



# Reaching Around the Globe One Community at a Time



PEACE CORPS CONGRESSIONAL BUDGET JUSTIFICATION FISCAL YEAR 2008

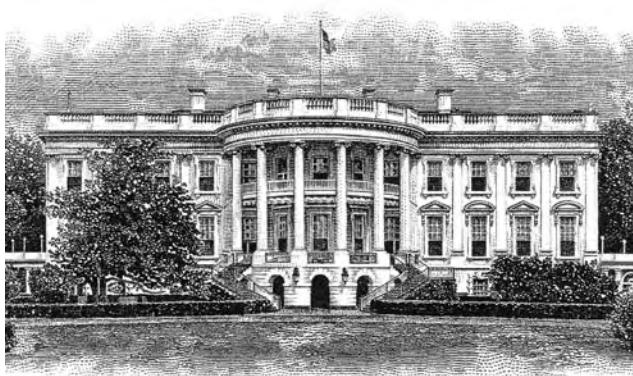


PEACE CORPS  
CONGRESSIONAL BUDGET JUSTIFICATION | FISCAL YEAR 2008

*Cover:* A deaf-education Volunteer in Kenya uses Kenyan Sign Language with a small group of her students  
*Title page:* An agriculture Volunteer in Morocco and her host mother

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F I S C A L   Y E A R   2 0 0 8

# BUDGET

OF THE U.S. GOVERNMENT

## PEACE CORPS FY 2008 BUDGET REQUEST

The Peace Corps budget request for FY 2008 is \$333,500,000, an increase of \$9,500,000 over the FY 2007 appropriation of \$324,000,000.<sup>1</sup> The FY 2008 request will enable the Peace Corps to maintain the number of Americans serving abroad at 7,606 through September 30, 2008; provide for the safety and security of the Volunteers and staff; open one new program; and strengthen activities and strategies established in 2007.

<sup>1</sup> A regular 2007 appropriation for this account had not been enacted at the time the budget was prepared; therefore, this account is operating under a continuing resolution (P.L. 109-289, Division B, as amended). The amounts included for 2007 in this budget reflect the levels provided by the continuing resolution.

THE DIRECTOR OF THE PEACE CORPS  
WASHINGTON, DC

Dear Member of Congress:

On behalf of the Peace Corps Volunteers serving around the world, I am pleased to submit the Peace Corps' fiscal year (FY) 2008 budget request of \$333.5 million. This funding level reflects President George W. Bush's ongoing commitment to the Peace Corps in his second term, and the importance of the agency's mission abroad. The FY 2008 budget will support approximately 7,600 Volunteers in the field by the end of FY 2008.

As of September 30, 2006, 7,749 Peace Corps Volunteers are at 67 posts serving 73 countries overseas, an increase of more than 1,000 Volunteers in the field since 2002. Volunteers, who represent a variety of diverse backgrounds and ages, share their time and talents by serving as teachers, business advisors, information technology consultants, agriculture and environmental specialists, and health and HIV/AIDS educators. The safety and security of our Volunteers remains the agency's highest priority and the Peace Corps will continue to do its part to ensure that safety and security policies are fully integrated into all aspects of Volunteer recruitment, training, and service, and that all Volunteers have an extensive support network.

On March 1, 2006, the Peace Corps celebrated its 45th anniversary, and throughout this anniversary year, the agency enjoyed numerous achievements. The Peace Corps remained an active participant in the President's Emergency Plan for AIDS Relief (PEPFAR) working in 9 out of the 15 focus countries, Crisis Corps sent its 1,000th Volunteer into service, more than 20 percent of our Volunteers worked in predominately Muslim countries, and a new country program opened in the Kingdom of Cambodia (Volunteers arrived in February 2007). The Peace Corps also formalized partnerships with two prominent international voluntary service organizations, the Japanese International Cooperation Agency (JICA) and the German Development Service (DED) by signing memoranda of understandings (MOUs). Through these MOUs our organizations will have a better opportunity to assist one another in our efforts overseas. I am also pleased to report that the agency is scheduled to reopen a program in Ethiopia in FY 2007, with a focus on HIV/AIDS, which will push our involvement in PEPFAR focus countries to 10.

In FY 2008, the Peace Corps is poised to further its expansion efforts and present the face of America to more people around the world. Due to their unique ability to integrate into often remote host country communities and to learn local languages, Volunteers promote understanding and dispel myths about Americans at the local level. Volunteers earn respect and admiration for the U.S. among people who may never have met an American. The close interaction between Peace Corps Volunteers and host country communities has allowed the Peace Corps to establish a record of service that is admired and recognized around the globe. President Bush recognized this record

of service in a letter to the Peace Corps last year when he stated that “the true strength of America lies in the hearts and souls of our citizens. For more than four decades, the men and women of the Peace Corps have demonstrated the compassion of our country by reaching out to those in need and spreading hope.”

Since 1961, more than 187,000 U.S. citizens have served in the Peace Corps in more than 139 countries.

In addition to the global perspective that Volunteers bring home to their friends and family when their service is completed, these individuals are an important national asset because so many pursue careers in the federal government. Their Peace Corps service enables them to develop skills and expertise government agencies need, including language abilities, cultural sensitivities, and professional skills honed in an international environment.

Forty-six years later, the core values and mission of the Peace Corps remain relevant, vital, and strong. I appreciate the continued bipartisan support that the Congress has provided to our agency and mission over the years, and look forward to working with you as the Peace Corps seeks to expand its promotion of world peace and friendship.

Sincerely,

A handwritten signature in black ink, appearing to read "Ronald A. Tschetter".

Ronald A. Tschetter  
Director



## Congressional Budget Justification | Fiscal Year 2008

### EXECUTIVE SUMMARY

The Peace Corps provides practical assistance to developing countries by sharing America's most precious resource—its people. The close interaction between Peace Corps Volunteers and local communities has allowed the Peace Corps to establish an admirable record of service that is recognized and admired around the world. For 46 years, Peace Corps Volunteers have helped build the path to progress with people who want to build a better life for themselves, their children, and their communities. Around the world, Peace Corps Volunteers continue to bring a spirit of hope and optimism to the struggle for progress and human dignity. More than 187,000 Americans have served in 139 countries since the agency's establishment.

While times have changed since the Peace Corps' founding in 1961, the agency's mission—to promote world peace and friendship—has not. The three core goals of the Peace Corps are as relevant today as they were 46 years ago:

- To help the people of interested countries in meeting their need for trained men and women.
- To help promote a better understanding of Americans on the part of the peoples served.
- To help promote a better understanding of other peoples on the part of Americans.

In fiscal year (FY) 2008, the Peace Corps will continue to build on the accomplishments it has achieved to date, maintaining more than 7,600 Volunteers in the field. Although, this figure is an increase of nearly 1,000 Volunteers since FY 2002, it is a drop from the agency's 30-year high of Volunteers serving overseas (7,810) achieved at the end of FY 2005. This decline is a result of funding levels received from FY 2005 to FY 2007. With an appropriation of \$333.5 million, the Peace Corps will increase its participation in the President's Emergency Plan for AIDS Relief (PEPFAR), serving in 10 of the 15 focus countries; maintain its presence in predominately Muslim countries; increase its recruitment of Volunteers from diverse backgrounds, particularly those ages 50 and older; and open a program in one new country. As always, the agency will continue to seek innovative ways to respond to crises and needs around the world. And the need for Peace Corps Volunteers has never been greater. Volunteers change the lives of men and women in their host communities through the transfer of tangible skills and help improve understanding of other peoples by increasing the exposure of Americans to other cultures. By sharing Volunteer experiences and stories in numerous venues, including the classroom, special events, community visits, and through electronic means, returning Peace Corps Volunteers will continue to foster cross-cultural understanding across the United States.

An anticipated trainee input of approximately 3,777 future Volunteers will be needed to meet the Peace Corps' recruitment goals. Funding will be used to increase the retention level of Americans interested in the Peace Corps by better facilitating the process of obtaining information, applying, joining, and completing Volunteer service. Efforts to reduce the overall application time for those applying to the Peace Corps will remain an agency priority. Country assessments and new program ramp-up funds will be required for any new country entry or reentry, if entry is determined to be feasible.

The safety and security of each Volunteer will remain the agency's number-one priority, and the staff of the Office of Safety and Security will continue their commitment to research, planning, training, and compliance. The Peace Corps will ensure a quality Volunteer experience by increasing the quality of healthcare, including monitoring avian influenza, and by managing the safety and security risk factors in each of the communities where Volunteers live. Reducing the Volunteer resignation rate also remains an important agency objective.

As the Peace Corps commits to maintain the number of Volunteers serving within each region, the Peace Corps will further its efforts to develop innovative responses to natural disasters and humanitarian crises through its Crisis Corps program. In FY 2006, the Crisis Corps experienced several historic firsts, including sending its 1,000th Volunteer into service. The Peace Corps will also strengthen relationships with international volunteer partners, such as Japanese International Cooperation Agency (JICA), the German Development Service (DED), Habitat for Humanity, and the Food and Agriculture Organization of the United Nations.

Additionally, the FY 2008 budget request will provide the necessary funds to continue implementing congressionally mandated upgrades to the Peace Corps' financial system and ensure agency compliance with new auditing requirements and process management. These expenditures include funding for further enhancements to the Odyssey financial system and overall system improvements and internal controls. Notable information technology investments will continue to be made to the Volunteer delivery system and in federally mandated infrastructure security. Funding is also requested within the management account to begin the agency's lease-consolidation process.

Lastly, the budget reflects the reimbursements required to the U.S. Department of State for the Capital Security Cost-Sharing Program, increases in expenditures to the International Cooperative Administrative Support Services (ICASS), and foreign service modernization relating to personnel.

Encouraging service and volunteerism among the American people is part of a long tradition in the United States and a priority for this administration. More than 100,000 people contact the Peace Corps each year seeking information about serving as a Volunteer. When Volunteers complete their overseas service, many continue their commitment to volunteerism or use their skills and experience to enhance careers and make contributions to American society in virtually every sector. It is the people-to-people relationships that Peace Corps Volunteers build with their host country colleagues and communities that serve as a crucial foundation for world peace, cross-cultural exchange, and understanding—and provide an invaluable investment for the United States.



STRATEGIC PLAN



## The Peace Corps Strategic Plan: Reaching Around the Globe, One Community at a Time

### New Opportunities in the Twenty-First Century

The Peace Corps is pleased to present the agency's strategic plan for fiscal years (FY) 2003 to 2008. This strategic plan reflects an interim adjustment made in FY 2006 to allow the Peace Corps to better align its plan to internal processes, federal mandates, and other external requirements for fiscal years 2006 to 2008. The strategic plan not only reflects the agency's long-standing commitment to the unique role that Volunteers perform to further the three goals set forth in the Peace Corps Act, but it institutionalizes a comprehensive safety and security approach and furthers the modernization of the agency's support infrastructure to meet the growing needs of our overseas partners.

The mission of promoting world peace and friendship, as well as the three goals of the Peace Corps, has remained the same since the agency's inception in 1961. Development indicators, however, suggest that nations on all continents will be challenged in the years ahead by demands for improved development in information technology, agriculture, education, sanitation, the environment, health management, and business.

Recognizing the strategic relevance of the Peace Corps in this century, President George W. Bush continues to affirm his support of the agency and its three goals. During the Peace Corps' 45th anniversary celebration in 2006, the President stated in a letter to the agency that "the true strength of America lies in the hearts and souls of our citizens...Peace Corps Volunteers inspire us with their dedication to building a better life for individuals around the world."

At the close of FY 2006, the Peace Corps had 7,749<sup>1</sup> Volunteers in the field serving 67 posts in 73 countries. The Peace Corps is pleased with its growth to date, even though appropriations during the past several years have fallen significantly short of amounts needed to achieve the strategic goal of doubling the number of Volunteers over five years. Thus, in FY 2008, the agency will seek to maintain and diversify the number of Volunteers in the field, enter one new country, actively participate in the President's Emergency Plan for AIDS Relief (PEPFAR), and continue to develop new programming opportunities in response to natural disasters and humanitarian crises. This will be accomplished as the agency strives to preserve the quality of the Peace Corps Volunteer experience and focuses on Volunteer safety and security.

### Vision

The Peace Corps' vision is to assist interested countries around the world while providing an effective and satisfying Volunteer experience for a diverse group of Americans in a safe and secure environment, and to build an operational infrastructure to efficiently and effectively support the Volunteer in the 21st century.

### Mission

The mission, to promote world peace and friendship, and the three goals of the Peace Corps are as vital today as they were 46 years ago.

The Peace Corps combines development with people-to-people relationships that Volunteers forge with host country colleagues and communities. This serves as a crucial foundation for peace and friendship for generations to come.

<sup>1</sup> This number of Volunteers reflects all funding sources. Total number of Volunteers funded through the Peace Corps' appropriations is 7,628. Other funding sources include USAID and PEPFAR, which, combined, fielded 8 Crisis Corps Volunteers and 113 two-year Volunteers.

## THE PEACE CORPS MISSION AND THREE GOALS

*The purpose of the Peace Corps is to promote world peace and friendship*

To help the people of interested countries in meeting their need for trained men and women.

To help promote a better understanding of Americans on the part of the peoples served.

To help promote a better understanding of other peoples on the part of Americans.

Since its inception in 1961, the Peace Corps has sent more than 187,000 Volunteers to serve in 139 countries around the globe—from Albania to Zambia—promoting the Peace Corps’ mission of world peace and friendship. In carrying out the agency’s three goals, Volunteers share their time and talents by serving as teachers, business advisors, information technology consultants, agriculture and environmental specialists, and health and HIV/AIDS educators.

### Strategic Planning Process

The Integrated Planning and Budget System (IPBS) is the Peace Corps’ primary strategic planning mechanism. IPBS is consistent with the planning process defined by the Government Performance and Results Act (GPRA). It features a multilevel strategic planning process that requires each Peace Corps office and sub-office to set goals and establish quantifiable objectives and specific tasks—in essence, a performance plan—with related timelines. IPBS is based on a three-year planning cycle, and every Peace Corps office and overseas post is required to define its goals and objectives and develop a strategic plan and budget that will enable each office to meet them. These plans are based on projected levels of funding; however, they are adjusted accordingly if these levels

are not realized through actual appropriations. This is possible through the annual update of the three-year plan.

IPBS begins with an assessment and evaluation of the previous year’s plans and projects. It then identifies lessons learned, potential improvements, and plans for the future. IPBS was reengineered in fall 2005 to better align the agency with federal planning and budget mandates and to take full advantage of the agency’s integrated financial management system. The reengineered IPBS structure provides appropriate flexibility for all levels of budget holders while demanding increased accountability agency-wide. The system has resulted in effective resource management, transparent decision-making, and timely reporting, including the production of most financial statements directly from the financial management system.

In concert with IPBS, the Peace Corps also requires overseas posts to develop plans for their Volunteer projects that describe the goals, objectives, and life span of the project. The status of each project sector’s accomplishments is reviewed annually in December. Each project sector’s strengths and weaknesses are assessed, and the plan is reaffirmed or altered based on lessons learned in the planning process.

The agency’s planning process begins each spring with the issuance of guidance by the Peace Corps Director. In addition to reaffirming the agency’s mission and goals, agency offices must specifically address the impact of, and plan for the heightened focus on, safety and security of Volunteers and staff. The offices align their individual plans with the agency’s overall direction and each office’s strategic and operating plan submission is presented to the Director and reviewed. After these review activities conclude, each overseas post, sub-office, and major office assembles its respective performance plan with an emphasis on defining the outcome and performance goals together with accompanying performance indicators.

Moreover, the Peace Corps now reports performance results in the annual Performance and Accountability Report (PAR), as well as receives a review via the Performance Assessment Rating Tool (PART) process. In the PAR, the agency must report and analyze its annual performance results compared to the annual targets. Together, these tools ensure that the agency is monitoring and reporting performance

goals and results and continually seeking ways to improve. In 2006, the Peace Corps received its first ever financial statement opinion, which was part of the FY 2006 PAR submission.

## **The Peace Corps' Goals for Fiscal Years 2003-2008**

In response to President Bush's challenge to increase the size of the Peace Corps, the agency focused on growth in FY 2003, FY 2004, and FY 2005, achieving the highest number of Volunteers serving abroad in 30 years, while providing a positive experience for all Volunteers in a safe and secure environment. However, given the funds provided in the appropriations process since FY 2004, the Peace Corps is no longer on track to double in size. This has required the Peace Corps to further modify Strategic Goal 1 in FY 2006. This document continues to present the four strategic goals the Peace Corps seeks to achieve from FY 2003 through FY 2008, as modified in FY 2006. Each strategic outcome goal is followed by a set of measurable performance goals with accompanying means and strategies; a discussion of the relationship to the agency's annual performance goals vis-à-vis the annual budget; key factors potentially affecting achievement of the stated goals; and the methods used to assess achievement. The four strategic goals are outlined below and brief detail about each goal's outcome measures and performance goals follows.

### **STRATEGIC GOAL 1**

Assist interested countries with their identified needs by gradually expanding the number of trained Volunteers serving overseas; broadening the impact on the lives of men and women in their host communities by transferring tangible skills; and helping to promote an understanding of Americans, including representing American diversity, at a rate consistent with annual funding.

### **STRATEGIC GOAL 2**

Ensure a quality Volunteer experience by increasing the quality of healthcare and managing the safety and security risk factors in each of the communities where the Volunteers live.

### **STRATEGIC GOAL 3**

Increase the exposure of Americans to other cultures by sharing Volunteer experiences and stories in numerous venues, including the classroom, special events, community visits, and through electronic means, as well as engaging those who have completed their service in ongoing Peace Corps-supported volunteer opportunities.

### **STRATEGIC GOAL 4**

Increase the retention level of Americans interested in the Peace Corps by better facilitating the process of obtaining information, applying, joining, and completing their Volunteer service.

## **STRATEGIC GOAL 1**

Assist interested countries with their identified needs by gradually expanding the number of trained Volunteers serving overseas; broadening the impact on the lives of men and women in their host communities by transferring tangible skills; and helping to promote an understanding of Americans, including representing American diversity, at a rate consistent with annual funding.

### **Strategy**

The Peace Corps is committed to maintaining the number of Volunteers in the field from its FY 2006 level. This will require modest expansions in trainee input, which is both strategically and incrementally implemented. These input requirements will be balanced with the need to preserve the core values of the Peace Corps and to provide the infrastructure necessary to support the work of the Volunteers and the business of the agency. The Peace Corps will also use data from the newly created close-of-service survey to assess Volunteer effectiveness. This will assist in determining how and where Volunteers are placed.

The Peace Corps continues to receive new requests and perform assessments as it works to broaden its mission and deepen the impact Volunteers have on the men and women of their host countries. Evidence suggests that there is an increasing demand for the Peace Corps and the programs it provides to foreign countries. In FY 2006, the agency conducted two country assessments, entered the Kingdom of Cambodia, and made plans to reopen a program in Ethiopia in FY 2007. Entering or re-entering new countries is directly tied to the agency's annual appropriations.

The Peace Corps continues to participate in 9 out of 15 PEPFAR countries. When the Peace Corps reopens its program in Ethiopia in FY 2007, the agency's involvement in the PEPFAR will increase to 10 focus countries. The Peace Corps also expanded its participation in PEPFAR through programs in eight other nations. This participation is enabling the agency to enhance and expand its contributions to the battle against AIDS. In FY 2006, nearly 90 percent of

all Peace Corps posts worked directly or indirectly in HIV/AIDS activities. These Volunteers assisted more than 1 million people and trained more than 84,000 HIV/AIDS service providers. In 2005, the Peace Corps established an Office of AIDS Relief to provide overall leadership for the agency's response to the pandemic throughout the world while facilitating the agency's PEPFAR and HIV/AIDS commitments.

During FY 2006, traffic to the Peace Corps' website continued to increase. The international climate continues to increase awareness of global issues and the Peace Corps is a key means for U.S. citizens to exercise their sense of service and informal ambassadorship overseas. The positive reception of the marketing campaign, Internet resources, and related materials are key indicators of that success.

The Peace Corps plans to track individuals through the online application process and provide them with updates, reminders, and assistance. Additionally, the agency is seeking to strengthen its relationships with national associations and build its community outreach efforts, targeting audiences of diverse ages including people approaching retirement.

### **Expansion**

#### **Crisis Corps**

The Crisis Corps is a program within the Peace Corps that mobilizes returned Peace Corps Volunteers (RPCVs) to provide short-term humanitarian service to countries worldwide. In FY 2006, the Crisis Corps experienced several historic firsts, including sending its 1,000th Volunteer into service. Throughout FY 2006, Crisis Corps deployed more than 130 Volunteers to the Gulf Coast region to assist with relief efforts following Hurricanes Katrina and Rita. This deployment was funded by, coordinated with, and under the authority of the Federal Emergency Management Agency and marked the first time Volunteers were deployed domestically. Additionally, working through an interagency agreement with the U.S. Agency for International Development, Crisis Corps sent 21 Americans to provide relief to those affected by the devastation caused by the tsunami in Southeast Asia.

## **Infrastructure Enhancements**

Under the direction of the Office of the Chief Information Officer (OCIO), the Peace Corps is improving its technical infrastructure to streamline current operational processes that will support Volunteers in the field, reduce administrative burdens, support operational needs of the agency, and improve the security of digital assets. Management is also reviewing personnel practices to identify and analyze trends and future needs among Volunteers and staff to determine workforce processes and resource allocations. These analyses will also inform policy decisions and maximize resource efficiency and quality of service.

## **Recruitment**

While four-year, higher-education institutions have been the main source for Volunteers over the years, the Peace Corps is now working with the American Association of Community Colleges to expand recruiting activities at community colleges. Assignment areas, such as health and information technology, can often be filled by community college graduates who are trained in these qualifying skills.

Efforts to expand the applicant pool also include reaching out to those of diverse age groups and ethnic backgrounds previously underrepresented in the Peace Corps. The Peace Corps continues to identify venues such as national associations, conferences, and publications, and to develop partnerships that will assist with recruitment. In addition, the Center for Field Assistance and Applied Research has developed a “diversity starter kit” to be used in pre-service training to better educate Volunteers about diversity and constructive coping and support strategies to use during their time in the field. Efforts to expand the number of older Americans serving in the Peace Corps include identifying “50+” Peace Corps officials and RPCVs who can be spokespersons at national conferences and other forums. The Office of Medical Services (OMS) is developing materials to inform older Volunteers about issues of relevance to them, such as the impact of serving overseas on retirement benefits, insurance, and medical benefits.

The Peace Corps places significant importance on attracting underrepresented ethnic and age group applicants. The redesign of the Peace Corps website, additional content geared toward underrepresented audiences, and the overall Peace Corps marketing campaign have attracted many new and repeat visitors to the portions of the site devoted to minority groups.

## **Communications**

The Peace Corps continues to reach wide audiences with its marketing campaign, *Life is calling. How far will you go?* Launched in September 2003, the campaign has surpassed the previous recruitment campaigns’ three-year total donated media in half the time. New television and radio public service announcements (PSAs) were introduced in 2006, and urban-format radio carriage increased significantly helping the agency to reach the African American market more effectively. “Out-of-home” PSAs have appeared on highway billboards and on posters in train stations, subway cars, and buses. This additional way to reach mass audiences is also helping the Peace Corps target diverse neighborhoods and colleges. Among the many awards the campaign has earned to date is the prestigious Gold EFFIE from the American Marketing Association, which is awarded for the most effective recruitment results and creative execution.

The agency continues to create new multimedia content and promotional vehicles to attract additional visits to its website, such as new “mini-site” content in Flash format, and electronic tools to help recruiters drive potential candidates to the website. Innovations like these helped contribute to the agency exceeding its goal for total visitors to its website pages devoted to minority and/or scarce skills and family pages. In 2006, the Peace Corps celebrated its 45th anniversary with planned activities throughout the year. Many communications materials reflected this historic event and raised the visibility of the agency on numerous fronts.

## Outcome Goal 1.1

Assist interested countries with their identified needs by gradually expanding the number of trained Volunteers serving overseas from 7,733 in FY 2004 to 8,000 in FY 2008, at a rate consistent with annual funding.

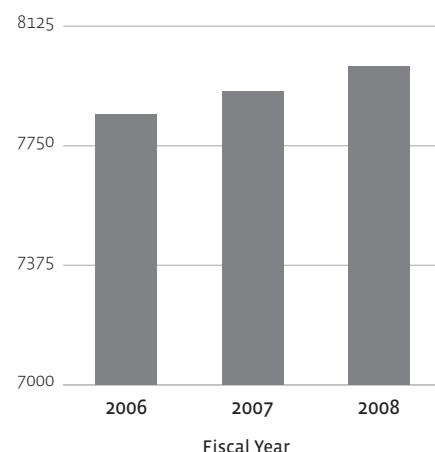
### Performance Goals

*Increase the number of Peace Corps Volunteers:*

- 1.1.1 ... to 7,850 by FY 2006.
- 1.1.2 ... to 7,920 by FY 2007.
- 1.1.3 ... to 8,000 by FY 2008.

**FIGURE 1.1**

*Increase in the number of Volunteers in the field, FY 2006–2008*



## Outcome Goal 1.2

Broaden the impact of Volunteers on the lives of men and women in their host communities by transferring tangible skills, as measured by increasing Volunteers reporting in the Peace Corps close-of-service survey that they were “adequately” to “exceptionally” effective in transferring knowledge and skills to members of their host community to 82 percent by FY 2008.

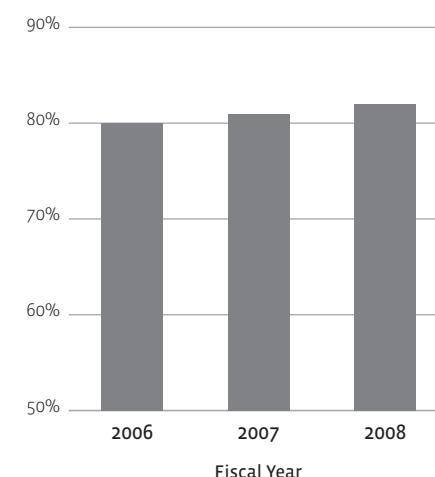
### Performance Goals

*Incrementally increase Volunteers’ skill-transfer effectiveness rating:*

- 1.2.1 ... to 80% by FY 2006.
- 1.2.2 ... to 81% by FY 2007.
- 1.2.3 ... to 82% by FY 2008.

**FIGURE 1.2**

*Increase in the percentage of Volunteers’ reporting their skills transfer as effective, FY 2006–2008*



## Outcome Goal 1.3

Represent American diversity in Peace Corps host communities by increasing the numbers of Peace Corps applicants representing diverse ethnicities and people ages 50 and older by 4 percent, from FY 2005 level of 24 percent to 28 percent by FY 2008.

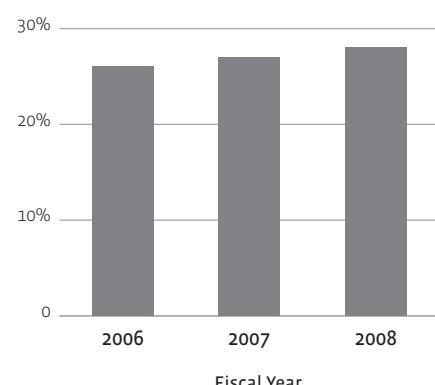
### Performance Goals

*Incrementally increase the percentage of Peace Corps applicants from underrepresented groups:*

- 1.3.1 ... to 26% by FY 2006.
- 1.3.2 ... to 27% by FY 2007.
- 1.3.3 ... to 28% by FY 2008.

**FIGURE 1.3**

*Increase in the percentage of applicants from underrepresented ethnic and age groups, FY 2006–2008*



## **STRATEGIC GOAL 2**

Ensure a quality Volunteer experience by increasing the quality of healthcare and managing the safety and security risk factors in each of the communities where the Volunteers live.

### **Strategy**

Because the Peace Corps Volunteer survey in 2002 captured these data, the baselines for the outcome goals have been set. The Peace Corps will continue to measure performance against the results of the survey to determine if target outcomes are met. If they are not met, the areas noted below can be used to evaluate and reassess processes and practices and to implement changes to ensure that these targets are achieved.

### **Technical Guidelines from the Office of Medical Services**

OMS recognizes that technical guidelines are established to provide comprehensive health services and preventative education to Volunteers. These guidelines provide procedures that standardize and monitor healthcare administered by Peace Corps medical officers. These include optimal office function, medical logistics, administrative and emergency procedures, ongoing evaluation of medical officers, and recommended current approaches to common medical conditions experienced by Volunteers. Finally, these guidelines ensure that screening policies are based on current research, best practices, and knowledge from the field, all of which are reviewed on an ongoing basis.

### **Emergency Care**

OMS provides medical evacuation (medevac) and support to Volunteers who require medical and/or psychological care beyond what is available in-country. To achieve this, the medical staff conducts prompt

field consults (within 48 hours) and responds to the immediate medical and emotional needs of the Volunteer or trainee in-country. Medically evacuated Volunteers also receive timely and quality medevac care, and, if appropriate, may return to the country of their service.

### **Special Services for Volunteers**

The Office of Special Services provides comprehensive clinical and mental health services for Volunteers. The office also consults with and trains staff to enable them to advocate and promote healthy emotional adaptation by Volunteers to their Peace Corps service. This is critical to ensuring that Volunteers have a positive, productive experience in-country and that there is the support necessary to handle crises and challenging situations.

### **Safety and Security Personnel**

The Office of Safety and Security, in coordination with regional and post-level safety and security personnel, provides a safety and security framework for Volunteers. This involves training Volunteers to maintain their safety while serving in a foreign country as well as providing assistance with any safety-related issues. When Volunteers feel adequately prepared and have access to guidance and assistance from safety and security staff, they are more likely to feel safe at home and at work.

### **Safety Approach**

The safest and most secure Volunteer is one who is at site, well-known, accepted, and integrated into his or her community. This comes by learning the local language and culture, by working in a well-designed project, and by staying close to host families. The safest Volunteers are those who take responsibility for their own behavior and know how to minimize personal risks. According to the 2006 Volunteer survey, Volunteers feel safe where they live and work most of the time. The Peace Corps will continue to review and enhance its safety and security policies.

## Outcome Goal 2.1

Increase the percentage of Volunteers indicating feeling “adequately” to “exceptionally” satisfied with their in-country healthcare from the FY 2002 level of 75 percent to 82 percent by FY 2008.

### Performance Goals

- 2.1.1 Incrementally increase the percentage of respondents who rate their healthcare as satisfactory to 80% by FY 2006.
- 2.1.2 Incrementally increase the percentage of respondents who rate their healthcare as satisfactory to 82% by FY 2008.

## Outcome Goal 2.2

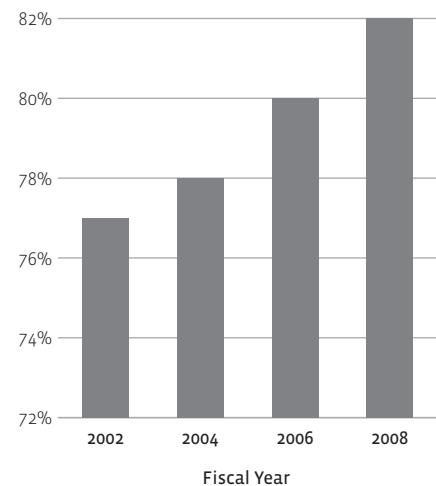
Increase the percentage of Peace Corps Volunteer survey respondents indicating that Volunteers feel safe most of the time (“usually safe” to “very safe”) where they live from the FY 2002 level of 86 percent to 88 percent by FY 2008.

### Performance Goals

- 2.2.1 Incrementally increase the percentage of respondents who feel safe most of the time where they live to 87% by FY 2006.
- 2.2.2 Incrementally increase the percentage of respondents who feel safe most of the time where they live to 88% FY 2008.

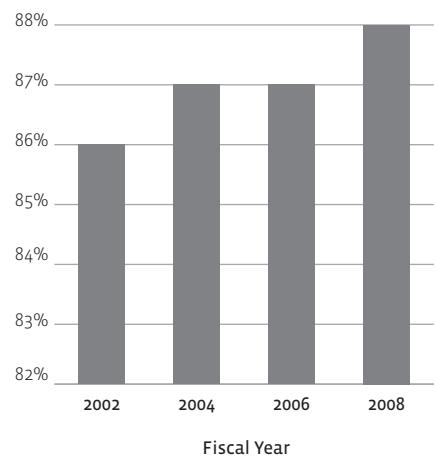
**FIGURE 2.1**

*Increase in the percentage of Volunteers indicating they are satisfied with their in-country healthcare, as reported in the biennial Peace Corps Volunteer survey, FY 2002–2008*



**FIGURE 2.2**

*Increase in the percentage of Volunteers reporting they feel safe where they live most of the time, as reported in the biennial Peace Corps Volunteer survey, FY 2002–2008*



### **STRATEGIC GOAL 3**

Increase the exposure of Americans to other cultures by sharing Volunteer experiences and stories in numerous venues, including the classroom, special events, community visits, and through electronic means, as well as engaging those who have completed their service in ongoing Peace Corps-supported volunteer opportunities.

#### **Strategy**

The Peace Corps achieves its third goal of improving Americans' understanding of other peoples by providing opportunities and resources to RPCVs and educators to teach Americans about other cultures and peoples around the world. The Peace Corps increases these opportunities by encouraging new colleges and universities to participate in the Fellows/USA and Master's International programs, by persuading educators to participate in the Coverdell World Wise Schools program (CWWS), and by seeking donations to Peace Corps Volunteer projects through private-sector donors. This goal is also achieved by ensuring that RPCVs have the information and support they need to engage in third-goal activities.

While previous reporting focused solely on Peace Corps Week activities (which celebrates the anniversary of the agency), regional recruiting offices now

highlight other Peace Corps-supported activities that include RPCV interaction with the U.S. public. These include RPCVs giving talks on campuses and at career fairs, in elementary and secondary schools, and at cultural and community fairs. These kinds of interactions all help to raise public understanding of other cultures around the world. RPCVs help educate American people in many other significant ways, and the Peace Corps is taking steps to better capture these data.

#### **Coverdell World Wise Schools Program**

Established in 1989 by then-Peace Corps Director Paul D. Coverdell, this program provides a variety of services and materials that help U.S. schoolchildren learn about the world's diverse peoples, cultures, and geography. The CWWS website received almost 2 million visits in 2005–2006.

CWWS materials, produced for U.S. classrooms, promote cross-cultural understanding and the ethic of community service. They include an award-winning series of country-specific videos with accompanying teachers' guides, and Volunteer-written literature supported by standards-based lesson plans. Some materials are published in book form; all are available for downloading at no charge from the website at [www.peacecorps.gov/wws](http://www.peacecorps.gov/wws). Besides being excellent resources for educators, these materials help the agency achieve the Peace Corps' mandated third goal.

*"We are proud that the Peace Corps has selected Metropolitan State University as the first university to offer a bachelor's degree program to Peace Corps Volunteers. We have been providing high-quality, student-centered education for many years. This initiative will offer Peace Corps Volunteers the opportunity to work on their bachelor's degree while continuing to serve our country."*

**Dr. Wilson G. Bradshaw  
President of Metropolitan State University**

## Outcome Goal 3.1

Increase the number of interactions with Americans to further the Peace Corps' goals through Peace Corps-supported activities to 27,456 by FY 2008.

### Performance Goal

*Increase the number of interactions with Americans to further the Peace Corps' goals through Peace Corps-supported activities*

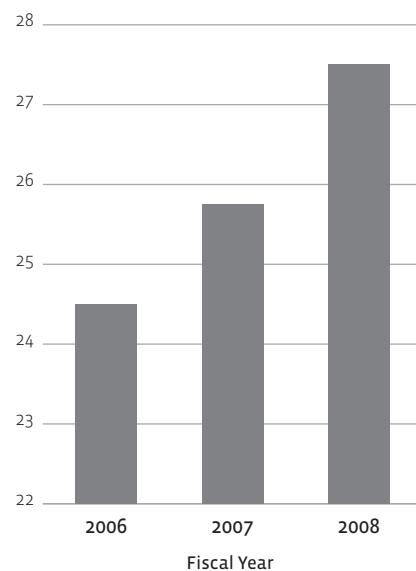
3.1.1 ... to 24,382 in FY 2006.

3.1.2 ... to 25,844 in FY 2007.

3.1.3 ... to 27,456 in FY 2008.

FIGURE 3.1

*Number of interactions with Americans to further the Peace Corps' goals through Peace Corps-supported activities, FY 2006–2008*



United States elementary-school children celebrate Peace Corps Week.

## **STRATEGIC GOAL 4**

Increase the retention level of Americans interested in the Peace Corps by better facilitating the process of obtaining information, applying, joining, and completing their Volunteer service.

### **Strategy**

The application process to become a Volunteer can be lengthy and the agency continues to look for ways to reduce the application time. However, the Peace Corps must determine if a potential Volunteer is suited for two years of service overseas, so it must assess each applicant thoroughly. These assessments include medical, legal, and psychological screenings as well as comprehensive skills and suitability evaluations. To streamline this process and reduce the application time, the following areas are being targeted for enhancement:

#### **Application Redesign and Use of Online Application Forms**

Online applications have increased dramatically; they currently comprise 91 percent of all applications. The agency continues to review opportunities for more efficiencies and greater user compatibility in its online application process.

#### **Medical Screening**

OMS and the Office of Volunteer Recruitment and Selection (VRS) have established regionally-based medical screening and placement teams to better identify matches between future Volunteers and potential countries. They have reviewed and updated the mental health screening process to reduce screening time. The redesigned health status review form and its online availability has significantly reduced processing time.

### **Retaining Applicants and Volunteers**

Significant effort has been made to retain applicants, trainees, and Volunteers from the time that they apply until the time they close their service. The pre-departure online training project provides a means by which applicants can start preparing for their service using online educational tools. During the application process, training modules help them get a head start in learning about culture, languages, and personal responsibility requirements, which will increase their chances for success and satisfaction. The Peace Corps also completed an applicant dropout study and expanded its early termination study to help identify reasons why applicants and Volunteers drop out of the system. This helps enhance the agency's systems and addresses issues that negatively impact retention.

Volunteers are trained to live and work successfully in the context of their assignments and cultural environment. Their satisfaction will be measured by questions in the 2008 Peace Corps Volunteer survey and the recently designed COS survey.

### **Enterprise Architecture**

The OCIO has worked closely with all business offices supporting the Volunteer delivery system to prioritize new software and hardware requirements. A complete set of analytical diagrams has been developed documenting the processes, with an emphasis on the recruitment and placement phases. These analyses and models were started in fall 2003 and continue to be updated as the agency refines its priorities. The review has included updated activity models, data models, organizational relationships and workflow structures, and information exchanges, making the application process more efficient and less labor intensive. Changes, resulting from work to-date, have provided management with more timely and accurate information to assist in operational decision-making.

## **Outcome Goal 4.1**

Improve the responsiveness of the Volunteer application process by streamlining the application process and decreasing the Peace Corps' response time to applicants by 7 percent, from 156 days in FY 2005 to 146 days in FY 2008.

### **Performance Goals**

*Decrease the Peace Corps' response time to applicants:*

- 4.1.1 ... to 154 days by FY 2006.
- 4.1.2 ... to 150 days by FY 2007.
- 4.1.3 ... to 146 days by FY 2008.

## **Outcome Goal 4.2**

Maintain the overall 12-month Volunteer resignation rate (with resignation officially defined as a decision made by a Volunteer/trainee that he/she no longer wishes to continue in Peace Corps service) at 10 percent or less.

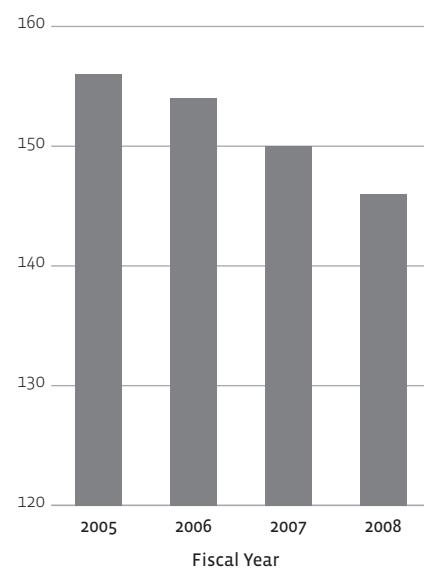
### **Performance Goals**

*Maintain the overall 12-month Volunteer resignation rate*

- 4.2.1 ... at 10.0% or less in FY 2006.
- 4.2.2 ... at 10.0% or less in FY 2007.
- 4.2.3 ... at 10.0% or less in FY 2008.

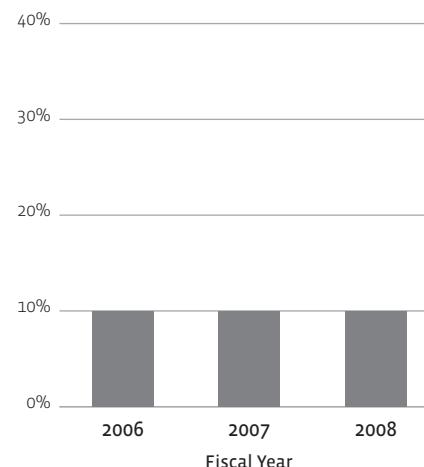
**FIGURE 4.1**

*Decrease in the Peace Corps' response time to applicants, FY 2005–2008*



**FIGURE 4.2**

*Overall 12-month resignation rate, FY 2006–2008*



## **Conclusion**

The agency is proud of the Americans currently serving as Peace Corps Volunteers. By living, working, and integrating into their local communities, Volunteers have a unique role in empowering people in countries throughout the world to take charge of their own futures and to strengthen the bonds of friendship and understanding between Americans and the people of other cultures. Through targeted implementation of the FY 2003–2008 strategic plan, the Peace Corps will continue its leadership, management, and stewardship of resources to enable more Americans to have the opportunity to carry out the Peace Corps' noble mission around the globe—one community at a time.

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## **Peace Corps Appropriations Language**

For necessary expenses to carry out the provisions of the Peace Corps Act (75 Stat. 612) including the purchase of not to exceed five passenger motor vehicles for administrative purposes for use outside of the United States, \$333,500,000, to remain available until September 30, 2009: Provided, That none of the funds appropriated under this heading shall be used to pay for abortions: Provided further, That the Director may transfer to the Foreign Currency Fluctuations Account, as authorized by 22 U.S.C. 2515, an amount not to exceed \$2,000,000: Provided further, That funds transferred pursuant to the previous proviso may not be derived from amounts made available for Peace Corps overseas operations.

BUDGET OF THE UNITED STATES GOVERNMENT, FISCAL YEAR 2008



**BUDGET INFORMATION**

**Peace Corps FY 2008 Budget Request by Program Operations**  
 (in thousands of dollars)

|   | FY 2006<br>Actual | FY 2007<br>Estimate | FY 2008<br>Request |
|---|-------------------|---------------------|--------------------|
| <b>DIRECT VOLUNTEER OPERATIONS</b>                        |                   |                     |                    |
| Overseas Operational Management                           |                   |                     |                    |
| Africa  | 65,035            | 69,327              | 65,947             |
| Europe, Mediterranean, and Asia                           | 45,070            | 49,118              | 46,006             |
| Inter-America and Pacific                                 | 54,116            | 57,435              | 55,050             |
| Crisis Corps  | 1,007             | 1,131               | 933                |
| United Nations Volunteers                                 | 103               | 115                 | 108                |
| <b>Subtotal, Overseas Operational Management</b>          | <b>165,331</b>    | <b>177,127</b>      | <b>168,045</b>     |
| Overseas Operational Support                              |                   |                     |                    |
| Volunteer Support Operations                              | 7,641             | 8,124               | 7,908              |
| Federal Employees' Compensation Act (FECA)                | 21,396            | 0                   | 9,916              |
| Medical Services Centrally Shared Resources               | 9,038             | 10,377              | 10,082             |
| The Center for Field Assistance and Applied Research      | 6,021             | 6,703               | 6,457              |
| AIDS Relief   | 258               | 290                 | 229                |
| Volunteer Recruitment and Selection                       | 14,590            | 15,502              | 15,081             |
| Private Sector Initiatives                                | 505               | 531                 | 520                |
| Centrally Processed Overseas Equipment and Supplies       | 3,642             | 4,864               | 3,304              |
| Volunteer Readjustment Allowance                          | 16,044            | 19,799              | 19,220             |
| Reimbursements to Department of State (ICASS)             | 6,658             | 7,700               | 8,200              |
| <b>Subtotal, Overseas Operational Support</b>             | <b>85,793</b>     | <b>73,889</b>       | <b>80,916</b>      |
| <b>SUBTOTAL, DIRECT VOLUNTEER OPERATIONS</b>              | <b>251,124</b>    | <b>251,015</b>      | <b>248,962</b>     |
| <b>VOLUNTEER OPERATIONS SUPPORT SERVICES</b>              |                   |                     |                    |
| Third Goal Programs                                       |                   |                     |                    |
| World Wise Schools  | 552               | 638                 | 561                |
| University Programs                                       | 654               | 625                 | 662                |
| Returned Volunteer Services                               | 757               | 771                 | 758                |
| <b>Subtotal, Third Goal Programs</b>                      | <b>1,963</b>      | <b>2,034</b>        | <b>1,981</b>       |
| Agency Administration                                     |                   |                     |                    |
| Director's Office, General Counsel, Congressional & Press | 4,814             | 5,496               | 5,380              |
| Communications  | 2,281             | 2,398               | 2,238              |
| Safety and Security                                       | 2,669             | 2,440               | 2,433              |
| Office of the Chief Financial Officer                     | 12,534            | 13,928              | 13,541             |
| OCFO Centrally Managed Resources                          | 1,598             | 1,630               | 1,565              |
| Acquisitions & Contracts                                  | 1,387             | 1,554               | 1,540              |
| Office of the Chief Information Officer                   | 9,708             | 9,559               | 8,344              |
| Information Technology Centrally Managed Resources        | 14,502            | 15,721              | 12,177             |
| Office of Management                                      | 5,722             | 6,365               | 5,788              |
| Office of Management Centrally Managed Resources          | 13,336            | 13,663              | 25,248             |
| Inspector General   | 3,133             | 3,629               | 3,504              |
| <b>Subtotal, Agency Administration</b>                    | <b>71,683</b>     | <b>76,383</b>       | <b>81,757</b>      |
| <b>SUBTOTAL, VOLUNTEER OPERATIONS SUPPORT SERVICES</b>    | <b>73,646</b>     | <b>78,417</b>       | <b>83,738</b>      |

|  | FY 2006<br>Actual | FY 2007<br>Estimate | FY 2008<br>Request |
|--|-------------------|---------------------|--------------------|
| <b>GRAND TOTAL AGENCY</b>                                    | <b>324,770</b>    | <b>329,432</b>      | <b>332,700</b>     |
| APPROPRIATED RESOURCES                                       | 322,000           | 324,000             | 333,500            |
| AVIAN FLU PREPAREDNESS SUPPLEMENTAL                          | 1,100             | 0                   | 0                  |
| TRANSFER FROM FOREIGN CURRENCY FLUC. ACCT                    | 0                 | 0                   | 0                  |
| RESCISSON  | -3,220            | 0                   |                    |
| <b>TOTAL ENACTED</b>   | <b>319,880</b>    | <b>324,000</b>      | <b>333,500</b>     |
| UNOBLIGATED BALANCE FROM PREVIOUS YEAR                       | 12,119            | 5,459               | 0                  |
| UNOBLIGATED BALANCE FROM AVIAN FLU PREPAREDNESS              | 0                 | 622                 | 0                  |
| UNOBLIGATED BALANCE FROM EMERGENCY FUND                      | 363               | 151                 | 0                  |
| <b>TOTAL APPROPRIATED RESOURCES</b>                          | <b>332,362</b>    | <b>330,233</b>      | <b>333,500</b>     |
| MISCELLANEOUS RESOURCES                                      | 1,594             | 0                   | 0                  |
| RESERVE FOR UNRECORDED OBLIGATIONS                           | -1,621            | -800                | -800               |
| TRANSFER TO FOREIGN CURRENCY FLUC. ACCT                      | -1,333            | 0                   | 0                  |
| EST UNOBLIGATED BALANCE (EMERGENCY RESPONSE/AVIAN FLU FUNDS) | -773              | 0                   | 0                  |
| EST UNOBLIGATED BALANCE AT END OF YEAR                       | -5,459            | 0                   | 0                  |
| <b>TOTAL AVAILABLE BUDGETARY RESOURCES</b>                   | <b>324,770</b>    | <b>329,432</b>      | <b>332,700</b>     |

(Detail may not add due to rounding)

# Description of the Peace Corps' Operational Areas

## DIRECT VOLUNTEER OPERATIONS

### Overseas Operational Management

#### Regional Operations

Overseas operations are organized and administered through a regional structure composed of three offices: Africa; Europe, Mediterranean, and Asia; and Inter-America and the Pacific. These offices provide general oversight and direction to Peace Corps country programs, or posts. Post budgets include Volunteer allowances (living, settling-in, and leave), training for Volunteers, in-country travel for Volunteers and staff, return travel for Volunteers, in-country medical costs including the health unit, and Volunteer safety and security activities.

Before qualifying to serve as a Volunteer, a trainee must participate in a pre-service training of 10 to 12 weeks. This training includes intensive language instruction, cross-cultural training, technical skill enhancement, and training in personal health and safety. Most of the time, this training is contiguous. However, in some situations, a split pre-service training is preferred in which technical skills are enhanced and more detailed training provided shortly after Volunteers have had thorough exposure to their actual work sites. Volunteers also receive training during their service to increase their job effectiveness and satisfaction.

In addition, overseas budgets cover the costs of maintaining the posts: local staff, security, rents, communications, utilities, supplies, and equipment. They also cover the costs to headquarters of managing overseas operations. These costs include salaries and benefits of overseas American and headquarters' regional staff, assignment travel for staff and Volunteers, and certain pre-service training costs borne by headquarters.

#### Crisis Corps

The Crisis Corps sends extending and former Volunteers on short-term assignments to assist with disaster relief and humanitarian response efforts.

### United Nations Volunteers

The Peace Corps participates in the United Nations Volunteer program by recruiting American Volunteers and providing them with some financial and logistical support.

### Overseas Operational Support

#### Volunteer Support

This office provides medical support for Volunteers, medical screening oversight for applicants, and initial and ongoing training for medical staff and contractors.

#### Federal Employees' Compensation Act (FECA)

Under FECA, the Peace Corps reimburses the Department of Labor for disability payments and medical costs for returned Volunteers and staff who experience service-related injuries or sickness. A vast majority of these costs relate to Volunteers' claims; staff claims are minimal.

#### Medical Services Centrally Shared Resources

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

### The Center for Field Assistance and Applied Research

This office supports programming and training in the field. It identifies and disseminates best practices in Volunteer programs and training, collects and analyzes data from Peace Corps projects, applies technology to the promotion of innovation and learning, manages partnerships and reimbursable agreements with other agencies, provides training and development opportunities to overseas field staff, and manages the pre-departure orientation Volunteers receive in the United States before leaving for overseas pre-service training.

### **Office of AIDS Relief**

This office provides agency-level policy, overall leadership, and general supervision, direction, and coordination of all domestic and foreign HIV/AIDS activities relating to agency programs.

### **Volunteer Recruitment and Selection**

This office oversees the recruitment of Volunteers through 11 offices across the United States. It assesses the technical and personal skills of applicants and matches qualified persons to specific Volunteer projects. Applicants go through a multifaceted and competitive screening process that includes interviews, evaluations, and reference checks.

### **Private Sector Initiatives**

This office manages private sector funds and in-kind contributions received by the Peace Corps. These funds are used to support Volunteer projects.

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

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

### **Volunteer Readjustment Allowance**

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

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

These are payments the Peace Corps makes to the Department of State for administrative support. Some financial management support is also included here, although the Peace Corps has directly provided most financial management support to its overseas posts since the end of fiscal year 1998.

## **VOLUNTEER OPERATIONS SUPPORT SERVICES**

### **Third Goal Programs**

#### **Paul D. Coverdell World Wise Schools (CWWS)**

This program allows current and former Peace Corps Volunteers to share their overseas experiences with American schoolchildren and young adults. Nearly 3 million students in all 50 states have communicated directly with Volunteers serving in 100 countries since the program's inception in 1989.

#### **University Programs**

This office manages two partnership programs with universities throughout the United States.

The Fellow/USA program, which began in 1985, provides the opportunity for RPCVs to work toward graduate degrees and to gain professional experience at the same time, in such fields as teacher education, community/economic development, nursing and public health, and environmental studies. In consideration for educational benefits offered by participating universities, Agency Fellows work as teachers or as interns with non-profits or other community agencies.

The Master's International program has been in existence since 1987. Through this program, graduate students incorporate two years of Peace Corps service as a hands-on practicum between an initial year of graduate work and a return to campus to finish their degrees.

### **Returned Volunteer Services**

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

## **AGENCY ADMINISTRATION**

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

These offices provide general policy direction, legal advice, and compliance verification to the agency. They also coordinate all external communication and serve as a liaison to Congress and other federal agencies. The Director's Office also includes the American Diversity Program and the Office of Planning, Policy, and Analysis.

### **Office of Communications**

This office manages all official internal communications, marketing and advertising, video production and photography, the external website, and agency publications. In addition, the office produces recruitment tools that support the Office of Volunteer Recruitment and Selection.

### **Safety and Security**

This office coordinates and promulgates all worldwide Peace Corps safety and security policies except for IT systems security which, by law, is the domain of the Chief Information Officer. Through use of the Volunteer Safety Council, the Crime Statistics and Analysis Unit, and continuing consultation with appropriate federal agencies, Peace Corps regions, and the field, the office institutes, reviews, refines and recommends security policy to the Director of the Peace Corps. The Office also oversees and manages domestic emergency preparedness and physical security, information and personnel security, safety and security of Volunteers and staff overseas, and the collection and analysis of security statistics and trends, and other safety risks to Volunteers.

### **Office of the Chief Financial Officer**

The OCFO oversees all financial management activities relating to the programs and operations of the agency; maintains an integrated agency budget accounting and financial management system; provides financial management policy guidance and oversight; and monitors the financial formulation of the agency budget and the financial execution of the budget in relation to actual expenditures.

### **Office of the Chief Financial Officer**

#### **Centrally Managed Resources**

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

#### **Acquisitions and Contracts**

This office is responsible for agency procurement policies and procedures, ensuring compliance with the Federal Acquisition Regulations and the Peace Corps Act. It provides technical guidance and advice to agency staff worldwide on procurement matters and handles all procurement actions for domestic offices.

### **Office of the Chief Information Officer**

This office provides leadership for and management of the development and application of information technology resources and methodologies in support of the Peace Corps' mission at headquarters, U.S. regional offices, and overseas posts. It serves as the primary source of information technology advice and counsel to the agency director.

#### **Information Technology Centrally Managed Resources**

These funds include the costs of telecommunications, data center operations, mainframe and distributed computing environments, overseas equipment, disaster recovery, and enterprise information architecture.

### **Office of Management**

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

### **Office of Management**

#### **Centrally Managed Resources**

These funds include General Services Administration rent for headquarters and domestic recruiting offices, employee MetroPool benefits, mail services, and building maintenance.

### **Inspector General**

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

**Peace Corps Authorizations and Appropriations | FY 1962–FY 2008**  
 (in thousands of dollars)

| Fiscal Year    | Authorized            | Budget Request <sup>a/</sup> | Appropriated <sup>a/</sup> | Trainee Input         | Volunteers and Trainees On Board <sup>b/</sup> |
|----------------|-----------------------|------------------------------|----------------------------|-----------------------|--|
| 1962           | \$40,000              | \$40,000                     | \$30,000                   | 3,699                 | N/A  |
| 1963           | 63,750                | 63,750                       | 59,000 <sup>c/</sup>       | 4,969                 | N/A  |
| 1964           | 102,000               | 108,000                      | 95,964 <sup>c/</sup>       | 7,720                 | N/A  |
| 1965           | 115,000               | 115,000                      | 104,100 <sup>c/</sup>      | 7,876                 | N/A  |
| 1966           | 115,000               | 125,200                      | 114,000                    | 9,216                 | N/A  |
| 1967           | 110,000               | 110,500                      | 110,000                    | 7,565                 | N/A  |
| 1968           | 115,700               | 124,400                      | 107,500                    | 7,391                 | N/A  |
| 1969           | 112,800               | 112,800                      | 102,000                    | 6,243                 | N/A  |
| 1970           | 98,450                | 109,800                      | 98,450                     | 4,637                 | N/A  |
| 1971           | 94,500                | 98,800                       | 90,000                     | 4,686                 | N/A  |
| 1972           | 77,200                | 71,200                       | 72,500                     | 3,997                 | 6,632  |
| 1973           | 88,027                | 88,027                       | 81,000                     | 4,821                 | 6,194  |
| 1974           | 77,000                | 77,000                       | 77,000                     | 4,886                 | 6,489  |
| 1975           | 82,256                | 82,256                       | 77,687                     | 3,296                 | 6,652  |
| 1976           | 88,468                | 80,826                       | 81,266                     | 3,291                 | 5,825  |
| Transition Qtr | 27,887                | 25,729                       | 24,190                     | —                     | —  |
| 1977           | 81,000                | 67,155                       | 80,000                     | 4,180 <sup>d/</sup>   | 5,590  |
| 1978           | 87,544                | 74,800                       | 86,234                     | 3,715                 | 6,017  |
| 1979           | 112,424               | 95,135                       | 99,179                     | 3,327                 | 5,723  |
| 1980           | 105,000               | 105,404                      | 99,924                     | 3,108                 | 5,097  |
| 1981           | 118,531               | 118,800                      | 105,531                    | 2,729                 | 4,863  |
| 1982           | 105,000               | 121,900                      | 105,000                    | 2,862                 | 4,559  |
| 1983           | 105,000               | 97,500                       | 109,000                    | 2,988                 | 4,668  |
| 1984           | 115,000               | 108,500                      | 115,000                    | 2,781                 | 4,779  |
| 1984/5 Supp    | 2,000                 | 2,000                        | 2,000                      | —                     | —  |
| 1985           | 128,600               | 115,000                      | 128,600                    | 3,430                 | 4,828  |
| 1986           | 130,000               | 124,400                      | 124,410 <sup>e/</sup>      | 2,597                 | 5,162  |
| 1987           | 137,200               | 126,200                      | 130,760                    | 2,774                 | 4,771  |
| 1987/8 Supp    | 7,200                 | —                            | 7,200                      | —                     | —  |
| 1988           | 146,200               | 130,682                      | 146,200                    | 3,360                 | 4,611  |
| 1989           | 153,500               | 150,000                      | 153,500                    | 3,218                 | 5,214  |
| 1990           | 165,649               | 163,614                      | 165,649 <sup>f/</sup>      | 3,092                 | 5,241  |
| 1991           | 186,000               | 181,061                      | 186,000                    | 3,076                 | 4,691  |
| 1992           | —                     | 200,000                      | 197,044                    | 3,309                 | 4,927  |
| 1993           | 218,146               | 218,146                      | 218,146                    | 3,590                 | 5,414  |
| 1994           | 219,745 <sup>g/</sup> | 219,745                      | 219,745 <sup>h/</sup>      | 3,541                 | 5,644  |
| 1995           | 234,000               | 226,000                      | 219,745 <sup>i/ j/</sup>   | 3,954                 | 5,884  |
| 1996           | —                     | 234,000                      | 205,000 <sup>k/ m/</sup>   | 3,280                 | 6,086  |
| 1997           | —                     | 220,000 <sup>l/</sup>        | 208,000 <sup>n/</sup>      | 3,607                 | 5,858  |
| 1998           | —                     | 222,000                      | 222,000 <sup>o/</sup>      | 3,551                 | 5,757  |
| 1999           | —                     | 270,335                      | 240,000 <sup>p/</sup>      | 3,835                 | 5,729  |
| 2000           | 270,000 <sup>q/</sup> | 270,000                      | 245,000 <sup>r/</sup>      | 3,919                 | 7,164  |
| 2001           | 298,000               | 275,000                      | 267,007 <sup>s/ t/</sup>   | 3,191                 | 6,643  |
| 2002           | 327,000               | 275,000                      | 278,700 <sup>u/ v/</sup>   | 4,047 <sup>w/</sup>   | 6,636  |
| 2003           | 365,000               | 317,000                      | 297,000 <sup>x/</sup>      | 4,411                 | 7,533  |
| 2004           | —                     | 359,000                      | 310,000 <sup>y/</sup>      | 3,812                 | 7,733  |
| 2005           | —                     | 401,000                      | 320,000 <sup>z/</sup>      | 4,006                 | 7,810  |
| 2006           | —                     | 345,000                      | 322,000 <sup>aa/ab</sup>   | 4,015                 | 7,628*   |
| 2007           | —                     | 336,642                      | 324,000 <sup>ac</sup>      | 4,038 <sup>est.</sup> | 7,896 <sup>est.</sup>                          |
| 2008           | —                     | 333,500                      |                            | 3,777 <sup>est.</sup> | 7,606 <sup>est.</sup>                          |

\* See note 1, page 2.

## NOTES:

- a/ Starting in FY 1992, funds to remain available for two years.
- b/ For FY 1972 through FY 1999, this is the average number of Volunteers throughout the year. For FY 2000 through FY 2004, this is the number of trainees and Volunteers on board on 30 September of the fiscal year, including Crisis Corps and United Nations Volunteers.
- c/ Includes reappropriated funds in 1963 (\$3.864 million), 1964 (\$17 million) and 1965 (\$12.1 million).
- d/ Includes Trainee Input from Transition Quarter.
- e/ Excludes \$5.59 million sequestered under the Balanced Budget and Emergency Deficit Control Act of 1985 (P.L. 99-177).
- f/ Excludes \$2.24 million sequestered under the Balanced Budget and Emergency Deficit Control Act of 1985 (P.L. 99-177) and a \$725 thousand reduction related to the Drug Initiative (P.L. 101-167).
- g/ Authorization included report language of a \$15 million transfer to the Peace Corps from assistance funds for the Newly Independent States (NIS).
- h/ In addition, the Peace Corps received a transfer of \$12.5 million for assistance to the NIS.
- i/ In addition, the Peace Corps received a transfer of \$11.6 million for assistance to the NIS.
- j/ Appropriation of \$219,745 thousand was later reduced by a rescission of \$721 thousand.
- k/ In addition, the Peace Corps received a transfer of \$13 million for assistance to the NIS. An additional \$1 million of NIS funds, intended for FY 1996, was received in FY 1997.
- l/ In addition, the president requested a transfer of \$5 million for assistance to the NIS.
- m/ Appropriation of \$205,000 thousand was later reduced by a rescission of \$296 thousand.
- n/ In addition, the Peace Corps received a transfer of \$12 million for assistance to the NIS. An additional \$1 million of NIS funds, originally intended for FY 1996 in addition to the \$13 million received that year, was received in FY 1997.
- o/ In addition, the Peace Corps received a base transfer of \$3,581 thousand from the Department of State for the Peace Corps' participation in International Cooperative Administrative Support Services.
- p/ Appropriation of \$240,000 thousand was later reduced by a rescission of \$594 thousand. In addition, the Peace Corps received a transfer of \$1,269 thousand from Economic Support Funds for security; \$7,500 thousand from the FY 1999 Emergency Appropriations Act (\$7,000 thousand for security and \$500 thousand related to the Kosovo conflict); \$6,000 thousand from the Central American and Caribbean Disaster Recovery Fund; and \$1,554 thousand from the Business Continuity and Contingency Planning Fund for Y2K preparedness.
- q/ Four-year authorization bill by Congress, FY 2000 of \$270M, FY 2001 of \$298M, FY 2002 of \$327M and FY 2003 of \$365M.
- r/ Appropriation of \$245,000 thousand was reduced by a rescission of \$931 thousand.
- s/ Appropriation of \$265,000 thousand was reduced by a rescission of \$583 thousand.
- t/ The Peace Corps received a transfer of \$2,590 thousand of Emergency Response Fund monies in support of program evacuations in four countries and the relocation of the New York City regional recruiting office.
- u/ The Peace Corps received a transfer of \$3,900 thousand of Emergency Response Fund monies in support of potential future evacuations.
- v/ Appropriation of \$275,000 thousand was reduced by a rescission of \$200 thousand.
- w/ Due to the September 11th events, the departure of 417 trainees was delayed from late FY 2001 to early FY 2002.
- x/ Appropriation of \$297,000 thousand was reduced by a rescission of \$1,930.5 thousand. OMB later reallocated \$1,200 thousand in Emergency Response Fund monies from the Peace Corps to another U.S. government agency.
- y/ Appropriation of \$310,000 thousand was reduced by a rescission of \$1,829 thousand. The Peace Corps received a transfer of \$1,131 thousand to implement activities under the President's Emergency Plan for AIDS Relief.
- z/ Appropriation of \$320,000 thousand was reduced by a rescission of \$2,560 thousand.
- aa/ Appropriation of \$322,000 thousand was reduced by a rescission of \$3,220 thousand.
- ab/ In addition, Peace Corps received \$1,100 thousand supplemental for Avian Flu Preparedness.
- ac/ Anticipated Continuing Resolution rate for FY 2007.



SAFETY AND SECURITY



## Safety and Security: The Overarching Priority

### Office of Safety and Security

While all Peace Corps staff members play a role in promoting safety and security, coordination of these activities falls primarily to the Peace Corps Office of Safety and Security. Established in 2003, this office fosters improved communication, coordination, oversight, and security systems for all the Peace Corps safety and security efforts, including federal employee background investigations, domestic physical security and continuity of operations, and most importantly, the safety and security of the Peace Corps Volunteers and staff overseas.

### The Policy of the Peace Corps on Volunteer Safety and Security

Because Volunteers serve at the grassroots level worldwide, in urban centers, very remote areas, and everything in-between, health and safety risks are an inherent part of Volunteer service. Peace Corps staff and Volunteers work together to create a framework that maximizes, to the extent possible, Volunteers' well-being, enabling them to carry out their mission effectively. The Peace Corps incorporates safety and security information into all aspects of Volunteer recruitment, training, and service, and ensures that safety and security policies and training curricula are current. Volunteers are asked to do their part by taking responsibility for their behavior at all times and by integrating successfully into their host communities. The safest and most secure Volunteers are those who demonstrate respectful behaviors and who are often at their sites, well-known in their communities, integrated into the culture, able to speak the local language, and who work on well-designed projects.

The Peace Corps takes an integrated approach to Volunteer training. Through language, cross-cultural, and health and safety instruction, Volunteers learn about their new environment and are shown how to effectively cope with the many challenges they will face. They are also given the tools to adopt a safe and

appropriate lifestyle and as well as instruction about Peace Corps' policies and procedures and their responsibility to abide by these rules. Throughout pre-service training and regular in-service trainings, Volunteers develop or enhance skills and receive information that helps them understand their surroundings, cope with unwanted attention, and develop personal safety strategies. At the conclusion of pre-service training, every trainee must demonstrate proficiency in key worldwide safety and security core competencies before they are sworn-in as Volunteers. Posts are encouraged to develop additional, locally based competencies to supplement these core competencies. The Volunteer Safety and Overseas Security Division within the Office of Safety and Security oversees the integrated facets of safety and security training. Though each post is responsible for training its Volunteers, much of the technical safety and security expertise and staff training is provided by nine regionally based Peace Corps safety and security officers (PCSSOs), three to each region. PCSSOs provide training to posts in their sub-areas and usually visit each post at least once a year.

In addition to PCSSOs, each post hires a local staff person who is responsible for coordinating that post's safety and security activities. In spring 2005, a job description for the safety and security coordinator (SSC) was further refined. Now, the Office of Safety and Security provides sub-regional training workshops for every country's SSC every two years. The office will also sponsor a new series of SSC workshops during fiscal year 2007 to ensure that all SSCs are receiving continual, uniform training to strengthen their skills and further develop their capacity to support every post's Volunteer security efforts. An integral part of a post's network for maintaining safety and security is the U.S. embassy. Each Peace Corps country director is a member of the embassy's emergency action committee and a regular participant in weekly country team meetings. The country direc-

tor also communicates regularly with the embassy's regional security officer. This officer represents the U.S. government's interests in any safety and security situation and is the first point of contact with local law enforcement officials. The regional security officer reviews with the country director any situation that is deemed of importance to the Peace Corps as well as any travel advisories or other issues of concern.

### **Volunteer Crime Incident Analysis**

The Office of Safety and Security includes a Crime Statistics and Analysis Unit that continually tracks and analyzes information related to the safety of Volunteers. The unit employs a social science analyst and a safety and security data analyst to develop protocols for reporting violence and other crimes against Volunteers and to compile and analyze the data that are received. Data are published in an annual Safety of the Volunteer report, which provides summary statistics on all assault events against Volunteers for each calendar year as well as information on historical trends in the three Peace Corps regions. The publication's twofold objective is to identify and analyze trends in safety conditions among in-service Volunteers; and to provide useful feedback on noted trends to support the safety and security training and education of Volunteers and staff. Analysis is also used to enhance existing policies and procedures or to develop new procedures as needed. Improvements in safety reporting have enabled the Peace Corps to profile specific crimes by identifying associated risk factors (e.g., time of day, location, alcohol use, and modes of transportation) and to develop strategies to help Volunteers mitigate these factors. In February 2006, the unit launched a new system for incident reporting that expedites the notification of appropriate personnel at headquarters. The definitions for incidents are also more compatible with national crime incident categories to allow comparative analyses.

### **Emergency Communications and Planning**

Most Volunteers live and work in communities at some distance from the Peace Corps office. Volunteers are expected to stay in touch regularly with the Peace Corps office. They are required to report their whereabouts when they travel away from their sites and to receive the Peace Corps' authorization if they

intend to leave the country for any reason. The Peace Corps addresses larger security concerns through country-specific emergency action plans. These plans, developed to address serious events, such as natural disasters or civil unrest, outline the strategies developed by each post to prepare for, respond to, and recover from such crises. The Peace Corps works closely with the U.S. embassy to share information, develop strategies, and coordinate communications in a crisis. If a decision is made to evacuate Volunteers from a country, the Peace Corps commits every available resource to safely move them and staff members out of harm's way. In 2003, the agency established a "situation room" dedicated to handling emergencies as they arise. Located at headquarters, the room includes computer access to emergency contact information and other necessary resources for crisis management support. Staff members are continually trained to support crisis management, using material drawn from the Peace Corps' extensive experience with emergency situations and the agency's *Evacuation Support Guide*. The facility was used on numerous occasions in FY 2006—from evacuating Volunteers due to civil unrest to monitoring hurricanes that hit Caribbean islands.

### **Continuity of Operations**

The federal continuity of operations (COOP) program ensures that agencies can fulfill their essential functions if offices are forced to close in response to an event. COOP acts as an insurance policy for federal services to the American people and allows each agency to maintain a presence even in the worst natural or manmade emergency scenario. During the past year, the Peace Corps' COOP team has consulted with senior leadership and agency offices to identify essential agency functions and activities that support these functions. The two functions considered critical to the Peace Corps in a COOP event are: 1) the safety and security of Volunteers; and 2) the recovery of business systems. The Office of Safety and Security developed the Peace Corps' COOP plan, which has been approved by the Peace Corps Director along with an avian flu component. The office has also developed several COOP alternate relocation sites using existing Peace Corps resources that will allow the seamless continuation of Peace Corps' programs at a minimal cost.



Sargent and Eunice Kennedy Shriver celebrate the Peace Corps' 45th anniversary on Capitol Hill.



THE VOLUNTEER



## Program Priorities: How Peace Corps Volunteers Serve Around the Globe

*Volunteer projects and activities are the primary focus of the Peace Corps program. Volunteers are involved in a variety of host country projects because they speak the local languages, appreciate the cultural traditions, and are eager to respond to local community needs. Currently, the Peace Corps' work worldwide falls into six general sectors: agriculture, business development, education, environment, health and HIV/AIDS, and youth. Additionally, Volunteers do meaningful work in information and communication technology (ICT), and women in development/gender and development (WID/GAD), which often occur as part of the activities in the six sectors listed above. A discussion of each sector's work objectives and examples of Volunteer activities follow.*

*In summary, during fiscal year (FY) 2006, 7,749 Peace Corps Volunteers from all sectors worked with more than 2.1 million individuals. Volunteers provided training skills to 126,000 service providers, including teachers, health clinic workers, and organization administrators; and assisted 24,000 agencies, organizations, and nongovernmental agencies. Women and girls represented more than half of all individual beneficiaries and service providers assisted (1.24 million out of 2.31 million), reflecting the agency's commitment to building their capacity.*

### Education

Education remains the Peace Corps' largest program sector; in truth, all Volunteers are, to some extent, "educators." Many host country nationals describe how the Peace Corps Volunteer who taught them years ago opened up new vistas for their future and empowered them to make a difference. Education projects include training and mentoring teachers in K-12 schools and teacher-training colleges; supporting fledgling programs for special-needs children especially the deaf; using radio to reach HIV/AIDS orphans and vulnerable children; and strengthening preschool programs through teacher training and mentoring. Education projects also train teachers to expand learning opportunities through the use of ICT. Recognizing the significant need for technology training, the Peace Corps has identified ICT in general, and computer skills specifically, as an ongoing priority. Nearly half of all Peace Corps education projects integrate ICT into teaching and learning. Improved ICT broadens access to education, makes learning more interactive, provides teachers with access to classroom materials, and enables classrooms around the world to communicate and collaborate. Volunteers are also making significant contributions to girls' education. They promote activities that help expand their educational opportunities in both formal and nonformal settings. For example, Volunteers conduct summer leadership camps for girls, support community awareness of girls' achievements and potential, encourage their participation in the classroom, establish safe environments for after-school study, and organize career fairs for women. Worldwide, 2,624 education Volunteers provided assistance through 56 projects.

Examples of Volunteer work in education projects include:

- teaching English to teachers and students through formal classes and extra-curricular activities;
- mentoring counterparts and training teachers;
- advising in the development of curricula and teaching materials;

- promoting community resource centers;
- advising school-community organizations, parent-teacher groups, and community development projects;
- supporting adult education;
- promoting distance learning;
- supporting special-needs classes, such as deaf education;
- encouraging early childhood education; and
- working with radio stations to teach English and HIV/AIDS prevention.

## **Health and HIV/AIDS**

Worldwide, 20 percent of all Peace Corps Volunteers work in health projects providing maternal and child health services, nutrition and hygiene messages, organizational support at community clinics, and education about prevention of infections and vaccine-preventable diseases. Training in life skills continues to be the focus of much of Volunteers' prevention work targeted specifically at high-risk groups, especially youth. Additionally, 90 percent of all Peace Corps posts around the world conducted HIV/AIDS activities, benefiting over 1 million people. In Africa, many health-sector projects have expanded in scope to include specific HIV/AIDS prevention and care. Volunteers in countries with high HIV/AIDS prevalence rates are involved in training service providers for home-based assistance and orphan care. Increasingly, Volunteers are assigned to HIV/AIDS-related NGOs to build their technical, managerial, and administrative capacities. Volunteers are uniquely suited to work in HIV/AIDS care, prevention, and education because they live and work in local communities and can present information in culturally sensitive ways. The Peace Corps is collaborating with the U.S. Department of State's Office of the Global AIDS Coordinator to support the U.S. government's commitment to worldwide HIV/AIDS care, prevention, and treatment through the President's Emergency Plan for AIDS Relief (PEPFAR). The agency is active in 9 of the 15 PEPFAR focus countries. Worldwide, 1,570 health and HIV/AIDS Volunteers provided assistance through 51 projects.

Examples of activities that Volunteers do to support health and HIV/AIDS work include:

- teaching—formally and informally—about HIV/AIDS prevention and care;

- expanding peer education to urge youth and others to reduce risky behaviors;
- promoting healthy lifestyles, especially for youth;
- supporting youth and orphan activities and care;
- providing nutrition and hygiene education classes in communities;
- promoting education about infectious disease prevention;
- assisting in maternal and child health clinics;
- strengthening NGO health-delivery systems;
- constructing and managing water systems; and
- supporting community sanitation efforts.

## **Business Development**

Peace Corps Volunteers with a variety of business education and professional experiences are assigned to projects that focus on business, organizational, and communication skills in local government offices, nonprofit agencies, and for-profit businesses. Recently, the focus of work in this sector has shifted from business consulting to more community economic development, emphasizing sustainability, transparency, community volunteerism, and leadership training. In response to the needs of a global economy, the number of business Volunteers continues to grow as efforts intensify to assist underserved communities and to expand entrepreneurial skills for women and youth. Worldwide, 1,248 business development Volunteers provided assistance through 41 projects.

Examples of Volunteer work in business projects include:

- training activities in computer and Internet use;
- training entrepreneurs in marketing, business planning, and bookkeeping;
- helping artisan cooperatives market their handmade goods;
- advising women's groups about access to credit;
- educating young people to enter the workforce and participate in the market economy;
- helping businesses find markets for traditional and value-added products;
- teaching financial management to nongovernmental organizations (NGOs); and
- working with ecotourism project planning through community-based resource management.

## **Environment**

Volunteers working in environment projects help strengthen a community's ability to conserve and use natural resources sustainably. They work primarily at the grassroots level focusing on human needs and sustainable alternatives. The agroforestry emphasis, for example, has shifted focus from large-scale forest and watershed management efforts to work with small farm groups, individual farmers, farm families, and other community members. The number of Peace Corps Volunteers participating in environmental activities doubled during the mid-1990s, especially as part of English and science classes in schools. Similarly, Volunteers have expanded education activities outside the classrooms to include green clubs and eco-camps. At some posts, schools and communities are connected for the first time as parents and youth work together to identify joint projects, such as bottle recycling or park cleanup days. Worldwide, 1,126 environment Volunteers provided assistance through 40 projects.

Examples of Volunteer work include:

- supporting ecotourism projects in protected areas;
- promoting reforestation and soil and water conservation with individual landowners;
- strengthening the management of community-based organizations and NGOs in protected areas;
- teaching classes in schools, conducting teacher-training seminars, and developing curricula related to environmental topics;
- conducting computer training and Internet use;
- promoting nonformal environmental education (e.g., summer camps, eco-clubs, Earth Day events, and theater dramas);
- developing environmental awareness through school classes;
- encouraging sustainable livelihood activities to generate income from renewable natural resources; and
- demonstrating practices that slow or reverse the degradation of resources.

## **Youth**

Since the inception of the Peace Corps in 1961, Volunteers have had great success working with youth. It has often been young people in a community who are the Volunteers' first language coaches

and cultural interpreters. In 1991, the Peace Corps launched a formal initiative to promote and advance youth programming to higher-risk urban and rural youth. Volunteers in the youth sector are guided by three key principles: positive youth development, youth participation, and asset-based community development. Volunteers and their partners integrate these approaches into stand-alone youth development projects and into projects that cross program sectors. The Peace Corps' approach to youth development supports effective, sustainable work with young people, their families, and their communities. Critical issues affecting youth throughout the world include the enormous need for daily living skills for AIDS orphans and street children; improved employment skills for disenfranchised, out-of-school young men and women; and support to youth to help avoid drugs and prostitution. Serving as mentors for young people and as counterparts in youth-service organizations, Volunteers are uniquely positioned to provide learning opportunities to girls and boys at the grassroots level. The overarching purpose of youth development work is to help young men and women maintain healthy lifestyles and to prepare them for their roles in the world of work, in family life, and as good citizens. During FY 2006, 775 youth development Volunteers provided assistance through 21 projects worldwide.

Examples of Volunteer work with youth activities include:

- increasing employability skills and work training;
- supporting training of computer skills and Internet use;
- promoting sports, recreation, drama, and arts opportunities;
- providing family life and healthy lifestyles training, including HIV/AIDS prevention; and
- promoting leadership and citizenship development.

## **Agriculture**

Volunteers recognize that the Earth's resources are finite and that recognition is reflected in the design of Peace Corps' agriculture projects during the past 30 years. Along with their environment counterparts, agriculture Volunteers often help farmers focus on the long-term productivity of their fields by maintaining and improving soils and managing water. They demonstrate the importance of working with local, natural

inputs to control pests and erosion. Increasingly, Volunteers and their partners are promoting not only sustainable, but organic approaches to farming as they continue to work with a broad range of agricultural products such as vegetables, fruits, and small animals. Volunteers continue to systematically include women and youth into their agriculture-extension activities. Today, a Volunteer is as likely to be working with a women's association or youth club as with a male head of household. Worldwide, 467 agriculture Volunteers provided assistance through 16 projects.

Agricultural sector work that Volunteers and their counterparts are doing includes:

- training farmers and extension agents to develop and disseminate successful farming practices;
- improving traditional field-crop systems by introducing farmers to better practices and technologies, such as new soil conservation techniques, crop diversification, and agroforestry strategies;
- expanding the availability and acceptance of nontraditional crops by promoting and strengthening vegetable gardening and fruit tree production while raising awareness about the nutritional value of the foods produced;
- increasing knowledge and skills needed for small-animal husbandry, such as poultry, rabbits, fish, and honey production;
- helping producers increase the value of their agricultural products through improved storage, greater distribution, and more effective management and marketing; and
- helping farm families establish demonstration plots.

## The Crisis Corps

The Crisis Corps is a program within the Peace Corps that mobilizes returned Peace Corps Volunteers (RPCVs) to provide short-term humanitarian assistance to countries worldwide. The program was formally established in 1996 and, to date, more than 1,000 Crisis Corps Volunteers (CCVs) have served in over 40 countries. Crisis Corps Volunteers work in five main program areas, including:

- Humanitarian assistance
- HIV/AIDS (including PEPFAR programming)
- Disaster preparedness and mitigation
- Natural disaster relief and reconstruction
- Post-conflict relief and reconstruction

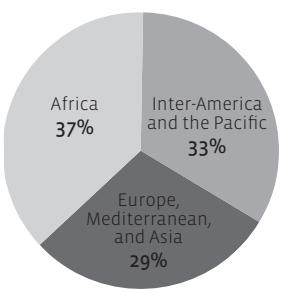
After the tsunami struck Southeast Asia in December 2004, the Crisis Corps played the lead role in Peace Corps' response to the tragedy, sending more than 70 Volunteers to Thailand and Sri Lanka to help with rebuilding efforts. In September 2005, Peace Corps accepted an assignment from the Federal Emergency Management Agency to provide Crisis Corps Volunteers to support the emergency relief efforts in the Gulf Coast region following Hurricanes Katrina and Rita, marking the first time that the Peace Corps has deployed domestically. More than 270 Volunteers have helped survivors in Alabama, Arkansas, Louisiana, Mississippi, and Texas. In 2006, the agency sent CCVs to Guatemala and El Salvador to assist with disaster recovery following Hurricane Stan. CCVs have also been actively involved in the fight against HIV/AIDS, Crisis Corps' second largest program area.

Crisis Corps draws from a pool of former Peace Corps Volunteers interested in Crisis Corps work. As CCVs have already served as Peace Corps Volunteers, they possess the appropriate language, technical, and cross-cultural skills needed to make an immediate impact and to "hit the ground running." When requests come in for CCVs, a recruitment and placement specialist searches a database of RPCV applicants for candidates with the appropriate skills.

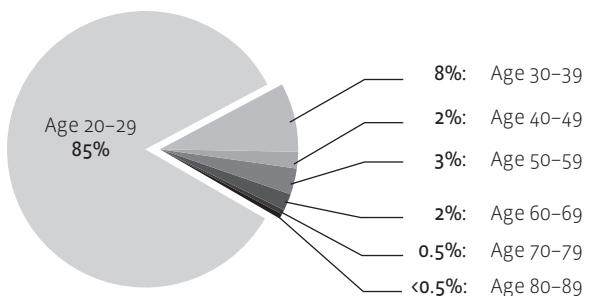
Crisis Corps assignments are short-term, generally lasting three months to six months. Specific projects are developed by a partnering organization, the Peace Corps overseas office, and the Crisis Corps office in Washington, D.C. Partnering organizations include local and international nongovernmental organizations, international development and relief organizations, government agencies, and United Nations organizations. Partner organizations, such as AFRICARE, Catholic Relief Services, and CARE, are responsible for providing suitable housing, office or work space, project materials and transport, and a project orientation. The Peace Corps covers the cost of travel to and from the country of service for the Volunteers and provides them with a stipend for living needs and any necessary medical care. There is a tremendous workload already on a post to support its traditional Peace Corps program; thus Crisis Corps stands ready to provide whatever support is required to ensure the successful launch of a Crisis Corps initiative. If requested by the post, Crisis Corps will support a staff coordinator for larger initiatives.

# Volunteer Statistics

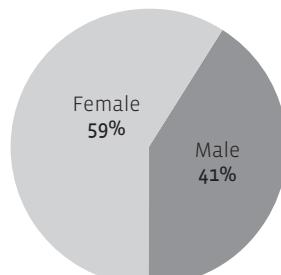
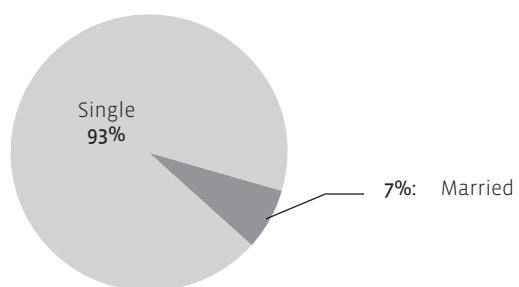
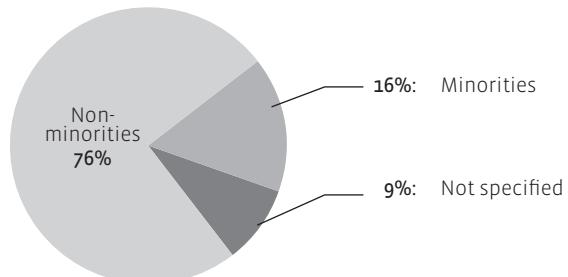
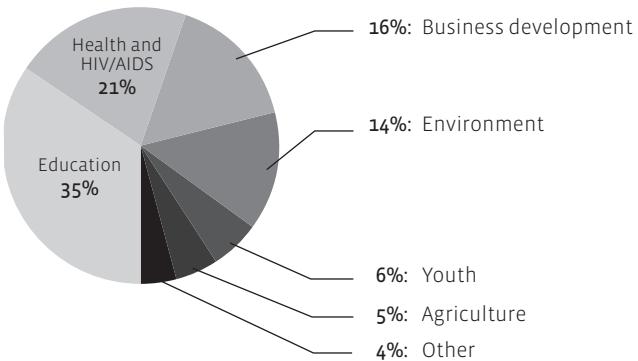
Volunteers by Region



Volunteer Profile



Volunteer Projects



*Totals may not add to 100 percent because of rounding.  
Data current as of September 30, 2006.*

## Number of Peace Corps Volunteers Working in HIV/AIDS Activities FY 2006

| <b>Africa</b>  |                   | <b>Inter-America and the Pacific</b> |                   | <b>Europe, Mediterranean, and Asia</b> |                   |
|----------------|-------------------|--------------------------------------|-------------------|--|-------------------|
| <i>Country</i> | <i>Volunteers</i> | <i>Country</i>                       | <i>Volunteers</i> | <i>Country</i>                         | <i>Volunteers</i> |
| Benin          | 39                | Belize                               | 14                | Albania                                | 7                 |
| Botswana*      | 69                | Bolivia                              | 25                | Armenia                                | 20                |
| Burkina Faso   | 37                | Costa Rica                           | 13                | Bulgaria                               | 14                |
| Cameroon       | 91                | Dominican Republic** <sup>1</sup>    | 36                | China                                  | 35                |
| Cape Verde     | 35                | Eastern Caribbean** <sup>1</sup>     | 50                | Georgia                                | 15                |
| Ghana          | 103               | Ecuador                              | 60                | Kazakhstan                             | 33                |
| Guinea         | 97                | El Salvador                          | 24                | Kyrgyz Republic                        | 15                |
| Kenya*         | 102               | Fiji                                 | 28                | Macedonia                              | 26                |
| Lesotho**      | 76                | Guatemala                            | 13                | Moldova                                | 64                |
| Madagascar     | 78                | Guyana*                              | 31                | Mongolia                               | 15                |
| Malawi**       | 85                | Honduras                             | 79                | Morocco                                | 121               |
| Mali           | 9                 | Jamaica                              | 17                | Philippines                            | 15                |
| Mauritania     | 10                | Kiribati                             | 9                 | Thailand**                             | 80                |
| Mozambique*    | 76                | Nicaragua                            | 85                | Turkmenistan                           | 15                |
| Namibia*       | 82                | Panama                               | 84                | Ukraine**                              | 90                |
| Niger          | 45                | Paraguay                             | 34                | <b>TOTAL</b>                           | <b>565</b>        |
| Senegal        | 43                | Samoa                                | 20                |  |                   |
| South Africa*  | 55                | Suriname                             | 3                 |  |                   |
| Swaziland**    | 59                | Tonga                                | 4                 |  |                   |
| Tanzania*      | 76                | Vanuatu                              | 20                |  |                   |
| The Gambia     | 40                | <b>TOTAL</b>                         | <b>649</b>        |  |                   |
| Togo           | 99                |                                      |                   |  |                   |
| Uganda*        | 77                |                                      |                   |  |                   |
| Zambia*        | 160               |                                      |                   |  |                   |
| <b>TOTAL</b>   | <b>1,643</b>      |                                      |                   |  |                   |
|                |                   |                                      |                   | <b>Grand Total:</b>                    | <b>2,857</b>      |

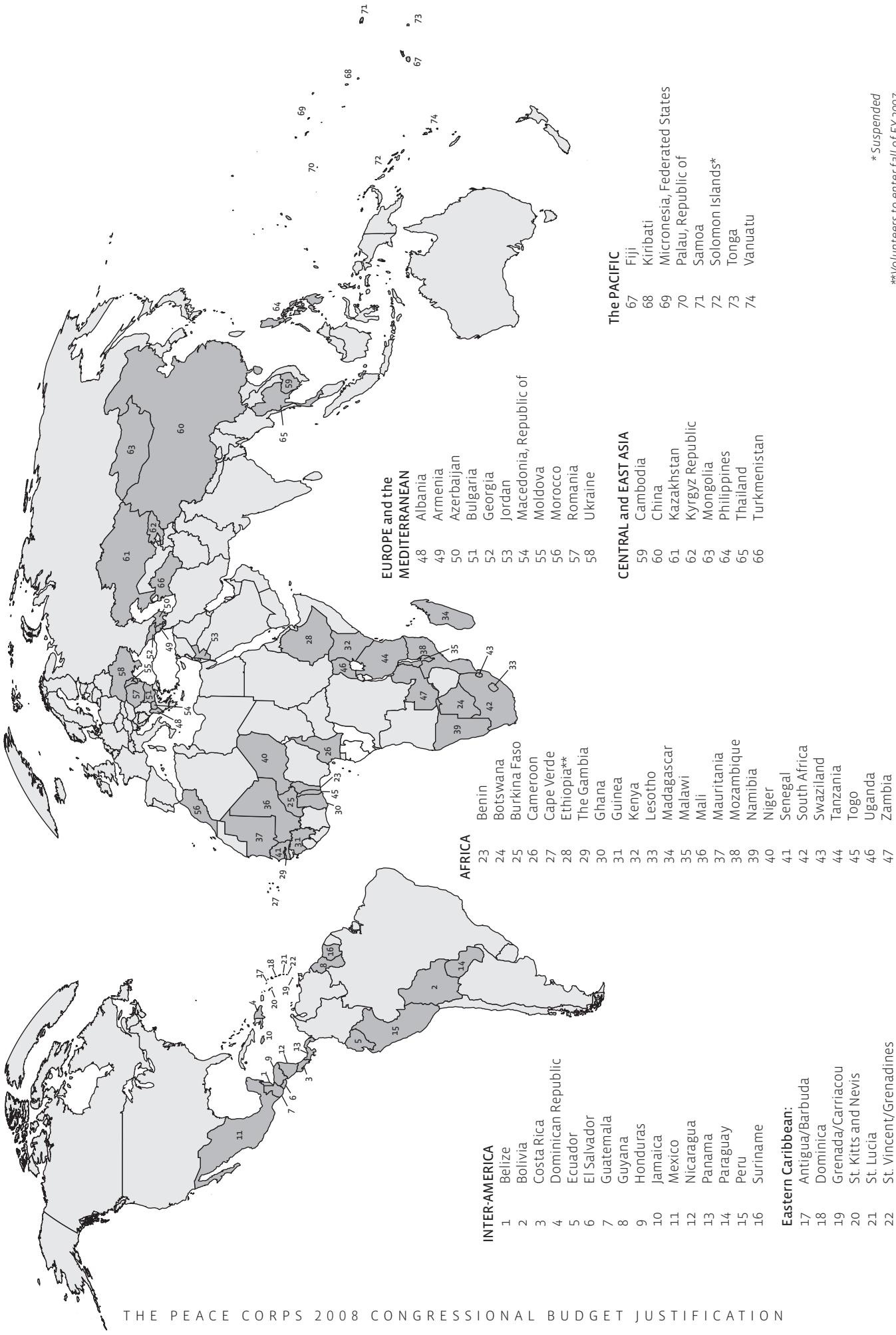
### NOTES

\* President's Emergency Plan for AIDS Relief (PEPFAR) focus countries

\*\* Other countries receiving PEPFAR funding

<sup>1</sup> Eastern Caribbean includes Antigua, Dominica, Grenada, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines

Countries Where Peace Corps Volunteers Serve



# Languages Spoken by Peace Corps Volunteers Across the World

|              |  |
|--------------|--|
| BENIN        | Adja, Bariba, Biali, Dendi, Ditemari, Fon, French, Goun, Lokpa, Mina, Nagot, Peulh, Sola, Yoruba (Nagot)   |
| BOTSWANA     | Setswana   |
| BURKINA FASO | Bissa, French, Fulfude, Gulmancema, Jula, Karunfe, Lobiri, Lyele, Mooré  |
| CAMEROON     | Bamun, Bulu, Pidgin English, Fang, French, Fulfuldé, Ghom alà, Hausa   |
| CAPE VERDE   | CV Criolo, Portuguese  |
| THE GAMBIA   | Jola, Mandinka, Pulaar, Sarahule, Sererr, Wolof  |
| GHANA        | Buli, Guruni, Dagare, Dagbani, Dangme, Ewe, Fanté, Ga, Gonja, Hausa, Kasem, Kusaal, Mampruli, Moar, Nankam, Nzema, Sisaali, Taleni, Twi, Waale, Wassa  |
| GUINEA       | French, Maninka, Pulaar, Soussou, Toma   |
| KENYA        | Kalenjin, Kenyan Sign Language, Kikuyu, Kiswahili, Luo, Luyha  |
| LESOTHO      | Sesotho  |
| MADAGASCAR   | French, Malagasy   |
| MALAWI       | Chichewa, Chilomwe, Chisena, Chitonga, Chitumbuka, Chiyao  |
| MALI         | Bambara, Bomu, Dogon, French, Fulfuldé, Khassonke, Malinke, Minianka, Senoufou, Sonrai, Soninke  |
| MAURITANIA   | Arabic, French, Hassynia, Pulaar, Soninke, Wolof   |
| MOZAMBIQUE   | Chopi, Sena, Shona, Nyanja, Tonga, Makhuwa, Makonde, Ndau, Portuguese, Ronga, Shangana, Tsonga, Tswa   |
| NAMIBIA      | Afrikaans, Damara/Nama, Oshikwanyama, Oshindonga, Otji Herero, Rukwangali  |
| NIGER        | French, Fulfuldé, Hausa, Kanuri, Tamasheq, Zarma   |
| SENEGAL      | French, Fula Kunda, Jaxanke, Mandinka, Pulaar du Nord, Pula Fuuta, Seereer, Wolof  |
| SOUTH AFRICA | Isi Ndebele, Isi Zulu, Sepedi, Setswana, Siswati, Northern Sotho, Venda  |
| SWAZILAND    | Siswati, Xitsonga, Zulu  |
| TANZANIA     | Kiswahili  |
| TOGO         | Akebou, Akposso, Balanka, Bassar, Bissa, Ewe/Watchi, French, Gourma, Haoussa, Ifè (Ana), Kabiyé, Kabole, Komkonba, Kotokoli, Lamba, Mina, Moba, Naodem (Losso), Tamberg, Tchamba, Tchokossi (Anoufo) |
| UGANDA       | Ateso, Dhopadhola, Luganda, Lugwere, Lumasaaba, Lusoga, Runyakore, Runyole, Runyoro-Rutoro, Uhopadhola, Zambia, Bemba, Kaonde, Lunda, Nyanja, Tonga, Tumbuta   |

# Languages Spoken by Peace Corps Volunteers Across the World

## EUROPE, MEDITERRANEAN, AND ASIA

|                 |  |
|-----------------|--|
| ALBANIA         | Albanian   |
| ARMENIA         | Armenian   |
| AZERBAIJAN      | Azerbaijani (Azeri)  |
| BULGARIA        | Bulgarian  |
| CAMBODIA        | Khmer  |
| CHINA           | Mandarin   |
| GEORGIA         | Georgian   |
| JORDAN          | Arabic   |
| KAZAKHSTAN      | Kazakh, Russian  |
| KYRGYZ REPUBLIC | Kyrgyz, Russian  |
| MACEDONIA       | Albanian, Macedonian   |
| MOLDOVA         | Romanian, Russian  |
| MONGOLIA        | Kazakh, Mongolian  |
| MOROCCO         | Arabic, French, Tamazight, Tashelheet  |
| PHILIPPINES     | Aklanon, Asi, Bilol, Bikol-Albay, Bikol-Naga, Cebuano, Hiligaynon, Ilonggo, Loonnon, Romblomanon, Sorsoganon, Tagalog, Waray-waray |
| ROMANIA         | Hungarian, Romanian  |
| THAILAND        | Thai   |
| TURKMENISTAN    | Russian, Turkmen   |
| UKRAINE         | Russian, Ukrainian   |



# INTER-AMERICA AND THE PACIFIC



|                      |   |
|----------------------|---|
| BELIZE               | Creole, Spanish   |
| BOLIVIA              | Ayamara, Guarani, Quechua, Spanish                                    |
| COSTA RICA           | Spanish   |
| DOMINICAN REPUBLIC   | Haitian Creole, Spanish   |
| EASTERN CARIBBEAN    | English Creole, French Creole (Kweyol)                                |
| ECUADOR              | Kichwa, Spanish   |
| EL SALVADOR          | Spanish   |
| FIJI                 | Fijian, Hindustani  |
| GUATEMALA            | Kakchiquel, Kek'chi, Spanish  |
| GUYANA               | Creole  |
| HONDURAS             | Spanish   |
| JAMAICA              | Patois  |
| KIRIBATI             | I-Kiribati  |
| MEXICO               | Spanish   |
| MICRONESIA and PALAU | Kosraean, Mortlockeese, Nukuoro, Palauan, Pohnpeian, Ulithian, Yapese |
| NICARAGUA            | Spanish   |
| PANAMA               | Embera, Kuna, Ngobe, Spanish, Wounaan                                 |
| PARAGUAY             | Guaraní, Spanish  |
| PERU                 | Quechua, Spanish  |
| SAMOA                | Samoan  |
| SURINAME             | Aucan, Dutch, Ndjuka, Saramaccan, Sranan Tongo                        |
| TONGA                | Tongan  |
| VANUATU              | Bislama   |

# The Phases of the Volunteer

## *How the Peace Corps Supports Volunteers from Recruitment Through Their Two-Year Service and Beyond*

### APPLICANT

#### Recruitment

Regional recruiters use marketing strategies to identify and encourage a diverse pool of qualified Americans to apply to the Peace Corps.

#### Application

Recruiters interview applicants to assess their motivation, emotional maturity, cultural adaptability, and technical skills. Recruiters convey that Volunteers are expected to adopt safe and culturally appropriate lifestyles to maximize security and minimize risk.

#### Clearances

Peace Corps staff ensures that superior candidates meet legal and medical requirements.

#### Placement

Placement officers match candidates to countries and projects based on their skills, experience, interests, and host country needs.

### TRAINEE

#### Orientation (Staging)

Staff members conduct a two-day staging before trainees depart for their overseas assignments. Safety and security training is woven throughout the orientation.

#### Pre-Service Training

Staff prepares trainees for service by conducting two to three months of training in language, technical skills, and cross-cultural, health, and personal safety and security issues. After successful completion of training and testing, trainees are sworn in as Volunteers.

## **VOLUNTEER**

### **Volunteer Assignment**

The Volunteer is assigned to a project that has been designed by Peace Corps and host country staff that meets the development needs of the host country.

### **Site Selection**

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

### **Living Allowance**

The Peace Corps provides Volunteers with a monthly allowance to cover housing, utilities, household supplies, food, clothing, and transportation.

### **Health**

The Peace Corps' in-country medical officers provide Volunteers with health information, immunizations, and periodic medical exams.

### **Volunteer Security**

Peace Corps headquarters and post staff work with the U.S. State Department to assess and address safety and security risks and to ensure Volunteers are properly trained in safety and security procedures.

### **In-Service Training**

Post staff conducts periodic training to improve Volunteers' technical and language skills and to address changing health and safety issues.

### **Links With U.S. Students**

Established in 1989 by then Peace Corps Director Paul D. Coverdell, the CWWS program provides a variety of services and materials that help American schoolchildren learn about the world's diverse peoples, cultures, and geography. Approximately 400,000 students—in all 50 states—benefit from some aspect of the program.

### **Links With the Private Sector**

Headquarters staff secures private financial contributions for qualified Volunteer projects and match interested Volunteers with potential donors of textbooks, sports equipment, and other resources.

### **Service Extension**

A limited number of Volunteers who have unique skills and an outstanding record of service may extend for an additional year.

## **RETURNED VOLUNTEER**

### **Career, Education, and Re-Entry Planning**

Information on careers, higher education, and reentry is provided to Volunteers before the end of their service.

### **Readjustment Allowance**

At the end of service, Volunteers receive \$225 per month served to help finance their transition to careers or further education.

### **Health Insurance**

Volunteers are covered by a comprehensive health insurance plan for the first month after service and can continue the plan at their own expense for up to 18 additional months.

### **Returned Volunteer Services**

Each of Peace Corps' 11 regional offices is equipped with computers and other resources to assist returned Peace Corps Volunteers in obtaining career and educational information. Published twice per month, Hotline contains announcements from employers and educational institutions interested in hiring or enrolling returned Volunteers as well as information about career and job-search workshops. The Career Information Consultants guide contains a listing of more than 800 individuals who offer their assistance to Volunteers seeking information about career fields or employment opportunities. In 2005, approximately 750 returned Volunteers attended Peace Corps-sponsored career fairs and career-readiness workshops and seminars.

### **Crisis Corps**

Headquarters staff recruits and places experienced Volunteers in short-term disaster relief and humanitarian response positions.

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DOMESTIC PROGRAMS





## Domestic Programs: “Bringing the World Home”

Long renowned for its international service and its positive representation of the United States overseas, the Peace Corps is also charged with a third goal: to help Americans develop a better understanding of other peoples. As President John F. Kennedy dispatched the first group of Peace Corps Volunteers to Ghana in 1961, he made a prediction: “The logic of the Peace Corps is that someday we are going to bring it home to America.”

The Office of Domestic Programs chiefly reflects the third goal of the agency and facilitates the vision that President Kennedy noted through five program areas:

### Coverdell World Wise Schools Program

This program produces standards-based classroom resources that promote cross-cultural understanding and community service. A unique aspect of the program is student interaction with current and returned Volunteers.

### University Programs

The Master’s International program is for students who serve as Peace Corps Volunteers as part of master’s degree programs; Fellows/USA is for returned Volunteers who provide service to underserved U.S. communities while pursuing graduate degrees. The Peace Corps Baccalaureate pilot program is for undergraduate students with an associates degree at Metropolitan State University, who will serve as Peace Corps Volunteers as part of a bachelor’s degree program.

### Peace Corps Week

This yearly event brings current and returned Volunteers as well as their family members together with their communities to celebrate the Peace Corps’ legacy of understanding between the United States and other nations.

### Returned Volunteer Services

This office provides career, educational, and transitional assistance to more than 3,500 Volunteers returning to the United States each year.

### Coverdell World Wise Schools Program

Established in 1989 by then Peace Corps Director Paul D. Coverdell, this program provides a variety of services and materials to help American schoolchildren learn about the world’s diverse peoples, cultures, and geography. Approximately 400,000 students—in all 50 states—benefit from some aspect of the program. The Coverdell World Wise Schools (CWWS) website received almost 2 million visits in 2005–2006.

CWWS services include programs that link Volunteers and returned Volunteers with American schools. Through the Correspondence Match program, current Volunteers communicate with U.S. teachers and students. The match program facilitates an exchange of letters, photographs, artifacts, telephone calls, and e-mails. Volunteers often visit the schools during their vacations to the U.S. and after completing their service. Since its inception, the Correspondence Match program has helped nearly 3 million students communicate directly with Volunteers throughout the world. Currently, about 4,000 Volunteers a year relate their experiences through correspondence exchanges. Additionally, the Speakers Match program connects returned Volunteers with schools that request information about the Peace Corps experience.

CWWS materials produced for U.S. classrooms promote cross-cultural understanding and the ethic of community service. They include an award-winning series of country-specific videos with accompanying teachers’ guides, and Volunteer-written literature supported by standards-based lesson plans.

Some materials are published in book form; all are available online for downloading at no charge ([www.peacecorps.gov/wws](http://www.peacecorps.gov/wws)). Available titles include: Insights From the Field: Understanding Geography, Culture, and Service; Voices From the Field: Reading and Writing About the World, Ourselves, and Others; Building Bridges: A Peace Corps Classroom Guide to Cross-Cultural Understanding; and Uncommon Journeys: Peace Corps Adventures Across Cultures. Educators have requested nearly 19,000 copies of CWWS publications and DVDs for classroom use during fiscal year 2006.

CWWS also launched a Web-based pilot program in 2006 with audio and visual podcasts by Peace Corps Volunteers and narrated slide shows.

## University Programs

The Peace Corps' two graduate university programs offer opportunities for graduate education and domestic and international community service to prospective, current, and returned Peace Corps Volunteers. A pilot undergraduate program will offer opportunities for education and international community service at Metropolitan State University in Minnesota. Together, these programs serve all three goals of the agency's mission.

### Peace Corps Fellows/USA

Peace Corps Fellows/USA develops and maintains educational partnerships that place returned Volunteers in internships in underserved U.S. communities as they pursue graduate degrees. Each year, approximately 350 returned Volunteers pursue degrees at more than 40 partner universities with financial aid provided by participating universities, community and government agencies, and private funders.

Peace Corps Fellows/USA engages returned Volunteers in university communities and at the grassroots level of urban and rural America. Fellows work on projects of critical importance to local communities as interns, typically in nonprofit organizations, or they provide service as public school teachers. They intern in a wide variety of fields, including community and economic development, nursing, and environmental education. Fellows use the knowledge, skills, and competencies they developed as Volunteers to benefit the American people.

There are currently Peace Corps Fellows/USA programs in 26 states and the District of Columbia. Since the program's inception in 1985, more than 2,000 Peace Corps Fellows have worked to improve the lives of thousands of Americans and to raise international awareness in the process.

### Master's International Program

Through partnerships with more than 50 colleges and universities, the Master's International (MI) program annually provides approximately 500 students with opportunities to incorporate Peace Corps service into a master's degree in more than 80 different programs. Currently, there are MI partner universities in 27 states and the District of Columbia. Students apply to both the Peace Corps and to a participating graduate school. (They must be accepted by both, and requirements vary by school.) Participating graduate schools establish and monitor academic requirements, and the Peace Corps places MI students overseas as Volunteers. MI students complete one or, in a few cases, two years of course work before starting their Peace Corps assignment. Through the program, MI students graduate with the valuable combination of an advanced degree and two years of substantive professional experience in an international setting.

The kinds of graduate study and assignments are as varied as the Volunteers. Some examples of how MI Volunteers incorporated graduate studies into Peace Corps assignments follow.

- One MI student designed a potable water supply system in rural Honduras, putting engineering into practice while considering the social, economic, and environmental limitations of the developing world.
- Another student, working as an agricultural and environmental extension agent in Togo, taught women how to cultivate and use soybeans in their diet, introduced farmers to inter-cropping with soil-improving plants, and helped start community gardens and tree nurseries.

## **Peace Corps Week**

Each year during the week of March 1, thousands of returned and current Peace Corps Volunteers—along with their families and friends—commemorate the agency's anniversary during Peace Corps Week. Peace Corps Week provides an ideal opportunity to share how Volunteers have helped, or are helping, people around the world.

During Peace Corps Week 2006, thousands of returned Peace Corps Volunteers gave presentations in schools, to community groups, at their workplaces, and in places of worship. Forty-eight U.S. states issued proclamations—many holding proclamation ceremonies or photo-ops with returned Volunteers—in honor of Peace Corps Week. Numerous Members of Congress made remarks in the Congressional Record recognizing the important work and ongoing contributions of Volunteers and honored Volunteers from their home states and districts. Returned Volunteers' commitment to share their overseas experiences at home continues to fulfill the Peace Corps' third goal of promoting a better understanding of other peoples on the part of Americans.

Overseas posts and Volunteers also played an important role in last year's 45th anniversary celebrations. In Cape Verde, for example, Volunteers organized country-wide presentations to highlight their work with displays, community presentations, and interviews with local radio correspondents about the Peace Corps and the role of the Volunteer. In Suriname, February 26, 2006, kicked off a two-week event that included making a Peace Corps documentary and holding a reception with the government and other Peace Corps partners. In Jordan's second largest city, the Peace Corps' held a 45th-anniversary RPCV service day on which on which returned Volunteers constructed wheelchair ramps at the city's main intersection. Their actions motivated the municipality and staff at the Volunteers and Special Education Center to expand on the idea. They have now constructed 45 ramps downtown and created Jordan's first "accessible" zone. These activities in host countries fulfill the Peace Corps' second goal of promoting a better understanding of Americans by the people served.

This heightened understanding—from Americans at home and from the communities where Peace Corps Volunteers serve—continues to positively impact local

community development initiatives, local nongovernmental organization and government collaborations, and Peace Corps partnerships.

## **Returned Volunteer Services**

The Returned Volunteer Services (RVS) department provides transition assistance to returning and recently returned Volunteers through career, educational, and readjustment services.

Regional career centers, specialized career manuals and events, and other career resources are coordinated to ensure that the skills and experiences Volunteers gain or develop during Peace Corps service are used most effectively. In addition to working directly with the Volunteers, RVS forms networks and partnerships with employers, Peace Corps country directors, and headquarters staff to create and deliver relevant educational and job-search materials and services.

### **Career Centers**

Career centers located in regional recruitment offices around the country offer job postings, resource manuals, computers, fax machines, and phones. RVS coordinates activities with the career centers and tracks each center's use. Last year, more than 2,000 returned Volunteers visited career centers.

### **Career Manuals**

RVS publishes manuals as reference tools for returned Volunteers to generate ideas, formulate job-search strategies, and identify educational institutions. Current publications include Business Careers, Careers in Agriculture, Careers in Teaching, International Careers, Environmental Careers, Graduate School Guide, RPCV Handbook, and the Career Resource Manual. The latter two publications are distributed to Volunteers during their close-of-service conference. Additionally, the Career Information Consultants guide lists more than 800 individuals who offer their assistance to current and returned Volunteers seeking information about career fields or employment opportunities within their organizations.

### **Career Events**

Since 1988, RVS has coordinated more than 25 career fairs for returned Volunteers. In 2006, RVS

introduced quarterly career events, each featuring career-preparation presentations, interactive job-seeker workshops, targeted panel discussions, and a recruitment fair. More than 750 RPCVs benefited from this comprehensive suite of career-facilitating services.

#### Job Bulletins

*Hotline* is one of RVS' longest-running and most-used publications. E-mailed twice per month, Hotline contains announcements from employers and educational institutions interested in hiring or enrolling returned Volunteers, information about career and job-search workshops, Fellows/USA program

updates, and various third-goal activity information. RVS also subscribes to third-party job bulletins and makes passwords available to returned Volunteers upon request.

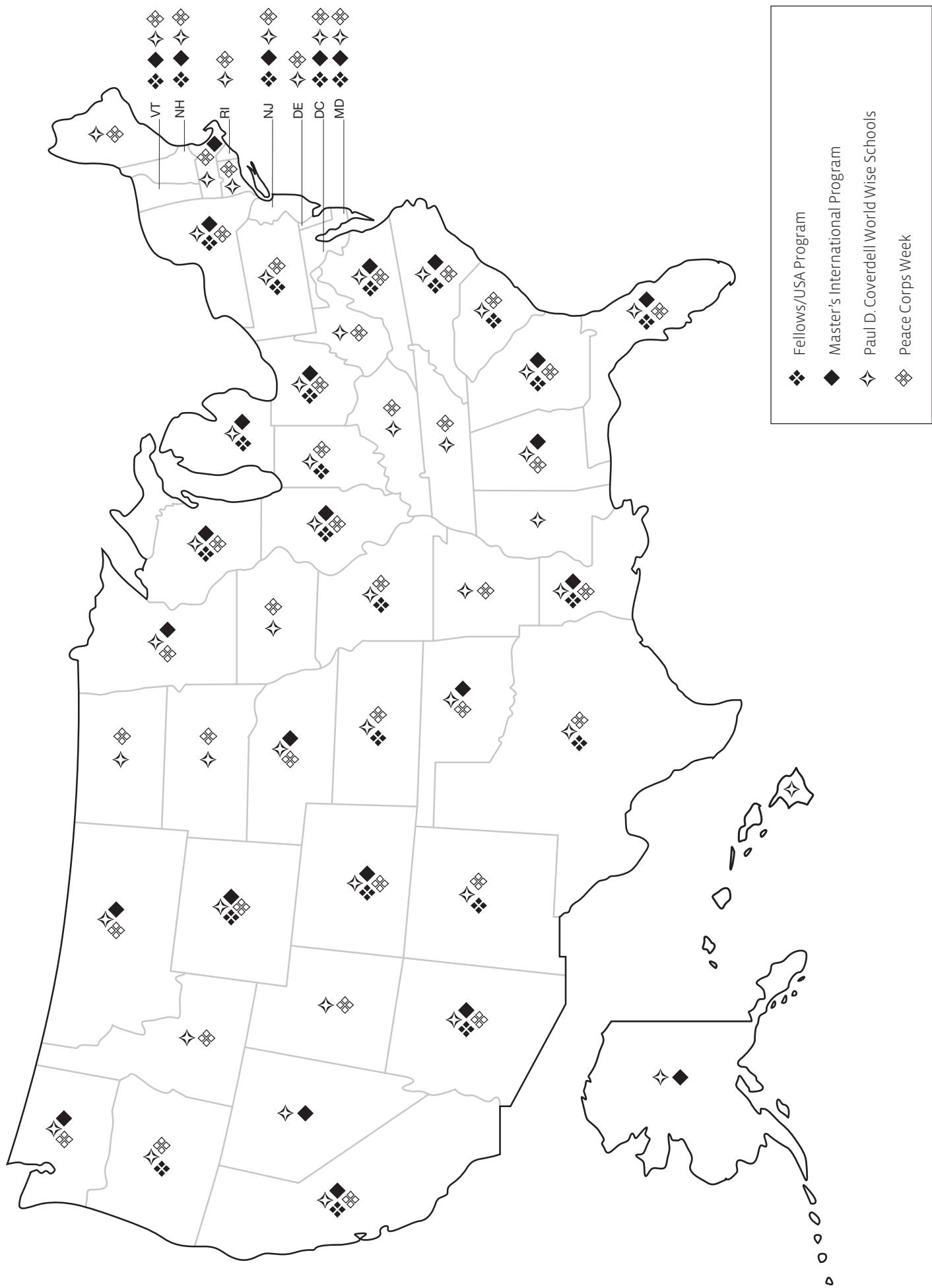
#### Close-of-Service Kits

RVS works closely with Peace Corps headquarters and overseas staff to create and deliver meaningful guidance to Volunteers approaching the end of their service. The office assembles comprehensive kits for distribution at close-of-service conferences and participates in a task force that identifies improvements to close-of-service activities.



The Corcoran School, Syracuse, New York: Peace Corps Volunteers promote cultural awareness of the countries in which they served to schoolchildren and community groups, giving Americans the opportunity to learn from their experiences.

## The Peace Corps' Domestic Dividend



# The Peace Corps' Educational Partnerships in the United States

| States        | Master's International Colleges/Universities   | Fellows/USA Colleges/Universities   |
|---------------|--|---|
| Alabama       | University of Alabama–Birmingham   |   |
| Alaska        | University of Alaska–Fairbanks   |   |
| Arizona       | Arizona State University   | Northern Arizona University<br>University of Arizona  |
| California    | California State University at Sacramento<br>Humboldt State University<br>Loma Linda University<br>Monterey Institute of International Studies<br>University of California–Davis<br>University of the Pacific–Stockton | Loma Linda University<br>Humboldt State University  |
| Colorado      | Colorado State University–Fort Collins<br>University of Colorado–Denver<br>University of Denver  | University of Denver  |
| Connecticut   |  | Yale University   |
| Florida       | Florida International University<br>Florida State University–Tallahassee<br>University of South Florida–Tampa  | Florida Institute of Technology   |
| Georgia       | Emory University<br>Georgia State University–Atlanta<br>University of Georgia–Athens   | Georgia College & State University  |
| Illinois      | Illinois State University–Normal   | DePaul University<br>Illinois State University<br>Western Illinois University                           |
| Indiana       |  | Indiana University  |
| Kansas        |  | Wichita State University  |
| Louisiana     | Tulane University  | University of New Orleans<br>Xavier University of New Orleans   |
| Maryland      | Johns Hopkins University<br>University of Maryland–Baltimore County  | Johns Hopkins University<br>University of Maryland–Baltimore<br>University of Maryland–Baltimore County |
| Massachusetts | Boston University  |   |
| Michigan      | Michigan State University<br>Michigan Technological University<br>Western Michigan University  | University of Michigan ( <i>in development</i> )  |
| Minnesota     | University of Minnesota–Twin Cities  |   |
| Missouri      |  | University of Missouri–Columbia<br>University of Missouri–Kansas City                                   |
| Montana       | University of Montana–Missoula   |   |

| States               | Master's International Colleges/Universities  | Fellows/USA Colleges/Universities   |
|----------------------|---|---|
| Nebraska             | University of Nebraska–Lincoln  |   |
| Nevada               | University of Nevada–Las Vegas  |   |
| New Hampshire        | Southern New Hampshire University   | Southern New Hampshire University   |
| New Jersey           | Rutgers, The State University of New Jersey–Camden  | Rutgers, The State University of New Jersey–Camden  |
| New Mexico           |   | New Mexico State University–Las Cruces<br>Western New Mexico University   |
| New York             | Bard College<br>Cornell University  | Columbia University<br>Fordham University<br>The New School University  |
| North Carolina       | Appalachian State University<br>North Carolina A&T State University–Greensboro<br>North Carolina State University–Raleigh | Duke University   |
| Ohio                 | University of Cincinnati  | University of Cincinnati  |
| Oklahoma             | Oklahoma State University–Stillwater  |   |
| Oregon               |   | University of Oregon  |
| Pennsylvania         |   | Carnegie Mellon University<br>Duquesne University<br>Seton Hall University<br>University of Pennsylvania (in development) |
| South Carolina       |   | University of South Carolina–Columbia   |
| Texas                |   | University of North Texas   |
| Vermont              | School for International Training<br>St. Michael's College  | University of Vermont   |
| Virginia             | Virginia Polytechnic Institute and State University<br>George Mason University  | George Mason University   |
| Washington           | University of Washington–Seattle  |   |
| Wisconsin            | University of Wisconsin–Madison<br>University of Wisconsin–Stevens Point  | Marquette University<br>University of Wisconsin–Milwaukee<br>University of Wisconsin–Stevens Point                        |
| Wyoming              | University of Wyoming   | University of Wyoming   |
| District of Columbia | American University<br>George Washington University   | George Washington University  |

## Home States\* of Peace Corps Volunteers

as of September 30, 2006

| <b>State</b>         | <b>Currently<br/>Serving</b> | <b>Total<br/>Since 1961</b> | <b>State</b>   | <b>Currently<br/>Serving</b> | <b>Total<br/>Since 1961</b> |
|----------------------|------------------------------|-----------------------------|----------------|------------------------------|-----------------------------|
| Alabama              | 47                           | 914                         | Montana        | 61                           | 1,156                       |
| Alaska               | 33                           | 837                         | Nebraska       | 67                           | 1,147                       |
| Arizona              | 148                          | 2,951                       | Nevada         | 34                           | 819                         |
| Arkansas             | 22                           | 820                         | New Hampshire  | 64                           | 1,432                       |
| California           | 902                          | 25,467                      | New Jersey     | 177                          | 4,246                       |
| Colorado             | 269                          | 5,948                       | New Mexico     | 51                           | 1,900                       |
| Connecticut          | 105                          | 2,877                       | New York       | 413                          | 11,624                      |
| Delaware             | 32                           | 410                         | North Carolina | 220                          | 3,307                       |
| District of Columbia | 42                           | 2,093                       | North Dakota   | 23                           | 506                         |
| Florida              | 217                          | 6,353                       | Ohio           | 277                          | 5,960                       |
| Georgia              | 165                          | 2,632                       | Oklahoma       | 78                           | 1,113                       |
| Guam                 | 1                            | 72                          | Oregon         | 224                          | 5,159                       |
| Hawaii               | 10                           | 1,257                       | Pennsylvania   | 337                          | 6,696                       |
| Idaho                | 48                           | 1,116                       | Puerto Rico    | 7                            | 366                         |
| Illinois             | 319                          | 7,126                       | Rhode Island   | 39                           | 894                         |
| Indiana              | 161                          | 2,695                       | South Carolina | 76                           | 1,209                       |
| Iowa                 | 102                          | 1,961                       | South Dakota   | 31                           | 543                         |
| Kansas               | 101                          | 1,434                       | Tennessee      | 92                           | 1,375                       |
| Kentucky             | 61                           | 1,251                       | Texas          | 351                          | 5,883                       |
| Louisiana            | 23                           | 953                         | Utah           | 55                           | 888                         |
| Maine                | 81                           | 1,610                       | Vermont        | 51                           | 1,296                       |
| Maryland             | 226                          | 4,997                       | Virgin Islands | 3                            | 74                          |
| Massachusetts        | 224                          | 7,270                       | Virginia       | 317                          | 6,186                       |
| Michigan             | 310                          | 5,930                       | Washington     | 343                          | 7,767                       |
| Minnesota            | 224                          | 5,610                       | West Virginia  | 22                           | 574                         |
| Mississippi          | 20                           | 404                         | Wisconsin      | 255                          | 5,084                       |
| Missouri             | 136                          | 2,757                       | Wyoming        | 26                           | 443                         |

\* 26 Volunteers have an overseas home address.

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Sahel

Cape Verde, The Gambia, Mali, Mauritania, Niger, Senegal

Coastal West and Central Africa

Benin, Burkina Faso, Cameroon, Ghana, Guinea, Togo

Eastern Africa

Kenya, Madagascar, Malawi, Mozambique, Tanzania, Uganda

Southern Africa

Botswana, Lesotho, Namibia, South Africa, Swaziland, Zambia



AFRICA REGION

## Africa Region

Since 1961, more than 60,000 Peace Corps Volunteers have served in 46 African countries. Today the Peace Corps continues to enjoy strong cooperation and support from the people of Africa. At the end of fiscal year 2007, the agency predicts that 2,811 Volunteers and trainees will be on board, working in 25 countries. Programs in Africa cover all six of the agency's program sectors—agriculture, business development, education, environment, health and HIV/AIDS, and youth. In addition, many Volunteers are engaged in projects involving information and communication technology (ICT), and girls' education. With real potential for expansion in these sectors and projects, the Africa region is poised for substantial growth. In fiscal year (FY) 2006, Peace Corps received multiple requests from African governments to enter or reenter programs in their countries. The Peace Corps will be re-entering Ethiopia in FY 2007.

Safety and security of Volunteers continues to be the agency's number-one priority. Twenty-nine employees are dedicated strictly to safety and security in the Africa region, and each of the 25 posts has a designated safety and security coordinator. In addition, the Africa region's safety and security desk officer located at Peace Corps headquarters ensures effective communication and compliance related to issues of safety. Three additional safety and security officers with sub-regional responsibilities are located in South Africa, Togo, and Uganda, and they provide advice and support to the country directors.

Africa remains the epicenter of the AIDS pandemic. The Peace Corps has had a strong commitment to fight the spread of this terrible disease since the mid-1980s. Eleven posts are working very closely with the President's Emergency Plan for AIDS Relief (PEPFAR). The Peace Corps trains all Volunteers bound for Africa, regardless of their primary assignment, in HIV/AIDS prevention and education. Volunteers provide AIDS education and prevention messages to schools, out-of-school youth, and communities. They also help build capacity for communities and local AIDS service organizations to care for orphans and vulnerable children, and to support people living with HIV/AIDS. Volunteers are uniquely suited to work in HIV/AIDS

because they live and work in the communities where they serve. They are trained to communicate AIDS prevention messages in local languages, and they share information in a culturally sensitive way. In addition to deaf education programs in Kenya and Ghana, Africa teaches Volunteers 169 other local languages along with French and Portuguese, to enable them to effectively live and work in their communities. In Botswana, Volunteers give priority to those organization supporting orphans and vulnerable children, as well as basic palliative care. They build the capacity of government district and sub-district AIDS coordinators to coordinate the delivery of HIV/AIDS-related services to families and communities throughout the country, and work in rural areas with local social workers, nongovernmental organizations (NGOs), and community-based organizations that are striving to mobilize and implement community responses to HIV/AIDS.

In health, Volunteers work in 22 countries across the continent to improve child survival, nutrition, disease prevention, environmental health, orphan care, home-based care, youth at-risk groups, and women's health. In Cameroon, for instance, Volunteers are improving the quality of life through health education, water/sanitation instruction, HIV/AIDS/sexually transmitted disease prevention, and community development. They train peer educators, which facilitate collaboration among organizations, including training in innovative water/sanitation techniques and community education on HIV/AIDS. In Guinea, Volunteers work as public health extensionists, conducting health-needs assessments and developing appropriate health-promotion activities with local counterparts. Volunteers provide health education, monitor and evaluate health systems, and build local organizational capacity to deliver services in reproductive health, HIV/AIDS, malaria, nutrition and control of diarrheal diseases.

Peace Corps Volunteers are involved with business development in 12 countries across Africa. Their efforts focus on teaching business skills to youth, farmers, artisans, NGOs, credit institutions, and IT-related businesses. In Senegal, for instance, Peace Corps' small enterprise activities respond to the government's prior-

ity development need to promote economic recovery through private-sector initiatives. Volunteers train entrepreneurs and help them better plan, manage, and operate their businesses. They particularly focus on agribusinesses, artisans, ecotourism, youth, and ICT. The Peace Corps also participates in Senegal's Digital Freedom Initiative.

Education remains the Peace Corps' largest program sector in Africa, with education projects in 20 countries. Among the subjects taught by Volunteers are English, mathematics, science, arts, ICT, and life skills. Volunteers use community content-based instruction to incorporate HIV/AIDS, environmental, and gender-specific themes into their lesson plans and presentations. In Mozambique, Volunteers teach between 15 and 24 class hours per week of sciences and English. Outside the classroom, Volunteers organize clubs, student newsletters, and field trips. Primary education teacher trainers work at the government teacher training institute or a private institute run by a Dutch NGO to prepare teachers to teach English as a foreign language. Volunteers who teach 10th grade prepare their students to pass the national exams for entry into higher academic levels leading to university and teacher training colleges. In Niger, Volunteers respond to the critical need for English training programs, helping increase community understanding of the importance of education, and contributing to formal and nonformal education that benefits an entire community as well as its youth. Volunteers teach teachers life skills, introduce community content-based instruction, and link out-of-school youth with learning programs in their communities. They also assist youth with income-generating and vocational projects.

Volunteers in the agriculture and environment sectors work in 14 countries in Africa to improve agricultural practices and promote environmentally friendly approaches. Volunteers and their counterparts address environmental issues by promoting environmental education in schools and by educating farmers. In Cameroon, for example, Volunteers work with individual farmers and farmer groups to identify agroforestry technologies that address their needs, protect natural resources, and promote sustainable farming systems. Volunteers help establish seed banks and introduce soil-improvement methods such as

composting. They also promote live fencing, improved pasture/fodder production techniques, vegetable propagation technologies, beekeeping, watershed protection, windbreaks, erosion control, natural pesticides, woodlots, tree nurseries, and medicinal plants.

Volunteers work with individual farmers and farmer groups to identify agroforestry technologies that address their needs, protect natural resources, and promote sustainable farming systems. In Malawi, Volunteers work with communities to develop and implement resource management plans, extending natural resource management and introducing income-generating practices. While the work is hands-on and includes working with technical environmental issues, all of the work is geared toward building local capacity, preparing nurseries, planting trees, and researching appropriate species for different environments.

Across Africa, youth are a major focus of Volunteer work, not only in education, but also in community health and development, small enterprise development, environmental education, and girls' empowerment. In Namibia, Volunteers promote school improvement through learner-centered education and by strengthening the relationship between primary and combined schools and the communities they serve. In addition to their work as school resources, they provide HIV/AIDS education and home-based care support in the community. In Senegal, Volunteers work with youth in environmental education by establishing environment clubs and committees. They promote environmentally friendly cook stoves, tree planting, micro-gardens, and they help build needed latrines. In Lesotho, Volunteers work with groups to assist youth in and out of school in life skills and sports. Volunteers strengthen community groups and businesses to improve their HIV prevention, mitigation, and outreach programs planning abilities.

Volunteers in every project sector use ICT to help improve the training, capacity, and abilities of the African people in all aspects of life. Volunteers in Zambia provide primary education through interactive radio instruction for the growing number of children who do not have access to the formal educational system. Volunteers support learning centers, educate district and provincial leaders about the centers, and help monitor the effectiveness of the centers. They also

train coaches in girls' empowerment, HIV/AIDS, and life skills. In Mauritania, Volunteers transfer basic business and computer skills to small-scale entrepreneurs and cooperatives. They work with Mauritania's informal economic sector to strengthen its planning, financial management, marketing, and profitability. The project also enhances the availability of ICT. In Cape Verde, Volunteers are posted in *camaras* (municipalities) and respond to the needs of the com-

munity based on needs assessments. Many Volunteers provide business training, develop youth groups, train trainers in computer skills, and work directly with entrepreneurs.

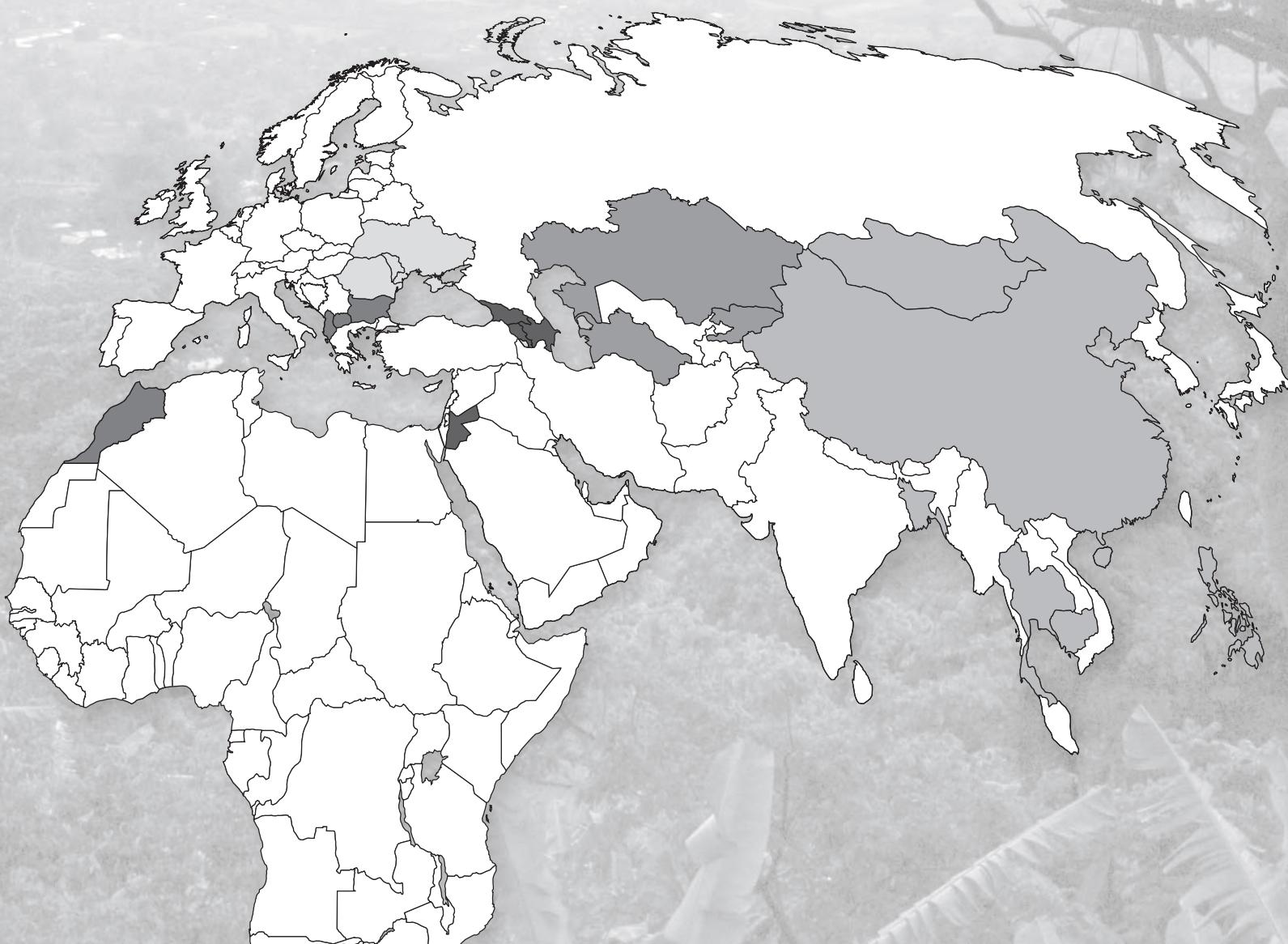
In FY 2006, four posts also collaborated with the United Nations Food and Agriculture Organization in the areas of food security, tele-food, technical training, fertilizer inputs and HIV/AIDS.



Volunteers greet Senator Barack Obama (D-IL) during his recent trip to Kenya.

## EUROPE, MEDITERRANEAN, AND ASIA REGION

|                              |   |
|------------------------------|---|
| Balkans and North Africa     | Albania, Bulgaria, Republic of Macedonia, Morocco |
| Central and Eastern Europe   | Moldova, Romania, Ukraine                         |
| Middle East and the Caucasus | Armenia, Azerbaijan, Georgia, Jordan              |
| Central Asia                 | Kazakhstan, Kyrgyz Republic, Turkmenistan         |
| Asia                         | Cambodia, China, Mongolia, Philippines, Thailand  |



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

Many of the countries in the Europe, Mediterranean, and Asia (EMA) region are undergoing rapid economic and social changes while striving to play a larger part in the global economy. Challenges to this growth include outdated technology, unstable monetary systems, and the growing pains associated with adapting to free-market economies. Volunteers in the EMA region have worked to support growth and stability by assisting with strengthening English language teaching, offering practical business skills, generating environmental awareness, and improving health education. More than 50,128 Volunteers have served in the region since 1961. At the end of fiscal year (FY) 2007, EMA expects to have 2,088 Volunteers and trainees working in 19 countries.

The safety and security of the Volunteers and staff are the top priority in the EMA region. Training is an important component to ensuring that Volunteers are aware of safety and security policies and procedures. The region recognizes that safety is best assured when Volunteers are integrated into their local communities, respected and protected as extended family members, and viewed as contributors to development. Each country monitors safety and security according to agency guidelines. In 2006, the region's programs in East Timor and Bangladesh were suspended for safety and security reasons, and subsequently closed.

Volunteers play many roles and work in a variety of settings, working with governments, local organizations, and communities to provide needed technical expertise and to promote cross-cultural understanding in programmatic areas identified as critical in each host country.

All Peace Corps countries in the EMA region have identified education as a priority. Volunteers are part of national and local efforts to strengthen primary, secondary, and university education capacity through classroom instruction, professional development for teachers, and by promoting resource and community development. Volunteers help students develop their English language competence as well as critical thinking skills. Through team-teaching and teacher training courses and workshops, Volunteers help new and experienced instructors learn new teaching methodologies and provide ongoing support that boosts teachers' confidence and fluency to

provide more interactive, learner-centered instruction.

Volunteers and host teachers work collaboratively to develop curricula and materials for special education, environmental awareness, American studies, and other content-based courses. They facilitate lessons and extra-curricular activities that focus on life skills, decision-making, healthy choices, and developing personal and professional skills. They work alongside people of diverse ages, ethnicities, and socio-economic status to explore individual and community needs. These needs include learning how to use computers or acquiring employment skills, organizing sports teams, upgrading local facilities, writing résumés, or preparing for international competitions. Volunteers are often catalysts for getting youth, teachers, and community members involved in service learning as they reach out to people in orphanages, hospitals, minority villages, and centers for the displaced, homeless, and those with special needs.

During the last 10 years, business projects have evolved from those focused on promoting small business startups and consulting to projects that work broadly with business issues—with entrepreneurs, governmental and nongovernmental agencies, educational institutions, community groups, and individuals.

Volunteers live in their communities for two years, so they are uniquely able to integrate themselves and earn the trust and respect needed to be accepted as valued partners and mentors. Earning that trust is particularly vital to business development Volunteers who consult on what are often basic issues of money, planning, and survival. There is a wide diversity in EMA countries, so some Volunteers work with illiterate villagers while others work in countries about to join the European Union (EU). Regardless, in each country, Volunteers use formal and nonformal education to help community members build basic business skills, improve communication, network, develop organizational capacity, access and use available technologies, and develop life skills.

Business development Volunteers are engaged at the grassroots level in their respective countries, working increasingly with underserved populations, women, and youth. They also work across sectors when their business and organizational skills complement those of health, environment, and education

Volunteers. Issues of sustainability, transparency, and community participation continue to guide project development, particularly as posts seek to work in more rural areas with great needs and few resources.

Peace Corps projects in the region continue to explore the integration of information and communication technology (ICT) at all levels of project planning and implementation, and Volunteers make major contributions toward closing the global “digital divide.” They provide guidance to communities on incorporating ICT into business, education, and community development projects. Capacity-building efforts concentrate primarily on training people to use basic software applications, such as word processing, spreadsheets, and databases. While many Volunteers conduct skill-building exercises, others expand their work by focusing on training of trainers. Several Volunteers specifically incorporate activities that promote girls’ and women’s use of technology. Volunteers have also established Volunteer-led ICT committees and taught community members to use videos, newsletters, and audiotapes in product development.

A Volunteer in Jordan, working with the teacher in a special education school, used computers to enhance the school’s curriculum and training. Using a small project assistance grant, three computers and peripheral equipment were purchased and training sessions scheduled. After receiving basic computer training, the teachers trained their students to use the computers. The teachers are using computer technology to monitor attendance, send out correspondence, and develop new curricula, and the students, all of whom have special needs, are accessing academic programs on the computers and using them for self-directed study.

Half the population is younger than 25 in more than half of the countries of the EMA region. Consequently, youth development activities are increasingly important. Projects that develop the assets and capacities of young people are underway in Bulgaria, Jordan, Mongolia, Morocco, the Philippines, and Ukraine. It is more critical than ever for young people to have positive channels of economic, social, and political opportunities. Volunteers help young people and their communities view youth as an important asset in facilitating positive change. They engage and prepare youth for their roles within family life, the workforce, and as

active citizens. Important areas of activity include life-skills training for employment, entrepreneurship, and leadership; and promoting tolerance, self-esteem, and conflict resolution. In one emerging area, Volunteers are working with youth on journalism-related activities and partnering with youth on community development projects. In all of the areas in which Volunteers work with youth, they advocate for youth participation in their communities using effective methods such as service-learning programs.

Many Volunteers work with young people in the classroom or through after-school clubs to support school-to-work transitions and to make learning relevant to real-life priorities. Some Volunteers use English language instruction in camps or clubs to teach important life skills. Other Volunteers work with marginalized young people to build their capacity to create a positive future in a region where human trafficking, street children, drug and alcohol use, prostitution, and lack of schooling plague youth.

Health Volunteers in the EMA region continue to educate individuals, households, service providers, and communities about the importance of health promotion and disease prevention. In addition to other sector area projects with health components, Albania, Armenia, Moldova, Mongolia, Morocco, and Turkmenistan support distinct health projects that emphasize preventive health education as an important component of healthy lifestyles and improved quality of life. Volunteers and their counterparts strengthen different aspects of health education not only at health clinics and hospitals, but also in day-care centers, schools and universities, and local community organizations. Their assignments encompass the design of health education materials as well as the delivery of these messages with an emphasis on behavior change. Health education topics include pre- and post-natal care, personal and environmental hygiene, nutrition and food security, and preventing sexually transmitted diseases, including HIV/AIDS.

Working in schools, with youth groups, and with nonprofit organizations, Volunteers promote a greater understanding of local ecology and environmental issues. Although the specific issues addressed in these projects vary greatly among countries, there is some overlap in activity types, as Volunteers increase awareness through eco-clubs, camps, and tree-plant-

ing campaigns. Volunteers also address coastal issues, recycling, and small animal husbandry. They help improve cook stoves and train park guides. Volunteers who teach English as a second language (TEFL) also take on environmental awareness projects as secondary activities. In Romania, for example, they helped organize an agricultural fair which drew an estimated 10,000 visitors. More than 60 community volunteers gave their time to the festival, which included 10 seminars on agricultural themes and provided 35 exhibitor stands for agriculture companies.

To ensure a project's sustainability, gender roles must be considered at all levels of project planning and implementation. Volunteers across sectors receive training in participatory approaches to project planning and community development. These approaches help increase community members' participation in the decision-making processes that affect their lives. This is especially true for women and youth. At in-service trainings, community members and Volunteers learn to use tools that aid in designing and implementing community projects to include a gender perspective.

In addition to integrating a gender perspective from the outset of their activities, Volunteers and

their host country partners often focus projects on empowering girls who are often more disadvantaged than boys, especially in the areas of education, leadership skills, and self-esteem. The highest percentage of girls' and boys' leadership camps is in the EMA region. These camps provide a format for a wide variety of topical, leadership, and empowerment activities for girls and boys.

In addition, every post in the EMA region is a source, transition, and/or destination country for human trafficking, so anti-trafficking efforts are a high-priority development issue. Anti-trafficking committees have been established in Albania, Macedonia, and Mongolia to assist Volunteers interested in contributing to reduction efforts by researching and developing best practices and possible programs that target youth.

As a whole, the EMA region strives to continually develop and refine its programs and Volunteer projects to address the current development needs of host countries, to ensure that Volunteers gain a broader understanding of other cultures, and that other cultures gain a better understanding of the United States and its diversity.



Senator Richard Lugar (R-IN) visits with Volunteers in Tbilisi, Georgia.



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Central America

Belize, Costa Rica, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama

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Caribbean

Dominican Republic, Eastern Caribbean (Antigua/Barbuda, Dominica, Grenada/Cariacou, St. Kitts and Nevis, St. Lucia, St. Vincent/Grenadines), Jamaica

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South America

Bolivia, Ecuador, Guyana, Paraguay, Peru, Suriname

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Pacific

Federated States of Micronesia and Palau, Fiji, Kiribati, Samoa, Solomon Islands (suspended in 2000), Tonga, Vanuatu

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

Since the Peace Corps' inception in 1961, more than 73,000 Volunteers have served in the Inter-America and Pacific (IAP) region. They have served in more than 32 countries in the Inter-Americanas and 14 countries in the Pacific Islands. At the end of fiscal year (FY) 2006, 2,501 Volunteers were working in 23 posts in all six of the agency's sectors: agriculture, business development, education, the environment, health and HIV/AIDS, and youth. Additional countries in the Pacific and South America continue to be interested in establishing Peace Corps programs.

The region is committed to ensuring the safety and security of all Volunteers. All IAP posts have trained safety and security coordinators. In addition, three regional Peace Corps safety and security officers, stationed in El Salvador, Fiji, and Peru, help posts assess risks and ensure appropriate training for staff and Volunteers. Each post has an emergency action plan, which is tested and revised at least once every year. Headquarters staff is trained to review posts' emergency plans and to support field staff in crisis management.

Peace Corps Volunteers and their counterparts have become active, productive participants in the President's Emergency Plan for AIDS Relief (PEPFAR), the five-year, multi-billion-dollar initiative to combat the global HIV/AIDS pandemic. For example, in Guyana, Volunteers are focusing on community mobilization strategies to prevent HIV/AIDS and to improve access to existing services. They help reach out to vulnerable groups, including orphans and vulnerable children, by working with the Ministry of Health and local nongovernmental organizations (NGOs) on national programs focused on prevention and care. They also work with health centers and communities to help facilitate community health assessments, design and implement health education projects, and train health center staff and community leaders. Volunteers are working with health centers and NGOs to help Guyana address the HIV/AIDS pandemic as well as other diseases, such as tuberculosis, malaria, and dengue fever. Other Volunteers worked to mobilize communities to attend health education outreach sessions, encouraging community members to be tested

at HIV/AIDS testing facilities. These testing facilities will help lower mother-to-child transmission of HIV/AIDS.

In FY 2006, Peace Corps programs in the Dominican Republic, Eastern Caribbean, and Panama received PEPFAR funding to carry out technical assistance to community-based organizations, offer small assistance grants, and organize behavioral change and monitoring and reporting workshops for HIV/AIDS prevention and education.

Many Volunteers in the IAP region work in traditional sectors, such as water and sanitation. For example, Volunteers in Bolivia improve sanitary conditions by designing and constructing water systems that provide potable water to rural communities. They also help organize water boards to take over maintenance of these systems to ensure sustainability.

In Honduras, Volunteers promote sustainable production techniques to improve soil conservation as well as to increase the diversity of crops, enhancing food security and family incomes. To improve family nutrition and income, Volunteers introduce improved vegetable and small animal production methods to women working in agriculture.

In Mexico, Volunteers are now assigned to work with SEMARNAT, Mexico's Ministry for the Environment and Natural Resources. Volunteers focus on issues related to combating deforestation, forest fires, and soil erosion; promoting conservation of biodiversity and natural habitats; and improving management of national parks and wildlife reserves.

In many IAP countries, Peace Corps' traditional sectors are melding with some of the newer cross-cutting areas such as youth development and technology. Many programs target youth to develop life skills, leadership skills, and employability. In the Dominican Republic, for instance, Volunteers engage young people in activities ranging from business education to strategic planning to technical assistance. In rural communities, Volunteers work with farmers' markets and agricultural cooperatives to introduce e-marketing and website development.

In Samoa, the education project includes a focus on information and communication technology. Volunteers work with teachers and counterparts in

computer studies, helping them update curricula and lesson plans for years 9–13 and providing assistance to teachers to access materials and resources for their classes. Volunteers also help teach computer skills to youth and help teachers establish computer labs.

In Vanuatu, Fiji, and other Pacific posts, Volunteers are working with marine protected areas and other marine conservation projects. Volunteers in Vanuatu partnered with a U.S. conservation foundation to promote coastal resource ecotourism.

Volunteers have left a significant legacy of service to countries in the IAP region. Since the agency's inception in 1961, Peace Corps Volunteers have served continuously in the Eastern Caribbean island of St. Lucia. The Peace Corps has also partnered with other countries for more than 40 years and will continue to work to the benefit of people throughout the Inter-Americanas and the Pacific.



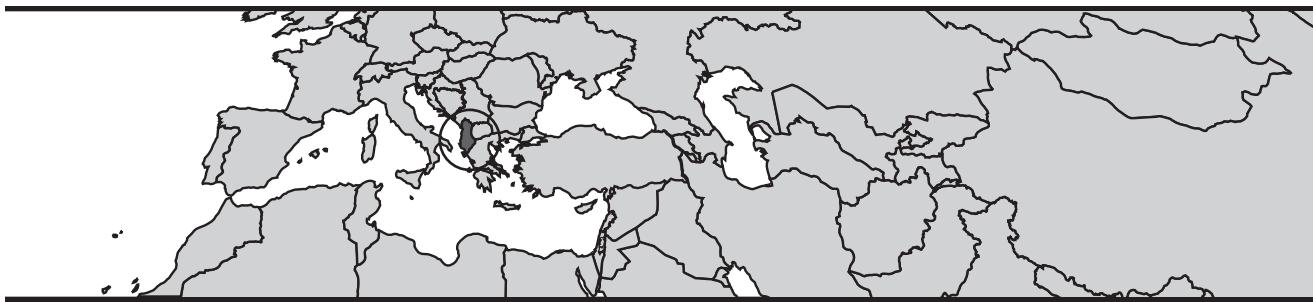
A Volunteer works on sustainable farming methods alongside a local farmer in El Salvador.



## Post Profiles

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The statistical data in the following country profiles come primarily from the World Bank's *World Development Indicators 2006*. Additional sources are the Pan American Health Organization, the United Nations Conference on Trade and Development, UNICEF, the United Nations Statistics Division, the U.S. State Department, and the World Health Organization.



## COUNTRY PROGRAM OVERVIEW

|  |  |                           |                          |
|--|--|---------------------------|--------------------------|
| PROGRAM DATES  | 1992–1997   2003–present                             |                           |                          |
| PROGRAM SECTORS  | Business Development; Education; Health and HIV/AIDS |                           |                          |
| Capital  | Tirana   | Foreign direct investment | \$426 million            |
| Population   | 3 million  | Access to safe water      | Urban: 99%; Rural: 95%   |
| Annual per capita income   | \$2,120  | HIV/AIDS prevalence       | Not available            |
| GDP growth   | 5.9%   | Religions                 | Islam: 70%;              |
| Adult illiteracy rate  | Male: 1%; Female: 2%                                 |                           | Albanian Orthodoxy: 20%; |
| Infant mortality rate  | 17 per 1,000 live births                             |                           | Roman Catholicism: 10%   |
| Immunization rate  | DPT: 97%; Measles: 96%                               | Official language         | Albanian                 |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> | Volunteers   | FY 2007                   | FY 2008                  |
|  | Program funds (\$000)                                | 72                        | 65                       |
|  |  | 2,186                     | 2,079                    |

Albania overwhelmingly approved a new constitution in 1998 as a step toward strengthening democracy. The country has progressed to a democratic, pluralistic system, and held parliamentary elections in June 2005, which, though not problem-free, were considered to show signs of improvement. The transition to the new government has tested the country's commitment to democracy.

Albania is very poor by European standards, but is beginning to make the transition to a more open-market economy. The government is taking measures to curb crime and revive economic activity and trade by integrating Western and Central Europe into its foreign policy. The major challenges are low living standards, widespread poverty, poor infrastructure and high unemployment. Remittances from Albanians abroad supplement the economy, allowing many families to survive. Lack of sufficient fertile land, land disputes, remote schools and health centers, lack of agricultural technology, poor transportation systems, unreliable electricity, and limited rural credit have led to urban migration, especially among the younger population. Albanian demographics are changing rapidly as the rural population moves to urban areas to seek work and educational opportunities.

## PROGRAM FOCUS

The Peace Corps initiated a program in Albania in 1992. By 1997, 73 Volunteers were serving in-country, working in secondary English teaching, small business development, and agroforestry. In 1997, fraudulent pyramid savings schemes collapsed, causing many Albanian investors to lose their life savings, and leading to a breakdown in civil order and public safety. The Peace Corps evacuated its Volunteers and American staff in March 1997 and suspended the program. The Peace Corps returned to Albania in 2003, and currently has 57 Volunteers serving in three projects: business development, education, and health education. Volunteers serve in towns and in smaller communities, helping local institutions build their capacity to address local issues. Albania is slowly decentralizing responsibilities and resources from the national government to local governments. Communities are gaining control over local water systems, roads, schools, clinics, and public services for the first time. Volunteers work with city halls, community organizations, micro-finance institutions, resource centers, universities, schools, health promotion offices, and clinics.

## **VOLUNTEER FOCUS**

### **Business Development**

Volunteers, in this sector, work in a community development project that builds the capacity of community organizations and institutions and promotes local development. Volunteers work with local governments, nongovernmental organizations (NGOs), and business assistance and micro-finance organizations to improve their organizational and management capabilities, and to promote collaborative activities among local governments, NGOs, businesses, and citizen groups.

One Volunteer collaborated with a local art school to access small projects assistance funds for an art project that turned street-side dumpsters along his city's main boulevard into works of art. The project became a marvelous collaboration with the local government, a private cleaning company, and local students. High-school students were trained in community design processes from which art designs were generated and submitted to the community for approval. The city, a tourist destination in southern Albania, benefited by having nicer and more attractive garbage bins in tourist areas, and student and teacher participants gained skills and knowledge about working together to beautify their public environment.

### **Education**

Education Volunteers teach English as a foreign language in secondary schools and work with the English instructors to improve their teaching skills. A few Volunteers are also placed in universities and schools of foreign languages to prepare future teachers of English, as well as to promote a nascent teacher-training program. English educators develop school and community activities to promote the use of conversational English.

A university-based Volunteer conducted a basic summer English course that included eight fourth-year university English teachers who taught alongside the Volunteer. The eight-week course drew 75 students from 18 different schools in the region. Integrated into the English course were health sessions conducted by a health education Volunteer placed in the same community and the curriculum will be used again for municipal employees.

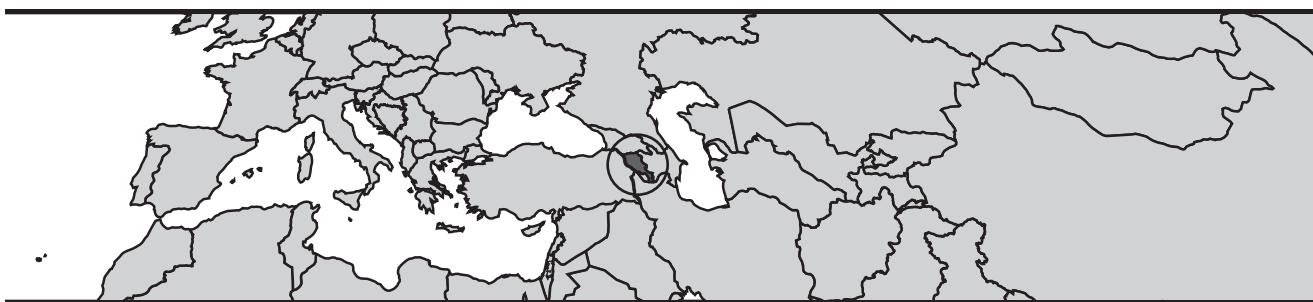
### **Health and HIV/AIDS**

Volunteers in this sector promote healthier communities by working with health promotion offices, local clinics, schools, and community groups to provide education on maternal and child health, dental hygiene, water and sanitation, drug awareness, and HIV/AIDS prevention. They also help develop health education programs and materials for use at the local level, and work with local counterparts to improve health education delivery.

One Volunteer worked with a World Vision field office to design and conduct life-skills sessions with Roma boys and girls on the outskirts of a large town. Most of these children do not attend school, lead very unstructured lives, and are at high risk of exploitation and human trafficking. This project provided a structured environment for children and youth to learn about positive life choices, community participation, and healthy living. The sessions were participatory and interactive, and one participant has been trained and is now directing and leading sessions himself.

*"The value of being in the Peace Corps is living the Peace Corps lifestyle. At 60 years of age, it means washing away any stigma of age because Peace Corps is ageless. It is about identifying assets in yourself and others, building bridges of strengths, and appreciating what each brings to the table.*

**Albania Volunteer, Education Sector**



## COUNTRY PROGRAM OVERVIEW

|  |   |                           |                                 |
|--|---|---------------------------|---------------------------------|
| PROGRAM DATES  | 1992–present  |                           |                                 |
| PROGRAM SECTORS  | Business Development; Education; Environment; Health and HIV/AIDS |                           |                                 |
| Capital  | Yerevan   | Immunization rate         | DPT: 90%; Measles: 95%          |
| Population   | 3 million   | Foreign direct investment | \$219 million                   |
| Annual per capita income   | \$1,060   | Access to safe water      | Urban: 99%; Rural: 80%          |
| GDP growth   | 7%  | HIV/AIDS prevalence       | 0.1%                            |
| Adult illiteracy rate  | Male: <0.5%; Female: 1%   | Religion                  | Armenian Apostolic Christianity |
| Infant mortality rate  | 29 per 1,000 live births  | Official language         | Armenian                        |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> | Volunteers  | FY 2007<br>85<br>2,008    | FY 2008<br>80<br>1,881          |
|  | Program funds (\$000)   |                           |                                 |

At one time, Armenia was one of the most industrialized republics of the Soviet Union, exporting military, industrial, and high-technology goods to the other republics. The break-up of the Soviet Union, combined with the collapse of its trade, payment, and financial systems, dealt a crippling blow to Armenia's industries, many of which were essentially nonviable in the absence of the Soviet command economy. Economic effects of a 1988 earthquake that killed 25,000 and left 500,000 homeless are still being felt. A blockade resulting from the conflict with Azerbaijan has devastated the economy and intensified dependence on external supplies of energy, food, and materials. The combination of these events has caused a 90-percent loss of GDP, by far the largest drop of all the former Soviet republics, drastically plunging living standards. Although much has been recovered, half of all Armenians still live in poverty; more than one in six live in extreme poverty.

## PROGRAM FOCUS

Armenia is in the midst of historic change. Despite its setbacks, the country is slowly transitioning to a market economy and democratic society. Private sector activities are emerging, and wide-scale entrepreneurship needs to be supported through training and education. Armenians recognize the importance of English to link themselves to economic, educational, and technological opportunities outside Armenia. More attention is being given to health education and prevention as an alternative to the traditional curative approach. Armenians are starting to recognize the importance of the environment as a priceless but threatened national resource. The Peace Corps is supporting Armenia's developmental challenges by providing programs in business development, English, health, and environmental education.

## VOLUNTEER FOCUS

### Business Development

A key challenge facing Armenia is initiating and sustaining new industries and services that grow, attract investments, create new jobs, and allow the country to flourish within a broader regional and international market. Peace Corps Volunteers help develop Armenian organizational and community capacity by providing consulting and technical

assistance services to business centers and nongovernmental organizations (NGOs). Volunteers provide training in project design and management, marketing, finance, organizational development, project monitoring and evaluation.

One Peace Corps Volunteer helped create an NGO called the Women's Business Society of Kapan. He and his wife, a health sector Volunteer, organized and conducted several workshops for the NGO. They helped the group identify a viable project, which was "to-go" or carryout services for local cafés, developed a plan, and implemented the project.

### **Education**

The teaching English as a foreign language (TEFL) project increases the quality of English education throughout Armenia. Volunteers teach in secondary schools, colleges, universities, training centers, and educational NGOs. Instruction is provided in schools and through nonformal educational activities, such as after-school clubs. Volunteers provide professional development for teachers through team teaching and workshops. Many Volunteers also work on information and communication technology (ICT) projects.

One Volunteer worked with the Caritas Parent-School Partnership program. Parent councils have been established in 17 schools throughout Armenia. The Volunteer helped trainers prepare information for the parent councils to enable them to write proposals for small grants that help to pay for school repairs, renovations and after-school programs. The Volunteer also helped prepare a training course on time management, which was given in various schools together with the parent councils.

### **Environment**

The environmental education project raises communities' environmental awareness and introduces experiential learning skills to youth, increasing their appreciation of the environment. Volunteers work with secondary school science teachers and community members at schools and local NGOs. Volunteers work with their local counterparts to develop and adapt environmental education learning resources in the Armenian language; run after-school environmental clubs and summer ecological camps for the youth; and organize community-wide environmental activities.

One Volunteer helped an NGO in Gyumri apply for and receive funding to create the Shirak Environmental Education Center. The center operates as a training and resource center for local teachers. The Volunteer and his counterparts from the NGO developed two lesson-plan guides focusing on solid-waste management and biodiversity protection in Armenia. With his counterpart, the Volunteer organized and delivered training seminars and team-teaching sessions using these guides.

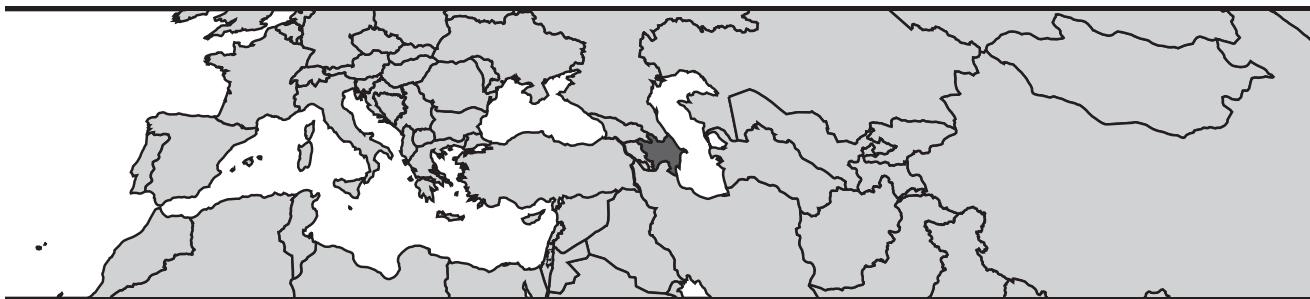
### **Health and HIV/AIDS**

Volunteers organize health classes, seminars, clubs, community and professional lectures, and discussion groups on topics such as general health and hygiene, women's health, self-esteem, nutrition, exercise, HIV/AIDS prevention, and physical therapy. Volunteers also train health workers in clinics and hospitals, enhancing their professional development.

One Volunteer, a licensed and certified physical therapist, working at a disabled children's NGO, helped the director obtain funds to renovate the rehabilitation center with new physical therapy equipment. They also established relations with a leading clinic in Yerevan, which enabled two nurses from the NGO to be trained in physical therapy and subsequently return to the center. This rehabilitation center is the only one of its kind in its region.

*"Peace Corps business Volunteers greatly supported local businessmen and gave them a hope for the future by introducing new principles of running businesses."*

**Andranik Veranyan  
Head of the Noyemberian Communities' Union  
Armenia**



## COUNTRY PROGRAM OVERVIEW

|  |                                 |                           |  |
|--|---------------------------------|---------------------------|--|
| PROGRAM DATES  | 2003–present                    |                           |  |
| PROGRAM SECTORS  | Business Development; Education |                           |  |
| Capital  | Baku                            | Foreign direct investment | \$3.556 billion  |
| Population   | 8 million                       | Access to safe water      | Urban: 95%; Rural: 59%   |
| Annual per capita income   | \$940                           | HIV/AIDS prevalence       | <0.1%  |
| GDP growth   | 10.2%                           | Religions                 | Islam: 93.4%; Russian Orthodoxy: 2.5%; Armenian Orthodoxy: 2.3%; Other: 1.8% |
| Adult illiteracy rate  | Male: 1%; Female: 2%            |                           |  |
| Infant mortality rate  | 75 per 1,000 live births        |                           |  |
| Immunization rate  | DPT: 96%; Measles: 98%          | Official language         | Azerbaijani (Azeri)  |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> | Volunteers                      | FY 2007                   | FY 2008  |
|  | Program funds (\$000)           | 89                        | 90   |
|  |                                 | 2,111                     | 2,029  |

Azerbaijan's government has three branches. The executive branch is composed of a president, a prime minister, and the Council of Ministers. The legislative branch consists of the 125-member Parliament (*Milli Majlis*), with 100 from territorial districts and 25 from party lists. Finally, the judicial branch is headed by a constitutional court.

In October 2003, Azerbaijan held presidential elections, selecting Ilham Aliyev, son of former President Heydar Aliyev. Although the elections were an improvement from prior years, they did not meet international standards. Following the elections, President Aliyev acknowledged that some irregularities had taken place and demonstrated his willingness to conduct reforms. In 2005, parliamentary elections were held, again with irregularities, and again with some presidential support to rectify these irregularities. Continuing negotiations with Armenia over Nagorno-Karabakh and the adjoining territories captured by Armenia remains high on the political agenda. Other priorities include addressing the problems of a burgeoning economy and preparing Azerbaijan to best use revenues from oil and gas reserves that are beginning to flow into the economy. USAID funding currently supports initiatives including community development, civic engagement, and health. The British Petroleum-led consortium of oil and gas producers is funding development projects along the route of its newly opened oil pipeline from Baku to the Black Sea.

## PROGRAM FOCUS

Current programming includes an English education project and a community economic development project; plans are underway to add a third project in youth development in 2007.

The program opened with the English education project, with the first Volunteers arriving in September 2003. To date, four groups of approximately 25 English-language teachers each have arrived in Azerbaijan and been posted to sites outside the capital. These Volunteers have served in 42 regions and at more than 100 schools throughout the country.

In 2005, the community economic development (CED) project was piloted with an initial group of 13 Volunteers. The second group of 21 CED Volunteers arrived in June 2006, bringing the program up to its full complement of 35 Volunteers. These Volunteers have served at 32 organizations in 15 regions of the country.

Peace Corps/Azerbaijan plans to start a youth development project in 2007 with a pilot group of 15 Volunteers.

## **VOLUNTEER FOCUS**

### **Business Development**

Volunteers in the CED project work as business facilitators, advisors, and educators at the grassroots level. They serve as resource specialists, trainers, skills specialists, and business advisors to enhance the capacity of intermediary organizations working in business development, organizational development, and community development. Volunteers also initiate and collaboratively implement needs-based community projects with community members. Host organizations include business and marketing centers, nongovernmental business groups, community development programs, agriculture service and information centers, micro-finance institutions, and vocational schools.

To enhance the customer service and increase transparency of his micro-finance institution, one Volunteer and his director decided to improve client access to information. New tools give useful information to current and potential clients about who is eligible for a micro-loan, how much a loan will cost, and a description of the institution's operations and loan products.

Buying inexpensive material locally, another Volunteer demonstrated how to create small dolls in Azerbaijani national dress to a group of unemployed women. Six months later, a small group of women in Barda are producing these dolls and marketing them to a wholesaler in the capital.

### **Education**

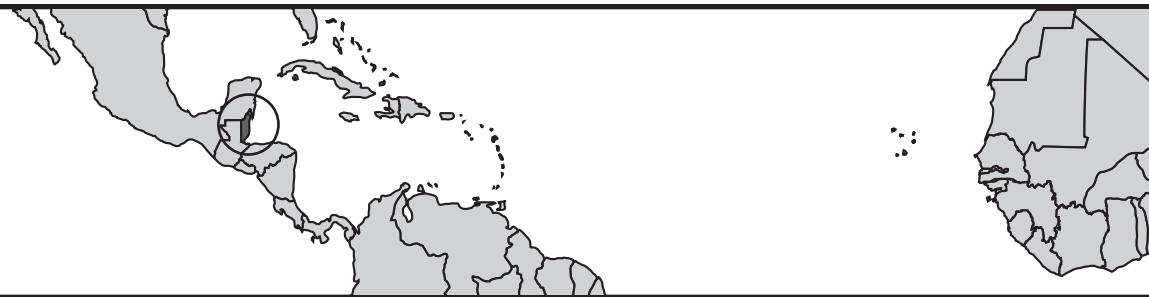
English teaching Volunteers are assigned to secondary schools and universities throughout Azerbaijan. English-teaching Volunteers team-teach with Azerbaijani English teachers, focusing on improving English communication skills of students and teachers and supporting teachers in implementing communicative teaching methodologies. Volunteers also hold after-school conversation clubs and provide support to libraries and resource centers.

In addition to classroom teaching, Volunteers have been remarkably inventive with supportive community activities. For example, four Volunteers organized the second year of a Trans-Caucuses writing competition and coordinated it with Peace Corps Volunteers and students from Azerbaijan, Armenia, and Georgia. The competition was held at regional, national, and Trans-Caucuses levels, with 262 students, 23 teachers, and 14 Volunteers from 14 regions of Azerbaijan participating.

In 2005, 15 Volunteers established a Camp GLOW (Girls Leading Our World), with a week-long series of leadership skills workshops for 40 young women. Leading the camp were the Volunteers, their counterpart teachers, and guests who modeled successful women's leadership. This camp was replicated in 2006, along with the initiation of a similar leadership camp for boys.

*"Everything I have heard about the progress of the Peace Corps is excellent. These English teachers are doing a wonderful job and the people of Azerbaijan deeply appreciate their contribution."*

**Ilham Aliyev  
President of Azerbaijan**



## COUNTRY PROGRAM OVERVIEW

|  |                               |                           |   |
|--|-------------------------------|---------------------------|---|
| PROGRAM DATES  | 1962–present                  |                           |   |
| PROGRAM SECTORS  | Education, Environment, Youth |                           |   |
| Capital  | Belmopan                      | Foreign direct investment | \$38.1 million                          |
| Population   | 283,000                       | Access to safe water      | Urban: 100%; Rural: 82%                 |
| Annual per capita income   | \$3,940                       | HIV/AIDS prevalence       | 2.4%                                    |
| GDP growth   | 4.2%                          | Religions                 | Christianity; Islam; Hinduism; Buddhism |
| Adult illiteracy rate  | Male: 23%; Female: 23%        |                           |   |
| Infant mortality rate  | 32 per 1,000 live births      |                           |   |
| Immunization rate  | DPT: 99%; Measles: 95%        | Official language         | English                                 |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> | Volunteers                    | FY 2007                   | FY 2008                                 |
|  | Program funds (\$000)         | 65                        | 55                                      |
|  |                               | 2,244                     | 2,115                                   |

Belize encompasses approximately the same land area as El Salvador, and is the most sparsely populated nation in the Central American peninsula. Though Belize has historically focused its development on exporting tropical crops, the country has begun to widen its focus to include ecotourism. The pace of development is quickening as foreign investment increases. At the same time, however, Belizeans are becoming more aware of the environmental costs associated with development. As the central government moves toward privatizing and decentralizing services, towns and rural communities are challenged to prioritize, finance, and manage their own affairs. Building the capacity of rural communities to develop good governance practices and sustainable livelihoods for their constituents is becoming a priority for the development community.

Belize's Caribbean coastline is annually affected by tropical storms. The government has struggled to address this impact on the growing rural population and the resulting lack of access to basic services. With the national focus moving toward ecotourism, there has been a push to ensure that communities living close to national parks are incorporated into planned income-generating activities.

Recognizing the steady increase in HIV/AIDS, the Pan American Health Organization designated Belize as the country with the highest incidence of HIV/AIDS in Central America. This sparked the government's creation of a National AIDS Commission, which coordinates Belize's strategic plan to eradicate HIV/AIDS.

## PROGRAM FOCUS

In response to the diverse issues facing Belize, Peace Corps programming focuses on a variety of projects in three main sectors: education, environment, and youth development. HIV/AIDS work cross-cuts all three sectors.

## VOLUNTEER FOCUS

### Education

Volunteers provide innovative leadership through teacher-training programs that strengthen reading instruction and improve reading skills of targeted students in the first four years of primary school. Many Volunteers assist the

Center of Excellence for Teacher Training in developing appropriate curriculum to reverse declining literacy rates. Others work directly with teachers in rural schools.

Volunteers also help establish school and community libraries. This is complemented by work with the Adult and Continuing Education Department's national adult literacy program. Volunteers provide training for teachers in techniques and methodologies to teach learning-impaired children.

One Volunteer working in special education coordinated a spelling bee for blind children. Children from around the country studied for nearly a year, practicing their spelling and reading to prepare for this country-wide competition that was conducted in Braille.

## **Environment**

Belize boasts a diverse natural resource base, from tropical forests to the second largest barrier reef in the world. Peace Corps/Belize is committed to helping Belizeans protect that base while improving their quality of life in a community-led, sustainable manner.

Peace Corps/Belize supports conservation nongovernmental organizations (NGOs) in their environmental education efforts and co-management of protected areas and coastal regions. Volunteers assist a spectrum of local conservation NGOs, government agencies, and communities responsible for environmental management and protection. They actively participate in environmental programs that improve the management of natural resources and protect biodiversity in ways that accrue benefits to community members. Activities include community organizing, assessing priority needs, programming, and, most recently, viable business planning for ecotourism initiatives.

Peace Corps/Belize is placing more Volunteers in small, rural Mayan communities in ecological buffer zones. These Volunteers strengthen the capacity of local organizations and groups to organize, analyze, plan, and act in an environmentally sustainable manner. Volunteers help these communities diversify and generate sources of family and village-level income.

One Volunteer in a small Cayo village organized an environmental education program for 100 students from three communities. The program took place in the nearby national park in an interactive learning environment. Additionally, the women's group from this same community learned to sew from patterns and create items to market to tourists visiting the park.

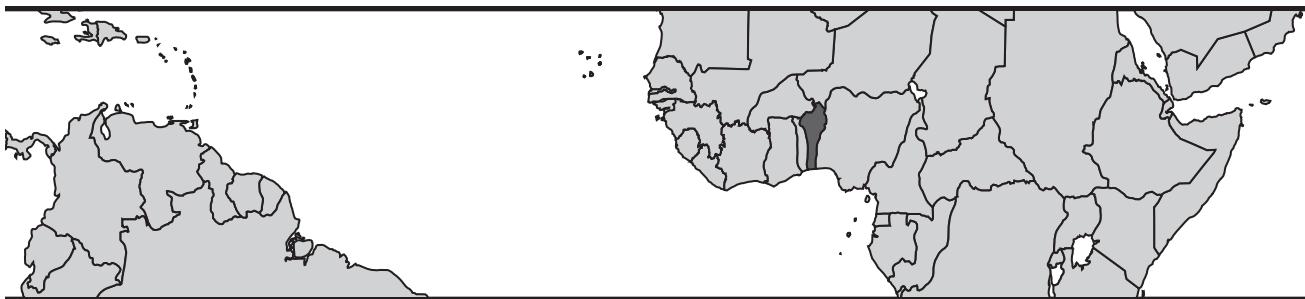
## **Youth**

Youth Volunteers use a holistic approach to youth development, paying particular attention to life-skills education, youth employment and entrepreneurship, and youth health. Health programs focus on preventing sexually transmitted diseases, such as HIV/AIDS. Volunteers have provided assistance to the National AIDS Commission, district AIDS committees, and local NGOs such as YWCA and the Red Cross. Last year, education Volunteers implemented HIV/AIDS prevention training for thousands of Belizeans, including students, teachers, service providers, and community members.

Volunteers working with the 4-H Youth Development Center worked alongside the program's director to craft a strategic plan to introduce 4-H clubs throughout the country. The Peace Corps now has a Volunteer in each district helping to recruit youth to participate in these new clubs as well as adult leaders to manage them. Programs at these clubs will teach young people important life skills, teamwork, leadership, agricultural productivity, and small business capabilities.

*"The best thing that ever happened to us at NAVCO was the day we got our Peace Corps Volunteers. They've helped us open the national office and organize our national plan. Now, they will help spread training and build village council capacity...."*

**Eleanor Sandlin, President  
Belize's National Association of Village Councils**



## COUNTRY PROGRAM OVERVIEW

|  |   |                           |  |
|--|---|---------------------------|--|
| PROGRAM DATES  | 1968–present  |                           |  |
| PROGRAM SECTORS  | Business Development, Education, Environment, Health and HIV/AIDS |                           |  |
| Capital  | Porto-Novo  | Foreign direct investment | \$60 million   |
| Population   | 8 million   | Access to safe water      | Urban: 79%; Rural: 60%                                 |
| Annual per capita income   | \$450   | HIV/AIDS prevalence       | 1.9%   |
| GDP growth   | 2.7%  | Religions                 | Indigenous beliefs: 50%; Christianity: 30%; Islam: 20% |
| Adult illiteracy rate  | Male: 54%; Female: 77%  |                           |  |
| Infant mortality rate  | 90 per 1,000 live births  |                           |  |
| Immunization rate  | DPT: 83%; Measles: 85%  | Official language         | French   |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><i>Calculated September 30 each year</i> | Volunteers  | FY 2007                   | FY 2008  |
|  | Program funds (\$000)   | 105                       | 100  |
|  |   | 3,129                     | 3,040  |

One of the most stable countries in Africa, Benin has emerged as a beacon of democracy on the continent. The country has held four consecutive presidential elections. The last presidential elections in March 2006 led to a peaceful handover between former President General Mathieu Kerekou and the current President Thomas Boni Yayi. The new government continues to reform the educational system, provide opportunities for private economic initiatives, improve healthcare delivery systems, decentralize government functions and implement a broad liberalization program in the cotton sector, which is a primary source of foreign exchange.

## PROGRAM FOCUS

Although the government has successfully improved the well-being of the Beninese people, the country's human and material resources are often insufficient to provide qualified teachers in sufficient numbers, provide adequate health education and HIV/AIDS prevention campaigns (particularly in rural areas), preserve and restore the natural environment, and promote and provide training and credit facilities for small business owners. Volunteers are addressing these needs with a broad range of activities in business development, education, environment, and health. Regardless of sector, Volunteers receive training on how to promote HIV/AIDS awareness and incorporate gender sensitivity into all sector activities related to development.

## VOLUNTEER FOCUS

### Business Development

Local nongovernmental organizations (NGOs) and micro-entrepreneurs need assistance with basic management skills. Volunteers work directly with entrepreneurs, village associations, women, and NGOs to teach marketing, accounting, business management, and organizational techniques. Some Volunteers provide training in savings and financial management to gardening associations of non-literate women. Volunteers also work with communities to create business centers that provide business trainings and consultations for the community workforce.

Benin's information and communication technology (ICT) infrastructure is rapidly maturing. Fiber-optic lines stretch across the country, Internet access continues to expand, and there is a vast network of mobile phone coverage. Volunteers advise in computer workflow efficiency, maintenance, networking, instruction, and development. Courses of instruction include Microsoft applications such as Word, Excel, Access, PowerPoint, Outlook, and Publisher.

Using Microsoft Access, Volunteers have created a database application to track and manage accounting, inventory, sales trends, profits, costs, credit, and client information for store owners. Additionally, Volunteers redesigned and launched a new website for the National Park of Pendjari that targets clients in France and West Africa. The website promotes ecotourism and facilitates park entry.

### **Education**

Volunteers work in secondary schools teaching English and incorporating HIV/AIDS education and prevention into their lessons. They also transfer innovative, participatory methodologies to their colleagues and collaborate with Volunteers from other sectors in areas such as HIV/AIDS training and Moringa tree planting. Volunteers teaching English as a foreign language (TEFL) are also partnering with local NGOs, fostering better integration into their communities.

Two girls' camps, supported by the NGOs Victory Way and Girls Leading Our World (GLOW) were held during school vacation. Both camps were designed and implemented by Volunteers and host country nationals. Additionally, Victory Way is working with Volunteers to carry out information campaigns addressing girls' education and sexual harassment in schools. Sessions are held with students, teachers, parent-teacher associations, and community members.

A committee of three teachers and a Volunteer created a week-long English teacher training that encompassed learning how to create model lessons and provide peer feedback, as well as other training sessions ranging from lesson planning to classroom discipline. The week also furthered participants' knowledge of female empowerment issues and HIV/AIDS. Thirteen host country nationals successfully completed the training and received a certificate signed by the local education ministry.

### **Environment**

Seventy percent of the Benin population works in agriculture. Benin faces serious environmental consequences because of deforestation and rapidly declining soil fertility. The Peace Corps has strengthened its environment project to include agroforestry, land-use planning, and environmental education. These programs are supported by recent environmental education guide publications. Several Volunteers are working on projects related to ecotourism in protected areas. They are also working with NGOs that guide international visitors and provide environmental education for Beninese schoolchildren.

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

Rural communities face many health risks. Volunteers collaborate with social service centers throughout Benin to conduct health education, particularly on maternal and child health issues. An HIV/AIDS peer-education program allows Volunteers to continue partnerships with peer educators from their communities. Volunteers initiate child-growth monitoring programs, like weekly weigh-ins and vaccination campaigns, in remote areas where there have not been any means to track children's nutritional status.

The overall health sector framework was revised to include a more participatory approach that involves project stakeholders from all levels. Several Volunteers have started working with people living with HIV/AIDS. They provide instruction and counsel regarding the importance of proper nutrition and hygiene, and awareness-raising measures to combat the spread of the disease.

*"As teachers, all our work is with people. In my two years, I don't think I was just a shooting star in the lives of my students. I honestly think I was part of their lives, as much as they were part of mine. If the influence they have had on who I am is any indication of the impact I have had on them, then I think the education project is fulfilling its role as a tool of development."*

**Benin Volunteer, Education Sector**



## COUNTRY PROGRAM OVERVIEW

|  |   |                           |                              |
|--|---|---------------------------|------------------------------|
| PROGRAM DATES  | 1962–1971   1990–present  |                           |                              |
| PROGRAM SECTORS  | Agriculture, Business Development, Education, Environment, and HIV/AIDS |                           |                              |
| Capital  | La Paz  | Immunization rate         | DPT: 81%; Measles: 64%       |
| Population   | 9 million   | Foreign direct investment | \$116 million                |
| Annual per capita income   | \$960   | Access to safe water      | Urban: 95%; Rural: 68%       |
| GDP growth   | 3.6%  | HIV/AIDS prevalence       | 0.1%                         |
| Adult illiteracy rate  | Male: 7%; Female: 20%   | Religion                  | Predominantly Roman Catholic |
| Infant mortality rate  | 54 per 1,000 live births  | Official languages        | Spanish; Quechua; Aymara     |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> | Volunteers<br>Program funds (\$000)                                     | FY 2007<br>143<br>2,990   | FY 2008<br>136<br>2,858      |

In January 2006, Juan Evo Morales Ayma, who is of indigenous decent, was sworn in as president of Bolivia. Since then, he has moved to nationalize the natural gas sector and initiate land reform.

Bolivia's economy remains dependent on foreign aid from multilateral lenders and foreign governments. Its principal exports are natural gas, soybeans and soy products, crude petroleum, zinc ore, and tin. Since 1999, economic growth in Bolivia has slowed, though it has rebounded slightly the last three years. In 2005, the GDP per capita was approximately \$2,700 (U.S.), which is one of the lowest in Latin America. The United Nations Development Programme's Human Development Index ranks Bolivia as the least developed country in South America.

## PROGRAM FOCUS

Since the initial opening of the program in 1962, more than 2,500 Volunteers have served in Bolivia. After a hiatus that began in 1971, the government formally requested that the Peace Corps return to Bolivia, and the Peace Corps resumed operations in 1990. Today, there are approximately 130 Volunteers in-country, working in health, agriculture, business development, education, and environmental projects. Where appropriate, the Peace Corps integrates information technology into projects to expand technology access for Bolivian youth, farmers, entrepreneurs, and municipalities.

## VOLUNTEER FOCUS

### Agriculture

Bolivia's farmers face serious challenges in meeting basic needs for adequate nutrition and income. Volunteers help farmers gain skills in sustainable farm practices, improving crop yields, product storage and product transformation, and agricultural business and marketing practices. One project helps farmers venture into beekeeping and fish culture, enabling farmers to increase family income and improve family nutrition.

One Volunteer promoted the production and marketing of honey and honey products in cooperation with a local nongovernmental organization (NGO). She organized several training events and helped community members make contacts with product buyers. The project helped the community create a well-known product (honey), and define the market in Bolivia, and helped to increase individual income.

## **Business Development**

To address rural poverty, Volunteers assist communities in developing income-generating activities and business skills. They help train local artisans, improve micro-enterprise practices, teach basic business skills, and develop local tourism plans. One Volunteer led training and capacity-building activities with local high school students to help create a small processed foods industry to produce and sell nutritious sauces, such as tomato sauce for spaghetti. By practicing business skills, his students have increased their income-generation possibilities. He also convinced the local mayor's office to hire a full-time tourism professional, whom the Volunteer helped to train.

## **Education**

Volunteers help reduce infant mortality rates by training families, students, educators, and communities to improve nutrition and hygiene. They promote activities that improve health practices and strengthen Bolivia's educational system. The education project combines participatory teaching techniques with nutrition education, gardening, and presentation of new healthy ways to prepare and preserve local foods. Volunteers train educators in developing active teaching materials and show them how to incorporate health education curricula in the classroom, to initiate or expand computer skills, and to use creative nonformal education techniques.

One education Volunteer's host agency is a children's home for orphans and children at risk of abandonment. The Volunteer become a role model for the 120 boys and girls who attend the center for after-school activities and the 60 children who live there. He works with the staff members to create and lead activities for the children that promote fitness, self-esteem, and attention to hygiene and nutrition.

## **Environment**

Bolivia faces rapidly deteriorating natural resources resulting from both mineral extraction and agricultural practices. The resource management project aims to protect the environment and create an ethic of good stewardship. Volunteers work with communities on soil conservation, watershed management, and re-vegetation activities. Youth conservation clubs and teacher training focus on environmental sciences and help expand positive conservation practices.

One Volunteer is working with an NGO to support a local tree nursery. The nursery provides plants for other local NGOs, the city government, and citizens of the community. In the past 18 months the Volunteer has helped the nursery to increase the production of seedlings from 40,000 to over 100,000.

## **Health and HIV/AIDS**

Access to potable water and latrine systems is a major development challenge in Bolivia. Partnering with local and national organizations, Volunteers improve sanitary conditions by designing and constructing water systems and providing potable water to poor communities in rural areas. Volunteers organize and train local water boards in administration, maintenance, and environmental protection issues associated with potable water. They help strengthen municipalities to meet ongoing local water needs. Volunteers also spearheaded Peace Corps/Bolivia's efforts to improve solid-waste management, recycling, and composting practices.

One Volunteer has been instrumental in the construction of more than 50 ecological bathrooms through an international NGO and local resources. He also obtained the financing for a demonstration greywater system, and he is working with women's groups and community leaders on solid-waste management and recycling.

*"Looking around at the diversity of people here tonight, it is obvious that  
Peace Corps prepared you well to work and live on an intimate level with the people.  
It is truly a great talent and ability you possess as Peace Corps Volunteers."*

Alcides Vargas, Executive Director  
Centro de Formación Integral Lacayatal  
Bolivia



## COUNTRY PROGRAM OVERVIEW

|  |                          |                           |   |
|--|--------------------------|---------------------------|---|
| PROGRAM DATES  | 1966–1997   2003–present |                           |   |
| PROGRAM SECTORS  | Health and HIV/AIDS      |                           |   |
| Capital  | Gaborone                 | Foreign direct investment | \$47 million  |
| Population   | 2 million                | Access to safe water      | Urban: 100%; Rural: 90%   |
| Annual per capita income   | \$4,360                  | HIV/AIDS prevalence       | 37.3%   |
| GDP growth   | 4.9%                     | Religions                 | Christianity: 60%; None: 20%; Indigenous beliefs: 6%; Other: 4% |
| Adult illiteracy rate  | Male: 24%; Female: 18%   |                           |   |
| Infant mortality rate  | 84 per 1,000 live births |                           |   |
| Immunization rate  | DPT: 97%; Measles: 90%   | Official language         | English   |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><i>Calculated September 30 each year</i> | Volunteers               | FY 2007                   | FY 2008   |
|  | Program funds (\$000)    | 54                        | 51  |
|  |                          | 1,736                     | 1,676   |

The Republic of Botswana has enjoyed a stable and progressive political climate since independence in 1966. Although it is a multiparty democracy, its politics have been dominated by the Botswana Democratic Party (BDP), which has won every presidential election over the past three decades. From the first president, Seretse Khama, through the second, Quett Ketumile Masire, to the third and current one, Festus Mogae, the BDP succession has been uninterrupted. The vice president, Ian Khama, is waiting in the wings for his presumed ascendancy in 2008.

Through fiscal discipline and sound management, Botswana has transformed from one of the poorest countries in the world into a middle-income country. However, despite its high GDP, Botswana has high unemployment and income disparity. Revenue from diamonds and profits from the large foreign-exchange reserves of the Bank of Botswana have largely sheltered the country from recessions that have hurt most countries in the region.

With a population of only 1.6 million people, Botswana is experiencing the impact of the HIV/AIDS epidemic not only from a health standpoint, but as a development problem that affects every aspect of the lives of the Botswana people.

## PROGRAM FOCUS

From 1966 to 1997, Peace Corps projects touched nearly all aspects of Botswana's development, with Volunteers working in education, health, the environment, urban planning, and economics. Because of Botswana's economic success, a decision was made in 1997 to close the Peace Corps program.

In 1998, the government of Botswana declared HIV/AIDS a national crisis and President Mogae dedicated his first five years in office to fighting HIV/AIDS, poverty, and unemployment. In 2001, President Mogae asked President Bush to reestablish the Peace Corps program to assist with the pandemic. Following an assessment by the Peace Corps in 2002, the program reopened, and the first group of Volunteers dedicated to combating HIV/AIDS arrived in March 2003.

## **VOLUNTEER FOCUS**

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

As one of only two programs worldwide focused exclusively on HIV/AIDS activities, Peace Corps/Botswana is engaged in a multifaceted approach in close collaboration with the government of Botswana and nongovernmental organization (NGO) partners.

Under the guidance of the National AIDS Coordinating Agency, the Peace Corps began its activities in 2003 in partnership with the Ministry of Local Government, specifically with its AIDS coordinating unit. As part of the national campaign, this unit is tasked with mainstreaming HIV/AIDS education and programming at the national, district, and village levels. As just one example, all government-sponsored development programs are to include HIV/AIDS training and education for the workforce and the recipient community.

Volunteers work as counterparts to AIDS coordinators at health districts throughout the country. They provide assistance to the district AIDS committees in developing multisector, district-wide responses to HIV/AIDS. They also help to develop village AIDS committees; to monitor, evaluate, and document HIV/AIDS programming and its impacts; facilitate district plans to ensure that HIV/AIDS activities are integrated into all development projects; and help form and train support groups for people living with AIDS.

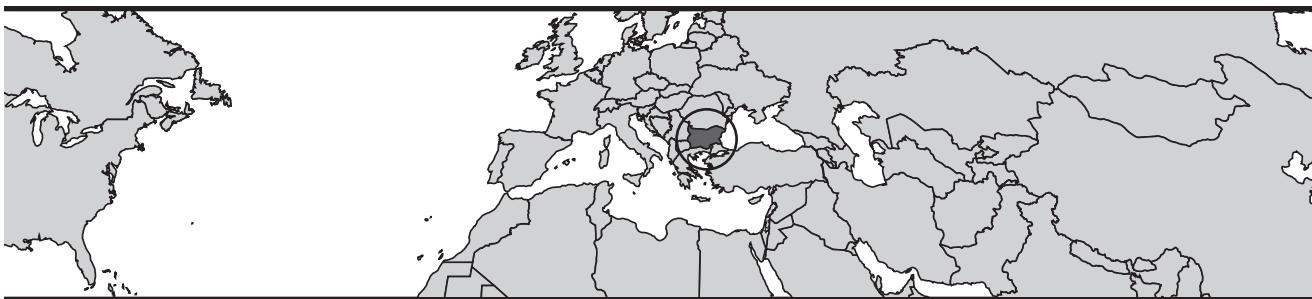
In 2004, Peace Corps/Botswana, again in partnership with the Ministry of Local Government, assigned Volunteers to help to build community capacity to deal with high-priority HIV/AIDS-related challenges. Volunteers are working with social worker counterparts at the village level to build capacity for home-based care clients as well as orphans and vulnerable children. Other Volunteers are supporting healthcare professionals at village clinics providing services to women to prevent mother-to-child transmission. These Volunteers work in close collaboration with the Centers for Disease Control and Prevention and the Botswana Ministry of Health.

In 2005, through its first involvement under the President's Emergency Plan for AIDS Relief (PEPFAR), the Peace Corps posted Volunteers to help fledgling community-based organizations, particularly those that are helping orphans and other vulnerable children and offering them the hope of an HIV/AIDS-free future.

One Volunteer has mentored a youth-led organization called Teens Rebuild the World in Molepolole. The organization's mission is to develop and promote talents, either artistic or athletic, as a means to prevent HIV transmission and help build a healthy, productive community.

*“Moments of validation and reward are rare in this field, so one savors moments like this. With the Peace Corps, it has always been, and will always be, about the relationships and connections we make. That is precisely how the battle against AIDS has to be fought—one person at a time and creating a ripple!”*

Botswana Volunteer, Health and HIV/AIDS Sector



## COUNTRY PROGRAM OVERVIEW

|  |  |                      |   |
|--|--|----------------------|---|
| PROGRAM DATES  | 1991–present                           |                      |   |
| PROGRAM SECTORS  | Business Development, Education, Youth |                      |   |
| Capital  | Sofia                                  | Access to safe water | Urban: 100%; Rural: 100%                              |
| Population   | 8 million                              | HIV/AIDS prevalence  | 0.1%  |
| Annual per capita income   | \$2,750                                | Religions            | Bulgarian Orthodoxy: 82.6%; Islam: 12.2%; Others: 4%; |
| GDP growth   | 5.6%                                   |                      | Roman Catholicism: 0.6%; Protestantism: 0.5%          |
| Adult illiteracy rate  | Male: 1%; Female: 2%                   |                      | Bulgarian   |
| Infant mortality rate  | 12 per 1,000 live births               |                      |   |
| Immunization rate  | DPT: 90%; Measles: 81%                 |                      |   |
| Foreign direct investment  | \$2.005 billion                        | Official language    |   |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> | Volunteers                             | FY 2007              | FY 2008   |
|  | Program funds (\$000)                  | 185                  | 169   |
|  |  | 3,592                | 2,893   |

Bulgaria continues to transform its political, economic, and social systems. Efforts to create stability and opportunity have begun to pay off, particularly in urban areas. Bulgaria's membership in NATO and its expected accession to the European Union (EU) in January 2007 bode well for political stability, economic growth, and the development of a civil society. Despite these major accomplishments, much work remains to be done, particularly in rural areas.

Even as national economic statistics and structural reforms have raised hopes, progress has been frustratingly slow for many Bulgarians who still feel the effects of the economic collapse of 1996. Ethnic minorities, people in rural communities, and the elderly often struggle near the bottom of the social and economic order, a development gap that is rapidly widening.

Bulgaria's position in southeastern Europe makes it a bellwether for regional stability in the Balkans. If Bulgaria can evolve into an open and prosperous nation, this will demonstrate to other countries in the region that societies committed to openness and ethnic tolerance achieve more—economically, socially, and politically.

## PROGRAM FOCUS

The Peace Corps serves Bulgaria through programs in English-language education, community and organizational development, and youth development. In addition to direct skills transfer to adults and children, Volunteers partner with change agents in their communities to identify local needs, create development strategies, and build civil society through broadly based community cooperation.

## VOLUNTEER FOCUS

### Business Development

Volunteers in the “community and organizational development” project work to build greater cooperation at the grassroots level. Volunteers build synergy among local governments, nongovernmental organizations (NGOs), entrepreneurs, and civic groups. Success of this program depends on the ability of Volunteers to identify common priorities, set realistic expectations, and develop and implement strategies that meet community objectives.

Volunteers help communities effectively access and use EU resources through project design and management skill transfer at the community level. They promote volunteerism, organize informational campaigns, teach management and organizational skills, and build mechanisms for more effective community resource generation.

One Volunteer works with a regional center for economic development in Sliven. The center provides training, consulting, and small business loans to new businesses and entrepreneurs, many of whom are from the Roma ethnic minority. The Volunteer helped the center create a partnership with a global, Internet-based, micro-finance partner that has resulted in loans to dozens of businesses in the region. Many of the borrowers work in a business incubator that the center manages. The Volunteer also advises individual businesses on improved management and marketing techniques.

## **Education**

English language education is a national priority for Bulgaria. The Peace Corps addresses this need by providing full-time Volunteer teachers in primary and secondary schools to help both students and teachers.

Beyond their teaching responsibilities, Volunteers work on community projects such as youth camps, adult English courses, and minority integration training. Many Volunteers are helping to raise the awareness of the dangers of human trafficking, a growing problem in Bulgaria and the region. Volunteers work with students and counterparts on fund-raising, basic business skills, peer education, HIV/AIDS awareness, and many other community projects.

In addition to being a full-time teacher, one Volunteer designed a program to revive local music traditions in her town, Teteven. Her small projects assistance-funded project provided a space for music study and money to buy local traditional instruments. Her students now learn about the history and culture of Bulgarian folk music by taking lessons with traditional instruments and student exchange with a neighboring town. Teachers have created a DVD to showcase the students' talents. The school band that was formed by the project has given many public performances and enhanced the town's image as a tourist destination.

## **Youth**

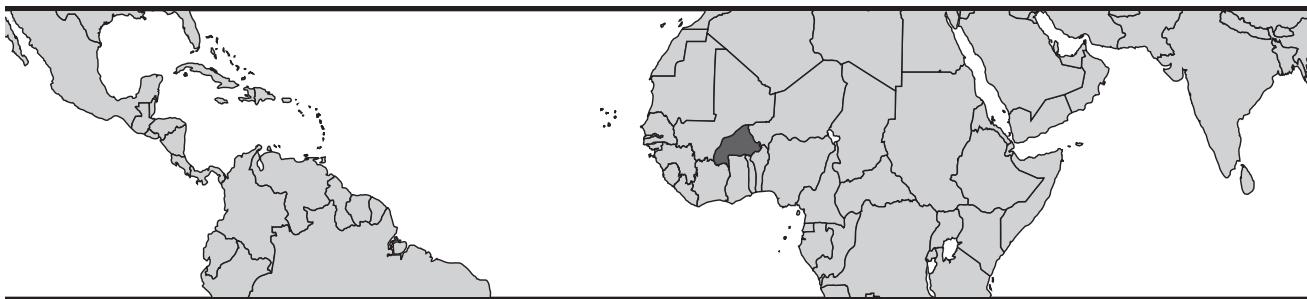
Youth development offers the Peace Corps the opportunity to invest in Bulgaria's future community and national leaders. Volunteers support three national initiatives: provide all youth with greater opportunities for personal development; improve the conditions of the more than 30,000 children living in orphanages and other state institutions; and contribute to the national effort to combat human trafficking in Bulgaria.

In 2006, Volunteers worked with disabled youth, orphans, youth parliaments, European-integration centers, and young people in a host of settings. Volunteers often worked with local partners to organize camps and after-school programs to provide opportunities for leadership, career skills development, community service, and tolerance-building.

One Volunteer works with youth in orphanages and in a Machala (a Roma neighborhood). She has helped many children see new possibilities for their future and to make healthier life choices. For example, two of her girls, one from the orphanage and one from the Machala, were accepted to the UNICEF one-minute junior film-making camp.

*"I am continually amazed that we as Peace Corps Volunteers are able to build such unique relationships with people on the local level, and we are all seeing the opportunities we can make on the national level."*

Bulgaria Volunteer, Education Sector



## COUNTRY PROGRAM OVERVIEW

|  |   |                           |  |
|--|---|---------------------------|--|
| PROGRAM DATES  | 1966–1987   1995–present                                    |                           |  |
| PROGRAM SECTORS  | Business Development, Education, Health and HIV/AIDS, Youth |                           |  |
| Capital  | Ouagadougou   | Foreign direct investment | \$35 million   |
| Population   | 13 million  | Access to safe water      | Urban: 82%; Rural: 44%                                 |
| Annual per capita income   | \$350   | HIV/AIDS prevalence       | 1.8%   |
| GDP growth   | 3.9%  | Religions                 | Islam: 55%; Christianity: 25%; Indigenous beliefs: 20% |
| Adult illiteracy rate  | Male: 81.5%; Female: 91.9%                                  |                           |  |
| Infant mortality rate  | 97 per 1,000 live births                                    |                           |  |
| Immunization rate  | DPT: 88%; Measles: 78%                                      | Official language         | French   |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> | Volunteers  | FY 2007                   | FY 2008  |
|  | Program funds (\$000)                                       | 143                       | 126  |
|  |   | 3,199                     | 3,114  |

Burkina Faso, formally known as Upper Volta, gained independence from France in August 1960. In 1966, the civilian government was overthrown by a military coup, which characterized the mode of government in Burkina Faso for the next 25 years. In 1984, the country's name was changed to Burkina Faso, which means "Country of the Upright/Honorable People." In 1991, a former military ruler, Blaise Compaoré, was the sole candidate and won the presidency; he was reelected in 1998 with nearly 90 percent of the vote and was reelected again in 2005. Since 1991, the country has experienced a high level of stability. The majority of its population is engaged in subsistence agriculture, which is hampered by frequent droughts. Though foreign investment and private-sector development are increasing, healthcare remains inadequate and conditions such as malaria and malnutrition are endemic.

## PROGRAM FOCUS

The Peace Corps entered Burkina Faso in 1966. Though the program phased out in 1987, Volunteers returned to Burkina Faso in 1995 as part of a newly established health project. One year later, the Peace Corps established a secondary education project and in 2003, Peace Corps introduced a small enterprise development project to complement the government's poverty-reduction and private-sector promotional programs. In 2005, the government asked for assistance to increase the level of girls' access to education. This was identified as a priority by the Millennium Challenge Corporation.\* All Volunteers, regardless of sector, are trained in how to promote awareness on HIV/AIDS and gender and development.

## VOLUNTEER FOCUS

### Business Development

Peace Corps/Burkina Faso works in the small enterprise development sector to promote business development and agribusiness. Volunteers work with entrepreneur associations and cooperatives to market crafts and agribusiness products as well as to promote cultural tours and tourism. Volunteers work with savings and credit clubs, handicraft associations, and agribusiness cooperatives to improve business practices and the viability of commercial activities.

One Volunteer works with a women's group that grows sesame during the rainy season and vegetable gardens during the dry season. He facilitated a soap-making training using sesame oil. After several months of soap-making with the Volunteer's accounting and marketing support, the women saved more than \$100, which they used as collateral for their first-ever formal loan from a bank. The women used the loan to buy fencing to protect their dry-season gardens. The women more than doubled the area they gardened and successfully paid back the loan. The project created a direct increase in the women's income-generating potential.

## **Education**

Volunteers in the secondary education project work in underserved middle and high schools as math and science teachers. Teachers typically have large classes, sometimes with more than 100 students, and they teach up to 25 hours per week. Volunteers teach all classes in French, and work with their counterparts in secondary schools to build students' capacities for critical thinking, problem solving, and real life skills.

One Volunteer teacher held a math league competition to increase students' interest in mathematics. Twenty-five teams of six students each worked on problems of various levels of difficulty—some as individuals and some as teams. Small prizes were given to the winners. Some of the girls did particularly well, and the Volunteer used their results to illustrate that girls can do well in mathematics even though their culture has led them to believe they cannot.

## **Health and HIV/AIDS**

Volunteers are assigned to village-level health and social promotion centers. They work with communities to strengthen local health management committees and help develop health promotion programs in areas such as childhood communicable diseases, malaria, HIV/AIDS education, and Guinea worm eradication. Volunteers work closely with Ministry of Health officials to coordinate the planning and execution of "Guinea Worm Weeks" in endemic zones of Burkina Faso. During these weeks, Volunteers go door to door to educate the residents about Guinea worm prevention techniques. As Guinea worm is often spread through contaminated water, Volunteers also distribute water filters and demonstrate how to use them to help.

Capacity building of community-based organizations (CBOs) in taking leadership in the fight against HIV/AIDS is one of the strengths of the Peace Corps/Burkina Faso program. Volunteers collaborated with their counterparts to train and support more than 70 CBOs to educate their communities about HIV/AIDS and other health issues including malaria, polio, tuberculosis, and family planning.

## **Youth**

Volunteers in the new girls' education and empowerment project work to increase the enrollment and retention rates of girls in school. They work with communities and schools to promote the value of education and to design and implement activities such as girls' clubs, sports groups, study groups, theatre groups, life-skills transfer, and tutoring.

One Volunteer started a girls' club in her community that turned into a theatre group. The girls prepared a play comparing the life of a girl who completed school with one who was forced to drop out. The performance in the community was followed by a good discussion with the audience on the problems of forced marriage and the importance of girls' education.

*"For me, perhaps the greatest part of being a Peace Corps Volunteer is  
how the foreign becomes familiar and you discover the common threads  
that connect all people no matter what their background."*

Burkina Faso Volunteer, Education Sector

### **Note**

*Launched by President Bush, with bipartisan congressional support, the Millennium Challenge Corporation was established by Congress in 2004 to administer the Millennium Challenge Account, an innovative foreign assistance program designed to make U.S. aid more effective by rewarding countries with sound policies and good governance.*



## COUNTRY PROGRAM OVERVIEW

|  |                          |                           |                                    |
|--|--------------------------|---------------------------|------------------------------------|
| PROGRAM DATES  | 2006–present             |                           |                                    |
| PROGRAM SECTORS  | Education                |                           |                                    |
| Capital  | Phnom Penh               | Foreign direct investment | \$131 million                      |
| Population   | 13.8 million             | Access to safe water      | 34%                                |
| Annual per capita income   | \$2,310                  | HIV/AIDS prevalence       | 2.6%                               |
| GDP growth   | 7.7%                     | Religions                 | Theravada Buddhism: 95%; Other: 5% |
| Adult illiteracy rate  | Male: 15%; Female: 36%   | Official language         | Khmer                              |
| Infant mortality rate  | 97 per 1,000 live births |                           |                                    |
| Immunization rate  | DPT: 85%; Measles: 80%   |                           |                                    |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><i>Calculated September 30 each year</i> | Volunteers               | FY 2007<br>26             | FY 2008<br>52                      |
|  | Program funds (\$ooo)    | 1,281                     | 1,379                              |

Cambodia is a tropical country about the size of Minnesota and is dominated by the Mekong River and its floodplain. The government is a constitutional monarchy with a multiparty system since the 1993 United Nations-supported elections. The chief of state is King Norodom Sihamoni, and the head of state is Prime Minister Hun Sen. The National Assembly has 123 seats and the Senate has 61 seats.

Cambodia faces significant challenges in its efforts to spur economic growth. Roughly 80 percent of the population is engaged in subsistence agriculture, a sector with insufficient productivity to provide jobs for a labor force that is growing at more than 5 percent a year. Garment manufacturing and tourism are the two major cash industries and growth sectors, but they employ only a tenth of the labor force. The government encourages the development of small and medium enterprises, but expertise and capital are extremely limited.

Cambodia is ethnically homogeneous, with more than 90 percent of the population ethnic Khmer. The remainder of the population is Chinese, Vietnamese, Cham, Khmer Loeu and Indian. Theravada Buddhism, suppressed by the Khmer Rouge but now revived, is the dominant religion, but Islam and Christianity are also practiced.

## PROGRAM FOCUS

The Royal Government of Cambodia first invited the Peace Corps to open a program in Cambodia in November 1992. An assessment team was sent the following year and a country agreement was signed on October 3, 1994. However, the political situation was found to be too unstable for Volunteers at that time. A second assessment team visited in 1996 and, although an improvement in the political and safety situation was noted, remaining concerns and budget constraints resulted in a decision not to establish a presence in Cambodia.

In 2004, the Ministry of Education again expressed an interest in the Peace Corps establishing a program in 2005; officials of the Royal Government of Cambodia concurred. This time, the assessment team found the administrative and security infrastructure to be sound and the opportunities for the Peace Corps Volunteers to work safely and effectively had improved significantly. The initial focus of the program will be teaching English on the secondary and teacher-training levels.

As in most Asian societies, education is highly valued in Cambodia. Unfortunately, the entire education system was dismantled by the Khmer Rouge, which targeted anyone with an education for elimination from 1975 to 1979. Although investments were made in basic education in the 1980s, the gaps in teacher training have still not been addressed, so this will be an area of focus for the new program.

## **Education**

The first Peace Corps/Cambodia Volunteers will arrive in early 2007. The initial program will emphasize English teaching and English teacher training, with secondary projects in life-skills development. Most education agencies and nongovernmental organizations (NGOs) in-country focus on primary and lower secondary education to support Cambodia's goal of universal ninth-grade education for all Cambodian children. Peace Corps Volunteers will complement existing programs by promoting English-language skills at the high school level to improve the pool of future English teachers.

The teaching English as a foreign language (TEFL) project will be geared toward classroom teaching of English at the upper high school level. Volunteers will support high school English teachers in Cambodian provinces and districts to improve their English language and English teaching skills. Volunteers will also collaborate with community groups and individuals to enhance the quality of life through developing community-initiated projects, promoting life-skills development; and introducing sustainable community activities.

Health education and HIV/AIDS prevention are of particular interest to the government. Volunteers will have a variety of opportunities to work with youth in their communities to improve their knowledge about nutrition, disease prevention, HIV/AIDS, and other health issues.

All education Volunteers will work on community projects throughout their service. These activities are not secondary in importance; rather they are an integral part of a Volunteer's duties. Volunteers work with members of their communities and other development partners to help design, plan, and implement small-scale sustainable projects that address community-identified priorities. They work closely with community partners in all phases of project implementation to ensure skills transfer, cross-cultural exchange, and project sustainability.

*"I look forward to the Peace Corps beginning work in Cambodia, helping to train a new generation of Cambodians in English language and better equipping the people of Cambodia to deal with the challenges of the era of globalization. The Peace Corps can also help build bridges between our two societies."*

Senator Joseph R. Biden Jr. (D-DE)<sup>1</sup>  
Ranking Member, Senate Foreign Relations Committee  
January 31, 2006

<sup>1</sup> In January 2007, Senator Biden became Chairman of the Senate Foreign Relations Committee.



## COUNTRY PROGRAM OVERVIEW

|  |   |                           |  |
|--|---|---------------------------|--|
| PROGRAM DATES  | 1962–present  |                           |  |
| PROGRAM SECTORS  | Agriculture, Business Development, Education, Health and HIV/AIDS |                           |  |
| Capital  | Yaounde   | Foreign direct investment | \$0 million  |
| Population   | 16 million  | Access to safe water      | Urban: 84%; Rural: 41%                                 |
| Annual per capita income   | \$810   | HIV/AIDS prevalence       | 5.5%   |
| GDP growth   | 4.3%  | Religions                 | Christianity: 53%; Indigenous beliefs: 25%; Islam: 22% |
| Adult illiteracy rate  | Male: 23%; Female: 40%  |                           |  |
| Infant mortality rate  | 87 per 1,000 live births  |                           |  |
| Immunization rate  | DPT: 73%; Measles: 64%  | Official languages        | French; English  |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> | Volunteers  | FY 2007<br>141<br>3,487   | FY 2008<br>135<br>3,408                                |
|  | Program funds (\$000)   |                           |  |

Cameroon, an independent republic, continues to move toward democracy. Political reforms are having a positive effect and the nation's multiparty system is enabling elections to become more competitive. Cameroon has a national assembly of 180 members, each serving five-year terms.

Agriculture is the mainstay of Cameroon's economy. It provides a living for 80 percent of the population and accounts for about one-third of GDP and more than one-half of all export earnings. Cocoa and coffee are the main cash crops; other exports include timber, aluminum, cotton, natural rubber, bananas, peanuts, tobacco, and tea.

## PROGRAM FOCUS

The Peace Corps entered Cameroon in 1962 with 20 Volunteers who came as math and science teachers. Peace Corps/Cameroon's program grew and diversified to include inland fisheries, credit union and cooperatives education, English, community forestry, health, and community development. Currently, four projects within the identified program sectors are executed throughout the 10 provinces of Cameroon: English, math, computer, and science education within the education sector; health and water/sanitation within the health and HIV/AIDS sector; agroforestry within the agriculture sector; and small enterprise development within the business development sector. Additionally, all projects have four common themes that focus on counterpart involvement, Volunteer competence, HIV/AIDS awareness and mitigation, and organizational professionalism.

## VOLUNTEER FOCUS

### Agriculture

Increasing competition for land in Cameroon has led some farmers to cultivate on steep hillsides and in ecologically important forested areas. Volunteers in the humid highland zone and the Sahel region are working to establish a network of farmer leaders who understand the benefits of agroforestry and permanent farming systems and can promote these benefits to other farmers. Volunteers helped train farmers in agroforestry techniques by establishing demonstration plots on their farms. They helped farm families establish 91 nurseries that produced more than 88,000 seedlings and cuttings; additionally, 35 seed banks were active during the year.

One Volunteer helped his community learn water-divining skills for well construction and assisted with the construction of 12 new wells. This water availability enhanced tree nursery activities through the dry season and provided irrigation options for extending the growing season for vegetable crops. Farmers increased household revenue by raising more seedlings in their nurseries and growing more vegetables that were sold to neighboring urban markets.

### **Business Development**

Business development projects link Volunteers to microfinance institutions where they provide technical assistance for small enterprise development. Thousands of Cameroonian participated in meetings, workshops, and other training sessions organized by Volunteers to improve business, credit, and loan portfolio management skills. Volunteers have promoted the prudent use of credit and the importance of loan recovery. As a result 2,300 Cameroonian can better provide credit management and counseling to entrepreneurs and assist financial institutions in providing secure loans with a minimal delinquency rate. One Volunteer is conducting business classes for youth ages 15 to 18 who have dropped out of school. Though the primary focus is small enterprise development, the classes also address life skills and HIV/AIDS education.

### **Education**

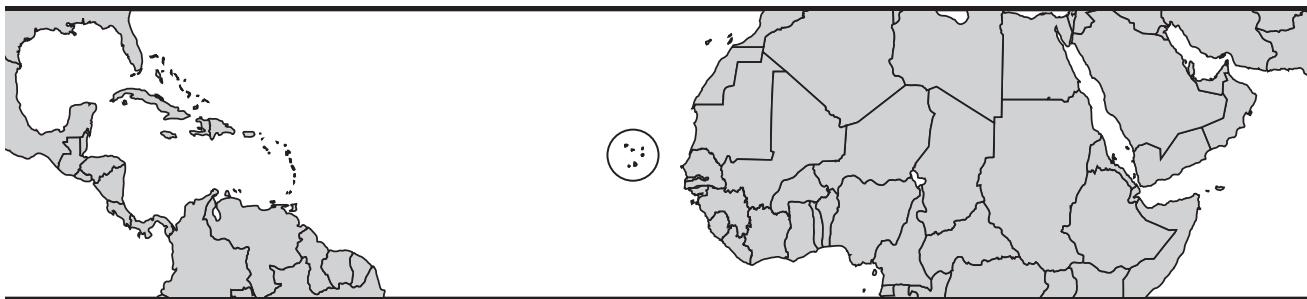
The education project has moved from English and math/science to basic computer literacy. Volunteers help improve the quality of education through classroom instruction in computer technology in addition to English, math, and science. Volunteers help develop small school-based libraries and teaching materials applicable to Cameroonian institutions. Health and environmental education curricula are integrated into daily lessons. Overall, Volunteers taught computer literacy, English and didactics, math, and science to more than 300 student teachers in teacher-training colleges and about 20,000 secondary school students.

One Volunteer upgraded the computer systems in his lab to Microsoft Windows 2000 and added software that can be used for learning computers, including encyclopedias, interactive Word/Excel lessons, and typing tutors. The Volunteer is also creating a manual for teachers with information and activities to improve their skills in computer literacy.

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

The HIV/AIDS pandemic is one of the most pressing public health concerns, with as much as 8.6 percent of the population infected in certain urban areas. All Volunteers, regardless of sector, are trained in prevention, mitigation, and behavior change with regard to HIV and other sexually transmitted diseases (STDs). Volunteers also receive training in the National AIDS Control Plan of Cameroon to facilitate their participation in local strategies. In 2005, Volunteers trained nearly 550 peer educators on HIV/AIDS and STD issues and educated more than 13,000 community members on the prevention of HIV and STDs. Volunteers also trained more than 1,000 adolescents in life skills, enabling them to make positive choices and live healthier lifestyles. Volunteers actively integrate other technical areas into their activities. Some focus on building local capacity in information technology; others incorporate environmental education issues, including efforts to conserve Cameroon's rain forest, into their work.

In collaboration with a local doctor, one Volunteer helped create an HIV prevention and volunteer counseling and testing center to provide service in their health district. The Volunteer developed a detailed two-week training curriculum for the local French-speaking health practitioners and facilitated the training on multiple levels with assistance from her colleagues. The Volunteer's recent replacement ensures continued counseling and testing among the community's various sub-groups and manages ongoing training and support for the local providers.



## COUNTRY PROGRAM OVERVIEW

|  |  |                           |                                  |
|--|--|---------------------------|----------------------------------|
| PROGRAM DATES  | 1988–present                           |                           |                                  |
| PROGRAM SECTORS  | Business Development, Education, Youth |                           |                                  |
| Capital  | Praia                                  | Immunization rate         | DPT: 78%; Measles: 69%           |
| Population   | 495,000                                | Foreign direct investment | \$23.7 million                   |
| Annual per capita income   | \$1,720                                | Access to safe water      | Urban: 86%; Rural: 73%           |
| GDP growth   | 5.5%                                   | HIV/AIDS prevalence       | Not available                    |
| Adult illiteracy rate  | 24%                                    | Religions                 | Roman Catholicism; Protestantism |
| Infant mortality rate  | 27 per 1,000 live births               | Official language         | Portuguese                       |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> | Volunteers                             | FY 2007                   | FY 2008                          |
|  | Program funds (\$000)                  | 53                        | 45                               |
|  |  | 1,882                     | 1,818                            |

Cape Verde is a stable, transparent democracy. The African Party for the Independence of Guinea-Bissau and Cape Verde (PAIGC) governed the country as a one-party state from Cape Verde's independence in 1975 until its first democratic elections in 1990. The Movement for Democracy Party (MPD) won the 1990 and 1995 elections, but was defeated in 2000, when the former ruling party, renamed PAICV, regained control. The PAICV won national elections again in 2006.

Economic reforms were launched in 1991 to develop the private sector and attract foreign investment to diversify the economy. By 1998, Cape Verde's constitution was changed to remove state control from all productive sectors of the economy for greater foreign and domestic investment. The economy is mainly service-oriented, and commerce, transport, and public services account for almost 70 percent of its GDP. In July 2005, Cape Verde signed a five-year \$110-million compact with the Millennium Challenge Corporation\* for infrastructure improvements to support increased economic activity and provide access to markets, employment, and social services. Today, Cape Verde has a relatively high per capita GDP due, in large part, to increased foreign direct investment in tourism, transportation infrastructure, and emigrant remittances. Cape Verde is graduating from least-developed to lower middle-income country status.

In spite of these advances, Cape Verde's semi-arid climate and poor natural resource base lends itself to serious water shortages caused by periods of long-term drought. About 90 percent of Cape Verde's food supply is imported, while the potential of the fishing and service industries have yet to be fully exploited.

## PROGRAM FOCUS

The government of Cape Verde invited the Peace Corps to participate in the nation's development efforts in 1987, and the first group of Volunteers arrived in 1988. Current Volunteers work on eight of the nine inhabited islands. Cooperating closely with the government's stated development goals, Volunteers work in education (as English teacher trainers, secondary school English teachers, and vocational education teachers), capacity building at the local municipal level (Cape Verde has 22 municipalities; five are new), and youth development (information technology, small business and credit, and leadership training, including life-skills enhancement). The Peace Corps is an important player in the

nation's program to combat the HIV/AIDS epidemic, and all Volunteers, regardless of sector, are trained in HIV/AIDS education, actively participating in World AIDS Day and other events.

## VOLUNTEER FOCUS

### Business Development

Volunteers continue to promote information technology as a tool to implement sustainable, small-scale community development projects. Volunteers have trained community members, among them students and businesspeople, in basic computer applications, built and repaired computer networks for cybercafés, and taught working professionals how to use design and drafting software. Volunteers also advise small businesses to increase their profitability, viability, and access to credit. One Volunteer living in a remote fishing community helped establish a women's group along with a local savings and credit association to help its affiliated members gain greater access to the semi-formal credit system.

### Education

The education project provides English teachers, English teacher trainers, and vocational education teachers to work in classroom instruction, teacher training and skills transfer, enhancement of teaching materials, and community programs. Volunteers address the needs of those with limited access to educational resources and opportunities, and they seek sustainable results that complement other development efforts using local participants as partners in developing, implementing, and assessing projects.

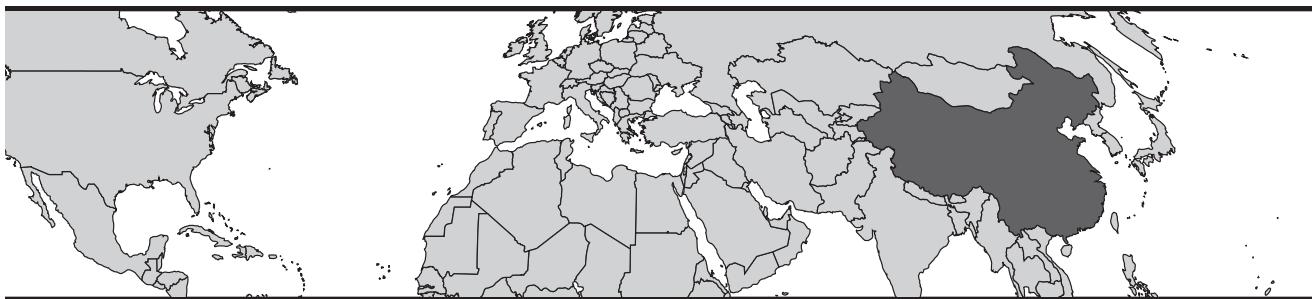
Volunteers also mobilize youth outside of the classroom through community projects. One Volunteer, outside of her regular English-teaching assignment, ran a weekly English club and a summer art club that met at the town youth center. The English club, composed of 12–40 students, featured board/card games, art projects, music, and planning for World AIDS Day activities. The art club had 12 neighborhood girls as members and used the theme "Everyone's an Artist" to select art projects that could be made with local materials such as old newspapers, magazines, bottles, and cans.

### Youth

Since more than 60 percent of Cape Verdeans are under 25 years old, and 40 percent are under 15, working with youth is a major focus for Volunteers. They work in national youth centers where they mobilize youth by promoting sports and cultural activities within their communities as a strategy to launch discussions about issues such as HIV/AIDS prevention, alcoholism, and teen pregnancy. Volunteers train youth in computers, English, music, leadership, and general life skills, while helping center staff enhance their organizational development. One Volunteer participated in National Youth Week in which more than 60 young men and women from all the islands met to share experiences through sports competition, cultural interaction, and group discussions that included the dangers of drugs, alcohol, and HIV/AIDS.

*"Peace Corps Volunteers are promoting peace, they are truly contributing toward the ultimate Cape Verdean objective to have a peaceful country, a country where it is possible to have dialogue between civilizations."*

**José Maria Neves  
Prime Minister, Cape Verde**



## COUNTRY PROGRAM OVERVIEW

|  |                          |                           |                                       |
|--|--------------------------|---------------------------|---------------------------------------|
| PROGRAM DATES  | 1993-2003   2004-present |                           |                                       |
| PROGRAM SECTORS  | Education                |                           |                                       |
| Capital  | Beijing                  | Foreign direct investment | \$54.936 billion                      |
| Population   | 1.296 billion            | Access to safe water      | Urban: 92%; Rural: 68%                |
| Annual per capita income   | \$1,500                  | HIV/AIDS prevalence       | 0.1%                                  |
| GDP growth   | 10.1%                    | Religions                 | Buddhism; Christianity; Islam; Taoism |
| Adult illiteracy rate  | Male: 5%; Female: 13%    |                           | <i>Officially atheist</i>             |
| Infant mortality rate  | 26 per 1,000 live births |                           |                                       |
| Immunization rate  | DPT: 91%; Measles: 84%   | Official language         | Mandarin                              |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> | Volunteers               | FY 2007<br>116<br>2,018   | FY 2008<br>122<br>1,953               |
|  | Program funds (\$000)    |                           |                                       |

China has been reforming its economy since 1979. The Chinese leadership has adopted a pragmatic perspective on many political and socioeconomic problems, and has sharply reduced the role of ideology in economic policy. Political and social stability, economic productivity, and public welfare are paramount. The government has emphasized raising personal income and consumption, and it has introduced new management systems to help increase productivity. It has also focused on foreign trade as a major vehicle for economic growth. Although these reforms have opened the country to global markets, rapid economic development has left behind many Chinese who do not have the skills to participate in the new economy, and it has exacerbated China's environmental problems, especially air pollution and soil erosion.

## PROGRAM FOCUS

The Chinese government first expressed interest in establishing a Peace Corps program in 1988. The agency then worked with the Chinese Education Association for International Exchange and the U.S. State Department to finalize an agreement satisfactory to both sides. The first group of 18 Volunteers arrived in 1993 as part of a pilot education project in Sichuan province. At that time, they were called "U.S.-China Friendship Volunteers." In 1998, an official country agreement was signed formalizing the program's expansion into more areas. Volunteers have served in the Sichuan, Guizhou, and Gansu provinces, and the Chongqing municipality. The program was temporarily suspended in April 2003 after Peace Corps officials evaluated the safety situation in-country following an outbreak of severe acute respiratory syndrome (SARS). The Peace Corps returned to China in the summer of 2004. To help address China's development challenges, Volunteers are part of the teaching English as a foreign language (TEFL) project. Volunteer sites include teacher colleges, universities, and vocational colleges, where they teach English, Western culture and content-based English in fields such as business, science, and tourism. English teaching remains a top priority in China.

## **VOLUNTEER FOCUS**

### **Education**

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

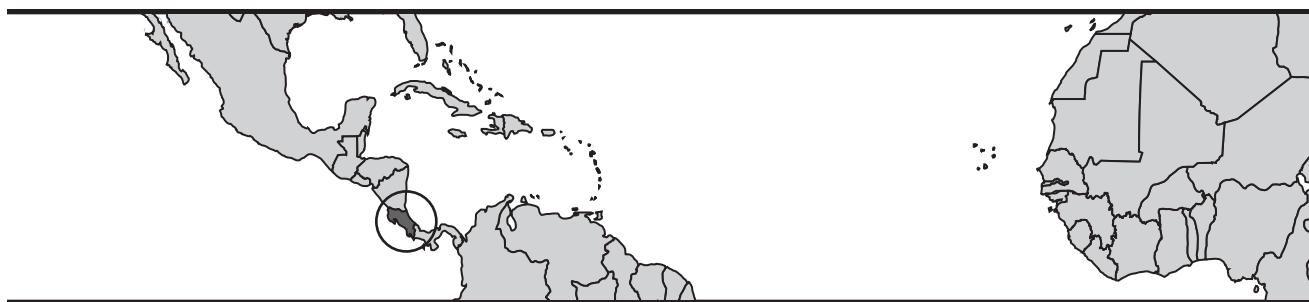
Volunteers teach English to students being trained to become middle school English teachers in rural areas, and train English instructors at the university level. Volunteers also teach specialized courses in American culture, history, literature, linguistics and critical theory; and they enhance problem-solving skills among their students and local teacher trainees. Volunteers work closely with Chinese colleagues to exchange ideas and teaching methodologies. Daily contact with native English speakers helps Chinese teachers become more proficient in English and more confident in their ability to use English in the classroom. Using the classroom as their platform, Volunteers incorporate special themes into their classroom teaching, including HIV/AIDS, women in development/gender and development, environmental protection, and diversity. A discussion on these themes not only promotes students' awareness, but also develops creative and critical thinking skills.

Volunteers have organized and facilitated workshops for Chinese English teachers that focus on current teaching methodologies. They have also started English language drama clubs for their students, created student English newspapers, established resource centers, and offered community lectures on American culture. One popular communication tool is the "English Corner," where Americans gather on street corners, parks, hallways, and anywhere they can find room to accommodate large groups of people and simply speak English for an hour. All English-teaching Volunteers in China participate in these forums weekly.

In summer 2006, 46 Volunteers participated in a two-week teacher-training project organized by provincial leaders in seven communities in three provinces and one municipality in western China. In the workshop, 750 Chinese English teachers from middle and primary schools received training in improving pronunciation skills, increased confidence in speaking English, and an introduction to new teaching methods. Volunteers shared language teaching methodologies, classroom management skills, and student-centered learning activities. Chinese teachers were able to practice incorporating the new methodology, skills, and activities into their own teaching styles and Volunteers introduced the teachers to HIV/AIDS education and American culture through content-based English.

*"To me, the most sustainable aspect of our presence in Guizhou is helping our Chinese colleagues, students, and friends who will choose English teaching as a career. Long after we are back in Philadelphia eating cheesesteaks and going to Eagles games, the teachers that we have trained will be in classrooms here in Guizhou working with generations of Chinese students."*

**China Volunteer, Education Sector**



## COUNTRY PROGRAM OVERVIEW

|  |  |                           |   |
|--|--|---------------------------|---|
| PROGRAM DATES  | 1963–present                           |                           |   |
| PROGRAM SECTORS  | Business Development, Education, Youth |                           |   |
| Capital  | San José                               | Foreign direct investment | \$620 million   |
| Population   | 4 million                              | Access to safe water      | Urban: 100%; Rural: 92%   |
| Annual per capita income   | \$4,470                                | HIV/AIDS prevalence       | 0.6%  |
| GDP growth   | 4.2%                                   | Religions                 | Roman Catholicism: 69%; Protestantism: 18%; None: 12%; Others: 1% |
| Adult illiteracy rate  | Male: 4%; Female: 4%                   |                           |   |
| Infant mortality rate  | 11 per 1,000 live births               |                           |   |
| Immunization rate  | DPT 90%; Measles 88%                   | Official language         | Spanish   |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> | Volunteers                             | FY 2007                   | FY 2008   |
|  | Program funds (\$000)                  | 92                        | 81  |
|  |  | 1,949                     | 1,876   |

Costa Rica has maintained democratic institutions and an orderly, constitutional system for leadership succession throughout its history. Several factors have contributed to this stability, including enlightened government leaders, comparative prosperity, flexible class lines, educational opportunities that have created a stable middle class, and general access to potable water, electricity, and basic health services.

While Costa Rica has made impressive gains in many social areas, such as life expectancy, education, and healthcare, there are many families and communities in both urban and rural areas that do not benefit from these social gains.

## PROGRAM FOCUS

Since 1963, more than 2,140 Volunteers have served in Costa Rica in a variety of projects in health, education, the environment, agriculture, small business development, and youth development. The Peace Corps program has changed to respond and adapt to the needs and challenges of Costa Rica and its people. In his inaugural speech, President Óscar Arias identified his priorities for Costa Rica. These include creating more and better jobs for Costa Ricans, especially youth; reducing poverty; providing universal secondary education, increasing economic support from the state to the poorest families so adolescent children stay in schools; protecting the environment, and increasing sustainable development. Peace Corps/Costa Rica's programs respond to growing social needs and align with government priorities with projects that focus on issues of youth, rural community development, micro-enterprise development, and ecotourism. Throughout the program's history, Volunteers have been consistently well-received by Costa Ricans and counterpart agencies.

## VOLUNTEER FOCUS

### Business Development

The overarching purpose of the business development project is to strengthen the capacity of micro-enterprises, micro-entrepreneurs, cooperatives, and communities in a manner that promotes locally driven projects and income generation. Volunteers collaborate with individuals, professionals, organizations, and communities to strengthen and

improve businesses by increasing knowledge and skills in business planning and basic business management practices. Volunteers help to build the capacities of micro-enterprises and rural community groups to promote responsible ecotourism and to raise awareness of environmental conservation.

One Volunteer, using his local school's facilities and equipment, taught computer skills to community members. Money collected by the school purchased air conditioning for the computer room and other school materials.

### **Education**

Volunteers work on project planning and community development to help communities combat the growing gap between the rich and poor and the high levels of poverty in rural areas. Volunteers collaborate with the National Office on Community Development, and they conduct activities with their counterparts that address objectives in organizational development of local associations and governmental and nongovernmental organizations, income generation for small businesses and households, and formal and nonformal education.

Most Volunteers in the education program teach English as a second language, nutrition, and self-esteem workshops to school students and adult groups in their communities. Their daily activities include assisting with basic community development projects, developing computer labs in schools, and assisting with the construction of health centers.

One Volunteer worked with his community to submit a request for funds to construct a health center to benefit more than 500 people. Today, the health center has been built; a doctor, pharmacist, and nurse visit every 15 days; and community members have better quality healthcare and, thus, a better quality of life.

### **Youth**

Volunteers address the needs of youth and families living in marginal communities. The program's overall purpose is to promote a national culture in which all children, youth, and families are respected and granted basic human rights. Volunteers provide skill-building and remediation programs to students and family members through the educational system and existing community organizations. They strengthen the capacity of the Costa Rica Child Protection Agency and marginal communities by developing projects that address the needs of youth and families.

Volunteers work with children, youth, and adults, promoting and supporting a variety of educational programs, organizing academic support programs for students, and working with schools to build their capacity to seek needed resources.

During the past year, 11 youth Volunteers facilitated anti-violence art workshops in their communities as part of the nationwide "Arte por la Paz: Hasta que Termine la Violencia" (Art for Peace: Until the Violence Stops). At these festivals, youth used art to express their feelings about violence and promoting peace. The workshops were followed by opportunities for creative expression in art, drawing, photography, music, and dancing that captured images of non-violence and peace.



Senator Harry Reid (D-NV) enjoys a visit with Peace Corps Volunteers in December 2006.



## COUNTRY PROGRAM OVERVIEW

|  |  |                           |                         |
|--|--|---------------------------|-------------------------|
| PROGRAM DATES  | 1962–present   |                           |                         |
| PROGRAM SECTORS  | Business Development, Education, Environment, Health and HIV/AIDS, Youth |                           |                         |
| Capital  | Santo Domingo  | Immunization rate         | DPT: 71%; Measles: 79%  |
| Population   | 9 million  | Foreign direct investment | \$645 million           |
| Annual per capita income   | \$2,100  | Access to safe water      | Urban: 98%; Rural: 85%  |
| GDP growth   | 2.0%   | HIV/AIDS prevalence       | 1%                      |
| Adult illiteracy rate  | Male: 13%; Female: 13%   | Religion                  | Roman Catholicism: 95%  |
| Infant mortality rate  | 27 per 1,000 live births   | Official language         | Spanish                 |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> | Volunteers   | FY 2007<br>189<br>3,498   | FY 2008<br>188<br>3,416 |
|  | Program funds (\$000)  |                           |                         |

The Dominican Republic occupies the eastern two-thirds of the island of Hispaniola in the Caribbean. A country with a relatively stable political environment, it has, in the recent past, experienced peaceful government transitions following democratic elections. The presidential inauguration in August 2004 brought Leonel Fernandez, who was president from 1996 to 2000, back to power. The Dominican Republic's economic success of the 1990s deteriorated significantly from 2000–2004. The inflation rate grew by 60 percent in 2003 and more than 50 percent in 2004. Since the change of government, however, the inflation rate has slowed to single digits and economic growth has resumed. Poverty incidence in rural areas, which exceeds 80 percent, is three times higher than in urban areas and reaches even more extreme levels on the Haitian border and in sugar cane-cutting communities.

## PROGRAM FOCUS

Since 1962, 4,300 Volunteers have provided development assistance to the people of the Dominican Republic. Volunteers work in five program areas throughout the country.

The Peace Corps enjoys a great deal of support from the Dominican government and people. Volunteers and staff are committed to contributing to areas identified by the government as priorities: assisting the rural and urban poor and striving to improve health, education, the environment, and economic development. Youth development, information and communication technology (ICT) and HIV/AIDS prevention are also major components of Peace Corps programming in-country.

## VOLUNTEER FOCUS

### Business Development

This program focuses on supporting farmers' associations and agricultural cooperatives in the areas of coffee, cocoa, and avocado production to improve quality and to seek export markets. In tourist areas, Volunteers support handicraft-producing groups as well as community tour operators to strengthen customer service, safety and overall competitiveness of the tourism industry. Mechanisms that Volunteers champion to promote sustainable economic growth include access to micro-finance services, improvement of accounting practices, organic certification, and marketing. Volunteers also promote business and leadership practices to Dominican youth through leadership/education

workshops. In Bayahibe, Volunteers are working to link local artisans with new opportunities for marketing their products to improve sales in the local tourist market.

### **Education**

An ICT initiative was launched in October 2001. Volunteers work in computer centers training teachers and students in computer use, forming youth technology clubs, and promoting community access to technology. In 2004, Peace Corps/Dominican Republic, partnering with the global non-profit organization World-Links, helped turn school computer labs into self-sustaining community technology centers that offered computer courses and services to the community at large. One Volunteer worked with local youth and teachers to develop a sustainable management plan for the school-based technology center. The plan broadened the center's scope to include after-school activities focused on computer skill building.

In a special education project, Volunteers train teachers and school counselors in private and public schools to improve teaching methodologies, classroom management, and active learning to better serve students with special needs. They also strengthen parent groups for children with special needs. One Volunteer recruited university students, who were studying counseling, and he trained them to provide individual attention to the special needs elementary students in his school district.

### **Environment**

Environmental efforts include conservation, preservation, environmental education, and ecotourism. Volunteers work in agroforestry and environmental education in schools and in national parks. They also promote environmental protection practices with local environmental nongovernmental organizations (NGOs) and government representatives. During the past three years, Volunteers have created more than 45 student/youth groups that train their communities in environmental conservation and promote volunteerism through the Brigada Verde (Green Brigade) initiative. These groups have completed community clean-up activities and planted thousands of trees.

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

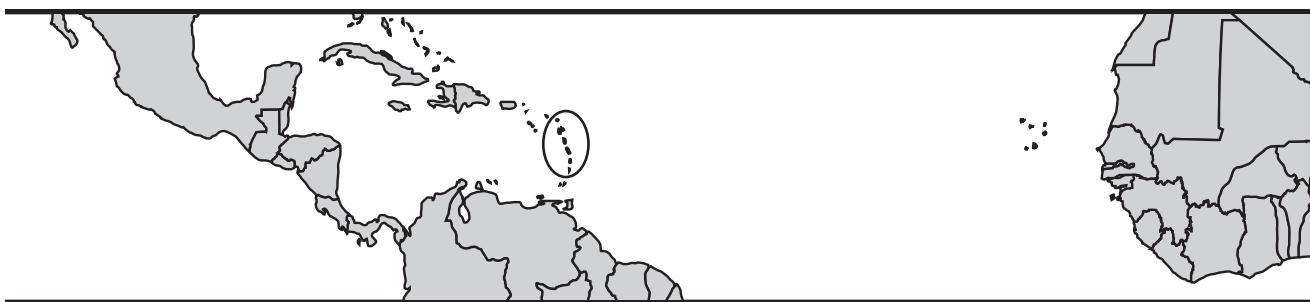
Volunteers provide assistance in improving sanitation, reducing diarrhea (the leading cause of child mortality), and increasing HIV/AIDS awareness. All Volunteers, regardless of sector, are trained to promote HIV/AIDS awareness. The HIV/AIDS program focuses on training youth as peer educators and forms one of three strategies in the Healthy Families project. The other two strategies are nutrition education, including production of nutritious foods; and maternal/child health. Volunteers are continuing efforts in environmental sanitation through the Healthy Environment project, which reduces water-borne diseases by developing effective water/sanitation systems and includes a strong health education component.

### **Youth**

Volunteers partner with organizations as they promote the healthy physical, social, and cultural well-being of marginalized youth in rural and urban Dominican communities. The project strengthens youth, their families, and communities in a manner that enhances knowledge and skills, facilitates healthy relationships, and creates potential for positive impact within the community. Volunteers have organized activities and conferences highlighting the ability of Dominican youth to make healthy choices in their lives and to promote leadership and citizenship.

*"Peace Corps/Dominican Republic has been a catalyst for helping communities and institutions scale up their efforts toward mobilizing resources that will help to improve peoples' lives. Peace Corps/Dominican Republic is a model for promoting sustainable community-based efforts in the Dominican Republic."*

John R. Gaggin Jr., Executive Director  
Presidential Commission on the Millennium Development  
Goals and Sustainable Development, Dominican Republic



## COUNTRY PROGRAM OVERVIEW

|  |  |   |  |
|--|--|---|--|
| PROGRAM DATES  | 1961–present   |   |  |
| PROGRAM SECTORS  | Business Development, Education, Environment, Health and HIV/AIDS, Youth   |   |  |
| Capitals   | Antigua and Barbuda: St. John's<br>Dominica: Roseau<br>Grenada/Cariacou: St. George's<br>St. Lucia: Castries<br>St. Kitts and Nevis: Basseterre<br>St. Vincent and the Grenadines: Kingstown | Avg adult illiteracy rate<br>Avg infant mortality rate<br>Avg immunization rate<br>Avg foreign direct investment<br>Avg access to safe water<br>Average HIV/AIDS prevalence | Male: 7.6%; Female: 7.7%<br>15.3 per 1,000 live births<br>DPT: 93.6%; Measles: 93.6%<br>Not available<br>Urban: 97.8%; Rural: 93.7%<br>Not available |
| Avg population   | 96,800   | Religions   | Protestantism  |
| Avg annual per capita income   | \$5,495  | Official language   | Roman Catholicism  |
| Avg GDP growth   | 1.68%  |   | English  |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> | Volunteers<br>Program funds (\$ooo)  | FY 2007<br>112<br>3,276   | FY 2008<br>108<br>3,174  |

The Eastern Caribbean enjoys political stability and has established the Organization of Eastern Caribbean States (OECS) to promote unity and solidarity, and the Caribbean Community and Common Market (CARICOM) to govern trade. But the six island nations that comprise Peace Corps/Eastern Caribbean (Antigua and Barbuda, Dominica, Grenada/Cariacou, St. Lucia, St. Kitts and Nevis, and St. Vincent and the Grenadines) face special development challenges because of their small domestic markets, scarcity of trained labor, absence of raw materials, and vulnerability to natural disasters. With a combined population of approximately 550,000, the per-capita cost of economic and social infrastructure is high for each island nation. They are poised on the edge of technological innovation, yet hampered by a limited economy subject to any changes in the global economy. Hurricanes and floods regularly reverse economic gains by destroying fixed investments and disrupting economic activities, particularly in the agriculture and tourism sectors. The loss of European preferences for banana exports further threatens economic development of single-crop economies.

## PROGRAM FOCUS

The Peace Corps began working in the Eastern Caribbean in 1961 when St. Lucia became one of three pilot posts worldwide. Since then, more than 3,400 Volunteers have served on various island nations throughout the region. Many social and economic problems face Eastern Caribbean youth, who make up about 60 percent of the population. Consequently, Peace Corps programs focus on their educational, health, employment, and life-skills needs. Volunteers work under the umbrella of a youth and community development project in several sub-sectors, including special education, health and HIV/AIDS, information and communication technology (ICT), and small business development.

## **VOLUNTEER FOCUS**

### **Business Development**

Volunteers help nongovernmental organizations (NGOs), village councils, and other community-based organizations develop business plans and improve management, communication systems, and entrepreneurial and marketing training. Volunteers focus on innovative ways to build capacity and transfer skills. On various islands, Volunteers help young people improve their skills in using computers which enhance their employment opportunities. A Volunteer in Dominica has assisted a national development foundation in developing business plans to increase its productivity, accountability, and community outreach.

### **Education**

Volunteers have been instrumental in furthering special education. There are now classes for those with learning disabilities and other special needs, and government ministries now recruit special education staff. Volunteers transfer teaching techniques and methodologies to their counterparts in schools and provide support to parents. They work with youth outside of school through school-based programs, such as 4-H and Junior Achievement, and with out-of-school youth in NGO programs, community centers, and vocational schools. A Volunteer in Antigua helped the national library modernize its cataloguing system, thus making all libraries more accessible. Another Volunteer in St. Vincent created a manual to organize and implement a fun and educational summer camp for children who have few alternatives for the summer months.

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

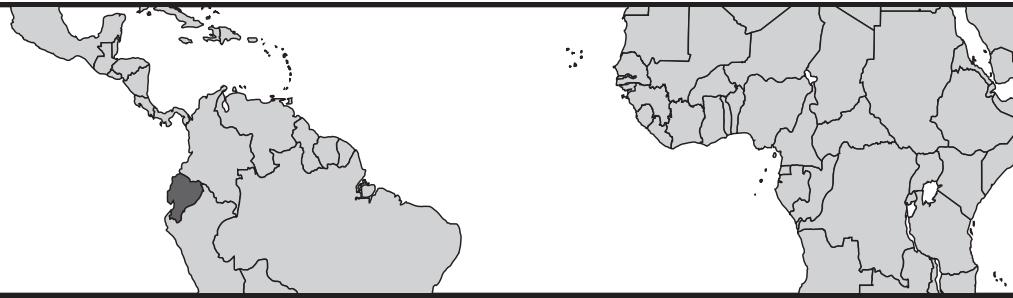
Volunteers work with ministries of health to develop national HIV/AIDS policies. In primary healthcare centers, Volunteers train health professionals and develop health education materials covering primary healthcare and HIV/AIDS. Other Volunteers develop life-skills materials to help students with issues such as assertiveness, decision-making, behavior modification, and HIV/AIDS awareness and prevention. Volunteers from throughout the region contributed to the production of a user-friendly manual addressing various methods available to educate for behavior change. A Volunteer on St. Lucia worked with the Ministry of Health to develop a series of HIV/AIDS prevention billboards to be placed throughout the country.

### **Youth**

Many communities are predominantly composed of out-of-school and out-of-work youth. Volunteers provide life skills to these youth, capturing their imagination and energy through after-school programs. On Antigua, Volunteers work with the Big Brother/Big Sister program, promoting mentoring throughout local communities to raise the self-esteem and self-confidence of youth and improve their interpersonal skills. Other Volunteers train youth in drug prevention education, life skills, and peer counseling. In the Caribbean region, males are increasingly marginalized, and Volunteers on Dominica engage young men in constructive activities through education, sports, and culture. In St. Vincent, a Volunteer is using sports and team activities as a vehicle to reach many young men who are looking for healthy and educational out-of-school activities.

*“You can have a great impact. I have never forgotten the Volunteers  
I knew as a child; they are imprinted on my memory.”*

**Honorable Dr. Kenny Anthony, PhD  
Former Prime Minister, St. Lucia**



## COUNTRY PROGRAM OVERVIEW

|  |  |                           |                         |
|--|--|---------------------------|-------------------------|
| PROGRAM DATES  | 1962–present   |                           |                         |
| PROGRAM SECTORS  | Agriculture, Business Development, Environment, Health and HIV/AIDS, Youth |                           |                         |
| Capital  | Quito  | Immunization rate         | DPT: 90%; Measles: 99%  |
| Population   | 13 million   | Foreign direct investment | \$1,160 million         |
| Annual per capita income   | \$2,210  | Access to safe water      | Urban: 92%; Rural: 77%  |
| GDP growth   | 6.9%   | HIV/AIDS prevalence       | 0.3%                    |
| Adult illiteracy rate  | Male: 8%; Female: 10%  | Religion                  | Roman Catholicism: 95%  |
| Infant mortality rate  | 23 per 1,000 live births   | Official language         | Spanish                 |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> | Volunteers   | FY 2007<br>147<br>3,063   | FY 2008<br>133<br>2,863 |

Since becoming a democracy in 1998, Ecuador has experienced political instability, with an average of about one president per year. However, even with political unrest, the Ecuadorian government focuses on poverty alleviation, economic reforms, and anti-corruption efforts. The government faces an array of challenges, including the need for serious fiscal and governmental reforms and the impact of Colombia's civil war on its northern border.

The Ecuadorian economy is based on petroleum production and exports of bananas, shrimp, cut flowers, and other agricultural products. A severe economic and financial crisis in 1999 and the resulting dollarization of Ecuador's economy exacerbated chronic problems of underdevelopment. Large sectors of the population suffer from nutritional deficiencies and a high infant mortality rate. An estimated 88 percent of the rural population lives at or below the poverty level.

## PROGRAM FOCUS

Ecuador first welcomed Peace Corps Volunteers in 1962. In response to the economic crisis facing most Ecuadorians, the Peace Corps has redoubled its efforts in the areas of sustainable agriculture, habitat conservation, rural public health, and youth and families. The program also integrates income-generation and business-development activities into all of projects.

## VOLUNTEER FOCUS

### Agriculture

Volunteers train farmers to adopt land-use practices that are more environmentally sound. They also train farm families in small-animal husbandry practices to meet nutritional and economic needs. To address eroding incomes of rural families, Volunteers help farmers and cooperatives improve their business and marketing skills. The most important strategy is supporting projects that increase the value-added processes. For instance, Volunteers and staff created a cocoa sub-program with the purpose to increase the organic cocoa offered for export and to make final products.

Two Volunteers are collaborating with the escuela radiofonicas populares del Ecuador, or ERPE (mass media schools), to market exported quinoa to the United States and generate a demand for organic agriculture production in the country. ERPE currently produces 6,000 quintals of organic and fair-trade certified quinoa for export to the U.S.,

France, and Italy and shipping to Japan may begin. As quinoa becomes more popular as a health food in developed countries, demand continues to increase and currently outpaces supply.

### **Business Development**

Volunteers helped start more than 40 new businesses in small Ecuadorian communities. Most of these businesses were co-financed with USAID Food for Peace funds. Volunteers have helped expand an innovative community savings/banking project that has been successful in hundreds of communities. Community banks help people save and manage their finances, and provide credit to rural families, which has become particularly important during Ecuador's economic crisis. Peace Corps/Ecuador organized four community banking workshops to promote the program. Forty-four community banks were formed and 10 institutions adapted the savings and credit program to their own organizations.

### **Environment**

To address the high rate of environmental degradation, Volunteers work in three key areas: sustainable community management of trees and natural areas, environmental education, and income-generation activities that address economic needs and promote the sustainable use of natural resources.

Volunteers promoted environmental education in and out of schools and the responsible management of natural areas by small farmers. They also encouraged protection of native species of flora and fauna, and helped develop income-generating activities that benefited thousands of Ecuadorians. Several community-based ecotourism projects have been established that now receive paying guests and the production and sale of alpaca fiber sweaters, scarves, hats, and mittens is providing needed income. One Volunteer working in the fragile and highly biodiverse Amazon region promoted responsible ecotourism through the planning and execution of a native guide course. Nineteen participants from five different communities along the Arajuno River successfully completed the month-long course and received certified guide licenses from the Ministry of Tourism. Each guide was sponsored by a local ecotourism agency or lodge and was assured work upon completion of the course.

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

Malnutrition affects 60 percent of Ecuadorian children under five. To respond to this critical problem, Volunteers provide training in nutrition and family gardening. Volunteers teach about nutrition through cooking demonstrations and gardening projects. They also educate women on breastfeeding and child maternal health, and provide HIV/AIDS prevention education in their communities through workshops, classes, and festivals. One Volunteer living in the highlands region worked closely with the local municipality, nongovernmental agencies (NGOs), and community members as a part of a consejo cantonal de salud (regional health advisory board). With this 12-person group, she organized programs and activities that included regional health fairs and campaigns that promoted breastfeeding, women's health, and vaccinations, improving the health situation in the region. She also designed and produced a community cookbook to promote healthy eating habits throughout her community. The cookbook, containing many healthy recipes that use local and affordable ingredients, became an income-generation tool and an educational resource for the community.

### **Youth**

Volunteers work with youth and families in marginalized neighborhoods to address high school dropout rates, illiteracy, drug abuse, gangs, and unemployment. They strengthen youth organizations and provide youth with employment and leadership training. In 2006, Volunteers worked with almost 500 Ecuadorians on domestic violence and family relations in workshop settings. One Volunteer organized a project that convened 75 high school girls, currently supported in their studies by scholarships from the Club Kiwanis Chuquiragua and Peace Corps/Ecuador's Gender and Development Committee, in a leadership conference. The girls received training and practice in income-generation techniques and business skills, gained knowledge about ecology, and learned important life skills.



## COUNTRY PROGRAM OVERVIEW

|  |  |                           |                         |
|--|--|---------------------------|-------------------------|
| PROGRAM DATES  | 1962-1979   1993-present   |                           |                         |
| PROGRAM SECTORS  | Agriculture, Business Development, Environment, Health and HIV/AIDS, Youth |                           |                         |
| Capital  | San Salvador   | Immunization rate         | DPT: 90%; Measles: 93%  |
| Population   | 7 million  | Foreign direct investment | \$466 million           |
| Annual per capita income   | \$2,320  | Access to safe water      | Urban: 91%; Rural: 68%  |
| GDP growth   | 1.5%   | HIV/AIDS prevalence       | 0.7%                    |
| Adult illiteracy rate  | Male: 18%; Female: 23%   | Religion                  | Roman Catholicism: 55%  |
| Infant mortality rate  | 24 per 1,000 live births   | Official language         | Spanish                 |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> | Volunteers   | FY 2007<br>141<br>2,726   | FY 2008<br>140<br>2,646 |

The government of El Salvador is pursuing a program of decentralization that places more responsibility on leaders at the municipal level. As part of this effort, the government has requested the Peace Corps' assistance in improving municipal services and increasing community awareness and participation. Volunteers coordinate with local municipalities, nongovernmental organizations (NGOs), and community groups to develop better water systems, make health and sanitation improvements, provide environmental education, and assist in business development projects.

As the smallest, most densely populated country in Central America, El Salvador faces tremendous economic, social, and environmental challenges.

In addition to chronic deforestation and poor land management, disasters such as Hurricane Mitch in 1998 and major earthquakes in 2001 resulted in loss of fertile topsoil, decreased crop yields, and displaced communities. These natural disasters have negatively impacted healthcare, sanitation, infrastructure, and waste-management systems.

## PROGRAM FOCUS

The program in El Salvador, which began in 1962, was one of the Peace Corps' earliest efforts. The program was closed in 1979 because of civil war and reopened in 1993 after the war ended. Currently, 116 Volunteers work in business development, environmental education and agriculture, health and HIV/AIDS, and youth.

## VOLUNTEER FOCUS

### Agriculture

Deforestation and the resulting soil erosion have affected more than 80 percent of the nation's territory, decreasing the availability and sustainability of arable land. Volunteers educate farmers about sustainable soil conservation and integrated pest management practices that incorporate environmentally friendly, organic applications.

One Volunteer works with several cooperatives to increase production of organic vegetables by providing technical training on organic fertilizers to local farmers. In addition, the Volunteer works with community members to develop agro-tourism and encourages organizations and schools to adopt garbage-treatment programs.

## **Business Development**

While El Salvador began to decentralize government services in the late 1980s, municipal governments still lack the legal framework, technical skills, trained staff, and financial means to play a broader role in the country's democratic development, and Salvadorans still lack experience in democratic processes and local decision-making. To address these issues, Volunteers work to improve the administration of municipal institutions and rural community groups to better prepare them to solicit, administer, and manage projects locally.

One Volunteer worked with his mayor's office to survey all local associations that involve residents in the governance process. The survey determined which associations needed technical assistance to maintain their legal status under the Salvadoran municipal code. Without legal status, associations cannot petition government entities for funds, so the Volunteer and mayor are working to ensure these associations maintain this status.

## **Environment**

Volunteers in the environmental education project work with the government, NGOs, and community organizations to teach Salvadorans environmentally sound practices. Volunteers give presentations to teachers and students on community environmental assessment; sources and impacts of air, water, and soil contamination; and trash and recycling. Volunteers plan environmental protection activities with youth ecological clubs and educate individuals on El Salvador's flora and fauna, protected national parks, and reforestation.

Volunteers have organized several environmental youth camps. The camps include sessions about recycling projects, biodiversity, environmental laws, and teach children and young adults the importance of the environment.

## **Health and HIV/AIDS**

Volunteers work to improve community health by increasing access to and knowledge about water and sanitation services. Through participatory activities, Volunteers educate community groups about maintenance, management, and monitoring of water systems and latrines and proper hygiene practices. Volunteers also create communication and cooperation networks among national and international agencies to share best practices and improve future efforts to provide water and sanitation systems to the most vulnerable communities.

El Salvador is a potentially high-risk AIDS nation and youth in rural communities have little, if any, reliable information about the spread of HIV/AIDS. To address these concerns, HIV/AIDS has been added as a component of the rural health and sanitation project. Working with rural health promoters from the Ministry of Health and local NGOs, Volunteers develop educational materials, provide organizational support, conduct home-health visits, and assist with seminars on reproductive health and HIV/AIDS prevention.

Three Volunteers received a USAID small projects assistance grant to conduct one-day reproductive health/life-skills workshops in each of their communities. The Volunteers incorporated theater, song-writing, dance, and art into workshop sessions on HIV/AIDS, reproductive health, and life skills. Through these teaching techniques, youth participants could discuss these topics openly, and they were provided with fun and appropriate ways to educate others.

## **Youth**

Volunteers in El Salvador work to prepare youth to face the challenges of life. They promote life-skills training, organize cultural and recreational activities, teach English as a second language, and provide information technology training to teachers.

One Volunteer organized a shipment of 400 computers from an NGO in Massachusetts to be distributed to schools in 27 Volunteer communities. With the Ministry of Education, the Volunteer coordinated logistics and transportation of the computers to the public schools where Volunteers will assist with their installation and maintenance. The Volunteers will then train teachers to use of the computers and teach creative ways to incorporate technology into their classes.

*"Peace Corps is a bit like a choose-your-own-adventure novel; we each make decisions, meet different people, and, as a result, have distinct experiences.*

*Wherever you come from, whoever you are, whatever your purpose for joining, the Peace Corps is an amazing chance to stretch and grow."*

El Salvador Volunteer, Health and HIV/AIDS Sector



## COUNTRY PROGRAM OVERVIEW

| PROGRAM DATES   |   | 1962-1977   1995-2000   Expected return: 2007   |  |
|---|---|---|--|
| PROGRAM SECTORS   |   |   |  |
| Capital   | Addis Ababa   | Immunization rate   |  |
| Population  | 74.2 million  | Foreign Direct Investment   |  |
| Annual per capita income  | \$160   | Access to safe water  |  |
| GDP growth  | 8.9%  | HIV/AIDS prevalence   |  |
| Adult illiteracy rate   | 66.3%   | Religions   |  |
| Infant mortality rate   | Male: 175 per 1,000 live births;<br>Female: 158 per 1,000 live births | Official Language   |  |
| <b>ANTICIPATED NUMBER OF VOLUNTEERS</b><br><small>Calculated September 30 each year</small> |   |   |  |
|   |   | <b>FY 2007</b>   <b>FY 2008</b><br>Volunteers      Program funds (\$000)<br>10      1,315   18      1,465 |  |

Ethiopia is the oldest independent country on the continent of Africa and, despite a five-year occupation by Italy during World War II, has never been colonized. Ethiopia defeated Italian troops with Britain's help in 1941 and the two nations enjoyed a strong friendship for the next 20 years. After the last emperor, Haile Selassie, was dethroned by Marxist rebels in 1974, the Ethiopian government and military were influenced and supported by the Soviet Union. In the 1970s and 1980s, much of the Ethiopian population was on the brink of starvation due to wide spread famine and drought. The government of then-President Mengistu Haile Mariam was unable to address the crisis and was overthrown in 1991. Eritrea won its independence in 1993, leading to border disputes in the northern part of the country. The current government is headed by President Woldegiorgis Girma and Prime Minister Meles Zenawi, who was reelected in 2005.

After the collapse of the military dictatorship in 1992, Ethiopia saw a major policy shift towards democracy and economic development.

Ethiopia has the second-largest population in Africa and ranks 170 out of 177 on the 2005 United Nations Human Development Index. It is a poor country and is confronted by many of the issues affecting developing countries, including drought. Ethiopia's economy relies heavily on agriculture and coffee exports which are affected by poor rainfall. Approximately 80 percent of the population farms 15-20 percent of the arable land and much of the population depends on international food aid. Approximately two-thirds of the adult population is illiterate. Rates of HIV infection are rising, and the pandemic has become a critical issue. The major prevalence of HIV/AIDS is in urban areas and among young people and women.

## PROGRAM FOCUS

The Peace Corps entered Ethiopia in 1962, but left in 1977 due to political instability. It returned in 1995, but closed in 2000 as a result of the war with Eritrea. Volunteers served in education, health, small business, and agriculture.

The Peace Corps will reenter Ethiopia in 2007 with 40 health Volunteers who will work under the Ministry of Health to support and strengthen the delivery system to fight HIV/AIDS. The Government of Ethiopia is strongly committed to one national HIV/AIDS action framework and is moving all of its HIV/AIDS coordinating bodies under the direction of the Ministry of Health.



Ethiopian boys at a market in Bahar Dar.

*“We are excited that we have found a way to return to Ethiopia, a program that has had a long standing history of warmly accepting Volunteers into local communities.”*

Dr. Jody K. Olsen  
Peace Corps Deputy Director



## COUNTRY PROGRAM OVERVIEW

|  |   |                           |   |
|--|---|---------------------------|---|
| PROGRAM DATES  | 1968-1998   2003-present                |                           |   |
| PROGRAM SECTORS  | Environment, Health and HIV/AIDS, Youth |                           |   |
| Capital  | Suva                                    | Foreign direct investment | Not available                               |
| Population   | 841,000                                 | Access to safe water      | Not available                               |
| Annual per capita income   | \$2,720                                 | HIV/AIDS prevalence       | 0.1%  |
| GDP growth   | 4.1%                                    | Religions                 | Christianity: 52%; Hinduism: 33%; Islam: 7% |
| Adult illiteracy rate  | Male: 6%; Female: 9%                    |                           |   |
| Infant mortality rate  | 16 per 1,000 live births                |                           |   |
| Immunization rate  | DPT: 75%; Measles: 62%                  | Official language         | English                                     |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><i>Calculated September 30 each year</i> | Volunteers                              | FY 2007                   | FY 2008                                     |
|  | Program funds (\$ooo)                   | 53                        | 51  |
|  |   | 1,870                     | 1,768                                       |

For several years following its independence from Britain in 1970, Fiji was cited as a model of human rights and multiracial democracy in the Pacific region. However, a succession of coups in 1987, 2000, and in December 2006 have left Fiji struggling to regain its political and economic stability. Much of the turmoil has been tied to ethnic tensions between indigenous Fijians and the Indo-Fijian descendants of indentured laborers. The indigenous Fijians control land rights and are guaranteed political authority by the current constitution. Most entrepreneurs and sugar-cane farmers are Indo-Fijians; hence, they have great influence on the economy and politics. However, rule of law is still firmly established. After the election in 2006, both groups agreed to work to reconcile political differences and reinvigorate the economy. However, the 2006 coup has once again resulted in political and economic instability in the country.

Although Fiji has one of the most developed economies in the Pacific, political instability and fluctuations in world sugar markets have impeded economic growth. Since the coups, Fiji has suffered a high rate of emigration of skilled and professional personnel, which has caused shortages in the service sectors and in the areas of education and healthcare. Half of the population lives below or close to the poverty line, particularly in rural areas. Over-fishing and environmental degradation have reduced food security from traditional sources.

While revenues from tourism, migrant remittances, sugar, and garment exports remain the largest contributors to the economy, Fiji also has timber and mineral reserves. Fishing is important as an export sector and for domestic consumption. Long-term problems include a potential collapse of the sugar and garment industry, unsustainable use of imported petroleum-based products, continued low foreign investment rates, and uncertain property rights.

## PROGRAM FOCUS

The Peace Corps has a long history of service in Fiji, and more than 2,200 Volunteers served in Fiji from 1968 to 1998. Peace Corps reentered Fiji in late 2003 and currently has more than 55 Volunteers serving throughout the country. Ample programming opportunities exist, but current projects primarily address nonformal education needs in environmental education, agriculture, health, youth, and information technology.

## **VOLUNTEER FOCUS**

### **Environment**

Volunteers live and work in communities with existing environmental projects to support and provide technical assistance to participating communities. Predominant concerns are over-fishing and degradation of the marine and terrestrial environment, which are jeopardizing traditional food supplies in many parts of the country. A focus on long-term environmental stewardship and management of environmental resources will increase food security, improve diet and nutrition, raise awareness and involvement from women and youth in environmental projects, and increase income generated from sustainable ecotourism.

One Volunteer helped organize a town council and establish a governing structure for a newly formed resettlement community whose inhabitants were formerly homeless and jobless farm workers. Community members now have an organized waste-management system and are actively teaching youth about managing waste.

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

Volunteers, in partnership with Fijian health educators, provide rural health education and promotion activities related to HIV/AIDS prevention, nutrition, and prevention of mosquito-born illnesses. Volunteers focus on skills transfer and capacity building for newly created health-promotion units at regional and sub-regional health centers. Additionally, they provide village-based health education that builds local capacity to respond to basic health issues. Health Volunteers have trained more than 600 people on HIV/AIDS education and prevention.

One Volunteer took a lead role in establishing Fiji's very first mental health and counseling unit. The Volunteer mentored local counselors who provide HIV/AIDS counseling and worked with hospital staff to identify the best approaches to use when working with domestic abuse cases, grieving mothers, and attempted suicide victims.

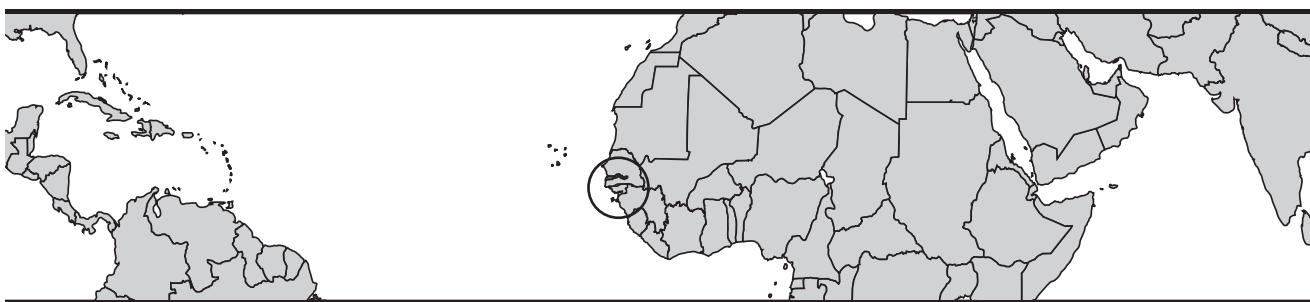
### **Youth**

Nonformal education activities focus on life skills, information technology, and income generation. Volunteers partner with local service organizations to engage Fijian youth in activities that enhance life skills for their future roles in their families, communities, and society. Among the topics presented are leadership, decision-making, healthy lifestyles, information technology, career planning, civic responsibility, and income generation. Volunteers also work to build organizational capacities and improve outreach programs conducted by local and international youth-related service providers.

One Volunteer created and coached the Fiji's first girl's high school soccer team. She also worked with teachers in other schools to create girl's soccer teams in different regions of the country. Through her work, encouragement and coaching, the Volunteer's Fijian counterpart teacher became the first and only female officially certified to referee soccer in Fiji.

*"I understand that the Peace Corps is now celebrating its 45th year of existence. Congratulations to you all and thank you for your leadership in development. The Peace Corps is certainly one of the greatest Volunteer agencies ever created, and I believe that without it, our world would have been a harsher and more difficult place to live."*

**Honorable Pita Nacuva  
Speaker, Fiji House of Parliament**



## COUNTRY PROGRAM OVERVIEW

|  |   |                           |                        |
|--|---|---------------------------|------------------------|
| PROGRAM DATES  | 1967–present                                |                           |                        |
| PROGRAM SECTORS  | Education, Environment, Health and HIV/AIDS |                           |                        |
| Capital  | Banjul                                      | Foreign direct investment | \$60 million           |
| Population   | 1 million                                   | Access to safe water      | Urban: 95%; Rural: 77% |
| Annual per capita income   | \$280                                       | HIV/AIDS prevalence       | 1.2%                   |
| GDP growth   | 8.3%  | Religions                 | Islam: 95%;            |
| Adult illiteracy rate  | 73%   |                           | Christianity: 4%;      |
| Infant mortality rate  | 89 per 1,000 live births                    |                           | Animism: <1%           |
| Immunization rate  | DPT: 92%; Measles: 90%                      | Official language         | English                |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> | Volunteers                                  | FY 2007                   | FY 2008                |
|  | Program funds (\$ooo)                       | 108                       | 102                    |
|  |   | 1,994                     | 1,888                  |

Since its independence from Great Britain in 1965, The Gambia has had a series of stable governments. This stability was temporarily interrupted by a military coup in 1994, which overthrew the party that had been in power since independence. President Yahya Jammeh first ruled as the head of the military junta. He then retired from the military and ran and won as a civilian in democratic elections in 1997. He won a subsequent democratic election in 2001 and was reelected in September 2006.

The Gambia has no important mineral or other natural resources and a limited agricultural base. Seventy-five percent of the population depends on the agriculture and natural resource sectors for its livelihood. However, production of cash and food crops has steadily declined during the past two decades because of environmental degradation. Small-scale manufacturing includes processing peanuts, fish, and animal hides. Growth in the tourism industry is being planned.

## PROGRAM FOCUS

The Peace Corps' relationship with The Gambia dates back to 1967, when the Peace Corps signed a memorandum of understanding with the Ministry of External Affairs. Volunteers began working in The Gambia later that year, initially serving as mechanics and teachers. The Peace Corps' work addresses the development priorities of the Gambian government in the areas of education, environment, and health and community development. An important focus in the education sector is information and communication technology (ICT). All Volunteers, regardless of sector, are trained in how to promote HIV/AIDS awareness. Volunteers in all sectors participate in HIV/AIDS initiatives, and many focus activities on girls, women, and youth.

## VOLUNTEER FOCUS

### Education

Education Volunteers build the capacity of teachers, teach math and science, introduce student-centered teaching techniques and the effective use of learning aids, teach literacy, and launch libraries and resource centers. They promote e-learning, teach computer literacy, and streamline business operations using ICT. One Volunteer mentored

the school's secretary. She had never touched a computer before and now she creates many documents for the school. Volunteers exposed 30 Girls' Club members to computers and trained them in tie-dye in collaboration with a local businesswoman.

Another Volunteer acquired and organized more than 1,000 books for her upper basic school's library. She tutored four unqualified teachers to prepare them for college entrance exams.

### **Environment**

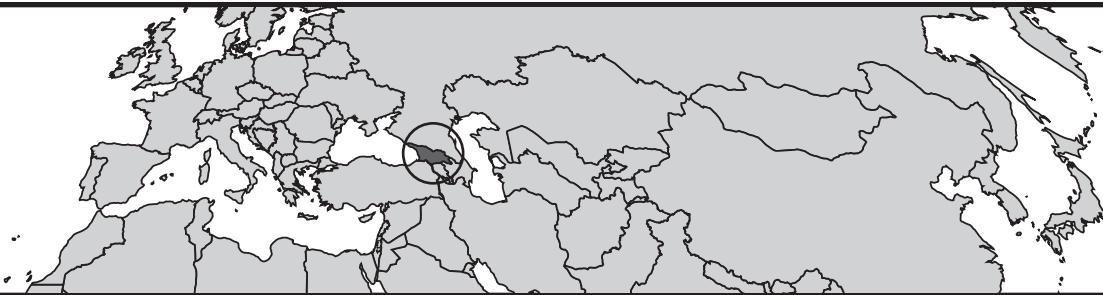
Volunteers work on a variety of environmental education projects that focus on natural resource management, small enterprise development, and conservation. Some Volunteers work with community groups to establish tree nurseries and fruit orchards and to construct windbreaks and live fences. Other Volunteers work with women and schoolchildren on community garden projects and skills development. Volunteers held several beekeeping workshops in various villages, attracting more than 100 community members. The workshops taught rural Gambians to construct and maintain beehives and to secure a revenue stream from the honey they harvest. Volunteers have also worked in wildlife protection by developing and working with education and ecotourism centers to protect The Gambia's declining indigenous diversity. They designed and procured funds to construct a baboon enclosure nursery for the national park, and a national biodiversity education center for a wildlife refuge area.

### **Health**

Volunteers work in rural areas where most Gambians live and most are engaged in subsistence farming. They design and implement activities that raise awareness of common health problems and strategies to promote good health and prevent disease. Training is also provided on income-generating activities to improve living standards. One Volunteer is promoting soybeans in two rural communities. He and the local agriculture extension worker advised villagers on the nutritional benefits of soybean, field preparation and planting, and fertilizer and pesticide use. When the soy is harvested, he will conduct cooking demonstrations and collect seeds from the two villages to distribute to other area villages. Another Volunteer, who linked up with a local community radio station, is collaborating with other Volunteers and region clinic and extension staff to record talks on health and related development topics for community listening groups.



First Lady Laura Bush visits with Peace Corps Volunteers in Africa during a January 2006 trip.



## COUNTRY PROGRAM OVERVIEW

|  |                                 |                      |   |
|--|---------------------------------|----------------------|---|
| PROGRAM DATES  | 2001–present                    |                      |   |
| PROGRAM SECTORS  | Business Development, Education |                      |   |
| Capital  | Tbilisi                         | Access to safe water | Urban: 90%; Rural: 61%  |
| Population   | 5 million                       | HIV/AIDS prevalence  | 0.1%  |
| Annual per capita income   | \$1,060                         | Religions            | Georgian Orthodoxy: 65%; Islam: 11%; Russian Orthodoxy: 10%; Armenian Apostolicism: 8%; Other: 6% |
| GDP growth   | 6.2%                            |                      |   |
| Adult illiteracy rate  | 1%                              |                      |   |
| Infant mortality rate  | 41 per 1,000 live births        |                      |   |
| Immunization rate  | DPT: 86%; Measles: 78%          |                      |   |
| Foreign direct investment  | \$499 million                   | Official language    | Georgian  |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> | Volunteers                      | FY 2007              | FY 2008   |
|  | Program funds (\$000)           | 81                   | 73  |
|  |                                 | 2,053                | 1,906   |

The Republic of Georgia, with its long history and strong culture, is located between the Black Sea and Azerbaijan to its west and east, and Russia and Armenia to its north and south.

In January 2004, Mikhail Saakashvili was inaugurated as Georgia's new president. Saakashvili's election followed the Rose Revolution, and heralded a new day for many Georgians. The presidential elections were held after President Shevardnadze resigned on November 23, 2003, in response to mass demonstrations protesting the results of parliamentary elections.

Also, in 2004, the Russian-leaning, self-proclaimed president of the Adjara region, Aslan Abashidze, left the region, allowing Peace Corps Volunteers to expand their presence in-country in 2005. Georgia still faces the possible loss of two autonomous regions, Abkhazia and South Ossetia, because of ethnic separatists, poor governance, and pro-Russian elements. These factors prevent the government from exerting effective control over all its internationally recognized territory. Due to the 1992–1993 civil war in Abkhazia, Georgia has a large internally displaced population—more than 80 percent of the population fled Abkhazia during and after this war.

Georgia's main economic activities are agricultural, plus manganese and copper mining, small industry, tourism, telecommunications, and transport. The country imports most of its energy, but recently completed gas and oil pipelines (from Azerbaijan to Turkey) are anticipated to bring much-needed investment and job opportunities. Economic growth depends upon the present government's ability to address a poor fiscal situation, pervasive corruption, and arbitrary regulation implementation. Many have been arrested for corruption, though few have been tried in a court of law. However, interest by foreign direct investment has increased since the Rose Revolution.

## PROGRAM FOCUS

The Peace Corps began operations in Georgia in 2001 with an education project. In cooperation with the Ministry of Education and other community partners, the program focuses on English language skills and new teaching methodologies. The program is implemented in secondary English language education, a university program, and teacher training. Volunteers also work with community members on various projects identified as priorities by their communities.

A new Peace Corps program focusing on business skills in nongovernmental organization (NGO) development began in 2004. The program provides organizational support to local NGOs, encourages accountability and transparency to target communities, and assists NGOs in using skills acquired through USAID-funded trainings.

## VOLUNTEER FOCUS

### Business Development

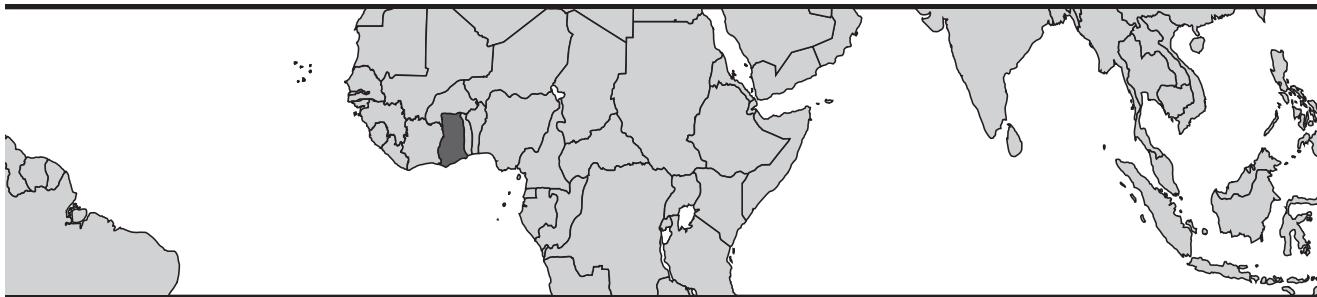
Volunteers provide technical assistance in improving skills in organizational management, project planning and management, fundraising and resource identification, and networking. As a result, 32 NGOs throughout Georgia have received trainings and attended seminars conducted by Volunteers. Fifteen organizations received grants to conduct projects such as a global youth service day celebration, youth camps and forums, trainings for orphan children in leadership and entrepreneurial skills development, tourism development, and more. One Volunteer conducted a seminar called "How to Start a Small Business" for 10 NGO representatives and community members. The seminar taught local residents how to develop a business strategy, write a business plan, and attract investors, and it educated NGO representatives about business planning and increased their chances of success.

### Education

Placed in rural communities throughout the country, Volunteers provide English language instruction to Georgian students and community members. Their primary activities are team teaching with Georgian colleagues and initiating and implementing extracurricular activities for school communities. As a result of Peace Corps' activities, 90 secondary schools in nine regions piloted new English textbooks; interactive teaching methodologies were introduced; and more than 350 Georgian English teachers were trained in new approaches to teaching, testing, assessment, and evaluation. Additionally, more than 65 schools opened English resource rooms and language labs, 18 schools established school and community computer centers, and almost 90 percent of the schools started after-school English clubs for students and interested community members. Volunteers arranged summer schools, Girls Leading Our World (GLOW) camps, and ecology camps where more than 350 girls and boys received training in leadership, life skills, critical thinking, environmental awareness, and conflict resolution. Several Volunteers collaborated with local NGOs to start life-skills trainings for community youth groups. Volunteers also assisted secondary schools in building and renovation projects, which included renovating a gymnasium, constructing a football field, revitalizing a kindergarten, initiating a sanitation project, and creating language labs. One Volunteer, in collaboration with community members and school representatives, implemented a micro-hydro-electric power station project that supplied private electricity to families in the village. The intended beneficiaries were involved in all the steps—from planning the initial project to writing the project proposal to mobilizing and informing community members to actually assembling the project.

*"My success is the combination of successes in lives of different people in my community."*

**Georgia Volunteer  
Business Development Sector**



## COUNTRY PROGRAM OVERVIEW

|  |   |                           |   |
|--|---|---------------------------|---|
| PROGRAM DATES  | 1961–present  |                           |   |
| PROGRAM SECTORS  | Business Development, Education, Environment, Health and HIV/AIDS |                           |   |
| Capital  | Accra   | Foreign direct investment | \$139 million   |
| Population   | 22 million  | Access to safe water      | Urban: 93%; Rural: 68%                                    |
| Annual per capita income   | \$380   | HIV/AIDS prevalence       | 2.2%  |
| GDP growth   | 5.8%  | Religions                 | Christianity: 69%; Islam: 15.6%; Indigenous beliefs: 8.5% |
| Adult illiteracy rate  | Male: 37%; Female: 54%  |                           |   |
| Infant mortality rate  | 68 per 1,000 live births  |                           |   |
| Immunization rate  | DPT: 44%; Measles: 80%  | Official language         | English   |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> | Volunteers  | FY 2007                   | FY 2008   |
|  | Program funds (\$000)   | 186                       | 174   |
|  |   | 3,135                     | 2,993   |

Ghana's political environment is stable despite instability in some parts of West Africa. The government remains committed to extending and strengthening democratic institutions and civil society organizations are emerging as active participants in framing the policy agenda. Parliament's prominence is growing and the press is free and vibrant with more than 100 FM radio stations. In July 2006, Ghana signed a five-year \$500-million Millennium Challenge Account\* compact.

The economic environment has stabilized with reduced inflation, lower interest rates, and a relatively stable currency. However, economic growth has not been accompanied by improved health. Modest gains have been made in access to primary school evidenced by increased enrollment, but quality has not improved. There is a deficit of teachers in mathematics, science, and computer technology, particularly in rural areas. Deterioration of the environment from deforestation and drought also has negatively impacted social and economic demographics. The HIV/AIDS infection rate is 3.6 percent in Ghana. Access to clean water remains a problem and half of all Guinea worm disease cases worldwide are in Ghana. The country is over-dependent on hydroelectric power and demand for energy exceeds supply.

## PROGRAM FOCUS

Since 1961, when Ghana became the first country to welcome Peace Corps Volunteers, nearly 4,500 Volunteers have served here. The government regards Volunteers' work as a significant contribution to community and national development. It has been estimated that one-quarter of current senior-level government officials and industry leaders were taught by Peace Corps Volunteer teachers in the 1960s and 1970s.

The Peace Corps' programming is consistent with the Ghana Poverty Reduction Strategy of 2002. The Peace Corps participates in Ghana's economic recovery, and the protection and promotion of its human and natural resources. All Volunteers promote HIV/AIDS awareness. Ghana's transitional economy demonstrates an increased demand for small enterprise development opportunities. Information communication technology (ICT) is an expanding sector.

## **VOLUNTEER FOCUS**

### **Business Development**

Volunteers provide training in ecotourism, small business and micro-business development, financial management, marketing, product quality, client servicing, standards, and credit availability for small entrepreneurs. They work with international and local nongovernmental agencies, local governments, and private-sector associations, in both urban and rural areas. They organize youth clubs to build self-esteem, organize income-generating projects with people living with HIV/AIDS (PLWHAs), and teach HIV/AIDS awareness seminars to youth and adults. Volunteers help develop tourism destinations and products focused on the cultural and historical value of kente weaving (a fabric made of interwoven woven cloth strips and native to Ghana) and bead making, and they have won awards in ecotourism from the government.

### **Education**

Volunteers teach science, math, ICT, and visual arts to 7,600 students in rural public senior and junior secondary schools and schools for the deaf. With Ghanaian teachers, Volunteers develop teaching resource manuals; establish science resource centers, laboratories, and art studios; and help identify and acquire computer and library resources for schools. They also help strengthen parent-school and school-community relationships. A group of Volunteers held a three-day youth leadership conference at the Kwame Nkrumah University of Science and Technology for boys and girls from across Ghana.

### **Environment**

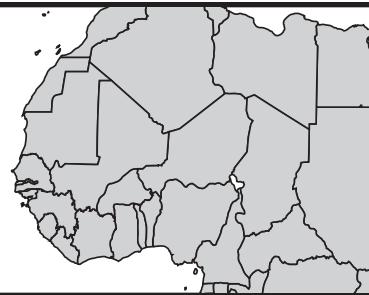
Persistent environmental issues in Ghana are deforestation, diminished soil fertility, erosion, and disappearance of naturally occurring bodies of water. Volunteers reduce environmental degradation through partnerships with governmental and nongovernmental agencies. As agroforestry managers, they facilitate the planting and sale of more than 500,000 seedlings each year at community schools, clinics, churches, community forest reserves, and wood lots. They develop community environmental groups in more than 50 communities each year, and transfer management skills for natural resource-based income-generating projects.

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

Volunteers promote behavior change to reduce water- and sanitation-related diseases and to create HIV/AIDS awareness and prevention. Volunteers helped more than 65 communities acquire, operate, and manage water and sanitation facilities. Volunteers work with nongovernmental organizations to extend piped water. They extend school-based health knowledge to homes through a school health education program, and they assist clinic staff with hygiene, sexual reproductive health, sexually transmitted infections, and nutritional education. In 2006, Volunteers created HIV/AIDS awareness training for men, women, and children. Health Volunteers work directly with local groups of PLWHAs and engage them in educational outreach programs as well as support the groups with income-generating activities. One-half of health Volunteers are working to eradicate the debilitating Guinea worm disease.

*“We are all human beings with a desire to do what we can to help those in need. This is why I joined Peace Corps. We do not do this for fame and fortune. Rather, we do it for the betterment of all humankind.”*

**Ghana Volunteer, Education Sector**



## COUNTRY PROGRAM OVERVIEW

|  |  |                           |   |
|--|--|---------------------------|---|
| PROGRAM DATES  | 1963–present   |                           |   |
| PROGRAM SECTORS  | Agriculture, Business Development, Environment, Health and HIV/AIDS, Youth |                           |   |
| Capital  | Guatemala City   | Foreign direct investment | \$1,355 million                                     |
| Population   | 12 million   | Access to safe water      | Urban: 99%; Rural: 92%                              |
| Annual per capita income   | \$2,190  | HIV/AIDS prevalence       | 1.1%  |
| GDP growth   | 2.7%   | Religions                 | Protestantism; Roman Catholicism; Traditional Mayan |
| Adult illiteracy rate  | Male: 25%; Female: 37%   |                           |   |
| Infant mortality rate  | 33 per 1,000 live births   |                           |   |
| Immunization rate  | DPT: 84%; Measles: 75%   | Official languages        | Spanish; Amerindian languages                       |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> | Volunteers   | FY 2007                   | FY 2008   |
|  | Program funds (\$000)  | 170                       | 153   |
|  |  | 3,801                     | 3,602   |

Guatemala is a democratic republic with separation of powers and a centralized national administration. Since the signing of peace accords in 1996, democracy has grown stronger, but many national problems remain. Guatemala's complex topography and its cultural and linguistic diversity (22 indigenous languages), complicate efforts to expand education and health services. The country's unique biodiversity offers considerable potential for further development of new products, crops, and ecotourism, but environmental degradation is rampant and few protective measures are currently in place. Throughout the years, the Peace Corps has been a significant resource in grassroots development in Guatemala. In 2004, in recognition of 41 years of service, President Oscar Berger Perdomo awarded the Peace Corps with the Order of the Quetzal—the highest honor bestowed upon either individuals or organizations.

## PROGRAM FOCUS

The program in Guatemala, which began in 1963, is one of the Peace Corps' oldest. Since 1963, some 4,500 Volunteers have served in Guatemala. More than 175 Volunteers now work in agriculture, business and municipal development, the environment, health, and with youth.

## VOLUNTEER FOCUS

### Agriculture

Fifty-two percent of Guatemala's economically active population works in agriculture. Due to major problems of rural malnutrition and poverty, demand is high for improved agricultural methods that increase production and protect limited farm resources. Farmers also seek assistance from the Peace Corps to find new opportunities under the Central American Free Trade Agreement. Volunteers work to diversify agricultural production, better manage harvests, and promote post-harvest marketing, home-based agroprocessing, and small-animal production. Volunteers also train Guatemalans in information and communication technology (ICT) activities.

One Volunteer worked closely with a small-farmers' cooperative to introduce advanced greenhouse management methods such as irrigation control, and pH/temperature/moisture monitoring to increase production and product quality. Together, they are introducing best practices in production, management, and marketing.

### **Business Development**

The lack of employment opportunities in the formal sector forces nearly 72 percent of the economically active population in Guatemala into the informal economy. Volunteers in business development work with youth and adults to improve the overall profitability of small businesses. Their activities include working with women-owned and operated businesses and through the schools to teach practical skills that encourage entrepreneurial activity and teamwork.

One Volunteer is working with an association of about 100 Poqomchi' Mayan women weavers from six different communities. They have improved the quality and sales of their beautiful weavings and improved the group's book-keeping and inventory control systems.

Volunteers also help strengthen the capacity of municipal authorities to deliver quality services, to enhance municipal planning, and to increase citizen participation. They do this by directly involving local people in planning, implementing, and monitoring local development projects.

Volunteers in this project are assigned directly to municipal planning offices around Guatemala where they are on the front lines of Guatemala's decentralization process. One Volunteer helped her municipality set up a website that is increasing transparency about municipal projects and finances.

### **Environment**

The rapid deterioration and depletion of Guatemala's natural resources are undermining its rich biodiversity and limiting its potential for economic development. Volunteers work in environmental conservation activities to decelerate environmental degradation in protected areas, municipal nature reserves, and other areas where natural resources are particularly threatened. Volunteers are assigned to one of two complementary areas: environmental education and ecotourism.

One Volunteer is working with a community severely damaged by Tropical Storm Stan. She and a Crisis Corps Volunteer worked closely with residents in six of the community's villages on damage assessment and disaster preparedness.

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

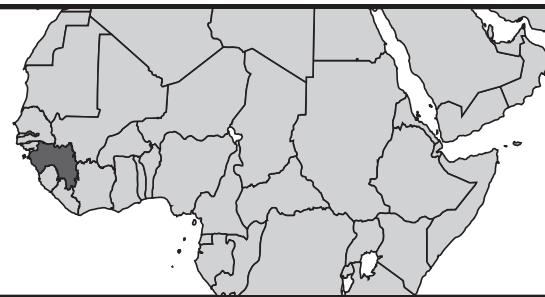
The poor health of many rural families is often related to poor personal hygiene, respiratory problems resulting from indoor cooking fires, and lack of access to safe drinking water. Volunteers work with teachers and students to improve the health of rural elementary school students through education and improved school and community sanitation. In addition, Volunteers introduce a variety of low-cost technologies to improve family health, including wood-saving stoves, latrines, rope pumps, solar water heaters, water-catchment systems, water tanks, and grain storage silos.

Volunteers developed inventories of both the educational resources and existing groups working in Guatemala to prevent HIV/AIDS. Volunteers in several projects used this material to give presentations and talks on HIV/AIDS to youth groups in their communities. Two Volunteers are working with all 30 schools in one municipality to see if they can be certified as "Healthy Schools" within the national program in a shorter-than-normal time period. This involved working with students to practice healthy lifestyles and with the school to meet basic sanitation conditions set by the program.

### **Youth**

The demographics of Guatemalan society, with half of the population under 24 years of age, underlines the importance of involving youth in the development of the country. Volunteers work with youth through activities in environmental education, junior entrepreneurship, and the Healthy Schools program.

One Volunteer taught fourth, fifth, and sixth graders basic business concepts and then helped them start functioning small businesses. He also started a swim team where young people now compete in local swim meets.



## COUNTRY PROGRAM OVERVIEW

|  |   |                           |  |
|--|---|---------------------------|--|
| PROGRAM DATES  | 1962-1966   1969-1971   1985-present                              |                           |  |
| PROGRAM SECTORS  | Business Development, Education, Environment, Health and HIV/AIDS |                           |  |
| Capital  | Conakry   | Foreign direct investment | \$100 million  |
| Population   | 9 million   | Access to safe water      | Urban: 78%; Rural: 38%                               |
| Annual per capita income   | \$410   | HIV/AIDS prevalence       | 3.2%   |
| GDP growth   | 2.6%  | Religions                 | Islam: 85%; Christianity: 8%; Indigenous beliefs: 7% |
| Adult illiteracy rate  | Male: 41.3%; Female: 73.6%  |                           |  |
| Infant mortality rate  | 101 per 1,000 live births   |                           |  |
| Immunization rate  | DPT: 33%; Measles: 69%  | Official language         | French   |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><i>Calculated September 30 each year</i> | Volunteers  | FY 2007                   | FY 2008  |
|  | Program funds (\$000)   | 117<br>2,566              | 109<br>2,493   |

Guinea gained independence in 1958 under the leadership of Sékou Touré. The current president, Lansana Conté, took over through a coup following Touré's death in 1984. The current constitution was put to popular vote at the end of 1990. In 1991, a multiparty system was legalized, and a timetable for future elections was set. In 1993, President Conté was elected in Guinea's first multiparty elections; he was reelected at the end of 2003 in an uncontested election.

Despite its mineral wealth, Guinea is one of the poorest countries in the world. This tropical country's economy depends primarily on agriculture. Leading crops are rice, coffee, bananas, palm kernels, and pineapples. Rich deposits of iron ore, gold, and diamonds exist. Bauxite sales provide Guinea with more than 90 percent of export revenues; the country has about 30 percent of the world's known bauxite and ranks second only to Australia in production.

## PROGRAM FOCUS

From 1962 to present, more than 1,200 Volunteers have served in Guinea. The Peace Corps enjoys strong support from all levels of the government and the people of Guinea. An increasing number of international, national, and local nongovernmental organizations (NGOs) are interested in collaborating with Volunteers. Volunteers are much in demand by schools, health centers, and rural communities, and the demand continues to exceed supply. All Volunteers, regardless of sector, are trained in how to promote HIV/AIDS awareness and prevention.

## VOLUNTEER FOCUS

### Business Development

Though many Guineans are involved in small-scale income-generating activities, few have access to business advisory services to help them expand a simple income-generating activity into a business. Volunteers have been working in the business development sector since 2004. Their work empowers youth and small-scale entrepreneurs (especially women) by strengthening their business management skills. Volunteers conduct business management and entrepreneurship training, create and strengthen market linkages, and establish basic accounting systems. The project supports three major cross-sector initiatives: empowering women, working with youth, and integrating information and communication technology (ICT).

One Volunteer taught managers of a local NGO in Telimele computer skills including how to use basic software programs. These NGO managers are now able to travel to the small villages and provide trainings and computer support to local farmers. The new computer skills help the farmers to improve food production and income generation by using technology to track their various projects.

### **Education**

Volunteers have worked in Guinean secondary schools since 1986. In line with the country's priorities, Peace Corps/Guinea's education sector intervenes in four areas: fostering student access and performance, building teacher capacity, improving school resources, and enhancing community self-reliance. Volunteers teach English as a foreign language, math, and physics. This year, Volunteers were also recruited to teach chemistry. Volunteers incorporate gender equity values in their daily teaching and give remedial instruction to girls in their schools. Many do secondary projects that help females cope with educational and developmental problems they face.

One Volunteer and her counterpart teachers conducted an academic "lock-in." A group of 20 girls spent the two months prior to national exams studying in a makeshift boarding school. The Volunteer is working with four girls who recently graduated from Kerouane high school. They will tour two regions of Guinea as peer-educators, conducting conferences in middle schools and serve as examples to their peers of the possibility of gaining an education as a young girl in Guinea.

### **Environment**

Approximately 80 percent of Guineans derive their living from agricultural activities. Volunteers work with counterparts, water and forest technicians, and primary school teachers to raise environmental awareness and promote sound agroforestry practices. The program boosts farm yields, enhances food security, helps with income generation, and incorporates environmental protection and restoration.

One Volunteer led summer school classes for 90 elementary school students from three villages. The curriculum focused on environmental issues including clean water, how to avoid pollution of the soil, and reforestation. On the final day of the program, each student planted a tree and gave presentations to their families about the environmental lessons they had learned.

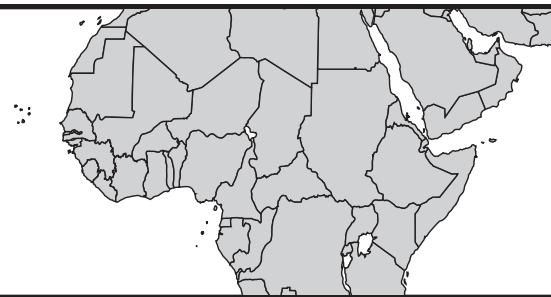
### **Health and HIV/AIDS**

Volunteers work as public health extension agents in rural communities. Their overall task is defined as health promotion with specific interventions that directly support the Ministry of Health's priority activities. These activities address diarrhea control, malaria control, reproductive health, nutrition, and vaccinations. Working with local counterparts, Volunteers design educational projects for their communities and transfer skills to their Guinean counterparts. Volunteers and their counterparts also participate in an annual HIV/AIDS workshop that provides participants with tools to carry out effective HIV/AIDS education work.

One health Volunteer teamed with his counterpart and another NGO to distribute mosquito nets and provide malaria prevention education to the most rural areas within his region. Biking up to 50 kilometers one way on roads impassable by car, the Volunteer and his counterpart helped educate rural Guineans about malaria prevention, provided affordable nets, and assisted with follow-up monitoring and project evaluation.

*"...Allow me to express, on behalf of the Guinean Government, the feeling of gratefulness and satisfaction of the Guinean people towards the Government of the United States and Peace Corps Volunteers who work with the abnegation deep inside our country at the grassroots level to improve the well-being of our populations..."*

**Madame Sidibé Fatoumata Kaba  
Guinea's Former Minister of Foreign Affairs**



## COUNTRY PROGRAM OVERVIEW

|   |                                |                           |  |
|---|--------------------------------|---------------------------|--|
| PROGRAM DATES   | 1967–1971   1995–present       |                           |  |
| PROGRAM SECTORS   | Education, Health and HIV/AIDS |                           |  |
| Capital   | Georgetown                     | Foreign direct investment | \$ 55.6 million  |
| Population  | 750,000                        | Access to safe water      | Urban: 83%; Rural: 83%                                 |
| Annual per capita income  | \$1,020                        | HIV/AIDS prevalence       | 2.5%   |
| GDP growth  | 1.6%                           | Religions                 | Christianity: 57%; Hinduism: 33%; Islam: 9%; Other: 1% |
| Adult illiteracy rate   | 3.5%                           |                           |  |
| Infant mortality rate   | 48 per 1,000 live births       |                           |  |
| Immunization rate   | DPT: 90%; Measles: 88%         | Official language         | English  |
| <b>ANTICIPATED NUMBER OF VOLUNTEERS</b><br><i>Calculated September 30 each year</i> |                                | Volunteers                | FY 2007  |
|   |                                | Program funds (\$000)     | FY 2008  |
|   |                                | 42                        | 50   |
|   |                                | 1,575                     | 1,376  |

Guyana has a population of approximately 700,000 people, largely confined to a narrow coastal strip where sugar and rice cultivation is concentrated and where the nation's capital, Georgetown, clusters at the mouth of the Demerara River. Guyana has a great diversity of racial and ethnic groups: People of East Indian descent constitute 49.5 percent of the population; people of African descent, 35.6 percent; and people of Portuguese, Chinese, Amerindian, or mixed descent, 15 percent. The two main political parties are divided along racial lines and this division is one of Guyana's greatest challenges.

Three major river systems, the Demerara, the Berbice, and the Essequibo, together with innumerable smaller rivers and creeks, drain this "Land of Many Waters" and link its vast forest and savannah interior to the coast. Agriculture and mining are Guyana's most important economic activities, with sugar, bauxite, rice, and gold accounting for roughly 70 percent of export earnings. As one of the poorest countries in the Western Hemisphere, Guyana continues to face major impediments to economic growth. Significant emigration since the 1960s has caused critical shortages of teachers and healthcare workers, among other groups.

## PROGRAM FOCUS

At the request of the Guyanese government, the Peace Corps returned to Guyana in 1995 after a 24-year absence. Since the initial opening of the program in 1967, more than 380 Volunteers have served in Guyana. The reentry was initiated in response to the government's desire to improve its healthcare system in rural communities and to respond to the needs of a growing youth population with limited employment and educational opportunities. Volunteers address these needs by providing community health education and youth development in collaboration with relevant ministries and nongovernmental organizations (NGOs). They help facilitate community involvement, train service providers, and introduce new training and teaching methodologies. The education project incorporates an information technology component that responds to a request from the Ministry of Education and community-based organizations to enhance computer training for students, educators, and others.

## **VOLUNTEER FOCUS**

### **Education**

Education needs in Guyana include raising levels of literacy and numeracy, providing life-skills instruction, special education, environmental education, and physical education; and teacher training in curriculum development, methodologies, and instruction. Much work is also needed in parental education, strengthening community-school linkages, social and sensitivity issues, and counseling. Volunteers work with youth organizations and the Ministry of Education to provide at-risk youth with educational, personal, and life-skills development opportunities. This helps them meet the challenges of adolescence and contribute positively to their communities. Through teacher-training activities, Volunteers work with educators on participatory teaching methods and life-skills training. They provide training in computer literacy to Guyanese teachers and training in literacy, remedial reading, and information and communication technology to students. Volunteers also help students with career preparation, teaching them to develop résumés, complete applications, create personal job networks, and establish goals and plans.

Volunteers' work has ranged from promotion of reading to computer skills training. One Volunteer recently held a day-long "Reading Jamboree" in which parents and students were encouraged to read to each other. Through the participation of local business and other sponsors, the entire community was involved in the event. Building on the work of her predecessor, another Volunteer successfully launched a computer course in her community. Students in her program achieved a 100 percent pass rate on the Caribbean Examinations Council test.

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

Guyana's general health indicators are the worst in the Caribbean region with the exception of Haiti. The government has implemented a national health plan, and its first-order priorities are malaria, sexually transmitted diseases (STDs), acute respiratory infections, immunizable diseases, and prenatal problems. Second-order priorities are malnutrition and diarrheal disease. Volunteers work directly with health centers, NGOs, and communities to identify local and national resources, conduct community health assessments, design and implement health education, and train health-center staff and community leaders. Volunteers address Guyana's high HIV/AIDS rate in their training and outreach efforts. They collaborate with NGOs to provide health education sessions on HIV/AIDS prevention to youth. Peace Corps/Guyana has strengthened and expanded its collaboration with the Centers for Disease Control and Prevention and the U.S. Agency for International Development in addressing HIV/AIDS. Guyana is one of the focus countries in the President's Emergency Plan for AIDS Relief (PEPFAR).

With small projects funding from PEPFAR, one Volunteer held a week-long skills-building workshop for youth in collaboration with a local NGO called Partners of Mercy. Nearly 150 children were able to spend one week doing healthy activities during their school break. They made new friends, learned to cooperate with each other, and gained self-esteem. Seven campers indicated that they were interested in becoming peer educators for Partners of Mercy. Because this youth camp is the largest activity Partners of Mercy has undertaken to date, members of the community can now associate the NGO with an activity and its positive result for the youth in the region.

*"Several of my students, particularly those who come to Saturday lessons at my house, have moved up four or five spaces in their overall class standing. I'm also hearing their teachers comment about their improvement. The kids know they're progressing and it is gratifying to see their excitement."*

**Guyana Volunteer, Education Sector**



## COUNTRY PROGRAM OVERVIEW

|  |  |                           |                                  |
|--|--|---------------------------|----------------------------------|
| PROGRAM DATES  | 1963–present   |                           |                                  |
| PROGRAM SECTORS  | Agriculture, Business Development, Environment, Health and HIV/AIDS, Youth |                           |                                  |
| Capital  | Tegucigalpa  | Immunization rate         | DPT: 89%; Measles: 92%           |
| Population   | 7 million  | Foreign direct investment | \$293 million                    |
| Annual per capita income   | \$1,040  | Access to safe water      | Urban: 99%; Rural: 82%           |
| GDP growth   | 4.6%   | HIV/AIDS prevalence       | 1.8%                             |
| Adult illiteracy rate  | 20%  | Religion                  | Roman Catholicism; Protestantism |
| Infant mortality rate  | 31 per 1,000 live births   | Official language         | Spanish                          |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> |  | Volunteers                | FY 2007                          |
|  |  | Program funds (\$000)     | 197                              |
|  |  |                           | 3,822                            |
|  |  |                           | FY 2008                          |
|  |  |                           | 166                              |
|  |  |                           | 3,549                            |

From the late 1960s to the early 1980s, the armed forces were the principal political force in Honduras, governing directly, influencing general policy, and controlling national security affairs. The Honduran constitution of 1982 provides the foundation for democracy, which continues to evolve in the post-armed forces era. José Manuel Zelaya of the Liberal Party became president in 2005, in elections considered free and fair. During his campaign, President Zelaya promised to reduce crime, reinvigorate the economy, and fight corruption.

Honduras is one of the poorest and least developed countries in Latin America. Poverty and food insecurity are exacerbated by the continuing effects of natural disasters, such as Hurricane Mitch. Current Honduran initiatives for economic expansion include tourism—focused on the Caribbean coast, the Bay Islands, and the Maya ruins of Copan—and re-export factories called *maquiladoras*. Leading exports are coffee, shrimp, bananas, and forest products.

## PROGRAM FOCUS

More than 5,000 Volunteers have served since the Peace Corps/Honduras program's inception in 1963. During the past four decades, the Peace Corps has helped Honduras create and implement a national park system, include environmental education in its national education curriculum, reduce infant mortality through education, and construct effective water and sanitation systems. Honduras is currently the largest program in the Inter-America and Pacific region, with more than 180 Volunteers working in child survival and HIV/AIDS, business development, agriculture and management of protected areas, water and sanitation, youth development, and municipal development.

## VOLUNTEER FOCUS

### Agriculture

Excessive use of slash-and-burn agriculture and poor soil conservation techniques on the hillsides of Honduras causes a severe loss of quality topsoil, which diminishes crop yields. Lack of crop diversification, poor management skills, and few small-scale agribusiness initiatives exacerbate this problem. Consequently, farmers have difficulty generating and managing extra sources of income or food for their families. Volunteers train farmers in sustainable production techniques to improve soil conservation and increase and diversify crops for greater food security and higher family incomes.

Ten Volunteers and farmer leaders attended five trainings on sustainable coffee production and then trained more than 100 farmers in their respective communities. As a result, a Volunteer and farmers in two communities formed a cooperative to improve coffee production, harvesting, and commercialization. The farmers now sell their coffee to a major cooperative and they have received a 25-percent increase in their coffee prices. The same farmers reduced the chemicals used in coffee production and started a reforestation project to improve their shade-grown coffee and the health of the micro-watershed.

### **Business Development**

Lack of basic business skills limits economic opportunities for many low-income Hondurans. Volunteers assist the poorest communities by identifying local employment opportunities, improving business management practices, and training micro-entrepreneurs in basic business skills. Volunteers also develop training programs in information technology to help business owners and the Honduran government improve efficiency.

Two married Volunteers collaborated with a Japanese International Cooperation Agency volunteer to teach 50 teachers, three doctors, and 24 high school students to use MS Office and the Internet. The Volunteers taught classes at their counterpart agency's office and also trained an agency administrator to give computer classes and develop instructional materials.

### **Environment**

Honduran forest reserves and coastal areas are at risk of overexploitation. Urbanization poses a threat to watersheds and protected areas throughout the country. Volunteers work with the national forest service and local NGOs to promote environmental awareness, sound micro-watershed management practices, and ecotourism among farmers and schools in communities adjacent to protected areas.

One Volunteer and local community members forested the main entrance to their municipality, planting more than 3,000 trees on each side of the road. More than a year later, 98 percent of the trees were doing very well. The community is proud of their project, and the seniors at the local high school now have a nursery where they grow ornamental, forest, and fruit trees, which they sell to raise funds.

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

In rural Honduras, poor knowledge of proper hygiene practices, sanitary waste disposal, and the protection of water sources causes widespread health problems, disease, and malnutrition. Volunteers train communities on water-source rehabilitation, expansion, and construction, and on construction of fuel-efficient wood-burning stoves. They also respond to the need for health education and accessible healthcare by providing education on infant care, vaccination programs, and nutrition. In 2006, Volunteers helped rehabilitate, expand, and construct potable water systems in 87 communities, benefiting close to 51,000 people.

More than 80 participants (Volunteers and Hondurans) attended one of three men's health workshops led by Volunteers. Those participants are now implementing activities on HIV/AIDS prevention with at risk-populations in their communities and reaching adult men in their meeting places and work sites.

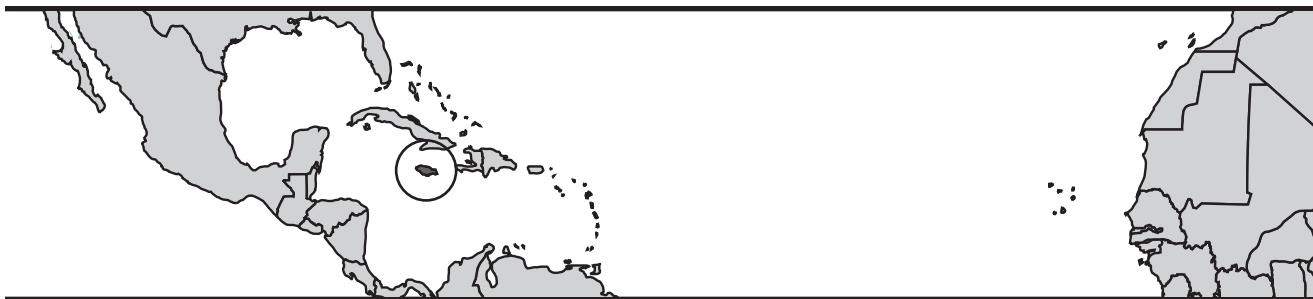
### **Youth**

Many Honduran youth face limited prospects of good employment, a sound financial situation, and stable family relationships. Volunteers work with youth, adults, and agencies to identify and initiate positive activities for young people that can help them develop as individuals, citizens, family members, and professionals.

With funds from Baseball for Tomorrow, Volunteers purchased equipment, trained 24 coaches, and formed baseball teams in 12 communities. In March 2006, the Peace Corps sponsored its first national baseball tournament in which 10 teams traveled to the capital city. In addition to having fun, youth learned the importance of teamwork and discipline.

*"The work that Peace Corps Volunteers do is of great importance to the modernization of the water and sanitation system. Their presence in the rural areas helps to facilitate decentralization and improve living conditions. Their commitment is worthy of imitating."*

Jorge Mendez, Director  
National Autonomous Water and Sewage Authority  
Honduras



## COUNTRY OVERVIEW

|  |                          |                           |                                       |
|--|--------------------------|---------------------------|---------------------------------------|
| PROGRAM DATES  | 1962–present             |                           |                                       |
| PROGRAM SECTORS  | Environment, Youth       |                           |                                       |
| Capital  | Kingston                 | Immunization rate         | DPT: 81%; Measles: 78%                |
| Population   | 3 million                | Foreign direct investment | \$16,772 million                      |
| Annual per capita income   | \$3,300                  | Access to safe water      | Urban: 98%; Rural: 87%                |
| GDP growth   | 0.9%                     | HIV/AIDS prevalence       | 1.2%                                  |
| Adult illiteracy rate  | Male: 16%; Female: 9%    | Religions                 | Christianity; Judaism; Rastafarianism |
| Infant mortality rate  | 17 per 1,000 live births | Official language         | English                               |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> |                          | Volunteers                | FY 2007                               |
|  |                          | Program funds (\$000)     | 99                                    |
|  |                          |                           | 2,955                                 |
|  |                          |                           | FY 2008                               |
|  |                          |                           | 98                                    |
|  |                          |                           | 2,778                                 |

Jamaica is striving to strengthen its economy and escape from a burden of debt. Increased poverty caused by inadequate educational programs, rapid urbanization, and a sluggish economy has had a tremendous impact. Almost 70 percent of the budget is set aside to service the national debt, leaving no other choice than to borrow to meet vital national needs. About 20 percent of Jamaicans live below the poverty line, and the government struggles to provide the services and education that would improve the standard of living and promote productive enterprise. The country is still recovering from the devastating impact of Hurricane Ivan in 2004, which affected more than 200 communities. Creating opportunities for marginalized youth in urban areas is also main concern. With the lack of opportunities in Jamaica, many Jamaicans emigrate to the United States, Cayman Islands, United Kingdom, and Canada, thus creating an insufficient labor force in the farming industry, and a “brain drain” from many sectors, including health, education and information and communication technology (ICT). Last year’s remittances from overseas were 25 percent of GDP, making this inflow of money the largest source of net foreign exchange, ahead of tourism and bauxite mining.

## PROGRAM FOCUS

While Jamaica is famous for its green mountain landscapes, beaches, coral reefs, and unusual biological diversity, the country continues to grapple with underdevelopment, unemployment, environmental degradation, marginalization of youth (especially males), a high rate of HIV/AIDS infection (1.2 percent adult prevalence rate), lack of potable water, and poor sanitary practices. Despite high enrollment rates in primary and lower secondary schools, there is a drastic decline in enrollment rates among 17- to 19-year-olds. High levels of crime, violence, and drug trafficking, especially in many inner-city communities, further deteriorate living conditions and negatively impact foreign investments. The Peace Corps addresses Jamaica’s development priorities through initiatives in environmental awareness and protection, community environmental health (particularly water and sanitation), HIV/AIDS education and prevention, youth at-risk, ICT, and, income generation/small business development for urban and rural youth.

## **VOLUNTEER FOCUS**

### **Environment**

Volunteers are engaged in two important aspects of sustainable development: integrating environmental education themes in the formal education system through collaboration with 4-H and the School for the Environment Program; and working with community-based organizations and environmental nongovernmental organizations (NGOs) to develop eco-friendly income-generation projects, while assisting in institutional strengthening. These projects help nurture the development of a national environment ethic and promote prudent management of the island's natural resources.

One Volunteer assigned to a cooperative introduced greenhouse vegetable production to the rural farmers in his village. Through a post-hurricane recovery project, several large greenhouses were built to introduce modern, ecologically friendly farming practices in the area. The Volunteer helped design smaller versions of the greenhouse, which made the initiative more affordable for resource-limited farmers and encouraged environmentally sound farming techniques.

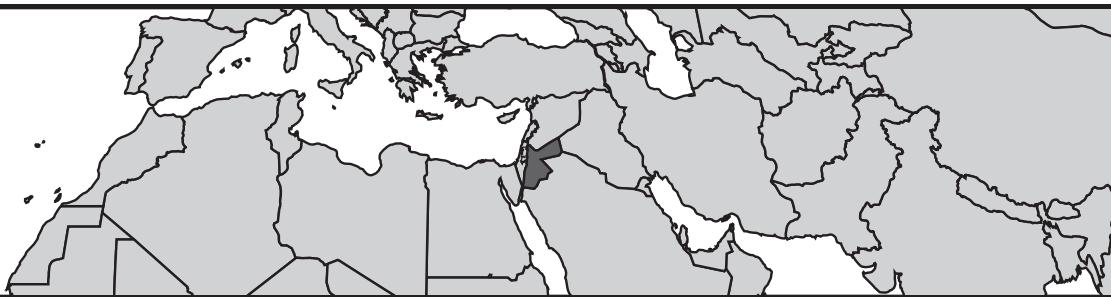
Another environment initiative addresses the sanitation system in Jamaica, which is increasingly inadequate. Volunteers help design and install wastewater treatment facilities and implement rural water systems that supply safe, reliable water to communities. Using an integrated health promotion approach, Volunteers improve basic hygiene and the maintenance and usage of latrines. They collaborate with teachers to develop health and hygiene curricula for schools, work in rural and urban squatter and underserved settlements to facilitate broad-based community development activities, and strengthen community-based organizations that support health projects. Through their secondary projects, Volunteers engage community groups in income-generating ICT activities, and in targeted community mobilization using sports, music, education in schools, life-skills training and other modalities to address the HIV epidemic.

### **Youth**

The youth project was recently renamed the "Youth as Promise Project" to better reflect the agency's assets-based approach and to promote positive youth development. Volunteers collaborate with the Ministry of Education, Youth, and Culture; NGOs; community groups; and health centers to develop and strengthen programs that build skills and self-esteem in youth, youth workers/teachers, and parents. Volunteers and their sponsoring agencies work together to implement reading and ICT tutoring programs, youth entrepreneurship and employability programs, and HIV education/prevention and life-skills training. One Volunteer and her Jamaican counterpart conducted HIV/AIDS peer-educator training workshops in high schools in Manchester and conducted follow-up trainings and provided support as the peer educators organized and delivered their own trainings.

*"The Volunteer couple assigned to my agency has taken the Red Cross to higher heights of effectiveness with their efficiency and availability. We welcome them; they are outstanding."*

McArthur Collins  
Chairman, Red Cross Mandeville  
Jamaica



## COUNTRY PROGRAM OVERVIEW

|  |                          |                           |   |
|--|--------------------------|---------------------------|---|
| PROGRAM DATES  | 1997-2002   2004-present |                           |   |
| PROGRAM SECTORS  | Education, Youth         |                           |   |
| Capital  | Amman                    | Foreign direct investment | \$620 million                                 |
| Population   | 5 million                | Access to safe water      | Urban: 91%; Rural: 91%                        |
| Annual per capita income   | \$2,190                  | HIV/AIDS prevalence       | <0.1%   |
| GDP growth   | 7.7%                     | Religions                 | Sunni Islam: 95%; Christianity: 4%; Other: 1% |
| Adult illiteracy rate  | Male: 5%; Female: 15%    |                           |   |
| Infant mortality rate  | 23 per 1,000 live births |                           |   |
| Immunization rate  | DPT: 95%; Measles: 99%   | Official language         | Arabic  |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> | Volunteers               | FY 2007                   | FY 2008                                       |
|  | Program funds (\$000)    | 57<br>1,709               | 55<br>1,588                                   |

Jordan is a small country with limited natural resources. Agricultural production is affected by drought and the lack of arable land. Traditionally, Jordan's economy has centered on phosphates, potash, fertilizer derivatives, overseas remittances, tourism, and foreign aid. In 2001, Jordan became the fourth nation to enter into a free-trade agreement with the United States, and it has signed trade liberalization agreements with the European Union. Tourism has been intermittently affected by political tension in the region.

Jordan's King Abdullah II leads his kingdom with a sustained commitment to economic and social reform. Numerous development challenges face Jordan, among them rural poverty and unemployment, and ambitious growth goals in education and primary healthcare—all areas of Peace Corps programming and collaboration.

## PROGRAM FOCUS

Since 2000, Jordan has launched social and economic initiatives to raise the standard of living, develop human resources, promote rural development, and increase participation in civil society and governance. High among the king's priorities is addressing human capacity requirements through improved early childhood, primary, and secondary education, with specific emphasis on English fluency and computer literacy.

Due to security concerns, the Peace Corps suspended its program and withdrew its Volunteers in November 2002. In June 2003, a Peace Corps assessment team, working with U.S. embassy and Jordanian officials, deemed the situation stable and the program resumed in 2004.

Volunteer projects focus on English education; special education, especially for the mentally challenged; and youth development. Project plans are developed in cooperation with Jordanian partners, which include the Ministries of Social Development and Education and the Higher Council for Youth. Close collaboration with Jordanian security agencies and host ministries plus an in-depth site-development process ensure the safety and well-being of Volunteers.

## **VOLUNTEER FOCUS**

### **Education**

Volunteers assigned to rural primary and secondary schools enable Jordanian students, educators, and community members to improve their English proficiency. This increases access to higher education and employment. Careful screening of underserved communities ensures that Volunteer contributions are focused less on full class loads and more on maximizing Volunteers as resources, as native speakers, and as models of innovative, interactive teaching methods. Volunteers consult on the design and delivery of regional teacher-training workshops, conduct English clubs and camps for students, and teach groups such as women's clubs and youth centers.

To encourage creativity and appreciation of their surroundings, one Volunteer organized a photography workshop for the boys in his community. Participants were given disposable cameras, instructed in basic photography technology, and invited to shoot subjects of their choice. The best shots were displayed at a local café and art gallery in Amman.

The return of special education Volunteers has been particularly welcomed as they serve small- to medium-sized communities, often working with charitable or parent-founded centers. The devotion of these families and communities to their disadvantaged members sets the tone for a remarkable atmosphere of contribution and success.

Queen Rania has taken a strong interest in early childhood development and children with special needs. Volunteers are placed at rural and urban special education centers under the auspices of the Ministry of Social Development. Beneficiaries of these programs are rarely integrated into the mainstream, although the Ministry of Education has recently asked the Peace Corps to consider collaborating on special needs initiatives within its schools. Current special education Volunteers are warmly welcomed by counterparts. This sense of urgency is a tremendous impetus to Volunteer integration and provides an immediate sense of fulfillment.

Noting the lack of wheelchair access at his site, a Volunteer organized support to construct four wheelchair ramps at the main intersection of Irbid on a service day for the Peace Corps' 45th anniversary. This initiative motivated his center to construct an additional 35 ramps, thereby creating the first "accessible" zone in Jordan's second largest city, near the university.

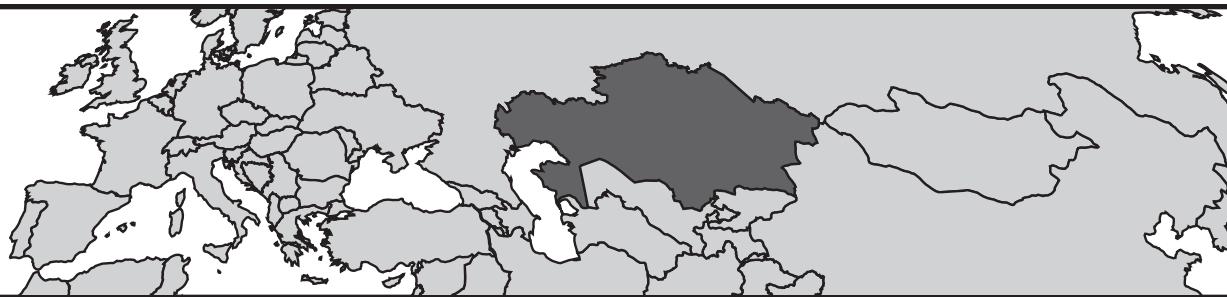
### **Youth**

Current statistics reveal that more than 31 percent of Jordanians are between 15 and 29 years old and a further 38 percent are younger than 15. The Higher Council for Youth works closely with the Peace Corps to address the development and enhancement of life skills for Jordanian youth. The government has established a nine-point National Youth Strategy, one element of which is healthy lifestyles. Peace Corps Volunteers focus their efforts on youth-based health issues, such as obesity, anti-smoking, and promoting good nutrition, sports, and exercise.

Addressing the need for youth empowerment, three Volunteers designed and implemented a one-week training of trainers that focused on leadership and team-building. Forty Jordanian youth—boys and girls—participated, and, in turn, they have duplicated many of the team-building games and activities at their centers.

*"I could describe my life in Jordan in three words: peaceful, busy, and shared."*

**Jordan Volunteer, Youth Sector**



## COUNTRY PROGRAM OVERVIEW

|  |                                 |                           |  |
|--|---------------------------------|---------------------------|--|
| PROGRAM DATES  | 1993–present                    |                           |  |
| PROGRAM SECTORS  | Business Development, Education |                           |  |
| Capital  | Astana                          | Foreign direct investment | \$4,104 million  |
| Population   | 15 million                      | Access to safe water      | Urban: 96%; Rural: 72%   |
| Annual per capita income   | \$2,250                         | HIV/AIDS prevalence       | 0.2%   |
| GDP growth   | 9.4%                            | Religions                 | Sunni Islam: 47%; Russian Orthodoxy: 44%; Other: 7%; Protestantism: 2% |
| Adult illiteracy rate  | Male: <0.5%; Female: 1%         |                           |  |
| Infant mortality rate  | 68 per 1,000 live births        |                           |  |
| Immunization rate  | DPT: 82%; Measles: 99%          | Official languages        | Kazakh; Russian  |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> | Volunteers                      | FY 2007<br>129            | FY 2008<br>183   |
|  | Program funds (\$000)           | 2,680                     | 2,718  |

This year, Kazakhstan celebrates its 15th year of independence and the 11th anniversary of its constitution. Since its independence, Kazakhstan has been a constitutional republic led by Nursultan Nazarbayev, its only president to date. The country is proceeding along the difficult path of reforming and building an open democratic society with a market economy. Economically, Kazakhstan has many successes to report. Driven by vast reserves of natural resources, including oil and gas, Kazakhstan has experienced strong growth in its GDP. The World Bank now classifies Kazakhstan as a country with above-average income. Transitioning to a civil society and securing basic human rights has proven to be a more arduous task. With little experience in citizen participation to promote local community change, Kazakhstan's fledgling nongovernmental organization (NGO) sector is beginning to be recognized by the government as a viable avenue for community development.

## PROGRAM FOCUS

In 1993, not long after the country declared its independence, President Nazarbayev invited the Peace Corps to help strengthen Kazakhstan's human resource base. Since then, the Kazakhstani people and the government have been extremely supportive of the Peace Corps' role in development. In 2005, President Nazarbayev announced his latest initiatives, including deeming English as the third language of Kazakhstan and stressing the importance of improving education in rural areas of the country. Peace Corps Volunteer activities are closely aligned with the president's vision in these areas.

## VOLUNTEER FOCUS

### Business Development

Volunteers promote the development of civil society by working with host organizations, counterparts, and community volunteers throughout Kazakhstan to improve a community's capacity to meet its needs—particularly in target areas such as HIV/AIDS, youth, environment, women, and economic development. One Volunteer, with her organization, conducted an HIV/AIDS awareness walk in her city with 200 participants—the first such activity in

the city. Another Volunteer helped his business center NGO establish a mini-MBA program for entrepreneurs and NGO leaders. The program attracted guest lecturers from the United Kingdom and was so successful that a separate school is being established. A third Volunteer, working with an environmental NGO, held three camps in which young students spent one week camping on the steppe and participating in environmental-awareness activities conducted in English. Three Volunteers worked to connect resources from a private international business with a local NGO to provide information technology training for teens from an orphanage. The international business was so impressed by the commitment and talent of the orphans that it established several college scholarships for the teens to continue their education.

### **Education**

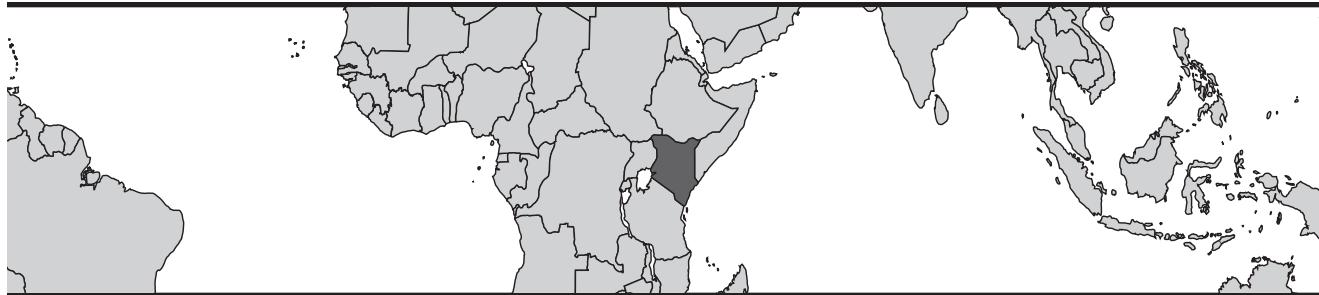
One of Kazakhstan's main goals is integrating into the world market economy. As English is the language of international communication, the Ministry of Education has requested assistance from the Peace Corps in English language teaching and educational resource development, particularly in rural secondary schools. Most schools and institutions of higher learning have inadequate teaching staff, outdated and often ineffective textbooks, limited teaching resources, and teachers with limited English fluency. Several Volunteers conducted teacher-training workshops for almost 1,000 village teachers throughout Kazakhstan to improve their English teaching methodology and their English language skills.

Volunteers also organize numerous community projects, including business, technology and environmental clubs and HIV/AIDS awareness activities.

In addition to their formal roles as teachers in academic settings, Volunteers are enthusiastic participants in summer camps across Kazakhstan. Building on the summer camp tradition that existed in the former Soviet Union, Volunteers work with local counterparts to provide campers with enriching, invigorating camp experiences. As a result of this work, counterparts improve their English ability as well as their planning, organizational, and leadership skills. Volunteers add a sustainability component by assisting their counterparts in seeking local resources and sponsors for these camps. More than 40 Volunteers organized and participated in camps throughout Kazakhstan last summer and one Volunteer organized a camp for diabetic children—a first for this population in Kazakhstan. The Volunteer was able to build a consortium of support through the donation of the campsite from a local businessman and funding for food and transport from the local government and the Peace Corps' small projects assistance program. Doctors donated their time to provide medical care for the children, checking their sugar levels and administering insulin daily.

*"I feel very lucky to have had this opportunity to serve and am proud of my country for continuing to provide this sort of outreach to the world. It is a valuable service to humanity and to foreign relations which can't compare to any financial or other physical form of cooperation that we as American citizens can provide."*

**Kazakhstan Volunteer  
Business Development Sector**



## COUNTRY PROGRAM OVERVIEW

|  |  |                           |   |
|--|--|---------------------------|---|
| PROGRAM DATES  | 1964–present   |                           |   |
| PROGRAM SECTORS  | Business Development, Education, Health and HIV/AIDS |                           |   |
| Capital  | Nairobi  | Foreign direct investment | \$46 million  |
| Population   | 33 million   | Access to safe water      | Urban: 89%; Rural: 46%  |
| Annual per capita income   | \$480  | HIV/AIDS prevalence       | 6.7%  |
| GDP growth   | 4.3%   | Religions                 | Protestantism: 40%; Roman Catholicism: 30%; Islam: 20%; Indigenous beliefs: 10% |
| Adult illiteracy rate  | Male: 22%; Female: 30%                               |                           |   |
| Infant mortality rate  | 79 per 1,000 live births                             |                           |   |
| Immunization rate  | DPT: 73%; Measles: 73%                               | Official languages        | Kiswahili; English  |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> | Volunteers   | FY 2007                   | FY 2008   |
|  | Program funds (\$000)                                | 151                       | 138   |
|  |  | 3,253                     | 3,087   |

Since Kenya's independence from Britain in 1963, the first successful transfer of political power occurred with the December 2002 election of President Mwai Kibaki, leader of the National Rainbow Coalition. In a November 2005 referendum, Kenyan voters defeated a government-backed draft constitution, although the "for" and "against" campaigns were marked by violence. Presidential elections are scheduled for December 2007. Kenya experienced economic growth after independence until the 1970s, but in the past two decades, its economy has declined, especially public-sector investments. In 2005, Kenya's economy grew by about 5 percent and that growth rate is expected for 2006 primarily because of improved confidence in the private sector. Agriculture is the main source of employment, with approximately 60 percent of the population engaged in farming. Kenya's economy is also heavily dependent on tourism. Kenya ranks 154 out of 177 on the 2005 United Nations Human Development Index. Kenya is the world's largest exporter of tea, which, together with coffee and horticultural products, constitutes more than half of the country's merchandise exports.

## PROGRAM FOCUS

Since 1964, more than 5,000 Volunteers have helped the people and government of Kenya meet their development needs. The work of Volunteers is well-regarded by government officials at both the national and district levels, as well as by nongovernmental organizations (NGOs) and community members. Peace Corps/Kenya has adapted its projects over the years to fit Kenya's changing needs. Volunteers are currently involved in health and HIV/AIDS education and prevention, water and sanitation, secondary school education (math and science teachers), girls' education, business development, information and communication technology (ICT), and a unique deaf education program, which includes 21 deaf education Volunteers funded by the President's Emergency Plan for AIDS Relief (PEPFAR).

The Volunteer-led Gender and Development (GAD) Committee incorporated its annual girls' empowerment program, "Take Our Daughters to Work" into a wider initiative called Camp GLOW (Girls Leading Our World). Conducted by Volunteers from all sectors with assistance from NGOs, community-based organizations, Volunteer counterparts, and Kenyan professional women, 64 girls ages 14-19 from rural villages, including 11 deaf girls, were trained on a

range of topics, including breast health, reproductive health, rape avoidance, HIV/AIDS, sexually transmitted diseases (STDs), leadership, and decision-making. The girls had several field visits including a post-rape care center and a trip to the Kenya chapter of the Federation of Women Lawyers, an NGO that advocates for women's rights.

## VOLUNTEER FOCUS

### Business Development

Volunteers in partnership with the Ministry of Labor and Human Resource Development help Kenyans start enterprises and other income-generating activities by providing training and technical assistance in market expansion. Volunteers also help establish local businesses to improve product quality and access to business support services like credit. Volunteers help Kenyan entrepreneurs improve their productivity through the use of computers, as well.

One Volunteer in a rural area trained 300 members of a community group in beekeeping. As a strategy to popularize the business, he worked with a local carpenter to redesign a beehive and reduce its cost by 50 percent. The group members purchased 30 hives and installed them at various points in the community. The Volunteer trained the new beekeepers on improved techniques of harvesting honey and packaging to fetch better prices, increasing the price of honey by more than 400 percent per kilogram.

### Education

Volunteers teach mathematics, biology, chemistry, and physics in rural secondary schools. They also train teachers in these schools to expand their range of educational approaches and practices in teaching math and science subjects. Volunteers teach in primary schools for deaf children and train teachers who are instructing deaf students. They also conduct community outreach programs to educate parents and guardians about deafness and the importance of providing support for deaf children.

One Volunteer worked with her students to prepare them to participate in Kenya's annual Science Congress Competition. The students prepared projects on the production of bio-fuel using animal waste and glue recycled from plastic bags. The projects demonstrated the importance of conserving the environment, how to utilize waste materials, and how to promote sustainable economic development. The students were ranked first in the local level competition and third at the district level.

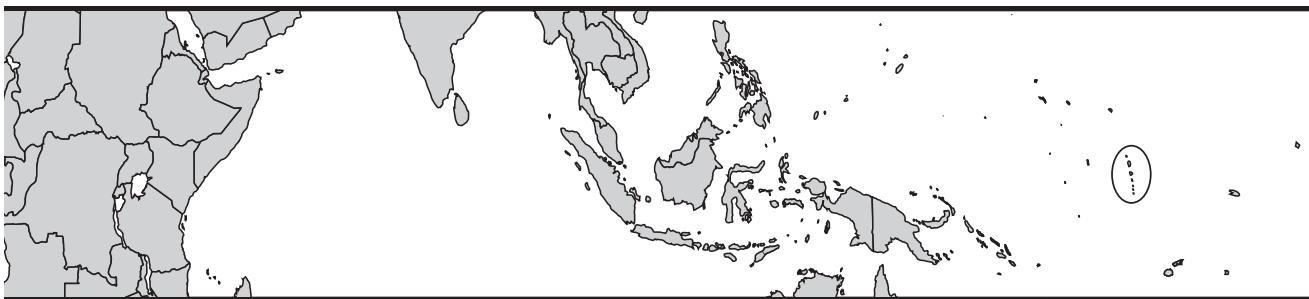
### Health and HIV/AIDS

Volunteers, in partnership with the Ministry of Health, address key public health challenges through attitude and behavior change in communities and among youth to reduce incidences of HIV/AIDS, water-borne diseases, and to prevent malaria. Volunteers provided HIV/AIDS prevention training to more than 31,000 youth in 82 community groups, more than a third of them young women. Health Volunteers have also assisted their communities to prioritize their health needs and implement intervention plans, worked with community groups to strengthen household abilities to provide home-based care for people living with AIDS and orphans, and trained close to 300 service providers on malaria prevention techniques, water-borne diseases, and nutrition.

One Volunteer worked with a small NGO called Women and Children's Alternative Lives. Its members developed 19 water-catchment ponds to irrigate kitchen vegetable gardens. Some of the vegetables are sold in local markets, creating a new source of sustainable income. The ponds help the community integrate nutrition and water security with HIV/AIDS awareness. The project has benefited women living with AIDS and AIDS orphans, and is expanding benefits to more families.

*"He [a Peace Corps Volunteer] came here empty handed but the difference he has made is perhaps more valuable than the previous donor efforts put together."*

Chief Michael Kowuor  
Nyanza Province, Kenya



## COUNTRY PROGRAM OVERVIEW

|  |                                |                           |  |
|--|--------------------------------|---------------------------|--|
| PROGRAM DATES  | 1973–present                   |                           |  |
| PROGRAM SECTORS  | Education, Health and HIV/AIDS |                           |  |
| Capital  | Tarawa                         | Foreign direct investment | Not available  |
| Population:  | 98,000                         | Access to safe water      | Urban: 77%; Rural: 53%                                 |
| Annual per capita income   | \$970                          | HIV/AIDS prevalence       | Not available  |
| GDP growth   | 1.8%                           | Religions                 | Roman Catholicism: 53%;<br>Kiribati Protestantism: 39% |
| Adult illiteracy rate  | Not available                  | Official language         | English  |
| Infant mortality rate  | 49 per 1,000 live births       |                           |  |
| Immunization rate  | DPT: 75%; Measles: 56%         |                           |  |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> | Volunteers                     | FY 2007                   | FY 2008  |
|  | Program funds (\$000)          | 55<br>1,606               | 59<br>1,456  |

Kiribati (pronounced Kir-ee-bus) is a small, isolated group of islands in the central Pacific that straddles the equator and the international dateline. The country is composed of three island groups: the Gilbert Islands, Phoenix Islands, and Line Islands. It has 33 coral atolls scattered over more than 2 million square miles, yet its total land area is only 264 square miles. Kiribati gained independence from Britain in 1979 and is now a democratic republic with a stable government.

Kiribati has few natural resources and a limited economy. Its main source of revenue is the export of dried coconut (copra), fish and the sale of fishing rights. Agriculture is limited because of poor soil and scarce rainfall. Most citizens live at a subsistence level. Kiribati's poor resource base makes it difficult for the government to raise revenue for development programs, particularly in education, natural resource management, youth development, and health. Many of the country's educated and trained workers leave the country, making it a challenge to find people with the skills needed for successful development programs.

## PROGRAM FOCUS

The Peace Corps began placing Volunteers in Kiribati in 1973, and Volunteers now work throughout the Gilbert Islands group. Most Volunteers work on outer Gilbert Islands, which lack services and educational opportunities because of their distance from the main island of Tarawa.

The Peace Corps' current program strategy supports the government's efforts to address the key development areas of English education, health promotion, and community development. Volunteers support the national plan to enhance teachers' English language skills as well as their skills in planning and conducting classes that are student-centered and participatory. Kiribati's geography makes it difficult for the government to provide health services and education to citizens in more rural, isolated villages, so Volunteers provide outreach to villages and develop awareness campaigns to inform youth and adults about important health issues. Volunteers also collaborate with individuals and groups to support community-initiated projects and activities that enhance the quality of life of village members.

## **VOLUNTEER FOCUS**

### **Education**

Volunteers support efforts of the Ministry of Education, Youth, and Sports (MEYS) to better prepare I-Kiribati students to continue their education or enter the workforce. They do this by enhancing teachers' professional development, improving classroom environments, and increasing learning opportunities in outer island communities. Volunteers work in primary and junior secondary schools to enhance the English language and overall teaching skills of I-Kiribati teachers by delivering in-service training workshops and transferring co-teaching/co-planning skills. Volunteers work at the national teacher-training college teaching English, math, science, accounting, crafts/creativity, physical education, and new teaching methodologies. They also contribute to school administration, develop classroom materials, and coach sports teams.

One Volunteer assigned to an outer island junior secondary school, conducted a workshop with her faculty colleagues on alternatives to corporal punishment, supporting MEYS's policy of no corporal punishment in schools. In addition to her regular co-planning and co-teaching duties, she facilitated her school's entry into the Mondialogo School Contest. The contest seeks to motivate youth from around the world to discover and explore cultural diversity by facilitating dialogue among young people, leading to exchanges worldwide and building foundations for mutual understanding and respect. The Volunteer is also working with the local school committee and teachers to construct a school library, which will serve the students, school and local community.

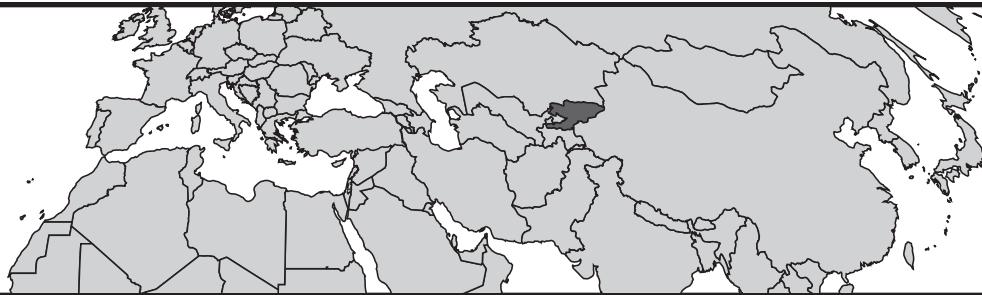
### **Health and HIV/AIDS**

Volunteers in the health and community development project support the Ministry of Health and Medical Services and the Ministry of Internal and Social Affairs through activities that promote the good health and well-being of outer island community members. Volunteers collaborate with a variety of government employees, including medical assistants, field nurses, island community workers, women's interest workers, island project officers, and community development officers. They work directly with men, women, boys, and girls; families and schools; and women's, youth, church, and village welfare groups. Volunteers educate their communities on preventing common health problems and diseases, including smoking/alcohol abuse, diabetes, hypertension, and sexually transmitted diseases, including HIV/AIDS. They encourage healthy behavior, addressing issues of nutrition, exercise, clean water and sanitation, life skills, and reproductive health.

One Volunteer collaborated with the Maiana Island council and village leaders to organize a tour by a nationally recognized theater group to provide important health awareness education to the island's inhabitants. The Volunteer and her I-Kiribati partners raised funds locally and, along with a grant from the Peace Corps Partnership Program, supported the educational dramas of *Te Itibwerere* theater group on HIV/AIDS prevention and domestic violence to members of 11 villages. The awareness campaign supported the Ministry of Health and Medical Services' initiative to increase HIV/AIDS awareness and the government's Women's and Gender Development Organization's desired push to decrease domestic violence in Kiribati.

*"Peace Corps is filled with so many ups and downs, challenges and struggles but I wouldn't change a single moment of it all. I can honestly say it has been the best decision of my life."*

Kiribati Volunteer, Health and HIV/AIDS Sector



## COUNTRY PROGRAM OVERVIEW

|  |                                     |                           |                          |
|--|-------------------------------------|---------------------------|--------------------------|
| PROGRAM DATES  | 1993-2001   2002-present            |                           |                          |
| PROGRAM SECTORS  | Business Development, Education     |                           |                          |
| Capital  | Bishkek                             | Immunization rate         | DPT: 99%; Measles: 99%   |
| Population   | 5 million                           | Foreign direct investment | \$77 million             |
| Annual per capita income   | \$400                               | Access to safe water      | Urban: 98%; Rural: 66%   |
| GDP growth   | 7.1%                                | HIV/AIDS prevalence       | 0.1%                     |
| Adult illiteracy rate  | Male 1%; Female 2%                  | Religions                 | Islam; Russian Orthodoxy |
| Infant mortality rate  | 58 per 1,000 live births            | Official languages        | Kyrgyz; Russian          |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><i>Calculated September 30 each year</i> | Volunteers<br>Program funds (\$000) | FY 2007<br>148<br>2,150   | FY 2008<br>114<br>1,914  |

After declaring its independence from the Soviet Union in August 1991, the government of Askar Akayev ruled this small central Asian republic with few serious challenges to its authority until 2005. In March 2005, after parliamentary elections widely viewed as fraudulent, the government of President Akayev was overthrown following widespread street protests. In July 2005, Kurmanbek Bakiyev, a former minister in the Akayev government, was elected president in elections generally considered free of widespread irregularities. Although the Kyrgyz Republic is viewed as one of the most democratic of the former Soviet republics, corruption continues to impede the country's development.

The collapse of the Soviet Union was a severe blow to the Kyrgyz economy. Between 1991 and 1995, the country's GDP shrank to half its 1990 level. Reforms toward creating a market economy that began in 1993 have started to improve the situation; however, GDP growth has averaged only 5 percent per year since 1996, with particular impact on the important agriculture and mining sectors. In 1998, the Kyrgyz Republic became the first central Asian republic to join the World Trade Organization, though it remains one of the poorest countries in the world.

## PROGRAM FOCUS

The first Peace Corps Volunteers arrived in the Kyrgyz Republic in 1993. After a temporary suspension of the Peace Corps program following the events of September 11, 2001, the program reopened in March 2002.

Since independence, the Kyrgyz Republic has demonstrated a commitment to achieve full participation in the global market. The government has been eager to establish projects that will assist in the difficult transition from a state-controlled economy to a market-based one. To promote sustainable development and poverty alleviation, a key area of focus has been strengthening indigenous nongovernmental organizations (NGOs). Although the Kyrgyz Republic continues to reform much of its legal and social structure to accommodate private-sector activities, poverty remains a serious problem.

The Kyrgyz Republic has also placed a high priority on English education as a means to link the country to the world. However, the education system faces a severe shortage of trained teachers of English, textbooks, and basic instructional materials. Teacher salaries remain low and are often paid late. The government has requested assistance in increasing the level of English competency among secondary and university students and in improving Kyrgyz teachers' level of English competency and training. Volunteers address these needs by sharing current techniques in teaching foreign languages.

## **VOLUNTEER FOCUS**

### **Business Development**

The business development project places Volunteers directly at the grassroots level. Volunteers help community-based NGOs become sustainable, participatory, and effective entities. Volunteers help improve access to information at the local level and work with NGOs to develop effective networks and programs consistent with each organization's mission and community needs. Work of these NGOs includes helping communities develop sustainable rural tourism and handicraft projects, increasing economic opportunities for women, and assisting small-scale farmers in marketing their goods. Volunteers also help local organizations and communities link with resources from international development efforts.

One Volunteer initiated a women's health project called, "Knowing Your Health When It Counts." The project involved discussions organized for young women in a remote area to teach them basic prenatal and postnatal care. Through her work with a local community-based women's organization, the Volunteer organized a training event for area health professionals. These health professionals then traveled to distant villages in Naryn Oblast, one of the poorest regions of the country where the availability of basic healthcare information is limited, to conduct discussions on proper nutrition, infant care, and postnatal depression with more than 400 local 11th-grade schoolgirls.

### **Education**

The education project helps Kyrgyz students and English teachers improve their English language competency. Volunteers are assigned as English teachers to secondary schools in rural towns and villages and to institutes of higher education throughout the country. Education Volunteers introduce communicative teaching methodologies and critical thinking skills. They also help enhance students' computer and Internet skills and develop libraries and resource centers. Volunteers have formed English clubs, helped their students participate in local debates, and worked with local English teachers to develop lesson plans. Improved English skills have helped both students and teachers win scholarships to study abroad.

Youth development is a major focus of Volunteers in the Kyrgyz Republic. In addition to their primary assignments, Volunteers are actively involved in secondary projects, such as assisting counterpart agencies with organizing summer camps and other educational activities. For instance, one Volunteer organized a week-long home construction project in collaboration with the local chapter of Habitat for Humanity. Peace Corps Volunteers, youth volunteers selected from their communities, and Habitat for Humanity volunteers and staff came together to help a local family in Bishkek construct a house made from cane reed, a locally available material. The project taught the youth about volunteerism and the importance of community service.

*"Volunteers of the Peace Corps have made a substantial contribution to the support and development of the English language program for rural students, deepening their knowledge of the history, geography, and culture of the USA... The Ministry of Education is looking forward to continuing this fruitful cooperation with Peace Corps/Kyrgyz Republic in the future."*

**A.G. Ivannikov, Deputy Minister  
Ministry of Education, Kyrgyz Republic**



## COUNTRY PROGRAM OVERVIEW

|  |                                |                           |  |
|--|--------------------------------|---------------------------|--|
| PROGRAM DATES  | 1967–present                   |                           |  |
| PROGRAM SECTORS  | Education, Health and HIV/AIDS |                           |  |
| Capital  | Maseru                         | Foreign direct investment | \$123 million  |
| Population   | 2 million                      | Access to safe water      | Urban: 88%; Rural: 74%                                 |
| Annual per capita income   | \$730                          | HIV/AIDS prevalence       | 28.9%  |
| GDP growth   | 2.3%                           | Religions                 | Christianity: 80%; Hinduism; Islam; Indigenous beliefs |
| Adult illiteracy rate  | Male: 26%; Female: 10%         |                           |  |
| Infant mortality rate  | 157 per 1,000 live births      |                           |  |
| Immunization rate  | DPT: 78%; Measles: 70%         | Official languages        | English; Sesotho                                       |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><i>Calculated September 30 each year</i> | Volunteers                     | FY 2007                   | FY 2008  |
|  | Program funds (\$000)          | 81                        | 77   |
|  |                                | 2,526                     | 2,435  |

Lesotho became a British protectorate in 1868 after a series of territorial wars in the mid-19th century that cost Lesotho much of its best agricultural land. It gained its independence in 1966, by which time Lesotho had already been forced into a state of economic dependence on South Africa. King Letsie III remains the head of state. Parliamentary elections were held in May 2002 and will be held again in March of 2007. The government of Lesotho is confident that the country will remain politically stable.

Lesotho is a small, landlocked, mountainous country. Its economy is highly dependent on small-scale agriculture, livestock, remittances from miners employed in South Africa, and a rapidly growing apparel-assembly sector. Nearly half of all households live below the national poverty line. Lesotho's high unemployment rate and the return of migrant workers from South African mines have contributed to an increase of crime in the capital city. Recent poor harvests have required Lesotho to depend on food assistance as well as imports from South Africa. Lesotho has the world's third highest HIV infection rate in the world.

## PROGRAM FOCUS

The Peace Corps was invited to work in Lesotho in 1967; since then, nearly 2,000 Volunteers have served in this southern African country. Volunteers respond to Lesotho's needs by strengthening the capacity of individuals to take control of their own lives by providing training in education, business development, health, permaculture, and HIV/AIDS prevention and awareness. Peace Corps' primary focus is on rural development. Volunteers serve mainly in the rural areas where 85 percent of the population resides. Volunteers serve in all 10 districts of the country, and all Volunteers, regardless of sector, are trained in how to promote HIV/AIDS awareness.

## VOLUNTEER FOCUS

### Education

Volunteers are working as resource teachers in early childhood and primary education programs and as secondary education English teachers. Resource teachers work with the Ministry of Education and Training to upgrade teacher skills at numerous schools through teacher-training workshops, materials development, and working one-on-one with

teachers. Additionally, resource teachers work with their counterparts to integrate special education into the mainstream curriculum. With such a high prevalence of HIV/AIDS among the general population, the education program works to integrate HIV/AIDS age-appropriate messages into classroom sessions or after-school activities. This year, three primary resource teachers helped develop an HIV/AIDS education puppet show that could be produced by youth groups for primary schoolchildren. The project reached more than 5,000 students and was aired on local television.

Volunteers also provide classroom instruction in English language and literature at the secondary school level. During fiscal year 2006, Volunteers taught English language and literature to approximately 2,600 boys and girls in 16 secondary and high schools. One Volunteer with a background in computer science started a small computer lab with just two donated computers. More than 140 students at the rural mountain school learned about word processing and spreadsheet applications, and several of the local teachers also received training. Volunteers promote gender equity in school settings, deliver lessons on HIV/AIDS awareness, train counterparts and parents in special education concepts, and establish community libraries and youth clubs.

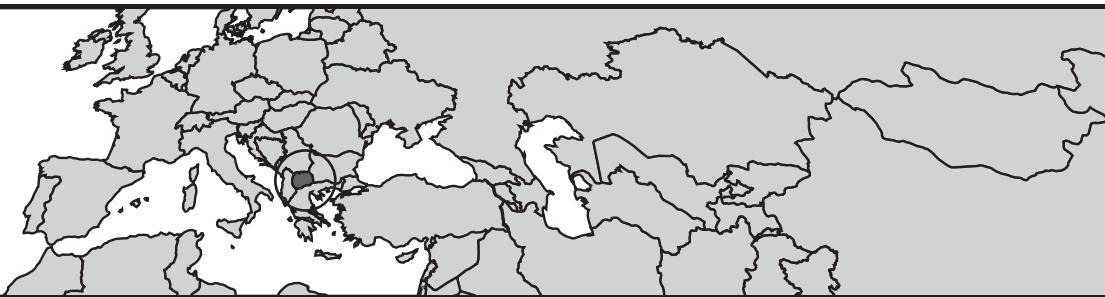
#### **Health and HIV/AIDS**

The community health and economic development program helps to develop an HIV/AIDS-competent, economically productive society. Volunteers focus on preventing and mitigating the effects of HIV/AIDS, strengthening community-based organizations, promoting youth development and skills, and enhancing business promotion and economic development. The four areas of concentration are: HIV/AIDS, permaculture/nutrition, youth, and economic development. Volunteers are working at village and district levels to provide HIV/AIDS education and prevention programs. Other Volunteers provide sustainable, effective outreach to youth, entrepreneurs, and income-generation groups.

Volunteers work with local chiefs to assess the needs of orphans and vulnerable children in communities. They work with support groups for people living with HIV/AIDS to help establish sustainable income-generation activities for families affected by the pandemic and lessen the stigma of HIV/AIDS in communities. Volunteers also work with youth who are either in school or have completed their secondary education, but are currently unemployed, lessening their risk of HIV infection by training them as peer educators. These Volunteers also help local youth identify and implement small- to micro-business activities. Volunteers help organizations and groups mobilize resources and community support for needed food security and HIV/AIDS mitigation programs. They help communities develop cultural tourism markets, such as guided horseback riding tours, and they provide technical assistance to producer groups on product diversification, quality control, and marketing.

*"I myself had a Peace Corps Volunteer as my English teacher in secondary school. He was the first foreigner I had ever met. He told us about life in America. He challenged us to read about great leaders. And he said women are equal to men. That last thought changed my life forever."*

Ms. Ntsebe Kokome  
Principal Secretary, Ministry of Education and Training  
Lesotho



## COUNTRY PROGRAM OVERVIEW

|  |                                      |                      |   |
|--|--------------------------------------|----------------------|---|
| PROGRAM DATES  | 1996–1999   1999–2001   2002–present |                      |   |
| PROGRAM SECTORS  | Business Development, Education      |                      |   |
| Capital  | Skopje                               | Access to safe water | Not Available   |
| Population   | 2 million                            | HIV/AIDS prevalence  | <0.1%   |
| Annual per capita income   | \$2,2420                             | Religions            | Eastern Orthodoxy: 65%; Islam: 29%; Roman Catholicism: 4%; Others: 2% |
| GDP growth   | 2.9%                                 |                      |   |
| Adult illiteracy rate  | Male: 7%; Female: 6%                 |                      |   |
| Infant mortality rate  | 13 per 1,000 live births             |                      |   |
| Immunization rate  | DPT: 94%; Measles: 96%               | Official language    | Macedonian  |
| Foreign direct investment  | \$157 million                        |                      |   |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> | Volunteers                           | FY 2007              | FY 2008   |
|  | Program funds (\$000)                | 106                  | 111   |
|  |                                      | 2,117                | 2,031   |

Macedonia's objectives are to develop a multi-ethnic democracy; provide economic opportunities for its citizens; and move toward NATO and European Union (EU) integration. Despite some economic progress, the unemployment rate remains high. The peace agreement that ended the ethnic fighting of 2001 was able to put that conflict firmly in the past. And, the peaceful parliamentary elections of 2006 took the country a step closer to membership in NATO and the EU, which eventually will increase regional and international trade ties and political cooperation.

In the recent past, decentralization reforms were passed, in particular the Law on Territorial Division, which reduced municipalities from 124 to 84. Municipal elections were held in 2005. These reforms decentralized authority to local government for education, healthcare, infrastructure, and other services. Financing these now local-level responsibilities will be critical to the success of this reform. Security within Macedonia has improved since the peace agreement was signed in 2001. In January 2004, the EU's military force was replaced by a mostly unarmed EU police mission. In cooperation with the U.S. embassy and the Organization for Security and Cooperation in Europe, the EU police mission trains and advises the multi-ethnic Macedonian police force.

## PROGRAM FOCUS

The Peace Corps program was established in Macedonia in 1996 with seven Volunteers who were assigned to the Ministry of Education and Science and worked in the secondary school English education program. In subsequent years, the program included business development within municipalities and nongovernmental organizations (NGOs) as well as environmental education and management. Despite early successes, the program did not fully develop because of regional political instability that suspended the program twice between 1999 and 2001. Since the Peace Corps returned in November 2002, it is making significant progress in its two current program areas: business development and education. Youth development and information technology are integrated into both program areas.

## **VOLUNTEER FOCUS**

### **Business Development**

As government structures devolve from the centralized system, officials must learn how to operate effectively. Most municipalities have limited budgets and little experience in addressing their increased responsibilities. Peace Corps Volunteers strengthen the capacity of local/municipal governments and NGOs by creating training programs and establishing projects to include more responsive management styles. Local organizations have a great need for expertise in strategic planning, project management, and sustainability planning. Volunteers provide host organizations with organizational and management assistance. They conduct computer skills training; share expertise in fundraising methods, project planning, and management; conduct community outreach in the areas of human rights, health, and environmental awareness; and initiate small project assistance.

For example, the Macedonia Outdoor Leadership Camp for Boys entailed seven months of work. This was the first leadership camp for boys in Macedonia organized by a local organization and Peace Corps Volunteers. Fifty boys from across the country who did not know each other came together, formed teams, worked and played hard, and became friends. Campers learned new skills, widened their perspective of themselves and others, and gained a greater understanding of American culture. And the project achieved its mission: to provide boys from across Macedonia with an opportunity to develop leadership skills, build understanding about their country's diverse cultures, and be trained to be contributing citizens.

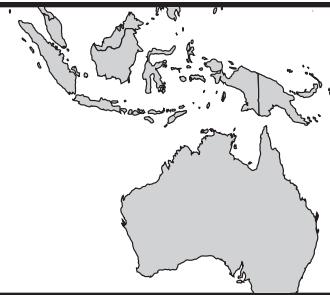
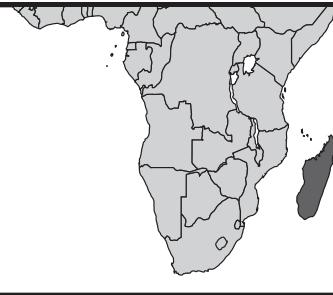
### **Education**

The Ministry of Education and Science places a high priority on English language education to gain a place for its citizens in the global community. The ministry is refining its curriculum and making concerted efforts to improve teachers' skills, particularly in smaller towns and rural villages where needs are greatest. Peace Corps' involvement in this endeavor is twofold: to improve the effectiveness of English language instruction through teacher training and resource center development; and to help students improve their skills in English language communication, critical thinking, and independent life-long learning. Volunteers serve as English language resource teachers in primary and secondary schools. They also work on summer projects, including boys' and girls' leadership training camps, and they organize English clubs after school, incorporating information technology skills into the classrooms and clubs when possible.

Several Peace Corps Volunteers in cooperation with public schools throughout the country, organized the first national Macedonian Youth and Volunteerism English Essay Contest. This national contest was one of the special projects and observances during 2006 that marked the 45th Anniversary of the Peace Corps. The main goals of the essay contest were to promote young people's interest in volunteerism and to encourage and develop good English writing skills. Students from grades 7 to 12 participated in the competition. Peace Corps Volunteers and Macedonian teachers worked together to provide English writing workshops, and assisted students in submitting essays. A total of 202 students participated in the program, essays were judged, and the winners were selected in three categories at the local and national levels.

*"We have learned a lot about the mission of Peace Corps and the many possibilities for cooperation. The community, the associations, and the NGOs have developed a bridge of cooperation and experience working with Peace Corps Volunteers."*

Zrnovci Municipality Official  
Macedonia



## COUNTRY PROGRAM OVERVIEW

|  |   |                           |   |
|--|---|---------------------------|---|
| PROGRAM DATES  | 1993–present                                |                           |   |
| PROGRAM SECTORS  | Education, Environment, Health and HIV/AIDS |                           |   |
| Capital  | Antananarivo                                | Foreign direct investment | \$45 million  |
| Population   | 18 million                                  | Access to safe water      | Urban: 75%; Rural: 34%                                |
| Annual per capita income   | \$290                                       | HIV/AIDS prevalence       | 1.7%  |
| GDP growth   | 5.2%  | Religions                 | Indigenous beliefs: 47%; Christianity: 45%; Islam: 7% |
| Adult illiteracy rate  | Male: 24%; Female: 35%                      |                           |   |
| Infant mortality rate  | 76 per 1,000 live births                    |                           |   |
| Immunization rate  | DPT: 61%; Measles: 59%                      | Official languages        | French; Malagasy                                      |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> | Volunteers                                  | FY 2007                   | FY 2008   |
|  | Program funds (\$000)                       | 133                       | 122   |
|  |   | 2,293                     | 2,207   |

The government of President Marc Ravalomanana, backed by its international partners, has embarked on economic recovery and poverty reduction and is committed to fighting environmental degradation, poor health, and the HIV/AIDS epidemic. Numerous international development agencies and volunteer organizations have been welcomed to Madagascar, joining the growing number of Malagasy nongovernmental organizations (NGOs) working with the people of Madagascar on their development efforts. Madagascar is ranked 146 of 177 countries on the 2005 United Nations Human Development Index.

The economy of Madagascar is dominated by agriculture, which employs 80 percent of the population. Agriculture, including fishing and forestry, contribute 25 percent of GDP; industry, 12 percent; and services, 63 percent. Major exports, including coffee, vanilla, cloves, shellfish, and sugar, are estimated at \$700 million (U.S.). Madagascar's natural resources are severely threatened by deforestation and erosion, aggravated by the use of firewood as the primary source of fuel. A great need continues for teachers, health specialists, and environmental counselors, particularly in rural areas.

## PROGRAM FOCUS

The first education Volunteers arrived in 1993. In subsequent years, the Peace Corps initiated programs in ecological conservation and community health education. Today, Volunteers work in the education, environment, and health and HIV/AIDS sectors. Some Volunteers concentrate on the prevention of HIV/AIDS and other sexually transmitted diseases; others teach English and train teachers. Volunteers also work with communities and national parks to find ways to balance human needs with environmental conservation. All Volunteers, regardless of sector, are trained in how to promote HIV/AIDS awareness.

## **VOLUNTEER FOCUS**

### **Education**

Volunteers are posted in rural communities and work with students, teachers, and the larger community to raise teaching standards, develop teaching resources, and strengthen the links between schools and communities. Middle and high school students are taught English through both traditional classroom lessons and nontraditional methods, such as songs, drawing, poetry, and drama. Volunteers transfer teaching skills to Malagasy English teachers to increase their capacity to plan lessons and create classroom resources. Volunteers and their counterparts use English as a vehicle to promote community programs, such as girls' camps, HIV/AIDS prevention, and tree plantings. One Volunteer started a girls' club at her site to start a recycling activity. Eighty-four middle and high school girls collect used plastic bags to be recycled, thus teaching the whole community to better manage trash and also understand the difference between biodegradable and non-biodegradable waste. The same group meets regularly with successful women to discuss empowerment. The schoolgirls are competing to be the best in English and to win tickets for a field trip to national parks in the north of Madagascar.

### **Environment**

Working with the government, nongovernmental organizations (NGOs), and local communities, Volunteers train managers of protected areas, community members, and groups to improve their skills in environmental conservation, natural resource management, and sustainable agroforestry and agriculture. More than 300 communities have learned about environmental conservation through theater projects, videos, and workshops. One Volunteer and his counterparts provided training in fuel-saving techniques and technologies (cook stoves, solar cookers and food dryers, and alternative briquettes) in several communities in his region. More than 20 families adopted one or more of these techniques and 15 people trained others in their communities.

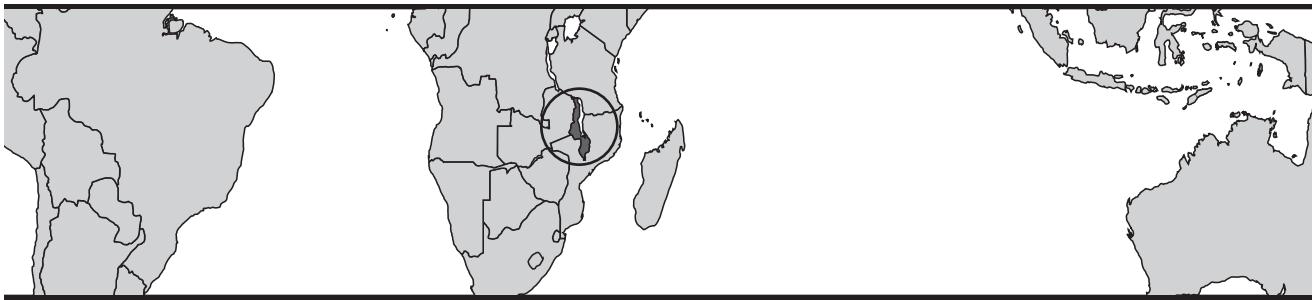
A married couple living in the northeast is working with farmer associations to find new markets for their vanilla. They have managed to connect farmers with buyers in the U.S. with some assistance from a USAID-funded project in Madagascar called BAMEX. A gourmet chocolate company in California has formed a partnership with the farmers. This project is one of the first to directly link Malagasy farmers and U.S. markets. The Volunteers continue to work with the association and they often go with the farmers to hand-pollinate the flowers in the blooming season.

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

The Peace Corps helps communities address health issues through behavioral change methodologies and by effectively disseminating health messages. Volunteers concentrate on preventing the main life-threatening childhood illnesses; helping mothers understand basic maternal health issues, such as how to ensure safe pregnancies; and providing the general population with information about preventing HIV/AIDS and other sexually transmitted diseases. Through their outreach programs, Volunteers provide vital health information to more than 400 communities each year. One Volunteer, utilizing the *Life Skills Manual* is working with a youth group to provide messages and counseling on reproductive health options for teens, sexually transmitted disease/AIDS, and general reproductive health. The students then use this knowledge in presenting the information at all area schools.

*"The Peace Corps Volunteers are the only foreigners who speak Malagasy; and they learn to speak so fluently! With the language, they are the only ones who can really understand Malagasy culture. I am amazed these young people give up the luxuries of a rich country like America to help Madagascar. It shows the friendship between our countries."*

Bakolalao Ramanandraibe Ranaivoharivony  
Magistrate-President, Committee for the Safeguard of Integrity  
Madagascar



## COUNTRY PROGRAM OVERVIEW

|   |   |                                |  |
|---|---|--------------------------------|--|
| PROGRAM DATES   | 1963–1969   1973–1976   1978–present        |                                |  |
| PROGRAM SECTORS   | Education, Environment, Health and HIV/AIDS |                                |  |
| Capital   | Lilongwe                                    | Foreign direct investment      | \$16 million   |
| Population  | 13 million                                  | Access to safe water           | Urban: 96%; Rural: 62%   |
| Annual per capita income  | \$160                                       | HIV/AIDS prevalence            | 14.2%  |
| GDP growth  | 6.7%  | Religions                      | Protestantism: 55%; Roman Catholicism: 20% Islam: 20%; Indigenous beliefs: 3%; Other: 2% |
| Adult illiteracy rate   | Male: 25%; Female: 46%                      |                                |  |
| Infant mortality rate   | 110 per 1,000 live births                   |                                |  |
| Immunization rate   | DPT: 89%; Measles: 80%                      | Official language              | Chichewa   |
| <b>ANTICIPATED NUMBER OF VOLUNTEERS</b><br><i>Calculated September 30 each year</i> |   | FY 2007                        | FY 2008  |
|   |   | Volunteers<br>112              | 108  |
|   |   | Program funds (\$000)<br>2,280 | 1,978  |

In 1994, after 30 years of one-party rule dating back to independence from Britain, Malawi peacefully elected a new government committed to multiparty democracy. Malawi has a parliamentary government with a president as the head of state. Peaceful presidential elections were again held in 1999 and in 2004. Control by local government is gradually increasing due to a decentralization policy in which responsibilities and resources are moving from the national to the district level. Even though Malawi is on a path of social, political, and economic reform, Malawians continue to face environmental degradation, hunger, disease, illiteracy, and poverty.

Agriculture continues to be the mainstay of Malawi's economy, accounting for nearly half of its GDP. Tobacco, tea, and sugar generate more than 70 percent of export earnings, with tobacco providing more than 60 percent. The agricultural sector employs nearly half of those formally employed and directly or indirectly supports an estimated 85 percent of the population. Malawi has a narrow economic base with little industry and no known economically viable deposits of gemstones, precious metals, or oil. As a landlocked country, its transport costs make imported goods expensive.

## PROGRAM FOCUS

The change of government in 1994 allowed Volunteers to be placed at the community level for the first time, and the Peace Corps began working with counterpart ministries to identify appropriate areas for program involvement at the community level. Currently, Volunteers work in health and HIV/AIDS, education, and the environment. All Volunteers, regardless of sector, are trained in how to promote HIV/AIDS awareness.

## VOLUNTEER FOCUS

### Education

In 1994, the government implemented free primary education that swelled the ranks of schools and seriously strained the country's resources. To support the government's initiative, the Peace Corps focused its efforts on secondary schools in rural areas, where skills transfer and capacity building have the greatest impact. Currently, Volunteers help educate

secondary school students, promote teacher-to-teacher collaboration, and encourage the exchange of experience and knowledge to improve methods of teaching. Volunteers work with their counterparts by sharing lesson plans, discussing strategies for teaching, evaluating students, and preparing exams. They use local resources to produce innovative, participatory teaching materials. Volunteers help their schools acquire new textbook and reference libraries as well as science and computer labs and equipment so students can more actively participate in their own learning.

The education program introduced a teacher-training component that focuses on secondary schools grouped into clusters. This project helps teachers improve their teaching skills and produce teaching materials with local resources. One Volunteer worked with a school to procure a donation of books. One of the students, who is also a local craftsman, built cabinets for the books while the Volunteer worked with teachers to discuss proper use of books in the classroom.

### **Environment**

The community-based natural resource management project assists communities surrounding protected areas to utilize local natural resources more sustainably. Partnering with Malawi's Department of National Parks and Wildlife and the Department of Forestry, Volunteers are placed in communities around parks and forest reserves. They work with local residents and government staff on conservation and resource use, including agroforestry, income generation, appropriate technology, small-scale irrigation, and extension training. Volunteers help increase the productivity of fish farming and beekeeping, and they have taught sustainable farming approaches, including propagating trees and other plants so critical to the rural farming system. Volunteers have supported official village natural resource management committees and village forest areas, and they have fostered conservation education with local schools.

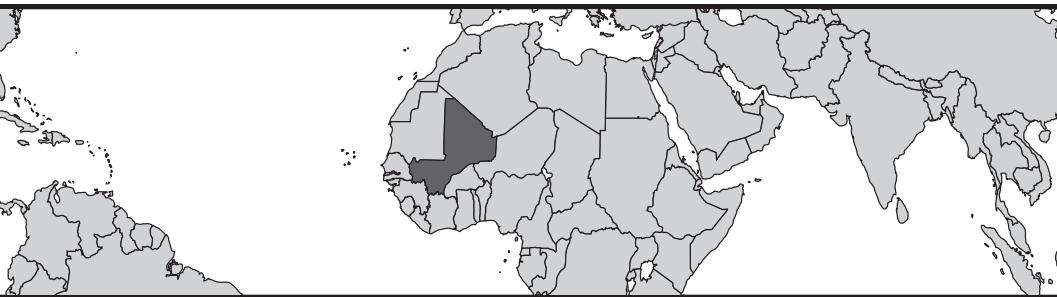
Working in rural areas, Volunteers trained and supported residents to become more skilled in beekeeping and honey harvesting. One Volunteer worked with his community to construct three honey houses and trained more than 100 new beekeepers. These efforts both increase income generation and food security in low-income communities.

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

Malawi is severely affected by the HIV/AIDS pandemic as well as many other serious health conditions. The community health project works with the Ministry of Health and Population to address health issues in rural parts of Malawi. Volunteers work in AIDS education, orphan care, home-based care, child survival, nutrition, disease prevention, environmental health, and women's health. Many work with youth and other at-risk groups. The project focuses on behavior change and integrates other health concerns linked with the HIV/AIDS epidemic, such as sexually transmitted diseases. The project has led to behavioral change through life-skills training offered to a wide range of Malawians, particularly youth. One Volunteer conducted trainings for community members and leaders on using herbal medicines to manage AIDS-related illnesses. Other Volunteers have helped community members start income-generating activities to assist orphans with basic needs. A health personnel development project helps community nursing colleges fill the acute countrywide shortage of healthcare workers.

*"As a community health Volunteer, I had the opportunity to network with a local nongovernmental organization to establish voluntary counseling and testing services at a rural health center. Now, more than 200 villagers come each month to discover their HIV status and learn about appropriate prevention methods."*

**Malawi Volunteer, Health and HIV/AIDS Sector**



## COUNTRY PROGRAM OVERVIEW

|  |   |                           |  |
|--|---|---------------------------|--|
| PROGRAM DATES  | 1971–present  |                           |  |
| PROGRAM SECTORS  | Agriculture, Business Development, Environment, Health and HIV/AIDS |                           |  |
| Capital  | Bamako  | Foreign direct investment | \$180 million  |
| Population   | 13 million  | Access to safe water      | Urban: 76%; Rural: 35%                               |
| Annual per capita income   | \$330   | HIV/AIDS prevalence       | 1.9%   |
| GDP growth   | 2.2%  | Religions                 | Islam: 90%; Indigenous beliefs: 6%; Christianity: 4% |
| Adult illiteracy rate  | Male: 73%; Female: 88%  |                           |  |
| Infant mortality rate  | 121 per 1,000 live births   |                           |  |
| Immunization rate  | DPT: 76%; Measles: 75%  | Official language         | French   |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> | Volunteers  | FY 2007                   | FY 2008  |
|  | Program funds (\$ooo)   | 158                       | 133  |
|  |   | 3,851                     | 3,795  |

Mali achieved independence from France in 1960. Between 1968 and 1979, a military government ruled the country in a period known as the “second republic.” In 1991, after a period of civil unrest, a transitional government ruled until elections were held in 1992. Mali is a young, growing democracy, which has held two national elections since 1992. The government continues to promote democratization and administrative decentralization and has become a model in the region.

Mali is among the poorest countries in the world, and ranks 174 of 177 on the 2005 United Nations Human Development Index. As a landlocked country with 65 percent of its land desert or semi-desert, Mali is dependent on its neighbors for port facilities. Economic activity is largely confined to the area irrigated by the Niger River. Eighty percent of the labor force is engaged in farming and fishing, while industrial activity focuses on processing farm commodities. Mali is heavily dependent on foreign aid and vulnerable to fluctuations in world prices for cotton, its main export. The country is not self-sufficient in food production, a problem exacerbated by frequent droughts and a rapidly increasing population that strains the natural resource base.

## PROGRAM FOCUS

The first Volunteers arrived in Mali in April 1971. Volunteers assist the government of Mali in addressing multiple development challenges. A new initiative promotes decentralization so that local communities assume responsibility for development projects. These communities, however, lack the skilled personnel needed to identify, plan, and implement such projects. Currently, Peace Corps/Mali emphasizes sustainable small business projects in the areas of food production, water availability, environmental conservation, micro-enterprise development, and preventive healthcare. An expanded HIV/AIDS awareness program began in 2001, and all Volunteers, regardless of sector, are trained in how to promote HIV/AIDS awareness.

## **VOLUNTEER FOCUS**

### **Agriculture**

Many Malian farmers, especially women, engage in vegetable gardening and small-animal husbandry to improve household nutritional status and provide an additional source of revenue. Volunteers collaborate with Malian farmers to build the local capacity of individuals and organizations in food production for local consumption and income generation. Volunteers are also technical resources for community members, associations, and youth groups on a variety of projects with the goal of improving agricultural practices to increase food production and the communities' diets.

One Volunteer helped her community establish a women's community garden. The main problems hindering gardening activities in the community were a lack of water and free-roaming animals. The Volunteer and her counterpart obtained funding to delineate a one-hectare garden space. The Volunteer then helped her community fence the garden and construct six wells. This enables the women to garden all year long, provide nutritious food to their families, and generate additional household income.

### **Business Development**

Volunteers work closely with government agencies, nongovernmental organizations (NGOs), and micro-finance institutions. They help small businesses improve the management capabilities of entrepreneurs and increase financial and technical resources. Volunteers also help micro-finance institutions establish management systems, loan-tracking systems, business education programs, and awareness campaigns about the importance of savings and available credit. Other Volunteers work to strengthen existing computer centers and to set up Internet cafés.

Two Volunteers working with the Malian Tourism Office designed and delivered a series of training sessions to prepare a village to host tourists and create a system to manage the income generated by this activity. The Volunteers then helped the community create an action plan for the endeavor. The project not only offers a channel for a cultural exchange between the people of Woroni and the tourists that visit their community, but also gives the village a means to implement development projects that they themselves have defined, planned for, and are motivated to realize.

### **Environment**

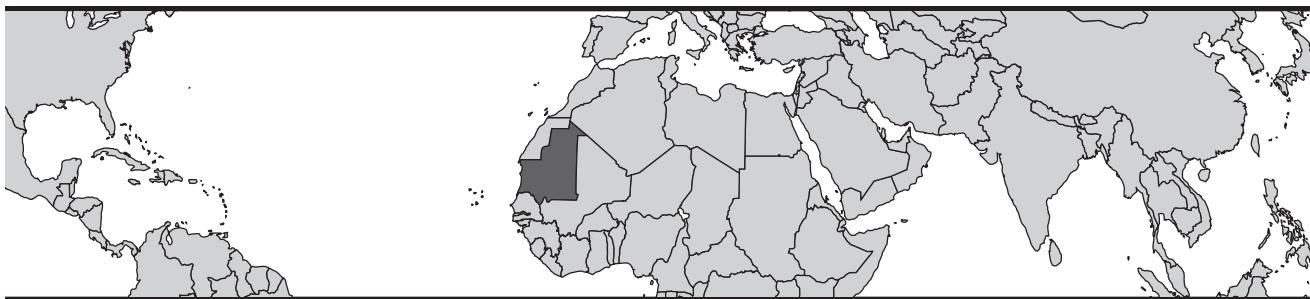
The need to better manage natural resources and conservation has grown with Mali's increasing environmental problems. Volunteers assist Malians in their efforts to use natural resources more sustainably, improve agricultural production, and increase awareness about environmental issues among the general population. Volunteers train people to understand their environment and how to conserve natural resources.

The loss of soil and vegetation cover due to wind and water erosion severely impacts the potential to grow food and fodder. One Volunteer and his Malian counterpart established a fodder "bank" with selected forage species. They protected the forage bank from destructive livestock invasion by growing a living hedge using local species. The live fence also provided a windbreak to control soil erosion.

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

Volunteers play an active role in Mali's development through their work with healthcare providers, local associations, and individual community members. Volunteers work to raise awareness among Malians of health issues and promote preventive care measures, such as balanced nutritional practices, weaning, breastfeeding, and promoting prevention measures, such as diarrhea and disease control, polio eradication, vaccinations, and HIV/AIDS prevention. Volunteers also serve as extension agents with local communities and individuals in well construction and repair, improved latrine and soak pit construction, small-scale irrigation, hygiene education, and environmental sanitation efforts. Volunteers seek to increase safe drinking water sources and encourage the proper disposal of wastewater and solids.

One Volunteer launched a health committee that organized neighborhood clean-up days. The Volunteer also taught two women's groups how to make soap and organized a revolving credit fund for each group that made loans to help their peanut-selling business. The Volunteer worked with a girls' group that developed and presented dramatic skits about AIDS prevention, and assisted with a variety of public health related projects, including polio and tetanus vaccination awareness; vitamin A distribution; and providing de-worming medicine to children.



## COUNTRY PROGRAM OVERVIEW

|  |   |                           |                         |
|--|---|---------------------------|-------------------------|
| PROGRAM DATES  | 1967   1971–1991   1991–present                                   |                           |                         |
| PROGRAM SECTORS  | Business Development, Education, Environment, Health and HIV/AIDS |                           |                         |
| Capital  | Nouakchott  | Immunization rate         | DPT: 70%; Measles: 64%  |
| Population   | 3 million   | Foreign direct investment | \$300 million           |
| Annual per capita income   | \$530   | Access to safe water      | Urban: 63%; Rural: 45%  |
| GDP growth   | 6.9%  | HIV/AIDS prevalence       | 0.6%                    |
| Adult illiteracy rate  | Male: 40%; Female: 69%  | Religion                  | Islam                   |
| Infant mortality rate  | 78 per 1,000 live births  | Official language         | Arabic                  |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> | Volunteers  | FY 2007<br>115<br>2,981   | FY 2008<br>115<br>3,408 |

From its independence in 1960 until 1978, the Islamic Republic of Mauritania was governed by a civilian regime. A number of military governments followed until 1991, when political parties were legalized and a constitution was approved. In August 2005, a bloodless military coup d'état brought to power the Military Council for Justice and Democracy. Conflict between Moor and non-Moor ethnic groups centering on language, land tenure, and other issues has been a problem in the country since its independence. Sparsely populated, with most of its land covered by the Sahara Desert, Mauritania is one of the least developed countries in the world. It ranks 152 of 177 on the 2005 United Nations Human Development Index. Besides mining, the only commercially viable industry is fishing and limited offshore oil reserves.

## PROGRAM FOCUS

Since the 1980s, Volunteers have worked in agriculture, environmental conservation, cooperatives, health education, and Guinea worm eradication. In the 1990s, the agriculture and environmental conservation projects merged into an agroforestry project; the cooperatives project became small business development; and the Guinea worm eradication project developed into community health and water/sanitation and disease control. In 2000, Peace Corps/Mauritania reinstated the teaching English as a second language (TEFL) project and created a new environmental education project. Girls' education and information technology (IT) projects were created in 2001. Volunteers, regardless of sector, are trained in how to promote HIV/AIDS awareness.

## VOLUNTEER FOCUS

### Business Development

Volunteers transfer basic business skills to cooperative members and micro-entrepreneurs of all ages and genders in Mauritania's informal economic sector. Basic skill development for host country trainers and participants includes planning, financial management, marketing, computing, and artisan training. Volunteers also educate business owners and cooperative members on issues of credit and savings to help create new business opportunities and expand existing ones. Several Volunteers work directly with mayors' offices in smaller towns on tourism and community economic

development issues. Other Volunteers work with vocational or high school students in regional capitals on basic business or computing skill sets. IT is an increasingly important part of the business development sector incorporating areas such as multimedia and Internet use.

One Volunteer merged his interest in music, multimedia, and business to help youth increase their business opportunities by creating and selling music. This Volunteer has also been instrumental in digitally capturing and promoting efforts of other Volunteers to build sustainable businesses throughout the country.

## **Education**

Volunteers teach English to Mauritanian students ages 13–20 at both middle and high school levels throughout Mauritania. They work with their host colleagues to upgrade teaching skills in English, helping teachers become more qualified, creative, and effective in a work environment with limited resources. Volunteers also work with designated technical institutions in the capital city of Nouakchott and in small regional towns to provide input on teacher training and the development of English teaching materials.

Volunteers and their community partners have worked to build stability into 14 Peace Corps-sponsored girls' mentoring centers (GMC). The centers are open to secondary school female students and are managed by professional women from the community and Peace Corps Volunteers. The GMCs provide a positive, friendly environment where girls are encouraged to continue their studies and share their accomplishments with peers.

## **Environment**

Volunteers are part of an integrated development effort to improve agricultural and forestry practices throughout rural Mauritania. They work to improve the capacity of local farmers to produce more and better nutritious food while protecting and preserving the environment through improved gardening skills, fruit tree and moringa promotion, and tree planting.

Using small project assistance (SPA) funds, one Volunteer has helped his community develop an integrated project that addresses the community's different needs. The project consisted of the creation of a wood lot to reduce the fuel-wood issue; promoting fruit trees and moringa for better nutrition; initiating a dune restoration project with Acacia Senegal trees; and producing gum arabic for income generation. The project also helped develop entrepreneurial leadership by producing tree seedlings that were sold for income generation and for environmental protection and restoration.

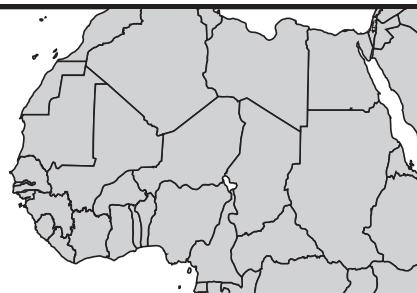
## **Health and HIV/AIDS**

Volunteers strive to improve the health of the rural population by providing communities with the necessary analytical and technical skills to reduce the incidence of water-borne and hygiene-related diseases, such as malaria and diarrhea. Activities include teaching community-based health workers and equipping them with tools to better face the challenges of working with limited resources; training youth associations to be HIV/AIDS peer educators; and combining regional malaria campaigns to familiarize communities with protection techniques, mosquito repellent creams, and specific techniques for the treatment of mosquito netting with insecticide. They also promote access to potable water, including building and maintaining wells.

Volunteers have designed and implemented HIV/AIDS trainings of trainers and launched major HIV/AIDS awareness campaigns in different regions of Mauritania through sports, cultural events, and formal training sessions. One Volunteer trained members of women's cooperatives and youth associations on how to be HIV/AIDS peer educators and how to help improve their nutritional status.

*"Peace Corps Volunteers are doing important work in Mauritania and I would request that they continue, and where possible, step up even more their work with the Ministry of Education. We are deeply appreciative of the efforts of the Peace Corps Volunteers in raising the educational level of Mauritanian schoolchildren and, in particular, their work in the field of girls' education."*

**Ministry of Education Official  
Islamic Republic of Mauritania**



## COUNTRY PROGRAM OVERVIEW

|  |                                   |                           |  |
|--|-----------------------------------|---------------------------|--|
| PROGRAM DATES  | 2004–present                      |                           |  |
| PROGRAM SECTORS  | Environment, Business Development |                           |  |
| Capital  | Mexico City                       | Foreign direct investment | \$17,377 million                                     |
| Population   | 104 million                       | Access to safe water      | Urban: 97%; Rural: 72%                               |
| Annual per capita income   | \$6,790                           | HIV/AIDS prevalence       | 0.3%   |
| GDP growth   | 4.4%                              | Religions                 | Roman Catholicism: 89%; Protestantism: 6%; Other: 5% |
| Adult illiteracy rate  | Male: 8%; Female: 11%             |                           |  |
| Infant mortality rate  | 23 per 1,000 live births          |                           |  |
| Immunization rate  | DPT: 98%; Measles: 96%            | Official language         | Spanish  |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><i>Calculated September 30 each year</i> |                                   | Volunteers                | FY 2007  |
|  |                                   | Program funds (\$000)     | FY 2008  |
|  |                                   | 61                        | 79   |
|  |                                   | 1,836                     | 1,877  |

With 103 million people, Mexico is the most populous Spanish-speaking country in the world. About 30 percent of the population lives in rural areas, though many Mexicans emigrate from rural areas to industrialized urban centers in the interior and along the U.S.-Mexico border and to the United States. In 1994, the devaluation of the Mexican peso sent the country into its worst recession in more than half a century. Since then, there has been substantial progress in building a modern, diversified economy, improving infrastructure, and tackling poverty. Educational levels in Mexico have improved substantially in recent decades, and education is one of the government's highest priorities. In July 2000, Vicente Fox of the National Action Party was elected president, marking the first time since the Mexican Revolution that the party in power, the Institutional Revolutionary Party, was defeated.

In July 2006, a hotly contested and disputed national election was narrowly won by President Fox's party and its candidate, Felipe Calderón. In Mexico City, political unrest followed the election as the opposition party, led by Andrés Manuel López Obrador, disputed the results and called for mass protests. During his presidency, Calderón plans to address a wide range of global, regional, and bilateral issues, including ways to strengthen cooperation between the United States and Mexico, and enhance competitiveness, free trade, economic growth, and security in North America.

## PROGRAM FOCUS

The Peace Corps program in Mexico is a unique partnership that provides an opportunity for the Peace Corps to recruit highly specialized, technically trained, and experienced Volunteers to work alongside Mexican counterparts. The Peace Corps first began exploring the possibility of entering Mexico after Presidents Bush and Fox announced the Partnership for Prosperity initiative during their summit in September 2001. The full partnership accord was signed in November 2003, and the first group of Volunteers arrived in Mexico in October 2004.

More than 30 Volunteers currently work with several of Mexico's Council for Science and Technology (CONACYT) technological research centers located throughout central Mexico. Their work with CONACYT encompasses water and environmental engineering, business development, information technology (IT), and teaching English. Peace Corps/

Mexico provides top-quality technical assistance by assigning highly experienced Volunteers to strengthen Mexican institutions, primarily CONACYT and its clients, and to help foster economic growth and generate jobs for Mexicans.

After a successful start-up phase, the Peace Corps was approached by Mexico's Ministry for the Environment and Natural Resources (SEMARNAT) in late 2005 to consider a similar technical cooperation agreement. After negotiations, an identical agreement was signed in Mexico City on June 13, 2006, between the Secretary of SEMARNAT and the Director of the Peace Corps.

In the early stages of the program, SEMARNAT officials have requested that Peace Corps focus its program on two of SEMARNAT's entities, CONAFOR (National Forestry Commission) and CONANP (National Commission for Natural Protected Areas). A new group of Volunteers will work on environmental projects for these commissions largely in the southern and the northeastern regions of the country.

## **VOLUNTEER FOCUS**

### **Environment**

Volunteers work with CONACYT centers and their clients in activities related to water supply, waste-water treatment, and mitigating industrial pollution. Specific tasks include assessing industrial pollution and recommending mitigation strategies; promoting improved hazardous waste-management strategies for industry; helping cities design and implement water and sanitation projects; recommending alternative, cost-effective water supply and treatment systems; promoting watershed protection and management; and seeking financial support for pilot projects.

One Volunteer is installing a system of air-quality monitoring stations in Guadalajara, while another is working on the clean-up of sites polluted by oil pipeline spills.

In the new program with SEMARNAT, Volunteers will focus on issues related to combating deforestation, forest fires, and soil erosion; promoting conservation of biodiversity and natural habitats; and improving the management of national parks and wildlife reserves.

### **Business Development**

Volunteers provide advice and training that will gradually help CONACYT become less dependent on federal government funding while better addressing the needs of the private sector. Volunteers work closely with Mexican firms to improve their competitiveness by providing advice on improving business processes, accounting and finance, marketing, and managing production and operations.

One Volunteer works with the leather industry to help shoe manufacturers produce higher-quality products at competitive prices, thereby creating more jobs.

With SEMARNAT, Volunteers will focus on ecotourism and extractive and value-added processes for timber and non-timber forest products. They will also promote energy-efficient, socially responsible businesses in and around protected natural areas.

Volunteers in the knowledge-management sector will continue to promote the use of appropriate systems, software, and computer technology to effectively meet data management and information needs of CONACYT and its clients.

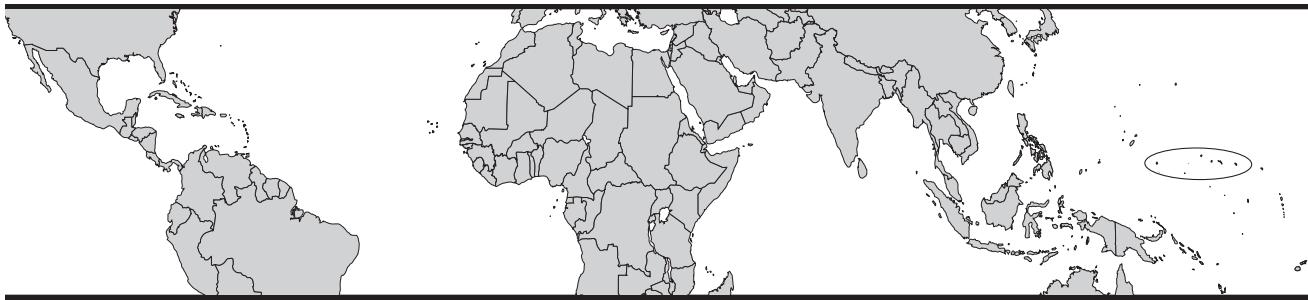
Two Volunteers are also working to apply improved human resources and data management software that can be shared by various centers. Three Volunteers work in highly specialized engineering fields to improve manufacturing processes.

In addition, Volunteers teach English to CONACYT staff to improve their conversational, writing, and technical language skills. They also help them prepare technical presentations and research findings. English students include engineers and interns involved in research projects. Two Volunteers teach at CONACYT centers where they provide small group and individualized instruction.

*"We are extremely pleased with the support provided by Peace Corps!*

*Peace Corps has become a key part of our strategic plan so we look forward to continued cooperation between our two organizations."*

**Miguel Angel Vega, Director  
UDIT (CONACYT technology center), Mexico**



## COUNTRY PROGRAM OVERVIEW

|  |                                   |                           |                                   |
|--|-----------------------------------|---------------------------|-----------------------------------|
| PROGRAM DATES  | 1966–present                      |                           |                                   |
| PROGRAM SECTORS  | Environment, Youth                |                           |                                   |
| Capitals   | Micronesia: Palikir; Palau: Koror | Foreign direct investment | Not available                     |
| Population   | 72,500                            | Access to safe water      | Urban: 87%; Rural: 94%            |
| Annual per capita income   | \$4,430                           | HIV/AIDS prevalence       | Not available                     |
| GDP growth   | .7%                               | Religions                 | Roman Catholicism; Protestantism; |
| Adult illiteracy rate  | 9.5%                              |                           | Modekngei                         |
| Infant mortality rate  | 21 per 1,000 live births          |                           |                                   |
| Immunization rate  | DPT: 91%; Measles: 94%            | Official language         | English; Palauan (Palau)          |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><i>Calculated September 30 each year</i> | Volunteers                        | FY 2007                   | FY 2008                           |
|  | Program funds (\$000)             | 68                        | 67                                |
|  |                                   | 1,954                     | 1,807                             |

Both the Federated States of Micronesia (FSM) and Palau are democratic republics, modeled on the U.S. federal system, and each country has a state government. The states of FSM and Palau are highly autonomous, exercising great independence from the federal government. Both countries have economies and governments that are dependent on U.S. Compact of Free Association funds and U.S. foreign aid, which are scheduled to be reduced over time. Both countries lack self-sustaining programs to provide for the needs of their population.

Most people of FSM and Palau have subsistence lifestyles, few private-sector jobs exist, and basic infrastructure, education, and health services are underdeveloped. The new compact agreements require greater accountability for funds and focus on helping FSM and Palau become self-reliant. Developing viable industries and exporting are a challenge because of the geographic isolation and small size of FSM and Palau. Additionally, the nations' fragile natural resources are in danger of exploitation.

## PROGRAM FOCUS

The focus of Peace Corps/Micronesia is to build the capacity of Micronesians so they can provide for their own needs, appreciate and preserve their environment, and provide opportunities and a healthy environment for youth. Currently, the two Peace Corps focus areas for FSM/Palau are environment and youth. Volunteers work in health and nutrition education, libraries, teacher training, and curriculum improvement, information technology, small business development, women's income generation, marine resources conservation, environmental education, and terrestrial resources conservation. Future program efforts are expected to include a greater Peace Corps presence within the formal education sector.

## VOLUNTEER FOCUS

### Environment

Environment Volunteers are involved in marine and terrestrial resource conservation projects as well as environmental education activities. Volunteers promote an understanding of marine resources, watersheds, and mangrove ecosystems to build the capacity of government agencies and local conservation organizations to create and imple-

ment sound resource management policies. Volunteers also team with government agencies to develop marine and agricultural economic opportunities while providing training in business planning and operations. Volunteers lead environmental education programs in rural and urban communities and schools, and foster community involvement. Some environment Volunteers also teach gardening techniques in their communities.

One Volunteer works with a local nongovernmental organization (NGO) that promotes the production and consumption of local foods to address both economic and health-related impacts on local populations within the FSM. She worked with communities to identify specific genetic strains of traditional local food staples (bananas, breadfruit, and taro) with the highest vitamin content and nutritional value. In collaboration with local farmers, she had these strains propagated and then promoted their distribution through sales at local, regional, and national farmer demonstration events. The Volunteer and NGO have successfully advanced their efforts on a national basis and have received significant funding support from international donors to expand their efforts to promote local foods to local communities.

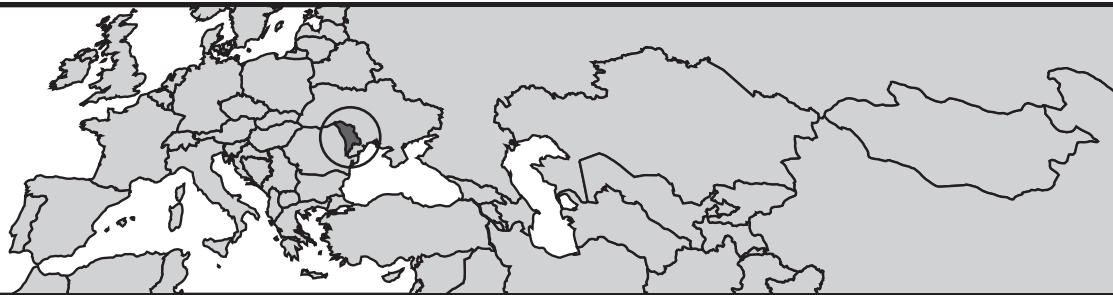
### Youth

There are limited opportunities for youth in FSM and Palau. This has caused increasing problems with substance abuse, alcoholism, violence, suicide, obesity (leading to heart disease and diabetes), and teen pregnancy. The Peace Corps' youth project creates meaningful activities and opportunities for youth to establish healthy lifestyles and increase their participation in social and economic opportunities. Volunteers also help youth to take pride in their culture and traditions and promote community membership.

Volunteers work with youth group leaders, teachers, traditional community elders, local NGOs, government agencies, and families to promote self-esteem and encourage youth to continue their education. Many schools in FSM/Palau have limited resources and under-trained teachers. Volunteers work with teachers to enhance literacy and improve teaching methods by establishing school libraries and helping to develop new curricula. One Volunteer, working with the Department of Health in Yap State, helped the agency extend healthcare to underserved communities by establishing five rural health centers. These health centers are being staffed with full-time health workers who are being trained to provide preventive health education, prenatal services to mothers, vaccinations, and basic nutritional monitoring for children under five. The centers are moving healthcare closer to the populations most in need and, through their focus on preventive care and health maintenance, lowering the overall cost of health services to the government.

*“Creating the opportunity for primary healthcare at the village level provides amazing potential for improving the health status here in Yap State. Simply being a part of this project gives me a sense of fulfillment, and most days, I feel I have already gained more from the people here than I will ever be able to give them.”*

Federated States of Micronesia Volunteer, Youth Sector



## COUNTRY PROGRAM OVERVIEW

|  |  |                           |                                 |
|--|--|---------------------------|---------------------------------|
| PROGRAM DATES  | 1993–present                                       |                           |                                 |
| PROGRAM SECTORS  | Agriculture, Education, Health and HIV/AIDS, Youth |                           |                                 |
| Capital  | Chisinau   | Immunization rate         | DPT: 98%; Measles: 96%          |
| Population   | 4 million  | Foreign direct investment | \$81 million                    |
| Annual per capita income   | \$720  | Access to safe water      | Urban: 97%; Rural: 88%          |
| GDP growth   | 7.3%   | HIV/AIDS prevalence       | 0.2%                            |
| Adult illiteracy rate  | Male: 3%; Female: 5%                               | Religions                 | Eastern Orthodoxy: 98%; Judaism |
| Infant mortality rate  | 23 per 1,000 live births                           | Official language         | Moldovan                        |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> | Volunteers<br>Program funds (\$000)                | FY 2007<br>159<br>2,587   | FY 2008<br>154<br>2,491         |

Moldova is the poorest nation in Europe, though upon independence it was a middle-income country. It is one of the region's most heavily indebted countries, especially to Russia. Moldova elected a Communist Party majority to parliament in February 2001, in part as a response to the difficulties people faced in a transitional economy. Separatist forces in the Transnistrian region along the Ukraine border have prevented the government from exercising full control over its territory, which has exacerbated economic difficulties. During 2006, rapid rises in energy costs and a ban by Russia on import of Moldovan wine have significantly impacted the local economy. The Organization for Security and Cooperation in Europe, with the support of the U.S. Embassy in Moldova, is seeking a solution to the Transnistrian conflict. In autumn 2003, President Vladimir Voronin publicly expressed the desire to move toward European Union (EU) membership, though the Transnistrian issue must first be resolved. In 2005, Moldova held peaceful parliamentary elections, and the new parliament reelected President Voronin.

## PROGRAM FOCUS

The Moldovan government is concerned that a lack of English proficiency among its people will inhibit cultural and economic contact with the West. The educational system needs qualified English teachers as well as resources and instructional materials. Moldova also recognizes a need to focus on preventive health. However, there are no institutions to train health educators and basic healthcare services have deteriorated considerably in recent years. Privatization of the large agricultural industry and dissolution of much of the centralized control over many aspects of community life have left the population with many needs but lacking some of the skills and approaches needed to make use of available resources and opportunities. Peace Corps Volunteers address these issues with their primary projects; they also work in areas such as creating resource or information technology centers; leading sports activities, summer camps, and model United Nations programs; and combating human trafficking.

## **VOLUNTEER FOCUS**

### **Agriculture**

Volunteers work with farmer-support organizations and individual farmers to increase incomes by developing information dissemination channels, consulting and training centers, and networking and marketing opportunities. Volunteers assist nongovernmental organizations (NGOs) with strategic planning, development, and organizational management. They provide training in basic farm management and financial analysis and work to enhance computer literacy and Internet capabilities.

One Volunteer is working with a local farm cooperative to improve cattle-rearing practices. Through changed feed types, farmers are seeing much faster and healthier growth, and by utilizing individual calf shelters, they are reducing mortality rates.

### **Education**

Volunteers teach at the primary, secondary, and university levels. They use English language classes to improve student abilities in critical thinking, decision-making, teamwork, and problem-solving. Volunteers work with Moldovan teachers of English through peer-training workshops on a variety of topics. Volunteers also actively promote the use of information and communication technology inside and outside the classroom.

Environmental education has become an important part of Volunteers' work in the teaching English as a foreign language (TEFL) project. Many students and even teachers lack basic understanding of such concepts as recycling, pollution, and proper trash disposal, as well as how these issues impact the environment. The TEFL project incorporated environmental education into its project goals and now environmental education is being taught not just in English, but in Romanian and Russian. Volunteers have developed an environmental education manual for use in developing and teaching the subject both in the classroom and in the community.

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

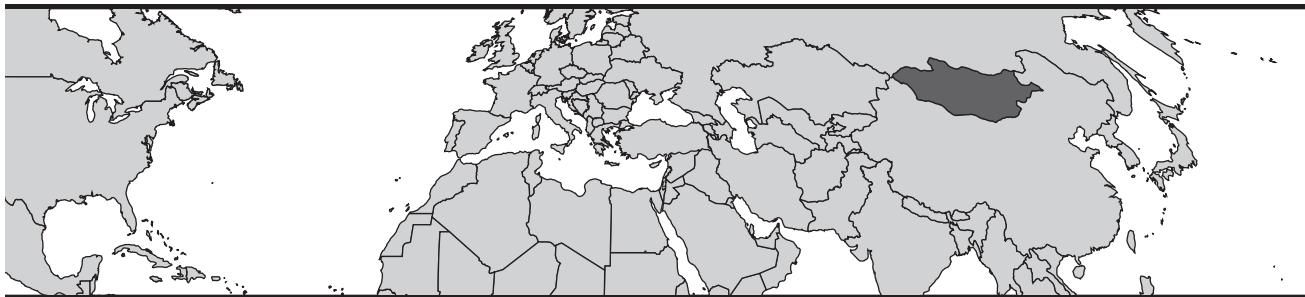
Each Volunteer works with two partner agencies, a school and a healthcare provider, to promote health education in Moldova. In school, Volunteers co-teach health education classes to more than 30,000 students for a minimum of eight hours per week. They also work intensively with students to develop peer-education activities focused on HIV/AIDS prevention and substance abuse. During recent concerns about avian flu, Volunteers worked in several ways to support national prevention and education programs. One Volunteer worked with UNICEF to test a survey of local avian flu knowledge, and the Volunteer suggested ways to improve the survey instrument and data-collection techniques. Other Volunteers arranged for education seminars in their communities, and went door-to-door to encourage local residents to attend.

### **Youth**

Volunteers in the youth sector work with NGOs, local governments, and social service agencies. They target community-based organizations that promote sustainable community development, especially in the social welfare field, with activities focused on children and youth. Several Volunteers work as coaches for Odyssey of the Mind teams, and they help plan and carry out a nationwide Odyssey tournament. This year, the winning team was sent to the European competition in Poland, and the team's Volunteer coach helped them raise the money and went along on a trip exposing the village children to the world outside Moldova for the first time.

*"We ensure you that you will remain in our memory as a remarkable person who left here in Moldova a bright light that will inspire us to new beautiful things in the field of the environment."*

Constantin Mihailescu, Minister of the Environment and Natural Resources  
Republic of Moldova



## COUNTRY PROGRAM OVERVIEW

|  |   |                           |   |
|--|---|---------------------------|---|
| PROGRAM DATES  | 1991–present  |                           |   |
| PROGRAM SECTORS  | Business Development, Education, Health and HIV/AIDS, Youth |                           |   |
| Capital  | Ulaanbaatar   | Foreign direct investment | \$93 million  |
| Population   | 3 million   | Access to safe water      | Urban: 87%; Rural: 30%                              |
| Annual per capita income   | \$600   | HIV/AIDS prevalence       | <0.1%   |
| GDP growth   | 10.7%   | Religions                 | Tibetan Buddhist Lamaism: 94%; Islam: 6%; Shamanism |
| Adult illiteracy rate  | Male: 2%; Female: 2%  |                           |   |
| Infant mortality rate  | 41 per 1,000 live births                                    |                           |   |
| Immunization rate  | DPT: 99%; Measles: 96%                                      | Official languages        | Khalkha Mongol                                      |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> | Volunteers  | FY 2007<br>111<br>2,071   | FY 2008<br>112<br>1,995                             |
|  | Program funds (\$000)                                       |                           |   |

In the late 1980s, Mongolia committed to democratization and a free-market economy. While this commitment has remained firm, changes have stressed economic, social welfare, and education systems. Although English-language acquisition is important to citizens and the government, most schools do not have enough qualified teachers and resources. The health system faces challenges as it moves from an emphasis on Soviet-style curative treatment to a preventive approach. With 66 percent of the population under 30 years of age, Mongolia is rich with human resources eager to improve their quality of life and the future of the country.

## PROGRAM FOCUS

The Peace Corps/Mongolia program began with an English education project in 1991 and has expanded to include Volunteers working in numerous sectors directly relevant to national development priorities. Volunteers focus on sharing skills and knowledge to build local capacity and assist Mongolians in achieving their development goals.

The Peace Corps' long-term contribution to Mongolia was recognized in a joint presidential statement issued by Presidents Nambyn Enkhbayar and George W. Bush during Bush's visit to Mongolia in November 2005: "The presidents (of Mongolia and the United States) noted the successful and positive contribution of the Peace Corps program in Mongolia."

## VOLUNTEER FOCUS

### Business Development

Volunteers assist Mongolia's transition to a free-market economy by building capacity of nongovernmental organizations (NGOs) and Mongolian citizens in business skills and knowledge. Volunteers increase management and strategic planning skills of business owners and transfer knowledge of accounting, bookkeeping, customer service, English language, and information and communication technology. Volunteers have organized seminars on networking and cost-benefit analysis, and helped rural business owners identify markets for their products.

For example, one Volunteer helped a group of entrepreneurs in Darkhan develop a community gardening project. The project provided a large, high-quality supply of organic vegetables to the local market. In 2006, the entire yield was purchased by local restaurants, and as a result, increased production in 2007 is planned.

## **Education**

In spring 2005, the government named English the official second language of Mongolia. Volunteers build capacity by teaching English to students of secondary schools, colleges, universities, and community members, while strengthening educational institutions by training Mongolian English teachers and developing English education resources.

Volunteers establish resource rooms and libraries; develop visual aids and teaching curricula; and produce audio cassettes, English language newsletters, and teaching materials alongside their Mongolian counterparts. Volunteers help communities acquire book donations and participate in the English summer camps organized by the Ministry of Science, Technology, and Education.

Volunteers also work on community outreach activities and offer assistance based on a community's expressed needs. For example, Volunteers conduct local and regional trainings on life-skills, literacy, computer, health, ecology, and trafficking in persons with teachers, students, and community members.

Presently, education Volunteers and their community partners are collecting data and pictures in a collaborative effort to build Mongolia's national tourism Web portal; thereby creating income-generation opportunities nationwide through tourism development.

## **Health and HIV/AIDS**

The community health project educates and trains students, community members, and health service providers on disease prevention and public health issues. Volunteers partner with provincial health departments, NGOs, and international agencies to promote public awareness of issues such as HIV/AIDS and life-skills development for Mongolian youth. Volunteers design and implement health education outreach activities as well as encourage the incorporation of healthy habits.

Volunteers are also developing counseling-training curriculum for health service providers and collaborating with branches of the Mongolian Red Cross to support training in first aid and CPR. Volunteers work with the media to disseminate health messages to youth and adults, design training programs in both Mongolian and Kazak languages, conduct health education on nutrition and gardening, develop health fairs, and teach cooking classes.

One Volunteer works with the Zavkhan Health Department to promote healthy lifestyles. The team selected 10 community role models who committed to making positive changes in their health. The group was trained in exercise, nutrition, and stress reduction, and members attended aerobic and yoga exercise classes. Local media covered their progress and plans have been developed for a community-based exercise center.

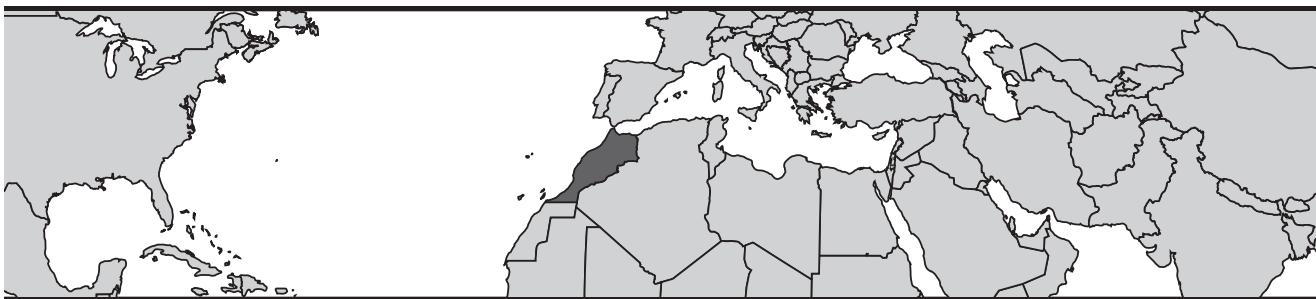
## **Youth**

The youth development project was launched in 2005. Volunteers build capacity of youth-serving agencies and support the implementation of youth development policies in Mongolia. Volunteers work at local branches of the National Authority for Children, the government body responsible for youth issues in Mongolia. Volunteers build capacity of Mongolian staff and social workers as well as implement activities with local youth. Volunteers are also assigned to nonformal education centers, at which school dropouts can receive an alternative education.

Additionally, the Ministry of Education established a life-skills component into the civic education curriculum for all secondary school students nationwide, based on the successful work of one Volunteer who introduced life-skills education into Ulaanbaatar schools.

*If I were an American citizen, I would become a Peace Corps Volunteer.*

Ts. Elbegdorj, Former Prime Minister  
Mongolia



## COUNTRY PROGRAM OVERVIEW

|   |   |                           |                                   |
|---|---|---------------------------|-----------------------------------|
| PROGRAM DATES   | 1962–1991   1991–2003   2003–present                          |                           |                                   |
| PROGRAM SECTORS   | Business Development, Environment, Health and HIV/AIDS, Youth |                           |                                   |
| Capital   | Rabat   | Immunization rate         | DPT: 97%; Measles: 95%            |
| Population  | 30 million  | Foreign direct investment | \$769 million                     |
| Annual per capita income  | \$1,570   | Access to safe water      | Urban: 99%; Rural: 56%            |
| GDP growth  | 4.2%  | HIV/AIDS prevalence       | 0.1%                              |
| Adult illiteracy rate   | Male: 37%; Female: 62%  | Religions                 | Islam: 99%; Christianity; Judaism |
| Infant mortality rate   | 38 per 1,000 live births                                      | Official language         | Arabic                            |
| <b>ANTICIPATED NUMBER OF VOLUNTEERS</b><br><small>Calculated September 30 each year</small> |   | <b>Volunteers</b>         | <b>FY 2007</b>                    |
|   |   | Program funds (\$000)     | <b>FY 2008</b>                    |
|   |   |                           | 231      226                      |
|   |   |                           | 4,203      3,855                  |

In 1999, King Mohammed VI assumed the throne after the death of his father, who had ruled for 38 years. Gradual political reforms in the 1990s led to the establishment of a bicameral legislature. The King presides over the parliament, the judiciary, the military, and the country's religious leaders. Morocco annexed the Western Sahara in the late 1970s, and the status of the territory remains unresolved.

By enhancing tourism, Morocco hopes to attract 10 million tourists by 2010, which will, in turn, support small businesses and reduce unemployment. Until then, the government aims to produce quality crafts and to market and export products made by artisans. The kingdom has moved firmly into the reformist, liberalizing camp in the Islamic-Arab world, and has lately adopted a new family law. The law, which is considered revolutionary in the Arab and Muslim world, promotes women's rights and places wives on a more equal footing with their husbands.

Morocco faces issues typical to developing countries. These include restraining government spending, reducing constraints on private activity and foreign trade, and achieving sustainable economic growth. The country remains vulnerable to drought, as rainfall is key to the performance of the agriculture-dominant economy. Financial reforms have been implemented, but long-term challenges remain, such as servicing the debt, improving trade relations with the European Union, increasing education and job prospects for youth, and attracting foreign investment.

## PROGRAM FOCUS

Almost one out of four Moroccans living in rural areas is poor, compared with one out of 10 in urban areas. Literacy rates are also low in rural areas, particularly among girls. Maternal and child health is still a major concern as maternal and infant mortality rates are quite high. While sexually transmitted diseases are widespread, reports of HIV cases remain low. Climatic swings hamper harvests, while drainage of wetlands, deforestation of public areas, and erosion in national parks present continuing challenges. High unemployment and low wages have limited opportunities for entrepreneurs to access capital, putting them at a disadvantage in a rapidly evolving global economy. Accordingly, Peace Corps Volunteers are assigned to projects in small business development, environment, health and HIV/AIDS, and youth.

## **VOLUNTEER FOCUS**

### **Business Development**

Volunteers assist artisans by teaching business management, entrepreneurship, and organizational and computer skills; and by offering consulting services. One Volunteer with a local organization organized a craft fair that became a capacity-building experience for organizers and participants, including traditional craft artisans from 28 communities. National, regional, and local government officials were involved. The festival provided a forum to learn about Morocco's culture and the work of the Peace Corps. Artisans benefited from formal and informal training in small business, environmental awareness, and made contact with other artisans for future networking, new business opportunities, and high-volume market exposure.

### **Environment**

This project reinforces the Moroccan government's conservation initiatives and helps rural populations achieve a higher standard of living. Volunteers work with government representatives, youth groups, and environmental interest groups. They assist local associations, which are located within national parks and areas of biological and ecological importance, promote ecotourism and income-generating activities. Volunteers encourage and support small community- or school-based tree nurseries. This year, along with their counterparts from the Water and Forests Department, Volunteers organized several demonstrations of improved cook-stove prototypes to demonstrate and evaluate their potential to reduce daily fuel wood requirements. More than 300 women and girls were targeted by this project.

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

Morocco's high infant mortality rate reflects the living conditions associated with poor water quality and inadequate sanitation. A major component of Volunteers' work is education that focuses on maternal and child health and safe water. Volunteers collaborate to increase community access to health services and assist in educational activities conducted by health officials. With their counterparts, Volunteers have developed and delivered informal health and hygiene lessons and activities for school-age children outside of school hours. Volunteers also organized HIV/AIDS awareness activities in youth centers, high schools, and health clinics. Ten Volunteers helped their clinics build simple-technology incinerators to dispose of hazardous medical waste and trained staff on HIV/AIDS transmission and how to operate and maintain newly installed equipment.

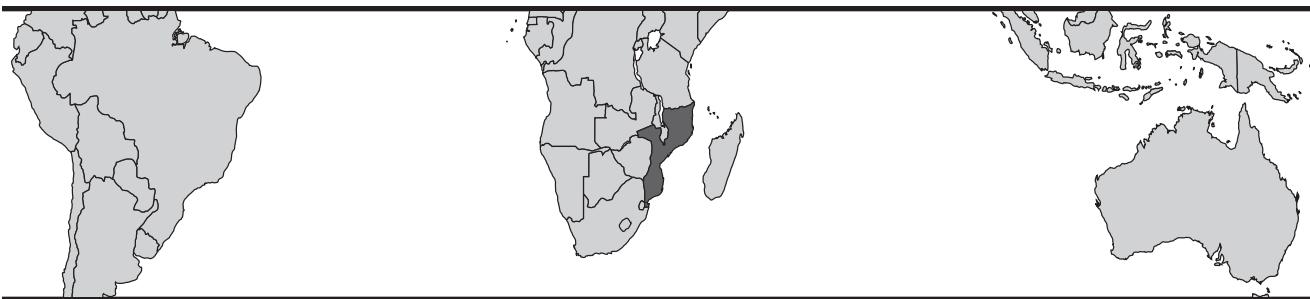
### **Youth**

One-third of Moroccans are 15 years old or younger. Volunteers encourage youth to attend citizenship and leadership-building activities. They teach English at local youth centers and implement extracurricular activities, such as managing sports teams, youth mentoring, and teaching computer skills. The Ministry of Youth has made educating girls a priority, so Volunteers and their partners address the needs of local girls. Volunteers work with teachers, women's centers, and development associations. This year, 40 Volunteers helped develop and implement a curriculum for spring/summer immersion language camps, which were attended by more than 2,000 Moroccan youth. Additionally, young girls from different regions participated in Girls Leading Our World (GLOW) camps to improve their chances of future employment while acquiring important leadership skills and improving their self-esteem. More than 800 youth and community members learned about HIV/AIDS through creative activities and how to educate their peers on the disease.

*"Because of my age—67 years old—my experience is probably different than most Volunteers.*

*I am well respected and my community appreciates my work. My primary responsibility is working with a women's weaving cooperative where high-end Berber carpets are woven. My role is to help these women develop markets and earn a living wage while at the same time preserving their Berber traditions. The women are receptive and open to new ideas and willing to act on my recommendations. I love these women and every day I learn a different way of looking at life."*

**Morocco Volunteer  
Business Development Sector**



## COUNTRY PROGRAM OVERVIEW

|  |                                |                           |  |
|--|--------------------------------|---------------------------|--|
| PROGRAM DATES  | 1998–present                   |                           |  |
| PROGRAM SECTORS  | Education, Health and HIV/AIDS |                           |  |
| Capital  | Maputo                         | Foreign direct investment | \$245 million  |
| Population   | 19 million                     | Access to safe water      | Urban: 76%; Rural: 24%   |
| Annual per capita income   | \$270                          | HIV/AIDS prevalence       | 12.2%  |
| GDP growth   | 7.2%                           | Religions                 | Indigenous and other beliefs: 45%; Christianity: 30%; Islam: 17% |
| Adult illiteracy rate  | Male: 38%; Female: 69%         |                           |  |
| Infant mortality rate  | 141 per 1,000 live births      |                           |  |
| Immunization rate  | DPT: 72%; Measles: 77%         | Official language         | Portuguese   |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> | Volunteers                     | FY 2007<br>128<br>2,514   | FY 2008<br>133<br>2,494  |
|  | Program funds (\$000)          |                           |  |

Mozambique finally achieved a lasting peace in 1992 after nearly 28 years of war, a struggle to free itself from harsh colonial rule, and a battle against massive destabilization efforts fomented by its apartheid neighbors. Since its first democratic elections, the government of Mozambique has encouraged development and a free-market economy by privatizing former state-owned enterprises, respecting freedom of the press, and promoting the development of an active civil society. In its third general election, conducted in 2004, President Joaquim Chissano stepped down and was succeeded by Armando Guebuza, who won the popular vote. Since assuming office, the Guebuza government has taken steps to increase educational opportunities, build a corruption-free civil service, and support a sustained and energetic campaign to educate Mozambicans about HIV/AIDS and combat the disease.

In spite of its low position on the 2005 United Nations Human Development Index—ranking 168 of 177—Mozambique is also moving forward in its efforts to exploit the potential of its agricultural, hydropower, and transportation resources. Economic improvements include linking secondary urban centers throughout the country to the power grid of the Cahora Bassa hydroelectric dam; constructing a natural gas pipeline to South Africa; restoring factories; and increasing investment and development in both coal and rare-minerals mining. But there remains a long road to travel: the country's still extensive rural poverty, poor infrastructure, dispersed population, low education levels, and high HIV/AIDS prevalence mean that literacy is still less than 50 percent. Treatable diseases such as malaria, tuberculosis, diarrhea, respiratory infections, and HIV/AIDS remain the most common causes of premature deaths, particularly of children and infants.

## PROGRAM FOCUS

In the education sector, the Peace Corps assists Mozambique in secondary-level English and science teaching and primary school teacher training. In the health sector, Volunteers work with international and Mozambican organizations in the countrywide struggle to educate the population about HIV/AIDS and reduce both the prevalence and the deleterious effects of that disease. All Volunteers, regardless of sector, are trained in the promotion of HIV/AIDS awareness.

## **VOLUNTEER FOCUS**

### **Education**

Volunteers provide quality English and science instruction to students in secondary and technical schools. In 2005, 60 Volunteers taught a total of 19,190 students in English and biology. Additionally, Volunteers support Mozambican teachers in expanding their teaching methodologies, improving English communication skills, and developing educational materials. Volunteers working in training institutes have helped future teachers develop local resources to create visual aids for their classes. As a result, many school libraries have resources that are used for micro-teaching lessons. One Volunteer created the first English course curriculum in his training center, which is now used to train future primary English teachers. In addition to their primary assignments, Volunteers promote education outside the classroom as well, with activities such as tutoring, coaching, organizing school libraries, guiding boys' and girls' clubs, organizing inter-school science fairs, promoting community projects, and organizing national boys' and girls' leadership conferences. Volunteers are also trained to be advocates and educators for HIV/AIDS prevention.

Volunteers have also helped organize English-language theatre competitions for secondary schools. For example, in Sofala province, the theme was "Vision of the Future Mozambique 2020." Students presented how they imagined—or hoped—Mozambique would look like in 2020. Students from 13 participating schools wrote and presented their plays in English, in which they expressed their concerns and opinions about education, corruption, HIV/AIDS, availability of jobs, and technology.

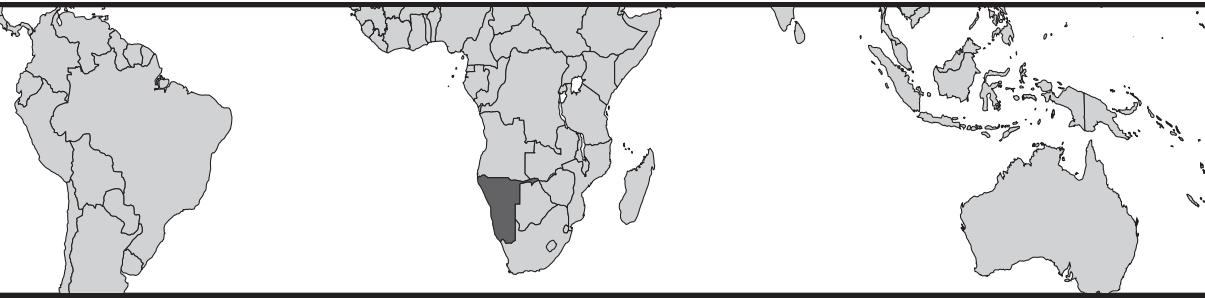
### **Health and HIV/AIDS**

Volunteers serve across the country helping to build the capacity of small organizations and community groups to combat HIV/AIDS. These Volunteers are on the front lines, assisting their colleagues in improving planning and management; training youth groups on life skills for making better health choices; helping to support groups for persons living with HIV/AIDS; providing technical training to staff and community volunteers; and helping to develop new strategies, ideas, and materials, such as HIV newsletters and radio campaigns. With training and material enhancement supported by the President's Emergency Plan for AIDS Relief (PEPFAR), Volunteers have actively participated in the areas of AB (Abstinence and Be Faithful) prevention and other prevention models, the care of orphans and vulnerable children, palliative care, and education for high-risk groups.

Volunteers led in the organization of national girls' and boys' leadership conferences in 2006. The conferences were attended by boys, girls, Mozambican teachers, and Volunteers from across the country. Participants discussed critical issues for young women and men, including gender roles, HIV/AIDS awareness, healthy behaviors, and both men's and women's roles in HIV prevention. The students received training in micro-projects to implement in their own communities after the conference, including theater, journalism, community gardening, and mural painting. Volunteers support these micro-projects by helping to obtain and manage funding and by providing technical assistance. One Volunteer provided support to HIV-positive clients served by his nongovernmental organization by helping them write and register wills. The family of one woman he helped was able to recover the house willed to them, and her last wishes were respected.

*"Our entire science fair experience with students was phenomenally successful from start to finish, and I feel so proud to have worked with everyone: teachers, students, other Volunteers, the American embassy, donors, local community, business members, and Peace Corps, to have made it happen".*

**Mozambique Volunteer, Education Sector**



## COUNTRY PROGRAM OVERVIEW

|  |                                |                           |   |
|--|--------------------------------|---------------------------|---|
| PROGRAM DATES  | 1990–present                   |                           |   |
| PROGRAM SECTORS  | Education, Health and HIV/AIDS |                           |   |
| Capital  | Windhoek                       | Foreign direct investment | Not available                               |
| Population   | 2 million                      | Access to safe water      | Urban: 98%; Rural: 72%                      |
| Annual per capita income   | \$2,380                        | HIV/AIDS prevalence       | 21.2%                                       |
| GDP growth   | 6.0%                           | Religions                 | Predominantly Christian; Indigenous beliefs |
| Adult illiteracy rate  | Male: 19%; Female: 19%         | Official language         | English (Afrikaans)                         |
| Infant mortality rate  | 47 per 1,000 live births       |                           |   |
| Immunization rate  | DPT: 81%; Measles: 70%         |                           |   |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> | Volunteers                     | FY 2007                   | FY 2008                                     |
|  | Program funds (\$000)          | 86                        | 78  |
|  |                                | 2,795                     | 2,661                                       |

Since independence in 1990, Namibia has established sound political and economic frameworks that make it one of the most stable and forward-leaning countries in Africa. Namibians are encouraged to participate in shaping laws and government policies. Namibia also invests heavily in the social sector, including education, rural development, and the fight against HIV/AIDS.

Reflecting its political maturity, Namibia completed without incident its first change of top political leadership since independence when Hifikepunye Pohamba was elected president in November 2004. The economy is also growing at an encouraging rate. However serious challenges remain to Namibia's continued progress. The disparity between rich and poor is one of the highest in the world. The apartheid system of job allocation and education continues to negatively influence employment in all economic sectors, with overall unemployment in excess of 30 percent. Namibia has also been devastated by the HIV/AIDS pandemic and infection rates are some of the highest in the world. Encouragingly, the government is aggressively implementing efforts to contain the threat.

## PROGRAM FOCUS

Immediately after Namibia's independence in 1990, the Ministry of Education began to reform the apartheid-based educational system and to introduce English as the medium of instruction. The first Peace Corps Volunteers arrived in Namibia several months after independence and, since then, Volunteers have continued to strengthen these educational reform measures. Peace Corps/Namibia still collaborates extensively with the Ministry of Education and the education program will remain the principal platform for the Peace Corps' contribution to Namibia's economic and social development.

In the fight against HIV/AIDS, the Peace Corps has increased its cooperation with the Ministry of Health, the Ministry of Youth and Sports, and Namibian faith-based and community-based organizations (FBOs/CBOs). In collaboration with the Centers for Disease Control and Prevention and USAID/Namibia, Volunteers directly support government ministries and CBOs/FBOs through operational capacity building and by providing community-level training in AIDS prevention, positive living, and home-based care. All Volunteers, regardless of sector, are trained to promote HIV/AIDS awareness and prevention.

## **VOLUNTEER FOCUS**

### **Education**

Peace Corps/Namibia contributes to educational reform and development through teacher training and support, classroom teaching (science, mathematics, and English), and by promoting new information and communication technologies (ICT). Schools where Volunteers are teaching have consistently witnessed verifiable improvement in student performance. Volunteers are also working to open up the “world beyond the village” for their students. For instance, a Volunteer in a rural school arranged on his own to send two of his students to a month-long educational camp in Wisconsin. The impact of this visit on the outlook and commitment to study of the two students was dramatic.

Volunteers are also working directly with the Ministry of Education to support systemic change. In one example, a Volunteer is working with the ministry to organize a mobile computer lab to bring computer awareness and basic computer skills to isolated schools. Another Volunteer, located in the north, is working with the ministry to develop math reference and examination preparation books to distribute to math students throughout the region. Another Volunteer is working at the National Institute for Educational Development. She is helping to revise and edit a Namibian education syllabi for grades 5–12 that will be implemented nationwide next year as well as helping to develop complementary continuous assessment manuals for these same grades.

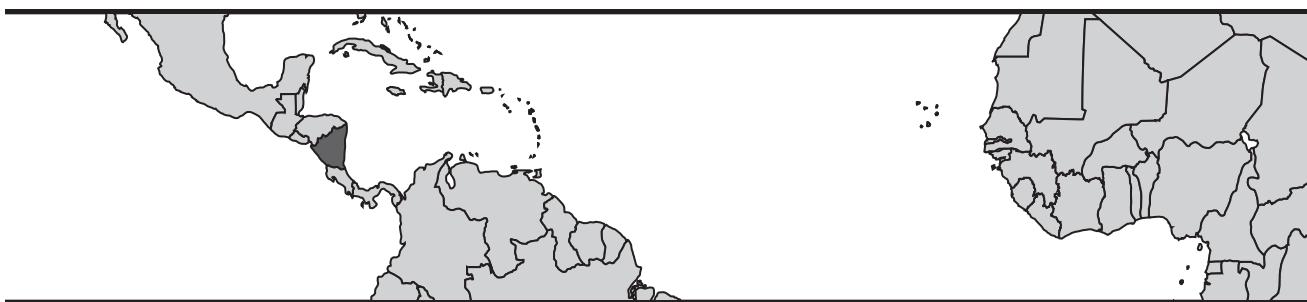
### **Health and HIV/AIDS**

The involvement of Peace Corps Volunteers in HIV/AIDS prevention is expanding. Volunteers are working to strengthen the operational capacity of HIV/AIDS programs in both the government and CBO/FBO sectors. For example, one Volunteer developed a 100-page resource manual for local youth offices that the Ministry of Youth is distributing to all regions. The manual includes sections on office management, connecting with youth, teaching job skills strategies, and HIV/AIDS. Two other Volunteers developed a CBO/FBO tracking program for AIDS orphans that the Minister of Gender Equality and Child Care is promoting nationally.

Volunteers are also directly involved in youth outreach and HIV/AIDS prevention activities through community mobilization programs, rural HIV/AIDS workshops, and the establishment of youth clubs with an HIV/AIDS focus. In one example, a Volunteer in south Namibia organized a girls’ conference that brought 50 young Namibian girls together to talk about HIV/AIDS, prevention strategies, gender awareness, and self-esteem. A similar conference is now planned for the north. In another effort to reach particularly vulnerable Namibians, other Volunteers have developed a program that is bringing Namibian artists and bands together to produce an AIDS awareness album called *Namibia Alive!* targeted at taxi drivers and long-haul carriers.

*“Peace Corps Volunteers represent to us the very essence of good interstate relations because they put human faces to the whole process. They help to translate to us, as government, what people really think and want.”*

**Theo-Ben Gurirab**  
**Speaker of the National Assembly of Namibia**



## COUNTRY PROGRAM OVERVIEW

|  |  |                           |                        |
|--|--|---------------------------|------------------------|
| PROGRAM DATES  | 1968–1979   1991–present   |                           |                        |
| PROGRAM SECTORS  | Agriculture, Business Development, Education, Environment, Health and HIV/AIDS |                           |                        |
| Capital  | Managua  | Immunization rate         | DPT: 84%; Measles: 66% |
| Population   | 5 million  | Foreign direct investment | \$250 million          |
| Annual per capita income   | \$830  | Access to safe water      | Urban: 93%; Rural: 65% |
| GDP growth   | 5.1%   | HIV/AIDS prevalence       | 0.2%                   |
| Adult illiteracy rate  | Male: 23%; Female: 23%   | Religion                  | Roman Catholic: 85%    |
| Infant mortality rate  | 31 per 1,000 live births   | Official language         | Spanish                |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> |  | Volunteers                | FY 2007                |
|  |  | Program funds (\$000)     | 177                    |
|  |  |                           | 2,685                  |
|  |  |                           | FY 2008                |
|  |  |                           | 191                    |
|  |  |                           | 2,711                  |

Nicaragua is a constitutional democracy with executive, legislative, and judicial branches of government. The president and members of the unicameral National Assembly are elected to concurrent five-year terms. Though the turbulent events of the past few decades have been widely reported, Nicaragua has become the newest democracy in the Americas. President Enrique Bolaños recently completed his term as the third democratically elected president since the end of the Sandinista regime in 1990. The latest presidential elections resulted in Daniel Ortega's return to power. Mr. Ortega served as Nicaragua's president from 1985–1990 and led the Sandinista movement against the Somoza regime.

Nicaragua has the appropriate soil, climate, and altitude for cultivating a wide variety of crops and livestock. Its rivers, volcanoes, coastlines, timber, and mineral resources present impressive economic potential as well as a great challenge to sound environmental management.

More than half of Nicaragua's population is underemployed or unemployed. The country has also suffered from catastrophic natural disasters. Severe environmental degradation and flood damage from Hurricane Mitch compromised the fragile food security of many rural areas. Limited access to healthcare and health education has led to a high rate of infant and maternal mortality. More than one-fourth of young women have their first child by 19. Economic development is critically impaired by the limited availability of business education and poor access to credit.

## PROGRAM FOCUS

The Peace Corps program works to help Nicaraguans respond to the challenges of economic development and improve their quality of life through projects in agriculture, business development, education, environment, and health and HIV/AIDS.

### Agriculture

The sustainable food security project focuses on raising the standard of living of rural farming families by increasing food security, generating income opportunities, and fostering community development. Volunteers work closely with field technicians from the National Agricultural Technological Institute and community leaders and committees to help rural households develop techniques to manage backyard gardens.

This year, 35 Volunteers worked on a variety of food security activities. They have helped create family gardens; introduced food-processing activities; created homemade recipes, which have improved and diversified nutritionally deficient local diets; and helped to form 20 community banks that have fostered income-generating activities.

### **Business Development**

The small business development project focuses on the nation's youth, providing them with business and life skills to enhance their capacity to gain meaningful employment and increase economic opportunities. In a creative business course, primarily in secondary and vocational schools, Volunteers teach all phases of business enterprise development. Volunteers also provide basic business consulting advice to small business owners in their communities.

In coordination with Nicaraguan high school teachers, Volunteers taught a business course called the Creative Enterprise to more than 5,000 tenth-grade students throughout the country. The students then formed more than 400 student business groups. Each group completed business plans, started and operated actual businesses, and then entered school-wide, regional and national business plan competitions.

### **Education**

Through a multiplier-effect approach the teaching English as a second language (TEFL) education program focuses principally on strengthening the capabilities and skills of English teacher trainers. Working directly with the Ministry of Education, Culture, and Sports (MECD), Volunteers help build capacity of secondary school English teachers through team teaching and teacher-training activities in urban and rural communities of selected departments.

### **Environment**

The environmental education project works directly with MECD and Volunteers have helped create and publish an environmental education guide for primary schools. Volunteers assigned to rural school districts work with at least three elementary schools in their respective districts and use interactive, student-centered methods and community efforts to address local environmental concerns.

One Volunteer couple supported a Sister City reforestation project in neighborhoods with high incidences of dengue, a mosquito-transmitted disease. The new trees help eliminate stagnant water on streets and other public areas where mosquitoes breed. Facilitating coordination among project participants, including the Ministry of Health, the Sister City project, and the municipality, the Volunteers organized a youth environmental brigade that established and maintained a tree nursery of 10,000 plants. The youth plant the trees with full participation from each beneficiary household and monitor tree growth as well as the temperature and humidity under their shade.

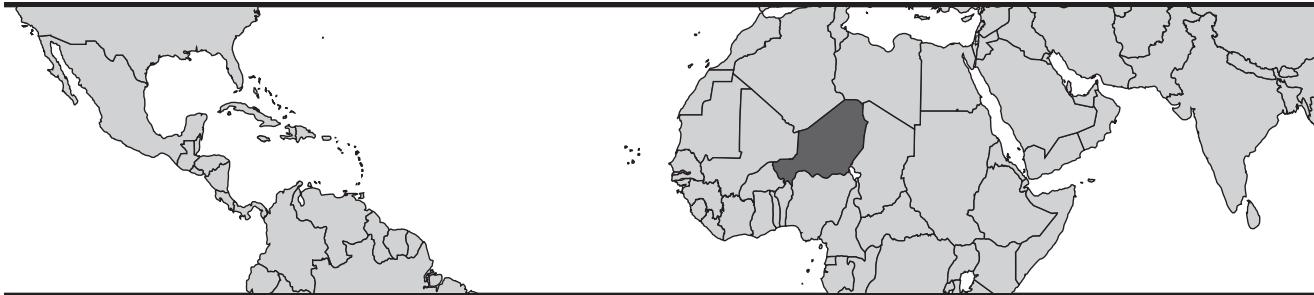
### **Health and HIV/AIDS**

Volunteers teach community members basic prevention techniques that will help them avoid or diminish the effects of devastating but controllable diseases. The preventive health education project works directly with the Ministry of Health and focuses on hygiene education, nutrition, adolescent health, and maternal and infant health. Volunteers also conduct HIV/AIDS prevention activities with youth and at-risk populations.

One Volunteer is developing an HIV initiative to reduce the stigma attached to persons living with HIV/AIDS (PLWHAs). Called *El Gran Sueño* (The Great Dream), the project has brought together multiple partners, including NGOs, the Ministry of Health, a production company, and local media. The project has raised more than \$40,000 and is in the process of working with a local news station to create public awareness programs involving PLWHAs.

*"My service as a Peace Corps Volunteer has allowed me to look at the world in a new way and learn more than I ever thought possible about myself and the world around me. In short, my eyes are a little wider, my vision a little bit deeper, and my heart more open. I have truly become part of a new and different culture and impacted people like I never thought possible."*

Nicaragua Volunteer, Health Sector



## COUNTRY PROGRAM OVERVIEW

|  |  |                           |  |
|--|--|---------------------------|--|
| PROGRAM DATES  | 1962–present   |                           |  |
| PROGRAM SECTORS  | Agriculture, Business Development, Education, Environment, Health and HIV/AIDS |                           |  |
| Capital  | Niamey   | Foreign direct investment | \$0  |
| Population   | 13 million   | Access to safe water      | Urban: 80%; Rural: 36%                       |
| Annual per capita income   | \$210  | HIV/AIDS prevalence       | 1.2%   |
| GDP growth   | 9%   | Religions                 | Islam: 95%; Indigenous beliefs; Christianity |
| Adult illiteracy rate  | Male: 80%; Female: 91%   |                           |  |
| Infant mortality rate  | 152 per 1,000 live births  |                           |  |
| Immunization rate  | DPT: 25%; Measles: 35%   | Official language         | French                                       |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> | Volunteers   | FY 2007<br>118<br>3,032   | FY 2008<br>120<br>2,992                      |
|  | Program funds (\$000)  |                           |  |

In 1960, Niger became a constitutional democracy with an elected president and national assembly, but it was not until 1993 that the country held free and fair elections. A military coup occurred in 1996, but in late 1999, democratic elections were held again. Since then, Niger has remained politically stable. The last elections were held in December 2004, and incumbent President Mamadou Tandja won a second term.

Niger remains one of the poorest countries in the world, ranking 177 out of 177 on the 2005 United Nations Human Development Index. Natural impediments include its landlocked position, its limited arable land, and the drought susceptibility of its agriculturally based economy. These obstacles are compounded by a large population with limited skills, rapid population growth, intense exploitation of fragile soils, and insufficient health services. Nearly 90 percent of Niger's population is vulnerable to malnutrition. The inability to produce, access, and use adequate quantities of food is the central concern for most Nigerien households as well as for the government of Niger.

## PROGRAM FOCUS

The Peace Corps entered Niger in 1962 with seven Volunteers teaching English as a foreign language. Volunteers now work in agriculture, the environment, business development, education, and health to help Nigerien communities. All Volunteers, regardless of sector, are trained to promote HIV/AIDS awareness.

## VOLUNTEER FOCUS

### Agriculture

Agricultural production is Niger's number-one concern. The agriculture project, in conjunction with the Ministries of Planning, Agricultural Development, and Animal Resources, helps develop local strategies to improve household food production. Volunteers work directly with farmers in their villages on issues such as water harvesting, crop rotation, soil fertility management, and improved animal husbandry.

One Volunteer used garden crops and a low-pressure irrigation system to set up a women's gardening cooperative for 129 women in her area. The women used some of their money to establish a second garden at the school for use by both the students and the women.

## **Business Development**

The business development project supports the Nigerien government's priority of decentralization and local governance. The project was launched in 2005 with the Ministry of Community Development and Territorial Management and local government councils. Volunteers organize local governance trainings for council members in their communes and this assistance improves local governments through capacity building in the citizenry and public services.

## **Education**

In 2000, the Nigerien Ministry of Education designed a 10-year education plan designed to ensure access to quality education for all Nigeriens. In direct response to the emphasis the government of Niger put on developing its education system, Peace Corps/Niger reentered the education sector in 2003 by inaugurating the community and youth education project.

Volunteers work with local counterparts to strengthen the capacities of teachers and vocational trainers to work with youth; increase awareness of girls' education at the community level; and teach English as a second language to community members.

Inspired by a strike between students and local police, a Volunteer organized a conflict-resolution workshop in Zinder. She selected 45 participants from various local professional schools and high schools as well the Nigerien human rights defense association, the juvenile judge for Zinder, and two student leaders from Abdou Moumouni University. The workshop exposed participants to non-violence and other conflict-resolution techniques.

## **Environment**

In Niger, where food production is a primary concern, the environment and natural resources are often overexploited. Land degradation, the second highest population growth rate in the world, and diminishing natural resources (e.g., fuel wood) are critical problems. Volunteers implement land reclamation/anti-erosion activities, organize tree plantings/protection, and conduct environmental education and awareness sessions.

One Volunteer completed a gully restoration project in a highly used agriculture valley at the confluence of four hillsides. Under their own initiative, nine villages came together to collect boulders to shore-up an expanding gully that had been decimating 500 hectares of farmland and reinforced the "gully plug" with 5,000 trees.

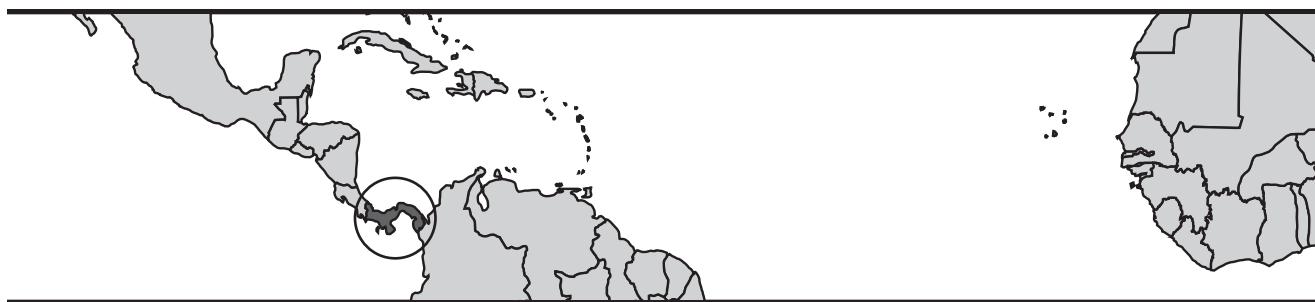
## **Health and HIV/AIDS**

Niger has one of the world's highest infant mortality rates with roughly 40 percent of its children under five malnourished. The primary focus of the health project is to promote nutrition skills and practices among mothers. In a successful Guinea worm eradication project, Volunteers educated people in endemic zones and treated infested ponds. Peace Corps/Niger also promotes HIV/AIDS awareness and prevention through an annual AIDS bike ride that reaches several thousand people every year.

Two Volunteers trained 10 female traditional birth attendants. The training emphasized information about general hygiene, sexually transmitted diseases, HIV/AIDS, prenatal and postnatal care, and nutrition as well as correct hygiene practices and potential birthing complications. The information and materials provided will improve the women's working conditions and consequently the health of the women and children they assist.

*"It is therefore the time for me to pay homage to the sacrifice, patience, motivation, and capacity of the Peace Corps Volunteers. It is through them that the Nigerian people learn about and appreciate all Americans. May this cooperation continue and grow!"*

Ms. Aïchatou Mindaoudou, Minister  
Foreign Affairs and African Integration  
Niger



## COUNTRY PROGRAM OVERVIEW

|  |   |                           |   |
|--|---|---------------------------|---|
| PROGRAM DATES  | 1963–1971   1990–present  |                           |   |
| PROGRAM SECTORS  | Agriculture, Business Development, Environment, Health and HIV/AIDS |                           |   |
| Capital  | Panama City   | Foreign direct investment | \$1,012 million                                       |
| Population   | 3 million   | Access to safe water      | Urban: 99%; Rural: 79%                                |
| Annual per capita income   | \$4,210   | HIV/AIDS prevalence       | 0.9%  |
| GDP growth   | 6.2%  | Religions                 | Roman Catholicism: 84%; Protestantism: 15%; Other: 1% |
| Adult illiteracy rate  | Male: 7%; Female: 9%  |                           |   |
| Infant mortality rate  | 19 per 1,000 live births  |                           |   |
| Immunization rate  | DPT: 99%; Measles: 72%  | Official language         | Spanish   |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> | Volunteers  | FY 2007<br>171<br>2,977   | FY 2008<br>172<br>2,808                               |
|  | Program funds (\$000)   |                           |   |

Panama's history has been shaped by globalization and the ambitious dreams of Europeans and Americans. The achievements of the Panama Canal and the construction of the glass and steel towers of Panama City obscure the reality that nearly 40 percent of Panamanians live in poverty. Rural Panamanians, especially members of indigenous groups, suffer from disturbing rates of poverty. Panama is also threatened by a rising incidence of HIV/AIDS.

Panama's greatest resource—and foundation for future success—is its environment, which is in peril. Poor management of natural resources has caused alarming rates of deforestation, erosion, and pollution. Panama's famed biological diversity is threatened as ecosystems, including coastal and marine systems, are degraded. As Panama looks to expand tourism and the Canal, these natural resources are more important than ever.

## PROGRAM FOCUS

The Peace Corps works in Panama's poorest rural and indigenous areas to identify, develop, and promote sustainable development projects. Peace Corps/Panama supports four projects in the areas of environment, agriculture, business development, and health and HIV/AIDS. The combined effect of these programs leads to greater income-generation opportunities, increased food security, more efficient use and conservation of natural resources, greater environmental stewardship, and improved health and sanitation in Panama's poorest areas. Volunteers partner with the Ministries of Health, Agriculture, and Education, as well as with the National Environmental Authority, indigenous councils, and many nongovernmental organizations (NGOs).

## VOLUNTEER FOCUS

### Agriculture

Traditionally, Panamanian agriculture has been based on slash-and-burn land-clearing techniques, which caused extensive soil erosion and habitat loss. The sustainable agriculture systems project works to preserve natural resources while increasing viable income sources for farmers. Volunteers work with subsistence farmers to increase production using new agriculture methods and principles. A greater emphasis is also being placed on promoting small-scale

agribusiness. Volunteers have helped create integrated farm plans that have resulted in experimental vegetable plots, irrigation systems, improved pasture grasses, increased production and sales of cacao, coffee plant nurseries, and reforestation with native tree species. Twelve Volunteers worked with more than 30 farmers to promote native tree species reforestation. As part of a collaborative effort with the NGO PRORENA (*Proyecto de Reforestación con Especies Nativa* or the Native Species Reforestation Project), they planted some 20,000 trees to promote reforestation in six provinces. Volunteers provide training in planting and follow-up training to farmers to assist in proper care for the trees. The project promoted biodiversity and improved sustainability by using locally available seed, allowing the farmers to continue this important activity.

### **Business Development**

The economic development project increases household and community incomes by supporting community cooperatives, community-based tourism initiatives, and youth and information technology initiatives. To further support youth development and employability, the program supports Junior Achievement programs in schools. Volunteers help establish computer centers and training in schools and communities interested in increasing computer literacy to prepare youth for work. One Volunteer, working with an NGO called *Hector Gallego*, facilitated development of a computerized accounting system. This system will improve business operations as well as the administration of the NGO's micro-credit program that serves more than 500 community members.

### **Environment**

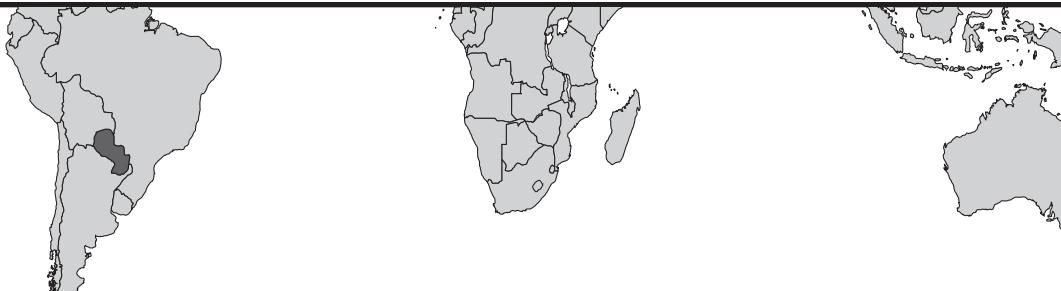
Volunteers help protect Panama's imperiled environment by working in and around priority protected areas, including the Panama Canal watershed. Volunteers work in schools and with youth groups to teach environmental conservation and promote greater environmental stewardship. They also work with community-based conservation groups to promote the use of appropriate technologies that conserve resources and increase the quality of life. For example, four Volunteers live in protected coastal areas where marine turtles come to nest. The Volunteers promote the conservation and protection of these endangered species through assignments that were developed in conjunction with the National Environment Authority (ANAM), community members, and students from local schools. These communities used USAID small projects assistance funds to implement hatcheries, produce instructional materials, and carry out training activities to strengthen the idea of conservation. As a result of this effort, approximately 6,500 hatchlings were released.

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

The environmental health project addresses health and sanitation issues in the poorest indigenous communities, as well as HIV/AIDS awareness and prevention. With a focus on access to potable water, availability of proper sanitation services, and improving hygiene, Volunteers work with the Ministry of Health to develop action plans, design infrastructure, and identify needy communities. In fiscal year 2006, the program received funds from the President's Emergency Plan for AIDS Relief to raise HIV/AIDS awareness through education and national youth conferences. Additionally, 13 Volunteers helped build and improve community water systems.

*"Peace Corps Volunteers, through collaborative efforts with PRORENA and small-scale farmers, are leading the way in promoting the use of native species for reforestation, in order to encourage this ecologically beneficial activity."*

**Panama Volunteer, Agriculture Sector**



## COUNTRY PROGRAM OVERVIEW

|                                  |   |                           |                         |
|----------------------------------|---|---------------------------|-------------------------|
| PROGRAM DATES                    | 1967–present  |                           |                         |
| PROGRAM SECTORS                  | Agriculture, Business Development, Education, Environment, Health and HIV/AIDS, Youth |                           |                         |
| Capital                          | Asunción  | Immunization rate         | DPT: 76%; Measles: 89%  |
| Population                       | 6 million   | Foreign direct investment | \$92 million            |
| Annual per capita income         | \$1,140   | Access to safe water      | Urban: 100%; Rural: 62% |
| GDP growth                       | 4.0%  | HIV/AIDS prevalence       | 0.5%                    |
| Adult illiteracy rate            | Male: 7%; Female: 10%   | Religion                  | Roman Catholicism: 90%  |
| Infant mortality rate            | 21 per 1,000 live births  | Official languages        | Spanish; Guarani        |
| ANTICIPATED NUMBER OF VOLUNTEERS |   |                           |                         |
|                                  | Volunteers  | FY 2007                   | FY 2008                 |
|                                  | Program funds (\$000)   | 185                       | 178                     |
|                                  |   | 3,053                     | 2,994                   |

Paraguay has labored under serious economic challenges for the past decade, aggravated by inadequate government policies. The current government administration, elected in August 2003, has begun to tackle some of the country's problems, but social and economic development continue to face difficult challenges.

Paraguay has a predominantly agricultural economy and vast hydroelectric resources. Its main exports are soybeans, cotton, grain, cattle, timber, sugar, and electricity. Imports account for most industrial products. The market economy contains a large informal sector that features both re-export of imported goods to neighboring countries and the activities of thousands of micro-enterprises and street vendors.

Limited access to land resources and economic opportunities causes significant migration of the predominantly rural population to Paraguay's urban centers and to neighboring countries. Extensive urban unemployment and underemployment are a pressing challenges for the government.

## PROGRAM FOCUS

The Peace Corps opened its program in Paraguay in 1967, and since that time more than 2,900 Volunteers have served in this South American nation. To help address Paraguay's critical needs, Volunteers are assigned to projects in rural economic development, municipal services development, crop and beekeeping extension, early elementary education, environmental education, agroforestry extension, rural health and sanitation, and urban youth development.

## VOLUNTEER FOCUS

### Agriculture

Farming employs 45 percent of the labor force, but the country is experiencing a decrease in agricultural productivity because of soil erosion and poor pest-control practices. Volunteers work with small-scale farmers to improve soils, diversify crops, seek new markets, improve people's nutritional status, and identify new income-generating activities. Projects promote horticulture and food crops for domestic consumption, reducing dependence on cotton as the single cash crop and increasing nutritional levels in Paraguayans' diet. Volunteers have helped farmers procure technical information and seeds for farm diversification efforts, provided instruction in planting new crops, and assisted farmers in organizing farmers' markets.

## **Business Development**

Volunteers provide technical training and assistance to rural agricultural cooperatives and farmers' associations to increase incomes and job opportunities. They work with cooperatives to improve their administrative and organizational operations, management, accounting, and marketing skills. Volunteers help cooperatives diversify their services in credit, technical assistance to farmers and consumer clubs. They provide computer training courses to cooperative employees, members, and their families. Volunteers also collaborate with municipal governments to improve the planning and delivery of services to underserved communities. They help municipalities modernize their data-collection techniques and services through information technology and they train neighborhood commissions on project design and management and civic education.

One Volunteer helped his organization develop a weekly local market for its products. Working with the organization's farmers, he coordinated the pricing and delivery of vegetables to the local community.

## **Education**

Volunteers train kindergarten through third-grade teachers in improved communication and mathematic teaching techniques. These techniques include developing lesson plans for incorporating health, hygiene, nutrition, and gender-equality issues. The Volunteers implement community education projects during summer and winter vacations and assist families and schools in supporting children with special needs. Volunteers also work with community organizations, including health posts, municipalities, neighborhood commissions, nongovernmental organizations (NGOs), youth, and women's groups in specific community projects. Several Volunteers have been assigned to teacher-training colleges to strengthen student teachers' skills.

## **Environment**

Environmental degradation in Paraguay is increasing dramatically. Much of the deforestation, contamination, and inappropriate land use is due to lack of knowledge of the environment's importance and the impact that human activity can have on it. Volunteers help increase crop diversity through integrating important forestry species on fragile deforested farmland. They also work with farmers to incorporate green manure and soil-conservation techniques. Volunteers incorporate environmental education into school curricula and participate in village-based projects to support the Ministry of Education's reforms.

One Volunteer planted more than 150 trees with her community as windbreaks, live fences, and field divisions. Community youth became interested in the benefits of trees and, working with the community, the Volunteer created a community tree nursery that ensures the project's sustainability.

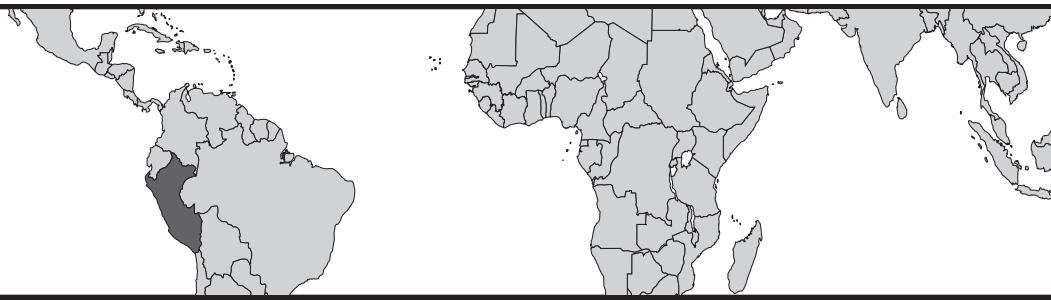
## **Health and HIV/AIDS**

Rural health and sanitation Volunteers work with the Ministry of Public Health to promote preventive health care practices among nurses, parents, and community members. In addition, Volunteers work with various national and international agencies such as Paraguay's National Environmental Sanitation Service, Plan International, and UNICEF. They focus on dental health education, parasite prevention, and nutrition education. They also help construct brick ovens, protect and decontaminate water sources, and construct and improve sanitary latrines.

## **Youth Development**

Volunteers live in marginal urban communities and work to form or strengthen youth groups associated with a variety of formal and nonformal institutions. Some Volunteers also work with street children. By integrating life-skills education into various organized activities, Volunteers help youth develop appropriate social and job skills and promote community service. When possible, Volunteers improve employment prospects for young people by teaching basic computer skills and a variety of other skills.

One Volunteer in her second year of service built on the success of a youth camp from her first year of service. Working with agency and youth outreach workers, the camp trained more than 15 youth leaders on topics such as self-esteem, teamwork and life skills. These leaders then became trainers and facilitators for a group of more than 50 youth attending the camp.



## COUNTRY PROGRAM OVERVIEW

|  |   |                           |                         |
|--|---|---------------------------|-------------------------|
| PROGRAM DATES  | 1962–1975   2002–present                                      |                           |                         |
| PROGRAM SECTORS  | Business Development, Environment, Health and HIV/AIDS, Youth |                           |                         |
| Capital  | Lima  | Immunization rate         | DPT: 89%; Measles: 87%  |
| Population   | 28 million  | Foreign direct investment | \$1,816 million         |
| Annual per capita income   | \$2,360   | Access to safe water      | Urban: 87%; Rural: 66%  |
| GDP growth   | 4.8%  | HIV/AIDS prevalence       | 0.5%                    |
| Adult illiteracy rate  | Male: 7%; Female: 18%   | Religion                  | Roman Catholicism: 90%  |
| Infant mortality rate  | 24 per 1,000 live births                                      | Official languages        | Spanish; Quechua        |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> | Volunteers  | FY 2007<br>172<br>2,908   | FY 2008<br>169<br>2,833 |

Peru has significant development needs. According to the United States Agency for International Development, 52 percent of the population lives below the official poverty line (\$58 per month), with 19 percent living in extreme poverty (under \$32 per month). Peru is plagued by severe unemployment (10.3 percent) and underemployment (estimated at 43 percent), and a significant portion of economic activity occurs in the informal sector. Health indicators show that large segments of the population suffer from nutritional deficiencies, a high infant mortality rate, and limited access to basic healthcare services. However, under the leadership of former President Alejandro Toledo and current President Alan García, economic and social programs have been implemented to address these issues, and an array of local and international development agencies are working with the Peruvian government to support these initiatives.

## PROGRAM FOCUS

Peru was one of the first countries to welcome Peace Corps Volunteers. Since 1962, more than 2,500 Volunteers have served in-country. Volunteers worked in grassroots health, agriculture, education, and business development projects until the program closed in 1975. Returning in 2002, Peace Corps/Peru is responding to the national development goals of strengthening civil society, reducing poverty, and building human capital. The program has projects in small business development, health, youth development, and environmental awareness.

## VOLUNTEER FOCUS

### Business Development

To address the critical issues of poverty and underemployment, Volunteers help farmer associations, artisan associations, and other small businesses improve their income and profitability through new marketing approaches, and better administrative and organizational practices. Volunteers are also engaged in linking farmers, artisans, and small business owners to world markets through information and communication technology (ICT).

One Volunteer was assigned to an isolated mountain community in the north of the country. The community's women weavers were skilled in their craft, but unfamiliar with quality control, cost accounting, marketing, and organizational development concepts. The Volunteer helped organize the women into a formal association. She taught them basic business concepts, arranged for them to attend handicraft fairs, and put them in touch with exporters. Today,

the women are exporting their handbags, shawls, and placemats to Europe. Not only do they have increased income, but they and the entire community have a changed perception of what women can accomplish.

## **Environment**

Despite a wealth of natural resources and biodiversity, there is a marked lack of environmental awareness among the general population. Rapid urbanization has brought problems with trash and waste disposal, water use, and loss of fragile ecosystems. Even in more remote areas, unsustainable resource exploitation is occurring, and only a small percentage of Peru's territory is protected. Volunteers are helping build environmental awareness of ecologically fragile areas in urban and rural communities. In cooperation with the public sector and nongovernmental organizations (NGOs), they are giving classroom sessions; forming environmental youth clubs; helping protect important local ecosystems; training residents in proper forestry and water use techniques; working with authorities on recycling and other appropriate trash disposal activities; promoting ecotourism; and developing educational programs and materials.

One Volunteer was assigned to a village bordering a well-known archeological site and protected area. In addition to conducting environmental education sessions at the local school, the Volunteer helped the community learn to properly dispose of solid wastes. The Volunteer also introduced more efficient wood-burning stoves, initiated a small animal husbandry project, and helped build a bridge to improve access to the community. The results were a cleaner community, higher incomes, better nutrition, and a more harmonious relationship between the community and the protected area.

## **Health and HIV/AIDS**

Peru has a high incidence rate of preventable illnesses. Particularly in rural areas, there are high levels of infant mortality and chronic child malnutrition. Working with the Ministry of Health and NGOs, Volunteers promote preventive healthcare, hygiene and sanitation, and proper nutritional practices among health workers, local volunteer health promoters, schoolchildren, and local families. In many communities, where chronic malnutrition is due not to a lack of food, but to a diet consisting almost exclusively of carbohydrates, Volunteers promote community, school, and family gardens. They then provide classes on how to prepare vegetables and salads.

Volunteers are at the forefront of a nationwide campaign, sponsored by the Ministry of Health and the World Bank, to encourage hand washing. Volunteers have also produced local radio and television spots on disease prevention, latrine construction, adobe stove construction, and family gardens. They have used the media to promote community events, community organization, and Peace Corps' youth leadership camps.

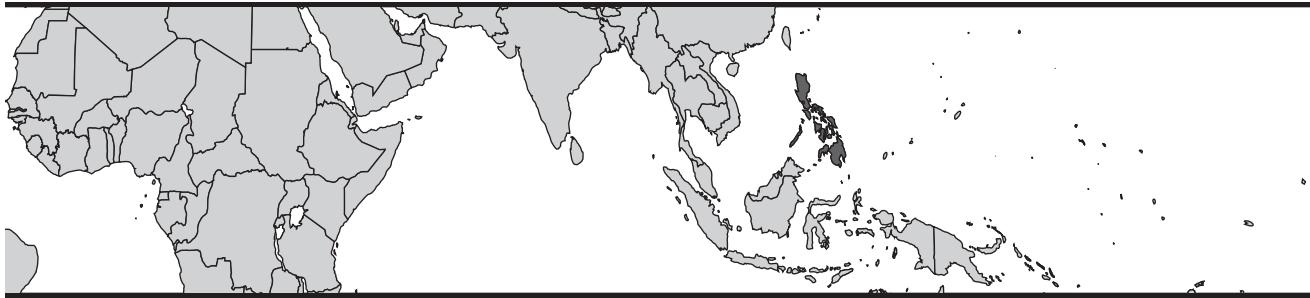
## **Youth**

An estimated 60 percent of the children in Peru live below the poverty line. Groups of street children are evident everywhere, and they are expected to bring a few coins home to supplement the family's income. While there are government-supported group homes for orphaned and abandoned children, the homes do little more than house and feed the children, most of whom become instantly unemployed when they leave the homes at age 18. Even children from more stable, low-income families have issues with self-esteem, substance abuse, and lack of vocational training. Working with organizations that assist disadvantaged youth, Volunteers teach vocational and life skills, encourage healthy and principled habits, and build self-esteem.

One Volunteer assigned to an organization that assists adolescent mothers discovered that almost all of the mothers had dropped out of school. She helped organize a child-care center so that the mothers could attend evening classes at a local high school. A school that meets during the day provided a location for the center; the municipality donated cribs, playpens, blankets, and toys; and local universities are sending interns to care for the children. Several dozen young mothers are now back in school.

*"We begin our Peace Corps service thinking we'll change the world, and then we come to realize how much the community has really changed us and given us a new hope and vision for the world."*

Peru Volunteer, Health and HIV/AIDS Sector



## COUNTRY PROGRAM OVERVIEW

|  |                               |                           |  |
|--|-------------------------------|---------------------------|--|
| PROGRAM DATES  | 1961–1990   1992–present      |                           |  |
| PROGRAM SECTORS  | Education, Environment, Youth |                           |  |
| Capital  | Manila                        | Foreign direct investment | \$469 million  |
| Population   | 82 million                    | Access to safe water      | Urban: 90%; Rural: 77%   |
| Annual per capita income   | \$1,170                       | HIV/AIDS prevalence       | <0.1%  |
| GDP growth   | 6.1%                          | Religions                 | Roman Catholicism: 85%; Protestantism: 9%; Islam: 5%; Buddhism and other: 1% |
| Adult illiteracy rate  | Male: 7%; Female: 7%          |                           |  |
| Infant mortality rate  | 26 per 1,000 live births      |                           |  |
| Immunization rate  | DPT: 79%; Measles: 80%        | Official languages        | Filipino (based on Tagalog); English   |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> | Volunteers                    | FY 2007<br>137<br>2,951   | FY 2008<br>135<br>2,753  |
|  | Program funds (\$000)         |                           |  |

Over hundreds of years, interactions of migrants and indigenous people in the Philippine Archipelago created a culture that is uniquely Filipino while encompassing Indo-Malay, Chinese, Pacific, Roman Catholic, Muslim, Spanish, and American elements. In the past century, many Filipinos have had complex and deep associations with the United States. Americans in the Philippines experience a high level of amity that has few rivals across the world.

Philippine politics are quite active, even boisterous, at national, regional, and local levels. Philippine government structures include a constitution, presidential executive, bicameral legislature, and independent judiciary.

Significant debt service requirements and low levels of effective tax collection leave relatively few government resources for development. Endemic and persistent problems of corruption, armed insurgencies, and frequent natural disasters further drain resources and energies that are urgently needed to cope with rapid population growth, precipitously declining services, and lagging job creation. An estimated 14 percent of Filipinos—11 million people—live in extreme poverty, while a small elite enjoys an opulent, privileged lifestyle. Millions of Filipinos work overseas, and wage remittances are crucial for the survival of many families.

The government alternately negotiates with and battles Muslim separatists and Communist insurgents. A peace agreement was reached in 1996 with the largest group of Muslim separatists, and negotiations with the next largest group are currently underway. However, the prospect of ending armed opposition from communist rebels remains dim.

English and Tagalog are official languages. Historically, a large English-speaking population attracted foreign investment. More recently the promotion of Tagalog and a sustained decline in public education have led to the loss of English fluency.

## PROGRAM FOCUS

The program in the Philippines is the second oldest in the Peace Corps. It began with the arrival of 123 education Volunteers in October 1961. Since then, more than 8,000 Volunteers have served in the Philippines. In June 1990, the program was suspended because of a threat from communist rebels; it resumed in 1992.

Volunteers address the development priorities of the country through projects in livelihood development, business development and training, education, information and communication technology (ICT), natural resource management, youth development, waste management, and access to water.

## **VOLUNTEER FOCUS**

### **Education**

Volunteers are assigned to primary and secondary schools as resource teachers for English, math, science, ICT, and special education. They help Filipino teachers improve English language fluency and introduce new teaching methods. At universities, Volunteers teach classes and work with student teachers and staff to prepare new teachers. Volunteers and communities improve the quality of learning by enhancing school libraries and developing low-cost instructional materials. Volunteers also organize teacher-training programs to provide professional development for Filipino teachers. In the *tudlo* (teach) Mindanao teacher-training program, more than 900 Mindanao teachers have traveled to the island of Sebu where Volunteers provide training in English, content-based instruction in math and science, and ICT. One Volunteer works with juvenile offenders providing educational tutoring in English, math and science. Additionally, the Volunteer acts as a mentor and coach for the students working to enhance their self esteem and contribute to their rehabilitation.

Beginning in 2007, Volunteers will work in teacher-training institutions and in-service teacher-training projects to teach English language fluency and Internet and computer technology.

### **Environment**

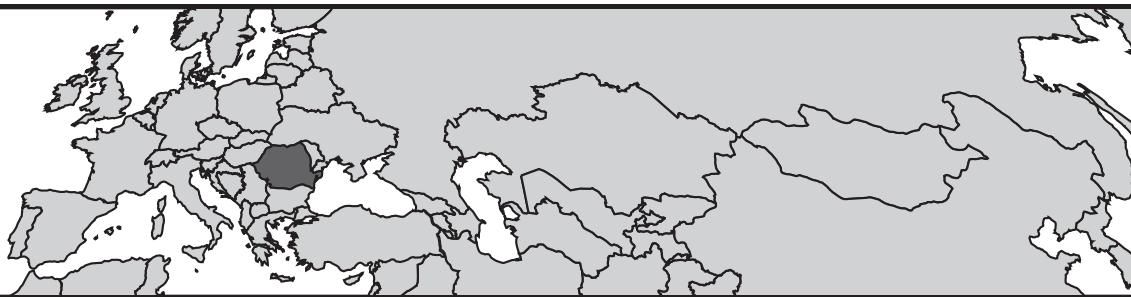
Volunteers promote restoration and conservation of coastal ecosystems. They conduct fish censuses, coral reef surveys and fish-catch monitoring; restore degraded coastal and marine habitats, facilitate environmental camps and clubs; author brochures and educational materials; promote solid-waste management and good practices like recycling, composting, and segregation of waste; and assist municipal authorities in formulating conservation policy and related reforms of local ordinances.

### **Youth**

Volunteers provide education and skills training for at-risk children, youth, and families. They work in government agencies and nongovernmental organizations to enhance staff capacities and skills in care, counseling, and administration. Volunteers develop Philippine youth organization networks and offer training in healthy lifestyles and prevention of family violence and trafficking in persons. Volunteers also give livelihood-skills training for youth, including sewing, gardening, food preparation, marketing, and computer knowledge, and they organize environmental education camps for youth. Volunteers contribute to developing models of proactive programs that can be replicated throughout the Philippines.

*“Seldom do teachers get this kind of a training, which is very focused, process-oriented, and hands-on.”*

Mr. Sayjin Ukkoh  
Jolo School of Fisheries  
Philippines



## COUNTRY PROGRAM OVERVIEW

|  |   |                      |   |
|--|---|----------------------|---|
| PROGRAM DATES  | 1991–present  |                      |   |
| PROGRAM SECTORS  | Business Development, Education, Environment, Health and HIV/AIDS |                      |   |
| Capital  | Bucharest   | Access to safe water | Urban: 91%; Rural: 16%  |
| Population   | 22 million  | HIV/AIDS prevalence  | <0.1%   |
| Annual per capita income   | \$2,960   | Religions            | Orthodoxy: 86.8%; Roman Catholicism: 5%; Other Protestantism: 5%; Greek Catholicism: 1%; Judaism: <1% |
| GDP growth   | 8.3%  |                      |   |
| Adult illiteracy rate  | Male: 2%; Female: 4%  |                      |   |
| Infant mortality rate  | 17 per 1,000 live births  |                      |   |
| Immunization rate  | DPT: 97%; Measles: 97%  |                      |   |
| Foreign direct investment  | \$5,440 million   | Official language    | Romanian  |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><i>Calculated September 30 each year</i> | Volunteers  | FY 2007              | FY 2008   |
|  | Program funds (\$000)   | 155<br>3,444         | 164<br>3,232  |

Romania is politically stable and committed to institutionalizing civil liberties, human rights, freedom of the press, and other democratic principles. It has been working to join international institutions such as NATO and the European Union (EU). NATO formally invited Romania to become a member in November 2002, and Romania expects to join the EU in 2007 and the country has taken significant measures to tackle needed reforms.

Although Romania has received recognition by the European Commission as a “functioning market economy,” the country’s transition continues to be challenged, and its accession to EU membership is conditioned on economic and administrative reforms. Foreign investment is growing, and development aid will increasingly be available through the EU and other sources, provided that Romania can develop and manage effective infrastructure. The country has strong potential for growth; nonetheless, poverty is pervasive and concentrated in rural areas, despite the country’s substantial potential in agriculture, forestry, and fisheries. Corruption continues at many levels of society, and marginalization of ethnic minorities, youth, and people with disabilities persists.

## PROGRAM FOCUS

The Peace Corps is meeting numerous development needs in Romania. All program sectors address the country’s educational needs and aim at building local capacity and sustainability. As Romania seeks to remove social and economic barriers required for its EU membership, NGO development, English-language education, and capacity building with local authorities in rural areas and failed industrial towns are the focal areas of Peace Corps’ program.

## VOLUNTEER FOCUS

### Business Development

The small business development project, established in 1993 to work with business advisory centers, has broadened to encompass community economic development and local capacity building. All project-related activities are conducted with Romanian partner agencies. The project provides assistance in business and NGO management, as well as education, agri-business, and urban development. Volunteers work with a range of economic development

organizations, including local and regional agencies, educational institutions, and NGOs. In 2006, Volunteers and their Romanian counterparts worked to strengthen grant writing and administration in English. They also helped build public-private partnerships and promote corporate social responsibility. One Volunteer helped his organization create a standard presentation for local fundraising, train 140 young people in entrepreneurship and brand marketing, and launch an incubator for young entrepreneurs.

### **Education**

The English education project addresses Romania's expressed need for improved English language instruction. With English becoming a requirement for many jobs within Romania and internationally, the demand for native-speaking English teachers has escalated. Volunteers work in more than 70 communities with students and teachers to develop their English communication skills. In addition to classroom teaching and training, Volunteers organize and participate in a variety of community and summer activities, including writing and drama courses; and environmental, sports, and leadership camps. One Volunteer organized English classes for adults, worked with a local NGO on community projects, and organized a mock presidential election with his students. He also obtained a grant for equipment to record English lessons so the lessons could be broadcast on local TV stations.

### **Environment**

Romania's environment suffered considerably during the rapid, unregulated industrialization of the Communist era. Volunteers help Romanian organizations address the challenges posed by years of disregard for the environment, enhancing public awareness of sustainable environmental management that is compatible with economic development. Volunteers work with environmental NGOs, schools, and governmental institutions. In 2006, Volunteers organized two three-day workshops on environmental education programming for 20 host country nationals. The workshop introduced a holistic approach to environmental sustainability and facilitated the development of an environmental curriculum for schools.

One Volunteer helped develop and promote a multi-use interpretive trail guide in one of Romania's most interesting and scenic national park reservations. The project represents an effective, sustainable, community-driven economic development strategy and serves as an educational tool for tourists and local schoolchildren.

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

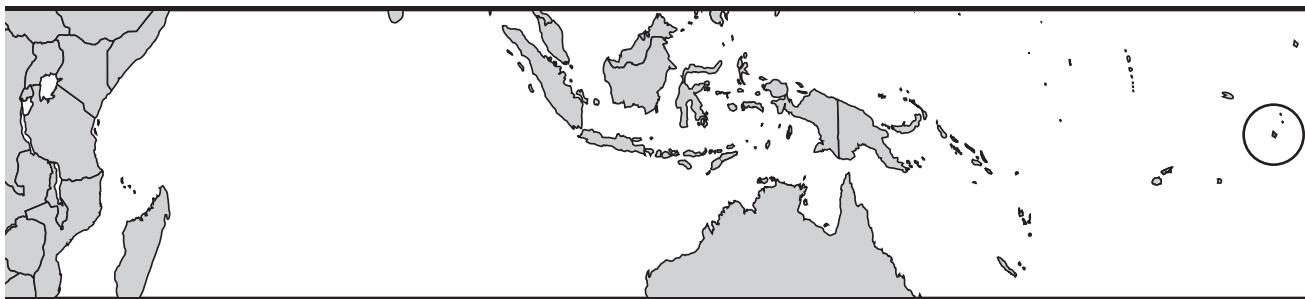
Institutional development projects improve the quality and impact of services for at-risk youth and other marginalized populations by establishing and strengthening local institutional capacity. National and local government agencies are inadequate to meet the needs of these populations, so social services are largely left to NGOs. In some cases, Volunteers work directly with beneficiaries. NGO beneficiaries include ethnic minorities, HIV-positive children, people with physical disabilities, orphaned or abandoned children, and the elderly.

In 2006, Volunteers assisted more than 15,000 people and 100 organizations in over 100 communities. One Volunteer collaborated with the local health department to design and implement three major public-awareness campaigns using mass media. The events addressed health promotion, domestic violence against women, and HIV/AIDS prevention and education, and reached more than 10,000 people.

Another Volunteer is creating a professional community development model for the minority ethnic Roma. Three community teams of Roma mediators are being formed and trained; each team will deliver a variety of services, including education about health, individual rights, leadership development, and general community empowerment.

*"Peace Corps Volunteers provide a valuable perspective on how to approach our organization's mission and projects. Their passion, experience, and fresh perspectives have strengthened our NGO's ability to advocate for environmental interests in Galati and across Romania. Unquestionably our organization and our communities have benefited from our partnership with the Peace Corps."*

**Mirela Leonte, Vice President of Eco-Counseling Center  
Romania**



## COUNTRY PROGRAM OVERVIEW

|  |   |                           |                              |
|--|---|---------------------------|------------------------------|
| PROGRAM DATES  | 1967–present  |                           |                              |
| PROGRAM SECTORS  | Business Development, Education, Environment, Health and HIV/AIDS |                           |                              |
| Capital  | Apia  | Immunization rate         | DPT: 90%; Measles: 25%       |
| Population   | 184,000   | Foreign direct investment | Not available                |
| Annual per capita income   | \$1,840   | Access to safe water      | Urban: 91%; Rural: 88%       |
| GDP growth   | 3.1%  | HIV/AIDS prevalence       | Not available                |
| Adult illiteracy rate  | 1%  | Religion                  | Christianity: 99.7%          |
| Infant mortality rate  | 25 per 1,000 live births  | Official languages        | Samoan (Polynesian); English |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> | Volunteers  | FY 2007<br>49             | FY 2008<br>46                |
|  | Program funds (\$000)   | 1,512                     | 1,433                        |

In 1967, five years after independence and after experiencing a devastating cyclone, the government of Samoa invited the Peace Corps to enter its country. The first Volunteers worked in rural villages leading health and hygiene projects for the Department of Health. While Volunteers have served in most sectors and departments during its nearly 40-year history in Samoa, the largest numbers have served via the Department of Education as classroom teachers and advisors.

Samoa's agriculture-based economy focuses primarily on crops such as cocoa, copra (dried coconut meat), and bananas. Other crops, such as kava and nonu, recognized for their medicinal value, have recently gained economic importance as well. The fishing industry also plays a significant part in the export economy. Tourism may soon overtake these sectors in overall economic importance, though Samoa continues to rely heavily on remittances from its citizens living and working overseas.

## PROGRAM FOCUS

Peace Corps/Samoa works in two project areas. The village-based development project addresses the needs of communities, especially in areas relating to project management and strategic planning. This project also encompasses agricultural training and environmental conservation. The capacity-building project recognizes the evolving role of Volunteers from classroom teachers to mentors in technical and professional areas, including information and communication technology (ICT), early childhood and special needs education, and nongovernmental organization (NGO) development.

## VOLUNTEER FOCUS

### Business Development

Volunteers work with the Future Farmers of Samoa program to provide agribusiness training to 10 village youth groups and several schools. Youth participants in this program have developed market gardens and small pig farms and improved practices on banana and taro plantations. They are learning to reinvest profits into seeds and other materials and to use naturally growing plants as food for their livestock.

Volunteers also work with community members to develop strategic plans and prioritize business project areas. Once projects are identified, Volunteers conduct project design and management workshops that strengthen the planning, implementation, monitoring, and evaluation of the community-developed projects. These workshops have helped establish preschools and women's committee houses – a centrally located community center in a village, homework centers and libraries, improved water and sanitation systems, and numerous income-generating community gardens.

### **Education**

More than one-third of Samoa's Volunteers serve in ICT by mentoring teachers and government officials and by teaching computer skills to their communities. Several Volunteers teach formal computer studies courses at various levels of school, and course components range from basic skills to advanced areas such as Microsoft Office, computer theory, networking, and Web design. Volunteers also work on curriculum development and peer mentoring, which enables capacity building through skills transfer. Volunteers have also helped establish and operate computer labs. Several Volunteers are assisting with a national communications pilot project that has created community Internet and media centers in 10 women's committee houses throughout the country.

Volunteers with experience in special needs education, such as autism, speech, and language therapy, are working as teacher trainers. They conduct workshops for special-needs teachers who work at the primary and secondary levels. They identify special-needs students who could benefit from such programs through surveys. Volunteers also work toward making special-needs education more inclusive. They ensure that primary school teachers receive training to understand how to manage special-needs students in their regular classes.

### **Environment**

Volunteers work with environmental and marine NGOs to improve the management of Samoa's water based resources. Volunteer work includes environmental cleanups, fisheries management and marine-protected-area management for villages located near the water. Through an integrated coastal management project, Volunteers help their communities better manage their environmental resources. Several Volunteers have developed and are teaching a marine science curriculum for secondary and primary schools. As part of their classes, the Volunteers lead students on field trips to conduct ecological census measures in "no-take zones" and to also organize beach and mangrove cleanups. Other Volunteers have worked with villages to restore freshwater pools and mangroves.

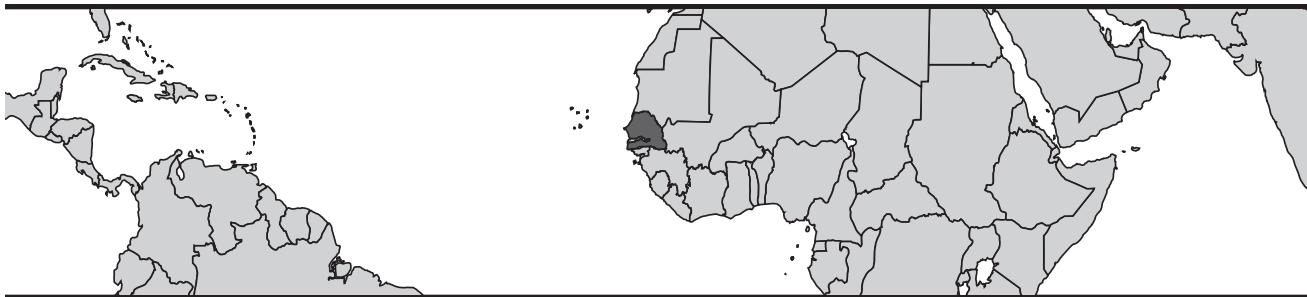
### **Health and HIV/AIDS**

Though Samoa has very few documented HIV/AIDS cases, more NGOs are becoming involved in awareness and prevention outreach for HIV/AIDS and other sexually transmitted diseases (STDs). Volunteers working in rural schools collaborated with community counterparts to conduct a training in HIV/AIDS and STI prevention and education. They have initiated several activities in their schools and communities to help educate people about preventing the spread of HIV/AIDS and STDs.

Volunteers also work in their communities to promote health education by organizing trainings for health professionals and community members on basic hygiene, sanitation, and nutrition practices. One Volunteer works with the Ministry of Health's mental health unit to train nurses to better diagnose patients and to enable parents and relatives to become more familiar with symptoms and therapies to better support their affected children and relatives.

*"Peace Corps has done a lot for this country over its almost 40 years of history. A lot of this country's executives—e.g., chief executive officers, general managers, directors, etc.—have either been taught by Peace Corps Volunteers or have worked with them throughout their careers."*

Tautapilimai Levaopolo Tupae Esara, Chief Executive Officer  
Ministry of Education, Sports and Culture  
Samoa



## COUNTRY PROGRAM OVERVIEW

|  |   |                           |  |
|--|---|---------------------------|--|
| PROGRAM DATES  | 1963–present  |                           |  |
| PROGRAM SECTORS  | Agriculture, Business Development, Environment, Health and HIV/AIDS |                           |  |
| Capital  | Dakar   | Foreign direct investment | \$70 million   |
| Population   | 11 million  | Access to safe water      | Urban: 90%; Rural: 54%                               |
| Annual per capita income   | \$630   | HIV/AIDS prevalence       | 0.8%   |
| GDP growth   | 6.2%  | Religions                 | Islam: 95%; Christianity: 4%; Indigenous beliefs: 1% |
| Adult illiteracy rate  | Male: 49%; Female: 61%  |                           |  |
| Infant mortality rate  | 78 per 1,000 live births  |                           |  |
| Immunization rate  | DPT: 87%; Measles: 57%  | Official language         | French   |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> | Volunteers  | FY 2007<br>175<br>3,864   | FY 2008<br>166<br>3,658                              |
|  | Program funds (\$000)   |                           |  |

Senegal has the distinction of being an African state that has never experienced a coup d'état, and has maintained a stable political climate, a free society, and viable democratic institutions. The government is committed to democracy, permits a flourishing independent media, oversees a generally tolerant socio-political culture free of ethnic or religious tensions, and provides a resilient base for democratic politics. With its 95 percent Muslim population, Senegal has consistently maintained friendly relations with the United States.

However, Senegal is one of the world's least developed countries, ranking 157 out of 177 on the 2005 United Nations Human Development Index. Rural migration to urban areas has increased rapidly and the population has more than doubled since 1975. Illegal migration also is rising. Drought has recurred over three decades and agricultural production has declined. Desertification continues to threaten the subsistence farm output of 70 percent of the population. Agriculture now represents less than 20 percent of GDP, reflecting continued decay of this once vital sector. Fishing generates most foreign exchange earnings, followed by phosphate production and a growing tourism industry. Senegal's resource base is pressured by a growing population and the impact of climate change.

## PROGRAM FOCUS

In 1963, Senegal's first Peace Corps Volunteers taught English. Volunteers now work in critically underserved rural areas, providing essential information to the poor on primary healthcare, environmental education, agriculture, and environmental technology. Volunteers also promote skills for income diversification. They help individuals and communities sustainably address their priority development needs and encourage girls' education in their assigned communities. All Volunteers, regardless of sector, are trained to promote HIV/AIDS awareness and prevention.

## VOLUNTEER FOCUS

### Agriculture

Volunteers work in agroforestry, sustainable agriculture, improved crop production, and urban agriculture, assisting communities and groups to improve soil fertility and production. They help farmers increase production through improved seed varieties and agricultural techniques, and train them in management and conservation techniques.

Volunteers in 12 towns across Senegal galvanized farmers to try promising income-generating techniques. Another Volunteer, working at the primary AIDS and infectious diseases hospital in the capital, created considerable interest in micro-gardening among patients, their families, and the medical community. The garden enabled the hospital to provide quality nutrition to its patients. Another Volunteer helped a group of widows with a community gardening project at a local school that created additional food and revenue sources.

### **Business Development**

Volunteers provide training and assistance in management, marketing, and finance. They promote business awareness and teach customer service, accounting, and marketing to entrepreneurs, groups, and individuals. They work in traditionally underserved towns and villages, providing information to create business services. In larger towns, Volunteers work with business trainers to expand business services to poorer segments of the population.

Volunteers serve as grassroots counselors, offering business advice and training for entrepreneurs and groups in need. They help build capacity in business owners and aspiring entrepreneurs, including women and youth, and provide understanding of information technology to increase business profitability and facilitate linkages between entrepreneurs and financial resources.

With strong support from the Tourism Ministry and National Park Service, ecotourism Volunteers now serve 11 communities. Placed near national parks and protected areas, these Volunteers advise tourism management committees and village representatives on developing ecotourism products and services that can generate income and improve their ability to conserve the environment. They also provide training on business planning, accounting, marketing, and management to individuals and associations in their communities. They have presented training programs for local guides, assisted in developing tourist brochures and interpretive guides, created environmental clubs at local schools, and improved marketing of sites as tourist destinations.

### **Environment**

In rural community schools, Volunteers work with community leaders to increase environmental awareness. They help teachers design curricula to teach environmental lessons and work with students and community members to teach practical methods linked to classroom activities. Building on efforts of a Volunteer who preceded him, a Volunteer in a zone particularly impacted by recurrent drought encouraged the director and teachers of the local school to successfully integrate environmental planning into their classroom lessons.

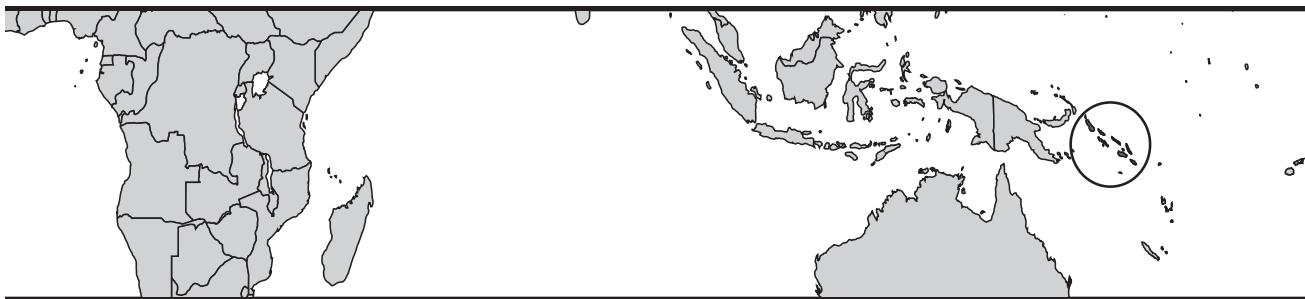
### **Health and HIV/AIDS**

Volunteers educate people in primary healthcare, enabling them to avoid or treat common illnesses. Volunteers train community partners who then train other members of the community. Volunteers train Senegalese in disease prevention and HIV/AIDS awareness using informal education techniques, including art, music, and theater.

One Volunteer addressed malaria to mitigate its catastrophic consequences. She developed lessons on malaria symptoms and on breeding places for mosquitoes, translated the lessons into French and the local language of her area, then took the information, added drawings, and created a book. She used the book to train villagers and other trainers who could use the materials to stem the incidence of malaria.

*“My goal was to help them create their own opportunities, realize their potential, and to assure them that they have some control of their futures. This has been a very satisfying experience, and I believe I have taken part in helping the future of Senegal.”*

**Senegal Volunteer, Business Development Sector**



## COUNTRY PROGRAM OVERVIEW

|  |                                       |                           |                        |
|--|---------------------------------------|---------------------------|------------------------|
| PROGRAM DATES  | 1971–2000 (Program suspended in 2000) |                           |                        |
| PROGRAM SECTORS  | Education, Youth                      |                           |                        |
| Capital  | Honiara                               | Immunization rate         | DPT: 82%; Measles: 72% |
| Population   | 466,000                               | Foreign direct investment | -0.8%                  |
| Annual per capita income   | \$560                                 | Access to safe water      | Urban: 94%; Rural: 65% |
| GDP growth   | 5.5%                                  | HIV/AIDS prevalence       | Not available          |
| Adult illiteracy rate  | 23.4%                                 | Religion                  | Christianity: 95%      |
| Infant mortality rate  | 34 per 1,000 live births              | Official language         | English                |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> | Volunteers                            | FY 2007                   | FY 2008                |
|  | Program funds (\$000)                 | 0                         | 0                      |
|  |                                       | 27                        | 27                     |

In the 1890s, the United Kingdom established a protectorate over the Solomon Islands, in part, due to the practice of “blackbirding”—the often brutal recruitment of laborers for the sugar plantations in Queensland and Fiji.

The Solomon Islands were the scene of some of the most severe land, sea, and air battles of World War II from 1942 to 1945. One of the most furious sea battles ever fought took place off Savo Island, near Guadalcanal, in August 1942. By December 1943, the Allies were in command of the entire Solomon chain. Strong U.S. presence toward the end of the war, dwarfing anything seen before in the islands, triggered various millennial movements and left a lasting legacy of friendship. Following the end of World War II, the British colonial government returned and the capital was moved from Tulagi to Honiara to utilize the infrastructure left behind by the U.S. military.

In 1974, a new constitution was adopted establishing a parliamentary democracy and ministerial system of government. Self-government was achieved in 1976 and independence followed two years later on July 7, 1978. The Solomon Islands is a democracy within the British Commonwealth, with a unicameral Parliament. The British monarch is represented by a governor-general, chosen by the Parliament for a five-year term. The Parliament has 50 members, each elected for four-year terms.

Widespread civil unrest significantly undermined the country’s stability in 2000. As a result, the Peace Corps reviewed the security climate, especially in and around the capital of Honiara, and temporarily suspended its program. Though the agency continues to monitor the security climate, and conditions have improved, the Peace Corps has not yet made the determination to renew the program in-country.

## PROGRAM FOCUS

Approximately 700 Peace Corps Volunteers served in the Solomon Islands from 1971–2000. At the time the program was suspended in June 2000, approximately 60 Volunteers were serving in the youth and education sectors.

The Peace Corps program was suspended due to intensification of the intermittent fighting between rival militia from the provinces of Guadalcanal and Malaita. While the conflict did not affect all provinces of the Solomon Islands, the capital of Honiara was unstable and the ability to travel safely in and out of the country was difficult. The agency decided to maintain an office in Honiara with a skeleton staff to facilitate the return of the Peace Corps when conditions improved.

## VOLUNTEER FOCUS

### Education

Volunteers provided instruction in math, science, business studies, and environmental education at national and provincial senior secondary boarding schools in remote areas. Volunteers were also assigned to rural training centers, often on remote outer islands. These training centers acted as vocational boarding schools for students who did not pass the examination necessary to advance to the secondary school level. The curriculum of these centers focused on subjects such as small engine mechanics, woodworking, agriculture, crafts production, and small business management.

Volunteers worked as advisors to local leaders to strengthen community education programs and rural development projects. Volunteers assisted in the coordination of training events to help communities enhance the management of small-scale development projects, such as the introduction of improved poultry-raising techniques and beekeeping projects.

### Youth

Due to inadequate classroom space, large numbers of Solomon Island children were unable to complete high school. In response to this, Peace Corps/Solomon Islands developed a youth project focused on engaging youth in community service activities as a means to discover their self-worth, build confidence, and acquire practical and leadership skills that could be used to find employment. Volunteers worked with the Department of Youth and Sport, the Ministry of Education, and local youth and community leaders to facilitate workshops to provide a forum to discuss at-risk youth issues and create collaborative working relationships and action plans.

*"The people and the country of the Solomon Islands were wonderful. No matter where I went in the islands, I was made to feel welcome and received as an honored guest. Stories were always traded ... 'those stars are the three fishermen,' I would learn; 'those stars are Orion's Belt,' I would share."*

Former Solomon Islands Volunteer  
Education Sector



A Volunteer in Africa congratulates a young athlete.



## COUNTRY PROGRAM OVERVIEW

|  |                                |                           |  |
|--|--------------------------------|---------------------------|--|
| PROGRAM DATES                            | 1997–present                   |                           |  |
| PROGRAM SECTORS                          | Education, Health and HIV/AIDS |                           |  |
| Capital                                  | Pretoria                       | Foreign direct investment | \$585 million  |
| Population                               | 46 million                     | Access to safe water      | Urban: 98%; Rural: 73%   |
| Annual per capita income                 | \$3,630                        | HIV/AIDS prevalence       | 15.6%  |
| GDP growth                               | 3.7%                           | Religions                 | Christianity; Indigenous beliefs; Islam<br>Hinduism; Judaism                           |
| Adult illiteracy rate                    | Male: 16%; Female: 19%         | Official languages        | Afrikaans; English; Ndebele; Pedi; Sotho;<br>Swazi; Tsonga; Tswana; Venda; Xhosa; Zulu |
| Infant mortality rate                    | 54 per 1,000 live births       |                           |  |
| Immunization rate                        | DPT: 93%; Measles: 81%         |                           |  |
| ANTICIPATED NUMBER OF VOLUNTEERS         |                                |                           |  |
| <i>Calculated September 30 each year</i> | Volunteers                     | FY 2007                   | FY 2008  |
|  | Program funds (\$000)          | 183                       | 168  |
|  |                                | 3,905                     | 3,028  |

South Africa celebrated its first decade of democracy in 2004. In the 12 years since the end of apartheid, South Africa has emerged as a leader on the African continent, with political, economic, and cultural ties around the world. The country's first democratically elected government achieved significant progress on issues of nation-building and reconciliation. South Africa's second president, Thabo Mbeki, spent his first term of office building the country's profile and its international standing. Now, in his second term, President Mbeki is focusing on ensuring that government services have a direct impact on poverty.

South Africa has a productive, industrialized economy that paradoxically exhibits many characteristics associated with developing countries, including a division of labor between formal and informal sectors and uneven distribution of wealth and income. The formal sector, based on mining, manufacturing, electronics, commerce, services, and agriculture, is well developed, but limited in reach. Current discourse and policy on economic issues focus on reconciling the country's "two economies" through developing and implementing initiatives that achieve sustained economic growth while simultaneously redressing the socio-economic disparities created by apartheid. Despite the nation's abundant wealth, half the population lives below the national poverty line and 40 percent are unemployed. South Africa's constitution commits to establish and maintain a society that protects the human rights of all its citizens. However, the country continues to struggle with the legacy of apartheid and the challenge of achieving its full social and economic development potential. Developing human resources and tackling the specter of HIV/AIDS, which casts a shadow over all aspects of life, are two of the most pressing challenges the nation faces.

## PROGRAM FOCUS

The government is committed to strengthening the educational system and is very supportive of the Peace Corps. Volunteers work with government officials, teachers, and communities to instill a culture of learning and service as well as to ensure the delivery of quality education, based on a revised national curriculum, in schools and rural communities. The education project operates in predominantly black, rural primary schools. The health and HIV/AIDS project, which began in 2001, helps develop the capacity of local nongovernmental organizations (NGOs) to better support community responses to the pandemic. South Africa has more people who are HIV positive or living with AIDS

than any other country in the world. Volunteers play a significant role in developing the human and organizational capacity of NGOs and community-based organizations (CBOs) to make meaningful contributions to this pressing development issue. Recent policy changes and the advent of the President's Emergency Plan for AIDS Relief have created new partnerships for Volunteers in this project. All Volunteers, regardless of sector, are trained in promoting HIV/AIDS education and prevention.

## **VOLUNTEER FOCUS**

### **Education**

Volunteers work with teachers and principals in more than 300 rural primary schools and in more than 85 communities in the Limpopo, North West, and Mpumalanga provinces. Volunteers reach more than 100,000 students by working as school and community resources for clusters of three or four schools, each with 30 to 40 teachers. Volunteers placed at the primary school level facilitate workshops and help educators fully understand the country's revised curriculum. Their primary focus is English, math, science, and life skills. Additionally, Volunteers help school management teams implement administrative practices that help schools become entities that successfully support learning. Volunteers also seek to creatively involve parents and community members in a mutually reinforcing relationship with schools. As community resources, Volunteers are involved in a variety of other activities, such as HIV/AIDS education, computer training, income-generating projects, and youth development. Several Volunteers have worked with government, schools, and private foundations to develop computer labs at their schools. They have trained teachers to use this technology in their classrooms and to help them work more efficiently.

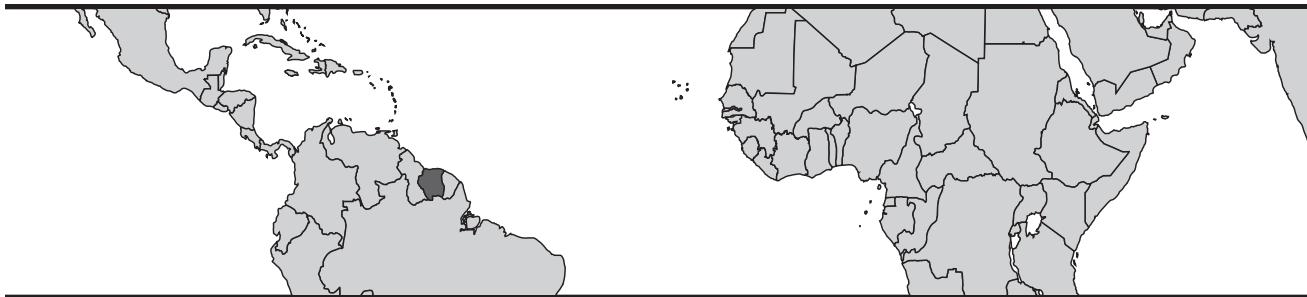
### **Health and HIV/AIDS**

The South African government called on all organizations—local, national, and international—to join its Partnership Against AIDS at the end of 1998. The Peace Corps used this opportunity to expand its efforts to respond to the HIV/AIDS epidemic and initiated an NGO capacity-building and HIV/AIDS integration project. In this project, Volunteers are placed with NGOs and CBOs to help them become more effective and sustainable while providing appropriate HIV/AIDS-related services. Two Volunteers facilitated internal organizational assessments with 23 home-based care CBOs with which they work. Their efforts identified priority areas for the CBOs that included organizational restructuring with revised staff responsibilities, developing a marketing strategy, revising monitoring & evaluation processes, and engaging with the national accreditation process for training service providers.

One Volunteer worked with orphans and homeless children on small-scale financial management, enabling these older orphans and homeless children to keep financial records for small-scale activities. Another Volunteer worked with a district municipality to carry out a workplace prevalence survey that led to 755 employees attending HIV/AIDS educational sessions; 86 percent of those attending the workshops were tested.

*"With the Volunteers here, it is like we are endowed with an extra pair of hands... a giant pair of hands to make the work lighter. It is so enriching for the curriculum unit."*

Mr. Joe Molai, Director for General Education and Training  
Mpumalanga Province, South Africa



## COUNTRY PROGRAM OVERVIEW

|  |  |                           |  |
|--|--|---------------------------|--|
| PROGRAM DATES  | 1995–present   |                           |  |
| PROGRAM SECTORS  | Business Development, Education, Health and HIV/AIDS |                           |  |
| Capital  | Paramaribo   | Immunization rate         | DPT: 92%; Measles: 86%                         |
| Population   | 446,000  | Foreign direct investment | (-\$65.9 million)                              |
| Annual per capita income   | \$2,230  | Access to safe water      | Urban: 98%; Rural: 73%                         |
| GDP growth   | 4.6%   | HIV/AIDS prevalence       | 1.7%   |
| Adult illiteracy rate  | 12%  | Religions                 | Hinduism; Islam; Christianity; Judaism; Baha'i |
| Infant mortality rate  | 30 per 1,000 live births                             | Official language         | Dutch  |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> | Volunteers   | FY 2007                   | FY 2008  |
|  | Program funds (\$000)                                | 41                        | 37   |
|  |  | 1,513                     | 1,629  |

After more than a decade of predominantly military rule, Suriname installed a freely elected parliament and inaugurated a democratically chosen president in 1991. In August 2005, the National Assembly elected Runaldo Ronald Venetiaan as president for a five-year term. Suriname hopes to increase international investment to generate greater economic opportunities and employment. Its centralized government has traditionally focused on the capital, Paramaribo, generating a strong dependency among the indigenous and tribal peoples of Suriname's Amazon region, and depriving interior and remote locations of full government support and interaction. All schooling in the interior, and almost all regulatory and control systems have been left to local discretion. All financial and policy decisions are made at the central government level. Decentralization efforts are embraced by the new government.

Suriname is sparsely populated, with most of its inhabitants living in urban and semi-urban areas along the coast. Approximately 72,000 Maroons and 18,000 Amerindians—the principal inhabitants of Suriname's interior—face many problems affecting their socioeconomic development. Suriname's main exports are gold, bauxite, timber, fish, and bananas.

Although it is politically stable, Suriname faces significant impediments to economic growth, including rising inflation and a devaluating currency. More than 85 percent of Surinamese live below the poverty line. The government faces great challenges in the development of Suriname's interior rain forest.

## PROGRAM FOCUS

In 1995, the government of Suriname requested the Peace Corps' assistance in rural community development. Since that time, more than 250 Volunteers have served in Suriname. The most recent election brought into office a new group of ministers who strongly support the Peace Corps. During the past 11 years, Peace Corps/Suriname's programs have focused on broad development issues (i.e., community development from 1995–2000 and nonformal rural community education from 2001–2005). Going forward, from 2006–2011, the focus will be on community health and micro-enterprise and tourism development. The Peace Corps provides assistance in urban, rural, and Amerindian and Maroon communities in the interior. Volunteers work in areas such as community organizing, resource identification, project planning, income generation, health (including HIV/AIDS), life skills, adult education, and capacity building for local nongovernmental organizations.

Recently, the Upper Suriname area was devastated by flooding and more than 35,000 people were affected. Because of their organizational abilities, knowledge of the area, and language and cross-cultural skills, Volunteers were requested by the government to assist with relief efforts. Volunteers helped identify community needs and documented the disaster's impact through photographs. This information was crucial to the work of the Suriname's national crisis team and the International Red Cross.

## **VOLUNTEER FOCUS**

### **Education**

The nonformal rural community education project improves the quality of life for rural communities. Volunteers assist community members through a variety of nonformal educational outreach activities, such as organizing youth participation in a skit written and directed as part of a community HIV/AIDS awareness event in Nieuw Nickerie. They also teach adult education programs that focus on income-generating activities. For example, Volunteers in Gengestone and Kaja-paati facilitated the participation of local women's crafts groups in a biannual women's business fair in Paramaribo.

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

Peace Corps/Suriname collaborates with the Ministry of Public Health, which is responsible for overall health planning and services, and the quasi-governmental Medical Mission and Regional Health Division, which has primary responsibility for serving the healthcare needs of Suriname's interior coastal populations. Volunteers support information technology planning in the health sector and help the Medical Mission distribute health information throughout the interior. In turn, the Medical Mission shares its radio communication facilities to support Volunteer communication in case safety and security issues arise. Volunteers also support various health-sector providers in carrying out health education and prevention. For example, a group of Peace Corps Volunteers organized an exhibition of photographs they had taken of village scenes, community life and reflected the work of the Volunteers including their health promotion programs. Forty-three photographs were displayed at a hotel in the capital. Proceeds from the sale of the photographs benefited Het Parelhuis, a local orphanage for children infected with the HIV virus.

### **Business Development**

Volunteers support income-generating activities for individuals and organized groups. For instance, a Volunteer in Pamboko organized a project in his community to raise funds to purchase an ambulance boat. (The nearest clinic is accessible only by river and without a boat the community could not transport patients who needed medical assistance.) With help from the Volunteer, the community secured financial assistance to build the boat and buy an outboard motor. A committee was appointed to oversee the project and collect funds for gas and maintenance of the boat. Community members can now receive medical care unavailable to them before they had the ambulance boat.

*"Peace Corps/Suriname has given me the opportunity to be a different person. I dress differently, speak another language, cook, eat, and wash differently. Every day I am frustrated, and every day I am overjoyed. I am constantly learning and growing—expanding beyond the confines of what I thought I was or could ever be. I never anticipated that in this new atmosphere of change and reinvention, I would actually find myself."*

**Suriname Volunteer, Education Sector**



## COUNTRY PROGRAM OVERVIEW

### PROGRAM DATES

1969–1996 | 2003–present

### PROGRAM SECTORS

Health and HIV/AIDS

|                          |                           |                           |  |
|--------------------------|---------------------------|---------------------------|--|
| Capital                  | Mbabane                   | Foreign direct investment | \$68 million   |
| Population               | 1 million                 | Access to safe water      | Urban: 87%; Rural: 42%   |
| Annual per capita income | \$1,660                   | HIV/AIDS prevalence       | 38.8%  |
| GDP growth               | 2.1%                      | Religions                 | Protestantism: 35%; Zionism: 30%; Roman Catholicism: 25%; Other: 9%; Islam: 1% |
| Adult illiteracy rate    | Male: 22%; Female: 22%    |                           |  |
| Infant mortality rate    | 108 per 1,000 live births |                           |  |
| Immunization rate        | DPT: 83%; Measles: 70%    | Official languages        | English; Siswati   |

### ANTICIPATED NUMBER OF VOLUNTEERS

*Calculated September 30 each year*

|                       | FY 2007 | FY 2008 |
|-----------------------|---------|---------|
| Volunteers            | 33      | 25      |
| Program funds (\$000) | 1,906   | 1,433   |

Though Swaziland's first post-independence elections were held in May 1972, King Sobhuza II repealed the constitution and dissolved parliament in 1973, imposing a state of emergency in which he assumed all powers of government and prohibited political parties. A new constitution in 1978 continued to concentrate political power in the hands of the monarch, but called for the appointment of a prime minister, a cabinet, and an elected parliament, the Libandla, in which political parties would remain illegal. The current monarch, King Mswati III, was crowned in April 1986. Shortly thereafter, he abolished the Liqoqo (Supreme Council of State), and in 1987, a new parliament was elected and a new cabinet appointed. An underground political party, the People's United Democratic Party (PUDEMO), emerged in 1988 and called for democratic reforms. In response to this political threat and to growing calls for greater government accountability, the king and prime minister initiated an ongoing national debate on the political future of Swaziland. A new constitution, nine years in the making, was signed by the king in 2005. Although steady external and internal pressure has been exerted on the king, he remains immune to threats and continues as one of the world's few absolute monarchs.

In this small landlocked country, subsistence agriculture occupies more than 60 percent of the population. Manufacturing consists of several agro-processing factories. Mining has declined in recent years as diamond mines have shut down because of the depletion of easily accessible reserves, high-grade iron ore deposits have been depleted, and health concerns have cut global demand for asbestos. Exports of soft-drink concentrate, sugar, and wood pulp are the main sources of hard currency. Surrounded by South Africa except for a short border with Mozambique, Swaziland is heavily dependent on South Africa, from which it receives 80 percent of its imports and to which it sends two-thirds of its exports.

## PROGRAM FOCUS

The Peace Corps was invited to work in Swaziland in 1969, a few months after the country gained independence from Great Britain. Over the next 28 years, 1,400 Volunteers served in Swaziland, working in the education and agriculture sectors. The Peace Corps closed its program in Swaziland in 1996.

In light of the devastating effects of the HIV/AIDS pandemic on the people of Swaziland, the Peace Corps reentered Swaziland in 2003 with a program focusing on HIV/AIDS prevention and impact mitigation. In 2005, the prevalence rate of HIV/AIDS among pregnant women was 42.6 percent. Approximately 70,000 children have been orphaned as a result of AIDS. Despite King Mswati III's declaration of AIDS as a national crisis, infection rates have continued to escalate. It is estimated that Swaziland's HIV prevalence rate is the highest in the world.

## VOLUNTEER FOCUS

### Health and HIV/AIDS

The health and HIV/AIDS program assists the government of Swaziland in HIV/AIDS risk reduction and impact mitigation, with a focus on youth. Since the target population is youth—both in-school and out of school—Volunteers assist Swazi teachers in primary and secondary schools. Classes are conducted in HIV/AIDS prevention through life-skills curriculum developed by Volunteers. The curriculum emphasizes goal-setting, decision-making, and peer pressure avoidance. Volunteers also use sports to attract young people and instruct them on HIV prevention. Likewise, drama, music, and art are used to engage and instruct Swazi students.

Out-of-school youth are also mobilized by boys' and girls' camps. Volunteers plan and implement these week-long day camps that recruit community young people who are out of school and unoccupied. The camps provide educational sessions on HIV/AIDS, arts and crafts activities, and guest speakers from the community such as police officials. Discussion periods on topics like assault prevention provide young girls, in particular, with valuable information and resources.

The devastation of AIDS is seen most clearly in the faces of Swaziland's orphans. Volunteers are active at neighborhood care points where orphans and vulnerable children (OVCs) receive a daily meal through donated food. Volunteers assist communities by initiating secondary vegetable gardening projects to supplement the staple maize meal provided to OVCs. Communities are taught the basics of trench gardening to enable them to sustain vegetable yields during times of drought.

Volunteers are also actively involved in community mobilization. They encourage HIV testing as a measure for prevention and living positively. Volunteers facilitate visits by mobile voluntary testing and counseling vans and assist community members who test positive to initiate anti-retroviral therapy. Volunteers work through clinics and in church settings to promote open dialogue to oppose the prevailing stigma and denial surrounding AIDS.

In addition, Peace Corps/Swaziland participates in the President's Emergency Plan for AIDS Relief, which supports the work of Volunteers in HIV/AIDS. In 2006, Volunteers began a three-part girls' mentoring program. The Volunteers have begun working with groups of in-school or out-of-school girls to assist them in HIV prevention activities and life skills. In conjunction with the mentoring, Volunteers conducted a national girls' conference on September 1, 2006, in Manzini featuring inspirational Swazi women speakers, an essay contest for the girls, and entertainment focusing on HIV prevention messages. As part of the girls' mentoring project, a local nongovernmental organization partner will fund the school fees for a select number of orphan girls enrolled in the program.

*"As a kingdom, we have enjoyed a steadfast, unswerving relationship with the U.S. Peace Corps Volunteers. Volunteers have over the years been of great assistance to us, and I am glad you have come to take the baton forward. Your work will make a difference by preparing the next generation to take their rightful place in the country's development because they are the most vulnerable."*

**Inkhosikati LaMatsebulu, first wife to King Mswati III  
Swaziland**



## COUNTRY PROGRAM OVERVIEW

| PROGRAM DATES                            | 1962–1969   1979–1991   1991–present        |                           |  |
|--|---|---------------------------|--|
| PROGRAM SECTORS                          | Education, Environment, Health and HIV/AIDS |                           |  |
| Capital                                  | Dar es Salaam                               | Foreign direct investment | \$249 million  |
| Population                               | 38 million                                  | Access to safe water      | Urban: 92%; Rural: 62%                                 |
| Annual per capita income                 | \$320                                       | HIV/AIDS prevalence       | 7.0%   |
| GDP growth                               | 6.3%  | Religions                 | Islam: 45%; Christianity: 45%; Indigenous beliefs: 10% |
| Adult illiteracy rate                    | Male: 22%; Female 38%                       |                           |  |
| Infant mortality rate                    | 78 per 1,000 live births                    |                           |  |
| Immunization rate                        | DPT: 95%; Measles: 94%                      | Official languages        | Kiswahili; English                                     |
| ANTICIPATED NUMBER OF VOLUNTEERS         |   |                           |  |
| <i>Calculated September 30 each year</i> |   | Volunteers                | FY 2007  |
|  |   | Program funds (\$000)     | FY 2008  |
|  |   | 167<br>2,872              | 152<br>2,753   |

Although Tanzania has made some progress in restoring macro-economic stability during the past two years, widespread and persistent poverty is still a challenge. Tanzania is one of the poorest countries in the world, ranking 164 out of 177 on the 2005 United Nations Human Development Index. While poverty is mainly a rural phenomenon in Tanzania, urban poverty is also increasing. The rising rates of HIV infection and an unpredictable influx of refugees have aggravated the situation, and more than 36 percent of Tanzanians live below the poverty line. There is a small, but growing manufacturing sector and agricultural products account for approximately 85 percent of exports. Inefficient land and labor markets, deteriorating environmental conditions, slow progress in improving infrastructure, and limited human capacity continue to be major challenges.

## PROGRAM FOCUS

The Peace Corps arrived in Tanzania in 1962. Since then, Volunteers have served in education, health, the environment, and agriculture. Their work continues to be highly regarded by the government, and is seen as an important contribution to Tanzania's efforts to achieve community and national development. All Volunteers, regardless of sector, are trained to promote HIV/AIDS awareness and prevention. Volunteers are providing nutrition education by demonstrating home gardening and sustainable agriculture techniques to people living with HIV/AIDS (PLWHAs), orphans and vulnerable children (OVCs), and caretakers.

## VOLUNTEER FOCUS

### Education

Tanzania has a shortage of mathematics and science teachers. To address this, Volunteers work in secondary schools, teaching science, mathematics, and information and communication technology (ICT) to students. Recently, the program has extended to teaching ICT in teacher colleges. Volunteers are helping Tanzania address its very critical need for secondary school teachers and they prepare students for national examinations and promote the development of critical thinking skills. They also collaborate with teachers in developing subject resource materials. Volunteers

organize math and science clubs, facilitate HIV/AIDS seminars and girls' empowerment workshops, and promote environmental awareness in schools. One Volunteer posted at a secondary school recently reorganized the decaying school library to develop better shelving, seating, and catalog system for students to utilize more than 1,000 titles and periodicals at their school.

### **Environment**

Volunteers raise awareness of environmental conservation and assist village communities in effectively managing their natural resources. They promote soil improvement techniques, agroforestry (including tree planting for fuel wood and fruit trees and conserving indigenous community natural forests), beekeeping, fish farming, improved vegetable gardening, and live fencing (i.e., planting trees around home gardens using mature poles that regenerate). Volunteers teach farmers how to construct and use appropriate technologies, such as energy-efficient stoves and effective catchment systems. They promote improved livestock practices, including vaccinating chickens and raising milk goats, milking cows, and pigs.

Volunteers engage youth in environmental education activities through school clubs, eco-camps, and experiential education. Particular emphasis is given to working with women and youth. All environment Volunteers are integrating HIV/AIDS awareness and prevention messages into their work by showing willingness to voluntary testing, and teaching abstinence and being faithful messages to primary school youth. Volunteers also work at poverty-alleviation by introducing small-scale income-generating activities.

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

The health education project was initiated as a contribution of Peace Corps to help Tanzanians with reducing the spread of HIV/AIDS. The project empowers young people to make healthy choices about their lives. Volunteers also train Tanzanian teachers in life skills and HIV/AIDS using both content and participatory methods, increasing teachers' ability to effectively teach about these critical issues. Volunteers work with community groups and schools on a variety of health issues, emphasizing HIV/AIDS education and life skills. They train peer educators who, in turn, work with other youth to foster increased HIV/AIDS awareness using drama, discussion groups, and organized debates. Out-of-school youth have outreached to communities with HIV/AIDS education using community theater initiated by Volunteers. Some Volunteers have trained school inspectors, who do follow-up with trained teachers on how they use their new knowledge on HIV/AIDS in their classrooms. Volunteers are training and working with HIV/AIDS committees in their villages. They celebrate international commemoration days such as the annual candle-lighting ceremony and World AIDS Day in their communities. Several Volunteers are involved with PLWHAs and OVCs. They have initiated support groups and are training members on improved nutrition for PLWHAs through the use of permaculture and home-gardening techniques.

*"The Volunteer has made lasting friendships within her community, the local people and most of the women nearby because she shows interest in learning the culture and living the uncomplicated life."*

Bernadette Manyba, HOS Bunda Secondary School  
Tanzania



## COUNTRY PROGRAM OVERVIEW

|  |                                 |                           |   |
|--|---------------------------------|---------------------------|---|
| PROGRAM DATES  | 1962–present                    |                           |   |
| PROGRAM SECTORS  | Business Development, Education |                           |   |
| Capital  | Bangkok                         | Foreign direct investment | \$1,412 million   |
| Population   | 64 million                      | Access to safe water      | Urban: 95%; Rural: 80%  |
| Annual per capita income   | \$2,490                         | HIV/AIDS prevalence       | 1.5%  |
| GDP growth   | 6.2%                            | Religions                 | Buddhism: 94%; Islam: 4%; Christianity; Hinduism; Brahmanism; Other |
| Adult illiteracy rate  | Male: 5%; Female: 9%            |                           |   |
| Infant mortality rate  | 18 per 1,000 live births        |                           |   |
| Immunization rate  | DPT: 98%; Measles: 96%          | Official language         | Thai  |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> | Volunteers                      | FY 2007                   | FY 2008   |
|  | Program funds (\$000)           | 84                        | 86  |
|  |                                 | 2,438                     | 2,278   |

Thailand has a constitutional monarchy and a relatively stable political system. The king has little direct power under the constitution, but has great moral authority and is a symbol of national identity and unity. Thailand's 76 provinces include the metropolis of greater Bangkok. Bangkok's governor is popularly elected, but those from remaining provinces are career civil servants appointed by the Ministry of Interior. Thailand has a free-enterprise economy and welcomes foreign investment. Exports feature computers and electrical appliances. Thailand's economy continues its robust recovery from the Asian financial crisis in 1997.

Politics on the national level experienced considerable turmoil during 2006. The government came under pressure from opposition parties. To thwart the opposition, the prime minister called for snap elections. This strategy backfired, and the prime minister agreed to step aside. A caretaker government continued to run the country until September 19, 2006, when a military coup assumed control of the government with the apparent backing of the king. The new leaders have promised that a new prime minister will be named and a new government created to draft a new constitution to lay the groundwork for elections to be held in October 2007. Though the political scene in Thailand is expected to remain unsettled in the coming year, this is not expected to have a negative impact on the Peace Corps' program.

## PROGRAM FOCUS

The Peace Corps has collaborated with the Thai government and Thai communities since 1962. Since then, Volunteers have worked with Thai counterparts in education, health, water and sanitation, agriculture, the environment, and rural community outreach and development. Volunteers also assisted with the post-tsunami reconstruction efforts in 2005–2006. Some of the most successful, compelling projects have been in rural and underserved areas providing English education and community development. The Peace Corps plans to celebrate its 45th anniversary in Thailand in March 2007.

## VOLUNTEER FOCUS

### Business Development

The Thai government initiated a historical change in the local government administration system in 1994 when it passed the Tambon Council and Tambon Administrative Organization Act, decentralizing its power to subdistrict administrative organizations for the first time. Since the implementation of constitutional reforms in 1997, decentralization has become a strong emphasis of the Thai government.

To support the government's initiative, Peace Corps/Thailand developed a community-based project to assist small businesses with organizational development. Volunteers share experiences, strategies, and resources to assist communities at the grassroots level. They focus on capacity building within the subdistrict and community groups, including small business groups, women's groups, youth groups, and farmers' groups, to improve the quality of their products and services in rural areas.

One Volunteer in northeastern Thailand is helping her community assess the environmental and social impact of a large new sugar refinery to be built in their community. This refinery will likely transform the community from traditional rice and corn growers to sugar-cane growers. This means that community members will become purchasers of rice rather than consumers of their own production. The Volunteer is also working with her community to assess and develop plans to mitigate potential pollution issues that might arise from having the refinery in their community.

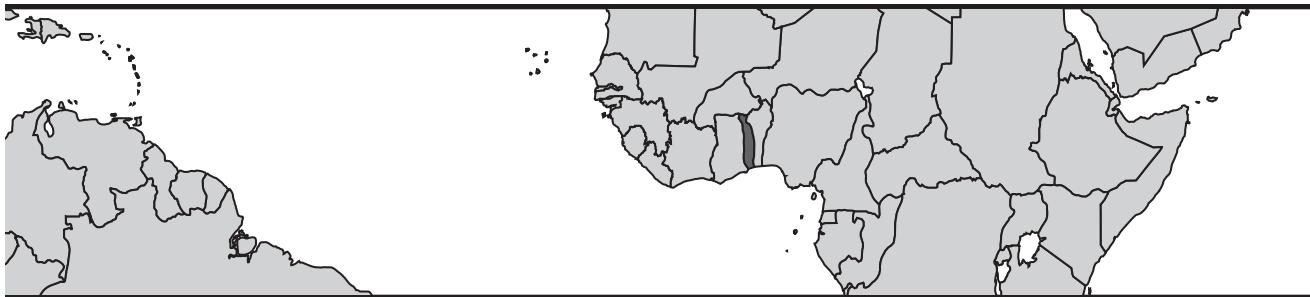
### Education

To address Thailand's expressed needs in education, Peace Corps/Thailand initiated a teacher collaboration and community outreach project in 2003. This project focuses on student-centered educational reform at the primary-school level and improving Thai citizens' quality of life through sustainable community development initiatives. Volunteers and their Thai co-workers collaborate in English-language classrooms to support the government's 1999 National Education Act and to develop and enhance teachers' student-centered instruction skills.

Relationship-building and cross-cultural understanding are at the heart of this rural project. The project is sufficiently flexible to allow Volunteers to implement activities that best match their interests and skills with the communities' needs and priorities. For example, one Volunteer in northern Thailand took a special interest in HIV/AIDS. She worked with her co-worker and students to develop a drama club that has written and performed plays to create greater public awareness among students and the community about HIV/AIDS.

*"I greatly appreciate and admire all that the Peace Corps has contributed to the development of our country through your partnership with us during the past 44 years. Through this partnership both of our nations have benefited tremendously and the bonds of our friendship have grown ever stronger."*

Piamsak Milintachinda, Director-General  
Thailand International Cooperation Agency Ministry of Foreign Affairs



## COUNTRY PROGRAM OVERVIEW

|  |   |                           |   |
|--|---|---------------------------|---|
| PROGRAM DATES  | 1962–present  |                           |   |
| PROGRAM SECTORS  | Business Development, Education, Environment, Health and HIV/AIDS |                           |   |
| Capital  | Lomé  | Foreign direct investment | \$60 million                                    |
| Population   | 6 million   | Access to safe water      | Urban: 80%; Rural: 36%                          |
| Annual per capita income   | \$310   | HIV/AIDS prevalence       | 4.1%  |
| GDP growth   | 3.0%  | Religions                 | Christianity: 37.1%; Animism: 33%; Islam: 13.7% |
| Adult illiteracy rate  | Male: 32%; Female: 62%  |                           |   |
| Infant mortality rate  | 78 per 1,000 live births  |                           |   |
| Immunization rate  | DPT: 71%; Measles: 70%  | Official language         | French  |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> | Volunteers  | FY 2007                   | FY 2008   |
|  | Program funds (\$000)   | 116<br>2,816              | 102<br>2,675                                    |

Togo attained independence from France in 1960. The country's first elected president was killed in a coup d'état on January 13, 1963. In 1967, General Gnassingbé Eyadéma became president and remained in power until his death on February 5, 2005. Following his death, a power struggle over the presidency gripped Togo. On May 2, 2005, Faure Gnassingbe, the son of the previous president, won the presidential election. In August 2006, the government and opposition parties signed an agreement to form a national unity government. The country is moving toward legislative elections in 2007 and the restoration of relations with the European Union (EU) and other donor countries.

Togo remains a poor nation, ranking 143 of 177 countries on the 2005 United Nations Human Development Index. The economy continues to suffer in the aftermath of the political instability during spring 2005. Signs of revival are present, but more is needed to get the economy on stable footing. Its coastal location, good harbor, and better-than-average infrastructure in the capital, Lomé, which serves as a regional trading center, portend great potential for economic growth. Agriculture is the foundation of Togo's economy, contributing 40 percent of the country's GDP and employing 70 percent of its workers. Corn, sorghum, millet, cassava, yams, cowpeas, and rice are the major food crops. Cash crops include coffee, cocoa, and cotton. Industry and manufacturing account for about a quarter of Togo's GDP.

## PROGRAM FOCUS

Peace Corps began its work in Togo in 1962, and since that time has hosted more than 2,200 Volunteers. Volunteers have a successful history of collaboration and involvement with the Togolese people at all levels. Their efforts build upon counterpart relationships and emphasize low-cost solutions that make maximum use of local resources. Partnering with local and international organizations is an important component of Volunteer project activities. Volunteers work to promote self-sufficiency in business development, education, environment, and health. All Volunteers, regardless of sector, are trained in how to promote HIV/AIDS awareness and prevention.

## **VOLUNTEER FOCUS**

### **Business Development**

The economy's informal sector offers the best opportunity for economic development in Togo. The business development project improves basic business and entrepreneurial skills, fostering opportunities for job creation and growth. Volunteers are assigned to local credit unions or nongovernmental organizations (NGOs) and offer business training and consulting to members to improve their business skills. Workshops covering accounting, finance, marketing, and feasibility studies are offered to groups of tailors, retailers, and other businesspeople. Working with youth and women are also program foundations. In 2006, one Volunteer and counterpart worked with 218 women organized into 11 groups, to teach gardening, income generation, business management, financial planning, and leadership skills. The women's groups used funds from produce sales to start a small village banking system.

### **Education**

Although women are 52 percent of Togo's general population, they are severely underrepresented in the country's development process. Volunteers work with community groups to develop an understanding of the importance and benefits of girls' education to increase their access to formal and nonformal education. They also work with teachers to create an environment to improve retention rates for female students. The project also addresses the educational needs of apprentices and the trafficking of children.

In 2006, a Volunteer and counterparts trained 34 secondary school principals and teachers from 16 schools in life skills. These teachers tailored a manual to Togo's realities and incorporated life-skills topics in their curriculum. Volunteers also developed a toolkit as a reference for Volunteers and others in the region.

### **Environment**

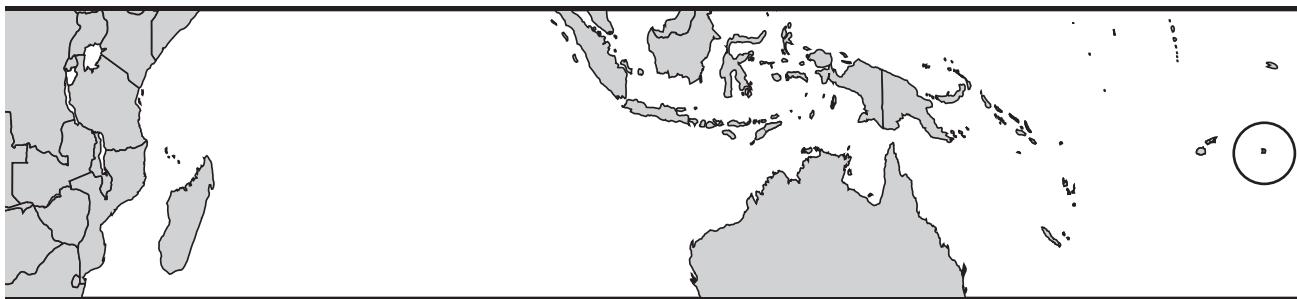
While the Togolese economy is based on agricultural production, the traditional farming practices cannot meet the needs of Togo's growing population. Soils are severely degraded and increasing demands for fields and fuel wood are resulting in the removal of trees and vegetation from the land. Volunteers work with farmers, youth and NGOs to introduce sustainable farming practices that will improve farm yields and reduce environmental degradation. Volunteers are also working with their communities on reforestation and tree nurseries. One Volunteer organized a bicycle tour to demonstrate wood-conserving stove construction and to teach benefits of conservation to more than 800 people in 14 villages.

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

Volunteers train and supervise community health workers and peer educators focusing on preventive health practices. They help local health personnel promote community health activities that address HIV/AIDS, malaria, nutrition, and community management of rural pharmacies. Activities addressing HIV/AIDS have grown from awareness raising and prevention to include palliative care for persons living with HIV/AIDS and care for orphans and vulnerable children. Projects include constructing family latrines, wells, and health huts - small dispensaries created in remote villages to help with simple health issues and child birth. One Volunteer initiated the construction of an infant malnutrition rehabilitation center that will serve as a nutrition education place for mothers and as a medical treatment and nutritional recuperation facility for malnourished children.

*"Our Volunteer woke our community up and energized them to work."*

**Chief of Police  
Plateau Region, Togo**



## COUNTRY PROGRAM OVERVIEW

|  |  |                           |                          |
|--|--|---------------------------|--------------------------|
| PROGRAM DATES  | 1967–present                           |                           |                          |
| PROGRAM SECTORS  | Business Development, Education, Youth |                           |                          |
| Capital  | Nuku'alofa                             | Immunization rate         | DPT: 99%; Measles: 99%   |
| Population   | 102,000                                | Foreign direct investment | Not available            |
| Annual per capita income   | \$1,860                                | Access to safe water      | Urban: 100%; Rural: 100% |
| GDP growth   | 4.3%                                   | HIV/AIDS prevalence       | Not available            |
| Adult illiteracy rate  | 1%                                     | Religion                  | Christianity             |
| Infant mortality rate  | 20 per 1,000 live births               | Official languages        | Tongan; English          |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> | Volunteers                             | FY 2007<br>51             | FY 2008<br>49            |
|  | Program funds (\$000)                  | 1,325                     | 1,258                    |

Since the adoption of its constitution in 1875, the Kingdom of Tonga has been a hereditary monarchy. The past two decades have seen the biggest changes in Tonga, especially its international status. In 1975, Tonga developed economic and political ties with the European Economic Community (now the European Union), and in 2000, Tonga became a full member of the United Nations. These events led to an inflow of foreign aid from developed nations and international agencies, enabling Tonga to improve social services and construct essential infrastructure. Most Tongans are dependent on subsistence agriculture and fishing, which they supplement with remittances from relatives abroad. Reliance on agriculture and fishing depletes already scarce natural resources and degrades topsoil, rain forests, coastal reefs, and freshwater supplies. With more than half its population under age 18 and a stagnating economy, Tonga faces many challenges in providing its youth with educational and economic opportunities. A chronic shortage of secondary school teachers, especially in the areas of science and information technology, exacerbates these problems.

## PROGRAM FOCUS

At the request of the Ministry of Education, Peace Corps projects focus on preparing youth to become productive members of their communities. The community education project works primarily with in-school students, while the youth development and business development projects address the needs of out-of-school youth. All projects emphasize building communities' capacity to prepare young people by developing leadership skills and income-generation opportunities. Volunteers also help young people and communities develop computer centers at the regional, district, and village levels, which provide opportunities for out-of-school youth and others to attend basic computer classes.

## VOLUNTEER FOCUS

### Business Development

Volunteers work with community groups and nongovernmental organizations (NGOs) to establish small businesses for income generation. These small businesses are developing improved business practices, better products, and greater community employment.

Two Volunteers collaborated with Ahopanilolo Technical College and other Tongan organizations to organize the country's first Arts & Culture Festival. The festival promoted local art that extends beyond traditional handicrafts; provided a venue for local artists, specifically women and youth, to express themselves through their artwork; and encouraged artists to explore the income-generating potential of selling their artwork. Thirty Tongan artists participated in the two-day festival which included displays of paintings, carvings, handicrafts, photography, and the performing arts. The festival was an overwhelming success, sparking local interest in making it an annual event and prompting discussions to establish Tonga's first art gallery.

### **Education**

Volunteers are placed in primary schools in remote villages and in outer islands where the greatest needs exist. With half of their time in the classroom, Volunteers introduce innovative teaching techniques and enhance teacher skills through modeling, team teaching, and workshops. Workshops focus on reading, pronunciation, spelling, and comprehension. Volunteers also work on community education initiatives that focus on health and environmental issues.

Collaborating with a government primary school on an outer island, one Volunteer secured a small project assistance grant to stage *Peter Pan* with children and families of her community. Entitled "English through the Performing Arts," the project increased oral English language skills, specifically flow, pronunciation, and intonation, for nearly 40 primary school children and increased their English-reading skills. By familiarizing the school children with the *Peter Pan* script, and providing the opportunity to practice the language outside of a traditional classroom setting, the students experienced a marked increase in self confidence about their spoken English and comprehension.

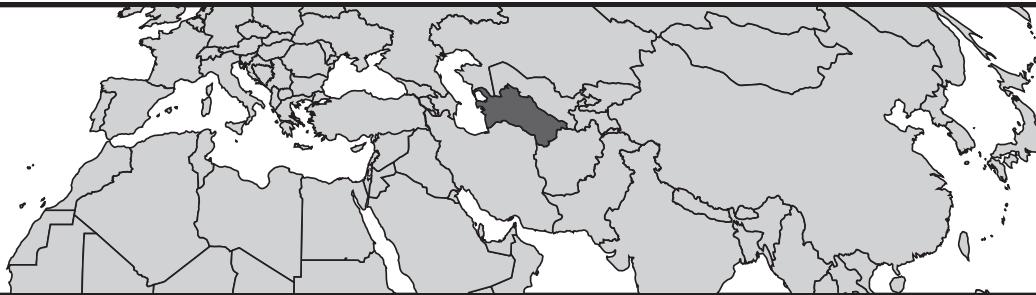
### **Youth**

The youth project officially ended in 2006, but Volunteers working in this sector collaborated with their communities throughout the fiscal year, and youth will continue to be served under the business development program.

Two Volunteers, in collaboration with the Ministry of Fisheries, AusAID, and the Ha'apai Youth Congress, worked with communities in surrounding outer islands to administer an innovative business training program that addressed local environmental needs. The program provided basic business skills to unemployed youth on remote outer islands, increased their knowledge of business management concepts, and provided the skills for the youth to start small, income-generating ventures that do not exploit the over-fished shore areas. Three four-day workshops were held on remote islands involving local villagers, each presenting 10 detailed sessions on business topics such as bookkeeping, customer service, marketing, and business planning.

*"Seeing this Volunteer using a variety of methods and activities in his two-hour presentation on reading comprehension has restored my interest and motivation in teaching the English language."*

Makisi Tone, Assistant Teacher  
Fangatono Government Primary School  
Tonga



## COUNTRY PROGRAM OVERVIEW

|  |                                |                           |  |
|--|--------------------------------|---------------------------|--|
| PROGRAM DATES  | 1993–2001   2002–present       |                           |  |
| PROGRAM SECTORS  | Education, Health and HIV/AIDS |                           |  |
| Capital  | Ashgabat                       | Foreign direct investment | \$132 million                                      |
| Population   | 5 million                      | Access to safe water      | Urban: 93%; Rural: 54%                             |
| Annual per capita income   | \$1,340                        | HIV/AIDS prevalence       | <0.1%  |
| GDP growth   | 16.9%                          | Religions                 | Islam: 89%;<br>Eastern Orthodoxy: 9%;<br>Other: 2% |
| Adult illiteracy rate  | Male: 1%; Female: 2%           |                           |  |
| Infant mortality rate  | 80 per 1,000 live births       |                           |  |
| Immunization rate  | DPT: 97%; Measles: 97%         | Official language         | Turkmen  |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> | Volunteers                     | FY 2007                   | FY 2008  |
|  | Program funds (\$ooo)          | 89                        | 90   |
|  |                                | 1,858                     | 1,880  |

Since Turkmenistan's independence in 1992, the country has been controlled by one political party, the Democratic Party of Turkmenistan. Saparmurat Niyazov (Turkmenbashi), the appointed leader-for-life, died on December 21, 2006 with no predetermined successor. Former Minister of Health Gurbanguly Berdymukhammedov assumed the interim leadership position, and was the favorite among five other candidates leading up to the February 2007 election. While the presidential election was the first ever with more than one choice on the ballot, only candidates approved by the regime were able to compete in this presidential campaign. As anticipated, Gurbanguly Berdymukhammedov won the election and was inaugurated on February 14, 2007. Turkmenistan's new leader is expected to keep Turkmenistan's officially declared neutral status, though Berdymukhammedov promised to reverse some of the most unpopular decisions made by Niyazov, particularly in healthcare, education, and access to information. The economic future of Turkmenistan under new leadership likely will continue to have Soviet tendencies, as major industries and services to the public are almost entirely provided by government-controlled entities. It is one of the world's largest producers of cotton and reportedly has one of the world's largest reserves of natural gas. The caveat to developing these natural resources remains due to the continual dependence on Russian ownership of gas pipeline export routes, and weak cotton harvests over the last several years.

## PROGRAM FOCUS

Since gaining independence in 1991, Turkmenistan has experienced broad political, economic, and social changes, prompting the need for international assistance in training its professionals. Currently, Peace Corps Volunteers work in two projects: education/teaching English as a foreign language (TEFL), which provides training to English teachers and schoolchildren; and community health education, which trains health professionals and grassroots communities.

The Peace Corps program was suspended following the events of September 11, 2001. After a favorable reassessment in February 2002, seven Volunteers returned to Turkmenistan in April 2002 to complete their service. Since that time, approximately 40 Volunteers per year have been trained and sent to sites throughout the country, serving in schools and clinics and working with a broad base of community members.

To date, the government of Turkmenistan has proposed more rural site placements for Volunteers in schools that are underserved and which are just beginning their English-teaching curricula.

## VOLUNTEER FOCUS

### Education

Volunteers focus on TEFL, including working in classrooms and training teachers. Many Volunteers have regular classroom hours co-teaching with their host country counterparts; others are active in in-school and after-school English clubs. All are working to integrate themselves into their communities, learning the local language and at least one other language.

One Volunteer created a trilingual picture dictionary (Russian, Turkmen, and English) with her counterparts. Approved by the Ministry of Education, the dictionary will be used in schools around the country. It is simple and easy to use with color pictures describing the words. Seminars have been held around the country helping teachers learn how to use this tool in classrooms.

### Health and HIV/AIDS

A lack of supplies, training, and technology has contributed to a decline in basic healthcare services since independence. Most Volunteers work at local clinics in rural and city settings, developing trainings on a wide variety of topics, including healthy lifestyles, communicable disease prevention, and maternal and child health.

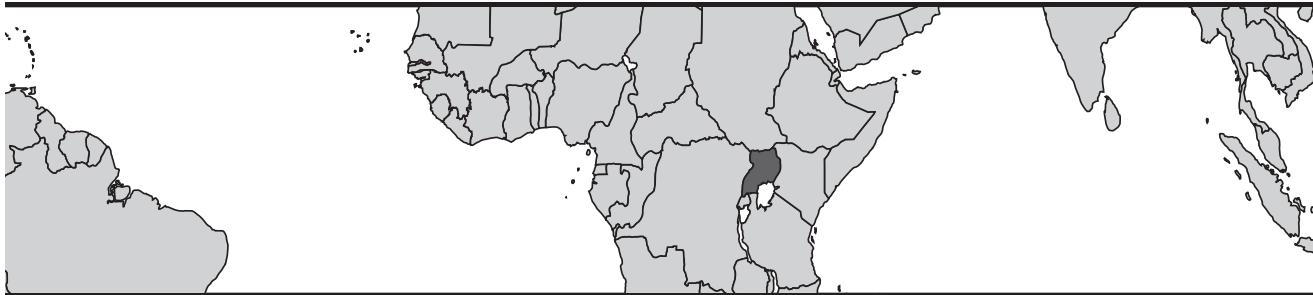
One Volunteer established a Fitness Center at a local health clinic with her counterparts with the assistance of a small projects assistance grant. The center has basic health information and a few pieces of equipment. The Volunteer has trained her counterparts and others on how to use the equipment and how to live healthier lives. About 200 people use it regularly, and the project has been replicated in several communities around Turkmenistan by other Volunteers and counterparts.

*"My experience in the country was definitely a two-way street. I taught many things, but learned much more about the country and myself. Conditions here are difficult, but I feel that during my two years I really made a difference in many peoples' lives and will always remember my time in Turkmenistan and the people I worked and lived with."*

Turkmenistan Volunteer, Education Sector



A Turkmenistan Volunteer shares tea with host community members.



## COUNTRY PROGRAM OVERVIEW

|  |                                      |                           |  |
|--|--------------------------------------|---------------------------|--|
| PROGRAM DATES  | 1964–1973   1991–1999   2000–present |                           |  |
| PROGRAM SECTORS  | Education, Health and HIV/AIDS       |                           |  |
| Capital  | Kampala                              | Foreign direct investment | \$222 million  |
| Population   | 28 million                           | Access to safe water      | Urban: 87%; Rural: 52%                                 |
| Annual per capita income   | \$250                                | HIV/AIDS prevalence       | 4.1%   |
| GDP growth   | 5.7%                                 | Religions                 | Christianity: 66%; Indigenous beliefs: 18%; Islam: 16% |
| Adult illiteracy rate  | Male: 21%; Female: 41%               |                           |  |
| Infant mortality rate  | 80 per 1,000 live births             |                           |  |
| Immunization rate  | DPT: 87%; Measles: 91%               | Official language         | English  |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> |                                      | Volunteers                | FY 2007  |
|  |                                      | Program funds (\$000)     | FY 2008  |
|  |                                      | 55<br>1,929               | 48<br>1,849  |

In Uganda, economic change has accompanied political reform. In 2006, the country held its first multiparty presidential elections since President Yoweri Museveni rose to power in the mid-80s. The government's strong efforts to reform Uganda's educational system, promote sustainable growth in key sectors, and move to a more liberalized, private-sector-driven market economy have, over the past decade, encouraged investment and involvement from international development agencies. Corruption is an increasingly significant issue with the potential to slow economic growth as investors and donors turn to more transparent economies.

Uganda has substantial natural resources, including fertile soils, regular rainfall, and sizable deposits of copper and cobalt. Agriculture is the most important sector of the economy, employing more than 80 percent of the workforce. Coffee is the primary export crop, accounting for more than half of export revenues. Since 1987, the government, with the support of donors, has rehabilitated and stabilized the economy by undertaking currency reform, raising producer prices on export crops, increasing prices of petroleum products, and improving civil service wages. The policy changes are intended to reduce inflation and boost production and export earnings. Significant donor assistance has been vital in supporting growth policies, but this assistance has been moderate the past few years due to the continuing conflict in the north of the country, the perception by potential investors of corruption, and the lack of the government's commitment to democratic principles.

## PROGRAM FOCUS

Currently, Peace Corps/Uganda has an education project and a community health project focusing on HIV/AIDS. Both of these projects are based on the interests and needs expressed by the government of Uganda and the communities where Volunteers work. In response to the AIDS pandemic, the Ugandan government and civil society groups launched a nationwide, multi-sector effort to reduce the spread of HIV/AIDS. Uganda has more than 1 million AIDS orphans, and 2 million additional children have parents who are HIV-positive. Thus, Volunteers partner with Ugandans both on HIV/AIDS education and prevention and on providing community support and care to those affected by the disease. All Volunteers in Uganda are trained to support HIV/AIDS initiatives.

## **VOLUNTEER FOCUS**

### **Education**

Improving the quality of education, especially at the primary school level, has long been a priority of the government. With the introduction of universal primary education, the demand for primary teachers has doubled and even tripled. Volunteers work with Ugandan counterparts to train teachers in methodology, train school administrators in effective instructional leadership, and work with school communities to improve community and school relations. Volunteers help improve the education of students by establishing children's clubs, conducting teacher workshops, and working with teacher and community organizations. Volunteers have worked to mobilize communities to connect with and support their primary schools, and they help link schools and communities through a variety of projects with a particular emphasis on support to orphans and vulnerable children (OVCs) and people living with HIV/AIDS (PLWHAs).

Over the past year, two Volunteers encountered significant success in assisting the ministry to develop and support information and communication technology (ICT) infrastructure in the primary teachers' colleges, in schools, and in their communities. New computer centers have been established at two colleges, six primary schools, and two community centers. In addition, these Volunteers have worked with two additional colleges to assist them with ICT planning, developed a database to help colleges track student and faculty records; begun work on an HIV/AIDS-based computer game; helped ministry officials purchase their own, low-cost used computers from a private provider; and provided training and technical support to several other community organizations. One Volunteer was instrumental in supporting a USAID project, dot-EDU, which established a pilot laboratory using more appropriate technology. The project enabled the computers to be used 24 hours a day, 7 days a week even though the Ugandan electrical power grid is available only half the time in most locations.

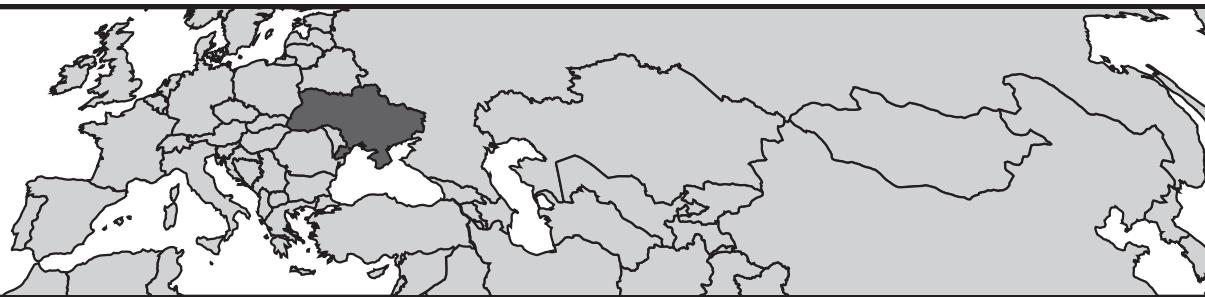
### **Health and HIV/AIDS**

Volunteers working in the community well-being and positive-living project are assigned to small, community-based organizations, hospitals, and government health centers. Volunteers help these organizations provide information and support to people and families affected by HIV/AIDS. Volunteers work with communities to transfer the knowledge and skills needed to increase local capacity in areas such as preventing HIV/AIDS, caring for PLWHAs and OVCs, sanitation, nutrition education, health education, life-skills education, gardening, hygiene, clean water, collaborating and networking, and management training skills.

Two Volunteers helped their host organizations develop and implement community health fairs. The fairs provided opportunities for Volunteers, their host organizations, and a broad array of other organizations focusing on health and HIV/AIDS issues to come together and demonstrate the services they offer. The events included songs, drama, and sports to draw participants.

*"We extend our appreciation and gratitude to you for the commendable service during your stay with us for two years. The college has benefited a lot this resourceful, innovative, hardworking, and cooperative person. We shall always have great memories of you, and it is our humble prayer that we remain in touch with you."*

**Kabagambe Athuman, Principal  
Bulera Core Primary Teachers' College  
Uganda**



## COUNTRY PROGRAM OVERVIEW

|  |  |                           |   |
|--|--|---------------------------|---|
| PROGRAM DATES  | 1992–present                           |                           |   |
| PROGRAM SECTORS  | Business Development, Education, Youth |                           |   |
| Capital  | Kiev                                   | Foreign direct investment | \$1,715 million                                   |
| Population   | 47 million                             | Access to safe water      | Urban: 100%; Rural: 94%                           |
| Annual per capita income   | \$1,270                                | HIV/AIDS prevalence       | 1.4%  |
| GDP growth   | 12.1%                                  | Religions                 | Ukrainian Orthodoxy; Ukrainian Greek Catholicism; |
| Adult illiteracy rate  | Male: <0.5%; Female: <0.5%             |                           | Judaism; Roman Catholicism; Islam                 |
| Infant mortality rate  | 14 per 1,000 live births               |                           |   |
| Immunization rate  | DPT: 97%; Measles: 99%                 | Official language         | Ukrainian   |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><i>Calculated September 30 each year</i> | Volunteers                             | FY 2007<br>366<br>5,660   | FY 2008<br>340<br>5,151                           |
|  | Program funds (\$000)                  |                           |   |

Ukraine is Europe's second largest country and has a population of 48 million people. Until 1991, Ukraine was a part of the Soviet Union. Following independence, successive Ukrainian governments allowed sporadic growth of civil society and the development of some democratic institutions. This process peaked in the "Orange Revolution" in 2004 with a national election on December 26, 2004. The results were seen as leading to a reform agenda that foresaw eventual World Trade Organization (WTO) accession and likely European Union (EU) integration. However, the election results of March 2006 have cast some uncertainty on the future of EU integration.

In the time since the new government assumed power in January 2005, Ukrainian society has become more open in press freedom, tolerance of criticism of the government, and rights of opposition political parties to operate. However the new government's reform program has been plagued by the continuing effects of Ukraine's past: corruption and cronyism that affect almost all sectors of the economy and society, a lack of free-market skills and practices, an antiquated education system, spotty infrastructure, unemployment, and vast income disparities.

Despite some positive economic trends in investments, wages, and incomes, most average Ukrainians have yet to benefit from Ukraine's economic transition. In villages and urban centers, millions of Ukrainians lack dependable supplies of water, heat, and electricity, as well as access to quality educational, social, and medical services. People throughout Ukraine are affected by poverty, alcohol and drug abuse, domestic violence, and the rapid spread of HIV/AIDS.

## PROGRAM FOCUS

The Peace Corps/Ukraine program helps communities build necessary skills as they seek possible integration into the EU and the broader global economy. Volunteers teach English language, share effective business practices, and develop greater opportunities for young people. Their work positively affects Ukrainians' readiness to build democracy and a market economy and communicate and transact business on a global scale.

Working in more than 180 Ukrainian communities with young people, teachers, activists, and business people, Volunteers challenge their students to think for themselves and facilitate community improvement projects that address critical needs. In response to Ukraine's HIV epidemic, and with funds from the President's Emergency Plan for AIDS Relief, Volunteers and their counterparts are creating HIV prevention programs for young people in 30 highly affected communities across Ukraine.

## **VOLUNTEER FOCUS**

### **Business Development**

Volunteers helped establish and strengthen cooperation among community members and groups, enabling them to effectively plan and implement community social and economic development. Volunteers organize trainings on marketing, sales techniques, advertising, and public relations for entrepreneurs and business students, which help businesses improve their profitability and nongovernmental organizations (NGOs) achieve sustainability and expand services. Citizen involvement in local governance is encouraged through programs on inclusive budgeting processes, citizen information bureaus, community forums, and cooperative investment strategies.

One Volunteer works at the Medical Social Rehabilitation Center for handicapped children in Uzhgorod. She and her community provide vocational training to enable a source of income for disabled youth. With grant funding, they created a sewing shop for mentally and physically disabled youth where they make cloth bags to sell to tourists.

### **Education**

Volunteers work in educational institutions as English secondary school teachers, university teachers, and teacher trainers. By creating an interactive learning environment and using contemporary methods and materials, Volunteers enhance students' and teachers' communication skills and encourage independent thinking and problem solving.

Eighty Ukrainian teachers of English from three regions gathered for a summer school for teachers. Over five days, English teachers and 12 Volunteers offered their perspectives on the complex relationship between language and culture. They addressed familiar universes such as love, home, family, education, the arts, community, recreation, environment, the workplace, and the marketplace, by sharing in a cross-cultural linguistic dialogue.

### **Youth**

In 2005, 20 Volunteers began work on a project to help youth in economically disadvantaged areas stay healthy and to learn the skills they will need to compete in modern Ukraine. Now, Volunteers work in 54 communities across Ukraine. Volunteers are based at schools and cooperate with local partners such as youth centers, social services for youth, youth NGOs and orphanages. Volunteers provide in-school lessons, lead extracurricular activities, and conduct community projects aimed at preventing substance abuse and the spread of HIV. They promote healthy lifestyles, and help youth develop skills in information technology, basic business, leadership, civics, and ecology. Volunteers also organize summer camps that promote active citizenry, initiate journalism programs, and implement Big Brother/Big Sister programs to mentor orphans and disadvantaged youth.

One Volunteer organized a model United Nations summer camp for 75 Ukrainian students ages 15 to 17 from small villages and 35 Ukrainian teachers. Participants had a unique opportunity to familiarize themselves with U.N. bodies, rules, and procedures; improve their leadership skills; and start developing community-based service projects that will be implemented in their communities.

*"The community is genuinely interested in what I am doing and seeking me out to ask questions. Hopefully, this will lead to their involvement. The students are ready for change, too. They are excited for a new Ukraine and many want to see this dream realized."*

**Ukraine Volunteer, Youth Sector**



## COUNTRY PROGRAM OVERVIEW

|   |   |                           |                          |
|---|---|---------------------------|--------------------------|
| PROGRAM DATES   | 1990–present  |                           |                          |
| PROGRAM SECTORS   | Agriculture, Business Development, Education, Environment, Health and HIV/AIDS, Youth |                           |                          |
| Capital   | Port Vila   | Immunization rate         | DPT: 73%; Measles: 48%   |
| Population  | 207,000   | Foreign direct investment | Not available            |
| Annual per capita income  | \$1,390   | Access to safe water      | Urban: 85%; Rural: 52%   |
| GDP growth  | 3.0%  | HIV/AIDS prevalence       | Not available            |
| Adult illiteracy rate:  | 47%   | Religion                  | Christianity             |
| Infant mortality rate   | 32 per 1,000 live births  | Official languages        | Bislama; English; French |
| <b>ANTICIPATED NUMBER OF VOLUNTEERS</b><br><small>Calculated September 30 each year</small> |   | Volunteers                | FY 2007                  |
|   |   | Program funds (\$ooo)     | 93                       |
|   |   |                           | 2,270                    |
|   |   |                           | FY 2008                  |
|   |   |                           | 88                       |
|   |   |                           | 2,195                    |

Vanuatu is an independent republic consisting of 83 islands in the southwestern Pacific Ocean. Beginning in 1906, Vanuatu was governed under a special agreement between the British and the French, which divided the country and created separate systems of government and education. Upon gaining independence in 1980, the country united under one democratic government. However, with more than 100 local languages and a population spread over 65 inhabited islands, Vanuatu struggles to provide public services and education to its people.

The economy of Vanuatu is based primarily on subsistence or small-scale agriculture, which provides a living for most of the population. Copra and beef exports, fishing, offshore financial services, and tourism are the other main sources of revenue. Economic development is hindered by dependence on relatively few commodity exports, low market prices, vulnerability to natural disasters, long distances between main markets, and poor infrastructure. Although most of Vanuatu's population still lives in isolated rural areas, urbanization is increasing.

## PROGRAM FOCUS

There is a growing awareness in Vanuatu that the education system is not meeting the social or economic needs of all people. The government is also turning its attention to practical training and vocational education that will enhance the skills, self-sufficiency, and employability of young people. However, the capacity of the government and civil society to provide services to rural populations is extremely limited. The Peace Corps has responded with a strategy that increases access to quality education, particularly in rural areas.

At the request of the government of Vanuatu, the Peace Corps is helping teachers implement improved methodologies for teaching literacy at the early primary school level. The program also provides teachers with training for nonformal community education and development activities. These activities focus on generating income, food security, sustainable agriculture and management of natural resources, conservation, promoting profit and nonprofit enterprises, and youth development. Peace Corps is now in its second year of implementing a community health project, which focuses on developing health strategies at the community level, thereby reducing the need for costly curative services.

## **VOLUNTEER FOCUS**

### **Agriculture**

Volunteers promote sustainable farming practices and agroforestry to improve food security and income generation. Volunteers work with farming communities on local processing and marketing of crops. The program focuses on producing higher-value crops, such as vanilla, pepper, and coffee, as well as small livestock and staple foods. Collaborating with national and international organizations, Volunteers help farmers develop export-quality crops, which result in enhanced food security and increased capability to generate income for farmers and revenue for the government.

### **Business Development**

Volunteers work with rural and urban institutions facilitating training in business and organizational management, bookkeeping, credit management, cooperative philosophy, and product diversification. They work with organizations and individual entrepreneurs to conduct business feasibility studies, start small businesses, identify local and regional markets, and undertake small-scale processing of local resources. One Volunteer helped to make coffee a significant income generator for Tanna Island farmers by introducing business management skills into small enterprise farming and developing the country's first rural-based processing factory.

### **Education**

Volunteers serve in schools and community-based rural training centers, and their work has benefited more than 11,000 students and 450 teachers. Volunteers work with disadvantaged students in secondary schools, teaching math, science, information technology, and English. They also enhance the quality of education through teacher training, curriculum and resource development, and school-based strategic planning. Several Volunteers have helped the Ministry of Education design and implement the first field-based program to improve literacy levels among primary school students through field-based teacher training.

### **Environment**

Communities have a strong interest in improving the management of their natural resources, including coral reefs, forests, wildlife, and agricultural lands. Volunteers help communities promote sustainable land-use practices, develop natural resource management plans, establish conservation areas, promote ecotourism, and create conservation enterprises. Most activities promote conservation and sustainable use while generating income for community members. One Volunteer introduced compost toilet technology as an affordable, environmentally friendly alternative to pit or flush toilets, which has led to hundreds of compost toilets being used throughout Vanuatu.

### **Health**

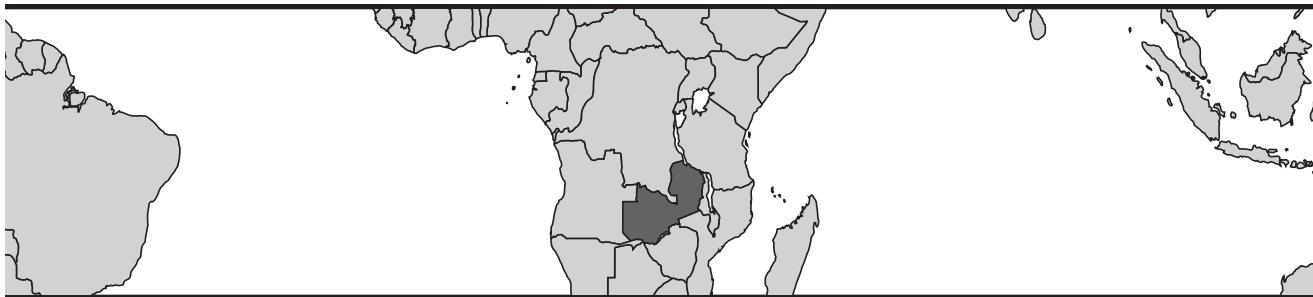
Peace Corps/Vanuatu added health sector Volunteers in late 2005. With the largely rural placement of Peace Corps Volunteers in Vanuatu, it was felt that they were in a prime position to aid the Ministry of Health by establishing linkages between the Ministry, other partner organizations, and rural communities to help reverse declining health indicators. By strengthening village health committees, Volunteers in one province of Vanuatu are developing the country's first rural-based health promotion program.

### **Youth**

Volunteers help establish community-based programs in rural and urban settings to reach youth, particularly those who are disadvantaged or have dropped out of school. They work on issues such as youth leadership, self-esteem, employability, food and livelihood security, HIV/AIDS awareness, basic literacy, conflict resolution, and culture. Volunteers facilitate and assist with workshops on leadership and business management, life-skills training, and HIV/AIDS education and prevention. One Volunteer and her counterpart held more than a dozen workshops on five different islands to help young, disadvantaged women increase their self-esteem and awareness of social, health, and cultural factors that may affect them.

*"I would like to thank the Peace Corps for the increasing contributions of Peace Corps Volunteers, who have helped in a big way to improve the lives of the people in rural areas."*

**The Honorable Ham Lini  
Prime Minister, Republic of Vanuatu**



## COUNTRY PROGRAM OVERVIEW

|  |   |                           |   |
|--|---|---------------------------|---|
| PROGRAM DATES  | 1993–present  |                           |   |
| PROGRAM SECTORS  | Agriculture, Education, Environment, Health and HIV/AIDS, Youth |                           |   |
| Capital  | Lusaka  | Foreign direct investment | \$334 million                                     |
| Population   | 11 million  | Access to safe water      | Urban: 90%; Rural: 36%                            |
| Annual per capita income   | \$400   | HIV/AIDS prevalence       | 15.6%   |
| GDP growth   | 4.6%  | Religions                 | Christianity; Indigenous beliefs; Islam; Hinduism |
| Adult illiteracy rate:   | Male: 24%; Female: 46%  |                           |   |
| Infant mortality rate  | 102 per 1,000 live births                                       |                           |   |
| Immunization rate  | DPT: 80%; Measles: 84%  | Official language         | English   |
| ANTICIPATED NUMBER OF VOLUNTEERS<br><small>Calculated September 30 each year</small> | Volunteers  | FY 2007<br>138<br>4,064   | FY 2008<br>113<br>3,600                           |

The Republic of Zambia, formerly known as Northern Rhodesia, gained its independence from Britain in 1964. Kenneth Kaunda, leader of the United National Independence Party, was named the first president and remained in power for three decades. In November 1991, the Movement for Multiparty Democracy (MMD) won Zambia's first free presidential elections since 1968. Frederick Chiluba became the nation's second president and was reelected in 1996. He was succeeded by Levy Mwanawasa in January 2002. President Mwanawasa was reelected for a second term in September 2006.

Zambia is one of sub-Saharan Africa's most highly urbanized countries. Approximately half of the country's 10.2 million people are concentrated in a few urban zones strung along major transportation corridors. Unemployment is a serious problem, and Zambia has a low per capita income.

Maize is the principal cash crop. Zambia contains one of the world's largest copper deposits and remains a leading world producer of refined copper and cobalt, which together comprise 95 percent of all exports. The drastic decline of copper market values and a dependency on foreign imports have driven Zambia's economy into an extended decline.

## PROGRAM FOCUS

Peace Corps/Zambia opened its program in 1994 with a group of water sanitation/hygiene education Volunteers. In 1996, the program expanded to include a community health project and a rural aquaculture project. In 2003, a national education radio project was launched called Learning at Taonga Market. Additionally, an HIV/AIDS project began in late 2004 supported by funds from the President's Emergency Plan for AIDS Relief (Emergency Plan). All Volunteers, regardless of sector, are trained to promote HIV/AIDS awareness and prevention.

## VOLUNTEER FOCUS

### Agriculture

Volunteers help the Department of Fisheries develop fish-farming projects to improve livelihoods in rural communities. Volunteers provide technical assistance in establishing dams, furrows, fish ponds, and integrated agriculture. In addition to providing an excellent source of nutrition for rural families, surplus fish and agricultural products are sold to provide substantial supplementary income.

One Volunteer worked with a fish-farming cooperative composed of 30 rural farm families, the cooperative harvested 13 fish ponds that produced 375 kilograms of fish and generated approximately \$1,600 (U.S.) in rural income. In addition to bringing irrigation to a previously dry village, the Volunteer introduced sustainable farming practices, such as interspersing field crops with soil-improving trees.

## **Education**

Peace Corps/Zambia's education project builds on the success of the Ministry of Education's (MoE) interactive radio instruction program, LTM. This program is broadcast over the national radio station and covers the primary school curriculum in a fun, engaging way. The program improves access to education for those unlikely to attend school, adults who want to become literate, and for those in remote areas where schools do not exist. Volunteers work with MoE and community partners in district education offices and rural villages to increase the use of the radio program in schools, develop radio schools where no government schools exist, build the capacity of communities to support their own schools, train teachers who use the radio in their classrooms, and help monitor and evaluate the program.

One Volunteer helped develop 100 new radio schools. In addition, Volunteers organized and conducted Girls Leading Our World (GLOW) camps and youth camps to empower both girls and boys and to build self-esteem.

## **Environment**

In 2005, the environmental program formed an alliance with the Department of Forestry. With their counterparts, Volunteers promote sustainable forest utilization to more than 50 community groups through community-based natural resource management. They work with teachers in schools to develop environmental education lessons that are reaching more than 500 children. Communities are taught alternative means of enhancing food security through promotion of conservation farming, agroforestry, and seed multiplication.

## **Health and HIV/AIDS**

Volunteers work with counterparts from rural health centers to build the capacity of neighborhood health committees to address health problems at the village or community level. Volunteers facilitate the training of community health workers (CHWs), the key health agents in preventive health. One Volunteer spearheaded a district wide training of 37 CHWs from different catchment areas. The six-week training was conducted in close collaboration with the district health office, which provided half of the funding.

Through initiatives funded by the President's Emergency Plan for AIDS Relief (PEPFAR), Volunteers are fully engaged in the fight against the pandemic. Volunteers live in rural communities throughout Zambia and work closely with their Ministry of Health partners in HIV/AIDS education, home-based care, prevention, and enhanced food stability and nutrition.

A number of Volunteers have trained community leaders on techniques and strategies to improve nutrition and increase family income. One women's group in Mukungule Mpika district is now raising chickens for both family consumption and for the local market. Recently, a Volunteer organized a workshop for 18 community members on how to develop proposals to obtain outside funding for income-generating activities.

Ten Crisis Corps Volunteers were placed in local nongovernmental organizations to focus on capacity building for those involved with HIV/AIDS projects, such as training caregivers and establishing databases for monitoring purposes. One Volunteer trained 30 primary caregivers at Kabwe Home Based Care, who, in turn, trained 306 people through outreach activities.

*"I've found the beauty of Zambia is in its people. People who are willing to teach you to carry water on your head, to tie a chitenge (wrap-around skirt), to cook nshima (corn-flour porridge), and to understand their culture. Their kindness has become part of my daily life.*

*Villagers will check on you when you're sick, will feed you though they already have too many mouths to feed, and will walk you home when they know you are afraid of the dark."*

Zambia Volunteer, Education Sector

Photo courtesy of the Washington, D.C.  
Convention and Tourism Corporation



GOVERNMENT PERFORMANCE AND RESULTS ACT





## The Peace Corps' Performance Plans as Required Under the Government Performance and Results Act

### FY 2007 and FY 2008 Plans

#### STRATEGIC GOAL 1

Assist interested countries with their identified needs by gradually expanding the number of trained Volunteers serving overseas; broadening the impact on the lives of men and women in their host communities by transferring tangible skills; and helping to promote an understanding of Americans, including representing American diversity, at a rate consistent with annual funding.

#### Outcome Goals:

- 1.1 Assist interested countries with their identified needs by gradually expanding the number of trained Volunteers serving overseas from 7,733 in FY 2004 to 8,000 in FY 2008, at a rate consistent with annual funding.
- 1.2 Broaden the impact of Volunteers on the lives of men and women in their host communities by transferring tangible skills, as measured by increasing Volunteers reporting in the Peace Corps' close-of-service (COS) survey that they were "adequately" to "exceptionally" effective in transferring knowledge and skills to members of their host community, from 80 percent in FY 2006 to 82 percent by FY 2008.
- 1.3 Represent American diversity in Peace Corps host communities by increasing numbers of Peace Corps applicants representing diverse ethnicities and people 50 and over by 4 percent, from FY 2005 level of 24 percent to 28 percent by FY 2008.

#### Performance Goals 1.1.1 – 1.1.3

Increase the number of Peace Corps Volunteers to 7,850 by FY 2006; 7,920 by FY 2007; and 8,000 by FY 2008.<sup>1</sup>

#### Means and Strategies:

The Peace Corps will:

- refine recruitment business processes to make it easier for potential applicants to enter Peace Corps service;
- continue to coordinate the increased use of returned Peace Corps Volunteers in awareness, recruitment, and retention activities for new applicants and Crisis Corps Volunteers;
- maintain the number of Crisis Corps projects in humanitarian relief and responses to natural disasters;
- conduct strategic recruitment and media campaigns designed to cast a wide net for prospective Volunteer candidates in communities and at campuses throughout the United States;
- increase the number of Volunteers working on HIV/AIDS activities, including the agency's involvement in the President's Emergency Plan for AIDS Relief (PEPFAR);
- improve the functionality of Web-based application materials and expand the use of the Internet in marketing and retention activities; and
- identify new target markets and produce regionally appropriate marketing tools and other resources.

<sup>1</sup> Due to lower than anticipated appropriation levels for FY 2005 through FY 2007, the number of Volunteers in the field for FY 2008 will be closer to 7,600.

#### **Verification and Validation:**

Trainee input, which directly affects the number of Peace Corps Volunteers in the field, will be tracked by the Program Advisory Group (PAG). The PAG reports to senior management and is composed of staff from each of the three overseas Regions, the Office of Volunteer Recruitment and Selection, the Office of Medical Services, the Office of the Chief Financial Officer, the Office of the Chief Information Officer, and Crisis Corps. The group will meet regularly to manage issues related to meeting the agency's annual goals for trainees and Volunteers-on-Board, as well as to develop strategies for balancing supply, demand, and scarce skill issues.

| Performance Indicators 1.1   | FY 2007     | FY 2008     |
|--|-------------|-------------|
| i. Number of new country entries   | 2           | 2           |
| ii. Percentage of Peace Corps focus countries participating in the President's Emergency Plan for AIDS Relief (PEPFAR) | 100%        | 100%        |
| iii. Number of Crisis Corps Volunteers (all funding sources)   | 100         | 100         |
| iv. Overall visits to website  | 8.6 million | 8.8 million |

#### **Performance Goals 1.2.1 - 1.2.3**

Incrementally increase the percentage of respondents to the Peace Corps' close-of-service survey reporting the effectiveness of transferring knowledge and skills to members of their host community as "adequately" to "exceptionally" from 80 percent in FY 2006, to 81 percent in FY 2007, and to 82 percent in FY 2008.

#### **Means and Strategies:**

The Peace Corps will:

- Train Volunteers in effective ways to build capacity by increasing knowledge, improving skills, and promoting behavior change of individuals and families in the countries they serve;
- Enable Volunteers to effectively work with communities so they can manage their own development in a sustainable manner; and
- Promote Volunteer participation in the Peace Corps Partnership Program, which requires direct community initiation and involvement.

#### **Verification and Validation:**

The Center for Field Assistance and Applied Research, through its annual Project Status Review (PSR) and Training Status Review (TSR) processes, will compile annual data and review observations related to programming and training as submitted by the field; identify general trends and promising practices; and make information available to Peace Corps field staff to help them improve their programming and training. The capacity-building efforts of Volunteers are a central component of the project goals, and the projects will be reviewed, analyzed, and provided specific feedback for improvement. The Office of Private Sector Initiatives will track and report the number of Volunteer projects undertaken through the Peace Corps Partnership Program, including trend information by region and project type. The Office of Planning, Policy, and Analysis, through the COS survey, will analyze survey data and provide information to Peace Corps management enabling it to improve programming and training.

| <b>Performance Indicators 1.2</b>  | <b>FY 2007</b> | <b>FY 2008</b> |
|--|----------------|----------------|
| i. Number of individuals assisted by Volunteers (e.g., students, farmers, community members) as reported via the prior year's project status report annual review  | 2,176,000      | 2,196,000      |
| ii. Number of service providers trained by Volunteers (e.g., teachers, health clinic workers, agriculture extension agents) as reported via the prior year's project status report annual review               | 114,300        | 115,400        |
| iii. Number of community-initiated, Volunteer-led, Partnership Program projects  | 465            | 505            |
| iv. Increase the extent Volunteers report that they have helped host country nationals gain a better understanding of the United States and its people, as reported by the Peace Corps close-of-service survey | 91%            | 92%            |

#### **Performance Goals 1.3.1 – 1.3.3**

Incrementally increase the number of Peace Corps applicants representing diverse ethnicities and people 50 and over by 2 percent from an FY 2005 level of 24 percent to 26 percent by FY 2006, to 27 percent by FY 2007, and to 28 percent by FY 2008.

#### **Means and Strategies:**

The Peace Corps will:

- augment the use of targeted recruitment and communication strategies, which include multi-media campaigns to attract recruits requested by overseas posts, including minorities and others with needed skills;
- pursue marketing and recruiting initiatives that target colleges, universities, and community colleges with diverse populations, off-campus markets nationwide, and organizations serving the senior population, among others;
- increase the use of information technology to strengthen Web-based outreach to all groups and improve quality of contact information for minority recruitment; and
- implement recruitment techniques and materials that are specifically designed to attract greater numbers of minority applicants.

#### **Verification and Validation:**

The Office of Volunteer Recruitment and Selection will track applicants from diverse ethnicities, those over 50, as well as the combined total in quarterly minority recruitment reports. Additionally, the Office of Communications will monitor traffic to the minority recruitment and other key sections of the Peace Corps website. The Office of Press Relations will collect news clips on a daily basis to determine the effectiveness of press outreach efforts, and collate a monthly report that includes statistics on articles focusing on diverse Volunteers.

| <b>Performance Indicators 1.3</b>  | <b>FY 2007</b> | <b>FY 2008</b> |
|--|----------------|----------------|
| i. Percentage of applicants over the age of 50   | 7.9%           | 8.0%           |
| ii. Percentage of applicants of diverse ethnicities  | 20%            | 21%            |
| iii. Total visitors to website who access minority recruitment pages and/or scarce skills, family pages                      | 440,000        | 450,000        |
| iv. Number of articles placed in newspapers and other media that focus on diverse Volunteers and/or target diverse audiences | 180            | 185            |
| v. Total number of public service announcements (PSA) placements in minority- and diversity-geared media                     | 2,500          | 4,000          |

## STRATEGIC GOAL 2

Ensure a quality Volunteer experience by increasing the quality of healthcare and managing the safety and security risk factors in each of the communities where the Volunteers live.

### Outcome Goals:

- 2.1 Increase the percentage of Volunteers indicating feeling “adequately” to “exceptionally” satisfied with their in-country healthcare from FY 2002 level of 75 percent to 82 percent by FY 2008.
- 2.2 Increase the percentage of Peace Corps Volunteer Survey respondents indicating they feel safe most of the time (“usually safe” to “very safe”) where they live from FY 2002 level of 86 percent to 88 percent by FY 2008.

#### Performance Goals 2.1.1 – 2.1.2

Incrementally increase the percentage of respondents to the biennial Peace Corps Volunteer survey indicating feeling “adequately” to “exceptionally” satisfied with their in-country healthcare from the FY 2002 level of 75 percent to 80 percent by FY 2006 and to 82 percent by FY 2008.

### Means and Strategies:

The Peace Corps will:

- identify areas within the healthcare system that need improvement; and
- monitor the impact of strategies designed to improve its healthcare system.

### Verification and Validation:

The Office of Medical Services will collect, analyze, and monitor statistics on specific health indicators to gauge the health of Volunteers and monitor the impacts of improvement strategies through the annual Health of the Volunteer, Peace Corps Volunteer Survey, Medevac Survey, and other reports.

| Performance Indicators 2.1   | FY 2007     | FY 2008     |
|--|-------------|-------------|
| i. Percentage of Volunteers medically evacuated to Washington, D.C., reporting they are satisfied with their medical evacuation care as measured by the medevac survey   | 90%         | 90%         |
| ii. Percentage of Volunteer respondents reporting feeling “adequately” to “exceptionally” prepared, both physically and mentally, to meet the challenges of Peace Corps service as measured by the Peace Corps close-of-service survey | 90%         | 90%         |
| iii. Incidence of <i>falciparum</i> malaria in Africa region (measure is in cases per 100 Volunteer/trainee years)   | Target <6.0 | Target <6.0 |

#### Performance Goals 2.2.1 – 2.2.2

Incrementally increase the percentage of respondents to the biennial Peace Corps Volunteer survey indicating that Volunteers feel safe most of the time (“usually safe” to “very safe”) where they live by 2 percent from FY 2002 level of 86 percent to 88 percent by FY 2008.

### **Means and Strategies:**

The Peace Corps will:

- select Volunteer sites in communities that are stable and secure;
- through the Peace Corps safety and security officers, provide training and technical assistance so that posts meet compliance requirements;
- review communication and transportation systems to enhance Volunteer safety;
- conduct safety and security workshops for both overseas staff and Volunteers;
- conduct country assessments on safety and security concerns utilizing Peace Corps safety and security officers and State Department regional security officers in the field; and
- monitor post compliance with Peace Corps Manual Section 270 (MS 270)—Volunteer Safety and Security.

### **Verification and Validation:**

The Peace Corps will track its progress in meeting safety and security requirements through mandatory post reports to the regional director on MS 270 compliance. Furthermore, Peace Corps Safety and Security Officers will provide assessments and recommendations to posts to enhance post safety and security training and processes. In addition, the agency will monitor results from the biennial Volunteer survey regarding safety and security issues, as well as information reported in Safety of the Volunteer, the Peace Corps' annual report on safety and security incidents involving Volunteers.

| <b>Performance Indicators 2.2</b>   | <b>FY 2007</b> | <b>FY 2008</b> |
|---|----------------|----------------|
| i. Percentage of posts receiving safety and security report recommendations annually  | 85%            | 85%            |
| ii. Percentage of Volunteer respondents reporting the safety and security portion of their pre-service training as “adequate,” “effective,” or “very effective” as measured by the biennial Volunteer survey                        | N/A            | 85%            |
| iii. Percentage of Volunteer respondents reporting they were “somewhat,” “considerably,” or “completely” satisfied with support provided by Peace Corps staff for safety and security, as measured by the biennial Volunteer survey | N/A            | 85%            |

## STRATEGIC GOAL 3

Increase the exposure of Americans to other cultures by sharing Volunteer experiences and stories in numerous venues, including the classroom, special events, community visits, and through electronic means, as well as engaging those who have completed their service in ongoing Peace Corps-supported volunteer opportunities.

### Outcome Goal:

- 3.1 Increase the number of interactions with Americans to further the Peace Corps' goals through Peace Corps supported activities to 27,456 (aggregate of indicators i. through iv.) by FY 2008.

#### Performance Goals 3.1.1 – 3.1.3

Increase the number of interactions with Americans to further the Peace Corps' goals through Peace Corps supported activities to 24,382 in FY 2006; 25,844 in FY 2007, and to 27,456 in FY 2008.

### Means and Strategies:

The Peace Corps will:

- continue to sponsor and engage participation of returned and current Volunteers in Peace Corps Week activities;
- sponsor events and provide services to help first-year returned Volunteers market skills and experience derived from their Peace Corps service to U.S. employers;
- improve communication with and information services to returned Volunteers, especially through the use of technology, to increase their awareness of Peace Corps activities and engagement in third goal initiatives;
- raise awareness of the Peace Corps Partnership Program as a vehicle through which private sector entities (RPCV groups, civic/community organizations, faith-based organizations, schools, businesses, etc.) and individuals can connect with and support Volunteer projects;
- promote awareness of the Peace Corps' Coverdell World Wise program to U.S. educators; and
- Expand participation in the Fellows/USA program for returned Peace Corps Volunteers.

### Verification and Validation:

The Office of Volunteer Recruitment and Selection, which includes the Office of Domestic Programs, will monitor and assess implementation of events and delivery of services to ensure increased returned Peace Corps Volunteers' involvement and participation in events throughout the country that further the Peace Corps' third goal of improving Americans' understanding of other peoples. Furthermore, the Office of Private Sector Initiatives will monitor and report on private sector entities and individuals who support Peace Corps Volunteer projects through the Peace Corps Partnership Program.

| Performance Indicators 3.1  | FY 2007      | FY 2008      |
|---|--------------|--------------|
| i. RPCV interactions with the American public in communities and on campuses nationwide during Peace Corps Week and throughout the year through activities supported by the Peace Corps       | 15,200       | 15,900       |
| ii. Donors supporting Peace Corps Volunteer projects through private sector contributions   | 5,800        | 6,200        |
| iii. U.S. educators connecting with Peace Corps Volunteers through the Peace Corps' Coverdell World Wise Schools correspondence match program   | 4,500        | 5,000        |
| iv. Fellows/USA participants serving in communities nationwide  | 344          | 356          |
| v. Visits per year to the Peace Corps' Coverdell World Wise School website that contains lesson plans, Volunteer stories, and other educational resources for use in the classroom and beyond | 1.32 million | 1.45 million |



Peace Corps Director Ron Tschetter tours the Engineering and Industrial Development Center—a Volunteer site—in Mexico.

## STRATEGIC GOAL 4

Increase the retention level of Americans interested in the Peace Corps by better facilitating the process of obtaining information, applying, joining and completing their Volunteer service.

### Outcome Goals:

- 4.1 Improve the responsiveness of the Volunteer application process by streamlining the application process and decreasing the Peace Corps' response time to applicants by 7 percent from 156 days (aggregate of below indicators of timeliness) in FY 2005 to 146 days in FY 2008.
- 4.2 Maintain the overall 12-month Volunteer's resignation rate (with resignation officially defined as a decision made by a Volunteer/trainee that he/she no longer wishes to continue in Peace Corps service) at 10 percent or less.

#### Performance Goals 4.1.1. – 4.1.3

Decrease the Peace Corps' response time to applicants by 2 percent from 156 days in FY 2005 to 154 days in FY 2006, to 150 days in FY 2007, and 146 days in FY 2008.

### Means and Strategies:

The Peace Corps will:

- institutionalize and enhance Web-based application procedures for prospective recruits;
- pilot at each regional recruitment office a variety of innovative Internet outreach, visibility, recruitment, and applicant retention activities, including those oriented toward minority audiences;
- continue to modify the Peace Corps' external website to provide a more citizen-centered experience, including expanded country and assignment information;
- institutionalize and enhance Web-based medical screening procedures for prospective recruits;
- institutionalize customer service improvements and simplify the process for nominating applicants to Peace Corps programs;
- strengthen outreach for hard-to-fill countries, including those in Central Asia; and
- use the website as a tool in training, educating, and preparing Volunteers for service.

### Verification and Validation:

The Office of Volunteer Recruitment and Selection will manage and evaluate these strategies using a standardized system that tracks Peace Corps applications from the initiation of the application process to submission and throughout the subsequent necessary phases. Similarly, the Office of Medical Services will utilize tracking mechanisms to monitor the timeliness of the key steps needed for an applicant to be medically cleared for Peace Corps service.

| Performance Indicators 4.1  | FY 2007 | FY 2008 |
|---|---------|---------|
| i. Number of days from receipt of application to nomination                           | 65      | 64      |
| ii. Number of days from nominee's completed health status review to medical kit sent  | 8       | 7       |
| iii. Number of days from receipt of completed medical kit to medical qualification    | 31      | 30      |
| iv. Number of days from medical qualification to invitation                           | 46      | 45      |
| v. Percentage of applicants who submit their Volunteer applications over the Internet | 85%     | 86%     |

#### Performance Goals 4.2.1 - 4.2.3

Maintain the overall 12-month Volunteer's resignation rate at 10 percent or less in FY 2006, FY 2007, and FY 2008.

#### Means and Strategies:

The Peace Corps will:

- maintain and improve systems to ensure appropriate site development for Volunteers, including the selection and orientation of host country counterparts;
- provide an appropriate level of staff support to Volunteers throughout their two years of service, including site visits from programming and other staff;
- develop and maintain systems to identify, collect and disseminate promising practices in programming and training from posts and other sources;
- promote and support the exchange of resources for enhancing programming and training effectiveness;
- develop manuals, tools, and resources, based on promising practices collected from the field and responding to needs expressed by posts; and
- develop materials and resources that address and integrate agency priorities.

#### Verification and Validation:

The Office of Policy, Planning, and Analysis will collect data on the resignation rate for Volunteers and provide the data for the regions to utilize. The Peace Corps' Center for Field Assistance and Applied Research will monitor the production and quality of programming and training (including the quality of materials provided to posts) with the regions through review of annual reports and evaluations.

| Performance Indicators 4.2   | FY 2007 | FY 2008 |
|--|---------|---------|
| i. Percentage of sites described "very well," "well," or "adequately" prepared in the biennial Volunteer survey  | N/A     | 80%     |
| ii. Percentage of Volunteer respondents reporting their pre-service training to manage cultural differences as "adequate," "effective," or "very effective" as measured by the biennial Volunteer survey                                     | N/A     | 91%     |
| iii. Percentage of Peace Corps project and training programs reviewed annually to provide feedback for improvement to posts as reported via the prior year's project status report/training status report review process                     | 96%     | 97%     |
| iv. Percentage of Peace Volunteer respondents reporting their pre-service training as "adequate," "effective," or "very effective" in preparing them to maintain their mental/emotional health, as measured by the biennial Volunteer survey | N/A     | 85%     |

# The Peace Corps' Performance Results as Required Under the Government Performance and Results Act

## FY 2006 Performance Results

### STRATEGIC GOAL 1

Assist interested countries with their identified needs by gradually expanding the number of trained Volunteers serving overseas; broadening the impact on the lives of men and women in their host communities by transferring tangible skills; and helping to promote an understanding of Americans, including representing American diversity, at a rate consistent with annual funding.

#### Outcome Goals:

- 1.1 Assist interested countries with their identified needs by gradually expanding the number of trained Volunteers serving overseas from 7,733 in FY 2004 to 8,000 in FY 2008, at a rate consistent with annual funding.
- 1.2 Broaden the impact of Volunteers on the lives of men and women in their host communities by transferring tangible skills, as measured by increasing Volunteers reporting in the Peace Corps' close-of-service survey that they were "adequately" to "exceptionally" effective in transferring knowledge and skills to members of their host community, from 80 percent in FY 2006 to 82 percent by FY 2008.
- 1.3 Represent American diversity in Peace Corps host communities by increasing numbers of Peace Corps applicants representing diverse ethnicities and people 50 and over by 4 percent, from FY 2005 level of 24 percent to 28 percent by FY 2008.

#### Performance Goal 1.1.1

*Increase the number of Peace Corps Volunteers to 7,850 by FY 2006.*

| FY 2006 Goal | FY 2006 Actual |       |       |
|--------------|----------------|-------|-------|
| 7,850        | 7,749          |       |       |
| Results      |                |       |       |
| 6,678        | 7,533          | 7,733 | 7,810 |

#### Results and Analysis:

As of September 30, 2006, the Peace Corps fielded 7,749 Volunteers working around the globe to carry out the mission of the agency.<sup>1</sup> While fielding more than 7,700 Volunteers is a significant achievement, the Peace Corps did not meet its target number of Volunteers in the field due to events in Bangladesh, Chad, and East Timor during FY 2006, which necessitated suspending operations in those countries. The Peace Corps plans to reach targeted Volunteer levels in FY 2007, including the infusion of Volunteers into a newly established Peace Corps program in Cambodia and in a reopened program in Ethiopia.

| Performance Indicators 1.1  | FY 2006 Target | FY 2006 Results |
|---|----------------|-----------------|
| i. Number of new country entries  | 1              | 1               |
| ii. Percentage of Peace Corps focus countries participating in the President's Emergency Plan for AIDS Relief (PEPFAR)* | 100%           | 100%            |
| iii. Number of Crisis Corps Volunteers (all funding sources)  | 100            | 223             |
| iv. Overall visits to website   | 8.3 million    | 8.3 million     |

\* This is a measure of whether the Peace Corps is partnering with PEPFAR in all of the nine PEPFAR focus countries in which the agency currently has a presence.

<sup>1</sup> This 7,749 is an "on board" count of all Peace Corps Volunteers and trainees, Crisis Corps Volunteers, and United Nations Volunteers from all funding sources serving under the Peace Corps as of September 30, 2006. It includes 111 Volunteers funded by the President's Emergency Plan for AIDS Relief, as well as 10 Volunteers funded through an interagency agreement with the U.S. Agency for International Development on tsunami relief efforts in Thailand.

## **Results and Analysis:**

In accomplishing the agency's goals for modest expansion, the Peace Corps continues to respond to the numerous countries requesting a Peace Corps presence by opening new programs that focus on meeting the unique needs of the host country. In FY 2006, the Peace Corps opened a program in the Kingdom of Cambodia. This historic new country entry enables Volunteers to work for the first time in Cambodia focusing on issues of education and health.

The Peace Corps continues to be a valuable participant in the President's Emergency Plan for AIDS Relief (PEPFAR). The Peace Corps has a presence in nine of the 15 PEPFAR focus countries.<sup>2</sup> All nine of these posts actively participated in PEPFAR during FY 2006, expanding and enhancing their ongoing efforts in the fight against HIV/AIDS. In addition, seven other posts participated in the PEPFAR program, and Volunteers throughout the world integrated HIV/AIDS awareness messages into their work. Peace Corps Volunteers, by living and working at the grassroots level in communities and speaking the local language, are uniquely suited to share culturally appropriate messages in HIV/AIDS education and prevention. In the 2006 Peace Corps Volunteer survey, 55 percent of Volunteers reported being engaged in HIV/AIDS activities as part of their Peace Corps work, which represents a major increase over the 2004 survey in which 25 percent reported involvement.

In FY 2006, the Peace Corps' Crisis Corps program sent its 1,000th Volunteer into service since the program's inception in 1996. Returned Peace Corps Volunteers continue to put their specialized skills to work on short-term assignments ranging from disaster relief to HIV/AIDS prevention. It was a very active year for the Crisis Corps program, and the number of natural disasters and infusion of funds from various sources accounts for the agency being significantly over its targeted goal. Crisis Corps deployed 138 Volunteers to the Gulf Coast region for recovery assistance to those impacted by Hurricanes Katrina and Rita, which was funded by, coordinated with, and under the authority of the Federal Emergency Management Agency. Crisis Corps also sent 21 Americans to Southeast Asia through an interagency agreement with the U.S. Agency for International Development to provide relief to those affected by the devastation wrought by the tsunami. Throughout FY 2006, Crisis Corps fielded an additional 51 Volunteers, plus 13 PEPFAR-funded Crisis Corps Volunteers for a total of 223 Volunteers from all funding sources.

The overall visits to the agency's website, [www.peacecorps.gov](http://www.peacecorps.gov), increased from 7.9 million in FY 2005 to 8.3 million in FY 2006. The agency was on target with its aggressive FY 2006 goal and expects solid growth next fiscal year through enhancements of website content, such as reaching out to diverse audiences, revising its "kids" site, creating a "teens" site, and incorporating new technology such as really simple syndication (RSS) feeds. The number of Web applications and online donations, two key outcomes of Peace Corps' Web presence, continued to make solid gains in FY 2006.

### **Performance Goal 1.2.1.**

*Incrementally increase the percentage of respondents to the Peace Corps close-of-service survey reporting the effectiveness of transferring knowledge and skills to members of their host community as "adequately" to "exceptionally" to 80 percent by FY 2006.\**

| FY 2006 Goal | FY 2006 Actual |
|--------------|----------------|
| 80%          | 83%            |

\* This is a new performance goal as of FY 2006.  
No data from past fiscal years is available.

<sup>2</sup> PEPFAR has identified 15 focus countries. The Peace Corps has posts in nine of these focus countries—Botswana, Guyana, Kenya, Mozambique, Namibia, South Africa, Tanzania, Uganda, and Zambia. The other focus countries are Ethiopia, Haiti, Ivory Coast, Nigeria, Rwanda, and Vietnam.

### **Results and Analysis:**

One of the Peace Corps' main objectives is for Volunteers to transfer skills to members of the communities in which they live and work in order to make a meaningful and sustainable difference in the lives of those they serve. Volunteers are instructed on methods to build the capacity of the host country nationals with whom they work and to help teach solutions that will be sustainable within the community. According to the Volunteers surveyed upon completion of their service, via the new close-of-service (COS) survey implemented in FY 2006, more than 83 percent of Volunteers stated that they have effectively transferred knowledge and skills to members of their host community.

| Performance Indicators 1.2   | FY 2006 Target | FY 2006 Results |
|--|----------------|-----------------|
| i. Number of individuals assisted by Volunteers (e.g., students, farmers, community members) as reported via the prior year's project status report annual review  | 2,165,000      | 2,187,000       |
| ii. Number of service providers trained by Volunteers (e.g., teachers, health clinic workers, agriculture extension agents) as reported via the prior year's project status report annual review               | 113,800        | 126,300         |
| iii. Number of community-initiated, Volunteer-led, Partnership Program projects  | 430            | 435             |
| iv. Increase the extent Volunteers report that they have helped host country nationals gain a better understanding of the United States and its people, as reported by the Peace Corps close-of-service survey | 90%            | 95%             |

### **Results and Analysis:**

The agency was slightly over its targets for the numbers of individuals assisted and service providers trained by Volunteers. The Center for Field Assistance and Applied Research, through its annual project status review process, compiles annual data and reviews observations related to programming and training as submitted by the field. The Peace Corps accomplishes its goal of transferring skills to people of interested countries by working to build the capacity of men, women, girls, and boys so they can manage their own development in a sustainable manner. Volunteers help build capacity by increasing the knowledge, improving the skills, and promoting behavior change of individuals and families in the countries they serve. Capacity-building efforts are targeted toward individuals, service providers, and organizations, who can, in turn, teach fellow community members.

The number of Partnership Program projects was on target with the FY 2006 goal. Partnership projects are Volunteer-led, community-initiated projects that can only be funded if they meet the Peace Corps' defined standards of sustainability, community involvement, and community need. Through Volunteers, Partnership Program projects help communities realize goals ranging from acquiring equipment for sports teams to building latrines in schools.

One of the key goals of each Volunteer is to help promote a better understanding of Americans on the part of the host country community in which the Volunteer is serving, and the Peace Corps reached its performance indicator in this regard. Volunteers, by sharing about themselves, their families, and their life in the United States, help build a bridge of cross-cultural understanding. By living and working in local communities and speaking the local language, Volunteers forge relationships with their host country community members, and they model a spirit of friendship, understanding, and volunteerism on behalf of Americans.

**Performance Goal 1.3.1.**

*Incrementally increase the number of Peace Corps applicants representing diverse ethnicities and people 50 and over by 2 percent from an FY 2005 level of 24 percent to 26 percent by FY 2006.*

| FY 2006 Goal | FY 2006 Actual |         |         |
|--------------|----------------|---------|---------|
| 26%          | 24%            |         |         |
| Results      |                |         |         |
| FY 2002      | FY 2003        | FY 2004 | FY 2005 |
| 25.0%        | 25.9%          | 26.1%   | 24.5%   |

**Results and Analysis:**

The Peace Corps, while working to gradually expand the number of Volunteers, is also attempting to increase the number of underrepresented ethnic and age groups applying to the Peace Corps. This effort ensures that the Peace Corps continues to do its best to reflect the diverse face of the United States. While the agency matched its FY 2005 level of 24 percent, it is slightly below the FY 2006 target of 26 percent. There continues to be a strong emphasis on recruiting applicants of diverse ethnicities and those over 50, including employing pilot recruitment programs.

| Performance Indicators 1.3   | FY 2006 Target | FY 2006 Results |
|--|----------------|-----------------|
| i. Percentage of applicants over the age of 50   | 7.8%           | 7.2%            |
| ii. Percentage of applicants of diverse ethnicities  | 19%            | 17.5%           |
| iii. Total visitors to website who access minority recruitment pages and/or scarce skills, family pages                      | 430,000        | 442,624         |
| iv. Number of articles placed in newspapers and other media that focus on diverse Volunteers and/or target diverse audiences | 175            | 240             |
| v. Total number of public service announcements (PSA) placements in minority- and diversity-geared media                     | 3,500          | 5,300           |

**Results and Analysis:**

In FY 2006, the agency experienced a slight decrease in the percentage of applicants over 50 as well as applicants of diverse ethnicities. Several approaches will be used to increase the diversity of the Peace Corps' applicant pool, including presentations at conventions targeting older and diverse populations, increased press attention, increasing the number of older recruiters hired, and pilot projects for diversity recruitment.

One way to enhance recruitment efforts targeting diverse audiences is to raise awareness about diverse Volunteers serving in the Peace Corps through media exposure. The agency exceeded the target number of articles that focused on diverse Volunteers and/or appeared in publications written for diverse audiences, which often show images and tell stories about Peace Corps Volunteer service.

Visitors to the website who accessed minority recruitment pages and/or scarce-skills and family pages were just above the performance goal. The growth in this area is the result of more outreach into minority communities with specific content for those populations.

The Peace Corps accomplished 5,300 placements for its PSAs in minority- and diversity-geared media for FY 2006, which is substantially above the goal. Significant factors contributing to this success were the development of a new radio PSA that appeals to radio stations with an urban format (reaching a wider African-American audience) and including Spanish language versions of the PSA for both television and radio.

## STRATEGIC GOAL 2

Ensure a quality Volunteer experience by increasing the quality of healthcare and managing the safety and security risk factors in each of the communities where the Volunteers live.

### **Outcome Goals:**

- 2.1 Increase the percentage of Volunteers indicating feeling “adequately” to “exceptionally” satisfied with their in-country healthcare from FY 2002 level of 75 percent to 82 percent by FY 2008.
- 2.2 Increase the percentage of Volunteer survey respondents indicating they feel safe most of the time (“usually safe” to “very safe”) where they live from FY 2002 level of 86 percent to 88 percent by FY 2008.

### **Performance Goal 2.1.1.**

*Incrementally increase the percentage of respondents to the biennial Peace Corps Volunteer survey indicating feeling “adequately” to “exceptionally” satisfied with their in-country healthcare from the FY 2002 level of 75 percent to 80 percent by FY 2006.*

| FY 2006 Goal |     | FY 2006 Actual |      |         |
|--------------|-----|----------------|------|---------|
| 80%          |     | 92%            |      |         |
| Results      |     |                |      |         |
| FY 2002      | 90% | FY 2003        | N/A* | FY 2004 |
|              |     |                |      | 87%     |
|              |     |                |      | FY 2005 |
|              |     |                |      | N/A*    |

\* There are no results reported for these years because the Peace Corps Volunteer survey is conducted every other year.

### **Results and Analysis:**

The health, safety, and security of every Volunteer is the Peace Corps’ highest priority and is reflected as such in the agency’s planning. The 2006 Peace Corps Volunteer survey demonstrates that the vast majority of Volunteers are satisfied with the healthcare they receive while they live and work in their communities around the world.

| Performance Indicators 2.1   | FY 2006 Target | FY 2006 Results |
|--|----------------|-----------------|
| i. Percentage of Volunteers medically evacuated to Washington, D.C., reporting they are satisfied with their medical evacuation care as measured by the medevac survey   | 90%            | 81%             |
| ii. Percentage of Volunteer respondents reporting feeling “adequately” to “exceptionally” prepared, both physically and mentally, to meet the challenges of Peace Corps service as measured by the Peace Corps close-of-service survey | 90%            | 91%             |
| iii. Incidence of <i>falciparum</i> malaria in Africa region (measure is in cases per 100 Volunteer/trainee years)   | Less than 6.0  | 2.1             |

### **Results and Analysis:**

Peace Corps Volunteers serve in challenging environments throughout the world, and the health of Volunteers is one of the agency’s top priorities. In extreme circumstances, a Volunteer may need to be medically evacuated to Washington, D.C., and the satisfaction of these Volunteers with the care they receive continues to be a focus of the agency. During FY 2006, the data from the medevac survey given those Volunteers reported that the agency fell short of its goal and the FY 2005 results of 93 percent satisfaction. This decline may be attributable to a shift in the agency’s approach to handling Volunteers requiring medical evacuations by utilizing closer regional hubs for their care. In FY 2005, 240 Volunteers were medically evacuated to Washington, D.C., and 176 received care at regional centers overseas. In FY 2006, the percentage shifted appreciably; 192 were served in medical evacuation centers overseas and 187 received care in Washington, D.C. Moreover, those brought to Washington, D.C., were often the most serious cases, which can lead to the termination of a Volunteer’s service for medical reasons. While the lower numbers may reflect displeasure with the circumstances, the agency will nonetheless undertake efforts to address the concerns of medical evacuees, including closely scrutinizing the feedback received in the surveys.

The Peace Corps focuses on equipping Volunteers so that they have the tools they need to deal with the changes they will face in their communities. This training on physical and emotional health is a focus of pre-service training and is reinforced throughout a Volunteer's term of service. The COS survey results from FY 2006 reported that the vast majority of Volunteers are satisfied with the preparation they receive during training to meet the mental and physical challenges of Peace Corps service. Furthermore, Volunteers in malaria-prone areas are thoroughly trained on the proper protocols and the importance of taking their malaria prophylaxis, which accounts for an incidence rate that is well below the target level.

#### **Performance Goal 2.2.1.**

*Incrementally increase the percentage of respondents to the biennial Peace Corps Volunteer survey indicating that Volunteers feel safe most of the time ("usually safe" to "very safe") where they live by 1 percent from FY 2002 level of 86 percent to 87 percent by FY 2006.*

| FY 2006 Goal<br>87% | FY 2006 Actual<br>88% |                |                 |
|---------------------|-----------------------|----------------|-----------------|
| Results             |                       |                |                 |
| FY 2002<br>86%      | FY 2003<br>N/A*       | FY 2004<br>88% | FY 2005<br>N/A* |

\* There are no results reported for these years because the Peace Corps Volunteer survey is conducted every other year.

#### **Results and Analysis:**

The safety and security of the Volunteer is the agency's highest priority. Safety and security information is incorporated into all aspects of Volunteer recruitment, training, and service. The Peace Corps Volunteer survey results indicate that an overwhelming majority of Volunteers feel safe where they live.

| Performance Indicators 2.2  | FY 2006 Target | FY 2006 Results |
|---|----------------|-----------------|
| i. Percentage of posts receiving safety and security report recommendations annually  | 85%            | 85%             |
| ii. Percentage of Volunteer respondents reporting the safety and security portion of their pre-service training as "adequate," "effective," or "very effective" as measured by the biennial Volunteer survey                        | 85%            | 94%             |
| iii. Percentage of Volunteer respondents reporting they were "somewhat," "considerably," or "completely" satisfied with support provided by Peace Corps staff for safety and security, as measured by the biennial Volunteer survey | 85%            | 92%             |

#### **Results and Analysis:**

As a measure of the impact that the safety and security support staff has had on Volunteer safety, the agency's Office of Safety and Security determined that 85 percent of posts would be visited by safety and security officers to assess and make recommendations for improvements to their Volunteer safety support systems. By the end of FY 2006, the office had achieved this goal. Additional visits were made to assist in staff training, crisis management, and collaboration with embassies on physical security recommendations or office relocations; follow-up on previous recommendations; and other safety and security programmatic support.

An important goal related to a Volunteer's perception of safety and security was to increase the percentage of Volunteer respondents to 85 percent who feel that the safety and security information received during pre-service training was adequate to very effective. This was also greatly surpassed with survey data revealing that 94 percent reported favorably. By including region- and post-specific safety and security information in all Welcome Books, invitees become aware of the overall security environment of prospective posts. Additionally, the information provides them with an understanding of the agency's approach to safety and security. Receiving this information before leaving home enables invitees to better absorb the messages that are included in staging and pre-service training.

Additionally, 91 percent of Volunteers reported that they were somewhat to completely satisfied with the support provided by Peace Corps staff regarding their safety and security, which is well above the 85 percent goal. The presence of regional Peace Corps safety and security officers in the field, safety and security coordinators at each post, and safety and security desk officers at headquarters has improved communication, coordination, and oversight of safety and security systems. The agency is encouraged by the positive perceptions Volunteer have of their security, training, and support. The Peace Corps will continue to focus on this important issue, remaining vigilant to maximize Volunteer security overseas.

## STRATEGIC GOAL 3

Increase the exposure of Americans to other cultures by sharing Volunteer experiences and stories in numerous venues, including the classroom, special events, community visits, and through electronic means, as well as engaging those who have completed their service in ongoing Peace Corps-supported volunteer opportunities.

### Outcome Goal:

- 3.1 Increase the number of interactions with Americans to further the Peace Corps' goals through Peace Corps supported activities to 27,456 (aggregate of indicators i. through iv.) by FY 2008.

#### Performance Goal 3.1.1.

*Increase the number of interactions with Americans to further the Peace Corps' goals through Peace Corps supported activities to 24,382 in FY 2006.\**

FY 2006 Goal  
24,382

FY 2006 Actual  
23,377

\* This is a new performance goal as of FY 2006.  
No data from past fiscal years is available.

#### Results and Analysis:

While the number of interactions with Americans to further Peace Corps goals fell just under the targeted goal, education activities such as Peace Corps' Coverdell World Wise School and Fellows/USA programs had healthy levels of participation. Expanded opportunities for Peace Corps Volunteers and returned Peace Corps Volunteers (RPCVs) to share their experiences with Americans as well as improved efforts to capture such interactions should allow the agency to meet its goal in FY 2007.

| Performance Indicators 3.1  | FY 2006 Target | FY 2006 Results |
|---|----------------|-----------------|
| i. RPCV interactions with the American public in communities and on campuses nationwide during Peace Corps Week and throughout the year through activities supported by the Peace Corps       | 14,550         | 14,387          |
| ii. Donors supporting Peace Corps Volunteer projects through private sector contributions   | 5,500          | 4,588           |
| iii. U.S. educators connecting with Peace Corps Volunteers through the Peace Corps' Coverdell World Wise Schools correspondence match program   | 4,000          | 4,037           |
| iv. Fellows/USA participants serving in communities nationwide  | 332            | 365             |
| v. Visits per year to the Peace Corps' Coverdell World Wise School website that contains lesson plans, Volunteer stories, and other educational resources for use in the classroom and beyond | 1.26 million   | 2 million       |

#### Results and Analysis:

Even with high levels of participation during Peace Corps Week and events associated with the agency's 45th anniversary, the agency missed its targeted number of interactions of RPCVs with the American public by less than two percent. The activities of RPCVs help carry the message of understanding of other cultures as they share their stories in schools, community centers, and elsewhere in the United States. The agency will continue to look at ways to encourage even greater RPCV participation, provide them tools to realize the Peace Corps' third goal, and improve efforts to capture the breadth of RPCV participation through activities supported by the Peace Corps.

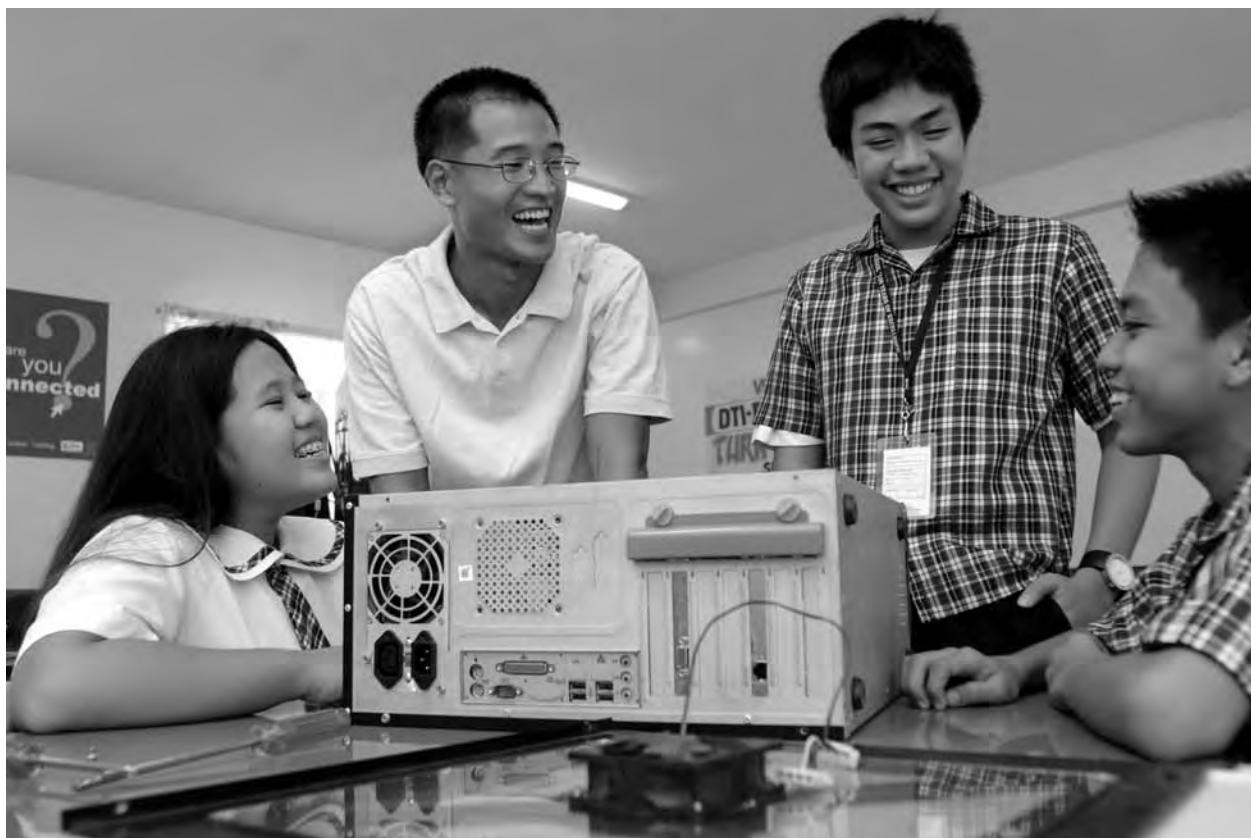
The number of donors supporting Peace Corps Partnership projects failed to meet the FY 2006 target. The average donation amount increased, which led to a corresponding decrease in donors required to meet project needs. The Office of Private Sector Initiatives continues to shift its outreach strategy to reach more schools and civic groups, even though groups of people are counted as one donor. This, and the decrease in the amount of funding

required by Volunteer-led projects, will make expanding donor numbers a continued challenge. Regardless, the office will continue to reach out to a wide variety of donors as required to meet Volunteer project funding needs.

The number of educators connecting with Peace Corps Volunteers through the Coverdell World Wise Schools (CWWS) program met the target performance level. After experiencing database difficulties that hampered optimum program matching, the program implemented an aggressive strategy to increase educator enrollment, which helped provide atypical teacher enrollment gains since mid-year. The CWWS program will continue with its marketing strategy, enabling Volunteers to match with teachers, which helps to bring their experiences alive to students nationwide.

The CWWS website, a key avenue for connecting with schoolchildren across America, exceeded its targeted number of visits per year. An aggressive marketing campaign supplemented by a regular e-newsletter and fresh content has driven CWWS website traffic to historic highs.

The Peace Corps' Fellow/USA program not only exceeded the target for participants, but experienced the highest enrollment since the program's inception in 1985. The addition of 10 new university partners and two new programs in FY 2004 and FY 2005 has led to unexpectedly strong enrollments in FY 2006. Fellows/USA participants use the knowledge, skills, and competencies they developed during their Peace Corps service to benefit the American people by simultaneously working in underserved U.S. communities as they pursue graduate degrees.



Information Technology Volunteer, Philippines: The Peace Corps provides support to Volunteers to meet their physical, emotional, language, and programmatic needs to help ensure Volunteers have a positive experience.

## STRATEGIC GOAL 4

Increase the retention level of Americans interested in the Peace Corps by better facilitating the process of obtaining information, applying, joining and completing their Volunteer service.

### Outcome Goals:

- 4.1 Improve the responsiveness of the Volunteer application process by streamlining the application process and decreasing the Peace Corps' response time to applicants by 7 percent from 156 days (aggregate of below indicators of timeliness) in FY 2005 to 146 days in FY 2008.
- 4.2 Maintain the overall 12-month Volunteer's resignation rate (with resignation officially defined as a decision made by a Volunteer/trainee that he/she no longer wishes to continue in Peace Corps service) at 10 percent or less.

#### Performance Goal 4.1.1.

*Decrease the Peace Corps' response time to applicants by 2 percent from 156 days in FY 2005 to 154 days in FY 2006.\**

| FY 2006 Goal | FY 2006 Actual |
|--------------|----------------|
| 154          | 138            |

\* This is a new performance goal as of FY 2006.  
No data from past fiscal years is available.

### Results and Analysis:

The agency is pleased to have exceeded its FY 2006 goal of response time to applicants by being 16 days faster than the 154-day goal. The application process for becoming a Peace Corps Volunteer has numerous stages, which enables the agency to recruit and thoroughly screen applicants for skills, medical, and suitability issues prior to approving and inviting them for Peace Corps service. The Peace Corps' application process was broken down into its various stages to better analyze efficiencies. Cumulatively, these processing days allow the agency to identify its overall responsiveness to applicants.

| Performance Indicators 4.1  | FY 2006 Target | FY 2006 Results |
|---|----------------|-----------------|
| i. Number of days from receipt of application to nomination                           | 66             | 62              |
| ii. Number of days from nominee's completed health status review to medical kit sent  | 9              | 8               |
| iii. Number of days from receipt of completed medical kit to medical qualification    | 32             | 30              |
| iv. Number of days from medical qualification to invitation                           | 47             | 38              |
| v. Percentage of applicants who submit their Volunteer applications over the Internet | 84%            | 91%             |

### Results and Analysis:

The 11 regional recruitment offices (RROs) located throughout the United States increased the efficiency of their application processing methods, which led to fewer days from application to nomination than the FY 2006 target.

The Placement Unit has processed medically qualified applicants and issued invitations to those individuals in a timely manner. This part of the Volunteer delivery system (VDS) includes finalized information from the Office of Medical Services (OMS), posts, and applicants before the official invitation is issued. The ease in using the online application and electronic references have produced better-than-expected results. In fact, the agency surpassed its goal of applicants submitting their applications over the Internet—91 percent applied online, which was 7 percent over the FY 2006 target and 8 percent over the FY 2005 level.

Additionally, OMS staff, including those sending the medical kits and the screening nurses responsible for determining medical qualification, exceeded their targeted turnaround times, allowing the agency to meet its FY 2006 goals.

| Performance Goals 4.2.1.   | FY 2006 Goal<br><10% | FY 2006 Actual<br>8.8% |                 |
|--|----------------------|------------------------|-----------------|
| Maintain the overall 12-month Volunteer's resignation rate at 10 percent or less in FY 2006. | Results              |                        |                 |
|  | FY 2002<br>9.0%      | FY 2003<br>8.0%        | FY 2004<br>9.0% |

### Results and Analysis:

Retaining Volunteers is an area the Peace Corps has examined and analyzed carefully. The agency's target to keep resignations for FY 2006 below 10 percent was achieved. Offices throughout the agency benefited from a more thorough analysis of early terminations in general, with a focus on resignations (officially defined as a decision made by a Volunteer/trainee that he/she no longer wishes to continue in Peace Corps service). A revised qualitative data instrument was implemented beginning in FY 2005 to collect more meaningful data on reasons Volunteers choose to resign. The agency continues to monitor early terminations (particularly resignations), and to use both quantitative and qualitative data to assist in improving recruiting, training, programming, and all other aspects of the Volunteer experience.

| Performance Indicators 4.2   | FY 2006 Target | FY 2006 Results |
|--|----------------|-----------------|
| i. Percentage of sites described "very well," "well," or "adequately" prepared in the biennial Volunteer survey  | 80%            | 78%             |
| ii. Percentage of Volunteer respondents reporting their pre-service training to manage cultural differences as "adequate," "effective," or "very effective" as measured by the biennial Volunteer survey                                     | 90%            | 91%             |
| iii. Percentage of Peace Corps project and training programs reviewed annually to provide feedback for improvement to posts as reported via the prior year's project status report/training status report review process                     | 95%            | 94%             |
| iv. Percentage of Peace Volunteer respondents reporting their pre-service training as "adequate," "effective," or "very effective" in preparing them to maintain their mental/emotional health, as measured by the biennial Volunteer survey | 84%            | 85%             |

### Results and Analysis:

The Peace Corps strives to retain Volunteers throughout their term of Peace Corps service by managing a quality program. However, life circumstances, such as family emergencies, sometimes cause Volunteers to resign early. These performance indicators were chosen in light of the difficulties Volunteers face that can lead to resignation, including challenges in adapting to the local culture, dealing with emotional or mental health issues, and struggling with the work environment.

The Peace Corps met its goal on training Volunteers to manage cultural differences. The most safe and secure Volunteers are those who are well-integrated into their communities. The Peace Corps provides extensive training on cross-cultural awareness, enabling Volunteers to learn to function well in their new communities. Additionally, the agency provides Volunteers with extensive language training to help them adapt to their new environment and communicate with their host country community members.

The Center for Field Assistance and Applied Research monitors the production and quality of programming and training (including the quality of materials provided to posts) with the regions through the annual project status report (PSR) review process. These evaluations provide feedback to posts on overall possible project improvements. Cohesive projects enable Volunteers to have well-defined work at their sites, which fits into a larger project goal addressing the identified needs of the host country. The agency reviewed and provided feedback on all Peace Corps posts that submitted annual reports; however, it was unable to review all plans during the PSR review process due

to unexpected closures of Peace Corps posts during the year. Additionally, the agency was slightly under its goal for the adequacy of site preparation. Site development is a key function of post staff to effectively place Volunteers in communities. The agency will undertake efforts to review and improve programming and training and ensure that best practices on site development are shared and emphasized throughout the overseas posts.

The agency met its goal on preparing Volunteers to meet their mental/emotional health needs during their service. In FY 2006, the agency undertook efforts to equip Peace Corps medical officers in areas of mental health and Volunteer resiliency, including presenting information on mental and behavioral health at continuing medical education programs in all three of the Peace Corps regions overseas.



**Education Volunteer, Mongolia:** Peace Corps Volunteers educate new generations of children in the countries where they serve.

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AGENCY STRATEGIC PLAN

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