugandan Government to request more comprehensive Peace Corps involvement in technical education and environment. Technical education Volunteers have begun work on a teachers' manual which will serve as a technical and methodological resource to Ugandan teachers. USAID is collaborating with Peace Corps in these projects through Small Project Assistance.

Outlook:

Peace Corps Uganda anticipates growth to a level of more than 30 Volunteers by the end of 1993. The program will continue to emphasize technical education and environment projects, while initiating pilot activities in the vital areas of cooperative development and AIDS.

ZAIRE

Population: 34,442,000

Annual Per Capita Income: \$260

Number of years Peace Corps in Country: 22

Peace Corps Country History:

Peace Corps initiated activities in Zaire in 1970. By the end of the decade there were over 400 Volunteers working in education, health, rural development, and fish culture. Due to the suspension of the education project in 1986, the number of Volunteers was greatly reduced. As relations with the government improved, Peace Corps increased Volunteers while geographically consolidating postings. Since 1987, Peace Corps maintained a level of approximately 150-170 Volunteers in Zaire. However, severe civil disturbances in Kinshasa and some regional capitals during September 1991 led to the evacuation of all Volunteers from the country.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (T)	79	0	0
Volunteer Years	165	0	0
<u>Funding (\$000)</u>			
Appropriated	3,559	963	0
Host Country Contributions	824	0	0

Host Country/Peace Corps FY 1993-1995 Initiatives:

The Peace Corps program in Zaire is currently suspended. Peace Corps does not anticipate the resumption of activities in the country until the political stalemate has ended and security improves. In suspension, Peace Corps Zaire consists of two Foreign Service National employees maintaining an office in Kinshasa. The Country Agreement with Zaire remains intact, and hopefully, Volunteers will return to work in the country when the situation stabilizes.

<u>Peace Corps Program by Sector:</u>	<u>TI by Sector</u>
<u>Description of Projects by Sector</u>	<u>FY92 FY93</u>
Agriculture	0 0
<i>Crops Extension</i> Volunteers introduced new crop varieties, production techniques, and agricultural technologies to local subsistence farmers to increase food production capabilities.	
<i>Integrated Agriculture</i> To combat the problem of protein deficiencies in the diets of rural Zairian families, this project aimed to establish ecologically sustainable and productive farming systems by integrating various agricultural techniques with fish farming.	
<i>Family Fish Culture</i> Volunteers trained farmers to raise Tilapia Nilotica in hand-dug ponds for protein-enhanced diets and profit.	
Health	0 0
<i>Health Education</i> Volunteers worked to strengthen the capacity of health personnel by providing training in preventive health care strategies.	
<i>Health Administration</i> This project trained rural health personnel in financial management, information systems, and short- and long-term planning strategies.	
<i>Water/Sanitation</i> Volunteers in this project organized and worked with community-based development committees to improve their ability to solve water and sanitation problems.	

Program Highlights & Accomplishments:

Prior to the suspension of the program in Zaire, the successful construction of a village health center in Ngoma was undertaken with funds solicited through the Peace Corps Office of Private Sector Relations. At the time of the evacuation, the integrated agriculture project had begun to fulfill its promise of incorporating various forms of farming with fish culture in the region of Bandundu.

Outlook:

If Peace Corps resumes its work in Zaire, activities in the environmental sector will be initiated with the posting of up to five Volunteers in a reforestation project in the Kivu Region. Resumption of activities in the areas of fish culture and integrated agriculture will also be a high priority.

ZIMBABWE

Population: 9,567,000
Annual Per Capita Income: \$640
Number of years Peace Corps in Country: 1

Peace Corps Country History:

Peace Corps began operations in Zimbabwe in July 1991, with the first group of trainees arriving in September. Twenty-four trainees have completed in-country, pre-service training in mathematics, science, and vocational education and are now beginning their teaching assignments in rural secondary schools.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	25	20	20
Volunteer Years	0	21	41
<u>Funding (\$000)</u>			
Appropriated	491	952	1,138

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps Zimbabwe's priority initiative is the improvement of the quality of education in poorly served secondary schools. Subject areas are mathematics, science, and vocational education.

Peace Corps Program by Sector:

Description of Projects by Sector	TI by Sector FY92	TI by Sector FY93
Education	20	20

Math, Science, Vocational Education

This project has three major goals: upgrading the quality of instruction of rural secondary schools in the areas of math, science, and technical subjects; providing appropriate lesson plans and teaching materials and assisting with in-service training of local teachers; and improving the school and community through secondary projects.

Program Highlights & Accomplishments:

After the signing of the Country Agreement in March 1991, Peace Corps Zimbabwe's principal goals have been to set up administrative and program operations, establish working relations with the Ministry of Education, determine sites, obtain volunteer assignments, and design and implement an eleven-week in-country training program for the newly arrived trainees. The Zimbabwe Peace Corps Office is now fully operational.

Outlook:

Still in its initial phase of operation, Peace Corps Zimbabwe will concentrate on establishing solid program and volunteer support and on developing close relationships with Zimbabwean counterpart organizations. In addition to the education project already begun, Peace Corps will be investigating other areas such as teacher training and small business development.

INTER-AMERICAN COUNTRIES

OVERVIEW

Regional Development Needs

The Inter-American Region is comprised of 23 countries with considerable cultural, socio-economic, and political diversity among them. Conditions range from extreme poverty in Haiti to severe unemployment in the developing nations of the Eastern Caribbean. There are, however, several development needs common to all countries in the Region. Principal among their commonalities are their predominantly agrarian-based economies and an increasing number of disaffected youth.

In general, the economies of the Region have been deteriorating. There have been periods of high inflation. Market prices for traditional agricultural exports are weak, and the lack of hard currency limits the ability to import products to stimulate development and to service debt. As a result, governments have limited resources and severe constraints on their ability to provide necessary social and economic services such as basic education, health and sanitation, agricultural extension, and credit. Inadequate roads and other means of transportation limit access to markets. These problems are particularly severe in rural areas, where the majority of the poor are concentrated.

Illiteracy, which often exceeds 50 percent in the countryside, limits the creative and productive potential of the population. Worker productivity also suffers as a result of poor health due to malnutrition, water-borne diseases, and poor sanitation. High population growth exacerbates these problems.

Natural resources are also seriously threatened throughout the Region. Forests, water, soil, and wildlife are being depleted and endangered. Rural populations need basic environmental education to prevent further degradation of natural resources. They also need to develop alternative sources of income through non-agrarian entrepreneurial activity to slow immigration to urban areas.

Projections suggest that the most rapidly growing regional need is for services for young people such as housing, water and sanitation, education, and jobs. The youth population is approaching or exceeds 50 percent of the total population in most countries in the Region. Belize has been selected as the pilot country for the Region in developing replicable model programs for youth development.

Program Strategy

A recent wave of democratic elections throughout the Latin American and Caribbean region prepared the way for Peace Corps' re-entry to Bolivia and Panama in 1990, and Nicaragua, Uruguay, Chile, and Argentina in 1991. In addition to the development assistance Volunteers provide, Peace Corps programs improve and promote mutual understanding between the people of the United States and the people of host countries.

Peace Corps is making a significant contribution, in partnership with host governments, non-governmental organizations, and local communities, to the development and well-being of thousands of people helping themselves in Central and South America and the Caribbean. The Inter-American Region's economic, social, and environmental

development needs require continued efforts in the Agency's priority areas of small business development, environmental conservation, and urban development (especially youth development).

Small Business Development

The region's Small Business Development (SBD) Initiative, begun in 1988, provides technical assistance and training needed for employment and income generation. Working with a variety of host-country governments and private entities, Volunteers provide technical assistance and training in basic business practices, feasibility studies, record-keeping, marketing studies, and product design. In addition, Volunteers working in other sectors receive basic small business training. The application of basic small business skills in all Volunteer projects should substantially increase the success rate of SBD and SBD-related projects. SBD program and training activities are being supported by A.I.D. in Honduras, Costa Rica, Guatemala, the Dominican Republic, and Jamaica.

Environmental Conservation

Natural resource preservation and land management have been important programs for many years. Thousands of Volunteers have worked in the Region as foresters in projects ranging from planting seedbeds and nurseries to fighting forest fires. Volunteers have conducted inventories of forest resources and written management plans for forests, national parks, and watersheds.

Conservation remains a regional priority, and there is a growing consciousness concerning the environment. Agricultural extensionists are teaching methods of soil conservation and integrated pest management, and biologists and wildlife specialists are working to protect flora and fauna. Still, the problem continues, and environmental degradation is more severe each year. Conservation and ecology groups have been formed in many countries with Volunteers advising on environmental issues. Projects include organizing school science and nature clubs, developing wildlife videos and slide shows, developing training curricula, and pursuing efforts in soil conservation, hillside farming techniques, agro-forestry, watershed management, and wildlife management.

A new collaborative effort with A.I.D., through the Regional Environmental and Natural Resources Management Project, is underway and will continue through 1994.

Urban and Youth Development

Peace Corps has been working with youths for many years in a variety of programs similar to the 4-H Clubs in the United States. Groups such as Boy Scouts, Girl Scouts, and crafts and sewing circles have also been developed. There have been, however, few programs aimed at the burgeoning problem of urban youth: runaways and abandoned or abused youth, with little education and few or no vocational skills. A pilot program has been underway in Honduras for several years that has proven effective in providing urban youth with remedial education, structured recreational activities, and counseling and guidance. The program teaches responsibility, self-discipline, job and study habits, and vocational and business skills. Similar projects are being developed in other countries, such as Belize.

Volunteers are working with youths, ages seven to 24, in a variety of activities and settings. Whenever possible, the projects include some form of income-generating

activity. A popular project is silk-screening T-shirts and greeting cards for sale. One successful project sells stuffed animals designed and sewn by young people. These activities, in collaboration with other institutions such as Partners of the Americas, Junior Achievement, and the Kellogg Foundation, will continue to expand.

Inadequate housing is another serious problem in urban areas. With technical assistance from the Cooperative Housing Foundation and funding from USAID, Peace Corps has been involved in a shelter program in Costa Rica for several years. The program, which features low cost, self-help housing construction and rehabilitation, with loans administered by a local savings and loan association, has proven successful. Paraguay also has developed a successful housing project. The Inter-America Region is exploring the possibility of developing similar cooperative models in other countries in 1993.

INTER-AMERICAN REGION
TRAINEE INPUT, VOLUNTEER YEARS, AND PROGRAM FUNDING

	Trainees			Volunteer Years			Program Funds (\$000)		
	FY 1991	FY 1992	FY 1993	FY 1991	FY 1992	FY 1993	FY 1991	FY 1992	FY 1993
Argentina	0	26	30	0.0	3.0	23.4	0.0	454.1	913.4
Belize	24	30	25	88.7	67.2	49.3	1,402.2	1,254.4	979.9
Bolivia	42	48	43	39.1	69.8	84.4	1,381.3	1,684.3	1,697.1
Chile	25	22	22	1.0	23.2	42.3	504.0	766.9	1,086.7
Costa Rica	112	105	105	144.3	152.3	152.9	2,062.5	2,002.2	1,992.6
Dominican Republic	96	101	100	162.4	158.0	163.9	2,281.6	2,282.7	2,338.4
Eastern Caribbean	70	70	70	119.7	118.1	114.8	2,704.0	2,549.5	2,499.4
Ecuador	106	113	112	152.3	168.7	178.2	2,539.7	2,551.3	2,705.5
Guatemala	102	104	103	191.8	190.6	195.3	2,589.5	2,685.8	2,747.8
Haiti	40	0	0	22.2	0.0	0.0	1,017.4	435.2	0.0
Honduras	135	133	130	269.6	230.4	206.3	3,388.5	3,274.2	3,213.8
Jamaica	90	80	80	136.3	135.5	124.3	2,436.0	2,299.2	2,081.5
Nicaragua	15	40	40	1.0	14.4	40.8	373.9	721.1	881.6
Panama	27	37	31	13.8	31.3	55.9	503.4	787.7	1,133.0
Paraguay	102	105	100	163.8	173.4	177.4	2,346.6	2,429.4	2,611.6
Uruguay	25	22	22	2.5	25.2	41.8	520.4	812.4	1,012.0
TOTAL	1,011	1,035	1,013	1,508.5	1,557.1	1,651.0	26,049.2	26,990.2	27,894.5

ARGENTINA

Population: 31,883,000
Annual Per Capita Income: \$2,570
Number of years Peace Corps in Country: 1

Peace Corps Country History:

A Peace Corps Country Agreement was signed between the U.S. and the Government of the Republic of Argentina for the first time on August 30, 1991. Volunteers transferred from other countries are scheduled to arrive in the spring of 1992, and the first class of recruited trainees will begin service at the end of 1992.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input	0	25	30
Volunteer Years	0	3	23
<u>Funding (\$000)</u>			
Appropriated	0	454	913

Host Country/Peace Corps FY 1993-1995 Initiatives:

The first Volunteers will work in two sectors: environment (particularly forestry and environmental education) and small business development. The move to privatize many industries and institutions has created the need for rapid entrepreneurial growth. Volunteers with skills in marketing and finance will work with small business people.

Program Highlights & Accomplishments:

Except for French Guiana, Suriname, and Guyana, Argentina was the only South American country where Peace Corps had never served. The Inter-America Region has initiated the program by sending two consultants: one environmental specialist and one administrative and programming specialist. The preliminary foundation for a strong Peace Corps program is now being developed.

Outlook:

The program in Argentina promises to be exciting. Highly skilled Volunteers will be placed in projects that reflect the advanced needs of the country. The Country Director arrived in Buenos Aires in December 1991 and will prepare for the arrival of the first group of Volunteers.

BELIZE

Population: 184,000
 Annual Per Capita Income: \$1,460
 Number of years Peace Corps in Country: 30

Peace Corps Country History:

The first group of Peace Corps Volunteers arrived in Belize in 1962. Since that time, more than 1,100 Volunteers have served in Belize. Currently, more than 60 Peace Corps Volunteers are providing assistance in education, youth development, small business development, agriculture, and environmental awareness.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	24	30	25
Volunteer Years	89	67	49
<u>Funding (\$000)</u>			
Appropriated	1,402	1,254	980
Host Country Contributions	40	40	42

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps Belize's priority is to improve the social and economic prospects of Belizean youths aged 12 to 24—focusing primarily on those not in school or unemployed. Peace Corps Belize will also help develop a national environmental education program that will influence curricula in all primary schools.

Peace Corps Program by Sector:

Description of Projects by Sector	TI by Sector FY92	TI by Sector FY93
Agriculture	0	0

Agricultural Diversification

Volunteers assigned to the Toledo Agriculture and Marketing Project are assisting in the post-harvest storage, processing, and marketing of cacao with the goal of the project is to increase exports of cacao to an estimated US\$160,000 by FY93.

Beekeeping Through technical assistance workshops and training, Volunteers help Belizean beekeepers effectively manage the Africanized bee in order to preserve the honey industry. By FY96, the number of functioning beekeepers will have increased to 900 (up from 300 in 1989)

Education

23 21

Youth Services

This project supports the development and increased coverage of services for youths, including drug and alcohol awareness as well as recreational, vocational, and income-generating activities. Volunteers and Peace Corps staff have played a leadership role in the development of Belize's national drug education program as well as the Belize Youth Conservation Corps, the National Sports Council, and the National Youth Commission.

Rural Primary Education

Peace Corps provides staff for hard-to-recruit subjects like math, science, and computer science. It also provides curriculum and technical guidance to existing staff. By the end of FY93, at least 40 percent of pre-school and primary school teachers in each district will participate in an in-service training program focusing on improved teaching methods and new curricular materials.

Rural Community Development

This project seeks to facilitate the integrated development of rural communities impacted by the immigration of non-English speakers. Volunteers provide English as a Second Language training and serve as a resource for community-development projects.

Environment

7 4

National Parks

The goal of this project is to promote the efficient use and preservation of selected national parks. Volunteers have assisted in the establishment of the Hol Chan Marine Reserve and management of jaguar, Howler monkey, bird, and other wildlife sanctuaries. Volunteers disseminate information on appropriate recreational use of the parks. By 1995, at least four national parks will be implementing quarterly public-awareness programs on environmental issues.

Environmental Education

Volunteers promote the development of environmental education materials and train teachers in their use. By 1994, at least 70 percent of all children completing eighth grade will be aware of the importance of conservation and ecology.

Program Highlights & Accomplishments:

Peace Corps has played a primary role in the development and advancement of the national educational system in Belize including the introduction of environmental education, drug prevention, and vocational curriculum. Peace Corps has also provided leadership in the development of post-primary training opportunities by creating and serving at a vocational agricultural high school as well as at a school offering evening classes for adults in Belize City.

Outlook:

The Peace Corps program in Belize will be reduced by 50 percent over the next two years to provide a more appropriate Volunteer level for the population of Belize (approximately 200,000). Peace Corps will focus on select partnerships with Belizean agencies to improve institutional capacity. From FY92-94, Peace Corps will place approximately 40 percent of its trainees in assignments supporting the development and increased focus of services for youths.

BOLIVIA

Population: 7,110,000
Annual Per Capita Income: \$570
Number of years Peace Corps in Country: 10

Peace Corps Country History:

It is has been almost two years since Peace Corps resumed operations in Bolivia after a 19-year absence. From 1963 to 1971, over 1,250 Volunteers worked in almost every department (or state) of the country in such projects as tuberculosis control, education, community development, and agricultural production.

Peace Corps currently has more than 60 Volunteers working in the departments of Tarija, Cochabamba, La Paz, Santa Cruz, Chuquisaca, Oruro, and Potosi. These Volunteers are working in four sectors: agriculture, small business, health, and environment.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	42	48	43
Volunteer Years	39	70	84
<u>Funding (\$000)</u>			
Appropriated	1,381	1,684	1,697

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps priorities will be the protection and rational use of Bolivia's forests and farmlands. Peace Corps uses an integrated development strategy of agro-forestry and soil conservation to achieve this goal. Peace Corps has also identified small enterprise development as a priority. It is committed to assisting Bolivian counterparts in improving business-management skills through formal training courses and on-the-job training. In addition, Volunteers will begin working in urban youth projects, such as orphanages, in order to teach children such skills as how to grow a garden and market the produce.

Peace Corps Program by Sector:

Description of Projects by Sector	TI by Sector FY92 FY93
Agriculture	12 10

Agricultural Extension/Community Agricultural Extension

The purpose of this project is to work with subsistence farmers to improve their agricultural production and to more effectively integrate them into the national economy.

Environment

14 13

Agro-Forestry/Soil Conservation

This project seeks to assist regional and local governments in improving the agricultural practices of farmers and in promoting agro-forestry techniques to reduce soil erosion.

National Parks

The goal of this project is the efficient use and preservation of selected national parks. Volunteers concentrate on forestry development and information dissemination related to non-destructive recreational use of the parks.

Biological Inventory

Volunteers work to assist local agencies in the collection and analysis of data on the fauna and flora in Bolivia. This data will be used to implement policies that protect endangered and rare species.

Health

7 6

Rural Sanitation

The first group of Volunteers to be assigned to this project are due to arrive in July 1992. They will assist rural communities in the development of a basic sanitary infrastructure and in improving sanitation practices.

Small Business

15 14

Cooperative Promotion/Small Business Development

In order to increase the efficiency of existing cooperatives and micro-enterprises, Volunteers train cooperative and business members in basic business skills such as accounting, financial management, and marketing.

Program Highlights & Accomplishments:

Peace Corps Bolivia is currently in a growth phase. Programmers are diversifying activities and solidifying relationships with effective development institutions. The Environmental Protection Agency, the U.S. Agency for International Development (USAID), and Peace Corps are working to establish a joint project that will address environmental issues involving pesticide safety and quality of surface waters.

USAID is supporting Peace Corps Bolivia's efforts to implement projects related to youth development and income generation.

Outlook:

In 1991, Peace Corps Bolivia opened regional offices in Tarija and Cochabamba to facilitate Volunteer support. The Bolivia program will grow to a level of approximately 100 Volunteers in FY92. Relations with the government, local institutions, and the Bolivian people are positive.

CHILE

Population: 12,980,000

Annual Per Capita Income: \$1,510

Number of years Peace Corps in Country: 21

Peace Corps Country History:

After a nine-year absence, Peace Corps resumed operations in Chile in July 1991. From 1962 to 1982, over 2,000 Volunteers worked in forestry, health education, special education, youth rehabilitation, community development, and agricultural extension.

Peace Corps Chile currently has one group of four Volunteers working in the Santiago metropolitan area and another group of 22 Volunteers arrived in December 1991. These Volunteers are assigned to work in two sectors: small business development and environment.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	25	22	22
Volunteer Years	1	23	42
<u>Funding (\$000)</u>			
Appropriated	504	767	1,087

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps Chile's priority is to help Chilean universities, through classroom training and research projects, produce higher-skilled forestry professionals as well as assist governmental agencies in the implementation of improved natural resource management techniques. Peace Corps has also identified small enterprise development as a priority. To improve the business management skills of small business entrepreneurs in the Santiago metropolitan area, Volunteers assist host-country agencies and organizations in transferring improved business management skills to the micro-enterprises they serve.

Peace Corps Program by Sector:

<u>Description of Projects by Sector</u>	<u>TI by Sector</u>	
	<u>FY92</u>	<u>FY93</u>
Environment		12 10
<i>Forestry Research and University Instruction</i> Specialists assist Chilean universities in training students in forestry management and forestry products and in performing research in these areas.		
<i>Forestry Research</i> The goal of this program is to assist local Chilean agencies in forestry management and forestry products research.		
<i>Environmental Educator</i> Volunteers in this project will assist local Chilean agencies in environmental education and environmental policy research.		
Small Business	10	8
<i>Small Business Promotion</i> In order to raise the socio-economic status of micro- and small business entrepreneurs, Volunteers will teach improved business management skills to host-country agencies and colleagues who serve these entrepreneurs.		
Urban Development	0	4
<i>Urban Development</i> Peace Corps Chile anticipates establishing an urban development project in early FY93. Volunteers will participate in activities such as municipal management, and teach institutional strengthening through such means as improved communications among government entities.		

Program Highlights & Accomplishments:

Now that Peace Corps has resumed its operations in Chile, one of the principal short-term goals of the program is to establish close working relationships with Chilean counterpart organizations. Large numbers of public and private organizations have requested Volunteer assistance.

Outlook:

To meet the unique technical skill requests of Chilean institutions, Peace Corps Chile utilizes Volunteers with advanced degrees and specialized professional experience. From 1993-1995, Peace Corps Chile will continue to recruit individuals with specialized backgrounds. The program will expand from the metropolitan Santiago area to regional centers throughout the country as the number of Volunteers rises to a desired level of approximately 50.

COSTA RICA

Population: 2,735,000

Annual Per Capita Income: \$1,710

Number of years Peace Corps in Country: 29

Peace Corps Country History:

About 4,000 Volunteers have served in Costa Rica since 1963. In the past, agriculture was the area of primary concern to the government. Additional programming opportunities for education, adult literacy, income generation, and rural housing became available with the founding of the Initiative for Central America in 1986. Approximately 150 Volunteers currently serve in Costa Rica.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	112	105	105
Volunteer Years	144	152	153
<u>Funding (\$000)</u>			
Appropriated	2,063	2,002	1,993
Host Country Contributions	2	5	5

Host Country/Peace Corps FY 1993-1995 Initiatives:

Costa Rican development initiatives include the creation of employment opportunities, the construction of new housing, reforestation, environmental education, agriculture, and education. Peace Corps will fortify and expand its projects in small enterprise development, low-cost housing, forestry, environmental education, rural development, and special education. A new social-rehabilitation project places Volunteers in metropolitan areas working with troubled urban youth and their families. Volunteers will participate in promoting financial incentives to reforest over 30,000 hectares of land. Environmental education Volunteers will establish programs in over 80 rural schools benefiting more than 6,000 school-age children. Volunteers will participate in a small business credit program administered by the National Bank of Costa Rica. A new pesticide-management initiative, the Peace Corps Central America Pesticide Safety and Integrated Pest Management Program, will allow Volunteers to train Costa Rican counterparts and farmers in the effective and environmentally sound use of pesticides.

Peace Corps Program by Sector:

<u>Description of Projects by Sector</u>	<u>TI by Sector</u>
	FY92 FY93

Agriculture	0 11
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Farm Management

Volunteers provide technical assistance to poor farmers so they can utilize credit resources more effectively and improve farm productivity. Volunteers teach farmers and their families simple record-keeping methods, formation and administration of cooperatives, and farm-management techniques.

Education	38 37
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Special Education

Volunteers train school teachers to detect and treat children with learning disabilities. Volunteers also work with the families of children with learning disabilities and promote awareness of the importance of special education.

Adult Education/Teacher Training

The objective of this project is to increase the availability of adult education and reduce the number of illiterate adults by training Costa Rican teachers in literacy projects. Volunteers conduct workshops, distribute training materials, and promote literacy within rural communities.

Integrated Child Development

Volunteers work on skills development with children in villages too small to have their own state-funded pre-kindergartens.

Rehabilitation Education

Volunteers work as rehabilitation extensionists to raise social awareness and train medical personnel, community para-professionals, parents, and other community members in how to work with the disabled and elderly.

Environment	22 22
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Forestry Extension

Volunteers assist national agencies and local organizations in the development of a forestry support system to decrease deforestation and to educate Costa Ricans in the rational use and conservation of natural resources.

Environmental Education

Volunteers work with community-based environmental committees to develop environmental education programs and to prepare educational materials. Volunteers design educational campaigns on the management and control of pesticides, water and air pollution, and deforestation.

Peace Corps Program by Sector:

<u>Description of Projects by Sector</u>	<u>TI by Sector</u>	
	<u>FY92</u>	<u>FY93</u>
Small Business		38 35
<i>Self-Help Rural Housing</i>		
The goal of the housing project is to facilitate home construction through local cooperatives in rural areas. Volunteers assist cooperatives in the establishment of credit programs for home construction.		
<i>Small Enterprise Development</i>		
Volunteers assist rural cooperatives and rural and semi-rural owner-operated businesses by providing technical assistance in marketing, financial planning and management, quality control, and procurement and use of credit.		
<i>Integrated Community Development</i>		
Volunteers live and work in rural settlements and communities promoting community development projects. They help provide rural women with opportunities for meaningful participation in small enterprise development, community development, and agricultural projects while building their capacity to analyze problems, organize, and plan.		
Urban Development	7	0
<i>Urban Youth Community Services</i>		
Volunteers counsel and guide poor and homeless urban youth and juvenile offenders in the capital city of San Jose. They form youth cooperatives or workshops, provide personal counseling, establish recreational and social programs for the young, and work with ministries and local businesses in creating employment for youth.		

Program Highlights & Accomplishments:

Volunteers in the rural-housing project have established home-purchase and home-improvement credit programs in 15 rural savings and loan cooperatives. More than 1,400 loans have been made as a result of this project. Volunteer teacher trainers have taught over 250 teachers in the Regional State University in the areas of special education and Teaching English as a Foreign Language. Continued work in adult literacy remains a priority with Volunteers training teachers in over 200 schools. In collaboration with the U.S. Agency for International Development, Volunteers have participated in upgrading over 300 small rural schools. In FY91, environmental-education Volunteers completed a comprehensive guide to environmental education for use in Costa Rican primary schools. This guide was developed in collaboration with Ministry of Education specialists and has been adopted by the Ministry for use throughout the country.

Outlook:

Peace Corps Costa Rica does not anticipate major shifts in development priorities and will continue to enhance current projects to make them more effective. Potential new projects include iguana breeding, reforestation, and increased credit availability for the initiation of small businesses.

DOMINICAN REPUBLIC

Population: 7,002,000

Annual Per Capita Income: \$720

Number of years Peace Corps in Country: 30

Peace Corps Country History:

Peace Corps entered the Dominican Republic in 1962 with 22 Volunteers working in rural development and agricultural extension. It is notable that Peace Corps remained in the Dominican Republic during the suspension of diplomatic relations in 1963 and the civil war of 1965. Over 2,000 Volunteers have served in the Dominican Republic since the inception of the program.

Peace Corps Dominican Republic currently has approximately 170 Volunteers working throughout the country in five sectors: agriculture, small business, education, health, and environment.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	96	101	100
Volunteer Years	162	158	164
<u>Funding (\$000)</u>			
Appropriated	2,282	2,283	2,338
Host Country Contributions	2	2	2

Host Country/Peace Corps FY 1993-1995 Initiatives:

Problems which Peace Corps will continue to address include low income, unemployment, increasing deterioration of the environment, infant mortality, scarce income sources for women, inadequate access to credit and technical assistance for micro-entrepreneurs, low quality of primary education, urban migration, and lack of opportunity for young Dominicans.

Peace Corps Program by Sector:

<u>Description of Projects by Sector</u>	<u>TL by Sector</u>	<u>FY92</u>	<u>FY93</u>
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Agriculture	20	20	
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Community Agriculture Extension

This project seeks to improve agricultural production through the promotion of environmentally, technically, and economically sound cultivation practices.

Rural Youth Development

The goal of the rural youth development project is to promote intellectual, financial, and physical growth of youth through training in technical areas; implementation of small income-generating projects; and promotion of sports and environmental education activities.

Education	20	20	
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Community Education Promotion

The purpose of this project is to improve educational quality and access through implementation of community learning resource centers, cultural events, adult education programs, and income-generation activities for schools.

Environment	20	20	
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Forestry

In the forestry project, Volunteers train small-scale farmers in soil conservation practices, agro-forestry systems, and income generation.

Environmental Awareness Education

The goal of this project is to train rural teachers and community leaders in environmental education topics (such as nursery establishment, reforestation, etc.) for the purpose of training rural youth.

Health	21	20	
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Child Survival, Water & Sanitation

This purpose of this project is to promote preventive maternal and child health techniques and practices and to improve the capacity of private volunteer organizations and grassroots organizations to effectively administer maternal and child health care programs.

Small Business	20	20	
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Micro-enterprise Development

Volunteers assigned to this project provide direct technical assistance to micro-business credit organizations and their clients.

Income Generation

This project addresses the needs of low income rural and urban groups to develop income-generation activities that will allow members to better support themselves and their families.

Program Highlights and Accomplishments:

The Peace Corps Dominican Republic program was selected to be one of the pilot posts for a Small Business Development participating agency agreement funded by USAID. These funds were made available for a wide spectrum of innovations ranging from crafts consultants to non-formal education workshops. Environmental education initiatives have been well-received by communities. Agro-forestry projects, introducing soil conservation techniques, have been on the cutting-edge of Dominican Republic initiatives. An improved ceramic cookstove has been introduced with great success. Important links have been established with non-governmental organizations and the grassroots community.

Outlook:

While placement of Volunteers with government agencies will continue to be important for Peace Corps Dominican Republic, more consideration is being given to the placement of Volunteers with private Dominican development agencies. The environment, small business, and health care will continue to be Peace Corps priorities for meeting the development needs of the country.

EASTERN CARIBBEAN

Population: 800,000

Annual Per Capita Income: \$1,800 - 3,800

Number of years Peace Corps in Country: 31

Peace Corps Country History:

St. Lucia was one of the first five countries worldwide to receive Peace Corps Volunteers in 1961. The focus of Peace Corps programming in the Eastern Caribbean has continued to evolve over the last three decades. The emphasis in the 1970s was on basic human needs, while the 1980s focused on education, agriculture, health, and small enterprise development. During the 1990s, Peace Corps Eastern Caribbean will concentrate programming efforts in education and environmental education.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	70	70	70
Volunteer Years	120	116	115
<u>Funding (\$000)</u>			
Appropriated	2,704	2,550	2,499
Host Country Contributions	52	54	57

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps Eastern Caribbean initiatives will be in education, environmental education, and urban development. Projects will be designed to help the Ministry of Education meet its goals of improving education and teacher training. In the environmental sector, Peace Corps will be expanding its efforts in environmental awareness, resource management, and education. In urban development, activities will focus on the transfer of skills to urban youth. Peace Corps will continue its efforts in community-based health and nutrition education programs.

Peace Corps Program by Sector:

Description of Projects by Sector	TI by Sector		
	FY92	FY93	
Agriculture	0	0	

Agricultural Production

The agriculture project is characterized by one-time individual placement of Volunteers. These Volunteers have helped increase the production of both prawns and passion fruit.

Education 49 45

Science Resource Teaching

Volunteers work to develop scientific competency at primary and secondary levels, while emphasizing the impact of science and technology on the local environment.

School Gardens

Volunteers utilize a training methodology which integrates actual gardening into various classroom subjects including general science, agricultural science, mathematics, and nutrition.

Mathematics Education

Volunteers work with local teachers to improve the overall standard of mathematics education through teacher training in curriculum and lesson plan development.

Art Education

This project seeks to assist the Ministry of Education in implementing and sustaining an art education program for all secondary school students by 1997.

Secondary School Science and Mathematics Education

Peace Corps is working to significantly raise students' skills by development of educational materials and upgrading teacher competency.

Classroom Activity

Volunteers are assigned as classroom teachers in a wide range of disciplines. Volunteers also work as pre-school teachers, special educators, and speech therapists.

Environment 5 8

Environmental Education

Environmental awareness of primary school children is being raised through the integration of environmental education into school curricula by Volunteers and their counterparts.

Forestry Management

Volunteers are assigned to the National Forestry Department to work in forestry management, erosion control, and wildlife management.

Health 1 8

Early Intervention/Rehabilitation

The purpose of this project is to establish a comprehensive early intervention and rehabilitation program to reduce morbidity and mortality by 10 percent.

Health Education/Nutrition

Volunteers work to develop a health education and nutrition program, which supports family-life educators and disseminates health-education information.

Nursing

Peace Corps is providing trained nurses to serve in outer district health centers, while the local school of nursing recruits and trains nurses to replace them. Other Volunteers work with the National Health Education Unit.

Small Business 0 0

Several Volunteers are involved in assignments promoting the development of cooperative organizations.

Urban Development 15 9

Youth Development

All urban assignments involve youth development. Red Cross first-aid and water-safety instruction have been highly visible and successful. Other activities focus on work in a crisis center, sports, and programs designed to expand employment and opportunities for skill-training.

Program Highlights & Accomplishments:

The first phase of a seven-year environmental education program for the primary schools of St. Kitts-Nevis is coming to a close. The next step will include integration of environmental studies into the curriculum. Volunteers on Carriacou have successfully motivated involvement in the Carriacou Museum by serving as board members. The Language Arts Education Project, in its first year on Grenada, is receiving an enthusiastic response from teachers as well as the Ministry of Education. Volunteers train local teachers by conducting monthly workshops and on-the-job training.

On Antigua the skills of six host-country nationals have been improved through Volunteer-directed training in physical therapy, occupational therapy, and speech therapy. An environmental initiative on Dominica was successfully initiated with assistance from the Peace Corps Office of Training and Program Support. A four-day national workshop on Vision for Dominica's Environment 1995 resulted in enhanced awareness of environmental issues, concerns, and possible solutions.

In St. Lucia, water-safety instruction has been highly successful: training in water-safety has enabled many St. Lucians to save the lives of potential drowning victims. A Peace Corps Volunteer developed a national swimming plan for the Government of St. Lucia. Peace Corps is also breaking new ground with a Red Cross/First Aid Instruction program. One Volunteer has trained approximately 400 persons. This program has been so successful that a number of groups have requested similar training.

Outlook:

Peace Corps Eastern Caribbean looks forward to continuing vital work in environmental education and conservation as well as language arts education and the more established education projects.

ECUADOR

Population: 10,329,000

Annual Per Capita Income: \$1,110

Number of years Peace Corps in Country: 30

Peace Corps Country History:

Peace Corps has provided uninterrupted technical assistance to Ecuador since 1962. Nearly 5,000 volunteers have served in all of Ecuador's provinces in agriculture, rural public health, rural infrastructure, education, forestry, youth development, and small enterprise development. Currently, there are over 160 Volunteers working throughout the country. Sixty-five percent of these are rural-based.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	106	113	112
Volunteer Years	152	167	178
<u>Funding (\$000)</u>			
Appropriated	2,540	2,551	2,706
Host Country Contributions	54	62	65

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps Ecuador's current programming addresses the government's development priorities as well as the needs of populations neglected by traditional development efforts. As economic circumstances in Ecuador worsen, Peace Corps is increasing its collaboration with non-governmental organizations (NGOs) and private voluntary organizations (PVOs). Peace Corps, in conjunction with host-country agencies, PVOs, and NGOs, continues to concentrate on addressing environmental destruction and contamination. Other important Peace Corps initiatives include working with rural youth and agro-forestry.

Peace Corps Program by Sector:

<u>Description of Projects by Sector</u>	<u>Tl by Sector</u>
	<u>FY92 FY93</u>

Agriculture	29	32
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Animal Production

Volunteers working in dairy or beef production provide technical assistance in disease control, animal care, breeding techniques, pasture and range management, and all other aspects of livestock production and commercialization. Volunteers working in sheep, llama, alpaca, and pig extension programs provide technical assistance in disease control, genetic development, and feeding practices.

Alternative Agriculture

Volunteers assist small-scale farmers in utilizing subsistence plots to produce new cash crops and non-traditional crops. Traditional agriculture methods are emphasized, especially those that are environmentally sound.

Education	16	17
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Special Education

Volunteers provide technical training to professionals, teachers, and parents in the field of special education and rehabilitation of the disabled. Volunteers also conduct extension work with parents and communities to promote awareness of the special needs of the disabled.

Environment	21	19
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Forestry Development

Volunteers are involved in forestry extension and in establishing and improving tree nurseries with the support and participation of local farmers. Volunteers also work with organized groups and/or individuals to assist them in the proper planting and care of trees.

Environmental Education

Peace Corps Volunteers promote the development of environmental education materials and train teachers in their use. Volunteers instruct primary school children in environmental issues that have been integrated into Ecuadorian schools. By the end of FY93, 550 families, 50 teachers, and 900 children will be able to demonstrate the awareness and knowledge necessary to implement practices to help conserve and protect the environment in and around small, rural villages as well as in existing protected and unprotected natural areas.

Health	28	25
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Rural Public Health

Volunteers serve as health extensionists to improve the outreach of the Ministry of Public Health. The main goal of the program is to demonstrate the effectiveness of preventive health practices. Volunteers are helping train and supervise the para-medical health promoters, who will replace them.

Rural Infrastructure

Volunteers assist rural communities in the construction of basic infrastructure such as water and sewage systems, hand pumps, latrines, low-cost housing, and schools. Energy Volunteers work in the design, construction, and testing of biogas, solar and wind devices, and energy-efficient stoves. They also train counterparts and community leaders in the construction of these devices.

Small Business

13 12

Small Enterprise Development

Volunteers provide technical assistance in accounting, marketing, financial management, quality and inventory control, short- and long-term planning, and administration to cooperatives, communities, individuals, and government and private institutions. While Peace Corps' focus is primarily on owner-managers, Volunteers also organize seminars, teach classes, and assist in other projects.

Urban Development

6 7

Rural and Urban Youth Development

Volunteers work with under-educated youth (ages 14 to 25), teaching principles of organization and leadership as well as practical skills such as gardening, beekeeping, small animal husbandry, handicrafts, carpentry, and food preservation. In urban areas, Volunteers develop marketable job skills for youths.

Program Highlights & Accomplishments:

As a result of the Urban Youth Project, 200 children have been trained in various skills including basket-weaving, carpentry, toy making, and design and production of clothing. As many as 30 teachers have been trained in the organization and development of workshop materials for the continued training of children. Workshops have been organized to help communities acquire the requisite human and financial resources, equipment, and athletic infrastructure.

Volunteers in small business provide technical support in the areas of marketing and product development to numerous artisans throughout the country. They have initiated income-generation projects with groups of incarcerated women and conducted several joint wool-marketing and animal-husbandry seminars throughout the Ecuadorian highlands to provide more wool for artisans while increasing income for sheep ranchers.

Volunteers in the health and rural infrastructure program constructed over 1,500 latrines as well as 12 potable water systems. Over 200 rural families have been educated in the correct use of potable water and disposal of human waste and garbage. Twelve water-administration committees have been trained in the operation and maintenance of potable water systems.

Outlook:

Peace Corps Ecuador is revising its program to meet the challenges of the coming decade. The economic situation in Ecuador, as in many Latin American countries, is deteriorating. Peace Corps Ecuador anticipates an increasing demand for technical assistance.

GUATEMALA

Population: 8,946,000

Annual Per Capita Income: \$920

Number of years Peace Corps in Country: 29

Peace Corps Country History:

The first Peace Corps Volunteers arrived in Guatemala in 1963. Since that time, over 2,400 Volunteers have served there. Traditionally, Peace Corps has placed most of its Volunteers in rural areas, where the country's neediest citizens live and work. Volunteer safety became an important issue in 1982, when there was increase in violence between guerrillas and the military in the western highlands, where the majority of Volunteers worked. As a result, Peace Corps reduced the number of Volunteers and transferred its program to the eastern and northern regions of Guatemala. In recent years, circumstances have permitted a return to the highlands. Currently, about 25 percent of the Volunteers work in the highlands, 50 percent in the east, 15 percent in the north, and 10 percent on the southern coast.

At present, Peace Corps Guatemala has 190 Volunteers working in four interrelated development sectors: agriculture, environment, health, and small business.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	102	104	103
Volunteer Years	192	191	195
<u>Funding (\$000)</u>			
Appropriated	2,590	2,686	2,748
Host Country Contributions	33	30	32

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps Guatemala will collaborate with the Ministry of Agriculture to enhance its capacity to assist small farmers in moving from subsistence to commercial agriculture. Peace Corps will also respond to the need to increase the capacity of select government and non-government agencies in promoting improved management and conservation of natural resources. In addition, Volunteers will work in collaboration with the Ministries of Agriculture and Health to promote nutritional food consumption, basic sanitation, and the treatment and prevention of childhood diarrheal diseases in rural areas. Finally, Peace Corps will assist certain public and private agencies in providing effective small business extension, which will generate additional jobs and income for the rural poor.

Peace Corps Program by Sector:

<u>Description of Projects by Sector</u>	<u>TI by Sector</u>	
	<u>FY92</u>	<u>FY93</u>

Agriculture 56 48

Agriculture Diversification

By FY93, Volunteers will train 225 Ministry of Agriculture extensionists and 2,500 small-scale farmers in crop diversification, fruit production, and marketing techniques. Land under fruit and vegetable production will be increased from approximately 5 percent to 20 percent of total acreage cultivated on 300 small farms.

Integrated Agricultural Systems

By FY95, more than 1,200 farmers will have established integrated fish and meat production systems, with more than 40 percent of their production destined for commercial sales.

Livestock Development

Volunteers will train Ministry of Agriculture extensionists and small-scale farmers in small animal production and marketing. FY93 activities will focus on how to use improved, local grain seeds and low-cost grain-storage facilities to lower production costs and create dependable grain supplies for consumption and sale.

4-H Clubs

By FY93, Volunteers will have trained 900 4-H Club members (primarily rural youth) in basic agriculture, conservation, and small business practices.

Environment 9 33

Conservation of Natural Resources

The goal of this project is to promote the improved management and conservation of natural resources by small-scale farmers and rural communities. By FY93, 2,300 hectares of land will be brought under agro-forestry and conservation treatment. Volunteers will train 3,500 men and women in agro-forestry conservation and nursery operations by FY93. Ninety new community nurseries will be established with an average yearly production of 550,000 trees.

Environmental Management

Volunteers, in conjunction with public and private organizations, are coordinating and promoting environmental education programs in primary schools and environmental defense committees in 16 rural communities.

Health 22 7

Nutrition

The goal of this project is to increase the capacity of the Ministry of Agriculture to promote nutritional food consumption among the rural poor. By FY93, 1,700 rural families will be trained in nutrition concepts and practices at a basic level, increasing the consumption of fruits and vegetables by 25 percent in households that receive training.

Community Health

By FY93, Volunteers will have worked with 95 Ministry of Health extensionists and midwives to train rural families in basic sanitation and the treatment and prevention of childhood and diarrheal diseases. Latrines will be constructed for use in 80 percent of the households in 30 rural communities and 360 families will be educated in these subjects.

Small Business

17 15

Small Business Development

By FY93, Volunteers will have trained 30 National Cooperative Institute extensionists in small business training techniques and 1,300 entrepreneurs in basic business skills. Approximately 30 percent of the participants will be women.

Program Highlights & Accomplishments:

Peace Corps Guatemala has established close working relationships with Guatemalan counterpart organizations, strengthening the reception and range of its projects. Peace Corps and a host-country agency organized and conducted the first National Conference on Environmental Education, attended by over 30 host country agencies and some international organizations. This led to the formulation of a National Environmental Education Strategy. In 1991, 950 4-H Club members received technical assistance and training in basic agriculture, conservation, and small business skills. The 4-H Clubs implemented 120 income-generating and conservation projects. In June 1991, Peace Corps completed planning and negotiation of agreements with USAID through the Regional Office for Central American Programs, which will provide funds for regional pesticide safety and management activities in Guatemala.

Outlook:

Peace Corps Guatemala, as a well-established program, anticipates few changes in proposed project plans. The most important considerations influencing country programming continue to be Volunteer safety and security and the coordination of Guatemalan government priorities with Peace Corps goals.

HAITI

Population: 6,368,000
Annual Per Capita Income: \$400
Number of years Peace Corps in Country: 7

Peace Corps Country History:

A country agreement between Peace Corps and the Government of Haiti was signed on August 12, 1982. The program continued until 1987, when political unrest and a Congressional resolution resulted in suspension of the program. A decision was made in March 1989 to re-enter Haiti in FY90. Two groups of Volunteers arrived to work in health care, health administration, teacher training, and youth development. A third group of trainees arrived in July 1991.

In October of 1991, 59 Volunteers and trainees were transferred to the Dominican Republic due to political unrest and a coup d'etat in Haiti. The Volunteers were offered assignments in other Peace Corps countries when it became clear that the Haiti program would once again be suspended. Peace Corps has maintained a minimal staff in Haiti.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	40	0	0
Volunteer Years	22	0	0
<u>Funding (\$000)</u>			
Appropriated	1,017	435	0

Host Country/Peace Corps FY 1993-1995 Initiatives:

Relevant statistics on Haiti demonstrate that it remains the poorest country in the hemisphere, with severe social and economic problems. Peace Corps Haiti has traditionally worked with local ministries and private voluntary organizations to address Haiti's severe problems of environmental degradation, inadequate health-care, low literacy rates, and lack of opportunity for youth.

Peace Corps Program by Sector:

<u>Description of Projects by Sector</u>	<u>TI by Sector</u>	<u>FY92</u>	<u>FY93</u>
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Education

0 0

Early Childhood Education

The purpose of this project was to increase opportunities for disadvantaged Haitian children, to obtain appropriate pre-school and kindergarten education, and to provide a sound basis for primary education.

Youth Development

Volunteers in this project worked to establish local sports organizations to transfer organizational and cooperative skills to youth.

Environment

0 0

Agro-forestry

The goal of this project was to increase the quality and productivity of forestry and soil resources by training technicians and farmers in appropriate tree-production practices and soil-conservation techniques.

Health

0 0

Child Survival

The purpose of this project was to increase access of rural and other disadvantaged populations to child survival services by developing the managerial and health delivery capacities of organizations that provide outreach services.

Program Highlights & Accomplishments:

As noted above, the Peace Corps Haiti is currently without Volunteers. Before the recent evacuation, Peace Corps had planned to add small business development projects to address the high unemployment rate and provide income-generating activities to entrepreneurs in rural areas.

Outlook:

Due to the current political climate in Haiti, Peace Corps' operations cannot be resumed at this time.

HONDURAS

Population: 4,981,000

Annual Per Capita Income: \$900

Number of years Peace Corps in Country: 30

Peace Corps Country History:

Peace Corps entered Honduras in 1962 with Volunteers in health, agriculture, and education projects. In 1986, Peace Corps Honduras became one of the largest Peace Corps programs in the world, with over 360 Volunteers working in 22 technical areas. Honduras is currently Peace Corps' largest program.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	135	133	130
Volunteer Years	270	230	206
<u>Funding (\$000)</u>			
Appropriated	3,387	3,274	3,214
Host Country Contributions	141	143	150

Host Country/Peace Corps FY 1993-1995 Initiatives:

Because of difficult economic and social conditions resulting from reform measures, the development needs addressed by Peace Corps Honduras will continue to reflect a broad spectrum of areas including employment, health, education, food production, environment, and urban development.

Peace Corps Program by Sector:

Description of Projects by Sector

TI by Sector
FY92 FY93

Agriculture

31 28

Hillside Farming Extension

The purpose of this project is to teach farmers hillside farming techniques that will increase yield, create staple food for families, and generate income to meet other basic needs.

Fish Farming

The goal of the fish farming project is to produce fish as a source of revenue and protein for low-income populations through environmentally-sound technology.

Beekeeping

Volunteers educate the public and train beekeepers on hive products and safety precautions for managing Africanized bees to provide a nutritional, non-perishable food as well as supplementary income for families.

Education

34 27

Primary Education Improvement

The purpose of this project is to provide children with necessary skills and knowledge to permit participation in family and community activities.

Adult Education

Volunteers assigned to this project contribute to the Ministry of Education's efforts to reduce illiteracy rates throughout the country.

Vocational Education Training

The goal of the vocational-education project is to improve technical education by enhancing both teaching techniques and administration as well as integrating small business topics into vocational curricula.

Environment

19 22

Wildlands/Protected Areas Management

The purpose of this project is to increase wildlife species through the management of a sustainable, protected national wildland area.

Environmental Awareness

Peace Corps is working toward development and implementation of an environmental awareness project that combines technical skills development with the promotion of positive environmental attitudes and values.

Peace Corps Program by Sector:

Description of Projects by Sector

TI by Sector
FY92 FY93

Health

29 33

Child Survival

Volunteers seek to increase the number of rural communities that have improved child-survival services, functionally-trained village health workers who actively promote infant and child survival, and health action groups that actively address health problems.

Water/Sanitation

The goal of this project is to increase the number of rural communities and individuals who have access to a plentiful supply of safe water. Peace Corps is working to protect water sources, improve waste disposal systems, and work with associations and health committees knowledgeable in proper hygiene practices.

Small Business

20 20

Small Business Development

The purpose of this project is to strengthen the management capacity of small businesses and train community members in self-sufficient economic activities.

Program Highlights & Accomplishments:

Peace Corps Honduras has experienced many successes in its 30 years of operation. In the education sector, Volunteers have succeeded in producing a manual on teaching methodologies to be used in the primary schools. The Hillside Farming Project has been successful in increasing crop yields by up to 500 percent and continues to be used as a model extension program by the Ministry of Natural Resources. The Small Business Assistance Project has been working to establish a Junior Achievement Program in Honduras. The health sector has developed materials in Spanish for AIDS education. The environment sector has signed an agreement with USAID through its Regional Office for Central American Programs, providing a design for pesticide and resource management in Honduras.

Outlook:

Peace Corps Honduras will continue to address the shortage of basic grains and assist in the need for food production through beekeeping and fish farming projects in the agriculture sector. The health sector has been newly reorganized and will address the continuing infant-mortality problem. The education sector continues to address the need for motivation and problem-solving techniques. The environment sector is addressing the impact of population growth through protection of wildlands and environmental education. The Small Business Development Project is providing technical assistance to address rising unemployment. Approximately 40 percent of Volunteers live in urban areas and are addressing problems brought on by dramatic increases in urban migration.

By the end of FY92, Peace Corps Honduras expects to reach a mark of 225 Volunteers. Peace Corps will continue to work toward integrating its various projects, focusing on meeting the needs of the Honduran people.

JAMAICA

Population: 2,396,000

Annual Per Capita Income: \$1,260

Number of years Peace Corps in Country: 30

Peace Corps Country History:

Since the initiation of the program in Jamaica in 1962, Volunteers have been working in education, health, and agriculture. The small enterprise development sector began in 1987, and community services activities (including youth development) began in 1988. The environment program sector was expanded as a priority in 1989. There are now approximately 50 Volunteers working in three urban communities, with the remainder working in rural areas.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	90	80	80
Volunteer Years	136	136	124
<u>Funding (\$000)</u>			
Appropriated	2,436	2,299	2,082
Host Country Contributions	63	64	67

Host Country/Peace Corps FY 1993-1995 Initiatives:

Damage to the island's forests, the loss of valuable topsoil, and widespread pollution will combine to make Peace Corps programming in environmental education vital in future years. Peace Corps Jamaica is also improving small business development and agriculture-production projects in an effort to strengthen the local economy. Programming in the education sector will continue to focus on improving opportunities for host-country nationals through teacher training, classroom instruction, and vocational education. In the area of health, Peace Corps will strive to improve overall health conditions by providing qualified Volunteer nurses.

Peace Corps Program by Sector:

Description of Projects by Sector	TI by Sector FY92	FY93
Agriculture	9	8

Agriculture Extension

The goals of this project are to increase the production, productivity, and profitability of small-scale farms and improve the quality of agriculture education.

Education

17 17

Technical and Vocational Education

The purpose of this project is to facilitate the development of occupational training programs and to improve the skill level of host-country teachers. Volunteers work in areas such as industrial arts instruction and auto mechanics.

Math and Science Instructors

Volunteers in this project teach mathematics and science at the high school level.

Community Development

Volunteers work to improve the quality of life for the mentally disabled by providing services for them and assisting with the Special Olympics.

Special Education

This project is designed to increase the knowledge and skills of teachers of the mentally disabled and children with learning disabilities.

Teacher Training

Volunteers in this project assist the Ministry of Education in improving the teaching methodologies and subject mastery of host-country teachers in reading, math, and science.

Environment

6 8

National Parks

The purpose of this project is to promote national resource conservation and develop programs that protect national parks and wildlife areas.

Environmental Education/Awareness

This project is designed to assist the government and non-governmental organizations (NGOs) in increasing awareness of environmental issues by training personnel to teach environmental awareness.

Health

20 21

Health and Nutrition

This project provides assistance to the Ministry of Health and private volunteer organizations to help them enhance primary health-care services.

Nursing Services

This project was created to combat the high instance of cancer in Jamaica by providing cancer-screening education.

Community Health

Volunteers in this project collaborate with private volunteer organizations to offer services to disabled children and their parents. Volunteers serve as special educators as well as physical, occupational, and speech therapists.

Social and Mental Health

Volunteers assist in the development of community-based mental health services for persons with mental and/or social health problems.

Small Business

14 14

Small Business Advisors

This project assists host-country nationals in developing viable and successful small businesses through the provision of technical assistance to institutions and by working directly with small business entrepreneurs.

Skills Development

The goal of this project is to impart skills to youth and women to prepare them for employment. Volunteers teach skills such as sewing and cooking.

Urban Development

14 12

Youth Services

Volunteers in this project work with public and private organizations to provide prevention and intervention programs for high-risk youth.

Community Services

Volunteers focus on programs that meet the needs of very young orphaned children and address the problem of teenage pregnancy.

Program Highlights & Accomplishments:

Peace Corps Jamaica continues to provide assistance in six program sectors. Particular emphasis in FY91 was on the development of environmental education to reduce the loss of natural resources on the island. One project initiated in the Kingston area schools is expected to be expanded throughout the island. Volunteers are assisting in the organization and development of two national parks under the auspices of the Agency for International Development. In a unique adaptation of alternative crop production, two Volunteers assisted in the development of orchids and gladioli for small-scale export. As a result of this project, the Research and Development Division of the Ministry of Agriculture financed trips for the Volunteers to present papers on their work at a meeting of the Inter-America Society for Tropical Horticulture in Santiago, Chile. On an unusual assignment, two Volunteer geologists are hiking throughout the island in a United Nations-financed program to identify economically viable resources ranging from bat guano in caves to exotic minerals.

Outlook:

Peace Corps Jamaica anticipates continued support of each of the six sectors now served. An apiculture project will be discontinued in 1992, due to misperceptions by beekeepers about the spread of American Foulblood disease on the island. Meanwhile, the agriculture extension project will be expanded. Peace Corps Jamaica is making plans to celebrate its 30th anniversary, which coincides with Jamaica's 30th anniversary of independence.

NICARAGUA

Population: 3,740,000

Annual Per Capita Income: Not Available

Number of years Peace Corps in Country: 11

Peace Corps Country History:

Peace Corps re-established a program in Nicaragua in May 1991 after a 13-year absence. Peace Corps Volunteers served in Nicaragua from 1968 to 1978, when the program was suspended due to civil war. The original program ranged in size from 75 to 125 Volunteers. Volunteers provided assistance in areas such as education, vocational training, nutrition extension, rural water works, agriculture extension, cooperative promotion, and municipal development. Peace Corps collaborated both with government ministries and a variety of private volunteer organizations. Following a 1972 earthquake, the entire program was temporarily shifted to relief and reconstruction activities.

Peace Corps attempted to re-establish a program in 1982, but was unsuccessful due to a highly polarized and politicized situation. Following democratic elections in 1990, Peace Corps representatives visited Nicaragua to discuss the possibility of Peace Corps return. This led to follow-up program assessments and subsequent reentry in May 1991.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	15	40	40
Volunteer Years	1	14	41
<u>Funding (\$000)</u>			
Appropriated	374	721	882

Host Country/Peace Corps FY 1993-1995 Initiatives:

The Peace Corps program is in a developmental stage, having re-entered Nicaragua during 1991. Peace Corps Nicaragua's priority is to implement management, administrative, and programming systems essential for an effective Peace Corps program. Peace Corps will also continue to build on programming initiatives in vocational education, small business, and health, consistent with the development needs of Nicaragua.

Peace Corps Program by Sector:

<u>Description of Projects by Sector</u>	<u>TL by Sector</u>	
	FY92	FY93
Education	5	15
<i>Vocational Education</i>		
Volunteers assigned to the Salesian Missions' Vocational Education Project serve as instructors and advisors in carpentry, plumbing, computer science, electricity, and job placement at the Don Bosco Juvenile Center in Managua. This project is designed to increase youth employment in Nicaragua by means of vocational training and placement.		
Health	15	0
<i>Health</i>		
A health project is currently being developed with the Ministry of Health and will be designed to provide health-care services to the urban poor. Volunteers will provide support and training to the staff of community health centers. Together they will develop and implement a preventive health-education program focusing on cholera, malaria, nutrition, drug and alcohol abuse, AIDS, maternal and child care, vaccination, first aid, and oral rehydration.		
Small Business	20	25
<i>Small Business Development</i>		
In collaboration with the Mennonite Economic Development Associates, Peace Corps Volunteers provide technical production assistance and training to small businesses in order to increase employment and productivity.		

Program Highlights & Accomplishments:

With Peace Corps' May 1991 reentry, the first group of Volunteers arrived in Nicaragua this summer. By December 1991, a group of 15 trainees was added to those Volunteers already in Nicaragua.

Outlook:

Peace Corps will explore collaborative agreements with additional public and private organizations working in the health and small business sectors. The staff and Volunteer levels will increase gradually over the next two years as management, administrative, and programming systems are refined.

PANAMA

Population: 2,370,000

Annual Per Capita Income: \$1,780

Number of years Peace Corps in Country: 10

Peace Corps Country History:

Peace Corps was contacted by the Panamanian government in February 1990 and invited to re-enter Panama after a 19-year absence. An agreement between Peace Corps and the Government of Panama was signed on May 1, 1990.

The events of December 1989 resulted in an intensification of many ongoing problems in Panama. Not least of these is an increasing rate of invasion by subsistence farmers into virgin forest and parklands for the purpose of agricultural exploitation. This is especially true in the important canal watershed area which provides water for Panama City.

In order to address this problem, Peace Corps Panama has assigned 31 volunteers to work in an Integrated Natural Resources Management Project. Most Volunteers assigned to this project work in and around the Panama Canal Watershed and its adjoining national parks.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
Program			
Trainee Input (TI)	27	37	31
Volunteer Years	14	31	56
Funding (\$000)			
Appropriated	504	788	1,133

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps Panama's priority is the protection and rational use of the Panama Canal Watershed. The surrounding forests and protected national parks of the Panama Canal are being deforested and over-farmed at a phenomenal rate. Peace Corps will use an integrated development strategy of agro-forestry and soil conservation to achieve the goal of protecting and conserving this region. An integrated agriculture and natural resources project serves as part of an overall public and private sector effort to achieve sustainable development through resource conservation. Peace Corps works with the Panamanian National Institute of Renewable Natural Resources (INRENARE) to achieve its goal of protecting the Panama Canal Watershed and parklands.

Peace Corps Programs by Sector

<u>Description of Projects by Sector</u>	<u>TI by Sector</u>
	<u>FY92 FY93</u>

Environment

37 31

Forestry Extension

Volunteers work in conjunction with the field staff of INRENARE in various locations in the watershed of the Panama Canal and throughout parks and protected areas. The Volunteers are responsible for assisting individuals and farmers' groups in small and often isolated communities in the application of sound forestry practices.

Environmental Education

Volunteers contribute to the efforts of INRENARE by working in the buffer communities in and around the canal watershed and in selected national parks and protected areas to improve current agricultural techniques, introduce agro-forestry practices, implement environmental education programs, and promote economic activities to provide alternate sources of income.

Small Business Development

Peace Corps Volunteers help small-scale farmers identify economically feasible alternatives to traditional crops and deforestation. Volunteers provide technical assistance to poor farmers to allow them to utilize available credit resources and improve productivity.

Agricultural Extensionist

Volunteers will assist farmers in watershed areas to improve agricultural techniques, introduce agro-forestry practices, implement environmental education programs, and promote economic activities to provide alternate sources of income.

Program Highlights & Accomplishments:

Peace Corps resumed work in Panama in February 1990. One of the principal short-term goals of the program is to re-establish close working relationships with Panamanian counterpart organizations. That this goal is being achieved is indicated by the growing number of public and private organizations requesting Volunteer assistance.

Outlook:

In its initial stages, Peace Corps Panama continues developing and implementing sound environmental and conservation strategies to protect the Panama Canal Watershed. With the overwhelming support of local farmers and the National Institute of Renewable Natural Resources, Peace Corps will achieve its goals and offer assistance to other sectors within Panama.

PARAGUAY

Population: 4,161,000
Annual Per Capita Income: \$1,030
Number of years Peace Corps in Country: 25

Peace Corps Country History:

A bilateral agreement establishing the Peace Corps Program in Paraguay was signed on November 4, 1966. Thirty-three agriculture Volunteers initiated the program in 1967. Since that time, the program has grown to include approximately 170 Volunteers in the following sectors: education, environment, health, small business development, and agriculture.

Peace Corps Paraguay maintains joint projects with many development agencies including: UNICEF, Association of Parents and Friends of Handicapped Individuals, Catholic Relief Services, World Wildlife Fund, The Nature Conservancy, and the U.S. Agency for International Development.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	102	105	100
Volunteer Years	164	173	177
<u>Funding (\$000)</u>			
Appropriated	2,347	2,429	2,612
Host Country Contributions	57	57	60

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps Paraguay's priority is the decrease of environmental degradation. Peace Corps has taken a cross-sector, integrated programming approach to address the complex nature of this problem. This dedication to addressing environmental issues is matched by the government, as evidenced in its promotion of several agencies to the undersecretariat level, and the establishment of a new Directorate for the Environment. By addressing environmental issues in this fashion, Peace Corps, in coordination with host country agencies, intends to raise environmental awareness and provide Paraguayans with feasible, lasting alternatives to environmental degradation.

The small business development (SBD) sector is Peace Corps' number two priority. Volunteers in this sector will continue to be assigned to national institutions that provide support to local cooperatives and small businesses, while others will provide direct assistance to those cooperatives and small businesses that the national agencies serve. Further, almost one third of all non-SBD Volunteers are involved in the implementation of activities with income generation as a primary focus. The shelter project was initiated in FY91 as a result of the government identifying housing and shelter as a national development priority. Three transfer Volunteers participated in the implementation of the project with two-host country institutions.

Peace Corps Program by Sector:

<u>Description of Projects by Sector</u>	<u>TI by Sector</u>	
	FY92	FY93
Agriculture	11	11
<i>Crop Extension</i> This project focuses on soil conservation and rational use of pesticides.		
<i>Beekeeping</i> In order to provide small-scale agricultural farmers with an alternative source of income, Volunteers train them in the management of bees and use of bee by-products.		
Education	16	15
<i>Special Education</i> To improve services provided to special needs children in rural areas, Volunteers teach new methodologies, classroom behavior techniques, counseling skills, and community awareness.		
<i>Teacher Training</i> The purpose of this project is to provide teacher trainers with the skills and abilities necessary to effectively design lesson plans utilizing active learning methodologies, inspire creativity in lesson planning, and advance student learning and critical decision-making.		
<i>Early Childhood Education</i> The goal of this project is to strengthen the non-formal education system in Paraguay by fostering appropriate learning environments in pre-school centers.		
Environment	29	25
<i>National Parks/Environmental Education</i> This project promotes the efficient use and preservation of select national parks. Volunteers concentrate on agro-forestry development and dissemination of information related to nondestructive recreational use of the parks.		
<i>Forestry Extension</i> Established in 1980, this project focuses on the promotion of agro-forestry systems, the establishment and management of tree nurseries in rural areas, and extension efforts with rural farmers.		
Health	33	33
<i>Rural Nursing</i> This project seeks to develop an understanding in communities of the relationship between proper sanitary methods and good health by focusing on child survival, parasite prevention, and proper pre-natal care.		
<i>Rural Health Extension</i> The goal of this project is to reduce the incidence of parasites in children and promote sanitary living conditions in rural communities.		

Environmental Sanitation

The goal of this project is to decrease morbidity and mortality rates of children by reducing the incidence of parasites attributable to contaminated water sources and unsanitary waste disposal.

Small Business

16 16

Promotion of Cooperatives

The focus of this project is to improve the effectiveness of national institutions that provide support services to cooperatives. Volunteers train cooperative members in basic business skills such as accounting, financial management, and marketing.

Small Business Promotion

This project helps improve the support provided to the informal sector through assistance in management, marketing, credit, and financial analysis.

Shelter Promotion

The goal of this project is to develop and implement improved savings and loan programs, provide affordable credit packages, and offer appropriate technology design for cooperative members in an effort to improve their socio-economic situation.

Program Highlights & Accomplishments:

Peace Corps Paraguay uses an integrated programming method for Volunteer site placement. This method provides both a personal and professional support network for Volunteers, enabling them to access the skills of fellow Volunteers in other projects.

The Fight Against Parasites, a sub-project in the health sector was implemented in collaboration with the Ministry of Health. The project seeks to implement practices that will decrease the incidence of intestinal parasites and parasite-related illnesses by promoting sanitary health practices. This continues to be one of Peace Corps Paraguay's most successful activities. During FY90, 16 health commissions were formed, 53 rural primary school teachers were trained in the campaign, and 1,500 children were medicated for parasites.

The housing project, initiated in 1991 with three Volunteers, was designed to improve savings and loan programs offered by cooperatives to provide more affordable credit packages to its members. The project was initiated in conjunction with two local organizations. One organization provided seed capital, and the second identified participating cooperatives. The program has received praise and support from local institutions and will continue, with the addition of five Volunteers, over the next several years.

Outlook:

Peace Corps Paraguay continues to enjoy excellent relations with government counterpart institutions and the Paraguayan people. Peace Corps Paraguay expects to maintain its level of Volunteers at approximately 170 during the 1993-1995 period.

URUGUAY

Population: 3,077,000
Annual Per Capita Income: \$2,620
Number of years Peace Corps in Country: 13

Peace Corps Country History:

From 1963 to 1975, approximately 200 Peace Corps Volunteers served in Uruguay. In 1990, after an absence of 17 years, the government of Uruguay invited Peace Corps back into the country. Peace Corps Uruguay resumed operations in May 1991 with a small group of Volunteers, who had completed two years of service in other Peace Corps countries. The Government of Uruguay has requested technical assistance in the areas of natural resources management, environmental education, and small business development.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	25	22	22
Volunteer Years	3	25	42
<u>Funding (\$000)</u>			
Appropriated	520	812	1,012

Host Country/Peace Corps FY 1993-1995 Initiatives:

Initiatives for Peace Corps Uruguay include rational natural resources utilization and small enterprise development.

Peace Corps Program by Sector:

Description of Projects by Sector	TI by Sector FY92 FY93
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Environment 13 13

Parks and Wildlife Management

The goal of this project is to increase awareness of environmental issues among the people of Uruguay and to promote a more rational use of the nation's natural resources. Volunteers are assigned as park and wildlife managers to train park personnel and develop programs that address environmental concerns.

Environmental Education

Volunteers in this project develop environmental awareness programs and activities for school-age and adult populations of local communities

Forestry Extension

The objectives of the forestry extension project are to assist Uruguayan agencies in identifying the highest priority resource problems among farmers and to introduce agro-forestry techniques to solve them.

Small Business

9 9

Small Business Advisors

This project aims to strengthen institutions and to improve the efficiency of micro-business through assistance in management, administration, credit, financial analysis, and accounting. Volunteers assist and advise micro-entrepreneurs in service, commercial, or industrial enterprises.

Cooperative Advisors

Volunteers assist and advise cooperatives and small businesses in management, administration, and accounting services.

Program Highlights & Accomplishments:

One of the principal goals of the program is to establish close working relationships with the Government of Uruguay and counterpart organizations. Interest in Peace Corps activities has been high, resulting in over 50 requests for Volunteer assistance.

Outlook:

Peace Corps will expand its program in Uruguay with the expected swearing-in of more than 20 Volunteers in January 1992. The President of Uruguay has expressed interest in Peace Corps programming efforts in the areas of small business development and environmental education. Peace Corps plans to build upon a positive relationship established with the Government of Uruguay.

PACIFIC, ASIA, CENTRAL AND EASTERN EUROPE,

AND MEDITERRANEAN COUNTRIES

OVERVIEW

Regional Development Needs

There is great diversity in the development needs among the countries in the Pacific, Asia, Central and Eastern Europe, and the Mediterranean (PACEM) Region. As of December 1991, more than 1,400 Volunteers and trainees were serving in 27 PACEM countries.

With its expansion into numerous countries in Central and Eastern Europe, Peace Corps has demonstrated its belief that there should be no cultural, geographic, or political barriers to the pursuit of peace. The new governments in these countries have asked for Peace Corps assistance with their transition from state-run economies to freer and more democratic societies. Needs range from expansion of English instruction capability for increased international contact, to improvements in the environment and the economy. During FY93, Peace Corps will encourage development efforts in certain Central and Eastern European countries through the work of nearly 450 Volunteers.

The Mediterranean sub-region is characterized by a lack of productive land, a high infant mortality rate, and short life expectancy. Nonetheless, several of the countries within this sub-region are highly sophisticated, and Peace Corps projects there are complex and highly technical. These countries' needs include improved environmental conditions, expansion of income-generation opportunities, and strategies to address rapid urbanization. The provision of greater educational opportunities to increase both literacy and practical job skills is of great importance as well. Additionally, given the Muslim majorities in most of the countries in this sub-region, Peace Corps' presence provides Americans the opportunity to acquire the knowledge and skills required to work effectively in Islamic societies. PACEM will have over 200 Volunteers in this sub-region in FY93.

Assistance requirements in the Asian sub-region range from basic health education, improving sanitation, improving agriculture, and promoting reforestation to the expansion of small businesses and secondary education. As the Asian sphere of economic influence expands, Peace Corps' presence assists the U.S. in maintaining good will and strong ties within the area. Nearly 460 Volunteers will be serving in five Asian countries in FY93. The Philippines program, which was suspended in July 1990, is scheduled to be renewed in FY92 with 25 Volunteers working in community development.

The Pacific sub-region consists of many island groups. The area is isolated, with infrequent air service to capital cities and even fewer ship routes to the hundreds of inhabited outer islands. Development problems center on achieving a higher standard of living without destroying the fragile ecological balance of the islands. Potential solutions are restricted by limited fresh water and land mass, infrastructure problems, over-population, and limited natural resources. Over 510 Volunteers will be serving in the 11 countries of this sub-region.

Program Strategy

Primary program emphases in PACEM in order of magnitude are education, health, agriculture, small business development, environment, and urban development. Host-country governments frequently request assistance in these areas because their needs cannot be met by other sources. Currently about two-thirds of PACEM's Volunteers serve in the education sector. The remainder, in order of number of Volunteers, work in health, agriculture, small business, environment, and urban development and youth work. These areas will continue to be emphasized in FY93 and FY94.

Considerable effort will be devoted to increasing the number of Volunteers working in small business and income-generation projects. The current project in Fiji, in which Volunteers serve as bank advisors and planning consultants, will serve as a model for replication throughout PACEM posts. The small business project in Nepal will also be expanded. Newly designed environmental education projects in Central Europe will be replicated throughout the region.

In addition to expansion of income-generation and environment projects in the PACEM Region in 1993, the region will expand its programming efforts in new countries:

- Programs in Albania and the Baltic states of Latvia, Lithuania, and Estonia will begin in FY92 and are expected to focus on either English education, small business development, or environmental protection.
- Programs in former three Soviet republics in FY92 and four in FY93.
- Program possibilities in China, Indonesia, and Bangladesh will also be pursued.

PACEM REGION
TRAINEE INPUT, VOLUNTEER YEARS, AND PROGRAM FUNDING

	Trainees			Volunteer Years			Program Funds (\$000)		
	FY 1991	FY 1992	FY 1993	FY 1991	FY 1992	FY 1993	FY 1991	FY 1992	FY 1993
Albania	0	25	25	0.0	1.9	22.9	15.7	598.0	701.9
Armenia	0	25	25	0.0	0.0	17.2	0.0	739.4	1,159.4
Baltics	0	60	60	0.0	4.6	55.2	18.3	1068.4	2,173.0
Bulgaria	27	25	25	4.3	25.9	38.7	627.1	643.8	848.7
Cook Islands	3	4	4	2.8	4.5	5.3	90.1	131.2	141.4
Czechoslovakia	54	44	52	17.8	58.5	77.2	952.5	1,437.2	1,468.9
Fiji	82	59	59	90.1	101.3	102.4	1,534.5	1,540.9	1,561.4
Hungary	61	60	60	62.8	100.6	101.1	1,640.7	2,236.6	2,046.1
Kiribati	12	15	15	20.5	25.3	25.6	451.9	513.8	495.6
Laos	0	0	0	0.0	0.0	0.0	313.8	220.0	0.0
Malta	0	3	3	2.0	5.8	4.9	30.0	78.9	86.1
Marshall Islands	16	18	18	28.4	27.4	30.8	588.7	671.4	659.1
Micronesia	39	40	40	65.7	70.8	62.7	1,911.3	1,770.4	1,628.0
Mongolia	24	25	25	1.8	23.8	40.6	617.5	773.9	991.8
Morocco	0	98	96	46.0	63.9	120.3	1,680.8	1,801.8	1,713.0
Nepal	65	79	79	143.4	136.0	135.8	2,102.0	2,142.6	2,092.3
Pakistan	0	39	39	12.9	20.2	52.9	610.1	853.3	886.4
Papua New Guinea	33	50	50	68.4	67.9	68.3	1,682.3	1,772.4	1,796.0
Philippines	0	25	25	0.0	11.2	31.2	492.4	906.7	855.2
Poland	100	100	100	85.7	154.7	157.3	2,305.6	2,952.4	2,868.8
Romania	14	18	18	6.2	14.5	29.1	468.0	598.4	704.2
Russia	0	75	75	0.0	0.0	51.5	0.0	1,134.9	2,191.4
Solomon Islands	31	35	34	45.3	51.0	52.9	879.5	971.9	968.4
Sri Lanka	32	27	26	23.7	43.5	45.2	583.6	711.1	746.5
Thailand	104	110	109	217.9	212.5	208.8	3,569.5	3,792.0	3,572.0
Tonga	28	26	26	34.0	35.3	35.4	735.4	718.8	723.4
Tunisia	0	48	48	21.4	25.0	53.8	999.7	1,185.7	1,014.2
Tuvalu	1	2	2	2.3	2.8	3.1	33.9	45.8	50.9
Ukraine	0	50	50	0.0	0.0	34.3	0.0	958.2	1,624.3
Vanuatu	5	3	3	5.6	8.8	6.9	97.3	150.3	130.4
Western Samoa	24	25	25	39.9	40.0	43.8	953.0	974.0	927.6
Yemen	0	46	34	0.7	16.5	42.8	390.6	950.8	831.3
TOTAL	735	1,257	1,250	1,069.6	1,354.2	1,756.0	26,374.0	35,043.4	37,635.6

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ALBANIA

Population: 3,204,000

Annual Per Capita Income: Not Available

Number of years Peace Corps in Country: 1

Peace Corps Country History:

Albania's request for Peace Corps assistance came at a time when the country was attempting to overcome the effects of 52 years of isolation. Government officials requested Peace Corps Volunteers during the Peace Corps Director's visit in July 1991. A programming trip was then made in August 1991 to discuss plans and visit possible sites. After the trip, the programming team described the country in one word—"desperate." Since then, a Country Agreement has been signed and the first Peace Corps staff arrived in Tirana to begin setting up operations.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	0	25	25
Volunteer Years	0	2	23
<u>Funding (\$000)</u>			
Appropriated	16	598	702

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps Albania's primary initiative will be in the education sector. Teachers of English as a Foreign Language (TEFL) will work in universities and middle schools throughout the country helping Albanian counterparts develop teaching strategies and improve school curricula and their own English skills. Volunteers in the middle schools level will have a secondary assignment of youth development aimed at helping the young adapt to the ongoing large-scale social change. Possible projects include organizing sports or art clubs, community activities, and personal development workshops.

Peace Corps is currently assessing Albania's needs beyond English education. Some potential projects for 1993 include development in small business and agribusiness.

Peace Corps Program by Sector:

<u>Description of Projects by Sector</u>	<u>TI by Sector</u>	
	<u>FY92</u>	<u>FY93</u>

Education	25	25
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Secondary English Teaching

Volunteers will teach English as a Foreign Language in middle schools throughout Albania. They will help teaching staff expand their teaching strategies and initiate youth development projects in their communities.

University English Teaching

Volunteers will teach advanced language classes, linguistics, literature, and teaching methodology for the benefit of English majors at the University and other members of the English department faculty.

Program Highlights & Accomplishments:

Volunteers will have a unique opportunity to assist in Albania's badly needed reintegration into the rest of Europe. The first group of Volunteers will be teaching English to hundreds of students while, simultaneously, helping learning institutions adopt more advanced teaching methodologies. As one of the first international organizations to offer assistance to Albania, Peace Corps has established excellent relations with the Albanian government and people. Though its Volunteers, Peace Corps will continue to work toward increased mutual understanding and positive exchange.

Outlook:

Exposure to other cultures and languages has been nonexistent in Albania. Even long-time students of English have only a rudimentary knowledge of the language. Ministry of Education officials in Albania have expressed a need for English education at all levels. Strong emphasis has also been placed on the need for youth development activities for the first generation of young Albanians to grow up in a noncommunist society. Teachers and youth development workers have the challenge to respond to these needs. Albania is by far the poorest nation on the continent. Ministry officials and Albanians throughout the country have expressed an overwhelming need for assistance in almost every sector, especially health, small business, and agribusiness. Peace Corps is currently assessing these needs to determine projects for FY93.

ARMENIA

Population: 3,343,000

Annual Per Capita Income: Not Available

Number of years Peace Corps in Country: Not Applicable

Peace Corps Country History:

As a result of a meeting between President Bush and Armenian President Levon Ter-Petrosian in the White House on November 14, 1991, and numerous other contacts between Peace Corps and Armenian officials, Armenia is scheduled for a Peace Corps assessment visit in February or March 1992. The Peace Corps team will meet with Armenian officials to evaluate the country's needs and lay the foundation of a Peace Corps program.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	0	25	25
Volunteer Years	0	0	17
<u>Funding (\$000)</u>			
Appropriated	0	739	1,159

Host Country/Peace Corps FY 1993-1995 Initiatives:

It is not yet possible to specify details of the emerging program in Armenia. Initial discussions tentatively support assignment of approximately 25 Volunteers by September 1992 in small enterprise development, the environment, and English teaching.

Peace Corps Program by Sector:

Description of Projects by Sector	TI by Sector FY92 FY93
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Small Enterprise Development

Small enterprise development is likely to be the major activity, with Volunteers serving as both economic development advisors and business information specialists.

Education

Education Volunteers are likely to focus on English teacher training.

Environment

Specific activities in this sector remain to be selected.

BALTICS

Population: 7,742,000

Annual Per Capita Income: Not Available

Number of years Peace Corps in Country: Not Applicable

Peace Corps Country History:

The Peace Corps plans to establish one administrative center to service its programs in Estonia, Latvia, and Lithuania. Shortly after achieving formal recognition of their independence in mid-1991, the three governments officially contacted Peace Corps with an invitation to initiate programs in each of the countries. The program assessment team, which is scheduled to visit each of the Baltic republics in January 1992, will meet with Estonian, Latvian, and Lithuanian government officials to evaluate the countries' needs. It is presently anticipated that Peace Corps will begin by sending 20 teachers of English as a Foreign Language in July 1992 to each of the three republics.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	0	60	60
Volunteer Years	0	5	55
<u>Funding (\$000)</u>			
Appropriated	18	1,068	2,173

Host Country/Peace Corps FY 1993-1995 Initiatives:

It is not possible to predict programming initiatives until after discussions are held with local host-country government officials. Education, small enterprise development, and environment are likely future program areas.

Peace Corps Program by Sector:

<u>Description of Projects by Sector</u>	<u>TI by Sector</u>
	<u>FY92 FY93</u>

Education

The main focus is likely to be English teacher training, in conjunction with all three governments' efforts to expand opportunities for its students to learn English.

Environment, Small Enterprise Development, Other

Specific initiatives in these sectors remain to be determined.

BULGARIA

Population: 9,001,000

Annual Per Capita Income: Not Available

Number of years Peace Corps in Country: 2

Peace Corps Country History:

Former Peace Corps Director Paul D. Coverdell led the first delegation of Peace Corps staff to Bulgaria on April 19, 1990. A subsequent visit in September, which included discussions with the Vice President and several Ministry officials, concluded with agreement that the first project would be English education. A Country Agreement between the Government of Bulgaria and the Peace Corps was signed on September 27, 1990. The first Volunteers left for Sofia on June 15, 1991, and after three months of pre-service training, were sent to schools throughout the country.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	27	25	25
Volunteer Years	4	26	39
<u>Funding (\$000)</u>			
Appropriated	627	644	849
Host Country Contributions	0	10	11

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps Bulgaria will continue to respond to the request for English educators throughout the country. Volunteers will train teachers and teach at the university level, teacher training colleges, and secondary schools. The project is designed to improve the long-term effectiveness of English language instruction in Bulgaria. The Small Business Development Project is designed to assist Bulgarian institutions in adapting to the newly restructured economy. Volunteers will be placed in commercial banks, private businesses, and state and municipal enterprises. They will respond to local business needs and serve as business resource specialists. One primary goal of the project is to develop multi-link resource centers for the collection and dissemination of information to individuals interested in starting a business, finding a foreign partner, or developing a marketing plan. Training programs in education and small business will alternate every other year.

<u>Description of Projects by Sector</u>	<u>TI by Sector</u>
	FY92 FY93
Education	3 25
<i>University Teacher Training</i> Volunteers are assigned to teacher training colleges where they work to improve students' and teachers' language proficiency and language teaching techniques. Volunteers teach language instruction methodology, supervise practice teaching, and hold language enrichment classes.	
<i>Advanced English Teaching and Teacher Training</i> The objective of this project is to increase the proficiency of English majors in institutions of higher learning through use of practical, communicative-based teaching methods. Volunteers will also help faculty counterparts improve their English competency.	
<i>Secondary School Teaching</i> Volunteers in this project will teach English to 9th-12th grade students and help English teacher counterparts improve their language skills.	
Small Business	22 0
<i>Small Business Advisors</i> The goal of this project is to assist interested parties in adapting to the newly liberalized business climate. Volunteers will work with the mayor's office or local business association staff to provide advisory services to local business people.	
<i>Business Resource Specialists</i> Volunteers will provide information, training, and technical advice to local private businesses and state and municipal enterprises in the process of privatizing.	
<i>Banking Advisors</i> This project places Volunteers in commercial banks, where they will assist in creating and managing a small business lending unit. Volunteers will also provide training and technical assistance to bank staff.	

Program Highlights & Accomplishments:

Volunteers were placed at sites throughout the country in early September 1991. The reception of the Volunteers has been extremely positive at all levels—from school principals to Ministry officials. A letter of appreciation from the Minister of Education was recently sent to Washington. Peace Corps Bulgaria has been successful in piloting a project that will establish multi-link resource centers throughout the country. These centers will provide the public with a wealth of information about environmental protection, business, and English teaching. Less quantifiable, but of equal value, is an enhanced level of communication and understanding developing between Americans and Bulgarians in accordance with traditional Peace Corps goals.

Outlook:

Bulgaria's need for Peace Corps assistance remains great. Since the Ministry of Education announced that the study of Russian would no longer be compulsory, students have rushed to take English classes, and Volunteers in the English education field are increasingly in demand. Now that the rights of private ownership have been restored, and centrally planned enterprise operations have been abolished, knowledge of the market economy and business techniques is in demand. Peace Corps will respond to this dual need by sending education and small business development Volunteers on alternate years.

COOK ISLANDS

Population: 18,000
Annual Per Capita Income: \$1,000
Number of years Peace Corps in Country: 10

Peace Corps Country History:

The Peace Corps Country Agreement with the Government of the Cook Islands was signed in May 1981, and the first Volunteers entered training in March 1982. The first Volunteers were assigned to projects with the central government in vocational education, energy planning, and small business enterprise. In FY86, Peace Corps decided to delay further increases until the staff could evaluate and redesign the program. From FY86-88, no additional Volunteers were assigned to the Cook Islands although some Volunteers remained in place and, in FY89, regular programming and Volunteer placement resumed. Peace Corps will continue to work with the government to ensure that projects match the development needs of the country.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	3	4	4
Volunteer Years	3	5	5
<u>Funding (\$000)</u>			
Appropriated	90	131	141
Host Country Contributions	6	7	7

Host Country/Peace Corps FY 1993-1995 Initiatives:

In 1990, a new government redefined the Cook Islands' development priorities to be agriculture and small business development and gave education a low priority. In response to this adjustment, Peace Corps placed Volunteers as agriculture extension agents. Recent discussions with the government have led to planning for further projects in agriculture and in small business development.

Peace Corps Program by Sector:

<u>Description of Projects by Sector</u>	<u>TI by Sector</u>
	<u>FY92</u> <u>FY93</u>

Agriculture

2 2

Agricultural Extension

Volunteers are working with the Ministry of Agriculture in the planning and implementation of a vegetable-development program in the southern islands of Mauke and Mangaia. Volunteers will also assist in the development of a forestry program on the island of Mangaia.

Small Business

2 2

Small Business Advisors

Volunteers work with the Development Bank of the Cook Islands. The Department of Trade, Labour, and Transportation has created a new small business advisory unit. Volunteers work in the unit to provide direct training to the small business community. This unit will also develop an outreach service to the outer islands.

Program Highlights & Accomplishments:

The Cook Islands have a fully-functioning agricultural research facility, which conducts trials on improving crops and growing methods. Peace Corps plans to continue to assist the Ministry of Agriculture in upgrading their extension services in related projects by providing Volunteers to work with and train host-country extension staff on the outer islands.

The government recognizes the need to encourage and improve small business development. A lack of advisory services and training has been identified as a major constraint to development. Peace Corps will assist the Cook Islands in the small business advisory unit that will provide consulting services, plan and conduct seminars and training, and create needed training materials.

Outlook:

Peace Corps Cook Islands has developed a strong collaborative relationship with the Ministry of Agriculture, the Public Service Commission, and the national Development Bank. The government recognizes that Peace Corps can play a significant role in restoring agriculture at the grassroots level and in developing small business skills on the outer islands. With renewed effort and program expansion, Peace Corps will continue to address and support the development needs of the islands.

CZECH AND SLOVAK FEDERAL REPUBLIC

Population: 15,641,000

Annual Per Capita Income: Not Available

Number of years Peace Corps in Country: 1

Peace Corps Country History:

In February 1990, during his first visit to Washington, D.C. as President of Czechoslovakia, Vaclav Havel joined President Bush in announcing that Peace Corps Volunteers would be sent to Czechoslovakia before the end of the year. Czechoslovakia thus became the third country in Central and Eastern Europe to welcome Peace Corps Volunteers. Peace Corps responded with exceptional speed to Czechoslovakia's request for technical aid.

The first programming team arrived in Czechoslovakia in April 1990. This visit established communication with the Czech and Slovak Ministries of Education and laid the foundation for the program. Peace Corps staff arrived in July. The first group of 23 Teachers of English as a Foreign Language (TEFL) arrived in November 1990. They were joined by a second group of TEFL Volunteers in July 1991 and followed by a group of environment Volunteers in November 1991.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	54	44	52
Volunteer Years	18	59	77
<u>Funding (\$000)</u>			
Appropriated	953	1,437	1,469

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps Czechoslovakia will continue to expand its current TEFL program. Volunteers will train teachers at universities and teacher-training colleges as well as students at the secondary school level. TEFL Volunteers at all levels will also be responsible for a variety of tasks outside their teaching assignments. These activities include improving the language capabilities of fellow faculty members, sponsoring English clubs, and giving lectures on American culture. A second group of environment Volunteers is scheduled to arrive in July 1993, bringing the size of the environment project to a full complement of 25. These Volunteers will work in environment management and education—making use of resources available through the Regional Environmental Center for Central and Eastern Europe. A first group of small enterprise development Volunteers is due to arrive in Czechoslovakia in July 1993.

Peace Corps Program by Sector:

<u>Description of Projects by Sector</u>	<u>TI by Sector</u>	
	<u>FY92</u>	<u>FY93</u>
Education	29	32
<i>TEFL Higher Education/Teacher Training</i> Volunteers teach English, train English language teachers, and carry out other related projects in universities, teacher-training colleges, and secondary schools in all parts of the country.		
Environment	15	10
<i>National Parks and Wildlife</i> Volunteers assist the national park service in landscape planning, biodiversity projects, and management of small nature preserves as well as help district offices incorporate nature protection practices into routine project planning and management.		
<i>Environmental Education</i> Volunteers help improve the effectiveness of a wide range of local organizations through better public awareness campaigns, membership development, improved management, and professional organization.		
<i>Environmental Protection Advisers</i> Volunteers assist district and regional government environmental protection offices in applying sound waste management, water protection, pollution control, and nature-protection practices.		
Small Enterprise Development	0	10
Specific initiatives in this sector are to be developed based on a detailed planning and project development process.		

Program Highlights & Accomplishments:

The assignment of TEFL teachers to a wide range of university, teacher training, and secondary-school posts has helped the Ministry of Education overcome a critical shortage of language teachers. One priority is to expand the number of regional institutions of higher education that provide both pre-service and in-service teacher training for teachers at secondary and primary levels.

Outlook:

Czechoslovakia's non-traditional development obstacles relate to the high expectations of a new democratic order, wide-ranging and incomplete institutional reforms, and unresolved constitutional issues, presenting new challenges for Peace Corps. Experiences gained in the initial programming efforts are encouraging, confirming that significant contributions can be made in the areas of English teaching, environmental education, and small enterprise development.

FIJI

Population: 743,000

Annual Per Capita Income: \$1,640

Number of years Peace Corps in Country: 24

Peace Corps Country History:

Peace Corps Volunteers began service in Fiji in January 1968. The initial group of 57 Volunteers were assigned to education, rural development, and health. In 1983, the government's development priorities became more technically oriented, and Volunteers were shifted from rural to urban assignments.

In 1987, there were two military coups, and Peace Corps reassessed its program to meet the development needs of the multi-ethnic people under the new leadership. Small business development, integrated small-farmer food systems, fresh water fisheries, education, and management planning projects were implemented in 1989. In 1990, a computer systems programmer and trainer project was implemented.

The small business development and management-planning adviser projects have undergone numerous modifications as a result of field assessments, Volunteer feedback, and host-country requests for expansion. Peace Corps projects have been highly successful in Fiji due to effective programming and the excellent cooperation of the host government.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	62	59	59
Volunteer Years	90	101	102
<u>Funding (\$000)</u>			
Appropriated	1,535	1,541	1,561
Host Country Contributions	82	85	89

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps Fiji will continue to focus on skill transfer, meeting manpower needs, and expanding small business and urban projects. Programming and training workshops will be expanded to include seminars for key training staff and host-country associates. Peace Corps Fiji also intends to work with the Ministry of Women and Culture to provide business training to female entrepreneurs.

Peace Corps Program by Sector:

<u>Description of Projects by Sector</u>	<u>TI by Sector</u>
	FY92 FY93

Agriculture	4	3
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Rural Aquaculture

This project is carried out in cooperation with the Fiji Fisheries Department. The Volunteers' primary responsibility is the management and development of fish farming in the interior. This work entails training farmers in pond construction and maintenance, spawning, harvesting, management advising, and marketing.

Education	38	33
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Secondary Education

Volunteers teach physics, chemistry, biology, and accounting at the secondary school level. The Ministry of Education anticipates continued requests for educators due to the emigration of professionals and consequent shortage of qualified secondary school teachers.

Small Business	5	7
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Small Business Adviser

Volunteers work with the Fiji Development Bank, providing basic business-management advice and training for owners and managers of small businesses.

Urban Development	12	16
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Management Planning Advisors

Volunteers serve as technical resources for developing planning methodology as well as monitoring and evaluation systems. Based at provincial offices, Volunteers travel within the province to facilitate and organize participatory planning workshops.

Computer Programming and Training

Fiji is currently experiencing a severe shortage of skilled computer personnel as a result of recent emigrations and a constantly expanding network of computers. Volunteers work in various agencies throughout Fiji as trainers and programmers.

Program Highlights & Accomplishments:

More than 220 new entrepreneurs received business advice from Volunteers assigned to the Small Business and Management Planning Adviser projects. The arrears rate of Fiji Development Bank clients assigned to Volunteer small business advisors was approximately 10 percent below that for non-advised clients in similar loan categories. Rural aquaculture Volunteers conducted the first training of fisheries and agriculture extension officers. The Fisheries Division of the Fijian government has also agreed to develop a fish hatchery for the northern division and has budgeted for the creation of a new host-country position to manage the Rural Aquaculture Project.

Outlook:

Peace Corps Fiji will continue to support the Government of Fiji's initiatives in small business, urban skills transfer, and education. The Small Business Development and Rural Aquaculture projects will support the promotion of entrepreneurial self-reliance and income generation through FY94. The computer programming and training project is currently being expanded. Peace Corps Fiji has collaborated with the Ministry of Education to produce a viable teacher training project and is currently awaiting cabinet approval for FY93 implementation.

HUNGARY

Population: 10,587,000

Annual Per Capita Income: \$2,560

Number of years Peace Corps in Country: 2

Peace Corps Country History:

In a summer address at Karl Marx University in 1989, President Bush announced that Peace Corps would send English teachers to "every county of Hungary." Peace Corps staff arrived in January 1990. The Peace Corps program calls for 440 Teachers of English as a Foreign Language (TEFL) to work in Hungary for six years. The arrival of the first Volunteers in June 1990 constituted the first group of Peace Corps Volunteers to work in Central Europe.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	61	60	60
Volunteer Years	63	101	101
<u>Funding (\$000)</u>			
Appropriated	1,641	2,237	2,046

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps will expand its current TEFL program. Volunteers will train English teachers at the university and college level, and teach Hungarian students at the secondary level. TEFL Volunteers will also be responsible for a variety of tasks outside their teaching assignments, including improving the language capability of fellow faculty members and establishing regional English language resource centers.

A multi-faceted environment project placed Volunteers in environmental management and education positions in January 1992. They will participate in the development of the Regional Environmental Center for Central and Eastern Europe.

Peace Corps Program by Sector:

<u>Description of Projects by Sector</u>	<u>Tl by Sector</u>	
	FY92	FY93
Education	50	50
<i>University & College Teaching and Teacher Training</i> A primary goal of the project is to promote communicative-based teaching methodology in Hungarian schools. Volunteers assigned to colleges and universities will teach English to prospective educators and assist counterparts in professional development.		
<i>Secondary and Junior High Education</i> While teaching English at the secondary or junior high school level, Volunteers will also help fellow English teachers improve their English language competency through language enrichment activities.		
Environment	10	10
<i>Environment Education</i> Working in conjunction with the Regional Environmental Center, Volunteers will compile environmental information for community problem solving, organize media projects focused on the environment, develop professional environmental education materials, and implement procedures for processing information requests.		
<i>Environmental Management Adviser</i> This project will help municipal governments develop plans to protect the environment. Working with municipal governments, Volunteers will help assess near-term capabilities and identify sources of external support for environmental projects.		
<i>Non-Governmental Organizations (NGOs) Adviser</i> Volunteers will assist NGOs to organize offices, develop and work with a board of directors, design projects, develop strategic plans, plan comprehensive fund-raising, and train staff.		

Program Highlights & Accomplishments:

The first teaching Volunteers were stationed at universities, training institutes, and schools around the country. They have been well-received by both their Hungarian co-workers and the Hungarian government. The second group of English language Volunteers arrived in June 1991. With the opening of the Environmental Center for Central and Eastern Europe in Budapest in September 1990, Volunteers are now able to work in environmental management and education using resources available through the center. The first group of environment Volunteers arrived in Hungary on November 1, 1991.

Outlook:

Hungary's unique development obstacles present some unusual challenges for Peace Corps. Nevertheless, Peace Corps is anticipating that significant contributions can be made in English teaching and environmental education and training. Volunteers working in Hungary will be responsible for a variety of tasks outside their primary assignments. Some of these include establishing regional English language resource centers, teaching English-for-Special-Purposes (such as the environment), giving lectures, and providing in-service training to co-workers.

KIRIBATI

Population: 69,000
Annual Per Capita Income: \$700
Number of years Peace Corps in Country: 19

Peace Corps Country History:

Peace Corps' presence in The Republic of Kiribati began with the placement of a single Volunteer in 1973. Until 1989, the program was administered from the Peace Corps office in the Solomon Islands. For most of the early years, the number of Volunteers remained under ten, and assignments were spread throughout a wide variety of projects. The first significant expansion occurred in 1979 with the arrival of 12 health and water sanitation Volunteers. Through 1987, Volunteers in Kiribati numbered between 12 and 18, and programming was concentrated on education.

With the arrival of the first Country Director in 1988, Peace Corps established an independently administered post in the capital of Kiribati on Tarawa. In keeping with the development goals of the government, current assignments are all in the field of education, with emphasis on the Teaching of English as a Foreign Language (TEFL). The secondary education and rural primary TEFL projects are ongoing, while assignments in the rural-training centers will be phased out after April 1992. By FY93, a teacher-trainer project will be developed. All assignments are on the outer Islands in response to the government's national plan of decentralizing services.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	12	15	15
Volunteer Years	21	25	26
<u>Funding (\$000)</u>			
Appropriated	452	514	496
Host Country Contributions	9	10	11

Host Country/Peace Corps FY 1993-1995 Initiatives:

The government continues to promote education as its principal development goal. Peace Corps has introduced a co-teacher role in its programming and training for primary education and is exploring the possibility of providing teacher trainers at the Tarawa Teacher's College to help alleviate a severe shortage of qualified teachers. Secondary projects undertaken by Volunteers have favored an environmental and community development approach. Water catchment and shallow-water well construction will continue to be a mainstay of these cooperative efforts. Micro-enterprise development is also a possibility for the future.

Peace Corps Program by Sector:

<u>Description of Projects by Sector</u>	<u>TI by Sector</u>	
	<u>FY92</u>	<u>FY93</u>

Education 15 15

Secondary Education

Volunteers in this project help address significant manpower shortages in secondary schools by teaching math, science, English, and social studies in the country's single state-run school and in three of the seven church-supported schools.

Rural Primary English as a Second Language

Primary education Volunteers teach English and serve as co-teachers with the objective of developing the teaching skills of their Kiribati counterparts.

Teacher Trainers

Teacher trainers are projected to begin assignments at the Tarawa Teachers College in early 1993. This project will provide a more formal and structured environment for Volunteers to train future educators of Kiribati.

Program Highlights & Accomplishments:

With the support of a Kiribati-based Peace Corps staff, a stable Volunteer level of about 27 Volunteers per year has been established. Relations with the host-country government are strong. Volunteer support, project planning, and programming continue to improve in this positive environment.

Outlook:

Education is a top priority with the government and will continue to be the focus of Peace Corps efforts. With 40 percent of the Kiribati population under the age of 15, education is an area in which Peace Corps can make a significant contribution. Programming will expand with the addition of teacher trainers at Tarawa Teachers' College in 1993.

MALTA

Population: 351,000

Annual Per Capita Income: \$5,820

Number of years Peace Corps in Country: 9

Peace Corps Country History:

Peace Corps Volunteers first arrived in Malta in 1970. Initial projects were in architecture, library science, archaeology, education, and veterinary science. The program was in operation from 1970 through 1977, when a Labor party victory cooled U.S.-Maltese relations. However, the reputation of the Volunteers prevailed, and officials of the Ministry of Agriculture requested Peace Corps assistance in 1989. In August 1990, a veterinarian and a large-animal husbandry Volunteer arrived in Malta to begin service. Two additional Volunteers, a substance abuse counselor and a computer systems analyst, arrived in November 1991.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
Program			
Trainee Input (TI)	0	3	3
Volunteer Years	2	6	5
Funding (\$000)			
Appropriated	30	79	66

Host Country/Peace Corps FY 1993-1995 Initiatives:

The government of Malta has embarked on an ambitious program to redirect economic development to improve the material and social well-being of the Maltese population. The Prime Minister's Office has requested Peace Corps assistance to work with various ministries in the design, development, and implementation of micro-computer based systems in order to improve the efficiency and cost-effectiveness of the Maltese public sector. Peace Corps is also providing assistance through skilled animal-husbandry Volunteers and a trainer in substance-abuse counseling.

Peace Corps Program by Sector:

<u>Description of Projects by Sector</u>	<u>TI by Sector</u>	
	<u>FY92</u>	<u>FY93</u>
Agriculture	1	1
<i>Animal Husbandry</i>		
Animal husbandry Volunteers work with farmers, dairy cooperative members, and veterinary technicians to improve herd health practices and increase milk and beef production, with the aim of ensuring adequate food supplies, stabilizing consumer prices, and improving agriculture's contribution to trade.		
Education	1	1
<i>Trainer in Substance Abuse Counseling</i>		
A substance-abuse counselor/trainer works with the staff of a therapeutic community in staff training and development of appropriate rehabilitation and drug detoxification programs for young people.		
Small Business	1	1
<i>Information Systems Specialist</i>		
A systems analyst is working with the Prime Minister's Management Systems Unit and other ministries in the design, development, and implementation of micro-computer-based systems, while at the same time training host-country nationals in information systems.		

Program Highlights & Accomplishments:

A Volunteer veterinarian initiated a national dairy-herds survey, directed the creation of a diagnostic laboratory, and recommended steps to upgrade the veterinary service and animal care in Malta. The large-animal husbandry specialist took part in the national dairy-herds survey, assessed the country's agricultural extension network, and promoted improved record keeping.

Outlook:

Peace Corps will continue to meet Malta's needs in the areas of large-animal husbandry and dairy-herd management. The substance abuse counselor/trainer and systems analyst began their work in Malta in the Fall of 1991. During the second year of their service, these projects will be reviewed to determine if there is a continuing need for Peace Corps assistance in these areas.

MARSHALL ISLANDS

Population: 44,000

Annual Per Capita Income: \$1,500

Number of years Peace Corps in Country: 26

Peace Corps Country History:

A Peace Corps program began in the Republic of the Marshall Islands in 1966, when the islands were still a part of the Trust Territory of the Pacific Islands, generally referred to as Micronesia. The first Volunteers taught English in both elementary and secondary schools. Other later projects included assignments in health, appropriate technology, agriculture, vocational education, and small business development. The education program was phased out in the late 1970s.

In 1984, the newly formed government of the Republic of the Marshall Islands requested that Peace Corps establish a program independent from the rest of Micronesia in order to be more responsive to the country's needs. Based on a needs assessment, Peace Corps established an independent post in 1986 and evaluated requests for Volunteers in health education, youth development, and education.

An Education project began in 1988 and has since become the foundation of the Peace Corps program in the Marshall Islands. Most Volunteers teach English and health in outer-island elementary schools. Some work as science and vocational instructors at the secondary level. Since 1988, the Volunteer force in the Marshall Islands has stabilized at around 26 per year.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	16	18	18
Volunteer Years	28	27	31
<u>Funding (\$000)</u>			
Appropriated	587	671	659
Host Country Contributions	13	14	15

Host Country/Peace Corps FY 1993-1995 Initiatives:

Education continues to be a top priority of the government. Trained teachers and administrators are in great demand as half of the population is under the age of 15. Only about 40 Marshall Islanders received undergraduate degrees in the 1980s. While Peace Corps will maintain elementary teaching assignments, new assignments for secondary teacher trainers and principal advisors should be established by FY93.

Peace Corps Program by Sector:

<u>Description of Projects by Sector</u>	<u>TI by Sector</u>	
	<u>FY92</u>	<u>FY93</u>

Agriculture

1 1

Individual Placement

One Volunteer will be assigned to a pilot poultry production project in 1992 and another to a fisheries development project in 1993. Both assignments are intended to improve nutrition and provide much needed income. Nearly 75 percent of the nation's food is imported, and few alternatives for employment exist.

Education

16 17

Elementary English and Science Education

The majority of Volunteers work in this project. They are posted to outer-island elementary schools. In the future, the Volunteer role as co-teacher will receive more emphasis to better support and enhance the teaching abilities of Marshallese counterparts.

Secondary Education Teacher Trainers

Beginning in 1992, Volunteers in this project will work in the vocational departments of secondary schools as mentors and trainers for Marshallese educators.

Individual Placement

Experienced administrators in education have been requested to assist outer-island school boards, principals, and educators in effective management of the schools. The Volunteers will also assist in staff development and training, promote community involvement, and help develop improved curricula.

Urban Development

1 0

Individual Placement

One Volunteer will provide technical assistance in the development of alternative energy sources on the outer islands.

Program Highlights & Accomplishments:

Education assignments remain the mainstay of the Peace Corps program in the Marshall Islands. The emphasis of these assignments has gradually changed from a direct teaching role to that of trainer or co-teacher. Peace Corps staff has worked to introduce projects that will increase the capacity of educators of the Marshall Islands to teach their own citizens.

Outlook:

With 50 percent of the Marshallese population below the age of 15, education will continue as a priority for the government. Peace Corps Volunteers are expected to remain at about 26 per year, primarily in education. Environmental education and small business development are areas in which Peace Corps could expand its programs.

MICRONESIA/PALAU

Population: 125,000

Annual Per Capita Income: \$1,442

Number of years Peace Corps in Country: 26

Peace Corps Country History:

Peace Corps entered the Republic of Palau and the Federated States of Micronesia (FSM) in 1966, when both were part of the Trust Territory of the Pacific Islands. The first group of Volunteers taught English at all education levels and were soon followed by a group of legal advisers. In the 1970s, Peace Corps moved into agriculture, health, community development, and cooperative management projects. The early 1980s saw Volunteers working in water/sanitation, forestry, and fisheries.

The formation of the Federated States of Micronesia in 1986 coincided with structural changes in the Peace Corps program in the Pacific. The "Micronesia" program was divided, and only the Republic of Palau and FSM remained under the administration of the Pohnpei office. Projects were consolidated following a program reassessment. Dual assignments were developed, in which all Volunteers taught English in primary schools and worked on secondary activities specified by each sponsoring government. The secondary assignments in Palau, Yap, and Pohnpei concentrated on youth development, while Kosrae favored small business development, and Chuuk established primary health as its secondary priority.

Current programming strategies draw on the experience of the dual assignments. A reassessment of all projects has been undertaken with the close participation of host-country governments.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	39	40	40
Volunteer Years	86	71	63
<u>Funding (\$000)</u>			
Appropriated	1,911	1,770	1,628
Host Country Contributions	89	92	97

Host Country/Peace Corps FY 1993-1995 Initiatives:

Development strategies in Micronesia and Palau must address a population in which over 50 percent of the people are under the age of 18. Peace Corps has begun a systematic review of needs, concentrating on working more closely with host-country officials to determine how the Peace Corps can most effectively and responsibly use its resources. The process has been completed in Pohnpei and Palau and will be expanded to Yap and Chuuk in FY92. In Pohnpei and Palau programming will move away from dual assignments toward projects in English education, vocational-skills development, and small business development.

Peace Corps Program by Sector:

<u>Description of Projects by Sector</u>	<u>TI by Sector</u>
	<u>FY92</u> <u>FY93</u>

Education	21 33
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Vocational Skills Development, Pohnpei

In a new project, two teams of three Peace Corps Volunteers will be assigned to rural skill-development centers to train students in general construction, business, and communication skills.

English Education, Pohnpei & Palau

A full-time English teaching project has been created. Volunteers will serve as English teachers at the elementary level. In addition, Volunteers will develop educational materials and work with fellow teachers.

Teacher Trainer, Yap

This project was developed in cooperation with the Yap Department of Education and the University of Guam. Volunteers will serve as university adjunct professors and work with teachers to provide training and classroom support. While learning new teaching methods, student educators will work towards a Bachelors accreditation.

Environment	1 0
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Individual Placement

The Yap Marine Fisheries and Resources Project was successfully completed at the end of FY91. One Volunteer is assigned to follow-up this eight-year project. The new assignment emphasizes the creation of a marine-resource database for the State of Yap. Other duties involve developing educational materials and continuing support of small-scale fish-product industries to improve the nutrition and income of those involved.

Health	10 7
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Health and English Education, Chuuk

Primary health care is gradually becoming the focus of this dual health and English teaching project. Volunteers work as elementary English teachers for half of the day and work in health-related activities during the remainder of the day. Volunteers assist in clinics, community outreach, and non-formal education.

Small Business	8 0
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Small Enterprise Development, Kosrae

Volunteers provide existing small businesses with training support in management, accounting, and marketing. Identification of credit sources and development of local sustainable resources are of special importance.

Small Business Adviser, Palau

This project will begin in September 1992, providing training in business skills—concentrating on entrepreneurial industries and a burgeoning tourist trade.

Program Highlights & Accomplishments:

In keeping with the education priorities of the host governments, Teaching English as a Second Language continues as the heart of the Peace Corps program in Palau and the Federated States of Micronesia. The addition of the Yap Teacher Trainer Project provides an exciting new dimension to Peace Corps efforts to educate a young population and provide effective teachers for the future.

Outlook:

Programming through FY92 and FY93 will continue to change as priorities are defined in the remaining states of FSM. While no dramatic shifts are anticipated, dual assignments combining Teaching English as a Second Language and another field are being phased out while small business and teacher-trainer projects are receiving increased emphasis.

MONGOLIA

Population: 2,128,000

Annual Per Capita Income: Not Available

Number of years Peace Corps in Country: 1

Peace Corps Country History:

In early 1990, the Government of Mongolia requested Peace Corps Volunteers to assist with national development. The signing of the Country Agreement took place in August 1990. The first group of Peace Corps Volunteers arrived in Ulaanbaatar on July 3, 1991. The second group of Volunteers is scheduled to begin service in July 1992.

Peace Corps Mongolia currently has Volunteers working in Teaching English as a Foreign Language (TEFL) and computer science education. The Volunteers work with the Institute of Foreign Languages, the Polytechnic, the Ministry of Health, the Ministry of Agriculture, and the Mongolian State Bank. The arrival of the second group, in 1992, will expand the program to include small business development.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	24	25	25
Volunteer Years	2	24	41
<u>Funding (\$000)</u>			
Appropriated	618	774	992

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps Mongolia has been asked to expand its program to include small business development. Peace Corps Mongolia's computer-teacher project is one of the first of its kind. The Ministry of Health is expanding its mainframe computer system. Two Volunteers are assisting in the installation and on the development of software. This collaborative effort is to support a nationwide computerized health service delivery system. Volunteers will continue to provide training and software design for eight divisions of the Ministry of Health. A Volunteer is also assisting the Mongolia State Bank in the programming of its mainframe computer system.

Peace Corps Program by Sector:

<u>Description of Projects by Sector</u>	<u>TI by Sector</u>
	<u>FY92</u> <u>FY93</u>

Education	10 13
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Teaching English as a Foreign Language (TEFL)

The goal of the TEFL project is to teach English to prospective English teachers, school administrators, and civil servants.

Teacher Trainers at the Institute of Foreign Languages

Volunteers work with Mongolian teachers to strengthen English teaching programs at the Institute of Foreign Languages. The teacher-trainer Volunteers also serve as a technical resource for the TEFL Volunteers.

Computer Science Teachers

Computer Science Volunteers will set up 15 World Health Organization-donated personal computers for the Ministry of Health in a linked IBM-compatible system. The Mongolian State Bank's computer science Volunteer will assist in the installation of an AS/400 mainframe computer and International Banking Information System software, as well as training Mongolian bankers in the use of computer-banking systems.

Small Business	15 12
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Small Business Development

Small business development Volunteers will provide basic business management training for owners and managers of small businesses and income-generating projects.

Program Highlights & Accomplishments:

Although Peace Corps Volunteers have been in Mongolia for less than a year, their work has been highly visible, and the impact within the various ministries has been resounding. Many other Ministries have requested Volunteers. Peace Corps has established a strong foundation from which to move into other program areas.

Outlook:

Mongolia is opening its doors to the West after being one of the world's most isolated countries in the 20th century. Peace Corps has taken the initiative in providing technical help to Mongolia as it strives for international integration and modernization.

MOROCCO

Population: 24,567,000

Annual Per Capita Income: \$900

Number of years Peace Corps in Country: 29

Peace Corps Country History:

Peace Corps has been in Morocco since 1963, making it one of the Agency's most established programs. Over 2,800 Volunteers have served in the fields of health and sanitation, education, agriculture, rural water supply, social services, and parks, wildlife, and environmental education. Due to escalating tensions during the Persian Gulf Crisis, 133 Peace Corps Volunteers were evacuated from Morocco in January 1991. Peace Corps Morocco resumed operations in June 1991, with 37 Volunteers returning to work at their posts.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	0	96	96
Volunteer Years	46	64	120
<u>Funding (\$000)</u>			
Appropriated	1,681	1,802	1,713
Host Country Contributions	46	48	50

Host Country/Peace Corps FY 1993-1995 Initiatives:

While Morocco is superficially developed in urban centers, rural areas continue to experience hardship with health care delivery, maintaining a potable water supply, and successful animal production. Morocco's current five-year plan includes programs aimed at developing basic health-care delivery units, reducing infant mortality, and improving maternal and child health. The National Development Plan also acknowledges the need for better management of natural resources and upgraded techniques in animal husbandry. Education remains a priority of the government as more professionals and crafts people need English skills to complete effectively in an increasingly international workplace. Peace Corps Morocco will continue to address these needs in FY93 in coordination with the Moroccan government's priorities.

Peace Corps Program by Sector:

<u>Description of Projects by Sector</u>	<u>TI by Sector</u>	<u>FY92 FY93</u>
Agriculture		16 16
<i>Associate Volunteer Veterinarians</i> In a one-year assignment, Volunteer veterinarians work with farmers, dairy cooperative members, and veterinary technicians to improve herd health practices and increase awareness of public-health issues.		
<i>Large Animal Husbandry</i> Volunteers work with local technicians and Volunteer veterinarians to improve livestock production and herd management through development of feeding strategies, extension training sessions, and improved production capacity.		
Education		33 34
<i>English for Specific Purposes (ESP)</i> Volunteers are assigned to institutions to provide English instruction that specifically targets employee job needs. Volunteers are currently working in the fields of agriculture, teacher training, engineering, health, and commerce.		
<i>University English Teaching</i> In an effort to ease the shortage of university-level faculty, Peace Corps Volunteers teach English classes, assist in the development of course materials, and promote extra-curricular activities.		
<i>Teachers of the Visually Impaired</i> The goal of this project is to enhance the quality of education of the blind in Morocco, with a special focus on daily living skills. Volunteers teach in schools established by a private, non-profit Moroccan organization for the blind.		
Environment		15 15
<i>National Parks Development</i> Volunteers propose conservation plans for endangered species and develop management plans for government-identified reserves in collaboration with the Moroccan Department of Waters and Forests.		
<i>Environmental Education</i> Volunteers design environmental education programs, maintain conservation education centers in biological reserves, and broaden environmental awareness in surrounding communities through environmental education outreach activities.		
Health		32 31
<i>Health and Sanitation Extension</i> In an effort to combat water-borne diseases and parasites, Volunteers work in remote areas to provide health education, promote use of oral rehydration salts, increase the number of safe-water sources, and encourage the construction and proper use of latrines.		

Program Highlights & Accomplishments:

In 1991, after 28 years, Peace Corps Morocco successfully fulfilled its mission in a key high school English teaching project. Volunteers have now been fully replaced by Moroccan English teachers. In the last several years of the project, Volunteers worked with Moroccan teachers of English to establish English language resource centers in communities throughout Morocco.

Highly skilled Volunteer veterinarians have been successfully recruited to serve in Morocco through the Volunteer Partner program. Under this program, veterinarians work in Morocco for a one-year period of service.

The first inter-regional language training conference for Peace Corps language instructors in Arab countries took place in Morocco in 1991. This successful workshop encouraged collaboration among the Arabic-speaking countries in their efforts to enhance Volunteer competencies in this difficult language.

Outlook:

Following a program suspension in January 1991 and resumption of the program in June 1991, a major focus has been the strengthening and revitalization of relationships with host-country ministries and rebuilding the Peace Corps program in Morocco. Peace Corps used the period of the program suspension to review Peace Corps projects with appropriate ministries and organizations. This has led to project consolidation and strengthening of ongoing projects. In the next two years, Peace Corps Morocco will double its assistance in health programming—focusing on maternal and child health. This will be a collaborative effort with USAID.

NEPAL

Population: 18,431,000

Annual Per Capita Income: \$170

Number of years Peace Corps in Country: 30

Peace Corps Country History:

Since Peace Corps Nepal began operations in April 1962, over 2,700 Volunteers have worked in every part of this landlocked, mountainous nation. Efforts to assist His Majesty's Government include programs in all six sectors: education, agriculture, health, environment, small business development, and urban development.

Peace Corps Nepal currently has approximately 140 Volunteers working in 12 development projects throughout the country.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
Program			
Trainee Input (TI)	65	79	79
Volunteer Years	143	136	136
Funding (\$000)			
Appropriated	2,102	2,143	2,092
Host Country Contributions	14	16	17

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps Nepal's priority initiative will continue to be the training of teachers in the fields of English, math, and science. Peace Corps places education Volunteers in the classroom for the first year of service and then utilizes them as teacher trainers for their second year.

Deforestation and low agricultural productivity are severe problems in Nepal, and Peace Corps has identified projects in these areas for expansion. As health problems continue to plague large percentages of the population, Peace Corps Nepal will continue with its drinking water and sanitation and nursing education projects, while expanding into the women's health-extension field.

Peace Corps Program by Sector:

<u>Description of Projects by Sector</u>	<u>TI by Sector</u>	
	<u>FY92</u>	<u>FY93</u>
Agriculture	15	14
<i>Agricultural Research and Extension</i> This project seeks to improve agricultural output through the placement of seed production specialists, horticulturalists, artificial insemination specialists, and farm mechanics.		
<i>Fisheries Extension</i> In order to provide small-scale farmers with an alternative source of income, Volunteers train them in fisheries production. Volunteers with engineering degrees work in regional centers on the design and construction of large fish ponds.		
Education	27	24
<i>Teacher Training</i> In order to help alleviate the shortfall of trained teachers in Nepal, Peace Corps is continuing to send Volunteers to teach English, math, and science, and to train teachers in methodology and curriculum development.		
Environment	11	12
<i>Community Forestry</i> The goal of this project is to improve the efficient use and preservation of forested areas in Nepal. Most Volunteers work with local forestry-management groups, while others serve as wind and solar-power technicians to reduce local dependence on wood for fuel.		
<i>Forestry Education</i> Volunteers teach university degree level resource-management professionals at the Institute of Forestry in Pokhara in several related subject areas.		
Health	22	16
<i>Drinking Water and Sanitation</i> Water and sanitation Volunteers train village groups in the construction and maintenance of potable water systems.		
<i>Nursing Education</i> Volunteers train nurses at the Institute of Medicine in the fundamentals of hospital and community-health nursing.		
<i>Special Education</i> A restructured special education project will provide awareness training in prevention, referral, and care for the handicapped in the family and village setting.		
<i>Community Health</i> This new project will provide training to local community-health workers in maternal and child-health care issues. Dentists are also being placed for the first time to provide needed dental care and preventive instruction to remote populations.		

Small Business 0 9

Appropriate Technology

Volunteers with a background in carpentry, garment making, and plumbing provide instruction in the design and distribution of products and technologies to the remote rural poor.

Income Generation

Volunteers train traditional rural Nepalis, who have moved to urban areas, in basic skills and business practices useful in a town environment.

Urban Development 4 4

Urban Planning

As Nepal urbanizes, it is utilizing the services of urban planners, urban planning engineers, and low-cost housing advisors provided by Peace Corps to conduct surveys and develop master land-use plans.

Program Highlights & Accomplishments:

Peace Corps Nepal is proud of its successful teacher-training project, which places volunteers in the classroom for a year to gain experience, after which they train teachers in surrounding areas for their second year. Its urban planning project has increased awareness among Nepal's municipal officials of the importance of urban planning.

Outlook:

Peace Corps Nepal will continue its strong project in education, while expanding programming in the health field. The special-education project is being restructured to offer a community outreach component, and the specialized institutional care facet of the project will be phased out. A women's health project is being inaugurated to train community health workers in maternal and child health-care issues.

PAKISTAN

Population: 109,950,000
Annual Per Capita Income: \$370
Number of years Peace Corps in Country: 10

Peace Corps Country History:

From 1961 to 1967, nearly 500 Volunteers worked in West and East Pakistan. Peace Corps left the country in 1967 and did not return until 21 years later, in 1988. The Persian Gulf crisis caused the temporary suspension of all Peace Corps projects in Pakistan in January 1991. Ten of the Volunteers evacuated in January returned to Pakistan in July and August to resume their interrupted projects. They teach English and special education.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
Program			
Trainee Input (TI)	0	39	39
Volunteer Years	13	20	53
Funding (\$000)			
Appropriated	610	853	886
Host Country Contributions	33	34	36

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps has identified improvement of English teaching as a priority. Peace Corps is also committed to assisting Pakistani counterparts in delivering special education services. By FY93, Volunteers will be working with women's health needs and will have resumed the small business project (suspended in 1991).

Peace Corps Program by Sector:

<u>Description of Projects by Sector</u>	<u>TI by Sector</u>	
	<u>FY92</u>	<u>FY93</u>
Education	26	22
<i>English Education Teacher Training</i> Volunteers work primarily in teacher-training colleges in order to improve the country's English proficiency and as pre-service and in-service teacher trainers.		
Health	13	10
<i>Special Education</i> Volunteers with expertise in special education are developing training courses and providing services to the disabled within the structure of existing institutions.		
<i>Health Education</i> A community-based project focused on maternal and child health care will start in FY92 and expand in FY93.		
Small Business	0	7
<i>Small Business Adviser</i> With the employment picture growing increasingly dim, the Government of Pakistan is turning its attention to special initiatives in this important sector. The program suspension gave Peace Corps a chance to re-evaluate its effort in the business development area for FY93.		

Program Highlights & Accomplishments:

Peace Corps Pakistan only resumed operations in 1988. Between 1988 and the 1991 suspension, Peace Corps engaged in projects that addressed needs identified by the Government of Pakistan, primarily in teacher training. Volunteers developed and delivered in-service teacher training modules in education extension centers and in the field. Volunteers had also begun working with the Directorate General of Special Education and its institutions in meeting the needs of the disabled population of Pakistan.

Outlook:

Peace Corps Pakistan will move, with the consent and cooperation of the Government of Pakistan, to expand the program into women's health extension and a revitalized small business project to complement its English teacher-training and special-education work.

PAPUA NEW GUINEA

Population: 3,812,000

Annual Per Capita Income: \$900

Number of years Peace Corps in Country: 11

Peace Corps Country History:

The first group of nine Volunteers arrived in Papua New Guinea in September 1981. Volunteers, ranging in age from 22 to 70, currently serve in nearly every province in Papua New Guinea. They work in health, secondary education, and rural community-development projects.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	33	50	50
Volunteer Years	68	68	68
<u>Funding (\$000)</u>			
Appropriated	1,682	1,772	1,796
Host Country Contributions	140	147	154

Host Country/Peace Corps FY 1993-1995 Initiatives:

In the Papua New Guinea Development plan (1989-1993), the government's initiatives embody the state's obligation to assist people to improve their lives through provision of adequate shelter, food, and water; educational opportunities; access to health care and welfare services; and protection of basic human rights. Peace Corps will continue its current projects in rural community development, health, small enterprise development, and education.

Peace Corps Program by Sector:

<u>Description of Projects by Sector</u>	<u>TI by Sector</u>	<u>FY92 FY93</u>
Agriculture		8 8
Volunteers work to improve self-sufficiency and economic earnings of rural agricultural-based village communities by expanding production of vegetables and food crops; to improve the health of rural village communities by expanding health education; and to promote community cooperation and involvement in village-based development activities.		
Education		25 25
<i>Secondary English, Math, and Science</i> Volunteers teach core subjects to students at the seventh through tenth grade level according to the syllabus and guidelines set by the education department.		
Health		17 17
<i>Primary Health Nutrition Education</i> Volunteers develop and deliver primary health and nutrition training with an emphasis on community participation and education.		
<i>Rural Community Development Health Extension</i> Volunteers work within the existing infrastructure to support and expand health education. Family health, hygiene, and maternal-child care are promoted by extension workers at the village level.		

Program Highlights & Accomplishments:

Through cooperation with UNICEF and two provincial governments, Peace Corps is initiating a new child-survival project that will focus on implementing community-based interventions in some of the most remote areas of Papua New Guinea. Rural community-development Volunteers were able to reduce malnutrition significantly in a two-year period.

Outlook:

Peace Corps Papua New Guinea is about to implement major projects aimed at preserving the country's incredible bio-diversity while providing needed development opportunities to local landowners. Peace Corps has met with agencies such as the World Wildlife Fund, Conservation International, Wildlife Conservation International, Foundation for the South Pacific, and other environmental groups in an effort to identify options to provide support for these environment projects. In the near future, active Peace Corps collaboration with these non-government organizations will become a reality.

PHILIPPINES

Population: 61,224,000

Annual Per Capita Income: \$700

Number of years Peace Corps in Country: 30

Peace Corps Country History:

The Philippines was one of the first countries to extend an invitation to the Peace Corps. Volunteers arrived in October 1961 to teach math and science. By the late 1960s, at the request of the Philippine government, Peace Corps had diversified into a variety of other fields: health and nutrition, fisheries, agriculture, and small business. A major review of Peace Corps programs in 1980 produced a policy emphasizing support and collaboration with the government.

In June 1990, after over 6,400 Volunteers had successfully served in the Philippines, a communist rebel threat forced suspension of the program. All 261 Volunteers returned home safely, and a small staff remained to prepare for the eventual resumption of the program. No formal agreement has been reached, but the current target for program resumption is early 1992. Volunteers are expected to number between 25 and 50 for the first two years.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	0	25	25
Volunteer Years	0	11	31
<u>Funding (\$000)</u>			
Appropriated	492	907	855

Host Country/Peace Corps FY 1993-1995 Initiatives:

A new, integrated project has been designed for the resumption of the Peace Corps program in the Philippines. The Small Island Integrated Development project will combine Volunteers into five teams spread throughout three island provinces. Each team will include Volunteers assigned to work in forestry extension, water/sanitation, crop extension, small animal husbandry, coastal fisheries, and non-formal education.

These assignments were developed to address the priorities of the Philippine Medium Term Development Plan, which focuses on three goals: attaining sustainable economic growth; alleviating poverty and promoting equity; and generating productive employment.

Peace Corps Program by Sector:

<u>Description of Projects by Sector</u>	<u>TI by Sector</u>	<u>FY92</u>	<u>FY93</u>
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Environment 25 25

Small Island Integrated Development

This project will consist of teams of Volunteers working in six assignment areas. The team concept is designed to promote an integrated approach to the problems of poverty, underdevelopment, and environmental degradation on the small islands of the Philippines. Volunteers will work in agriculture and crop extension, agro-forestry, water and sanitation, coastal resource management, and non-formal community education. Collaboration with local government officials, non-formal community leaders, line-agency extensionists, and others will be emphasized in developing and implementing the project.

Program Highlights & Accomplishments:

The period before the return of Volunteers has provided an opportunity to improve programming. An environmental workshop is being designed to bring together representatives of various Philippine government agencies and Peace Corps staff. Another primary objective of the workshop is to foster an expanded team effort in support of Volunteers and Filipinos in the field.

Outlook:

Peace Corps has had a long and productive partnership with the government of the Philippines. The agency will work carefully and deliberately with the government to further strengthen that relationship and increase its many accomplishments. Effective programming and relation-building will be emphasized in the first few years after the program resumes.

POLAND

Population: 38,061,000

Annual Per Capita Income: \$1,760

Number of years Peace Corps in Country: 3

Peace Corps Country History:

The Government of Poland contacted the Peace Corps in September 1989. After assessing the requests of the Polish authorities, the Peace Corps post was formally opened with the arrival of U.S. staff in Warsaw in March 1990.

The first group of Teaching English as a Foreign Language (TEFL) Volunteers arrived in Poland in June 1990. A Small Enterprise Development (SED) program was established in October 1990, and the first environment Volunteers arrived in November 1991.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
Program			
Trainee Input (TI)	100	100	100
Volunteer Years	86	155	157
Funding (\$000)			
Appropriated	2,306	2,952	2,867

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps plans to expand its current TEFL program. Volunteers will train English teachers at the university and college level and teach Polish students at the secondary level. The TEFL Volunteers will also continue to undertake a variety of tasks outside their teaching assignments, such as improving the language capability of fellow faculty members or establishing regional English language resource centers.

With the demonstrated need for business-management skills in Poland, the Small Enterprise Development project has tremendous potential. In FY93, 58 SED Volunteers will expand the range of technical areas the project works in to include privatization and agro-industry.

Peace Corps Program by Sector:

<u>Description of Projects by Sector</u>	<u>TI by Sector</u>	
	<u>FY92</u>	<u>FY93</u>
Education	68	37
<i>Higher Education: English Teacher Training</i> Volunteers assigned by the Ministry of National Education to universities and newly established three-year teacher training colleges teach advanced courses and help fellow faculty members improve English competency.		
<i>Secondary Education: English Teaching</i> Volunteers assigned to secondary schools throughout Poland teach English courses, train teachers, establish resource centers, and sponsor English clubs.		
<i>English for Special Purposes</i> English for Special Purposes Volunteers work in business colleges, various university departments, pedagogical schools, and other institutions where there is an acute need for English language training at a professional level.		
Environment	11	15
<i>National Park Advisers</i> Volunteers work as National Park Advisers to improve environmental management and organizational practices in the national parks as well as help district offices incorporate better nature protection practices in their activities.		
<i>Environmental Adviser</i> Volunteers also work in environmental education, helping to improve the effectiveness of local organizations through improved management practices, public awareness campaigns, and membership development.		
Small Enterprise Development	21	48
<i>Business/Economic Development Adviser</i> Volunteers provide management assistance to the Ministry of Local Government at the county level in preparing economic development plans, identifying investment needs and opportunities, and designing programs to assist in the establishment and expansion of small- and medium-scale businesses.		
<i>Senior Economic Development Adviser</i> Volunteers are assigned as municipal advisers to cities and communities throughout Poland to provide technical assistance in specific areas such as housing development and municipal finance.		

Program Highlights & Accomplishments:

TEFL Volunteers have already trained hundreds of university and secondary school teachers and students in the first two years of the program. This program was so rapidly and effectively launched that the Ministry of National Education credits Peace Corps assistance as having been indispensable to the opening of their network of English Language Teacher Training Colleges.

The success of the small enterprise development program may be attributed both to its rapid response to government requests and to its close collaboration with many other international development efforts. This collaboration included a week-long Bankers Training Conference organized by a Volunteer and held in Krakow in November 1991. Five American bankers and a bank regulator presented workshops on banking and financial issues for 75 Polish bankers.

Outlook:

Poland's non-traditional development challenges and need for rapid change are presenting Peace Corps with formidable challenges. Nevertheless, Peace Corps has demonstrated that it can provide significant contributions in English teaching, business management, and environmental education. The Poland program has also served as a model for program development elsewhere in Central and Eastern Europe, including the states emerging from the former USSR.

ROMANIA

Population: 23,148,000

Annual Per Capita Income: Not Available

Number of years Peace Corps in Country: 2

Peace Corps Country History:

The 24-year old Ceausescu regime was overthrown by a popular uprising supported by the army on December 22, 1989. To meet the dire need for assistance after the fall of Ceausescu, the Peace Corps sent two representatives to meet with both the Romanian government and non-governmental organizations in August 1990. They determined that Peace Corps Volunteers could provide much needed assistance in orphanages that had been inundated with orphans as a result of Ceausescu's population growth policies. Peace Corps staff arrived in Romania in December 1990 to establish the program, and the first group of Volunteers arrived in Romania in February 1991. They began working in the orphanages in May 1991.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	14	18	18
Volunteer Years	6	15	29
<u>Funding (\$000)</u>			
Appropriated	468	596	704

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps will concentrate on addressing the needs of children in orphanages, while moving into other education fields. The situation in the orphanages has greatly improved, and needs in these primary-care institutions are changing. English teaching and youth counseling in regular schools have been identified as potential new areas for Peace Corps programs in Romania.

Peace Corps Program by Sector:

Description of Projects by Sector

Education

18 18

Community Outreach/Trainer

In an effort to integrate orphaned children into Romanian society, community outreach volunteers act as a bridge between the orphanages and their communities.

Early Childhood Development/Trainer

The primary objective for Volunteers in this project is to help implement improved care and therapy methodologies for special-needs orphans.

Special Education

Volunteers assigned to this project work in orphanages addressing both formal and non-formal education needs.

Program Highlights and Accomplishments:

Peace Corps was quick to respond to needs in Romania's orphanages and is the only organization providing medium-term assistance to the orphans and orphanage staffs. The primary goal is to help Romanian staffs develop a more effective methodology for working with orphans and integrating them back into the local community. In addition, Peace Corps Romania organized a week-long in-service training in September 1991 that provided professional training for both Volunteers and their Romanian counterparts.

Outlook:

There is great enthusiasm at all levels for Peace Corps in Romania. Peace Corps intends to help Romania improve the long-term health of its people. The program in Romania hopes to expand to meet the needs of other sectors of Romanian society, particularly in the English-education field.

RUSSIA

Population: 144,000,000

Annual Per Capita Income: Not Available

Number of years Peace Corps in Country: Not Applicable

Peace Corps Country History:

Informal contacts with officials of the Russian republic have enabled Peace Corps to make initial planning estimates. A Peace Corps program assessment team is currently scheduled to visit Russia in February or March 1992. The Peace Corps team will meet with Russian government officials to evaluate the country's needs and how Peace Corps can assist.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	0	75	75
Volunteer Years	0	0	52
<u>Funding (\$000)</u>			
Appropriated	0	1,135	2,191

Host Country/Peace Corps FY 1993-1995 Initiatives:

It is not yet possible to specify the details of the emerging program in Russia. Initial discussions, however, tentatively support assignment of up to 75 Volunteers to work in small enterprise development and the environment.

Peace Corps Program by Sector:

Description of Projects by Sector	TI by Sector FY92 FY93
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Small Enterprise Development

Small enterprise development is likely to be the major activity, with Volunteers serving as both economic-development advisers and business-information specialists.

Environment

Specific activities in this sector remain to be selected.

SOLOMON ISLANDS

Population: 314,000

Annual Per Capita Income: \$570

Number of years Peace Corps in Country: 21

Peace Corps Country History:

Peace Corps began its program in the Solomon Islands in 1971 with the placement of six Volunteers, four of whom had worked with the World Health Organization on malaria eradication. In 1976, Volunteers were involved in the national census, collecting reliable population and economic data for government planning purposes. Volunteers also served as small business advisors and primary-education instructors. In the late 1970s, Peace Corps revamped its programs based on development plans of a newly independent government, which placed emphasis on decentralization, self-reliance, and local determination. Currently, Peace Corps programming focuses primarily on education, with other programs in health and urban development.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
Program			
Trainee Input (TI)	31	35	34
Volunteer Years	45	51	53
Funding (\$000)			
Appropriated	880	972	968
Host Country Contributions	24	25	26

Host Country/Peace Corps FY 1993-1995 Initiatives:

The primary Peace Corps effort in the Solomon Islands is focused on manpower and infrastructure development, which corresponds with the five-year development plan of the government. Programming will emphasize collaboration with national and provincial governments and local municipalities in education and rural development.

Peace Corps Program by Sector:

<u>Description of Projects by Sector</u>	<u>TI by Sector</u>	
	<u>FY92</u>	<u>FY93</u>

Education 25 26

Secondary Education

The purpose of this project is to provide educational opportunities in mathematics, science, and business to 1,500 secondary students attending national or provincial schools throughout the country.

Vocational Education

This project provides over 500 school drop outs with training in carpentry, electrical wiring, furniture building, plumbing, and home economics, in addition to basic instruction in math, science, and English.

Community Development Educators

Volunteers work at the provincial and community levels with community education officers to provide educational opportunities which respond to the needs of rural communities. Activities which directly benefit rural women are one focus, such as small business development and natural resource management.

Environment 1 1

Marine Fisheries

One Volunteer is assigned to the Ministry of the Interior to work with a research project attempting to preserve the endangered giant clam. The promotion of viable forms of aquaculture food production is another goal of this project.

Health 3 3

Health Education

This project focuses on health awareness and issues affecting rural villages and those unique to urban growth. Working through the primary schools, Volunteers work at raising village consciousness on how environment and behavior affect village health.

Rural Water Supply and Sanitation Engineers

Volunteers work directly with villagers in planning and installing small-scale gravity-flow water systems and developing sanitary waste-disposal systems such as improved pit latrines and village compost piles.

Urban Development 6 4

Civil Engineers and Provincial Development Planning Advisors

Volunteers work directly with provincial governments and local municipalities as planners and engineers to build roads, schools, and hospitals. An integral part of this project is the transfer of technical skills to counterparts.

Peace Corps Program by Sector:

Description of Projects by Sector

TI by Sector
FY92 FY93

Accounts Trainer

A Volunteer works with counterparts in provincial governments and local municipalities transferring skills in the management of fiscal resources for public projects.

Mechanical Engineer

A Volunteer works with counterparts repairing and maintaining heavy equipment used by provincial governments, and in local public works projects.

Program Highlights & Accomplishments:

Much progress has been made in providing the government of the Solomon Islands assistance in gaining trained manpower. Peace Corps plans to continue its assistance aimed at improving the infrastructures necessary for the internal development of the islands.

Outlook:

Peace Corps Solomon Islands will implement a project devoted to empowerment of women and the development of small business women's cooperatives. Community-based projects and transferring academic and practical skills will remain central to the programs in the Solomon Islands.

SRI LANKA

Population: 16,779,000
Annual Per Capita Income: \$430
Number of years Peace Corps in Country: 14

Peace Corps Country History:

Peace Corps resumed operations in Sri Lanka in 1983, after a 13-year absence. Volunteers had previously served in Sri Lanka from 1962-1964 and 1967-1970. Political differences between the United States and Sri Lanka resulted in termination of the previous programs. In the total of 14 years of service, nearly 200 Volunteers have served in Sri Lanka.

Peace Corps Sri Lanka currently has Volunteers working in the southern and western parts of the island nation. These Volunteers are working in education, small business, and environment.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	32	27	26
Volunteer Years	24	44	45
<u>Funding (\$000)</u>			
Appropriated	584	711	747
Host Country Contributions	11	12	13

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps Sri Lanka's priority continues to be English teaching. All Volunteers teach English as part of their assignment in order to meet Sri Lanka's request for assistance in improving use of the language, which can help bridge cultural gaps on the island, while opening it to international trade and information. District English Language Improvement Centers and the Prinsett Credit Program centers will continue to be staffed with Peace Corps help.

Peace Corps has identified the Agricultural Productivity Villages Project as a means to increase income for rural farmers. In addition, in FY93, Volunteers will begin working as environmental educators.

Peace Corps Program by Sector:

<u>Description of Projects by Sector</u>	<u>TI by Sector</u>	<u>FY92</u>	<u>FY93</u>
Education		14	13
<i>District English Language Improvement Centers</i>			
This project is designed to upgrade the quality of English language skills on a national basis as quickly as possible. Volunteers teach specially identified students in a one-year intensive language course that prepares them for entrance into teacher training colleges and teaching positions in rural primary or secondary schools. The centers will soon be less narrowly-focused, and Volunteers and Sri Lankan teachers will work on upgrading local teacher skills by providing current educational resource materials, curricula, and information on teaching methodologies.			
<i>Prinsett Credit Program</i>			
Prinsett Credit Teacher Training is a new English training project, which provides intensive training to those teachers who already have teaching experience but need more training in English teaching methodology.			
Environment		4	5
<i>Environmental Education</i>			
Peace Corps Sri Lanka is assessing a possible collaboration with the Department of Wildlife. Volunteers would work with park guides in the areas of park management and wildlife and environmental education of park visitors and surrounding communities.			
Small Business		9	8
<i>Agricultural Productivity Villages</i>			
Villagers are helped to form cooperatives through which better farming and marketing techniques and small business principles are taught. Volunteers will also teach English and try to encourage better natural resource management.			

Program Highlights & Accomplishments:

One of the principal goals of Peace Corps Sri Lanka is to re-establish high-quality English language instruction throughout the island. While this goal can only presently be achieved in the secure southern and western parts of Sri Lanka, Peace Corps is widely held to have been the key to the success of the English teacher training project. The new Agricultural Productivity Village project has shown promise as an effective method of improving entrepreneurship skills.

Outlook:

Peace Corps Sri Lanka has become well-established despite continuing ethnic strife in the north and east. Peace Corps continually monitors security and makes all placement and transfer decisions based on the current local situation. The three strong programs Peace Corps has in the south and west will continue to make a difference in the quality of life of the local residents.

THAILAND

Population: 55,200,000
Annual Per Capita Income: \$1,170
Number of years Peace Corps in Country: 30

Peace Corps Country History:

Since the first group of Volunteers arrived in country in January 1962, more than 3,800 Volunteers have served throughout Thailand. Their impact has been felt in Filariasis control, water and soil conservation, English language education, community development, agriculture production, nutrition, national forestry, fresh water fisheries, youth development, and AIDS education. Peace Corps Thailand Volunteers currently work in agriculture, education, health, and environment.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
Program			
Trainee Input (T)	104	110	109
Volunteer Years	218	213	209
Funding (\$000)			
Appropriated	3,570	3,792	3,572
Host Country Contributions	283	294	309

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps Thailand's initiatives are coordinated with the Royal Thai government's current Five-Year Social and Economic Development Plan. Peace Corps projects address the prime directive of alleviating rural poverty and contributing to a more equal distribution of wealth by helping to provide long-term stability and increased income for farm families through investment in agriculture and water systems development, income generation, and resource development projects. The second initiative that Peace Corps Thailand addresses is the rehabilitation of the environment through education, nature interpretation services, and environmentally sound land and water resource development. Thirdly, nearly all Peace Corps Thailand projects work to improve the quality of life through better health and nutrition standards including dependable water supplies. The fourth initiative is that of human resources development through education. Increasing the awareness of the Thai people to the dangers of AIDS will continue to be one of the most vital projects.

Peace Corps Program by Sector:

<u>Description of Projects by Sector</u>	<u>TI by Sector</u>	
	<u>FY92</u>	<u>FY93</u>

Agriculture	22	17
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Soil and Water Conservation

This project improves agricultural soil conservation by assisting farmers in their plans for the construction of broad-based terraces and erosion-control structures. Volunteers conduct research on saline soil reclamation methods and promote crop rotation, green manure crops, and the widespread use of compost.

Fisheries Extension

In order to provide small farmers with an alternative source of income, Volunteers assist them with pond and breeding station construction and maintenance, as well as fish breeding and marketing strategies.

Diversified Farming

The goal of this project is to promote improved utilization of existing water resources for intensive production of horticultural crops. It also helps develop new sources of income and occupational skills for rural villagers.

Education	36	47
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Teaching English as a Foreign Language (TEFL) Crossover

TEFL Crossover Volunteers teach English in rural middle schools. Through teacher training and team teaching, Volunteers share teaching methods and expertise with their Thai co-workers. The crossover component consists of a secondary development project chosen by each Volunteer in conjunction with the school. Past and current projects have included fish ponds, poultry and cattle raising, tree planting, composting, AIDS education, small machine repair, and small business development.

Environment	19	17
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National Park Development/Park Interpretation

The goal of this project is to preserve selected National Parks through efficient recreational use. Volunteers concentrate on forestry development and providing information on nondestructive recreational use of the parks.

Soil and Water Conservation

This project improves ecological and soil conservation in much the same way as the agricultural soil and water conservation project listed above. Volunteers prepare plans and estimates, and supervise procurement, fabrication of materials, and quality control of conservation projects.

Community Forestry Extension

This project provides technical assistance to land settlement farm families. Volunteers work with national park staff to plan and develop educational programs and wildlife research projects on fruit-tree propagation and agro-forestry.

Peace Corps Program by Sector:

<u>Description of Projects by Sector</u>	<u>TI by Sector</u>	<u>FY92 FY93</u>
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Health 33 28

Water Resource Development

Since 1974, Volunteers have promoted and assisted in identifying potential water resource development projects. Volunteers have transferred basic engineering skills to Thai co-workers. Volunteers assist in the design and construction of small dams and reservoirs and steel-reinforced concrete diversion weirs along seasonal streams for supplementary irrigation and piped water systems.

Nutrition (two projects)

The Volunteers in one of the nutrition projects work to promote nutrition through food-production, preservation, and income-generation activities. In the other nutrition project, Volunteers work on a daily basis with mid-wives, village health workers, and government health and agriculture officials on campaigns to identify malnourished children, to develop and deliver health-care programs, and to promote community participation in Child Nutrition Centers.

Rural Water Supply

This project improves the quality of rural life by raising health standards through the promotion and development of community water supplies throughout Thailand.

AIDS Control

Volunteers work with twelve Communicable Disease Control Centers to develop more extensive AIDS education and counseling throughout Thailand. The goal is to reduce transmission of the AIDS virus. Volunteers assist in the coordination of an extensive AIDS education program, which trains health-care workers and community leaders in AIDS prevention and education techniques.

Filariasis Control

Volunteers work with six Filariasis Centers to determine endemic areas, identify local vectors, control parasitic carriers in the community, and conduct applied field research for epidemiology and control. The focus is on treatment and follow-up.

Program Highlights & Accomplishments:

Three Volunteers have extended to work with the Wildlife Fund of Thailand in educating the public in the dangers of environmental destruction and the need to protect endangered wildlife. The Peace Corps Environmental Committee coordinates Volunteers efforts in environmental education. Recent projects include "Trees for Life" activities and training of a Thai student drama troupe that educates through entertainment.

Outlook:

For 30 years the Peace Corps has been an integral part of Thailand's development strategy. Peace Corps Thailand is shifting its focus to environmental and AIDS education as it continues its tradition of responding to the changing needs of this country.

TONGA

Population: 98,000
Annual Per Capita Income: \$910
Number of years Peace Corps in Country: 25

Peace Corps Country History:

Peace Corps began its operations in Tonga with the arrival of Volunteers in October 1967. The first Volunteers were mostly teachers and health workers. Currently Peace Corps Tonga supports Volunteers in teacher training, secondary education, health, agriculture, business, and marine biology.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	28	26	26
Volunteer Years	34	35	35
<u>Funding (\$000)</u>			
Appropriated	735	719	723
Host Country Contributions	38	40	42

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps Tonga's health program focuses on education programs at the grassroots level. This is in line with the Ministry's goal of good health for the entire population by the year 2000. The Ministry of Education continues to highlight the need to improve the English language ability of teachers. Peace Corps Volunteers will train primary school teachers in Teaching English as a Second language. A small business project focuses on improving the skills of small businessmen who have loans from the Tonga Development Bank.

Peace Corps Program by Sector:

Description of Projects by Sector	TI by Sector FY92	FY93
Agriculture	2	4
Entomologist		
Volunteers monitor the insect and pest biological control program including indigenous means of controlling pests. Training in advanced technical methods is provided to local laborers and counterparts.		
Education	15	16
Secondary Education		
Volunteers teach biology and chemistry as well as math-related science.		

Teaching of English as a Foreign Language (TEFL) Teacher Training
Volunteers train primary school teachers in improved TEFL methods.

Environment 4 2

Renewable Energy

Volunteers plan, implement, and maintain renewable energy and energy conservation.

Environmental Officer

Volunteers work to increase awareness of natural habitat conservation and prevention of loss of natural resources. This project also seeks to identify land and marine parks.

Health 2 0

Health

The goal of this project is to expand health education in rural areas and coordinate ongoing programs. Volunteers help local people identify health problems and priorities and encourage community participation and support for primary health-care programs.

Small Business 3 4

Small Enterprise Development

Volunteers are working with the Tonga Development Bank providing business skills and advice to loan clients.

Economist

A Volunteer works with the Bank of Tonga in developing regional economic studies that will help formulate lending policies in transportation, tourism, fishing, manufacturing, and agriculture.

Internal Auditor

A Volunteer works with the Bank of Tonga providing management control systems and ensuring that information collected, analyzed, and documented is accurate.

Individual Placement

A Volunteer will train Statistics Department staff in appropriate statistical techniques as well as use of database software.

Program Highlights & Accomplishments:

Peace Corps Tonga's recent successes have included a cross-cultural exchange program with an American Girl Scout Troop and involvement with four women's groups in income generation. Peace Corps has redirected its focus towards developing more program-based projects and fewer individual placements.

Outlook:

Although Volunteers are requested for and continue to serve in highly specialized areas, Peace Corps is concentrating on consolidating projects and offering skill-building assistance that addresses longer-term needs of the general society.

TUNISIA

Population: 7,988,000

Annual Per Capita Income: \$1,260

Number of years Peace Corps in Country: 30

Peace Corps Country History:

Peace Corps has been in Tunisia since February 1962, making it one of the Agency's oldest programs. More than 2,000 Volunteers have served in health, education, architecture, urban development, and agriculture. Due to escalating tensions during the Persian Gulf Crisis, 68 Peace Corps Volunteers were evacuated from Tunisia in January 1991. Peace Corps resumed operations in June 1991, with 11 Volunteers returning to work in special education, university English teaching, youth development and sports, agriculture, and community development.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
Program			
Trainee Input (TI)	0	48	48
Volunteer Years	21	25	54
Funding (\$000)			
Appropriated	1,000	1,186	1,014
Host Country Contributions	7	8	9

Host Country/Peace Corps FY 1993-1995 Initiatives:

Economic and social dislocation remain the most persistent problems in Tunisia. Repeated yearly deficits in job creation have left Tunisia with a rising number of unemployed and underemployed youth who migrate to cities in search of work. Rapid urban growth has contributed to an inadequate supply of affordable shelter, particularly among the urban poor. The number of secondary school graduates has increased, resulting in a critical shortage of teaching faculty at the university level. In addition, the Government of Tunisia has recognized a need to improve natural resource management and increase environmental awareness. Peace Corps Tunisia will respond to these needs through programs in youth development, self-help urban housing, university English teaching, and environmental awareness and protection.

Peace Corps Program by Sector:

TI by Sector
FY92 FY93

Description of Projects by Sector

Education	33	38
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Youth Development/Sports

This project addresses disillusionment and low self-esteem among youth. Volunteers work within Tunisia's youth center infrastructure to diversify program activities and broaden the range of participating youths by targeting young women, the unemployed, and rural youth.

University Teaching of English

The highly-skilled Volunteers in this project teach university English classes at several campuses and serve as teacher trainers for Tunisian colleagues in the university system.

Special Education

Volunteers train non-degreed Tunisian special educators in teaching techniques and curriculum development. Volunteers disseminate information on the care of disabled children and the potential of the disabled population to contribute to Tunisian society.

Environment	5	5
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Environmental Awareness and Protection

Soil/water conservation and forestry Volunteers work with rural populations to increase their participation in constructive resource management. This includes creation of village associations, training in reforestation techniques, and introduction of better soil and water conservation practices.

Urban Development	10	5
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Self-Help Housing and Community Development

Volunteers provide technical assistance, financial management skills, and construction techniques in newly developing communities. This is in an effort to demonstrate the potential success of a community-organized response to the shortage of urban housing and its social consequences.

Program Highlights & Accomplishments:

Peace Corps collaboration with the Tunisian Housing Agency in developing a new self-help housing and urban community development project culminated with the arrival of Volunteers in October 1991. Collaboration is also taking place with the Ministry of Youth and the Child in the development of a pilot youth project. Peace Corps is conducting an environmental programming assessment to explore potential participation in soil and water conservation activities. The first environmental Volunteers are scheduled to begin training in Tunisia in FY92.

Outlook:

The strong desire of the government to restore Tunisian-American relations in the aftermath of the Gulf war was demonstrated at the people-to-people level as Peace Corps Volunteers were warmly welcomed to their sites in June 1991. As Peace Corps begins its 30th year in Tunisia, it will continue to maintain viable, productive projects in collaboration with the Government of Tunisia.

TUVALU

Population: 8,000
Annual Per Capita Income: \$450
Number of years Peace Corps in Country: 18

Peace Corps Country History:

The Peace Corps program in Tuvalu began in 1977 providing assistance to government agencies and to island communities. The program was developed through collaboration with the Save the Children Foundation. Volunteers worked as community developers until 1982, when that portion of the program was cancelled due to termination of air service to the outer islands. Because of Tuvalu's unique geography and government requirements, Peace Corps policy has been to respond to individual needs through single placements. Volunteers work primarily in the capital under the auspices of the government. The program is administered by Peace Corps Fiji.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	1	2	2
Volunteer Years	2	3	3
<u>Funding (\$000)</u>			
Appropriated	34	46	51
Host Country Contributions	9	9	10

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps Tuvalu will continue to help the government address the problem of a shortage of skilled professionals. In collaboration with the USAID/Regional Development Office, Peace Corps will also assist the government of Tuvalu in the development of marine resources, by facilitating marine data collection and resource surveys. Peace Corps will continue to provide energy planning support through FY94. The Government of Tuvalu is installing personal computers in most of its departments. A Volunteer will work with the government to provide computer training and maintenance.

Peace Corps Program by Sector:

<u>Description of Projects by Sector</u>	<u>TI by Sector</u>
	<u>FY92 FY93</u>

Agriculture	0 2
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Individual Placement

The marine fisheries adviser establishes data collection procedures on bottomfish catches by research/survey cruises and commercial fishing operations. The work includes designing data forms in the local language and English.

Urban Development	2 0
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Architectural Draftsman

A Volunteer works in the Department of Public Works, advising the government on building and contract-related matters. The Volunteer also maintains a close liaison with all government departments regarding requirements for new projects.

Computer Adviser

The Tuvalu government is currently installing personal computers in most government departments. The computer adviser Volunteer will act as a trainer and programmer.

Program Highlights & Accomplishments:

The non-traditional projects implemented in Tuvalu have provided important skills and have improved the capabilities of Volunteers' counterparts to sustain valuable projects and studies. Furthermore, Peace Corps is well-liked and respected in Tuvalu and promotes American goodwill in this tiny nation of 8,000 people.

Outlook:

Recent discussions with government officials have centered upon possible projects in computer training and marine resource development. Peace Corps Tuvalu will continue to address the lack of local skilled professionals. Peace Corps will turn over the architecture project to two highly-trained counterparts in FY92.

UKRAINE

Population: 50,900,000

Annual Per Capita Income: Not Available

Number of years Peace Corps in Country: Not Applicable

Peace Corps Country History:

Ukrainian President Kravchuk and President Bush discussed the possibility of a Peace Corps program in September 1991. A Peace Corps program assessment team, which is scheduled to visit Ukraine in February or March 1992, will evaluate the country's needs.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	0	50	50
Volunteer Years	0	0	34
<u>Funding (\$000)</u>			
Appropriated	0	958	1,624

Host Country/Peace Corps FY 1993-1995 Initiatives:

It is not yet possible to specify details of a program in Ukraine. Initial discussions, however, tentatively support assignments in small enterprise development, the environment, and English teaching.

Peace Corps Program by Sector:

Description of Projects by Sector	TI by Sector FY92 FY93
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Small Enterprise Development

Small enterprise development is likely to be the major activity, with Volunteers serving as both economic development advisers and business information specialists.

Education

Education Volunteers are likely to focus on English teacher training.

Environment

Specific activities in this sector remain to be selected.

VANUATU

Population: 152,000

Annual Per Capita Income: \$860

Number of years Peace Corps in Country: 2

Peace Corps Country History:

Peace Corps operations in the Republic of Vanuatu began in January 1990 with three Volunteers working exclusively in secondary schools in math and science. In January 1991, Peace Corps diversified its operations by developing a collaboration with the Vanuatu Development Bank in which three Volunteers were assigned to branch banks as Regional Extension Officers. In November 1991, Peace Corps again expanded its program with one Volunteer assigned to work with the Foundation for the South Pacific in vocational education projects.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	5	3	3
Volunteer Years	6	9	7
<u>Funding (\$000)</u>			
Appropriated	97	150	130

Host Country/Peace Corps FY 1993-1995 Initiatives:

In line with Vanuatu's Third National Development Plan (1992-1996), Peace Corps initiatives will lie in two major areas. Peace Corps will work in human resource development through on-the-job teacher training, improved secondary and post-secondary education in math and science, and the development of a vocational education system. Its business development program will focus on business skills and the promotion of international and domestic investment.

Peace Corps Program by Sector:

<u>Description of Projects by Sector</u>	<u>TI by Sector</u>
	<u>FY92 FY93</u>

Education	2	2
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Secondary Education

Vanuatu has a shortage of teachers in various subject areas. Peace Corps provides skilled educators in math and science until trained Vanuatu educators can take their place.

Industrial Arts Teachers

Volunteers provide vocational training in carpentry, plumbing, electrical wiring, and woodworking to school drop outs who had only a minimum level of education and previously lacked the skills to earn a livelihood.

Small Business	1	1
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Small Business Advising

Volunteers, in conjunction with the Vanuatu Development Bank, assist local entrepreneurs in developing and gaining financing for micro-enterprise ventures. They also provide training in accounting and other business skills.

Program Highlights & Accomplishments:

The program in Vanuatu is young and growing. The first group of Volunteers who arrived in Port Vila in January 1990 will soon finish their service and return to the United States. The growing interest in placing Volunteers in key projects is a reflection of the success of this first group.

Outlook:

Though independent, the program in Vanuatu is administered by staff from a third country, thus making it difficult for Peace Corps staff to gain in-depth knowledge of Vanuatu's development problems and priorities. Peace Corps hopes to address this problem in the near future by opening a permanent office in Port Vila.

WESTERN SAMOA

Population: 159,000

Annual Per Capita Income: \$720

Number of years Peace Corps in Country: 25

Peace Corps Country History:

Peace Corps Volunteers first arrived in Western Samoa in 1967 to work in agricultural extension and rural sanitation. During the 1970s, the majority of Volunteers worked in education. Since 1980, vocational and agricultural education has been emphasized. Approximately 1,350 Volunteers have served in Western Samoa.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	24	25	25
Volunteer Years	40	40	44
<u>Funding (\$000)</u>			
Appropriated	953	974	928
Host Country Contributions	68	71	75

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps will continue to address Western Samoa's developmental needs in education, small business development, and health education. The constraints on the education sector will continue into the foreseeable future. Peace Corps will assist Western Samoa by providing Volunteers to teach science and business studies at the secondary level. Peace Corps will also assist two established vocational institutions with Volunteers who will teach industrial arts.

The business advisory project will develop culturally-relevant brochures and train farmers in bookkeeping. An internship program which pairs commercial studies students with small businesses, is also underway. Nine such pairs are already at work. Peace Corps will refocus its health-education project by providing nutrition educators to train staff at the nutrition center.

Peace Corps Program by Sector:

TI by Sector

Description of Projects by Sector

FY92 FY93

Education

19 19

Secondary Education

Volunteers are teaching business studies and science at rural secondary schools. In addition to teaching, the Volunteers assist Samoan teachers in curriculum development.

Vocational Education

Volunteers teach manual arts, technical drawing, wood construction, metal work, motor mechanics, and bicycle repair.

Health

2 2

Health Education

Volunteers concentrate on nutrition and dietary education training, working with health care personnel in outpatient clinics, and teaching and advising pregnant women and new mothers.

Small Business

4 4

Small Business Advisors

Volunteers work with the Development Bank of Western Samoa in providing training and management advisory services to small business people, concentrating on income-generating projects in rural areas.

Program Highlights & Accomplishments:

Peace Corps is working closely with the Government of Western Samoa and non-government organizations to develop more effective programming. A small business development project has been requested and implemented with the support of the Development Bank of Western Samoa.

Outlook:

Peace Corps Western Samoa will continue to work in education, small business development, and health education in helping Western Samoa meet its development needs.

YEMEN

Population: 13,707,000

Annual Per Capita Income: Not Available

Number of years Peace Corps in Country: 19

Peace Corps Country History:

Peace Corps began its work in Yemen in 1973, only two years after a ten-year civil war ended. Initially, the Peace Corps program focused on health. Over the years, Volunteers have also worked in education, earthquake reconstruction, agriculture, old city preservation, and rural water supply. With the reunification of North and South Yemen as the Republic of Yemen, Peace Corps had hopes of expanding into the southern region. However, in August 1990, with tensions rising in the Gulf Region, the forty-six Volunteers serving in Yemen were evacuated, and the program was temporarily suspended. Peace Corps Yemen resumed operations in July 1991, with Volunteers returning to work in education and health.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Program</u>			
Trainee Input (TI)	0	46	34
Volunteer Years	1	17	43
<u>Funding (\$000)</u>			
Appropriated	397	951	831

Host Country/Peace Corps FY 1993-1995 Initiatives:

Health will continue to be a Peace Corps priority, with a focus on health services, education, and infrastructure development. Education is also a key priority of the new, unified government. With an expanding student population and a limited number of educated Yemenis, the country faces a critical shortage of teaching faculty. Peace Corps Yemen's education project will continue to provide on-the-job training in curriculum development and teaching methodology as well as assistance in the development of educational administration systems.

Peace Corps Program by Sector:

<u>Description of Projects by Sector</u>	<u>TI by Sector</u>
	<u>FY92 FY93</u>

Education	18 14
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Teaching English as a Foreign Language (TEFL)

Volunteers teach English to Yemeni civil servants at both the National Institute of Administrative Sciences and the Yemen American Language Institute. They also work with these institutes to develop their capacity to design, administer, and conduct English language courses and curricula for general and specific purposes.

Sana'a University TEFL

Volunteers are assigned to the Language Center at Sana'a University to boost the capacity of the Center's Yemeni staff to independently administer and teach the English language program. Volunteers also develop and teach an English curriculum to four of the eight university faculties.

Health	28 30
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Primary Health Care /Maternal and Child Health Care

Volunteers work with Yemeni counterparts in rural health centers to improve primary, maternal, and child health care. The goal of the project is to improve services and promote preventive health care. Volunteers work in the following capacities:

Technician

The primary function of these Volunteers is to establish laboratories and train health-care workers in relevant procedures.

Health and Nutrition

Volunteers and the staff of Yemen's Primary Health Care Project provide health education and outreach in rural areas.

Business Administration

Volunteers assist in the development of standard procedures for record-keeping as well as monitoring patient flow and current health practices.

Management Information Systems

Volunteers assist in the design of an action plan to collect, process, and disseminate information for the management of a primary health-care system.

Education Audio Visual

To support the educational activities of the Republic of Yemen's health projects, Volunteers develop and disseminate audiovisual health education materials in coordination with the Ministry of Health.

Program Highlights & Accomplishments:

Following a year's absence due to program suspension, much of the focus of Peace Corps Yemen has been on strengthening relationships with host-country ministry officials. The period of suspension allowed a reassessment of program goals in collaboration with the appropriate ministries and institutions.

Outlook:

Unification (representing a 30 percent increase in the country's population) and the aftermath of the Gulf Crisis have brought changes to Yemen and the Peace Corps program. The health project will continue to take a comprehensive approach in responding to health needs in Yemen and will add another component with a new water/sanitation assignment. Other new programming may include an environmental intervention project of reusing waste motor oil as a fuel source.

UNITED NATIONS VOLUNTEERS

Number of years Peace Corps in Program: 21

Program History:

The United Nations Volunteers (UNV) program was established in 1970 by the U.N. General Assembly to serve as an operational partner in international development at the explicit request of any U.N. member state. Since its inception, 6,000 U.N. Volunteers in a wide variety of technical, economic, and social fields have worked in over 100 countries, offering practical responses to development needs.

Since 1971, Peace Corps has supported the UNV program by processing and evaluating applications of all U.S. Volunteers, interviewing prospective candidates, and preparing Volunteers for departure to overseas assignments. Peace Corps covers the costs of pre-departure and close-of-service medical examinations, transportation to and from country of assignment, medical evacuation, and readjustment allowances of U.S. citizens. The UNV program covers the in-country costs such as the settling-in allowance, monthly living allowance, housing, and health and life insurance. Since costs are divided between Peace Corps and UNV, U.S. applicants must meet the criteria of both programs.

U.N. Volunteers co-sponsored through the Peace Corps are technically Peace Corps Volunteers assigned to the UNV program; they take the Peace Corps oath, are bound by most of the conditions of service of a Peace Corps Volunteer, and are counted in the overall trainee input of Peace Corps.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
Program			
Trainee Input (TI)	29	25	90
Volunteer Years	42	37	92
Funding (\$000)			
Appropriated	314	410	744

UNV/Peace Corps FY 1993-1995 Initiatives:

In view of the UNV program's goal of increasing the total number of Volunteers serving from 2,000 to 4,000 in the next few years, Peace Corps will be asked to significantly increase its trainee input per year from an average of 25 to an enhanced level of up to 100. Peace Corps will also be asked to increase its contribution to the Special Voluntary Fund.

Other avenues of increased collaboration between Peace Corps and the UNV program will be explored. Discussions have taken place between Peace Corps, UNV, and the Office of Foreign Disaster Assistance with regard to the establishment of a Disaster Response Team. The Team would consist of well-qualified and trained individuals who could adequately plan for, and efficiently respond to, emergency situations around the world.

Peace Corps-sponsored U.N. Volunteers by Country:

<u>Country</u>	<u>Volunteers</u> FY 92	<u>Country</u>	<u>Volunteers</u> FY 92
Bangladesh	1	Liberia	1
Cambodia	1	Mauritania	1
China	11	Mongolia	1
Ethiopia	2	Morocco	1
Fiji	2	Mozambique	3
The Gambia	1	Namibia	3
Guyana	2	Nepal	1
Hong Kong	4	Niue	1
India	1	Papua New Guinea	1
Indonesia	1	Poland	4
Jamaica	2	Sudan	1
Kiribati	1	Thailand	2
Laos	2	Tokelau	1
Lesotho	1	Uganda	4
		Zimbabwe	1

Program Highlights & Accomplishments:

Over the past 21 years, Peace Corps has sponsored over 400 U.N. Volunteers. There are currently 57 American U.N. Volunteers serving in 29 countries, 14 of which have no established Peace Corps programs: Bangladesh, Cambodia, China, Ethiopia, Guyana, Hong Kong, India, Indonesia, Laos, Liberia, Malaysia, Mozambique, Niue, and Sudan. More than 50 percent of the American U.N. Volunteers presently serving are returned Peace Corps Volunteers.

Peace Corps also has offered additional assistance to the UNV program in the form of a UNV grant. At the end of each fiscal year, this grant is presented to the UNV Special Voluntary Fund that assists with the costs of supporting Volunteers originating from developing countries. In the past years, Peace Corps has consistently presented \$100,000 to the UNV Special Voluntary Fund. The amount of contribution is determined by Peace Corps' budgetary considerations and the administrative costs of the program.

Outlook:

The UNV program not only offers highly skilled and motivated U.S. citizens and returned Volunteers an opportunity to serve with the only multilateral volunteer organization of its type, but also presents them with the opportunity to serve in countries where there are no established Peace Corps programs. Since costs are divided between Peace Corps and UNV, the program proves to be a cost-effective method of volunteer sponsorship. Peace Corps/UNV will continue to support and co-sponsor as many U.S. U.N. Volunteers as the budget allows and will continue to explore new ways of integrating UNV into overall Peace Corps objectives and initiatives.

OFFICE OF RETURNED VOLUNTEER SERVICES

Program History:

Returned Volunteer Services (RVS) was created in the mid-1960s to meet the re-entry needs of the first group of returning Volunteers by providing career, educational, and readjustment information and support. In 1990, the position of Returned Peace Corps Volunteer Liaison was incorporated into Returned Volunteer Services in support of increased efforts to improve communication and collaboration with the returned Peace Corps Volunteer (RPCV) community.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Funding (\$000)</u>			
Appropriated	263	292	308

Peace Corps FY 1993-1995 Initiatives:

RVS will continue to provide accurate, up-to-date information and support through current publications, career and readjustment counseling, and a resource center in Washington, D.C. RVS also plans to increase the availability of readjustment resources to returned Volunteers outside the Washington area. The incorporation, maintenance, and expansion of the RPCV database into Returned Volunteer Services will improve the flow of information to and the volume of feedback from the RPCV community. RVS will also coordinate the implementation of an agreement with the National Council of Returned Peace Corps Volunteers (NCRPCV) for collaboration in the areas of scarce-skill recruiting and the World Wise Schools program.

Program Highlights & Accomplishments:

During 1991, RVS provided ongoing readjustment support. This support included revising and updating career/education manuals for Close of Service Conferences; publishing an expanded and redesigned bi-weekly job/education opportunities newsletter, *Hotline*; and developing increased contacts with other agencies and organizations, including the Bureau of Indian Affairs, to raise awareness of the unique skills of returned Peace Corps Volunteers. Initiatives such as World Wise Schools and the Fellows/USA Program were promoted through RVS publications to RPCV groups and individuals. Returned Volunteer Services collaborated with the National Council of Returned Peace Corps Volunteers to facilitate the annual Career Fair with approximately 60 government and private-sector employers, held at the NCRPCV 30th Peace Corps Anniversary Conference in August. Communication with the RPCV community has improved through regular publication of newsletters, increased collaboration with the National Council, and participation of Returned Volunteers Services in assisting start-up and expansion of RPCV groups.

Outlook:

The anticipated increase in the number of Volunteers, and the expansion of Peace Corps into new countries and program areas will increase and change opportunities for returned Volunteers to put their unique experience and skills to work in the United States. The current collaboration among Returned Volunteer Services, other domestic program offices at Peace Corps, and the returned Peace Corps Volunteer community will ensure that returned Peace Corps Volunteers are able to continue their commitment to service.

OFFICE OF PRIVATE SECTOR RELATIONS

Number of years Peace Corps in Program: 10

Program History:

The Office of Private Sector Relations was created in 1982 in response to the Administration's strong emphasis on public- and private-sector partnership. The Partners For Peace Program was begun in late FY89 to support the initiatives, programs, and projects of the agency. Partners For Peace includes the 28-year old Peace Corps Partnership Program, the nine-year old Gifts-In-Kind Program, and the Peace Corps Partners in Teaching English Project. It offers the private sector an opportunity to "volunteer" in its own way.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Funding (\$000)</u>			
Appropriated	364	479	521

Peace Corps FY 1993-1995 Initiatives:

The Office of Private Sector Relations established the Partners For Peace Program to provide individuals, associations, corporations, and foundations with the opportunity to participate in Peace Corps programs and projects. Partners For Peace has been a pipeline for valuable private-sector assistance to Peace Corps initiatives in health, education, youth and urban development, English teaching, small business development, environment, minority outreach, university programs, and global awareness.

Program Highlights & Accomplishments:

In FY91, the Office of Private Sector Relations' collaboration with the private sector provided over \$4.5 million in materials, financial support, and services to Peace Corps efforts around the world. Over 60 countries benefited from the Gifts-In-Kind Program. Materials valued at \$2.5 million supported education Volunteers with books, agriculture Volunteers with seeds, and health Volunteers with medical supplies. The program also met requests for assistance for youth development, the environment, and small business development. The program continued direct assistance for self-help in community development projects while evaluating and systematizing the program for increased effectiveness and accountability. The program identified and funded 69 such projects in 20 countries at a level of \$182,055. Peace Corps Partners in Teaching English specifically supports Volunteers who teach English and totaled \$1.2 million in contributions. Additional support was provided to foster the third goal of Peace Corps, which is to promote a better understanding of other people on the part of the American people.

Outlook:

Peace Corps has joined with the private sector to establish a partnership which supports volunteerism and development throughout the world. Private sector assistance continues to grow, and successes increase as the Office of Private Sector Relations coordinates the support of private groups, businesses, and individuals with the needs of Peace Corps Volunteers' communities overseas.

OFFICE OF WORLD WISE SCHOOLS

Number of Years Peace Corps in Program: 3

Program History:

World Wise Schools is a multifaceted program of global education being offered to students throughout the United States. It operates within the framework of Peace Corps' third goal, which directs the Agency to promote a better understanding of other peoples on the part of the American people. As part of the program, students across the nation correspond with Volunteers overseas; returned Volunteers address United States classes; and classroom teachers use World Wise School's videotapes and handbooks, which depict life in countries where Peace Corps serves.

Resources

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Funding (\$000)</u>			
Appropriated	438	489	581

Program's FY 1993-95 Initiatives

Through FY95, program growth will focus on two areas: expanding to 4,000 the number of classroom/Volunteer correspondence matches (involving a quarter-million students) and increasing the role of returned Volunteers as classroom speakers.

In so doing, World Wise Schools will continue to introduce increasing numbers of U.S. students to the study of geography, while it stimulates an interest in other cultures and demonstrates the value of volunteer service in a free society.

The Office of World Wise Schools understands and respects the efforts returned Peace Corps Volunteers have made to share their experiences with their fellow citizens. With World Wise Schools as the vehicle, we hope to build on that laudable record of achievement and continue bringing home the Peace Corps experience.

Program Highlights & Accomplishments:

Since the program's inception in September 1989, World Wise Schools has met or exceeded its goals. In terms of program growth, it has close to 6,000 classrooms with over 180,000 students enrolled in all 50 states, the District of Columbia, Puerto Rico, and American Samoa. Its education materials (videotapes and study guides focusing on Peace Corps countries) are distributed three times a school year to teachers enrolled in the program.

In addition to strong support from teachers, the program has won significant recognition from governors and boards of education in 16 states. Calling it an excellent way to teach American students about geography, the National Geographic Society also has recognized World Wise Schools for its achievements, as have numerous other educational, civic, and government organizations with an interest in educational excellence.

More than 3,000 returned Volunteers agreed to visit classrooms throughout the United States as part of World Wise Schools' participation in Geography Awareness Week in December. It was the highlight of a year-long classroom-speaking program World Wise Schools coordinates.

Outlook

The Office of World Wise Schools will continue to seek innovative and cost-effective ways to implement the program in schools throughout the nation. Over the next three years, we hope to have educational partnerships operating in all 50 states. We also plan to continue forging relationships with national organizations of teachers and geography education specialists.

While we will continue to seek enrollments through traditional sources, we will also reach out to minority communities through collaborative agreements with organizations and federal agencies which have programmatic ties in areas which have significant minority populations. We also will work to expand the role of the returned Peace Corps Volunteer as we reach out to students in these areas. World Wise Schools will continue to acquaint our nation's young people with the cultures of other countries while it makes a special effort to ensure that our own nation's cultural diversity is reflected in its enrollment figures.

OFFICE OF UNIVERSITY PROGRAMS

Number of Years Peace Corps in Program: 2

Program History:

Peace Corps has been coordinating collaborative programs with universities since 1985. The importance of American universities as providers of skilled trainees and as partners in post-Peace Corps programs led to the creation of this office as a separate entity in June 1990. It oversees the operations of the following programs: Peace Corps Fellows/USA, Master's Internationalist, Community College, and Peace Corps Preparatory.

Resources:

	FY 1991 Actual	FY 1992 Estimates	FY 1993 Estimates
<u>Funding (\$000)</u>			
Appropriated	160	178	190

Peace Corps FY 1993-1995 Initiatives:

The primary goals of the Master's Internationalist, Peace Corps Preparatory, and Community College Programs are to provide Peace Corps' overseas projects with Volunteers in skill areas that Peace Corps considers scarce (ie., skills difficult to recruit for) at the master's, bachelor's, and two-year degree level. These programs also encourage the participation of traditionally underrepresented groups in Peace Corps, thereby contributing directly to both Peace Corps' minority and scarce-skill recruitment goals.

Each year, more than 3,000 former Volunteers return to the United States with exceptional skills, experience and cultural sensitivity gained from service overseas. Since 1985, the Peace Corps Fellows/USA Program at Teachers College, Columbia University, has been recruiting and preparing former Volunteers to teach in Harlem, the South Bronx, and other challenging areas where their skills are especially valuable. Peace Corps now has ten other functioning programs with an enrollment of 125 returned Volunteers. Plans call for facilitating the expansion of this program to more than 24 sites and into professions other than education, such as health, urban development, and agriculture.

Program Highlights & Accomplishments:

Fellows/USA Program. One way in which Peace Corps addresses its third goal of promoting better understanding of other people on the part of the American people is through the Peace Corps Fellows/USA Program. Peace Corps facilitates the establishment of university-run programs, which utilize the skills, experiences, and cultural sensitivity of the returned Volunteers to address some of America's challenging problems. The universities offer the former Volunteers an opportunity to enroll in low-cost master's degree programs in exchange for a concurrent two-year commitment to work as a teacher or a professional in another field. Ten universities now have

operating programs, and another ten are expected to be operational by the end of FY92. Since the inception of the Peace Corps Fellows/USA Program in 1985, approximately 250 former Volunteers have taught 50,000 public school students.

Master's Internationalist Program. In the Master's Internationalist Program, students generally complete one year of on-campus study followed by two years of Peace Corps service, and are awarded a master's degree on their return. Currently, 14 Master's Internationalist Programs are coordinated through the Office of University Programs. Four of these programs were created in FY91, and agreements will be signed with at least four additional universities by the end of FY92. This program exists in all ten scarce-skills areas: forestry, crop extension, agriculture education, industrial arts, urban planning, nursing, health and nutrition, university English teaching, special education, and English teacher training. The program is geographically spread throughout the nation, from Washington State University in the West to Yale University in the East, and from Tulane University in the South to the University of Montana in the North.

Peace Corps Preparatory Program. These are undergraduate programs designed to prepare students to become more competitive for Peace Corps service. Students generally enroll in the program during their junior year, and apply for the Peace Corps at the onset of their senior year. The first Peace Corps Preparatory Program was established at Norwich University in FY88. In FY91, Peace Corps signed agreements with four additional universities to offer this program; three of these are in scarce-skill areas (nursing, forestry, and agriculture).

Community College Program. This program, negotiated with the City University of New York and Bronx Community College, takes graduates of two-year programs in key skill areas, combines them with two years of Peace Corps service, and connects them with four-year degree granting institutions willing to offer academic credit for Peace Corps training and experience. In FY92, the office began discussions with the Maricopa Community College system to offer this program at Mesa Community College in conjunction with Arizona State University in the areas of forestry and agriculture.

Outlook:

From FY93-95, a stronger emphasis will be placed on the development, evaluation, and maintenance of Master's Internationalist and Peace Corps Preparatory Programs. In order to increase the participation of traditionally underrepresented groups in the Peace Corps, new programs will be established primarily at historically black colleges and universities, Hispanic association colleges and universities, and other academic institutions serving diverse student populations. The office will seek to work with these universities to identify public- and private-funding sources to help support these programs. The office will provide technical assistance to the university partners which run the Fellows/USA programs, assist in their evaluation, and adapt the teaching model to establish programs in other professions.