

# PEACE CORPS



CONGRESSIONAL  
BUDGET PRESENTATION

FISCAL YEAR  
2000

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## **PEACE CORPS APPROPRIATIONS LANGUAGE**

For expenses necessary to carry out the provisions of the Peace Corps Act (75 Stat. 612), \$270,000,000, including the purchase of not to exceed five passenger motor vehicles for administrative purposes for use outside of the United States: Provided, That funds appropriated under this heading shall remain available until September 30, 2001.





# PEACE CORPS

DIRECTOR

February 8, 1999

The Honorable Benjamin Gilman  
Chairman  
Committee on International Relations  
House of Representatives  
Washington, D.C. 20515

Dear Mr. Chairman:

On behalf of the 6,700 men and women currently serving as Peace Corps Volunteers, I am honored to provide you with the Peace Corps' FY 2000 budget request of \$270 million. These funds will be used to support Volunteers promoting development at the grass roots level in 80 countries across the world.

The Peace Corps remains committed to providing as many opportunities as possible for Americans to serve overseas. Over the past year, the Peace Corps has continued to streamline agency operations to focus more resources directly on Volunteer programs overseas. Since 1993, these efforts have resulted in a nearly 15 percent decrease in the average cost per Volunteer. As a result, more Americans will be serving as Peace Corps Volunteers at the end of FY 1999 than at any time in 25 years.

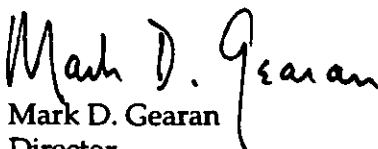
The men and women who serve as Peace Corps Volunteers embody many of our country's finest traditions: service, altruism, and a dedication to the cause of peace and development. Volunteers promote these traditions every day through their commitment to helping those in developing countries make a better future. They work side-by-side with communities to improve education for children and adults, expand access to basic health care, develop small businesses and new economic opportunities, and preserve natural resources. In the process, Volunteers are helping people of developing countries take more control over their own development.

At the same time, Volunteers also help advance our own country's interests by strengthening the ties of friendship between Americans and the people of developing countries. When Volunteers return from their service, they bring home a deep appreciation for other cultures and a strong understanding of the complexities of the modern world. Given our leadership position in the global economy, this "domestic dividend" has never been more important.

The Peace Corps' unique blend of service and development has earned it a tradition of bipartisan support from Congress. Our FY 2000 budget request is the second phase of a multi-year plan to field 10,000 Volunteers—a goal endorsed by Congress in 1985. With your support, we are confident that we can reach this historic goal by early next century, offering a whole new generation of Americans the opportunity for Peace Corps service.

On behalf of the Peace Corps and our Volunteers, I thank you for your support and look forward to working with you in the coming year.

Sincerely,

  
Mark D. Gearan  
Director



## **THE PEACE CORPS:**

### **CHARTING A COURSE INTO THE NEW MILLENNIUM**

The Peace Corps was established in 1961 to promote world peace and friendship through the service of American Volunteers abroad. It has since emerged as an international model of citizen service and of practical, grass-roots assistance to people in developing countries. In adapting to changing needs around the world, the Peace Corps remains guided by its founding mission—to help the people of developing countries meet their basic needs and to help promote mutual understanding among Americans and people from other cultures. Over 38 years and in 134 countries, more than 153,000 Americans have furthered these goals through service in the Peace Corps.

Peace Corps Volunteers from every background travel to the far reaches of the globe for two years to share their skills and values. They earn the admiration and respect of people who often have never met an American. Upon their return, Volunteers apply their overseas experience to a variety of professions and enhance Americans' appreciation of other cultures. Although vast growth in technology has facilitated greater information exchange between peoples and countries, the on-the-ground, people-to-people relationships Peace Corps Volunteers forge with their host country counterparts serve as a crucial foundation for international peace and understanding.

Developing nations continue to identify an acute and growing need for the kinds of skills that Volunteers can contribute. The Peace Corps, through broad recruitment and targeted placement of Volunteers, responds to these requests with a range of program activities. Volunteers help children acquire a basic education and assist farmers in practicing better agricultural techniques. They work with individuals and international organizations to prevent the spread of diseases, offer business advice to entrepreneurs, and assist communities in addressing environmental degradation. Increasingly, they are training students to use computers and helping communities to establish resource centers with Internet access. In recent years—through the innovative Crisis Corps program—Volunteers have played a heightened role in offering assistance in short-term disaster relief and humanitarian efforts. Through these activities, Volunteers empower people in developing countries with the skills to create new opportunities for progress and take charge of their own futures.

**FY 2000 Budget Request** — Today, more than 6,700 Peace Corps Volunteers are living and working alongside local people in 80 countries in Africa, Latin America, Asia, the Middle East, Eastern Europe, and the Pacific. The Peace Corps' FY 2000 budget request represents the second year of a multi-year plan to reach 10,000 Volunteers—a goal that Congress enacted into law in 1985 "as the policy of the United States and a purpose of the Peace Corps." An increase in the number of Volunteers would allow the Peace Corps to expand its education, business, and health programs in Central Asia, address chronic needs in Africa in the areas of HIV/AIDS prevention and girls' education, and assist countries affected by natural disasters.

**Foundation for Growth** — The Peace Corps is prepared to expand its efforts to address the many development needs that exist globally. Tens of thousands of Americans inquire about serving in the Peace Corps every year, and requests from developing countries for additional Volunteers are increasing. Key agency operations and core business processes have been streamlined, resulting in significant financial savings that have been redirected to support more Volunteers. The Peace Corps has already laid the foundation for sensible growth with plans to recruit, select, and support an additional 400 Volunteers for FY 1999.

The following events and initiatives of the past year highlight the agency's readiness for the future:

*New Programs and Graduations* — Consistent with the global nature of its mission, the Peace Corps maintains a broad international presence, while seeking to provide as many opportunities as possible for Americans to serve overseas. In FY 1997, Peace Corps Volunteers made history when they began serving in Jordan and South Africa. In FY 1999, the Peace Corps sent the first Volunteers to serve in Mozambique and Bangladesh. The agency also strengthened its presence in China with the signing of a formal country agreement. At the same time, the Peace Corps has closed its programs in countries where significant development has taken place, most recently in Chile and Fiji. By the end of FY 2002, the Peace Corps will have graduated from Poland, Slovakia, and the Baltic States, where Volunteers will leave a strong legacy of service, community development, and cross-cultural exchange.

*Improved Business Systems* — Financial savings in basic business operations have been achieved by realigning the Peace Corps' headquarters organization, improving overseas financial operations, and reducing medical costs in support of Volunteers. The agency has also taken steps to modernize the agency's information systems and infrastructure. It has developed contingency plans to mitigate difficulties related to Year 2000 issues and has nearly completed renovation of all computer systems to be Y2K compliant. In FY 1998, the Peace Corps successfully relocated to a new headquarters facility, a move that was conducted on time, within budget, and with a minimum of disruption to Peace Corps activities.

*Safety and Security* — The agency has taken significant steps to ensure that current and future Volunteers receive the best possible support and training to carry out their work. New safety and security protocols for Volunteer work sites have been developed and personal safety training for Volunteers and staff has been increased. A new Coordinator for Volunteer Safety and Overseas Security will strengthen monitoring and evaluation of security trends, develop and implement policy recommendations, and serve as the agency's liaison to other agencies with respect to safety and security. Through partnership with other agencies, the Peace Corps will continue to monitor safety conditions in all countries and respond proactively to needs identified by staff and Volunteers.

*Expanding Awareness* — The Peace Corps is prepared to respond to the increased requests for Volunteers with a strategic recruitment plan that includes a new, innovative marketing and communications campaign. With a new recruitment catalogue and film, as well as a redesigned Web site that is quickly becoming the "front door" to thousands of people, the



Peace Corps is recruiting Americans from every background to serve as Volunteers when the next century arrives. Increased visibility and favorable recognition at home and abroad have complemented these recruitment efforts. The relocation of the Peace Corps' new headquarters building in Washington, DC, has created a signature presence for the agency and has attracted speakers such as First Lady Hillary Rodham Clinton, Mrs. Tipper Gore, Queen Noor of Jordan, and Nobel Peace Prize recipient John Hume. Foreign leaders and ministry officials, U.S. Ambassadors, and ordinary citizens around the world continue to offer their unsolicited gratitude for the presence and impact of Peace Corps Volunteers in their countries.

## **Fulfilling the Peace Corps' Mission**

At the heart of all these efforts is the spirit and dedication of Volunteers, who commit two years of their lives to the Peace Corps. Through their individual and collective service, Volunteers fulfill the three goals of the Peace Corps that were enshrined in the legislation that established the agency nearly four decades ago and remain highly relevant in today's changing world:

### **I. International Grass-Roots Development**

Peace Corps Volunteers work in a broad range of activities in the areas of education, business, health, agriculture, and the environment. Through the Crisis Corps, a growing number of Volunteers also participate in disaster relief and humanitarian efforts. All Volunteers receive intensive training that prepares them to conduct comprehensive assessments of their communities' needs, communicate effectively in the local language, and transfer appropriate skills to local people. In addition to their primary job assignments, Volunteers are encouraged to engage in additional community-based activities that respond to local needs.

**Education** — Education is the foundation for social and economic progress. Yet in many of the countries in which Peace Corps works, access to basic education is limited. Education systems suffer from a lack of resources, both human and financial, and many students are unable to attend school beyond the elementary level. Volunteers in education have touched the lives of hundreds of thousands of students in developing countries. They promote adult literacy, work to improve access to education for girls and women, and integrate technology into education programs. Volunteers teach English, math, and science and work with teachers to develop educational materials to address specific needs of the local community. They also encourage parents to become more involved in the education of their children and have helped change attitudes about education. Volunteers encourage the concepts of individual achievement, civic responsibility, and problem solving. In the process, Volunteers help more people expand their horizons, lead fuller lives, and participate actively in the development of their communities.

**Business Development** — Peace Corps Volunteers have long worked with individuals and communities to promote economic opportunities at the grass-roots level. They train entrepreneurs in the basic skills of small business development, such as marketing, business planning, and bookkeeping. Volunteers help women gain access to credit, find new markets for the products they create, and increase their incomes. They work with educators to establish business management training at secondary schools and universities, to provide job opportunities for youth,

and to teach computer skills to business students. Volunteers are also working with non-governmental organizations, municipalities, and development banks to strengthen institutional capacities and support local development projects.

**Health** — In many developing countries, resources for basic health care are often severely limited. Peace Corps Volunteers focus on preventing health problems, and, through education, they promote healthy behavior. Volunteers work primarily in rural areas, where health needs are most pressing and where the impact can be the most significant. They make vital contributions in expanding access to clean water and sanitation, teaching proper nutrition, organizing immunization campaigns, and improving the quality of prenatal and postnatal care for pregnant women. Volunteers have played a leading role in international efforts to eradicate Guinea worm, a severely debilitating disease that affects many African communities. Most importantly, Volunteers work directly with people and in communities to help them assume more responsibility for providing their own health care.

**Agriculture** — Producing food is the primary economic activity of most of the world's people. But the inability of many countries to produce adequate supplies of healthy foods often contributes to poor nutrition, particularly among children. Moreover, many communities employ farming practices that contribute to soil erosion and deforestation. Peace Corps Volunteers seek to improve agricultural production in developing countries by teaching men and women how to diversify their crops, reduce the use of harmful pesticides, and prevent soil erosion. They work with farmers on small animal husbandry and fisheries projects to increase protein consumption. They help establish gardens with fruits and vegetables that are high in micro-nutrients to help alleviate iron, iodine, and vitamin A deficiencies among children. As communities adopt more sustainable and productive agricultural practices, Volunteers work with farmers on agri-business projects to find new markets for their products and expand their incomes.

**Environment** — In many developing countries, people are often directly and immediately dependent on their local environment for economic growth, and its degradation can have enormous and unintended consequences for their livelihoods and their country's economy. Deforestation, water shortages, pressures on public and private land, and depletion of natural resources are problems that affect communities worldwide. Peace Corps Volunteers have become leaders in grass-roots efforts to address these environmental concerns. To help prevent deforestation, Volunteers help establish forest conservation plans, promote tree-planting projects, and develop alternatives to wood as a source of fuel and energy. They collaborate with schools, youth groups, and non-governmental organizations to promote environmental education. Volunteers work to involve more people in resource recycling projects, local clean-up initiatives, development of park management plans, and protection of endangered wildlife species.

**Crisis Corps** — The Crisis Corps is a new Peace Corps program that sends experienced Volunteers to provide short-term assistance in disaster relief and humanitarian response efforts. By virtue of their prior Peace Corps service, Crisis Corps Volunteers already possess the language, technical, and cross-cultural skills to make an immediate impact in critical situations. Since the program was created nearly three years ago, 125 Crisis Corps Volunteers have worked in 15 countries to provide assistance to refugees and people affected by natural disasters. In response to increased requests for this type of assistance, the program will expand this year. Expansion will allow the Peace Corps

to provide much-needed assistance to regions vulnerable to natural disasters, where preparedness and mitigation planning are critical to saving lives and limiting serious property damage.

In the early months of 1999, twenty Volunteers will help with reconstruction and recovery efforts in the Dominican Republic, Haiti, and Antigua in the aftermath of Hurricane Georges and 40 Volunteers will work in Central America to help overcome the tremendous devastation caused by Hurricane Mitch. They will be placed in short-term, targeted assignments to coordinate specific activities on a regional and national level. Their efforts will include rebuilding houses and other structures to withstand natural disasters; working with farmers to replant crops; providing education about disease control and sanitation; and working with local and international organizations to improve water supplies.

**Fostering International Volunteerism** — The Peace Corps works to encourage international volunteerism through partnership and cooperation with other international volunteer-sending organizations and the support of volunteer initiatives in a number of developing countries where Peace Corps Volunteers serve. Over the past several years, the Peace Corps has supported the development of national volunteer organizations in countries such as Mali, Malawi, Papua New Guinea, and the Czech Republic. Last year, the Peace Corps hosted the second International Volunteerism Conference, which brought together leaders from more than twenty international volunteer-sending organizations to expand partnership opportunities and discuss issues of common concern to volunteer organizations engaged in grass-roots development. These efforts will serve as an important contribution to the Peace Corps' legacy of service around the world.

## **II. Americans' Leadership in the Developing World**

The Peace Corps is far more than the sum total of the Volunteers' individual projects. It stands for something special. It is a non-traditional government agency that reflects the most enduring values and ideals of the American people: generosity, civic pride, a strong work ethic, and a commitment to service. By demonstrating and sharing these qualities during their service, Volunteers contribute each day to creating a better understanding of Americans around the world. In the face of many personal and physical challenges, Peace Corps Volunteers offer their ingenuity and an approach to problems that is both optimistic and pragmatic.

The role of Volunteers is especially vital in many countries where, even today, Peace Corps Volunteers are often the first Americans that many people have ever seen or met. In newly independent countries of the former Soviet Union, Volunteers are establishing new bonds of friendship and understanding between Americans and the people of these countries, where not long ago both sides viewed each other with animosity and suspicion. Volunteers are also playing a pivotal role in North Africa and the Middle East, where interaction between Americans and people from those countries has been limited. In South Africa, Volunteers representing the diversity of America are working side-by-side with South Africans of all races. In Latin America, Africa, Eastern Europe, Asia, and the Pacific, Volunteers learn about the rich heritage and culture of their host countries and provide the citizens of those nations a greater insight into American character and culture.

Peace Corps Volunteers' service differs from the approach taken by other governmental agencies and international development organizations. Volunteers are engaged at the grass-roots level, and they are required to speak local languages. A fundamental purpose of their service is to develop a knowledge of the host country and to forge lasting relationships with individuals in their communities. Peace Corps Volunteers are the face of America in places like rural Kazakhstan, urban centers of Eastern Europe, and small villages in Africa, where they may represent the only visible American presence. The people-to-people nature of the Peace Corps, and its separation from the formal conduct of the foreign policy of the United States, has allowed Volunteers to establish a record of service that is highly respected and globally recognized.

### **III. Continuing to Make Contributions at Home**

The Peace Corps' Third Goal—to help strengthen Americans' understanding of other peoples and cultures—is an integral part of the agency's mission. During and after their service, Peace Corps Volunteers share their understanding of the culture, language, and traditions of other countries with countless family members, friends, co-workers, and community groups in the United States. Volunteers can share these skills and experiences directly with the American people through two programs: World Wise Schools and the Peace Corps Fellows Program.

Volunteers also make a difference at home through their continuing community service and by applying the skills they learned as Volunteers to a variety of professional disciplines. In an era of increasing globalism, the Peace Corps is helping to prepare more and more Americans to live and work in a multi-cultural society. With more than 152,000 Americans having joined the Peace Corps since 1961, their impact has been felt in thousands of communities across the country.

**Preparing America's Work Force with Overseas Experience** — Peace Corps training and service provides skills that are increasingly relevant to America's participation in the international economy. Volunteers worldwide learn more than 180 languages and dialects, and they receive extensive cross-cultural training that enables them to function effectively at a professional level in different cultural settings. Returned Volunteers often use these skills and experiences to enhance careers in virtually every sector of our society—Congress, the Executive branch, the Foreign Service, education, business, finance, trade, health care, and social services. Today, former Peace Corps Volunteers are serving as American Ambassadors in Algeria, Armenia, Guyana, Malawi, Nigeria, Togo, and Senegal. They can be found in every walk of life, and many of them say that their Peace Corps experience had a profound impact on their careers. Returned Volunteers possess a high level of confidence, independent judgment, and cross-cultural resourcefulness that is recognized by employers in all professions.

**Peace Corps Volunteers Educating Young Americans** — Established in 1989 under the leadership of former Peace Corps Director Paul Coverdell, the World Wise Schools Program seeks to give American school children an opportunity to learn first-hand about the world from current and former Peace Corps Volunteers. Volunteers' experiences are shared with schools through the Internet, print materials, video conferences, and educational broadcasting. Approximately 4,000 current Peace Corps Volunteers are sharing their experiences in developing countries with students

in America's classrooms through correspondence exchanges. During the 1997-1998 school year alone, the World Wise Schools program grew by nearly 50 percent and now reaches more than 390,000 students in all 50 states. In addition, the agency is continuing to produce and update its award-winning "Destination" videos and teacher guides, which provide information about everyday life in countries in which Peace Corps serves and are distributed to World Wise Schools classrooms and other interested groups. The benefits from these collective activities are proving as valuable and lasting as the technical skills that Volunteers share overseas.

On March 3, 1998—the 37<sup>th</sup> Anniversary of the Peace Corps Act—the Peace Corps celebrated "Peace Corps Day" in America's schools. Approximately 5,000 returned Peace Corps Volunteers shared their overseas experiences with more than 300,000 students across the country. Secretary of Education Richard Riley will again serve as Honorary Chairman for this year's event on March 2, 1999. Plans are underway for 10,000 returned Volunteers to engage in classroom presentations in their communities, special events in partnership with the National Geographic Society and the Smithsonian Institution, video and telephone links between currently serving Volunteers and U.S. classrooms, and a variety of other local and national activities.

**Peace Corps Volunteers Continuing To Serve Local Communities** — The Peace Corps Fellows Program, established in 1985 under the leadership of the late Peace Corps Director Loret Miller Ruppe, is a public-private partnership that brings returned Peace Corps Volunteers, institutions of higher education, community organizations, foundations, and corporate supporters together behind a common purpose: to use the unique experience and skills of returned Volunteers to help address some of the most pressing problems in communities across America. Today, 26 colleges and universities across the United States offer scholarships or reduced tuition, financed by the private sector, to more than 250 returned Volunteers who are enrolled in master's degree programs. Each Peace Corps Fellow, in return, makes a two-year commitment to work in a local, underserved community in areas such as education, public health, social work, and business. More than 1,000 returned Volunteers have participated in the Fellows program since it was established.

### **CONCLUSION: MAKING A DIFFERENCE AT HOME AND ABROAD**

Through an innovative and dynamic pursuit of its three chartered goals, the Peace Corps remains the world's premier international service organization engaged in grass-roots development. The agency remains committed to instituting efficient business practices, private sector partnerships, and streamlined operations so that more resources are focused on sending well-trained and well-supported Volunteers overseas to promote world peace and friendship. With the increasing relevance of international experience and cross-cultural skills, Peace Corps Volunteers will be leaders in every field. And most importantly, they will continue to exemplify America's proud tradition of service, at home and abroad.

## **LAYING THE FOUNDATION FOR GROWTH: THE PEACE CORPS' BUSINESS OPERATIONS**

As part of our efforts to prepare for the next century, the Peace Corps has taken numerous steps over the past few years to streamline agency operations so that resources can be redirected to support additional Volunteers. Headquarters staffing has been reduced 13 percent since 1993. Five of sixteen domestic recruiting offices have been closed, and 13 country programs were closed in Fiscal Years 1996, 1997, and 1998 as part of a plan to phase-out certain programs in response to budget constraints starting in FY 1996. Financial savings in basic business operations have been achieved by realigning the headquarters organization and improving overseas financial operations. The creation of the International Financial Operations office will reap savings of \$1 million annually beginning in FY 1999. Moreover, certain medical costs have been reduced. The sum of all of these financial savings have contributed to a 14 percent reduction in the average cost per Volunteer (in constant dollars) between FY 1993 and FY 1998.

Even as Peace Corps has reduced the size of its staff and the cost of its operations, the agency has remained firm in its commitment to provide as many opportunities as possible for Americans to serve overseas as Volunteers. In five out of the last six years, the Peace Corps has recruited, trained, and placed more than 3,500 Volunteers. This placement process has been important to the stability of Volunteer projects and will enable the Peace Corps to place future Volunteers in the most effective manner.

In addition, organizational and process improvements are being implemented so that the Peace Corps can take advantage of the best technology and business practices available today, and ensure that the agency's business functions are prepared for the challenges of the new century.

The following highlights the progress of major management or technology changes already underway to improve the Peace Corps' operational effectiveness.

### **Realignment of Headquarters Operations**

During FY 1997 and FY 1998, several aspects of the Peace Corps' headquarters operations were restructured in an effort to merge functions and organize operations in a more efficient way. The realignment involved:

- the consolidation - from four to three - of the "regional" offices that correspond with and manage Peace Corps' overseas posts;
- the consolidation of a number of Peace Corps program and training functions into a central office called "The Center for Field Assistance and Applied Research;" and
- reorganizing the agency's budget and financial management functions and establishing three Budget Implementation Teams (BITs) to provide financial and administrative services to headquarters offices.

This realignment has eliminated a bureaucratic layer in the financial area and is generating savings in budget, staff positions, and time spent on duplicative paperwork and processes. The cost savings that result can be redirected to supporting Volunteers.

## **Preparation for the Year 2000**

Like other Federal agencies, the Peace Corps is working diligently to prevent difficulties related to the Year 2000 computer bug. Y2K-related problems threaten Peace Corps operations in two ways. First, the Peace Corps must ensure that our own internal computers and computer systems will work in FY 2000. For the past two years we have been taking steps to prevent internal disruptions to Peace Corps operations related to Y2K. All of Peace Corps' computer systems (including all of those considered mission-critical) have been renovated to be Y2K compliant or are in the process of being renovated or replaced. Second, Peace Corps is concerned that failure in other systems that are beyond our control may interfere with the operations of Peace Corps programs overseas and threaten the safety of Volunteers. To mitigate these risks, Peace Corps has conducted assessments of overseas operations to determine the extent of potential problems and to develop contingency plans. A Year 2000 Unit has been established, reporting to the Chief Information Officer, to build awareness, perform risk assessment, and lead in the development and implementation of business continuity and contingency plans. This Unit is also an active member of the International Subcommittee of the President's Y2K Council, the Foreign Affairs Interagency IRM Group, and the Contingency Planning Subcommittee of the CIO Council.

## **International Financial Operations**

During FY 1997 and FY 1998, Peace Corps began providing direct financial management support to posts overseas. This change was initially undertaken as a pilot project in response to projected increases in the cost of purchasing these services from the State Department. When initial efforts to provide financial management support directly to posts proved successful, all Peace Corps posts were converted to the new International Financial Operations (IFO) system. This conversion took place in five phases, from October 1996 until August 1998. The creation of the IFO office at Peace Corps headquarters and its work with posts overseas has resulted in many benefits for the agency. It has streamlined financial management processes, improved internal controls and ensured the integrity of Peace Corps financial data, and instituted better customer service for Peace Corps posts. Beginning in FY 1999, the creation of IFO will result in net savings to the agency of \$1 million or more each year that can be redirected to support Volunteer programs. Largely because of her work in creating IFO, the Peace Corps' Chief Financial Officer was awarded the Donald L. Scantlebury Memorial Award by the Federal Government's Joint Financial Management Improvement Project in March, 1998.

## **Taking Advantage of Technology**

Peace Corps has a number of efforts underway to improve operations by modernizing the agency's information systems and infrastructure. In FY 1999, Peace Corps will continue efforts to replace our outdated Financial Management System with a system that provides state-of-the-art capabilities to track and plan our financial operations. Significant work has already been done to procure a new system that meets Peace Corps' unique set of requirements. Peace Corps is working closely with the Department of the Treasury's Financial Management Service and is following GSA procurement guidance. Procurement has been delayed pending the results of GSA's recent open season for vendors, but the selection of a new system is expected to take place in FY 1999. In

the meantime, Peace Corps has contracted with the existing system's vendor, CDSI, to ensure that the existing system is protected from Y2K failures.

During FY 1999, Peace Corps will complete the modernization of network infrastructure in all offices overseas. The completion of this three year project will enhance connectivity among Peace Corps headquarters, regional offices in the United States, and overseas posts. Installation of new "Ethernet" networks provide the agency with increased capacity and the ability to install Windows-based computers in addition to Macintosh computers, which are the current agency standard.

### **Headquarters Building**

The Peace Corps' lease for headquarters office space at 1990 K Street, N.W. in Washington, D.C. expired on September 11, 1998. After an extensive review of options, Peace Corps worked closely with the General Services Administration to locate new office space. The move to 1111 20th Street, N.W. was conducted on time, within budget, and with a minimum of disruption to Peace Corps activities. For basically the same rent, the new building offers Peace Corps several advantages, including modern facilities, improved security, and a large multipurpose space on the ground floor to accommodate large meetings, training sessions, and outside groups.



# **ATTACHMENTS**

**Map of Countries Where Volunteers Serve**

**Volunteer Profile and Demographics**

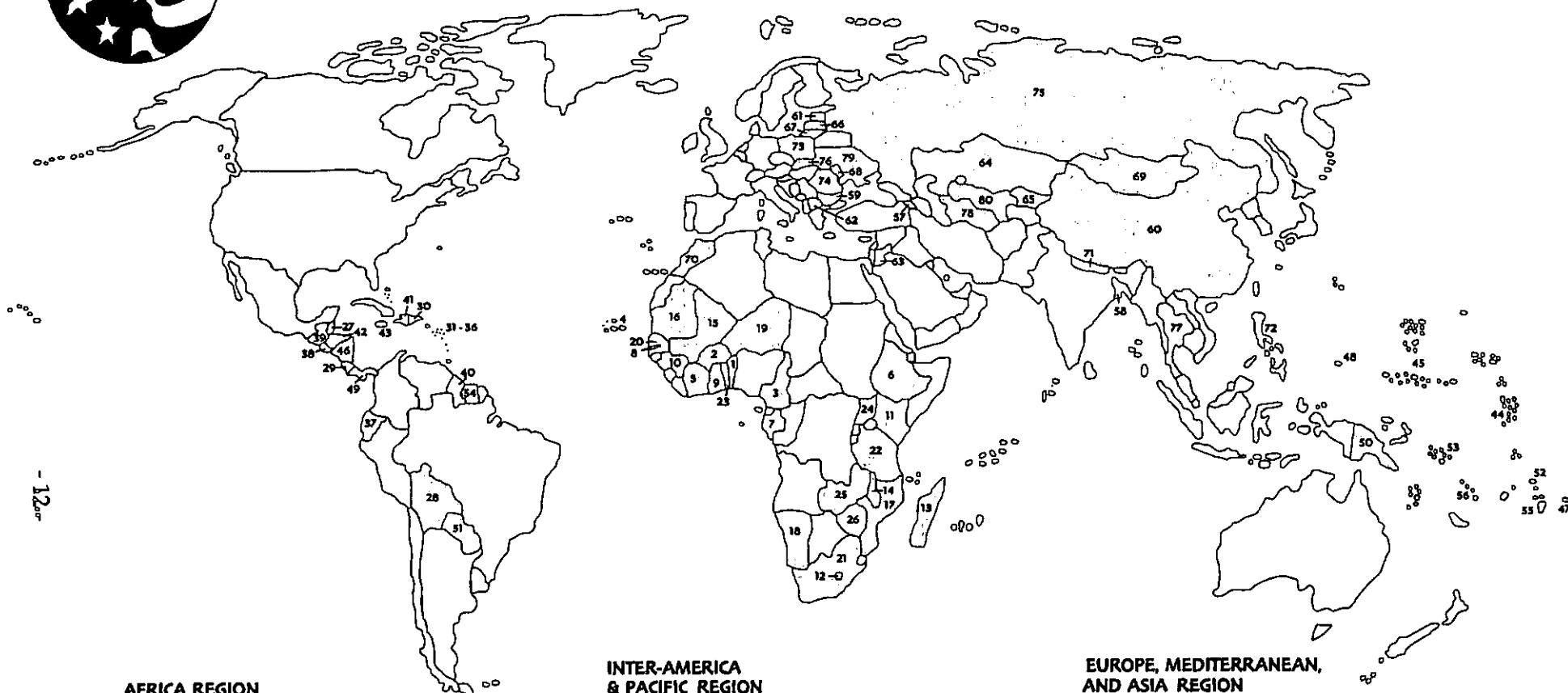
**Life Cycle of the Volunteer**

**Languages Spoken by Volunteers**

**Domestic Dividend**



# Countries Where Peace Corps Volunteers Serve\*



## AFRICA REGION

- |                 |                 |
|-----------------|-----------------|
| 1 Benin         | 14 Malawi       |
| 2 Burkina Faso  | 15 Mali         |
| 3 Cameroon      | 16 Mauritania   |
| 4 Cape Verde    | 17 Mozambique   |
| 5 Côte d'Ivoire | 18 Namibia      |
| 6 Ethiopia      | 19 Niger        |
| 7 Gabon         | 20 Senegal      |
| 8 The Gambia    | 21 South Africa |
| 9 Ghana         | 22 Tanzania     |
| 10 Guinea       | 23 Togo         |
| 11 Kenya        | 24 Uganda       |
| 12 Lesotho      | 25 Zambia       |
| 13 Madagascar   | 26 Zimbabwe     |

## INTER-AMERICA & PACIFIC REGION

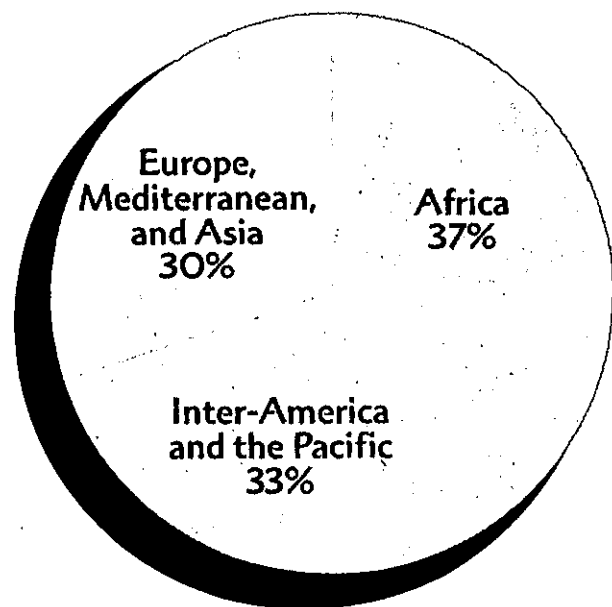
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|----------------------------|---------------------|
| 27 Belize                  | 41 Haiti            |
| 28 Bolivia                 | 42 Honduras         |
| 29 Costa Rica              | 43 Jamaica          |
| 30 Dominican Republic      | 44 Kiribati         |
| 31-36 Eastern Caribbean    | 45 Micronesia       |
| • Antigua/Barbuda          | 46 Nicaragua        |
| • Dominica                 | 47 Niue             |
| • Grenada & Carriacou      | 48 Palau            |
| • St. Kitts/Nevis          | 49 Panama           |
| • St. Lucia                | 50 Papua New Guinea |
| • St. Vincent & Grenadines | 51 Paraguay         |
| 37 Ecuador                 | 52 Samoa            |
| 38 El Salvador             | 53 Solomon Islands  |
| 39 Guatemala               | 54 Suriname         |
| 40 Guyana                  | 55 Tonga            |
|                            | 56 Vanuatu          |

## EUROPE, MEDITERRANEAN, AND ASIA REGION

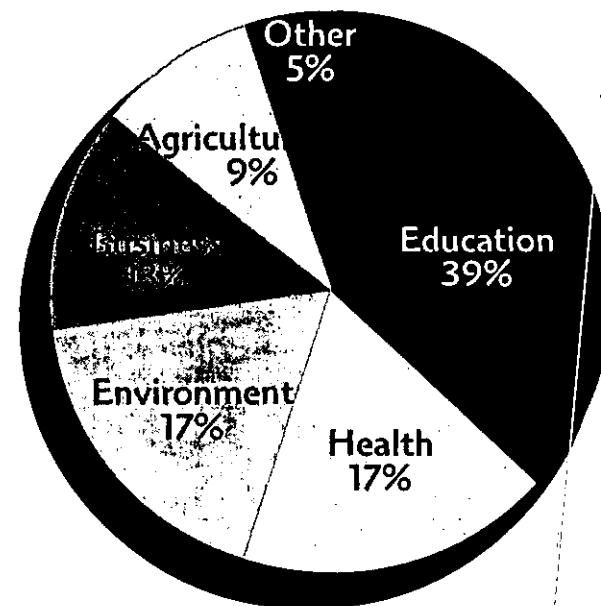
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| 57 Armenia                               | 69 Mongolia     |
| 58 Bangladesh                            | 70 Morocco      |
| 59 Bulgaria                              | 71 Nepal        |
| 60 China                                 | 72 Philippines  |
| 61 Estonia                               | 73 Poland       |
| 62 Former Yugoslav Republic of Macedonia | 74 Romania      |
| 63 Jordan                                | 75 Russia       |
| 64 Kazakstan                             | 76 Slovakia     |
| 65 Kyrgyz Republic                       | 77 Thailand     |
| 66 Latvia                                | 78 Turkmenistan |
| 67 Lithuania                             | 79 Ukraine      |
| 68 Moldova                               | 80 Uzbekistan   |

\* As of September 30, 1999 Peace Corps Volunteers will be serving in 80 countries worldwide

## Volunteers By Region

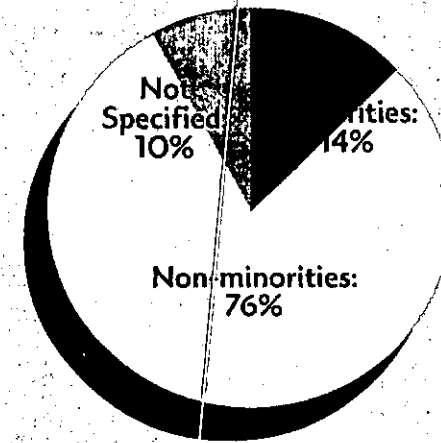
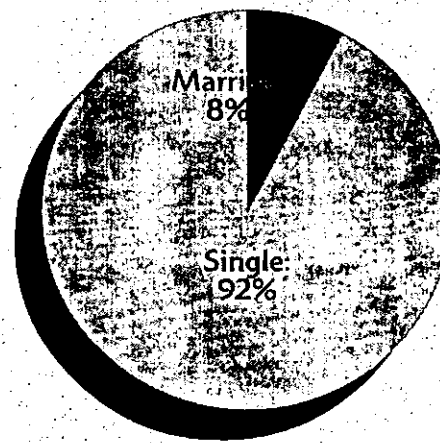
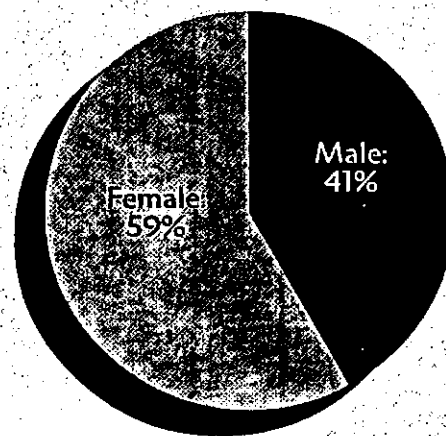
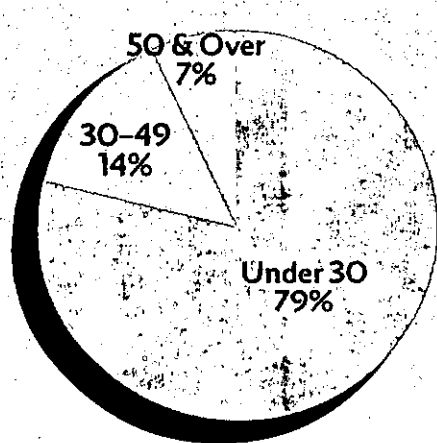


## Volunteer Projects



Current as of September 30, 1998

## Volunteer Profile



# The Life Cycle of a Volunteer

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

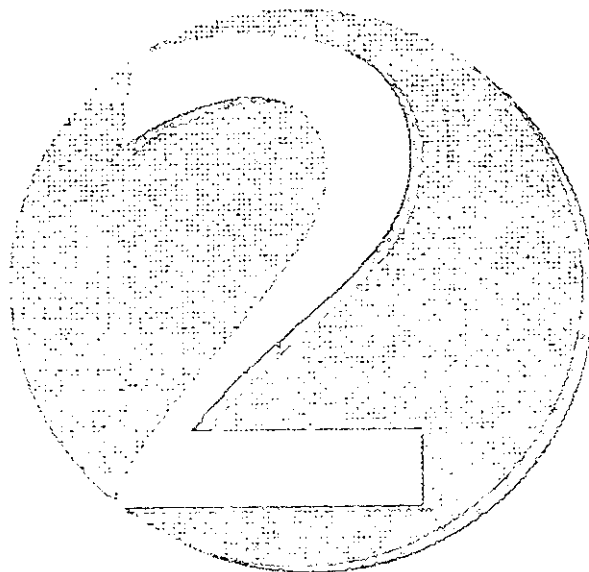


## *Applicant*

- **Recruitment**  
Recruiters in all regional offices identify and encourage qualified Americans to apply to the Peace Corps. These efforts are enhanced by a comprehensive marketing strategy to reach a diverse applicant pool.
- **Application**  
Recruiters conduct in-depth interviews to assess applicants for motivation, emotional maturity, cultural adaptability, and technical skills.
- **Clearances**  
Peace Corps staff clear superior candidates for legal and medical requirements.
- **Placement**  
Placement officers match candidates to a country and to a specific project, according to skills, experience, and interests.

## *Trainee*

- **Orientation**  
Staff conduct one-to-two day orientation to provide basic pre-departure information and clarify agency policies.
- **Training**  
Staff conduct intensive pre-service training for 10-12 weeks to prepare trainees for living and working at their sites. Training components include: language, technical, cross-cultural, health and personal safety. After successful completion of training, trainees are sworn-in as Volunteers.





## ***Volunteer***

- **Site Selection**  
Peace Corps' in-country staff ensure that Volunteers have suitable assignments and adequate and safe living arrangements.
- **Living Allowance**  
Peace Corps' financial management system ensures that Volunteers receive a monthly living allowance to cover housing, utilities, household supplies, clothing, food, and transportation.
- **Health**  
The Peace Corps Medical Officer administers a comprehensive health care program that includes health training, immunization, periodic medical exams, and visits to Volunteers.
- **Volunteer Security**  
Peace Corps posts work with the State Department to review overall safety requirements in the host country. At headquarters, the Coordinator for Volunteer Safety and Overseas Security works to assess and address potential safety and security risks to Peace Corps Volunteers.
- **In-Service Training**  
Post staff organize and conduct periodic training to improve technical and language skills and to increase awareness of changing health and safety issues.
- **Continuing Links with the U.S.**  
Through the World Wise Schools correspondence program, headquarters staff link students in the U.S. with Volunteers serving overseas to expand the students' awareness of other countries and cultures.
- **Private Sector**  
Headquarters staff match interested Volunteers with potential donors for textbooks, sports equipment, and other resources.
- **Service Extension**  
A limited number of Volunteers—provided they have a unique skill needed in a project and an outstanding record of service—are allowed to extend their service for an additional year.

## ***Returned Volunteer***

- **Career Planning**  
Peace Corps staff compile information on career and life planning that is distributed to Peace Corps Volunteers 3-6 months before the end-of-service. Volunteers over age 50 also receive a *Senior Volunteer Packet*, addressing the needs of older Volunteers.
- **Readjustment Allowance**  
At the close of service, Volunteers receive \$225 per month served to help finance the transition from Peace Corps service to careers and/or school in the U.S.
- **Health Insurance**  
Volunteers are automatically enrolled in a comprehensive health insurance plan for the first month after they leave the Peace Corps and can opt to continue the policy on their own for up to 18 additional months.
- **Returned Volunteer Services (RVS)**  
At Peace Corps headquarters and at 11 regional offices, returned Volunteers can obtain information on career and educational opportunities.
- **Crisis Corps**  
Headquarters staff recruit, train, and place experienced Volunteers in short-term assistance positions for disaster relief and humanitarian response efforts.

# LANGUAGES SPOKEN BY PEACE

## AFRICA

Benin	Adja Fon Bariba Dendi Ditemari French Goun Gourmatche Ife Kotafon Mina Yom Yoruba (Nagot) - - -	Ghana	- - - Asanti Buli Curuni Dagare Dagbani Dangme Ewe Fanté Ga Gonja Hausa Kasem Kusaal Twi - - -	Mozambique	- - - Portuguese - - -
Burkina Faso	French Fulfulde Gulmanchema Jula Lobiri Mooreé - - -	Guinea	French Guerzé Maninka Pulafuta Soussou - - -	Namibia	Afrikaans Damara/Nama Jul Ihoasi Oshikwanyama Oshindonga Otji Herero Rugciriku Rukwangali Silozi - - -
Cameroon	Bulu Creole (English based) French Fulfulde Ghom alà Kako - - -	Guinea Bissau	Crioulo Pulaar Portuguese - - -	Niger	French Fulfulde Hausa Zarma - - -
Cape Verde	CV Criolo Portuguese - - -	Kenya	Kalenjin Kikuyu Kiswahili Luo Luyha - - -	Senegal	French Jaxanke Mandinka Pulaar ) Pulafuuta Seereer Wolof - - -
Chad	Arabic French Mundang Mussai Ngambaye Sara - - -	Lesotho	Sesotho - - -	South Africa	Northern Sotho Tsonga Venda - - -
Cote d'Ivoire	Dioula French - - -	Madagascar	Antanosy Bara French Malagasy Sakalava - - -	Tanzania	Kiswahili - - -
Eritrea	Tigrinya - - -	Malawi	Chichewa Chitumbuka - - -	Togo	Ewe Kabiye Moba Tchokossi Bassar Tem Ife (Ana) French - - -
Ethiopia	Amharic Oromo Tigrinya - - -	Mali	Bambara Dogon French Fulfulde Malinke Minianka Senoufou Sonrai Arabic French Hassynia Pulaar Soninke Wolof	Uganda	Acholi Kiswahili Lhukonzo Luganda Runyankole Runyoro - - -
Gabon	Fang French Mitsogo Nzebi Obamba Punu Teke	Mauritania		Zambia	Bemba Kaonde Lunda Nyanja - - -
The Gambia	Jola Mandinka Pulaar Wolof			Zimbabwe	Ndebele Shona

# CORPS VOLUNTEERS ACROSS THE WORLD

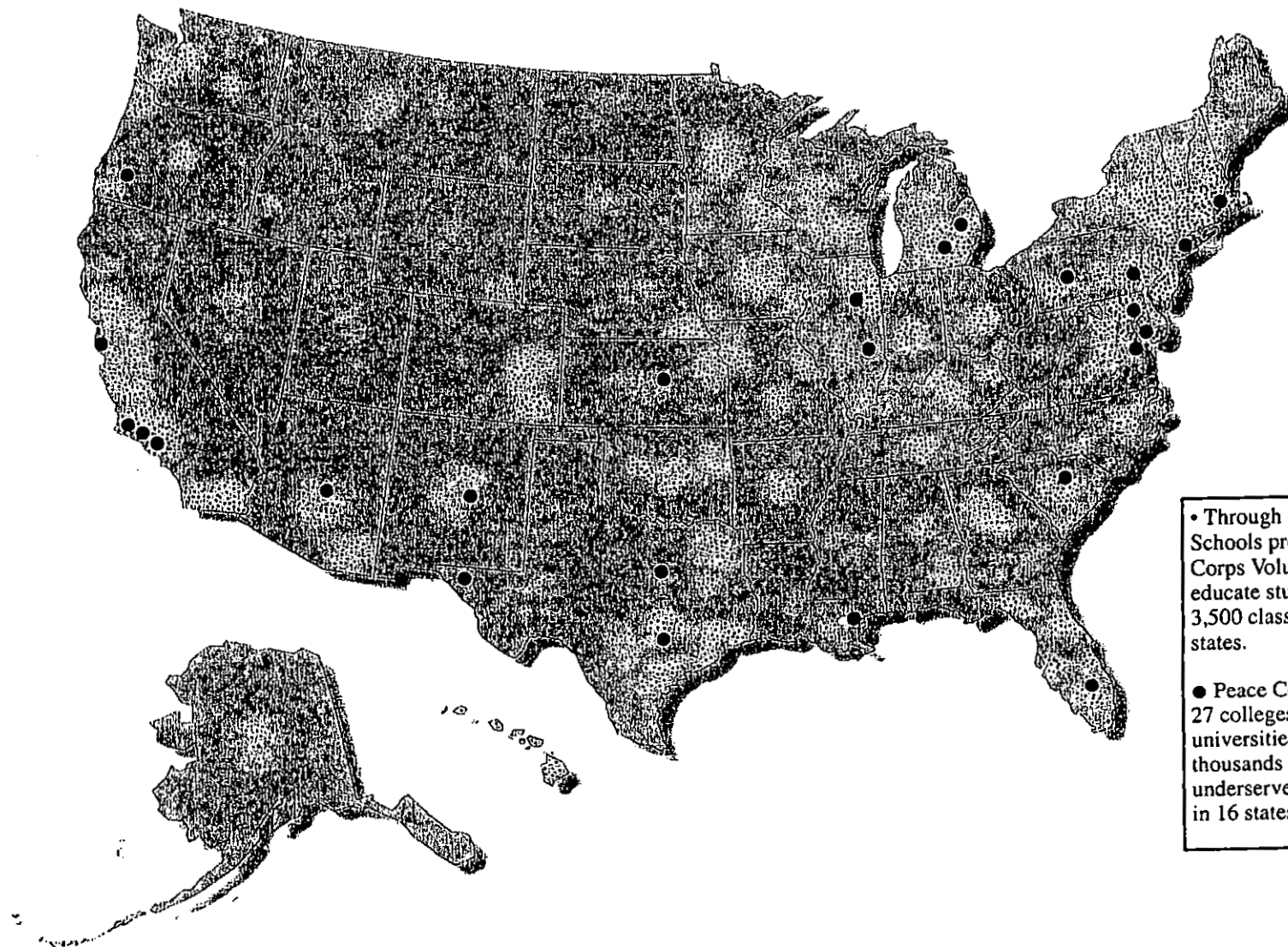
## EUROPE, MEDITERRANEAN & ASIA

Albania	Albanian	Mongolia	Mongolian	Poland	Polish
	- . -		- . -		- . -
Armenia	Armenian	Morocco	Arabic	Romania	Romanian
	- . -		French		- . -
Bulgaria	Bulgarian		Tamazight	Russia	Russian
	- . -		Tashelheet		- . -
Bangladesh	Bengali	Nepal	Nepali	Slovakia	Slovak
	- . -		- . -		Hungarian
China	Mandarin	Philippines	Asi	Sri Lanka	Sinhala
	- . -		Bantayonon		Tamil
Estonia	Estonian		Bantuanon		- . -
	- . -		Bikol-Albay	Thailand	Thai
Jordan	Arabic		Bikol-Naga		- . -
	- . -		Bikol-Norte	Turkmenistan	Turkmen
Kazakstan	Kazak		Cuyunon		Russian
	Russian		Hiligaynon		- . -
	- . -		Ilokano	Ukraine	Ukrainian
Kyrgyz Republic	Kyrgyz		Itbayaten		Russian
	Russian		Ivatan		- . -
	- . -		Loocnon	Uzbekistan	Uzbek
Latvia	Latvian		Porohanon		Russian
	- . -		Romblomanon		
Lithuania	Lithuanian		Tagalog		
	- . -		Viracnon		
Moldova	Romanian		Waray		
	Russian				

## INTER-AMERICA & THE PACIFIC

Belize	Creole	Honduras	Miskito	Panama	Spanish
	Spanish		Spanish		- . -
	- . -		- . -	Papua	Tok Pisin
Bolivia	Quechua	Jamaica	Jamaican Creole	New Guinea	- . -
	Spanish		(Patwah)		- . -
	- . -		- . -	Paraguay	Guarani
Dominican Republic	Spanish	Kiribati	i-Kiribati		Spanish
	- . -		- . -		- . -
Eastern Caribbean	French Creole	Micronesia	Chuukese	Samoa	Samoan
	(Kweyol)		Halls Island Dialect		- . -
	Caribbean		Kapingamarangi	Solomon Islands	Solomon Pidgin
	English Dialect		Kosraean		- . -
	- . -		Namonuito	Suriname	Carib
Ecuador	Quechua		Nukuoro		Ndjuka
	Spanish		Palauan		Saramaccan
	- . -		Pingilapese		Sranan Tongo
El Salvador	Spanish		Pohnpeian		- . -
	- . -		Sapwuafik	Tonga	Tongan
Guatemala	Cakchiquel		Satawalese		- . -
	Kek'chi		Ulithian	Uruguay	Spanish
	Spanish		Woleain		- . -
	- . -		Yapese	Vanuatu	Bislama
	- . -		- . -		
Guyana	Creole	Nicaragua	Spanish		
	- . -				
Haiti	Kreyòl				

# Peace Corps' Domestic Dividend



• Through the World Wise Schools program, Peace Corps Volunteers help educate students in over 3,500 classrooms in all 50 states.

● Peace Corps Fellows at 27 colleges and universities work with thousands of students in underserved communities in 16 states.









## **PEACE CORPS FY 2000 BUDGET REQUEST**

The Peace Corps' budget request for FY 2000 is \$270,000,000, an increase of \$28,731,000 over the \$241,269,000 provided to the Peace Corps in FY 1999.\* (See note below). The FY 2000 request represents the second year of a multi-year plan for the Peace Corps to reach 10,000 Volunteers - a goal that Congress established for the Peace Corps in 1985. In order for the Peace Corps to reach this goal, the agency will need an estimated budget of \$298,000,000 in FY 2001, \$327,000,000 in FY 2002, and \$365,000,000 in FY 2003 to recruit, train, place, and support a Volunteer corps of 10,000.

### **HOW THE PEACE CORPS COUNTS VOLUNTEERS**

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

#### **Trainee Input**

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

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

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

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

#### **Volunteers on Board**

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

Note: In FY 1999 Congress directly appropriated \$240,000,000 to the Peace Corps and provided an additional \$1,269,000 to the Peace Corps for security through Economic Support Funds in the FY 1999 Omnibus Appropriations Act.

**The Peace Corps' FY 2000 request includes the following:**

**Growth in the Volunteer Corps (+\$16,742 thousand)**

The budget increase requested in FY 2000 will fund an increase in the number of Volunteers on board from approximately 7,050 (as previously planned) to 8,000. This budget increase includes three components:

***1. Supporting the Second Year Cost of the Expansion in the Volunteer Corps (+\$7,365 thousand)***

The FY 1999 enacted appropriation to the Peace Corps allows the Peace Corps to plan to send approximately 450 more trainees to the field than in FY 1998, for a total of about 4,000. Supporting these new Volunteers in FY 2000 will cost the Agency \$7,365 thousand.

***2. Sustaining the FY 1999 Expansion Levels in FY 2000 (+\$6,277 thousand)***

This increase will allow the Peace Corps to maintain the same total number of trainees sent to the field in FY 2000 as are planned for FY 1999 (i.e., about 4,000).

***3. Further Increasing FY 2000 Trainee Levels by 200 (+\$3,100 thousand)***

This increase will allow the Peace Corps to send an additional 200 trainees to the field in FY 2000 above currently planned FY 2000 levels. This would bring total trainee input in FY 2000 to about 4,200.

**Security Enhancements (+\$7,545 thousand)**

Based upon an initial security assessment, the Peace Corps has identified a number of enhancements to improve the security of Peace Corps Volunteers, staff, and property. Funds requested would provide infrastructure improvements at selected posts, additional training for Volunteers, recurring costs for additional guard services, Peace Corps Regional Security Officers and a Security Coordinator in headquarters, and consultation with security experts to provide independent recommendations to the Agency on security matters.

**21st Century Technology Improvements (+\$2,500 thousand)**

During FY 1999, the Peace Corps plans to pursue a leasing arrangement for the Agency's headquarters computers that will enable the Peace Corps to begin a conversion process from Macintosh computers to IBM compatible technology. The FY 2000 funds requested will be used to provide a similar leasing arrangement and conversion process for Peace Corps' overseas posts.

**Balance needed to Maintain Current Operations (+\$1,944 thousand)**

The Peace Corps will need an additional \$1,944 thousand to continue to operate at the same level as in FY 1999. This does not include the support for the growth in the Volunteer corps already planned for FY 1999, which is included above. These funds reflect cost increases resulting from inflation and pay raises.

**PEACE CORPS  
FY 2000 BUDGET REQUEST**

	<u>Dollars in Thousands</u>
<b>FY 1999 ENACTED</b>	
FY 1999 Foreign Operations Act Appropriation	240,000
FY 1999 Omnibus Appropriations Bill *	<u>+1,269</u>
<b>Total Enacted Appropriations</b>	<b>241,269</b>
 <b>FY 2000 REQUEST</b>	
Growth in the Volunteer Corps	+16,742
Security Enhancements	+7,545
21st Century Technology Improvements	<u>+2,500</u>
<b>Subtotal, Program Additions</b>	<b>+26,787</b>
Balance needed to maintain Current Operations	<u>+1,944</u>
<b>FY 2000 Requested Increase</b>	<b>+28,731</b>
<b>FY 2000 REQUEST</b>	<b>270,000</b>

(Detail may not add due to rounding)

\* Note: The FY 1999 Omnibus Appropriations bill included \$1,269,000 appropriated to Peace Corps as part of supplemental funds provided for security.

**PEACE CORPS FY 2000 BUDGET REQUEST**  
(In thousands of dollars)

**DIRECT VOLUNTEER OPERATIONS**

	<b>FY 1998 Actual</b>	<b>FY 1999 Estimate</b>	<b>FY 2000 Request</b>
<i>Overseas Operational Management</i>			
Africa	52,622	54,581	56,008
Europe, Mediterranean, and Asia	35,792	39,997	41,683
Inter America and Pacific	38,920	40,090	41,240
Crisis Corps and United Nations Volunteers	1,098	1,498	1,510
<i>Subtotal, Overseas Operational Management</i>	<i>128,432</i>	<i>136,167</i>	<i>140,441</i>
<i>Overseas Operational Support</i>			
Volunteer Support Operations	6,105	5,915	6,746
Federal Employees' Compensation Act	11,509	11,189	10,870
Medical Services Centrally Shared Resources	5,816	3,800	7,406
The Center for Field Assistance and Applied Research	4,550	4,349	4,684
Volunteer Recruitment and Selection	12,306	13,077	13,478
Private Sector Cooperation and International Volunteerism	563	756	774
International Financial Operations	1,401	1,900	1,949
Centrally Managed Overseas Equipment and Supplies	2,283	3,998	3,673
Volunteer Readjustment Allowance	16,637	19,299	21,803
Reimbursements to Department of State 1/	7,592	6,128	9,294
<i>Subtotal, Overseas Operational Support</i>	<i>68,763</i>	<i>70,412</i>	<i>80,677</i>
<b>TOTAL, DIRECT VOLUNTEER OPERATIONS</b>	<b>197,194</b>	<b>206,579</b>	<b>221,119</b>

**VOLUNTEER OPERATIONS SUPPORT SERVICES**

<i>Third Goal Programs</i>			
World Wise Schools	483	703	721
Fellows U.S.A. Program	157	157	161
Returned Volunteer Services	492	536	550
<i>Subtotal, Third Goal Programs</i>	<i>1,132</i>	<i>1,396</i>	<i>1,432</i>
<i>Agency Administration</i>			
Director's Office, General Counsel, and Congressional Relations	2,776	3,076	3,169
Communications	1,760	2,051	2,102
Office of Planning, Budget, and Finance (OPBF) 2/ 3/	4,825	7,766	9,247
OPBF Centrally Managed Resources	1,311	1,901	2,084
Office of Management 3/	6,994	6,576	6,486
Office of Management Centrally Managed Resources	11,577	13,666	13,603
Inspector General	1,258	1,449	1,490
<i>Subtotal, Agency Administration</i>	<i>30,501</i>	<i>36,483</i>	<i>38,181</i>
<b>TOTAL, VOLUNTEER OPERATIONS SUPPORT SERVICES</b>	<b>31,632</b>	<b>37,878</b>	<b>39,614</b>



	<u>FY 1998</u> <u>Actual</u>	<u>FY 1999</u> <u>Estimate</u>	<u>FY 2000</u> <u>Request</u>
<b><u>FY 2000 INITIATIVES</u></b>			
ADDITIONAL GROWTH IN THE VOLUNTEER CORPS 4/			3,100
SECURITY			7,545
21st CENTURY TECHNOLOGY			2,500
<b>GRAND TOTAL AGENCY PROGRAM LEVEL</b>	<b>228,827</b>	<b>244,457</b>	<b>273,877</b>
<b>APPROPRIATED RESOURCES</b>	<b>222,000</b>	<b>240,000</b>	<b>270,000</b>
<b>TRANSFERS FROM OTHER AGENCIES 5/</b>	<b>3,581</b>	<b>1,269</b>	
<b>TOTAL ENACTED</b>	<b>225,581</b>	<b>241,269</b>	
Unobligated Balance from Previous Year	9,064	6,977	3,722
Total Appropriated Resources	234,645	248,246	273,722
Miscellaneous Resources	613	733	755
Reserve for Unrecorded Obligations	-1,079	-800	-600
Estimated Unobligated Balance at End of Year	-6,977	-3,722	0
Estimated Reimbursements 6/	8,199	7,020	7,020
<b>TOTAL AVAILABLE BUDGETARY RESOURCES</b>	<b>235,402</b>	<b>251,477</b>	<b>280,898</b>

(Detail may not add due to rounding)

**Notes:**

1/ FY 2000 estimate includes an estimated \$3 million for Peace Corps' share of Department of State increased security costs overseas paid through International Cooperative Administrative Support Services (ICASS).

2/ On April 12, 1998 the Agency realigned certain administrative/financial functions for operating offices across the Agency to the Office of Planning, Budget and Finance. From October 1, 1997 to April 11, 1998, the positions were budgeted (as displayed above) in the following offices: Africa; Europe, Mediterranean, and Asia; Inter America and Pacific; Volunteer Support Operations; The Center for Field Assistance and Applied Research; Volunteer Recruitment and Selection; and the Office of Management.

3/ During Quarter 1 of 1998 the Office of Contracts was budgeted in Management Operations, as displayed above. Beginning in Quarter 2 1998, this office was transferred to the Office of Planning, Budget and Finance.

4/ Included in the FY 1999 estimate and allocated to appropriate offices is \$6.3 million for the FY 1999 Growth in the Volunteer Corps. In addition the FY 2000 request column includes an allocation to appropriate offices of two other parts to the Growth in the Volunteer Corps: \$7.4 million to support the additional new Volunteers who will be sent to the field during FY 1999; and \$6.3 million to maintain the same number of Trainees sent to the field in FY 2000 as in FY 1999. The \$3.1 million in the line "Additional Growth in the Volunteer Corps" would support an additional Trainees in FY 2000 to continue the Agency on its path to 10,000 Volunteers early in the new century. The total of FY 2000 funds required for the Growth in the Volunteer Corps is \$16.7 million (\$7.4 million + \$6.3 million + \$3.1 million).

5/ FY 1998 transfer from the Department of State was for support of the International Cooperative Administrative Support Services (ICASS). The FY 1999 transfer is from the Security Supplemental.

6/ Estimated reimbursements of \$8,199 thousand in FY 1998 include \$1,624 thousand received in FY 1998 for FY 1997 obligations.

## DESCRIPTION OF THE PEACE CORPS' PROGRAMMATIC AREAS

### DIRECT VOLUNTEER OPERATIONS

#### Overseas Operational Management

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

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

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

*Crisis Corps and United Nations Volunteers* — Crisis Corps sends extending and returned Peace Corps Volunteers on short assignments to assist with disaster relief and humanitarian response efforts. Peace Corps also participates in the United Nations Volunteer (UNV) program by recruiting American UNVs and providing them with some support.

#### Overseas Operational Support

*Volunteer Support Operations* — This function provides medical support for Volunteers, medical screening oversight for applicants, and initial and on-going training for medical contractors. It also develops programs and materials to train Volunteers in maintaining their health and safety.

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

*Medical Services Centrally Shared Resources* — These are direct Volunteer medical expenses including care and travel for medical evacuations, and the costs of pre- and post-service examinations.

***The Center for Field Assistance and Applied Research*** — This new office combines functions formerly administered by the regional operations offices, the former Office of Training and Program Support, and the office of International Operations, which was abolished. This office: identifies and disseminates best practices in Volunteer programs and training; collects and analyzes data from Peace Corps projects; applies technology to the promotion of innovation and learning; manages partnerships and reimbursable agreements with other agencies; and provides training and development opportunities to overseas field staff.

***Volunteer Recruitment and Selection*** — This office oversees the recruitment of Peace Corps Volunteers through 11 offices across the U. S. The technical and personal skills of applicants are assessed and qualified persons are matched to specific Volunteer assignments. Applicants go through a multi-faceted and competitive screening process that includes interviews, evaluations, and reference checks. This office also manages staging, the short orientation Volunteers receive in the U.S. before leaving for pre-service training.

***Private Sector Cooperation and International Volunteerism*** — This office manages private sector funds and in-kind contributions which the Peace Corps receives. These funds are used primarily in support of Volunteer projects.

***International Financial Operations*** — This office provides direct financial management support to overseas posts. These services were previously provided by the Department of State. As of the end of FY 1998, the Peace Corps services all posts through IFO.

***Centrally Processed Overseas Equipment and Supplies*** — Overseen by the Office of Management, this account funds the purchase of vehicles for overseas Volunteer support and certain medical supplies for Volunteers - medical kits, eyeglasses, and mosquito nets.

***Volunteer Readjustment Allowance*** — This allowance of \$225 per month of service is provided to Volunteers upon termination to assist them when they return to the United States.

***Reimbursements to the Department of State (ICASS)*** — These are the payments the Peace Corps makes to the Department of State for administrative and some financial management support at overseas posts. As of the end of FY 1998, most financial management support is provided by Peace Corps directly to its posts.

## **VOLUNTEER OPERATIONS SUPPORT SERVICES**

### **Third Goal Programs**

***World Wise Schools*** — This program allows current and returned Peace Corps Volunteers to share their overseas experiences with American schoolchildren. Through this classroom program, more than 300,000 students in 50 states have communicated directly with Volunteers serving in 100 countries since the program's inception in 1989.

***Peace Corps Fellows Program*** — This program is a public-private partnership that provides scholarships to returned Volunteers who make a two-year commitment to work in local, underserved communities.

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

## **Agency Administration**

***Director's Office, General Counsel, and Congressional Relations*** — These offices provide general policy and direction to the agency, and serve as a liaison with Congress. Also included as part of the Director's Staff Office are the American Diversity Program and the Office of Planning, Policy, and Analysis.

***Communications*** — This office manages all official, external communications, including the Press Office. A major part of this office's function includes marketing, which directly supports Volunteer Recruitment and Selection.

***Office of Planning, Budget, and Finance (OPBF)*** — OPBF maintains the financial planning, oversight, and internal controls necessary to ensure that the agency operates in a fiscally sound manner. As of January 1998, the Office of Contracts, formerly part of the Office of Management, became part of OPBF.

***OPBF Centrally Shared Resources*** — These resources are primarily for specific staff costs including unemployment compensation, severance pay, terminal leave payments, and overseas staff medical evacuation costs.

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

***Office of Management Centrally Shared Resources*** — These funds include GSA rent for headquarters and recruiting offices, telecommunications costs, and data center operations.

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

# PEACE CORPS AUTHORIZATIONS AND APPROPRIATIONS

FY 1962 - FY 2000

(in thousands of dollars)

Fiscal Year	Authorized	Budget Request a/	Appropriated a/	Trainee Input	Average Number of Volunteers b/
1962	\$40,000	\$40,000	\$30,000	3,699	N/A
1963	63,750	63,750	59,000 c/	4,969	N/A
1964	102,000	108,000	95,964 c/	7,720	N/A
1965	115,000	115,000	104,100 c/	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 d/	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 e/	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 f/	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 g/	219,745	219,745 h/	3,541	5,644
1995	234,000	226,000	219,745 i/j/	3,954	5,884
1996	—	234,000	205,000 k/m/	3,280	6,086
1997	—	220,000 l/	208,000 n/	3,607	5,858
1998	—	222,000	222,000 o/	3,551	5,757
1999	—	270,335	240,000 p/	4,011 est.	6,092 est.
2000	—	270,000	—	4,211 est.	6,590 est.

## NOTES:

- a/ Starting in FY 1992, funds to remain available for two years.
- b/ 1962-1971 Average Number of Volunteers not available (N/A). Average Number of Volunteers includes UNVs (as does Trainee Input). Crisis Corps Volunteers also included in Average Number of Volunteers.
- c/ Includes reappropriated funds in 1963 (\$3.864 million), 1964 (\$17 million) and 1965 (\$12.1 million).
- d/ Includes Trainee Input from Transition Quarter.
- e/ Excludes \$5.59 million sequestered under the Balanced Budget and Emergency Deficit Control Act of 1985 (P.L. 99-177).
- f/ Excludes \$2.24 million sequestered under the Balanced Budget and Emergency Deficit Control Act of 1985 (P.L. 99-177) and a \$725 thousand reduction related to the Drug Initiative (P.L. 101-167).
- g/ Authorization included report language of a \$15 million transfer to Peace Corps from assistance funds for the Newly Independent States (NIS).
- h/ In addition, Peace Corps received a transfer of \$12.5 million for assistance to the NIS.
- i/ In addition, Peace Corps received a transfer of \$11.6 million for assistance to the NIS.
- j/ Appropriation of \$219,745 thousand was later reduced by a rescission of \$721 thousand.
- k/ In addition, Peace Corps received a transfer of \$13 million for assistance to the NIS. An additional \$1 million of NIS funds, intended for FY 1996, was received in FY 1997.
- l/ In addition, the President requested a transfer of \$5 million for assistance to the NIS .
- m/ Appropriation of \$205,000 thousand was later reduced by a rescission of \$296 thousand.
- n/ In addition, Peace Corps received a transfer of \$12 million for assistance to the NIS. An additional \$1 million of NIS funds, originally intended for FY 1996 in addition to the \$13 million received that year, was received in FY 1997.
- o/ In addition, Peace Corps received a base transfer of \$3,581 thousand from the Department of State for Peace Corps' participation in International Cooperative Administrative Support Services.
- p/ In addition, Peace Corps will receive a transfer of \$1,269 thousand from Economic Support Funds for security.







## INTERNATIONAL OPERATIONS

This section of the Peace Corps' Congressional Budget Presentation provides a general overview of the agency's programs in various sub-regions of the world and describes how resources are allocated among countries to reflect the agency's commitment to a broad, global presence. The first section describes the general conditions that exist in the countries where Volunteers serve, the activities Volunteers are engaged in with their host communities, and a description of Peace Corps' opportunities for growth in each sub-region. The second section describes how the Peace Corps determines the number of programs to maintain and the allocation of Volunteers in each country within the context of its annual budget cycle and changing circumstances around the world.

### I. Volunteer Activities and Opportunities for Growth

**Addressing needs around the world** — Peace Corps' FY 2000 budget request provides for an increase in the number of Volunteers who will focus their efforts on both chronic and emerging needs for assistance and the integration of technology where feasible and appropriate. Approximately 4,200 Volunteers would be placed during FY 2000, an increase of 200 new Volunteers from FY 1999 and 650 from FY 1998. The increase would allow the agency to strengthen existing programs and support new ones. The largest number of new Volunteers would work to expand horizons and provide opportunities through education. The expansion would promote girls' access to education and integrate relevant community issues such as environmental awareness and HIV / AIDS education into course content. Other significant areas of growth include programs in health and the environment. These Volunteers would work to improve maternal and child health care, help stem the spread of HIV / AIDS infection, enhance sanitation in urban areas, promote environmental awareness, and increase accessibility of potable water. The remaining portion of the new Volunteers would be engaged in a variety of projects, including expanding economic opportunities, working with farmers to increase the quality and quantity of available foods, improving the delivery of municipal services, and working with "at-risk" youth to develop leadership and job skills. Finally, Volunteers would work with both government and non-government organizations to help develop indigenous volunteer corps.

The Peace Corps' primary areas of growth will continue to be the Caucasus, Central Asia, and Africa. Additional Volunteers are also projected for Central America to assist with post-hurricane recovery efforts. A smaller proportion of new Volunteers would be sent to North Africa, the Middle East, Asia, Central and Eastern Europe, South America, and the Pacific.

**Crisis Corps** — In addition, the Peace Corps' FY 2000 budget request calls for an increase in the number of Crisis Corps Volunteers. By virtue of their prior Peace Corps service, Crisis Corps Volunteers already possess the language, technical and cross-cultural skills to make an immediate impact in critical situations. As the number of people living in areas prone to disasters continues to rise, there is unfortunately a growing need for the kind of assistance the Crisis Corps provides. Given the scale of the devastation in Central America and the Dominican Republic, it is likely Crisis Corps Volunteers will continue to be needed in those countries well into FY 2000. The

Crisis Corps also expects to continue its work with refugees in West Africa, and will be ready to respond if the tragic war in the Democratic Republic of Congo causes refugees to stream into any of the neighboring countries in which the Peace Corps operates.

### **THE CAUCASUS AND CENTRAL ASIA**

*Armenia, Kazakhstan, Kyrgyz Republic, Turkmenistan, Uzbekistan*

In Armenia and the new republics of Central Asia—parts of the world that were in many ways isolated from the United States just a few years ago—Peace Corps Volunteers are working side-by-side with people who are struggling to overcome the legacies of the past and the transition to free market economies. These countries are now looking to the West to help strengthen their economic structures, provide training in Western management, improve outdated technical resources, and expand opportunities to learn English as the language of international business. Volunteers are also working to address growing public concern over the degradation of the environment and its relationship to public health. In this region of predominantly Islamic populations, Volunteers are establishing new bonds of friendship and mutual understanding among Americans and the people of these important countries.

Since 1961, when Peace Corps first established programs in the Caucasus and Central Asia, approximately 3,000 Americans have served as Peace Corps Volunteers throughout the region. Since Peace Corps' 1992 entry into previously closed Central Asian countries, Volunteers have worked to support the social and economic transitions within these countries. Beginning in FY 1999, the agency has significantly increased the numbers of Volunteers in the region to strengthen existing efforts in business development, education, environmental conservation, and to establish new projects in health management and health education.

Additional Volunteers will be placed in areas where they can continue to address needs in education and business. Volunteers work in schools to respond to the increased demand for English teachers, develop curriculum reforms, and assist English teachers in incorporating business themes into their classroom sessions. Beyond the classroom, Volunteers in Kazakhstan, Uzbekistan, and the Kyrgyz Republic have established libraries and resource centers for students and teachers and helped inaugurate English language radio and television programs and summer camps. Volunteers have also made substantial progress in connecting business and community leaders to U.S. and international funding organizations and linking their counterparts with programs that bring citizens from the Caucasus and Central Asia to the United States for training. In Armenia, Volunteers are working with local entrepreneurs and other international development organizations to establish business development centers around the country, which will provide a nation-wide network to promote economic opportunities.

Environmental and health concerns are also inextricably linked in this part of the world. Large portions of this region's air, water, and land resources are contaminated, which is compounded by the lack of technical information and funding opportunities available to environmental groups. In response, Volunteers have initiated Earth Day and other environmental activities across the region, with thousands of students and community members participating in public awareness campaigns, clean-up projects, and tree-planting efforts. To address the lack of quality maternal and child health care in rural areas, Volunteers in Turkmenistan work in curriculum development

and training to improve the quality of local medical workers. Through this range of activities, Volunteers in the region are also making important contributions to the economic and educational advancement of women. Female Volunteers serve as role models and have conducted workshops to motivate girls' achievements and encourage further education.

### **CENTRAL AND EASTERN EUROPE**

*Bulgaria, Estonia, Former Yugoslav Republic of Macedonia, Latvia, Lithuania, Moldova, Poland, Romania, Russia, Slovak Republic, Ukraine*

Since the collapse of the Berlin Wall in 1989, approximately 3,350 Volunteers have assisted countries in Central and Eastern Europe during their transition to market-oriented democracies. By serving in this part of the world, Volunteers have helped promote cross-cultural understanding between the United States and people with whom there had historically been limited contact. While these nations have made considerable strides in adjusting to a new economic system, efforts are frustrated by a lack of understanding at the individual and institutional levels regarding the basic assumptions, structures, and techniques required for a free market economy. This environment is compounded by unstable monetary systems, industries that rely on antiquated technology, and inconsistent legal and business practices that discourage local and foreign investment. These pressing economic needs have hampered governments' ability to provide adequate financial support to other important areas, such as English education and environmental protection. Many of these shortcomings have been reflected in the current economic crisis in Russia, which has also had a significant effect on the economies of neighboring countries.

To help address these varied needs, Volunteers are working to disseminate practical business information, revitalize education, and protect the environment. Additional FY 2000 funding would allow for an increase in Volunteers working with non-governmental organizations, which are becoming more critical as the movement toward more local-level responsibility for services increases throughout the region. Volunteers will also provide training in the use of technology to access resources available on the Internet.

In the area of business, Volunteers are working in nearly every country in the region to provide tangible skills at the grass-roots level. They teach applied Western management for middle- and senior-level government administrators, disseminate information about new economic laws to entrepreneurs and local businesses, and introduce local youth to business basics by establishing Junior Achievement programs. In helping to strengthen the management of non-profit and non-governmental organizations, Volunteers have helped establish and promote environmental groups, local chambers of commerce, 4-H clubs, and parent/teacher associations. Volunteers' efforts in Romanian universities and youth outreach centers have also resulted in a national strategy to redevelop the social work profession in that country.

With Russian declining as the primary foreign language of study throughout the region, English instruction has become a high priority. Governments recognize that integration into the global economy requires a cadre of English-speaking professionals who can access the wealth of technical and scientific information available in English. Volunteers in Poland, Slovak Republic, and the Former Yugoslav Republic of Macedonia are working to address a shortage of qualified English teachers by teaching in secondary schools, institutions of higher learning, and teacher training

colleges. By changing outdated methods of teaching and introducing modern technology and materials in the classroom, Volunteers work to improve the overall quality of national education systems.

Among the legacies of the communist era in Central and Eastern Europe is a degraded and polluted environment. Clear cutting of the forests, unlimited use of natural resources, and industrial, chemical and nuclear pollution have raised regional and international concern. To address these concerns, Volunteers are working in a variety of projects that promote environmental awareness in schools, protect national and community parks, improve access to environmental resources, and encourage local environmental restoration projects.

By the end of FY 2002, the Peace Corps will graduate from Poland, Slovakia, and the Baltic countries, where Volunteers and their host communities have made significant progress in the areas of education, business, and the environment. Current Volunteers continue to transfer skills to local people that will enable them to continue work in their communities long after Peace Corps' departure. Volunteers have taught English and business to tens of thousands of students in these countries to help expand employment and educational opportunities and to improve access to information and technology. Through these efforts, Volunteers in Poland, Slovakia, and the Baltics will leave a legacy of service, community development, and cross-cultural exchange.

### **THE CARIBBEAN**

*Antigua and Barbuda, Dominica, Dominican Republic, Grenada and Carriacou, Haiti, Jamaica, St. Kitts-Nevis, St. Lucia, St. Vincent-Grenadines*

Over the past 38 years, more than 10,400 Peace Corps Volunteers have worked to address a range of developmental challenges in the Caribbean. The nine Caribbean countries where Peace Corps Volunteers currently serve share many of these challenges: the perennial threat of hurricanes and other natural disasters, exponential increases in the rates of HIV/AIDS infection, decreasing educational and economic opportunities for youth, degradation of vital environmental resources, and limitations of small island economies. Hurricane Georges inflicted severe economic problems in the region, especially in the Dominican Republic. In Haiti, the nearly two-year governmental stalemate has compounded progress in many areas.

In the aftermath of Hurricane Georges, Volunteers across the region provide immediate disaster relief to local communities. In the Dominican Republic, Volunteers worked in emergency shelters and packaged emergency food supplies, and in Haiti, they helped broadcast news of the pending hurricane and coordinated emergency procedures. Volunteers in the Eastern Caribbean provided social services to refugees from neighboring islands. Peace Corps Volunteers throughout the Caribbean will join with Crisis Corps Volunteers to further respond to the lasting devastation caused by hurricanes and volcanic eruptions.

Volunteers in the region continue to work in the areas of youth development, environmental conservation and education, HIV/AIDS education, alternative agriculture, income generation, non-formal education, and teacher training. Through the "Caribbean Connectivity Program" launched in July 1998, Volunteers will continue to incorporate technology into their projects and expand peoples' use of computers and the internet.

## **CENTRAL AMERICA**

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

In FY 1998 and early FY 1999, multiple natural disasters created unprecedented devastation in Central America. Hurricane Mitch killed nearly 9,000 people in Honduras, Nicaragua, El Salvador and Guatemala. Approximately half a million people lost their homes, while many roads, bridges, electrical lines, crops, livestock, water and health systems were severely damaged or destroyed. The weakened infrastructure has set back the emerging economic growth of these four countries for many years.

The sense of hope and optimism for development previously evident throughout Central America has been tempered as the impact of these events becomes fully evident. With the devastation of entire industries, such as fruit plantations, employment opportunities have decreased significantly. Access to health care, sanitation, and clean water in rural areas has been further limited. Entrepreneurs face an increased need for access to credit to rebuild their businesses, start new ones, and develop new markets and production methods. In addition, the region is confronted with pervasive common crime.

In response to the most immediate needs following Hurricane Mitch, Volunteers trained nearly 20,000 people in health and hygiene, water sanitation, and proper waste disposal in Honduras, Nicaragua, and El Salvador. The Peace Corps has already allocated additional FY 1999 funds to support increased numbers of Peace Corps and Crisis Corps Volunteers to continue disaster recovery and rehabilitation efforts. Crisis Corps Volunteers bring their expertise to short-term targeted projects that address immediate and medium term relief and reconstruction needs. Initial groups of Crisis Corps Volunteers recently departed for Honduras, Nicaragua, Guatemala and El Salvador to help rebuild houses and other structures, work with farmers to replant crops, provide education about disease control and sanitation, and work with local and international organizations to improve water supplies. Peace Corps' FY 2000 budget request would fund additional Volunteers to expand these efforts into other areas.

In countries less affected by Hurricane Mitch, Volunteers continue to assist the poorest populations to meet their needs for potable water, agricultural production, education, business credit, and environmental education. In FY 1998, nearly 1,500 youth in Belize and Guatemala received training on micro-enterprise development and basic business practices to develop their skills in income generation and promote new career opportunities. Volunteers throughout the sub-region continue to work with people in outlying communities in order to increase civic participation and to collaborate with local governments in generating resources and in improving services. These Volunteers continue the strong tradition of collaboration between the Peace Corps and the people of Central America, where nearly 17,000 Volunteers have served over the past 38 years.

## **SOUTH AMERICA**

*Bolivia, Ecuador, Guyana, Paraguay, Suriname*

Since 1961, nearly 11,000 Peace Corps Volunteers have served in South America to address a variety of needs. In the South American countries where Peace Corps Volunteers work, serious poverty, a burgeoning youth population, rural to urban migration, high rates of unemployment,

and limited access to health services, potable water, and education are growing concerns. Despite these challenges, many countries in the region have made significant strides toward strengthening democratic institutions and increasing public participation in the governing process, especially at the local level.

The rapidly increasing youth population throughout South America is creating a high demand for programs to help "at-risk" youth such as street children and adolescents who need to develop leadership and job skills. In response, Peace Corps Volunteers have placed greater emphasis on employment and life skills training. Youth projects in Paraguay, Ecuador, and Guyana have been expanded, while youth components have been incorporated into other project areas, such as small business and agriculture.

While the impact of natural disasters in South America did not reach the staggering proportions of other parts of the hemisphere, El Niño had a profound impact on several countries in the sub-region. In Paraguay, severe flooding affected nearly 80,000 people and forced 20,000 urban poor into refugee camps. In Bolivia, an earthquake destroyed several communities and El Niño produced isolated floods and landslides, as well as hailstorms and drought. In both countries, the Peace Corps responded by providing Crisis Corps Volunteers to assist in disaster relief and recovery in the areas of health and water sanitation.

With additional funding, the Peace Corps hopes to expand its work with youth development and municipal management programs. With the perennial threat of natural disasters, Peace Corps will increase its focus on disaster mitigation efforts and will be prepared to place additional Crisis Corps Volunteers should the need arise.

Although the Peace Corps closed its program in Chile during FY 1998, Volunteers worked with both government and non-government organizations to help develop a national volunteer corps, "Servicio Pais," which will continue the legacy of service in that country.

## **AFRICA: THE SAHEL**

*Burkina Faso, Cape Verde, Mali, Mauritania, Niger, Senegal, and The Gambia*

The people of the Sahel have survived harsh climatic conditions for centuries. These same people are again demonstrating their resilience and bringing about health care reform in the shape of the Bamako Initiative. Under this initiative, villages and small towns are taking on responsibility for their health care and are forming committees to expand the services offered by the few trained health care professionals. Volunteers work with male and female village leaders to organize resources, expand access to education, improve health care, and provide clean water. Several countries are actively engaged in HIV/AIDS prevention. With guidance from African leaders, Volunteers work within the cultural context of the sub-region, taking care to respect the values and beliefs of Sahelian communities. Nearly 10,000 Volunteers have worked in this sub-region since the founding of the Peace Corps.

In a sub-regional effort to counteract some of the impact of drought, soil degradation, and overgrazing, Volunteers and their counterparts promote environmental education in schools and expansion of environmentally responsible agricultural practices among farmers. Volunteers work-

ing in small enterprise development contribute to the quality of life by helping to launch small businesses based on local need and available resources. The Gambia supports an education project that focuses on girls' education, particularly in math and science.

## **EAST AFRICA**

*Eritrea, Ethiopia, Kenya, Madagascar, Tanzania, Uganda*

Countries in this sub-region have struggled with security issues in the past year. While Peace Corps has demonstrated that its safety and security planning is sound, the agency recognizes that Volunteers' daily safety is, for the most part, best assured when they are integrated into local communities, valued and protected as extended family members, and viewed as contributors to development. Peace Corps programs in the sub-region work to strengthen partnerships between Volunteers and their communities at all levels. Over the past 38 years, more than 11,000 Americans have served as Volunteers throughout East Africa.

At the request of host governments, Peace Corps has concentrated on education. Although projects continue to emphasize traditional classroom teaching of math, science and English at the secondary school level, greater focus is being placed on girls' education. African professional women are becoming involved in girls' mentoring programs and reaching out to reassure parents that educating girls will benefit and reflect well on families and society. Education Volunteers model teaching approaches that foster decision-making and critical thinking on local issues. In Uganda, Volunteers are working with primary school teachers to implement the government's educational reforms. Volunteers, particularly those in Kenya, are responding to needs in HIV/AIDS care and prevention.

Volunteers also work to improve the environment, with a unique community-based approach to natural resource management. Volunteers complement the efforts of many East African governments to increasingly involve communities in the expenditure of funds generated through ecotourism. By living and working in local communities, Volunteers are well-placed to advise and assist people in planning and prioritizing their resource needs.

The Peace Corps suspended its program in Eritrea in FY 1998 due to security concerns. The agency is monitoring the situation to evaluate the possibility of Volunteers returning to Eritrea in FY 2000.

## **WEST AND CENTRAL AFRICA**

*Benin, Cameroon, Côte d'Ivoire, Gabon, Ghana, Guinea, Togo*

Ghana, Benin and Côte d'Ivoire are frequently cited as economic and political success stories. During President Clinton's trip to Africa in March 1998, the people of Ghana demonstrated the pride that all countries in this sub-region take in their achievements of recent years. Since the first Peace Corps program was launched in Ghana 38 years ago, nearly 30,000 Peace Corps Volunteers have served in more than a dozen countries throughout the region.

A commitment to education remains the trademark of development in this part of the world. Attracting and retaining girls in secondary schools is of primary importance for the Peace Corps,

particularly in Guinea and Benin. Volunteers raise local funds for girls' scholarships and encourage parents' acceptance of daughters attending school and living away from home. In Cameroon, the acclaimed *Teach English, Prevent AIDS* textbook, developed by Volunteers and their counterparts, has now been adopted by the country's Ministry of Education. In Ghana, Volunteers work with ministries to introduce the internet and computer technology to teachers.

In the environment sector, Volunteers work with community leaders and farmers to identify viable alternatives to traditional practices that often adversely affect local soils and harvests. In Gabon, farmers are replacing slash and burn techniques with fish farming.

Togo and Gabon have taken the lead on HIV/AIDS prevention and education. Volunteers in these countries are working with local organizations to provide counseling, expand access to community services, and introduce innovative social marketing techniques.

Crisis Corps will continue to place Volunteers in Guinea to work with refugees from Liberia and Sierra Leone to respond to needs in education, health, food and water sanitation, income generation, and the environment.

## **SOUTHERN AFRICA**

*Lesotho, Malawi, Mozambique, Namibia, South Africa, Zambia, Zimbabwe*

The Peace Corps has developed a strong partnership with the people of Southern Africa, with more than 8,000 Americans having served as Volunteers throughout the sub-region. Education is the focus of Peace Corps' efforts in each of the seven countries where Peace Corps currently operates. Secondary school teachers educate burgeoning populations in English, the sciences, and math. Peace Corps Volunteers enhance these efforts by working alongside teachers and creating beneficial links with communities beyond the classroom. Volunteers in South Africa, where the Peace Corps established a program in FY 1997, are helping to restore school facilities and act as resources for schools and communities. In Mozambique, where Peace Corps Volunteers began serving for the first time in October 1998, the program has developed goals to empower schools and communities to strengthen the culture of learning, teaching and community service. In Zimbabwe, Volunteers are assisting the Ministry of Education in its plans to establish libraries and community resource centers which will eventually provide the country with access to the Internet and other computer technology.

Volunteers working in health projects in Zambia and Malawi are confronting the difficult reality of HIV/AIDS. Volunteers teach HIV/AIDS prevention strategies and counseling techniques to local leaders, patients, students and community groups. In Malawi, thousands of youth clubs have been established to spread the message of HIV/AIDS prevention among young people, and hundreds of church members, community leaders, and health care personnel have been trained on home-based care in various communities.

The Peace Corps is renewing its efforts in the environment sector with new projects in Lesotho, Malawi and Zimbabwe. In agriculture, Volunteers are attempting to curb urban migration by providing support for farmers to remain in rural areas with their families. For example, Volunteers in Zambia work with the Zambian Department of Fisheries to promote pond production, fish



care, and successful harvesting techniques. This simple, supplemental activity provides income and a stable source of protein in areas where proper nutrition is difficult to maintain throughout the year. In Mozambique and South Africa, Volunteers will explore plans to integrate environmental education into the existing school curriculum.

## **NORTH AFRICA AND THE MIDDLE EAST**

*Jordan, Morocco*

Since 1962, more than 10,000 Volunteers have served in 10 countries in North Africa and the Middle East. Today, approximately 200 Volunteers serve in this region in two countries: Jordan, where the Peace Corps established a program in FY 1997, and Morocco. The Peace Corps' efforts to improve mutual understanding is particularly important in this region, since interaction between Americans and people from these countries has not been extensive. Volunteers learn about the rich heritage, language, and religion of these Arabic countries and add to Americans' understanding of the people in this part of the world.

Challenges in both Jordan and Morocco include high population growth and unemployment and the depletion of valuable, non-renewable resources. The lack of economic opportunities poses significant obstacles, especially for women who have historically been limited to traditional female roles. Climatic changes, population growth, and increased tourism have taxed the environment and contributed to wetlands damage, deforestation, and soil erosion.

In Jordan, Volunteers advise rural women about income generation opportunities. They teach basic business skills, such as planning, record-keeping, and marketing strategies, while emphasizing leadership skills. In Morocco, income-generating activities focus on the development of small animal production cooperatives. Also in Morocco, Volunteers are working in national parks to develop educational materials that address conservation and care for natural resources. They have introduced solar ovens to people living near the national parks in an effort to reduce wood consumption and protect the forests.

Peace Corps' FY 1999 and proposed FY 2000 budget would fund additional Volunteers in the region to expand assistance to rural women in the development of income-generating activities. Volunteers will also work to improve access to health facilities and provide health education to women and children in rural areas. In Morocco, a new project will be established in FY 1999 to foster additional types of local income-generating enterprises. The new English teaching project in Jordan is projected to grow as new schools request teachers.

## **ASIA**

*Bangladesh, China, Mongolia, Nepal, The Philippines, Thailand*

Since 1961, more than 26,000 Americans have served as Peace Corps Volunteers in the countries of Asia. Today, Volunteers play an important role in helping people address changing and complex needs in the areas of health, education, business, and the environment. In October 1998, the first group of Volunteers arrived in Bangladesh to serve in the newest Peace Corps program in the region. The initial project will focus on teacher training to improve the English language skills of primary school teachers.

Volunteers are working with communities in Asia to address the shortage of qualified English teachers and lack of adequate teaching resources. In China, Volunteers train English teachers throughout the Sichuan Province and are one of the few people-to-people linkages between the American and Chinese people. In Mongolia, Volunteers and their counterparts have developed a new English curriculum for the country's secondary school students. Across the region, Volunteers integrate community development issues into course content, such as girls' access to education, environment awareness, and prevention of HIV/AIDS. They serve their communities beyond the classroom by establishing English-language clubs and linking schools and communities with counterparts in the United States. The FY 2000 budget request would allow additional Volunteers to meet the demand for English teachers in the region.

Volunteers are working with community groups and students to address major environmental and health problems. They work to protect national and community parks and encourage local environmental restoration projects. Thousands of students participate in Earth Day and other environmental awareness activities initiated by Volunteers. In Nepal, Volunteers assist farmers in soil conservation and horticulture projects and have helped rural villages improve their water and sanitation infrastructure. In rural areas of Thailand, Volunteers work in child health projects, which include education about HIV/AIDS.

Peace Corps' FY 2000 budget would fund additional Volunteers in Asia to work in all three critical areas: health, education and the environment. Volunteers will continue to promote maternal and child health, enhance sanitation in rural and urban areas, increase accessibility of potable water, and stem the spread of HIV/AIDS. The Peace Corps will expand its efforts in environmental education and natural resource management. As the newly opened program in Bangladesh becomes established, expansion in other project areas such as health is planned.

## **THE PACIFIC**

*Kiribati, Federated States of Micronesia, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tonga, Vanuatu*

Peace Corps Volunteers work with communities throughout the Pacific to overcome challenges that include: lack of economic opportunity, high population growth rates, disenfranchised youth, limited access to education and training, weak public and private institutions, and environmental fragility. Because many Volunteers work and live in communities on remote outer islands, the Peace Corps is uniquely positioned among international agencies to work where the greatest needs are located. Over the past 38 years, more than 11,000 Americans have served as Peace Corps Volunteers in the nations of the Pacific.

Because of the unique characteristics of the Pacific, a number of innovative activities have been developed to specifically address the evolving needs of this vast and diverse region. Peace Corps programs in the region have joined together to establish *The Pacific Initiative*, a new, innovative collaboration between the Peace Corps, the Pacific island nations, and a number of regional, national and international development institutions. In partnership with the United Nations Development Program and the South Pacific Regional Environment Program, the Peace Corps will place more than a dozen Volunteers throughout the region to serve as highly skilled

environmental educators, community organizers, and trainers. This initiative has also laid the foundation for national youth workshops that will actively engage young people in the formulation of national youth policies. With the assistance of Volunteers, youth representatives are organizing leadership and vocational training for their peers and developing educational materials for distribution to local governments, libraries, schools, and the media. Youth volunteer movements are being developed in Samoa, Solomon Islands, and Palau to help young people develop their skills and talents through community service, providing the foundation for indigenous volunteer service organizations.

In addition to the areas addressed by the Pacific Initiative, Volunteers continue to address long-standing needs in education. Volunteers are teaching mathematics, science, English, reading skills, library studies, environmental education, general construction, and vocational skills at the elementary, secondary, and university levels. Volunteers are also working in underserved, subsistence-based communities to develop non-formal education activities that encourage self-sufficiency and sustainable development.

Throughout the Pacific, Volunteers are working to safeguard the region's vast terrestrial and marine resources from human impact. Many Volunteers work to promote eco-friendly businesses by demonstrating sensible coastal resource management practices and sustainable income generation activities. Volunteers are also working with non-governmental organizations to develop networks of citizen and financial support, enhance management operations, and provide links to private and public institutions.

During FY 1998, the Pacific also experienced a number of challenges caused by climatic changes and natural events. Papua New Guinea experienced two major disasters: the severe drought caused by El Niño, coupled with a tidal wave that caused 3,000 deaths. In response, Crisis Corps Volunteers with expertise in water and sanitation were sent to assist in disaster management and reconstruction efforts. Crisis Corps also provided Volunteers to the Cook Islands to assist in the rebuilding of devastated communities hit by tropical cyclone Martin.

## **II. PRIORITIES AND THE PEACE CORPS' GLOBAL PRESENCE**

### **A. Determining priorities for allocation of Volunteers**

The Peace Corps' statutory mission, "to promote world peace and friendship," is, by definition, global in breadth. As the range of activities above describes, the agency seeks to fulfill this mission by maintaining a broad international presence and by providing as many opportunities as possible for Americans to help respond to chronic and emerging needs for assistance. This section describes how the agency determines the number of programs to maintain, in which countries, with how many Volunteers, and in response to which circumstances.

Since its inception, the Peace Corps' policy has been to attempt to respond favorably to all reasonable requests for assistance from interested countries, provided that basic safety and programmatic conditions are met. However, demand for Volunteers and programs has generally

outpaced available resources. And because each country program entails fixed costs (to maintain an office for Volunteers' medical, logistical, and technical support), a choice must always be made between the number of Volunteers and the number of posts that can be supported at any time.

In determining the relative priorities and corresponding funding decisions, the agency evaluates several factors. As noted above, the aggregate number of Volunteers and the number of programs are in dynamic tension. In addition, the dual aspects of the Peace Corps' mission—development assistance and the promotion of mutual understanding—must both be considered. New opportunities and requests, and changed international circumstances, must be evaluated together with valued long-standing commitments and partnerships.

The Peace Corps recognizes that, despite the complexity involved, decisions as to the size of the volunteer corps and global presence must be made within the confines of the agency's resources and be subject to continuing review and evaluation. Resource allocations are developed on a regional basis, based on program managers' thorough knowledge of conditions in those countries. The agency's annual budget process—the Integrated Planning and Budget System (IPBS)—and its annual reviews of volunteer projects have provided the basis for an ongoing, rigorous review effort.

A threshold consideration for the Peace Corps' presence in any country, or area of a country, is whether an acceptable safety and security environment exists for Volunteers and staff. The following general criteria are integral to the agency's planning and help guide the allocation of Volunteers and financial resources, and identify candidates for new country programs or closure:

- I. Indicators of development status;
- II. Assessment and viability of Volunteer projects;
- III. Cost effectiveness of programs and post management;
- IV. Indicators of host country support for the program; and
- V. Existence of particular needs (development or cross-cultural) that Peace Corps is well-suited to address.

Within each of these general categories, additional specific issues are reviewed. Country status indicators, for example, include the United Nations Development Program's Human Development Index ranking and other appropriate economic indicators or other measurements of income disparities within countries. The Peace Corps may also consider the extent of development of a country's private and non-governmental organization sectors in its decision-making process. Factors relating to post management include average costs per Volunteer, post size, and staff/Volunteer ratio. Indicators of host country support include the level of cooperation and extent of contributions from the host government.

## **B. Country Entries and Closures**

The general criteria outlined above were used in planning for the Peace Corps' current multi-year growth plan, and underlie decisions to increase new projects and Volunteer positions in underserved areas, while graduating from those countries that have achieved a higher level of development. For example, the criteria shaped decisions to establish new programs in South Africa,

Jordan, Bangladesh, and Mozambique, and to close fifteen programs between FY 1995 and FY 1998: Cook Islands, Nigeria, Seychelles, Comoros, Marshall Islands, Sao Tome and Principe, Tunisia, Czech Republic, Hungary, Swaziland, Uruguay, Chile, Botswana, Fiji, and Tuvalu. During this same period, safety and security considerations lead to the evacuation of Volunteers from Central African Republic, Albania, Republic of Congo, Sri Lanka, Chad, and Guinea-Bissau. The program in Eritrea is currently suspended, pending an improvement of security conditions in that country.

By the end of FY 2002, the Peace Corps will graduate from Poland, Slovakia, and the Baltics, where over the past decade, Volunteers and their host communities have made significant progress during a critical period. In Poland, the last Peace Corps Volunteers will depart in FY 2001, as a result of Poland's tremendous success and consistent with the Peace Corps' planned short-term commitment. In Slovakia, the Peace Corps program will close in FY 2002, concluding a meaningful period of assistance to the Slovak people, who have made considerable progress toward greater self-reliance and prosperity. The Peace Corps will close its programs in the Baltic countries of Estonia, Latvia, and Lithuania in FY 2002, where Volunteers and their host communities have worked successfully in the areas of education and business development. In each of these countries, current Volunteers continue to transfer to local people skills that will promote continued development long after Peace Corps' departure. Through these collective efforts, Volunteers in Poland, Slovakia, and the Baltics will leave a legacy of service, community development, and cross-cultural exchange.





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## THE PEACE CORPS: COUNTRY PROGRAM PROFILES

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

### HOW THE PEACE CORPS COUNTS VOLUNTEERS

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

#### Trainee Input

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

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

#### Average Number of Volunteers

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

#### Volunteers on Board

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

### THE PEACE CORPS BUDGET INFORMATION

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

### **FY 1998 Program Funds**

For FY 1998, the budget figures are the actual amounts that were obligated to support Peace Corps programs.

### **FY 1999 Program Funds**

For FY 1999, the budget estimates reflect the planned budget requirements needed to support the Peace Corps programs based on available annual appropriations and programmatic needs known at the beginning of FY 1999.

### **FY 2000 Program Funds**

For FY 2000, the budget estimates show the level of resources needed to continue the Peace Corps programs at the same level and effort as in FY 1999, including adjustments for anticipated inflation, annualization of programs begun or modified during the course of the year, and reassignments of Volunteers from one country to another. This estimate does not include resources related to the increased number of Volunteers as requested in this budget.

Note: WorldBank Atlas 1998 is the source of population and per capita income in this document.

# PEACE CORPS

## FY 2000 CONGRESSIONAL PRESENTATION

	<u>Trainees &lt;1&gt;</u>			<u>Average Number of Volunteers &lt;1&gt;</u>			<u>Program Funds (\$000) &lt;1&gt;</u>		
	<u>FY 1998</u>	<u>FY 1999</u>	<u>FY 2000</u>	<u>FY 1998</u>	<u>FY 1999</u>	<u>FY 2000</u>	<u>FY 1998</u>	<u>FY 1999</u>	<u>FY 2000</u>
Armenia	31	40	42	46	48	53	1,163	1,329	1,395
Bangladesh	0	35	37	0	16	46	662	1,060	1,280
Belize	26	30	30	48	47	48	1,019	1,147	1,175
Benin	56	66	66	76	104	114	1,787	2,013	2,049
Bolivia	81	81	81	135	140	140	2,500	2,571	2,596
Botswana	0	0	0	6	0	0	116	0	0
Bulgaria	53	75	79	91	104	118	1,536	2,032	2,112
Burkina Faso	44	49	49	76	85	83	1,768	1,840	1,847
Cameroon	77	69	69	117	126	113	2,721	2,739	2,640
Cape Verde	27	26	26	37	40	39	1,020	1,047	1,057
Chad	0	0	0	16	0	0	319	0	0
Chile	0	0	0	14	0	0	688	0	0
China	21	33	35	35	41	51	809	988	1,056
Cote d'Ivoire	56	58	58	93	95	96	2,345	2,387	2,401
Dominican Republic	92	75	75	140	141	128	2,778	2,550	2,512
Eastern Caribbean	57	55	55	99	99	96	2,092	2,180	2,219
Ecuador	89	85	85	160	162	156	2,677	2,717	2,700
El Salvador	50	60	60	59	78	90	1,478	1,566	1,619
Eritrea	0	0	20	34	0	2	626	215	838
Estonia	20	20	21	30	37	37	627	695	714
Ethiopia	38	47	47	39	52	60	1,370	1,473	1,492
Federated States of Micronesia & Palau	29	34	34	47	47	44	1,493	1,531	1,544
Fiji Islands & Tuvalu	0	0	0	6	0	0	234	0	0
Gabon	40	47	47	70	72	70	2,122	2,165	2,170
The Gambia	40	36	36	66	69	68	1,292	1,202	1,221
Ghana	77	84	84	144	147	146	2,791	2,896	2,879
Guatemala	95	126	126	137	144	175	3,104	3,453	3,595
Guinea	60	57	57	83	85	84	2,239	2,257	2,259
Guinea-Bissau	0	0	0	13	0	0	547	0	0
Guyana	19	20	20	33	26	25	831	842	851
Haiti	40	34	34	32	44	58	1,118	1,236	1,380
Honduras	104	121	121	170	173	189	3,055	3,329	3,442
Jamaica	62	58	58	94	92	112	2,016	2,064	2,279
Jordan	39	40	42	24	53	67	1,155	1,426	1,511
Kazakhstan	63	89	94	78	105	122	1,831	2,172	2,498

	<u>Trainees &lt;1&gt;</u>			<u>Average Number of Volunteers &lt;1&gt;</u>			<u>Program Funds (\$000) &lt;1&gt;</u>		
	<u>FY</u> <u>1998</u>	<u>FY</u> <u>1999</u>	<u>FY</u> <u>2000</u>	<u>FY</u> <u>1998</u>	<u>FY</u> <u>1999</u>	<u>FY</u> <u>2000</u>	<u>FY</u> <u>1998</u>	<u>FY</u> <u>1999</u>	<u>FY</u> <u>2000</u>
Kenya	73	58	58	109	119	117	3,256	3,251	3,277
Kiribati	27	27	27	35	41	39	706	881	897
Kyrgyz Republic	39	50	53	75	73	78	1,257	1,419	1,498
Latvia	27	25	27	45	53	44	903	984	959
Lesotho	34	47	47	75	76	85	1,781	1,924	1,986
Lithuania	27	25	26	42	48	48	847	878	937
Macedonia	23	20	21	27	37	38	576	701	717
Madagascar	30	52	52	36	48	69	1,046	1,416	1,529
Malawi	39	50	50	103	83	87	1,926	1,963	1,987
Mali	74	78	78	137	137	133	2,943	2,959	2,962
Mauritania	30	30	30	49	49	49	1,415	1,448	1,472
Moldova	64	54	57	79	95	100	1,569	1,700	1,725
Mongolia	37	48	51	59	57	78	1,311	1,457	1,586
Morocco	75	84	88	125	131	140	2,091	2,245	2,278
Mozambique	0	22	22	0	16	35	891	1,677	1,874
Namibia	84	85	85	122	132	126	2,464	2,502	2,529
Nepal	81	77	81	127	126	136	2,328	2,378	2,450
Nicaragua & Costa Rica	80	99	99	134	136	151	2,559	2,653	2,717
Niger	50	51	51	104	96	83	2,145	2,102	2,041
Panama	44	52	52	81	76	76	1,516	1,647	1,668
Papua New Guinea	48	50	50	69	83	92	1,216	1,429	1,595
Paraguay	97	87	87	176	180	175	3,129	3,257	3,263
Philippines	53	60	63	105	103	100	1,631	1,717	1,740
Poland	91	85	0	124	139	134	2,548	2,688	2,236
Romania	77	70	74	57	91	105	1,510	1,772	1,876
Russia (Eastern)	0	45	47	62	25	50	1,343	1,455	1,639
Russia (Western)	0	62	65	74	34	55	1,753	2,019	2,359
Samoa <2>	27	26	26	48	47	52	1,016	1,026	1,052
Senegal	71	79	79	116	117	142	2,854	2,965	3,139
Slovakia	46	48	51	83	89	90	1,508	1,743	1,772
Solomon Islands	38	38	38	62	65	57	1,179	1,241	1,206
South Africa	41	62	62	46	76	101	1,997	2,411	2,518
Sri Lanka	27	0	0	20	0	0	526	0	0
Suriname	24	26	26	24	29	43	749	796	910
Tanzania	44	60	60	82	87	103	2,132	2,280	2,337
Thailand	15	30	32	41	40	49	797	952	980
Togo	33	49	49	71	74	77	1,735	1,875	1,879
Tonga & Niue <2>	25	30	30	39	44	53	886	1,023	1,058
Turkmenistan	44	45	47	57	69	78	1,221	1,307	1,391
Uganda	36	38	38	46	53	68	1,397	1,543	1,570

	<u>Trainees &lt;1&gt;</u>			<u>Average Number of Volunteers &lt;1&gt;</u>			<u>Program Funds (\$000) &lt;1&gt;</u>		
	<u>FY</u> <u>1998</u>	<u>FY</u> <u>1999</u>	<u>FY</u> <u>2000</u>	<u>FY</u> <u>1998</u>	<u>FY</u> <u>1999</u>	<u>FY</u> <u>2000</u>	<u>FY</u> <u>1998</u>	<u>FY</u> <u>1999</u>	<u>FY</u> <u>2000</u>
Ukraine	91	91	96	173	173	157	3,033	3,168	3,024
Uzbekistan	60	93	98	49	85	143	1,257	1,714	1,950
Vanuatu	22	26	26	27	39	36	882	950	962
Zambia	56	51	51	76	95	97	2,186	2,240	2,251
Zimbabwe	38	53	53	62	71	86	1,391	1,792	1,803
<b>REGIONAL TOTAL</b>	<b>3,528</b>	<b>3,988</b>	<b>3,988</b>	<b>5,693</b>	<b>6,008</b>	<b>6,482</b>	<b>127,334</b>	<b>134,668</b>	<b>138,931</b>
<b>Additional Growth in Volunteer Corps</b>			200			24			3,100
<b>Crisis Corps Volunteers</b>				30	50	50	801	1,193	1,198
<b>United Nations Volunteers</b>	<u>23</u>	<u>23</u>	<u>23</u>	<u>34</u>	<u>34</u>	<u>34</u>	<u>297</u>	<u>305</u>	<u>312</u>
<b>WORLDWIDE TOTAL</b>	<b>3,551</b>	<b>4,011</b>	<b>4,211</b>	<b>5,757</b>	<b>6,092</b>	<b>6,590</b>	<b>128,432</b>	<b>136,167</b>	<b>143,541</b>

### SUMMARY OF TRAINEES, VOLUNTEERS, AND PROGRAM FUNDS

	<u>Trainees &lt;1&gt;</u>			<u>Average Number of Volunteers &lt;1&gt;</u>			<u>Program Funds (\$000) &lt;1&gt;</u>		
	<u>FY</u> <u>1998</u>	<u>FY</u> <u>1999</u>	<u>FY</u> <u>2000</u>	<u>FY</u> <u>1998</u>	<u>FY</u> <u>1999</u>	<u>FY</u> <u>2000</u>	<u>FY</u> <u>1998</u>	<u>FY</u> <u>1999</u>	<u>FY</u> <u>2000</u>
<b>Africa</b>	1,248	1,404	1,424	2,102	2,205	2,333	52,622	54,581	56,008
<b>Europe, Mediterranean, &amp; Asia</b>	1,104	1,344	1,324	1,726	1,872	2,116	35,792	39,997	41,683
<b>Inter America &amp; Pacific</b>	<u>1,176</u>	<u>1,240</u>	<u>1,240</u>	<u>1,865</u>	<u>1,931</u>	<u>2,033</u>	<u>38,920</u>	<u>40,090</u>	<u>41,240</u>
<b>REGIONAL TOTAL</b>	<b>3,528</b>	<b>3,988</b>	<b>3,988</b>	<b>5,693</b>	<b>6,008</b>	<b>6,482</b>	<b>127,334</b>	<b>134,668</b>	<b>138,931</b>
<b>Additional Growth in Volunteer Corps</b>			200			24			3,100
<b>Crisis Corps Volunteers</b>				30	50	50	801	1,193	1,198
<b>United Nations Volunteers</b>	<u>23</u>	<u>23</u>	<u>23</u>	<u>34</u>	<u>34</u>	<u>34</u>	<u>297</u>	<u>305</u>	<u>312</u>
<b>WORLDWIDE TOTAL</b>	<b>3,551</b>	<b>4,011</b>	<b>4,211</b>	<b>5,757</b>	<b>6,092</b>	<b>6,590</b>	<b>128,432</b>	<b>136,167</b>	<b>143,541</b>

Detail may not add due to rounding

<1> United Nations Volunteers and Crisis Corps Volunteers are not included in country numbers.

<2> The administration of the Peace Corps program in Niue transferred from Samoa to Tonga 1/1/99.

## ARMENIA

Population: 3,774,000  
Annual Per Capita Income: \$630  
Program Dates: 1992-Present



### Country Overview:

Armenia, the smallest of the former Soviet Republics, is in the midst of historic change. Despite a decade that has included war, blockades, a devastating earthquake and chronic shortages of power, Armenia is slowly making the progress in its transition to a market economy. Private sector activities are only beginning to emerge, and wide-scale entrepreneurship needs to be supported through training and education. Armenians recognize the importance of English fluency in linking them to economic and education opportunities in their region. Peace Corps is responding to these needs with programs that develop the country and its people's ability to support business development and education.

### Resources:

Armenia	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	31	40	42
Average # of Volunteers	46	48	53
Program Funds (\$000)	1,163	1,329	1,395

### Peace Corps Program by Sector:

#### Business Development

The Small Enterprise Development program assists 20 communities across Armenia in developing the institutional capacity of local NGOs and government leaders to support the small business sector, providing business consulting and training to over 1,400 entrepreneurs, and providing business education and curriculum development in high schools and business institutes. This year, several Volunteers were instrumental in establishing community business newsletters. Volunteers have successfully formed collaborative training projects and facilitated micro-credit programs and small business development grants with organizations such as USAID, CARE, Save the Children and others.

Volunteers work to develop grassroots community projects, such as working with orphans and refugees to provide hygiene education, clothing distribution and business skills training. Other projects include a "Green Up and Clean Up" campaign to distribute garbage cans, park benches and flower pots in the city center of Martuni, and repairing an irrigation canal that now serves 820 families.

One successful program is the A&L Business Center in Vanadzor, directed by an Armenian business. Other Volunteers are working to promote a specific sector important to the economy at their site. One Volunteer has been working for the past year to promote tourism in the mountain resort region of Jermuk. Once a popular vacation spot, Jermuk's health spa has suffered from a sharp decline in tourists. The Volunteer has facilitated visits by tourism experts and tour operators who developed recommendations for improvements and business plans, and is now teaching the staff courses in customer service, accounting and marketing to help the spa implement these plans.

## **Education**

Interest in studying English in Armenia is at its height. To help meet the demand for qualified English teachers, Volunteers are training Armenian teachers in modern language teaching methodology. Volunteers are also helping their schools establish English language resource centers and collaborating with their counterparts to produce curricula, in order to ease the severe shortage of textbooks and modern teaching materials.

One Volunteer found a donor through Peace Corps' World Wise Schools program who shipped 2,000 books to the town of Sissian for use at the English language resource center established by previous volunteers.

To encourage teachers to use each other's skills as resources, Volunteers have collaborated with their counterparts to create professional teachers' organizations such as the Armenian Association of English teachers. Working together with the Brussov Foreign Language Institute in Yerevan, one Volunteer developed a writing program, the first of its kind in Armenia.

Volunteers are also active in sponsoring English language and American culture clubs, and assisting their students in preparing for qualifying exams for Freedom Support Act scholarships such as the Muskie Fellowship. Increasingly, Volunteers are working with adult learners such as NGO leaders who need English to communicate with partner organizations abroad.

## BANGLADESH

Population: 121,671,000

Annual Per Capita Income: \$260

Program Dates: New Country Entry



### Country Overview:

While it remains one of the poorest and most densely populated countries in the world, Bangladesh has continued to show signs of progress in a variety of key areas. The country is now self-sufficient in rice production, and the infant mortality rate has declined significantly from 140 per 1,000 births to 80 per 1,000 births. Also, as a result of concerted government efforts, primary school enrollment has increased from 54 to 77 percent, with girls comprising two and a half times as many students as they did in 1971. Progress in these areas has created new and important challenges. While the number of children now attending school has increased, the availability of teaching resources and the number of teachers qualified to teach critical subjects remain low. Peace Corps Volunteers arrived in November 1998 to help the country strengthen its capacity to train its English teachers.

### Resources:

Bangladesh	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	0	35	37
Average # of Volunteers	0	16	46
Program Funds (\$000)	662	1,060	1,280

### Peace Corps Program by Sector:

#### Education

Recognizing the growing importance of English as the language of technology, the Government of Bangladesh has reinstituted English instruction for all students, beginning in grade three. Most elementary school teachers have a tenth grade education but lack sufficient background in English to teach it well. Volunteers will be working in Primary Training Institutes, helping teachers to improve their English language proficiency. Several Volunteers are also assigned to work with the Bangladesh Rural Advancement Committee, a non-governmental organization which provides primary education for more than 1.2 million primary-age Bangladeshi children. As the program expands over the next several years, Volunteers may also be placed in more rural areas where most children are schooled and where on-going professional support and training for teachers is limited.



## BELIZE

Population: 222,000

Annual Per Capita Income: \$2,700

Program Dates: 1962-Present

### Country Overview:

Peace Corps Volunteers were evacuated temporarily in anticipation of Hurricane Mitch in October 1998. Although the actual physical damage was far less than anticipated, Belize is expected to suffer increased immigration from neighboring countries which were devastated by the Hurricane. This increase may exacerbate the recent influx of economic migrants and refugees with low levels of formal education from Guatemala, Honduras, El Salvador, and Nicaragua. An increasing proportion of the coming generation of Belizean children are being born into homes that are poorer, less educated, non-English speaking, and marginalized.

Belize also faces other development challenges. Sixty-five percent of the population is under the age of twenty-five. Schools suffer from overcrowding and less than half of Belizean youth finish primary school, and drop out rates for high school are extremely high.

Sixty percent of Belize is covered by forest ecosystems that accommodate endangered species. The barrier reef off the coast of Belize is an important coastal and marine ecosystem, which was declared a World Heritage Reserve. Effective management of these areas will be required to conserve these valuable natural resources.

To help address these problems, Volunteers are working in education, rural community development, environment, and youth development.

### Resources:

	FY 1998	FY 1999	FY 2000
Belize	Actual	Estimates	Estimates
Trainees	26	30	30
Average # of Volunteers	48	47	48
Program Funds (\$000)	1,019	1,147	1,175

### Peace Corps Program by Sector:

#### Education

Belize has a severe shortage of trained teachers in its primary schools. Volunteers provide comprehensive training programs for untrained teachers in all districts, and train Special Education teachers. Volunteers also work with out-of-school youth in vocational education including electrical, welding, automotive, and business education; computer skills; food preparation; literacy

instruction; HIV / AIDS awareness and conflict resolution.

A Peace Corps Volunteer has been working with the Special Education Unit of the Ministry of Education to dramatically improve the services rendered to children with hearing impairment and other speech and language difficulties. With training by the Peace Corps Volunteer, Ministry personnel have implemented assessments, screening / follow-up visits, home visits, and teacher workshops.

### **Environment**

In an effort to make ecotourism a more viable option for economic development, Volunteers are promoting conservation and conducting environmental education campaigns to reduce indiscriminate trash and garbage disposal, exploitation of valuable marine resources, and the destruction of endangered wildlife.

A Volunteer assigned to the Education Office at the Belize Zoo has spearheaded awareness campaigns to protect endangered species, such as the yellow-headed parrot. In these campaigns, Volunteers work with youth to construct nests and clear and label nature trails, conduct conservation courses in primary schools, and launch parades and environmental days to promote the pride and environmental consciousness of surrounding villages.

### **Youth Development**

In response to the increasing number of "at-risk" young people in Belize who lack marketable skills, Volunteers work in collaboration with the Department of Youth and NGOs to improve their social circumstance and employment opportunities. Nearly half of the Volunteers in Belize work in youth development activities that include Youth Enhancement Services (YES), Sports for Youth, Vocational Education and Drug Education / Prevention.

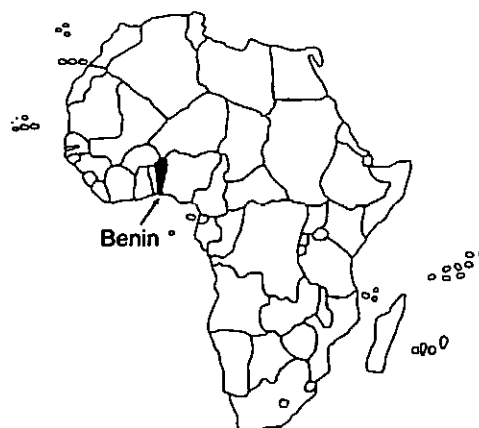
To increase employment opportunities for youth in urban cities, Vocational Education Volunteers provide scarce skill technical expertise in vocational-tech subject areas through curriculum development and teacher training workshops. To improve the social and employability prospects for youth, YES Volunteers provide training in life skills. Volunteers are also an integral part of the National Drug Abuse Control Program. To improve the mental and physical development of youth, Sports for Youth Volunteers assist primary and secondary school teachers with the development of Physical Education programs and organize recreational sports competitions.

## BENIN

Population: 5,632,000

Annual Per Capita Income: \$350

Program Dates: 1968-Present



### Country Overview:

The Government of Benin is showing success as it continues on its path as a stable, democratic country committed to improving the well being of the Beninese. However, Benin lacks human and material resources to teach its children, care for the health of its families, preserve and restore its natural environment, and promote business skills. In a recent letter to Director Gearan, President Kérékou declares that "your [Peace Corps] Volunteers offer to the citizens of my country a model and another view of what they themselves can contribute to the development of the Republic of Benin. The reports I receive from the people, as well as from the Ministers of my government, bear witness to the need and the durability of Peace Corps activities in Benin's development."

### Resources:

Benin	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	56	66	66
Average # of Volunteers	76	104	114
Program Funds (\$000)	1,787	2,013	2,049

### Peace Corps Program by Sector:

#### Business Development

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

One Volunteer has worked with a local NGO to carry out training seminars on accounting methods for non-literate business people, reaching members of 15 village groups. Another Volunteer produced a documentary video on a local cashew-production NGO. The video was successful in attracting international buyers and donor agency funding.

## **Education**

Volunteers are helping Benin improve the quality of education by teaching math, physics and chemistry in secondary schools and by developing improved teaching materials, such as instructors' lesson plans and corresponding student workbooks. During Peace Corps Benin's 30th Anniversary Open House, two Volunteers created a physics demonstration booth, conducting physics experiments to the delight of students, government officials and local press.

Volunteers are incorporating the international science program, Global Learning and Observation to Benefit the Environment Project (GLOBE), into the school curriculum. GLOBE connects students around the world through the Internet, in order to share their environmental knowledge. Volunteers have introduced more than 15,000 students and 200 teachers to GLOBE.

## **Environment**

Benin is faced with serious environmental consequences from 2,500,000 acres of land deforested annually, a rapid reduction of soil fertility, and 70 percent of the population working in rural agriculture. Volunteers are working on activities related to community forestry, soil conservation, environmental protection and environmental education. Volunteers help to increase villagers' awareness of the processes of environmental degradation and provide training in practical methods to address the problem.

In consultation with the government, and numerous organizations, Peace Corps recently published, and presented to the Minister of Education, the first edition of an "Environmental Education Guide" for use in the national curriculum of schools throughout the country. One Volunteer works at a research station to promote community involvement in the conservation of protected forest areas. She designed a brochure and trained park guides to attract visitors and school groups to the park.

## **Health**

Volunteers collaborate with social service centers throughout the country in conjunction with the Ministry of Social Protection and Women's Affairs. The focus of the project is health education with an emphasis on maternal and child health issues. One Volunteer, after discovering that village women were not participating in the local Social Center's activities because of the distance to travel, inaugurated a baby weighing program in her village. The Volunteer, with support from the Center and Catholic Relief Services, trained community health agents to ensure that the project continues into the future.

HIV/AIDS is one of Benin's growing social health problems. Volunteers in all projects continue in their efforts to integrate HIV/AIDS information into their activities. In association with Population Services International, and its Beninese representative organization, Volunteers throughout the country distributed the comic strip series, "Love and Life." Volunteers use this comic strip when holding health talks, or performing plays, to teach people about the cause, prevention and treatment for HIV and AIDS.

## **BOLIVIA**

Population: 7,588,000

Annual Per Capita Income: \$830

Program Dates: 1962-1971; 1990-Present



### **Country Overview:**

In Bolivia, El Niño produced an array of natural disasters including floods and landslides, while in other places, hailstorms and drought resulted. An earthquake destroyed the town of Aquile and severely damaged Totorá in May 1998. In response, the Peace Corps provided Crisis Corps Volunteers to assist in disaster relief and recovery in the areas of health and water and sanitation.

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

### **Resources:**

<b>Bolivia</b>	<b>FY 1998 Actual</b>	<b>FY 1999 Estimates</b>	<b>FY 2000 Estimates</b>
Trainees	81	81	81
Average # of Volunteers	135	140	140
Program Funds (\$000)	2,500	2,571	2,596

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

#### **Agriculture**

Through training, technical assistance and participatory techniques, Volunteers assist in the improvement of sustainable agricultural techniques, and provide increased opportunities to improve family income and nutrition.

Volunteers worked with one community in which 20 chicken coops were installed. Volunteers assisted farmer families in adopting Integrated Pest Management strategies. Volunteers helped

to establish protected organic seedbeds for potato and vegetable production and to develop tree nurseries. Additionally, Volunteers have assisted community members in building protected gardens in high, cold, arid areas, to help in solving low nutritional levels.

### **Business Development**

Volunteers address rural poverty by assisting communities in the development of income generating activities and in business skills training. Volunteers trained beneficiaries in basic business skills such as economics, marketing, customer service, inventory, quality control, and administration. Several communities of coffee growers have been trained in skills to improve coffee quality in order to enhance export opportunities.

### **Environment**

Volunteers assist rural inhabitants in the deployment of sustainable and economically viable land use practices through the Soil Conservation and Environmental Education project. The project is designed to mitigate the negative consequences of a deteriorating soil and water resource base.

Volunteers also helped build tree nurseries containing over 11,000 seedlings, benefiting 537 families. They assisted in reforestation land and conducted three paper recycling workshops benefiting youths. One group of Volunteers joined to produce and distribute a Bolivian Environmental Educational Manual which contained environmental education lesson plans. The plans were used by local community groups.

### **Health**

Assigned to governmental agencies, private volunteer organizations, and non-governmental organizations, Volunteers address the Bolivian government's concerns regarding poor water and sanitation standards by working to improve the basic sanitary conditions of people living in rural areas of Bolivia.

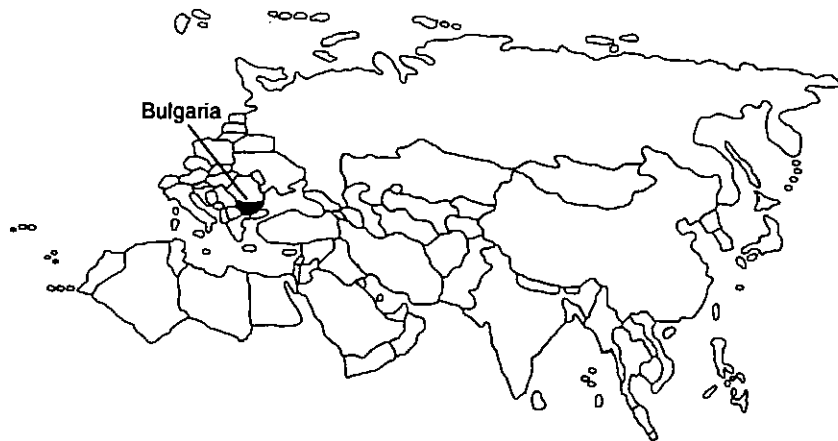
Volunteers are involved in the organization of community water committees, and the training of system operators. They provide formal education on sanitation at schools and health posts. Volunteers have helped build latrines, reaching approximately 5,708 community members, and have provided sanitary and hygiene extension to people in more than 47 communities.

## BULGARIA

Population: 8,356,000

Annual Per Capita Income: \$1,190

Program Dates: 1991-Present



### Country Overview:

Post-communist Bulgaria encounters significant challenges as it attempts to make a fast transition to a market-oriented economy and works to decentralize government services. Inflation and unemployment are high, and shortages of food and fuel have not been uncommon. Environmental degradation is prevalent, as concern for economic recovery and growth have overshadowed efforts to protect and restore the environment. Peace Corps is addressing these issues with projects in business and economic development, environmental education, and natural resource management. Volunteers also play key roles in providing English language instruction, which Bulgarians believe will help them integrate into international business and commercial activities.

### Resources:

Bulgaria	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	53	75	79
Average # of Volunteers	91	104	118
Program Funds (\$000)	1,536	2,032	2,112

### Peace Corps Program by Sector:

#### Business Development

The Peace Corps business program was developed to help Bulgarians adapt to their rapidly changing economic and political environment. Volunteers work with small business owners, entrepreneurs, and students to develop skills in business administration and management. They also assist in strengthening the capacities of Bulgarian business-assistance organizations to provide technical services and access to business resources and information. Volunteers are assigned to Business Resource Centers, local and regional economic development agencies, and serve in secondary schools as business educators. Peace Corps works closely with the Junior Achievement Program in thirteen schools throughout the country. Over the course of the coming year, the project will become a full community economic development project, allowing it to be more responsive to locally identified needs.

In FY 1998, Peace Corps Volunteers provided approximately 3,000 consulting and training days to Bulgarian entrepreneurs. One volunteer organized an extensive job training program in Stara Zagora for the teenage girls from the local orphanage. Topics covered included computers, cooking, cosmetology, and clothing design. Volunteers produced a step-by-step guide entitled "How to

register your business in the Blagoevgrad Region." Through consultations with NGOs on the topics of education, women's issues, local museums and theaters, one Volunteer assisted the NGOs with ideas for designing projects, enhancing operations and approaching funding agencies.

## **Education**

As Bulgaria continues its economic reforms and its attempts to expand into the global marketplace, the need for English language fluency has increased significantly. Instructors face shortages of educational resources and proper training on how to use the limited resources they have. Peace Corps Volunteers work within the Bulgarian school system to improve students' and teachers' English language skills, and to develop and enhance English as a Foreign Language (EFL) resource centers. During the past year, Volunteers have taught 7,411 Bulgarian students in 37 communities. Four new resource centers were established and over 3,200 books were donated to schools.

One Volunteer organized the Third National Women's Issues Essay Contest. It continues to be held successfully due to the collaborative efforts of Peace Corps Volunteers, the Bulgarian Association of University Women, the Bulgarian Ministry of Education and Science, and the American University in Bulgaria. Over 1,600 entries were received, with winning essays compiled in a book and distributed to contestants, sponsors, and collaborating institutions. The project was a resounding success, resulting in improved English language skills of Bulgarian students and a broader understanding about the role of women in Bulgarian society.

## **Environment**

Bulgaria's environment has experienced increasing pressure and stresses resulting in deforestation, wetland destruction, and general degradation. Peace Corps began its environment project in Bulgaria in 1995, working with schools, NGOs, national parks and local governments to educate and empower communities to understand and address environmental problems and to develop and implement community-based environmental initiatives. Volunteers facilitate cooperation between NGOs and local, national, and international environmental organizations to develop a dynamic network for environmental information exchange and technical assistance.

During the past year, Volunteers were instrumental in the development and implementation of an environmental issues curriculum at 11 secondary schools throughout the country. One Volunteer completed an "Environmental Source Notebook," 1000 copies of which were distributed to over 100 schools in Bulgaria. Volunteers assisted eight communities in developing school and community recycling programs. One volunteer conducted a workshop for 12 NGOs on environmental and economic sustainability. Another Volunteer helped implement a survey and directory of over 80 environmental specialists. Volunteers working in 11 municipalities have facilitated the development of an active network of Municipal Environmental Specialists who regularly exchange information, experiences, and ideas. Volunteers and their counterparts organized excursions and environmental camps in natural regions around Bulgaria for children from 8 communities. Approximately 1500 students conducted field research on environmental quality, flora and fauna surveys, and water quality testing. The results were shared with local government and NGO officials.



## BURKINA FASO

Population: 10,669,000

Annual Per Capita Income: \$230

Program Dates: 1966-1987; 1995-Present



### Country Overview:

According to Ministry of Education statistics, Burkina Faso devotes 24 percent of its budget to education. Even so, only 19 percent of the population is literate and only 38 percent of eligible children go to primary school (up from 16 percent in 1983). Foreign investment and private sector development are increasing in Burkina Faso, yet the country still ranks among the poorest countries in the world. It is estimated that only 20 percent of the population has access to clean drinking water. Health care remains poor, and many diseases, such as malaria and malnutrition, are endemic. The Peace Corps resumed work in Burkina Faso in FY95 after eight years of absence. Volunteers provide assistance in the critical areas of health and education, which are slated priorities of the Government of Burkina Faso.

### Resources:

Burkina Faso	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	44	49	49
Average # of Volunteers	76	85	83
Program Funds (\$000)	1,768	1,840	1,847

### Peace Corps Program by Sector:

#### Education

In September 1997, the first group of Volunteers assigned to the Ministry of Education arrived at both urban and rural sites to teach secondary school English, math, science, and university level English as a second language. Volunteers encourage girls to excel in mathematics and science, which traditionally have been limited to boys. Counterparts and Volunteers work together to raise awareness about the need for gender equity.

Peace Corps Volunteers in Burkina Faso find creative ways to focus on community concerns by encouraging students to examine real life situations as a part of their lessons. Students often are encouraged to identify problems and propose solutions that might be solved with their participation. Often, students' proposals evolve into community-based programs that Volunteers help coordinate.

## **Health**

Volunteers are assigned to the Ministry of Health to promote health education in village clinics. These Volunteers work with the people to revitalize the primary health care system by strengthening local health management committees and working with communities to develop health promotion programs on such priority concerns as childhood communicable diseases, malaria, HIV/AIDS education, and Guinea worm eradication.

All Peace Corps Volunteers in the Health sector help the head nurses of local clinics in managing the immunization system: scheduling vaccination trips, participating in monthly immunization outreach programs, ensuring that data is collected and graphs are drawn on immunization coverage. About 2,500 women and 6,000 children benefit from these programs per year.

One Volunteer used a two-tiered approach to addressing her village's health needs. Working closely with the village chief, she arranged funding for a grain-grinding mill to improve nutrition. After it was completed, she helped organize a health education group to talk with women as they wait for their grain to be milled. This has proved to be an effective way to orient village women to the local health center.

## CAMEROON

Population: 13,676,000

Annual Per Capita Income: \$610

Program Dates: 1962-Present



### Country Overview

The people of Cameroon, while experiencing improvement in the general quality of life in recent years, continue to live with grave inadequacies in the health care and education systems, as well as in the management of their natural resources and economic viability. The government continues to open new schools to address the educational needs of the youth, but faces a shortage of qualified teachers. Water-borne illnesses, poor nutrition, and sexually transmitted diseases are preventable conditions that threaten health in many rural areas. A majority of the population continues to work the land using damaging practices, and they do so without enough of a harvest to provide the needed benefits. Volunteers concentrate their efforts at the grassroots level in education, agriculture, agroforestry, and health.

### Resources:

Cameroon	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	77	69	69
Average # of Volunteers	117	126	113
Program Funds (\$000)	2,721	2,739	2,640

### Peace Corps Program by Sector:

#### Agriculture

Volunteers are helping farmers gain the management skills necessary to maintain pond fisheries, which increase the quantity and quality of farmers' food production and generate income. Cameroonians with strong leadership and communication skills are trained by Volunteers as farmer leaders to pass on fish farming techniques to other farmers. Volunteers establish and promote fish farmers' associations that provide support and a forum for identifying and responding to commonly encountered problems. In the current economic climate, more and more farmers are becoming interested in small-pond fisheries as an income-generating activity. Men, women, and children participate in the various tasks of pond construction, management, fish marketing, extension visits, and farmer meetings.

## **Education**

Providing the ever-expanding school-age population with a quality education remains a challenge for the government. Volunteers help to improve the quality of education not only by teaching classes in English, math, chemistry, biology, and physics, but also by developing teaching materials applicable to Cameroonian life. Students' classroom knowledge is supplemented with health and environmental education curricula integrated into daily lessons. Volunteers bring innovative techniques to the classroom with new teaching approaches that enhance students' critical thinking skills, as well as improve the teaching skills of their Cameroonian counterparts.

In FY98, more than 14,000 Cameroonian students were taught sciences and mathematics by Volunteers. Five Volunteers worked together to create a lesson plan resource guide and visual aid library to compensate for the lack of teaching materials and students' textbooks. Cameroonian teachers have expanded the AIDS curriculum into classes that were once closed to the idea. During Youth Day celebrations, students wrote dramas on AIDS awareness themes and performed in front of other youth.

## **Environment**

As a result of rapid population growth and increasing competition for land in Cameroon, some farmers have begun to cultivate on steep hillsides and into ecologically important forested areas. These practices accelerate soil erosion, degradation of existing farmland, and desertification. Volunteers are working to establish a network of farmer leaders who will understand the benefits of agroforestry and permanent farming systems and who will be able to teach these activities to other farmers. One Volunteer who worked with an agroforestry farming group in her village was able to acquire land from the traditional council in order to establish an agroforestry training center that now has five farmer-trainees. Another Volunteer helped her village establish a community forest in an area that had been heavily deforested. This forest is expected to provide fuel wood and construction materials and improve the degraded environment of more than 8,000 people.

## **Health**

In Cameroon, the doctor to patient ratio is 1: 12,500. The infant mortality rate is 62 deaths per 1,000 live births. Only half of the total population has access to safe water. The AIDS pandemic has hit, with 6% to 17% of the population infected. Together with local health committees, government personnel and communities, Volunteers help plan and implement preventive health care activities. Through these activities, individuals become empowered to take responsibility for their own and their community's health.

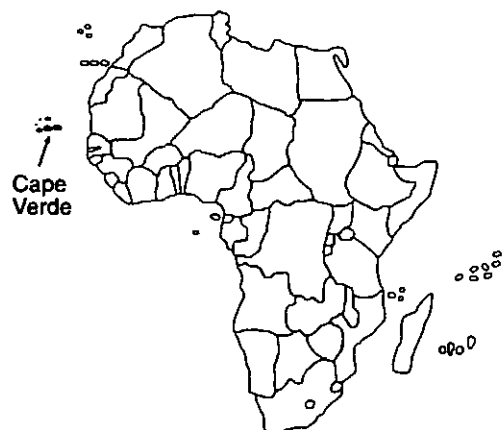
Volunteers and their Cameroonian counterparts have given more than 900 educational presentations in villages and area health centers. Topics include safe water and sanitation, family life education, and nutritional gardening. One 70-year-old Volunteer developed a guide that was used in a recent training of women working to become health trainers. Her other activities range from infrastructure projects and health education in the schools, to group work with the older population in the city.

## CAPE VERDE

Population: 389,000

Annual Per Capita Income: \$1,010

Program Dates: 1988-Present



### Country Overview:

Cape Verde is a nation of ten islands, nine of which are inhabited, located off the coast of West Africa. Each island's topography, size, population, and other features are distinctive. Some of this island nation's most pressing problems are a severe fresh water shortage, low agricultural production, and a lack of trained professionals in both the public and private sectors. To address these issues, the government's stated priority is the decentralization of the majority of its functions to the local level, on each island. According to the Secretary of State for Decentralization, "the country counts on Peace Corps Volunteers working in community development as an integral part of the process of decentralizing the government, working with communities to identify their most pressing needs and appropriate strategies for resolving these problems." Volunteers are currently working in the community development sector and the English education sector. Although Portuguese is the official language of Cape Verde, the government has determined that knowledge of English will enhance prospects for economic development.

### Resources:

Cape Verde	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	27	26	26
Average # of Volunteers	37	40	39
Program Funds (\$000)	1,020	1,047	1,057

### Peace Corps Projects by Sector:

#### Education

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

Volunteers teach a large percentage of the secondary school students, over 3,300 students in 1998, studying English. Volunteers also play a primary role in the pre- and in-service training of licensed English teachers. Volunteers have developed instructional materials which incorporate Cape Verdean culture and history and introduced them into secondary schools. Volunteers have

organized various supplementary English activities, including a two-week English summer camp, a career day for third-year female students, and field trips to broaden student awareness. Volunteers are also involved in adult English literacy training, which is geared toward helping to stimulate the growth of the islands' burgeoning tourist trade. A small number of Volunteers are also working in pre-school administration, and Peace Corps plans to expand its English teaching initiative into primary schools in the near future.

One English-teaching Volunteer has begun spending two nights a week in a distant community to give additional help to students who have to travel long distances to school. The government is supporting her efforts and has provided transportation and lodging for her. The Volunteer has worked to get the parents more involved in their children's education, and has noticed an impressive improvement in these students' performance.

### **Community Development**

Since the shift toward decentralization, the municipal government and the local population have had difficulty in identifying community needs, and developing solutions to community problems.

In order to develop and implement sustainable, small-scale, community development projects, Volunteers currently are working in micro-enterprise development and computer literacy. In FY98, Volunteers established a computer lab and gave over 400 hours of computer training to high school students. Other accomplishments in the past year include aiding local entrepreneurs in the processing of loan applications for micro-enterprise, the development of a pre-school teachers workshop, the production of a pamphlet on AIDS, and family planning.

One Volunteer is working with a group of young people who have formed an organization dedicated to the development of their island. They have begun development of a strategic plan and are excited about the future. Another Volunteer who works with a pilot "Youth House" project has introduced judo to the children with whom he works. The Youth House is designed to provide structured activities to youth outside of school. In addition to giving computer training, setting up sports competitions, and organizing community activities, the Volunteer is now also giving judo classes. The Volunteer reports that this initiative has had a wonderful effect on some of the most shy and withdrawn youth with whom he works.

## CHINA

Population: 1,215,414,000

Annual Per Capita Income: \$750

Program Dates: 1993-Present



### Country Overview:

The Government of China has asked the Peace Corps to provide educational assistance in the form of training English language teachers. In 1993, the Peace Corps established a pilot education project in Sichuan Province and China welcomed the first group of Peace Corps Volunteers. An official Country Agreement with The People's Republic of China was signed in June 1998, by US Ambassador James Sasser and Chinese Vice Minister of Education Wei Yu during President Clinton's visit to China. The formalization of the Country Agreement and China's growing interest in environmental protection issues will result in geographical expansion of the English Education project. Through this project, Peace Corps will continue to promote environmental education and awareness among Chinese youth.

As the country plans to increase the number of nature reserves by 50 percent over the next several years, Peace Corps Volunteers will continue to introduce environmental content-based curricula into their English classes. Cross-cultural exchange will increase as forty-four Peace Corps Volunteers work with approximately 3,500 students and 235 teachers at teacher training colleges throughout Sichuan Province.

### Resources:

China	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	21	33	35
Average # of Volunteers	35	41	51
Program Funds (\$000)	809	988	1,056

### Peace Corps Program by Sector:

#### Education

The Peace Corps program in China is located in Sichuan Province, the most populous province in China with approximately 110 million people. Peace Corps Volunteers are working at teacher training colleges in the province. Their primary goal is to teach English to students who expect to become middle school English teachers in the more remote areas of Sichuan Province. Volunteers are integrating environment-related issues and information into their English classes to increase environmental awareness, stimulate critical thinking, and enhance problem solving skills. In

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

Two Volunteers have established Environmental English courses at teacher training colleges. Representatives from other colleges have expressed interest in offering similar courses to students. English resource centers for students and faculty were established or maintained at four colleges. Since the government established "computer literacy" as a priority for the educational development and progress of China, PCVs conducted computer literacy training for future educators at three teachers' colleges. These projects were conceived together with college officials and respond to community development needs and priorities. To heighten international awareness on the part of young students who will themselves become teachers, Peace Corps Volunteers worked with communities on World Map projects at Leshan Teachers College and Pangang Vocational Technology Center.



## CÔTE D'IVOIRE

Population: 14,347,000

Annual Per Capita Income: \$660

Program Dates: 1962-1981; 1990-Present



### Country Overview:

While frequently cited as a rising star in Africa, Côte d'Ivoire continues to face serious social and economic problems stemming from the economic crisis in the early 1990's and its high population growth rate. Health indicators are improving, but preventive health care remains an area of great concern. HIV / AIDS education is still a critical challenge, and easily-preventable Guinea worm is not yet eradicated. Geographic and urban/rural disparities exist in access to potable water, waste disposal, and nutrition. Only 32 percent of the country's rural population has access to potable water, and only 17 percent has access to adequate sanitation facilities. Peace Corps Volunteers are helping to address these needs by working to improve preventive health care, water and sanitation, urban environmental management, and small business.

### Resources:

Côte d'Ivoire	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	56	58	58
Average # of Volunteers	93	95	96
Program Funds (\$000)	2,345	2,387	2,401

### Peace Corps Program by Sector:

#### Environment

Volunteers continue to work with local officials in smaller cities to enhance municipal governments' capacity to plan for and provide adequate public services to lower-income residents. Since 1991, 23 cities have implemented solid waste management collection systems and composting projects. In 1998, with the assistance of Volunteers, two cities constructed latrines with hand-washing stations at primary schools, and one city created a hygiene department in the mayor's office.

#### Health

Volunteers work with the Ministry of Health and Social Welfare as part of health teams to improve access to and awareness of preventive health care services. They work with nurses and local leaders to develop health education activities in support of child survival, and to improve the training of village health workers, traditional birth attendants, and village health committees.

Volunteers trained 106 community health workers in immunization, nutrition, malaria, and prevention of AIDS as well as other sexually transmitted diseases. Volunteers also are working to eradicate Guinea worm.

One Volunteer created an innovative way to encourage mothers to take their children to health centers. He organized a baby beauty contest. Once at the Center, babies were weighed, immunized, and given nutritional advice. All participating mothers received prizes of milk, sugar and soap.

### **Water and Sanitation**

Volunteers work with rural communities to improve water supplies and access to proper sanitation, and increase understanding of the impact of clean water and hygiene on good health. One project focus is maintenance of village hand-pumps that often fall into disrepair. Volunteers are strengthening a network for distribution of spare parts to keep the pumps operating. Use of hand-pumps significantly aids the eradication of Guinea worm, reduces some forms of diarrhea disease, and provides clean and potable water for many villages.

Another successful project has been to train local masons in appropriate latrine construction. *Fifty three masons from 27 villages were trained in FY 1998.*



## DOMINICAN REPUBLIC

Population: 7,964,000

Annual Per Capita Income: \$1,600

Program Dates: 1962-Present

### Country Overview:

In September of 1998, Hurricane Georges exacerbated the considerable development challenges faced by the people of the Dominican Republic. Prior to the Hurricane, the country suffered from one of the least developed water supply and sanitation systems in the hemisphere. Recent statistics show that 55% of the rural population lacked access to adequate water supplies, and 70% lacked access to adequate sanitation facilities. The rate of HIV/AIDS continued to pose an ominous threat to increasing numbers of people while crops yield insufficient food supplies.

In the aftermath of the Hurricane, thousands of families were displaced and lost their homes and livelihood. The infrastructure was damaged severely, and the disaster greatly increased the risk of malnutrition, future epidemics, and inadequate food production. Estimates indicate that as many as 20,000 to 50,000 families were affected. Peace Corps Volunteers played a major role in disaster relief throughout the country. In light of changes caused by the Hurricane and in response to the more intractable conditions that have challenged the country for decades, Volunteers are reinvigorating projects in the areas of health, education, and the environment.

### Resources:

Dominican Republic	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	92	75	75
Average # of Volunteers	140	141	128
Program Funds (\$000)	2,778	2,550	2,512

### Peace Corps Program by Sector:

#### Health

As part of continuing efforts to address rising infant mortality, Peace Corps Volunteers are establishing oral hygiene units at the community level, training community leaders to become health resources, sharing health information to high-risk families, introducing improved sanitation practices to rural communities, and constructing latrines and aqueducts. Peace Corps Volunteers continue to train people about ways they can prevent the spread of HIV/AIDS.

In response to Hurricane Georges, Peace Corps Volunteers immediately contacted the Red Cross to coordinate relief efforts. Volunteers helped them provide services to people in refugee shelters, construct temporary latrines, form work committees, and assess overall damage. Volunteers

worked with several NGOs to prepare and deliver plastic emergency water tanks that serviced hundreds of people whose water supplies were destroyed.

### **Education**

In response to low attendance and academic performance in schools, Volunteers help teachers find creative ways to involve students in class lessons that relate to everyday issues. Peace Corps efforts to establish educational resource centers have received national recognition for their innovation, as well as for their "low-cost, high return" contribution to public education. In the aftermath of the hurricane, Volunteers worked with community leaders to help organize people to reconstruct five schools in the eastern province of Hato Mayor. These schools service hundreds of Dominican children.

### **Agriculture**

In response to the food shortage caused by the hurricane, Peace Corps Volunteers worked with individuals and organizations to establish emergency airdrops of food supplies over hard hit communities. Within a few days, the Peace Corps helped deliver more than 500,000 pounds of emergency food to storm victims. In addition, Volunteers distributed 42-day crop seeds to local organizations, who were asked to plant community gardens to replenish destroyed crops. Volunteers continue to introduce to local farmers low-risk agriculture techniques such as soil conservation, integrated pest management, water management, and crops diversification.

### **Environment**

Volunteers are working to reverse the process of soil erosion and degradation on the lands of 1,000 low-income rural farmers in four geographic areas. They are helping farmers plant new trees and introduce appropriate agroforestry and soil conservation techniques. Immediately after Hurricane Georges, The Peace Corps was active in soliciting portable sawmills and advocating recycling of downed trees into viable shelter material. They are now working to prevent forest fires in the country's badly damaged interior.

### **Business Development**

Volunteers are working to educate small business owners about ways to operate more efficiently and profitably particularly in sectors that will enhance country exports. Volunteers collaborate with partners such as Chambers of Commerce and agribusiness cooperatives to help them provide training in core business competencies. Business people are learning how to plan, budget, and market their goods more effectively.

### **Crisis Corps**

Crisis Corps Volunteers in the Dominican Republic are helping communities restore damaged water sanitation systems and rehabilitate hurricane-washed land. In addition, they will be working with the United Nations World Food Program to provide urgently needed assistance to pregnant women, new mothers, female heads of households and children.

## EASTERN CARIBBEAN

Population: N/A

Annual Per Capita Income: N/A

Program Dates: 1961-Present



### Country Overview:

The Peace Corps' Eastern Caribbean program serves six island nations located in a 350 mile archipelago: Antigua/Barbuda, St. Kitts/Nevis, St. Vincent/Grenadines, Dominica, St. Lucia, and Grenada/Carriacou. The economies of these small countries rely heavily on trade, especially in bananas, sugar and spices. In response to a recent decline in the banana trade, Peace Corps Volunteers are helping to expand micro-development projects in the islands. Sixty percent of the islands' population is under 25 years of age. As the population has expanded, the strain on education systems has become severe. The lack of trained teachers and classroom space has meant that less than half of the children enter secondary school. Eighty-five percent of Volunteers teach young people who otherwise would not have access to school or have failed to complete school. In addition, Volunteers work with the ministries to support community health projects to combat various health problems including HIV/AIDS and nutrition-related diseases. Peace Corps is assessing the possibility of working with refugees from Montserrat on the island of Antigua.

### Resources:

Eastern Caribbean	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	57	55	55
Average # of Volunteers	99	99	96
Program Funds (\$000)	2,092	2,180	2,219

### Peace Corps Programs by Sector:

#### Education

Volunteers work with local government, non-governmental and community-based organizations to meet the needs of the expanding youth population. Youth development activities place particular emphasis on skills training, counseling, continuing education, personal development, organizational development, and integration of youth into community activities and employment.

In 1997, Volunteers worked with almost 200 students at four adolescent development centers in St. Lucia, helping almost 80 percent of those students graduate successfully. In addition, Volunteers organized workshops about learning disabilities, early childhood intervention and special education and other child advocacy projects. Volunteers have been instrumental in designing

and implementing a new reading curriculum in Grenada that reaches every primary school student. Test scores have risen dramatically as a result of this project. Volunteers also trained over 30 elementary school teachers to identify and address the needs of children with disabilities.

In St. Vincent, Volunteers conducted workshops on employment skills such as sewing skills and pre-school education training for girls who left school early. They also conducted trainings for professionals on counseling skills as well as substance abuse education. Over fifty individuals learned carpentry skills from Volunteers.

## **Health**

In Dominica, Volunteers work with the Ministry of Health as rural health educators to reduce the incidence of communicable and nutrition-related diseases. These Volunteers and their Dominican colleagues, with the help of a Volunteer who is a mass media specialist, have produced educational materials for public distribution to promote public health issues. They also have conducted assessments on various public health problems including diabetes and hypertension, cervical cancer, HIV/AIDS and nutrition.

In St. Lucia, Volunteers upgraded blood quality control mechanisms and have increased the quantity and quality of blood donation to approximately 5,000 units per year. Volunteers have also given HIV/AIDS education seminars to more than 600 people.

One Volunteer in Antigua, together with a group of host country nationals, helped to build a home for disabled children. The Volunteer was inspired to build the home after he met a severely disabled girl who was living at a hospital because there was no place that could care for her special needs. The home, called the Amazing Grace project, was formally opened late in 1997.

## **Crisis Corps**

Close to 2000 homes were completely destroyed or damaged when Hurricane Georges hit Antigua. Crisis Corps Volunteers with extensive construction backgrounds are working with Antigua's National Office of Disaster Services and will focus reconstruction efforts on the homes of the most needy.

## ECUADOR

Population: 11,698,000

Annual Per Capita Income: \$1,500

Program Dates: 1962-Present



### Country Overview:

Peace Corps has worked in Ecuador since 1962 helping provide better access to basic services. The population suffers from nutritional deficiencies and a high infant mortality rate. Poor urban youth are of increasing concern as problems such as drop-out rates, illiteracy, and unemployment continue to rise. Finally, Ecuador suffers from large-scale environmental degradation as it loses 200,000 hectares of forest a day. In view of these challenges, Volunteers are focusing their efforts in the areas of agriculture, health, youth, and the environment.

### Resources:

	FY 1998	FY 1999	FY 2000
Ecuador	Actual	Estimates	Estimates
Trainees	89	85	85
Average # of Volunteers	160	162	156
Program Funds (\$000)	2,677	2,717	2,700

### Peace Corps Program by Sector:

#### Agriculture

Volunteers assist small farmers by empowering them to make more effective and environmentally friendly use of their land, and by enabling them to get the best possible prices for their products. Additionally, Volunteers work with small animal husbandry and large animal husbandry projects focusing on sheep and cattle production.

Volunteers helped slightly over 200 small farmers improve soil conservation practices, such as identifying soil problems, construction of ditches, furrows, and terraces. Additionally, small farmers have begun using alternative control methods for insects and diseases acquired through PCV organized training sessions.

Volunteers work to improve the nutrition and increase the income of rural families by helping them with their animal management and related conservation skills. One Volunteer has been working in the arid border region to improve the milk production capabilities of the local animals and thus the nutritional level of the area's inhabitants. The project, based at the University of Loja, received a donation from the United States of purebred Saanen bucks, to help the improvement of production capacity in the region.

## **Health**

In Ecuador, many children under the age of five suffer from Vitamin A deficiency, especially in rural areas, urban marginal areas, and among families with lower education and income levels. Additionally, there have been 2,700 reported cases of HIV infection and AIDS related illnesses as of October 1998.

Volunteers have worked with families in over 100 communities helping to reduce malnutrition and micro nutrient deficiencies. Additionally The Peace Corps works to reduce the occurrences of HIV/AIDS and other STDs by training educators, health workers, youth, and parents in the area of HIV/AIDS education.

## **Environment**

Volunteers work to improve the management of trees, forests, natural areas, and urban vegetation in rural and urban communities and protected areas so that these resources will be sustainable. They promote agroforestry in rural areas. Additionally, Volunteers have helped establish agroforestry systems in 12 rural communities and provided management training of agroforestry systems in two communities.

## **Youth Development**

The situation of low-income urban youth is one of increasing concern in Ecuador. This growing portion of the population is experiencing such problems as high drop-out rates, illiteracy, and unemployment. Also associated with urban poverty are the formation of youth gangs, delinquency, drug abuse, and child prostitution.

Over 1,000 children have actively participated in Volunteer activities that enhance self-esteem and living skills. Additionally, Volunteers have organized informal meetings and after school activities for children. Volunteers conducted seminars in which children, parents, teachers and community members participated on a wide range of topics including: sex education, AIDS prevention, children's rights, oral health, nutrition, leadership, self-esteem, first aid, environmental education, interpersonal relations and gender, and project design and management.



## EL SALVADOR

Population: 5,810,000

Annual Per Capita Income: \$1,700

Program Dates: 1962-1980; 1993-Present



### Country Overview:

As Central America's smallest and most densely populated country, El Salvador faces tremendous environmental challenges. Deforestation and poor land management, combined with widespread flooding and landslides caused by Hurricane Mitch, have resulted in the loss of fertile top soil and decreased crop yields. Mitch further limited access to health care and clean water as it cut off major roads, damaged water sources, and destroyed latrines and waste management systems. The Government of El Salvador requires improvements in municipal services and increased community participation as the government's program of decentralization continues.

Peace Corps Volunteers coordinate with local municipalities, non-governmental organizations, and community groups to develop water systems, health and sanitation improvements, environmental education, and municipal development projects.

### Resources:

El Salvador	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	50	60	60
Average # of Volunteers	59	78	90
Program Funds (\$000)	1,478	1,566	1,619

### Peace Corps Program by Sector:

#### Business Development

As economic decentralization continues throughout the country, Volunteers are assisting municipal governments to improve and increase municipal services. Volunteers work with their counterparts to increase community participation, spread public awareness, and improve service delivery. One Volunteer has worked with 33 community organizations in facilitating local development planning. The step-by-step training manual designed for the project which has become a guideline for initiating local plans. For the first time, this community now has a council that is representative of all communities within the municipality. This enhanced community participation in municipal functions and improvement of public services has led to a 200 percent increase, on average, of municipal budgets.

## **Environment**

Severe soil erosion is El Salvador's most alarming ecological problem. Volunteers are involved with environmental education activities to combat this problem. Educating farmers about sustainable agroforestry practices and integrated pest management techniques that incorporate environmentally friendly applications, diminish the use of chemicals, and improve organic fertilization.

Volunteers have assisted farmers in constructing terraces, barriers, and other mechanisms to prevent of soil erosion. They have also collaborated with research institutions and community organizations to support projects in pine tree regeneration, milk pasteurization, and water sanitation.

## **Health**

Access to water and sanitation services in rural areas continues to be a major public health concern. Volunteers work to increase access for rural residents by building and maintaining water systems. Community groups have been formed to strengthen monitoring and educational interventions. These groups continue to be the primary method of educating people on the maintenance and management of water systems and latrine projects. Volunteers work with these groups to expedite communication and cooperation with several international agencies for future sustainable efforts.

One Volunteer managed a water project that successfully brought potable water to over 89 households. Another Volunteer helped raise the funding for a solar powered water system that provides potable water to more that 250 members of an extremely isolated community. As part of the project, this Volunteer helped with the reforestation of land near the community's water source and engaged other international voluntary organizations in implementing local development projects.

## **Crisis Corps**

Starting in mid-February, Crisis Corps Volunteers will work with non-governmental organizations on reconstruction of water and sanitation systems and on soil rehabilitation activities in communities hardest hit by Hurricane Mitch.

## ERITREA

Population: 3,698,000

Annual Per Capita Income: N/A

Program Dates: 1995-Present



### Country Overview:

Eritreans are leading the way in developing their nation after three decades of war. In a public forum in 1997, the Government of Eritrea set priorities and requested that assistance organizations focus their efforts on education. The government also stated that it will take an active part in monitoring and auditing the education projects. Eritrea's illiteracy rate is 80 percent, and only 14 percent of the secondary education population is enrolled in school. Girls' education has become especially important to the Eritrean government. Volunteers are working with Eritreans to help address these important education needs.

### Resources:

	FY 1998	FY 1999	FY 2000
Eritrea	Actual	Estimates	Estimates
Trainees	0	0	20
Average # of Volunteers	34	0	2
Program Funds (\$000)	626	215	838

### Peace Corps Program by Sector:

#### Education

Peace Corps' education project is designed to strengthen the country's education system by improving the capabilities of both students and teachers. Volunteers are working in secondary schools teaching English, science, math, and training teachers. Volunteers are also participating in Eritrea's summer service campaign, working alongside teachers and students on community projects. These projects help reconstruct the country through activities such as reforestation and working on roads and dams. One Volunteer organized and led a pilot agricultural training camp as part of the summer service campaign.

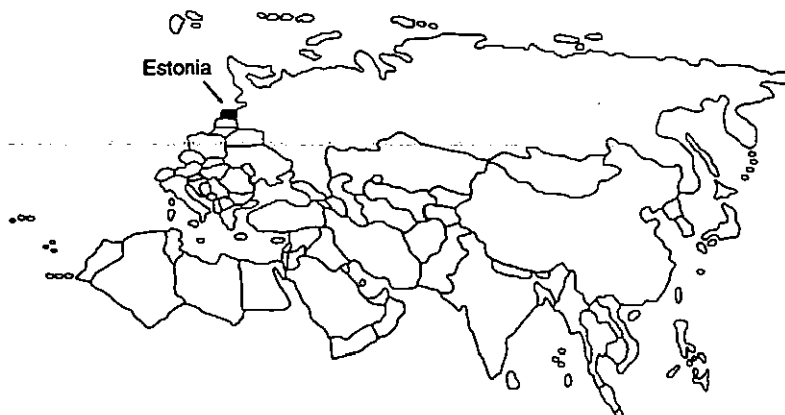
Volunteers organized three regional conferences focusing on education of girls. One hundred and six girls attended what, for many of them, was their first opportunity to travel outside their towns or villages. The conferences featured sessions on family, education, health and the workplace and included discussion on the value of the work girls do in the home and its impact on their schooling. Doctors, businesswomen, teachers, homemakers and students were among the speakers invited. Volunteers reported that participants showed increased awareness about women's issues, enjoyed a chance to see and learn about another part of their country, and had the opportunity to develop friendships with girls from other areas.

## ESTONIA

Population: 1,466,000

Annual Per Capita Income: \$3,080

Program Dates: 1992-Present



### Country Overview:

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

When the Peace Corps first sent Volunteers to Estonia in 1992, it was with the unique understanding that their assistance would be for a brief but critical time in the history of the country. In anticipation of Estonia's continued movement toward greater self-reliance and a closer relationship with its European neighbors, the Peace Corps plans to close the program in Estonia in FY 2002. The accomplishments which Volunteers have made in the areas of English language education and business development, coupled with the relationships and understanding they have built with the Estonian people, will continue to have an impact on the lives of the Estonians they have worked alongside long after the last Volunteers depart.

### Resources:

	FY 1998	FY 1999	FY 2000
Estonia	Actual	Estimates	Estimates
Trainees	20	20	21
Average # of Volunteers	30	37	37
Program Funds (\$000)	627	695	714

### Peace Corps Programs by Sector:

#### Business Development

Peace Corps Volunteers play an important role in providing needed technical assistance to emerging entrepreneurs, supporting Estonia's privatization efforts and rebuilding the national economy. In towns outside of the capital, local governments have been charged with designing and implementing the economic development plans in their areas in conjunction with the national

office of Local Governments and Rural Development. To assist with this effort, Volunteers are assigned to local government offices and work with local economic planning units or with recently founded enterprise resource centers. In addition, Volunteers provide planning assistance to municipal governments and business advisory centers.

One Volunteer recently assisted Estonian Entrepreneurs in finding resources through connections on the internet. He organized a county-wide business fair that was attended by 1,200 business representatives. Another Volunteer worked with local organizations, businesses and embassies to organize the first nationwide dialogue between Russian and Estonian speakers representing 11 of Estonia's 15 counties. Participants included 100 high school students, 58 Estonian and 42 Russian speakers. The three day forum involved discussions about democracy, the economy, mass media, and the European Union.

## **Education**

Peace Corps Volunteers assist the Ministry of Education's efforts to alleviate the shortage of English teachers in Estonia while at the same time helping to upgrade the skills of currently practicing English teachers. Volunteers teach secondary school students and develop outreach activities for community teachers and learners. In FY 1998, 3634 students were taught by Peace Corps Volunteers. As a result of their efforts, 100 percent of 12th grade students taught by Peace Corps Volunteers passed the National English Language Exam. More than 95 percent of the 12th grade students taught by Volunteers scored higher than 16 out of 20 points on the oral section of the National English Language Exam.

Outside of the classroom, Volunteers helped facilitate the Estonia Student Arts Festival held in Tallinn. The festival brought together students from every corner of the country for an evening of performances in English, Estonian, and Russian. Students from Estonian and Russian speaking schools performed skits in English. Student bands performed music in English as well as their respective languages. Several young visual artists displayed their work at this unique event which gave students a rare opportunity to share their creations with their peers in a festival setting.

## ETHIOPIA

Population: 58,234,000

Annual Per Capita Income: \$100

Program Dates: 1962-1977; 1995-Present



### Country Overview:

After years of war and periods of drought and large-scale famine, Ethiopia now faces the daunting task of rebuilding its social structures and economy. Ethiopians, with a per capita income of \$100 per year, are among the poorest people in the world. Eighty-five percent of the population cannot read, and there is also a severe shortage of schools. To help meet Ethiopia's educational challenges, Peace Corps Volunteers focus their efforts on teaching and teacher training.

### Resources:

Ethiopia	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	38	47	47
Average # of Volunteers	39	52	60
Program Funds (\$000)	1,370	1,473	1,492

### Peace Corps Program by Sector:

#### Education

The Peace Corps provides assistance to under-served rural secondary schools and to the teacher training institutes which train primary school teachers. As teachers and teacher trainers, Volunteers improve the quality of English language instruction, assist in the development of inexpensive educational resources and strengthen the links between schools, parents and communities. They use English lessons as a vehicle to promote awareness of community issues, to develop critical thinking and problem-solving skills and to encourage the utilization of schools as a base for community activities.

A Volunteer and six Ethiopian teachers helped organize a school-based environment club with 68 student members. The club raises environmental awareness and distributes trees to the surrounding community. At another school, students have been involved in the construction of a latrine for girls. Students learned how to make blocks, mix cement, and perform other basic tasks of latrine construction.

## FEDERATED STATES OF MICRONESIA AND PALAU

Population: 109,000

Annual Per Capita Income: \$2,070

Program Dates: 1966-Present (FSM); 1986-Present (Palau)



### Country Overview:

The Federated States of Micronesia (FSM) and Palau both operate under Compact Agreements of Free Association with the United States. Economic development has progressed slowly and the residents of the islands are heavily dependent on imported foods, which has caused a drain on the economy and contributed to health and nutrition problems. There is virtually no industry, no commercial agriculture and a very small commercial fishing industry. Although more than 50 percent of the people are under the age of 18, resources for education are scarce. Very few schools have enough trained teaching staff, equipment or books to educate their students.

### Resources:

Federated States of Micronesia and Palau	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	29	34	34
Average # of Volunteers	47	47	44
Program Funds (\$000)	1,493	1,531	1,544

### Peace Corps Program by Sector:

#### Agriculture

In 1997, the agriculture sector was expanded to include all FSM States and Palau. Agriculture Volunteers work with government officials to encourage home gardening and the production and consumption of local foods. They raise public awareness of nutrition issues and help community leaders to develop and implement nutrition education activities. To promote a more nutritious diet, one Volunteer is collaborating with the community to construct a community chicken house. Another Volunteer is conducting cooking demonstrations of healthy foods for students and their parents in local schools and community organizations.

#### Business Development

Because of Micronesia's isolation and limited foreign investment, small-scale local enterprise development holds the greatest promise for the country's economic growth. Volunteers provide small businesses with management, accounting and marketing skills and help them identify credit sources and emphasize the development of local sustainable resources. Current and future business owners work with Volunteers to write business plans, apply for loans and provide training for

~~how to start up a new business.~~ In Palau, Volunteers teach business skills to individuals hoping to take advantage of the burgeoning tourist trade. One Volunteer and his counterparts have held over 30 workshops concerning business and entrepreneurial principles in six municipalities. Graduation certificates were awarded to 38 entrepreneurs, over 50 percent of whom were women.

## **Education**

Education Volunteers serve as teacher trainers and teach English as a Second Language (TESL) at the elementary, secondary, and college level. Volunteers develop resource and reference materials and share education techniques and methodologies with fellow teachers. Volunteers also support school library development, promote reading comprehension, and encourage community involvement in education by developing school/community linked activities.

Volunteers and their Palau counterparts have established more than 20 school based libraries with over 5,000 books in each library. Palauan children without previous access to libraries routinely use the facilities to borrow books and for their pleasure reading. The success of the library project on Palau has led Peace Corps to broaden this project to the four states of Micronesia. Two Volunteers in Chuuk have trained 15 English teachers and have held four teacher seminars over the past year to improve English language teaching techniques. Other Volunteers throughout the FSM have successfully promoted parent-teacher associations which regularly meet to increase community support for education.

## **Environment**

Volunteers in the Micronesia marine resources project increase community and government understanding of marine resources and help develop and implement sound coastal resource management policies and practices. These Volunteers also work with government agencies to demonstrate the viability of marine resource-based economic opportunities such as clam and sponge farming. They then provide training in business planning and operations.

One Volunteer in Chuuk is promoting long-term marine awareness by conducting a coral reef protection program with 17 high school students. A marine survey by Volunteers and their counterparts in Kosrae has led to a moratorium on the harvesting of sea cucumbers until a environmentally sound management plan can be implemented.

## **Youth Development**

The first Volunteers in the Micronesia youth development project began work in 1997. Volunteers work with an environmental youth corps, counseling young people and developing activities to promote greater involvement of young people in the development of their communities. Volunteers work with youth officers, coordinators, teachers and families to develop activities that promote and foster self-esteem, self-discipline, and decision-making skills in young people.

One Volunteer is researching the possibility of developing a Palau Youth Conservation Corps. Such an organization might provide the foundation for a future Palauan Peace Corps type volunteer organization.

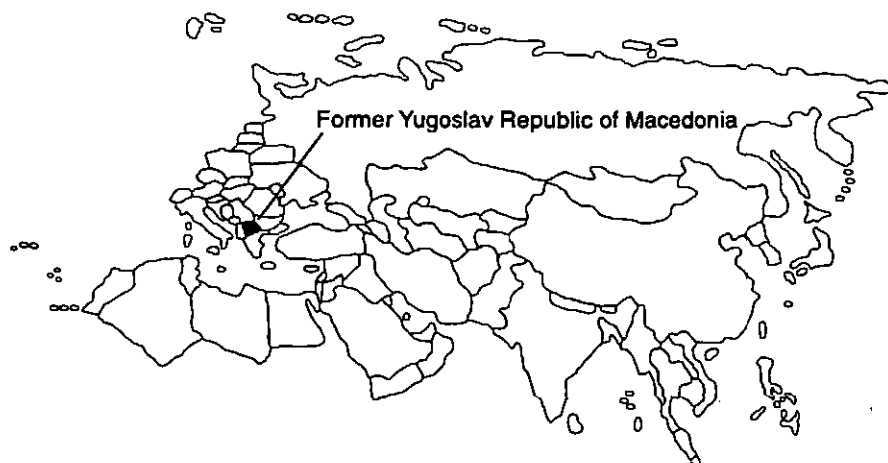


## FORMER YUGOSLAV REPUBLIC OF MACEDONIA

Population: 1,980,000

Annual Per Capita Income: \$990

Program Dates: 1996-Present



### Country Overview:

The former Yugoslav Republic of Macedonia (FYROM) is making significant efforts to develop a society based on democratic principles and a viable market economy. Peace Corps Volunteers are participating in this challenging endeavor by working in the education sector and assisting in the development of small businesses and non-governmental organizations.

### Resources:

FYROM *	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	23	20	21
Average # of Volunteers	27	37	38
Program Funds (\$000)	576	701	717

\*The program in FYROM is administered from the Peace Corps program in Bulgaria and included in that budget.

### Peace Corps Program by Sector:

#### Business Development

Although the country has experienced a rapid emergence of non-governmental organizations and has a strong commitment to market-based approaches to business, it lacks experience in Western organizational and management practices. In March 1997, four Volunteers were assigned to work as business consultants and NGO development advisors. Their efforts focus on training and skills transfer through organizations such as Junior Achievement, micro-lending programs, craftsmen's associations and work with small town municipal governments.

One Volunteer is working with a new Junior Achievement program to design schedules, develop materials for distribution and train Macedonian English and economics teachers in Junior Achievement instruction. Twenty-seven secondary schools in the capital are implementing the program; approximately 30 students per school will participate from their first year of study through graduation.

## **Education**

The Ministry of Education is refining its English language curriculum and texts and is making concerted efforts to improve and enhance the teaching skills of its teachers. Over the past year, approximately 42 Macedonian English teachers have worked with Volunteers to develop lesson plans, share communicative approaches to teaching and adapt new materials to their classroom sessions; some 7,000 students directly benefited from the Volunteers' work.

One Volunteer has organized a magazine club which publishes a monthly English magazine for distribution to students and instructors at her secondary school. More than 20 students from all grade levels are directly involved, writing stories and editing various parts of the magazine. The first and second editions, 200 and 300 copies respectively, have all sold out. The club is currently investigating ways to distribute the magazine to a broader market.

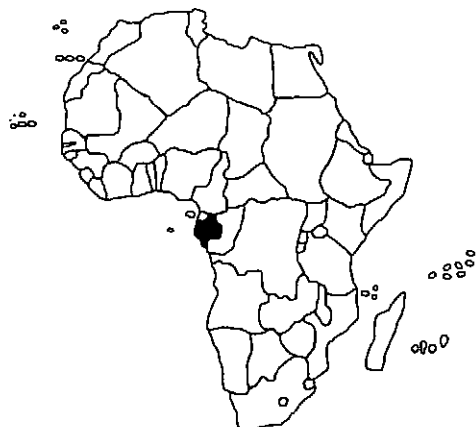
Another Volunteer worked with 14 third-year English club students to create a weekly half-hour radio program in English. The program aired on a national radio station which donated time and services. Students developed themes of interest to their peers, such as "What's Popular?", "How Many People Speak English?", and "Environmental Concerns of Students."

## GABON

Population: 1,125,000

Annual Per Capita Income: \$3,950

Program Dates: 1963-1967; 1973-Present



### Country Overview:

The government has stated its intention to increase farmer productivity, to build more schools, and to tackle health problems associated with HIV/AIDS transmission, diarrhea diseases, and malnutrition. Peace Corps Volunteers are helping Gabon address these issues through a variety of programs. Skilled Volunteers have successfully trained secondary school teachers and school and furniture builders to the point where the programs are being phased out. In the health sector, Volunteers continue to help educate communities about their resources and needs.

### Resources:

Gabon	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	40	47	47
Average # of Volunteers	70	72	70
Program Funds (\$000)	2,122	2,165	2,170

### Peace Corps Projects by Sector:

#### Agriculture

Volunteers have been working for many years to promote the integration of fish farming with other agricultural activities. This integration helps to stabilize farms on one area of land, and reduces the slashing and burning of forested land that threatens the tropical rain forests. By working to protect the environment while also generating income, Volunteers have created opportunities to develop and market forest and agriculture resources.

One Volunteer has demonstrated exceptional motivation and endurance by bicycling up to 20 miles a day over muddy roads in the rainy season and dusty roads in the dry season to reach a group of fish farmers. Earlier this year she helped sponsor a highly successful workshop where farmers gathered to discuss how they could improve their fish production. In addition to her fisheries work, she has performed other special projects, such as helping to paint a world map on the local schoolhouse wall and developing a gardening class.

## **Education**

In addition to training secondary school teachers, Volunteers in Gabon have traditionally taught mathematics, science, and English. In FY98, these activities were phased out as the Peace Corps determined that the Gabonese are now in a position to provide sufficient numbers of teachers for their schools. Two Volunteers continue to serve as curriculum advisers to the Education Ministry, while remaining Volunteers focus on school construction.

Volunteers are working with their Gabonese counterparts to improve skills for building primary schools and teacher houses in rural areas. Villagers participate in the construction process and learn masonry and carpentry techniques as they construct schools and schoolhouse furniture. Previously, Volunteers played an active leadership role at the construction sites. Now, due to the successful transfer of skills and knowledge, several Gabonese counterparts are running school construction sites without direct Volunteer help. By January 2001, the Peace Corps plans to transfer all project administration to Gabonese counterparts, who will continue building schools and furniture in the years to come.

## **Health**

Health Volunteers work with counterparts in medical facilities, teaching them to conduct health education outreach activities. With motivated community members, Volunteers conduct home visits, assess community health needs, and facilitate local action for health improvement. Volunteers' activities also include organizing vaccination campaigns, HIV/AIDS awareness campaigns, village health worker seminars, and gardening for nutrition workshops.

Two Volunteers assigned to Gabon's national HIV/AIDS office worked with local artists and donor agencies to design logos that would be used to create greater awareness of HIV/AIDS. These logos appeared on bumper stickers, newspaper and television advertisements, T-shirts, posters, brochures, billboards, matchboxes, and calendars. Peace Corps Volunteers helped to distribute these items throughout their communities.

## GHANA

Population: 17,522,000

Annual Per Capita Income: \$360

Program Dates: 1961-Present



### Country Overview

Ghana is recognized for its stable political environment. However, it continues to face impediments to economic growth. Inflation is estimated at 28 percent, almost a third of the people live below the national poverty line, and the population growth rate is nearly three percent. More than half of the Ghanaian population is under 18, and the number of unemployed youth in urban areas is increasing. Much of the population does not have access to potable water and basic sanitation facilities. Environmental degradation is causing serious drought-related food shortages and deforestation. Peace Corps is working in business development, health, education, and environment to help support Ghana's development efforts.

### Resources:

Ghana	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	77	84	84
Average # of Volunteers	144	147	146
Program Funds (\$000)	2,791	2,896	2,879

### Peace Corps Projects by Sector:

#### Education

Ghana is in great need of senior secondary school teachers. In FY98, for example, only 17 percent of requests for mathematics, science and art teachers at this level were filled. Peace Corps cannot completely compensate for this shortfall, but Volunteers do make important contributions towards filling some of these gaps.

Volunteers teach secondary school level science and mathematics more than 7,000 students and work closely with Ghanaian counterparts in the development of subject resource manuals. Volunteers also are involved in secondary projects that include rehabilitating school libraries, establishing science and computer classes and conducting HIV/AIDS awareness. One Volunteer organized two school construction projects which, when completed, will provide classroom space for over 800 students. Another volunteer built a fabric-making center at the secondary school where she teaches. The center assists over 200 students to acquire textile printing and dying skills. The school uses income from the center to purchase art material for other classes.

## **Business Development**

Ghana continues to promote private sector growth. In this economic climate, Volunteers are working with counterparts to assist local artisans and farmers to form cooperatives and market their products locally. Other small enterprise development Volunteers are working in community-based ecotourism projects.

One Volunteer helped a basket weavers' club sign a direct order with an organization for the sale of 300 baskets is contacting other potential buyers and exporters. Two other Volunteers negotiated an agreement with private landowners adjacent to wildlife sanctuaries. According to the terms of the agreement, the landowners pledged to turn over their claims to the land in the sanctuary in exchange for percentage shares in ecotourism profits. This success demonstrates the important role the Volunteers play in fostering economic development for the good of both the community and the environment.

## **Environment**

Peace Corps continues to work with five governmental and non-governmental agencies as a part of the Collaborative Community Forestry Initiative (CCFI), which was formed to establish Volunteer-managed tree nurseries. Volunteers train nursery workers in business skills so that a plan to transition to an unsubsidized community-managed project can be achieved.

In FY98, 31 CCFI nurseries were established and the vast majority of them continue to be facilitated by Volunteers. Volunteers and nursery workers have reached over 760 people in surrounding communities to create awareness and provide education about tree growing and agroforestry. One Volunteer has composed a song about tree planting to be played on the radio as part of an effort to promote the concept in the Volta Region of Ghana.

## **Health**

Volunteers collaborate with community water and sanitation committees to promote control over water supply and hygiene. Working closely with these largely rural-based committees, Volunteers implement a comprehensive program of hygiene education, including participatory community assessment, delivery of health talks, and training of other community groups.

Two water and sanitation Volunteers are collaborating with a local community health program and the Ghana Education Service to build the capacity of teachers to implement a school health education program. They work to integrate hygiene education into the school curriculum, promoting the health of the school children by providing them with information, motivation, and guidance for hygiene behavior change. The Volunteers also conducted hygiene education in ten senior secondary schools involving over 2,000 students and trained over 50 health trainers in three districts.

## GUATEMALA

Population: 10,928,000

Annual Per Capita Income: \$1,470

Program Dates: 1963-Present



### Country Overview:

Since the Peace Accords of 1996, Guatemala has moved forward to begin to address the serious development challenges throughout the country. There is a great need for clean water, proper waste disposal, and improved nutrition in the rural areas, where over half the population lives below the poverty line. Destructive and damaging environmental practices were further aggravated by flooding and landslides from Hurricane Mitch.

Peace Corps Volunteers in Guatemala coordinate with public and private institutions, providing assistance through eight distinct projects in agriculture, environment, health and business development.

### Resources:

Guatemala	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	95	126	126
Average # of Volunteers	137	144	175
Program Funds (\$000)	3,104	3,453	3,595

### Peace Corps Projects by Sector:

#### Agriculture

Volunteers in Guatemala work with family farmers to diversify agricultural production and marketing skills, increase farming yields and upgrade storage techniques. Volunteers are also assisting farmers to improve crops with ecologically-friendly pest management methods, thereby reducing the need and use of chemical pesticides. They also collaborate to expand production of the livestock sector. In response to Hurricane Mitch, the Peace Corps has focused additional resources on the agricultural sector. Food supplies and production were disrupted during the storm, and the importance of soil conservation has increased.

#### Business Development

The Small Business Development project provides small entrepreneurs with skills that will allow them to make sound business decisions and increase profits and employment. Volunteers work

with the Junior Achievement program and community banks to implement programs that benefit women and youth.

In addition to organizing leadership workshops, one Volunteer mobilized children to sell refreshments at area events. The proceeds went toward school fees for middle school students who were otherwise unable to afford it. In the process, this Volunteer promoted the idea of entrepreneurship and its benefits to young children.

## **Environment**

Environmental degradation due to deforestation and poor land management is common throughout Guatemala. Volunteers work with their counterparts to help farmers develop sustainable integrated farm management plans that augment soil conservation, increase reforestation, and improve waste disposal techniques. They also work with communities to establish educational and economic opportunities.

Two Volunteers situated near a cloud forest and the habitat of the Quetzal, an endangered species and the national bird of Guatemala, assisted a community tourism committee to develop local eco-tourism opportunities. The program has successfully grown to include 16 host families and served over 200 tourists from 11 countries this year, while preserving the ecological balance of nature.

## **Health**

Studies show that poor school performance can be linked to poor personal hygiene, various degrees of malnutrition, infections, and other diseases. Volunteers in Guatemala train teachers, students, and their parents about the practice of healthy habits, including basic hygiene and nutrition.

In one department, there has been a 60 percent increase in the number of classrooms with trash containers and nearly a 70 percent increase in the number of latrines in schools. After just one year of the project being in the department, 93 percent of the students now wash their hands after latrine use, compared to none in the previous year. Volunteers received extremely positive feedback from the community and have now expanded the project into two additional departments within the country.

## **Crisis Corps**

Crisis Corps Volunteers will focus on the areas hit hardest by Hurricane Mitch. The projects will focus primarily on the Rio Hondo area near the Honduran border, and will include helping communities plan and implement the reconstruction of water and irrigation systems and roads and bridges. Crisis Corps Volunteers will also help farmers develop plans that take into account the loss of primary soils in the valley.

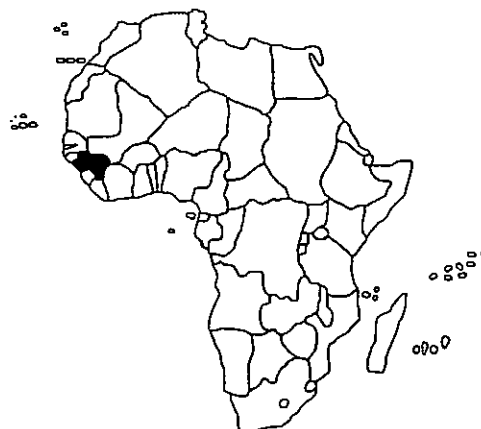


## GUINEA

Population: 6,759,000

Annual Per Capita Income: \$560

Program Dates: 1962-1966; 1969-1971; 1985-Present



### Country Overview:

Guinea is facing many development challenges but has recently shown modest improvement in its economic and social indicators recently. Environmental degradation of the country's lush forests is continuing. The adult literacy rate is 36 percent, but is lower for females than males. Only 17 percent of males and six percent of females reach secondary school. Infant mortality, however, has fallen to 120 per 1,000 births, and overall life expectancy has risen to 46 years. Peace Corps Volunteers focus their efforts on critical problems in education, health, agroforestry, and the environment. Guinean Minister of Agriculture Jean Paul Sarr praised Peace Corps' presence in Guinea by saying, "I am a product of Peace Corps. Because I had Peace Corps teachers as a young student, I was encouraged to take my education seriously and to think about giving something back to my country."

### Resources:

Guinea	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	60	57	57
Average # of Volunteers	83	85	84
Program Funds (\$000)	2,239	2,257	2,259

### Peace Corps Projects by Sector:

#### Education

Volunteers provide Guinean secondary students access to quality education in math and English and develop instructional materials in collaboration with host-country colleagues. Several Volunteers teach English at the university level. Girls' education is becoming an increasingly important focal point of Volunteer activities in this project.

One Volunteer initiated the GLOBE project in Guinea. GLOBE is aimed at bringing students, teachers and scientists together to study the global environment. In collaboration with a Guinean institution, the Volunteers are in the process of identifying schools where GLOBE will be implemented. The project will contribute to increasing the awareness of Guinean students about the global environment and enhancing students' achievement in science and mathematics. This endeavor is an intersectoral collaboration between Peace Corps Guinea's education, health, and natural resources management programs.

Several other Volunteers launched a magazine called *Aicha* to encourage Girls' Education in Guinea. Volunteers collect texts and materials from young girls at their sites and put them together for the girls to read and discuss. The magazine allows girls from all over the country to express their views on various matters connected with their lives, including gender equity in the schools and the community, and health related issues.

## **Environment**

In FY 1998—as part of a partnership with the Ministry of Agriculture, Weather and Forest—Volunteers began work on a new environment project that focuses on environmental education and agroforestry. This project builds upon a previous natural resource management project in which Volunteers introduced environmental themes into the primary school curriculum and made modest agroforestry interventions in targeted villages. Volunteers will collaborate closely with teachers and community members to increase their awareness of the importance of preserving the environment and will provide training on agroforestry conservation methods.

## **Health**

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

One Volunteer was able to turn her good relationship with teachers at a local junior high school into a successful AIDS prevention project—peer education groups. With permission from the school officials, she collaborated with a local non-governmental organization on providing AIDS prevention materials and training for 20 volunteer peer educators. The students then made presentations throughout their school. The presentations were successful and there are now plans to include schools throughout the area in the program.

## GUYANA

Population: 839,000

Annual Per Capita Income: \$690

Program Dates: 1967-1971; 1995-Present



### Country Overview:

At the request of the Guyanese government, the Peace Corps returned to Guyana in 1995 after a 24-year absence. This re-entry was initiated in response to concerns about an inadequate health care system functioning under serious economic and human resource constraints, as well as concerns of a growing youth population with limited employment and educational opportunities. Many of these concerns can be traced to economic difficulties as the country transitions to a market-oriented economy. Volunteers address these problems by providing both community health education and youth development outreach in collaboration with the relevant ministries and non-governmental organizations. They aid in the effectiveness of existing efforts by facilitating community involvement, training service providers, and introducing new methodologies.

### Resources:

Guyana	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	19	20	20
Average # of Volunteers	33	26	25
Program Funds (\$000)	831	842	851

### Peace Corps Program by Sector:

#### Health

The Community Health Education project in Guyana assists the Ministry of Health in its attempt to strengthen a decentralized primary health care program within the constraints of serious economic and human resource shortages. The health care system suffers from a lack of facilities, equipment, supplies, and trained workers. The problem is particularly acute in rural areas. Volunteers are working directly with health centers and communities helping them identify resources, facilitate community health assessments, design and implement health education projects, assist in training health center staff and community leaders, as well as develop innovative health education outreach programs for schools, community groups and youth. In addition to working directly with communities and health care workers, Volunteers are succeeding at identifying vital resources on a national and regional level and facilitating their availability to the community members through clinics at the Health Centers and in the schools.

In 1998, 12 health education and community development training workshops were held and participants from 39 rural communities attended. Volunteers have trained several key community personnel such as health workers, teachers, village captains, farmers, women, and youth in primary health education. These local volunteers are now members of local health teams who are working to promote better economic and social conditions within their villages. They are using the mediums of performing arts and their own indigenous languages to promote these health messages.

One Community Health Extensionist Volunteer was placed in a hospital to do health education outreach. Part of their area of coverage included several remote communities only reachable by boat. The hospital did not have its own boat and the Volunteer was very concerned about the health conditions of these remote villagers. She organized her co-workers to raise money to build a boat, and had an engine donated by the Regional authorities. As a result of the Volunteers efforts, the community named the boat after her.

### **Youth Development**

The vast political, economic, and social changes implicit in Guyana's process of nation-building place the nation's youth, nearly 60 percent of the population, at great risk. Past attempts to respond to the developmental needs of youth relied on institutional approaches that lacked linkages to the family and community. As a consequence, many of the high-risk youth in Guyana face a lack of life skills, knowledge, and low self-confidence to make personal decisions.

Volunteers have begun to work with youth organizations to assist them in skill-building activities, networking with communities, and preparing youth to positively engage in the roles of family life, the world of work, and active citizenship. Almost 500 youths from 3 skills training organizations received training in Life Planning Education. In addition to being taught a trade, these young people also received training in planning, decision making, sex education, dealing with peer pressure, personal hygiene and job preparation among other issues. In addition, approximately 70 youths from 22 groups and organizations attended a two-day Teen Summit and Plenary Session which covered such issues as unemployment, drugs, alcohol and peer pressure, personal development, AIDS, STDs and teen pregnancy, respect, goal setting and preparing for the future.

## HAITI

Population: 7,336,000

Annual Per Capita Income: \$310

Program Dates: 1982-1987; 1990-1991; 1996-Present



### Country Overview:

Haiti is the poorest nation in Latin America and the Caribbean. Eighty percent of the rural population live in poverty and 66% of all Haitians now live in extreme poverty (insufficient income to buy basic food needs). World Bank statistics place Haiti as one of the very poorest countries in the world with the world's highest population percentage living in extreme poverty in the world. The poor economic performance is greatly exacerbated by the rapidly increasing population.

Haiti presents a complex development challenge, with a history of political instability and repression, widespread poverty and illiteracy, and extensive environmental degradation. Haiti has the highest mortality rate for children under age five in the Western Hemisphere. One in three children are chronically malnourished. There is a severe deficiency in the water supply and no sewage system apart from open drainage canals. AIDS is an increasing threat, and unemployment is estimated at around 70%.

The Peace Corps re-entered Haiti in April 1996 after a five-year absence from the country. Volunteers serve throughout the southern and central areas of Haiti. They are focusing on rural development, and Peace Corps is exploring the possibility of expanding projects to include health and education.

### Resources:

Haiti	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	40	34	34
Average # of Volunteers	32	44	58
Program Funds (\$000)	1,118	1,236	1,380

### Peace Corps Program by Sector:

#### Integrated Rural Development

Nearly 70% of all Haitians live in rural communities and depend on the agriculture sector for their source of income. Most farmers engage in small-scale subsistence farming. Population pressure, expansion of crop cultivation, and woodfuel usage have accelerated deforestation and soil erosion. As a result, agricultural production has declined steadily and the forest cover has been almost completely eliminated.

A number of local non-governmental organizations NGOs including cooperatives, farmers' groups, and savings and loans associations have emerged in the rural areas in an attempt to assist peasant farmers with income generation. Peace Corps Volunteers work with many of these local NGOs through programs in agro-forestry/agriculture extension, agribusiness, micro credit and community development to help address the issues of poverty, unemployment, and environmental degradation.

One PCV has been working since May 1997 with PAZAPA center for handicapped children in the city of Jacmel, Haiti. Working with the mothers of handicapped children, he has helped them develop and operate a mango drying enterprise. As a result, the women now earn a steady income, and the children have a ready source of Vitamin A. Also, the farmers in this area, which has been devastated by deforestation, now have a valuable incentive not to cut down their mango trees.

## HONDURAS

Population: 6,101,000

Annual Per Capita Income: \$660

Program Dates: 1963-Present



### Country Overview:

Honduras continues to struggle as one of the least developed countries in the Western Hemisphere. High rates of child and maternal mortality as well as the highest rate of HIV/AIDS in Central America tax the weak medical infrastructure of the country. Improper and destructive farming practices, deforestation, and the rapid exploitation of natural resources have caused severe ecological degradation.

Conditions eroded when the most destructive natural disaster in the country's history, Hurricane Mitch, hit Honduras in October, 1998. The hurricane destroyed fragile farmlands and eliminated income generation and food production for farmers and families across the country. In Honduras, Mitch killed thousands of people, left hundreds of thousands homeless, and placed millions at risk for malnutrition and disease. Mitch also severely damaged many roads and bridges throughout the country and increased the already high levels of unemployment.

The Peace Corps has intensified efforts to work with the poorest communities throughout the country in seven project areas: child survival, water sanitation, primary education, economic development, agriculture, environmental education, and management of protected areas.

### Resources:

Honduras	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	104	121	121
Average # of Volunteers	170	173	189
Program Funds (\$000)	3,055	3,329	3,442

### Peace Corps Program by Sector:

#### Agriculture

Volunteers train farmers in sustainable production techniques as farmers try to diversify their production to include fruits and vegetables and use better soil conservation strategies. Volunteers are encouraging more women to get training so that they can play more integral leadership roles in the community. One Volunteer successfully trained 45 farmers and 15 other Volunteers on seed saving and other grain storage techniques. As a result, the number of families using the techniques has greatly increased and another workshop is planned for the coming fiscal year.

## **Business Development**

Volunteers are assisting low-income Hondurans in the poorest municipalities by identifying local employment opportunities, training micro-entrepreneurs in basic business skills, and developing and training community organizations to serve as business leaders. After participating in workshops on selling techniques and customer services, nearly 300 students formed Youth Enterprises under the leadership of Volunteers in rural communities. Community artisan and women's groups in rural municipalities have begun using a Total Quality Management approach to business management resulting in improved business practices and increased sales. Poverty lending institutions have noted the changes and, as a result, have improved their service and outreach to the most marginalized communities.

## **Environment and Health**

Improved sustainable development can be seen in the Partnership for Biodiversity Program. With the program coming to a close at the end of 1998, many of the responsibilities have been transferred to local grass-roots NGO's, groups and committees. One such accomplishment is the development of eco-tourism. Local community members formed a committee to own and operate lodging, food and water transportation to and from their eco-tourism business. Volunteers provided training in guide development, prepared an evaluation report that noted a gross income of over \$14,000 and total visitor count of 300 tourists. Since this operation began, it has grown to include an Eco-cultural House, which serves as the committee's office and displays and sells local artisan crafts.

Volunteers are responding to the stated need for health education and accessible health care by training community members on techniques of proper breast feeding, vaccination programs, and nutritional education. They are also establishing programs to address vegetable gardening and proper cooking, hygiene, and sanitation practices.

Volunteers efforts to improve access to clean water, were deeply affected by Hurricane Mitch, particularly the high incidence of water-borne disease caused by the flooding. Since Hurricane Mitch, Volunteers have been working with community members on rehabilitation and reconstruction of water and sanitation systems, and proper waste disposal techniques. They also educate communities about hygiene practices such as hand washing and boiling of drinking water in order to prevent the spread of disease.

Volunteer efforts have benefited thousands of Hondurans. Currently, 20,000 people have access to a community operated and maintained water system, with nearly the same number participating in Volunteer efforts to promote environmental awareness and biodiversity conservation. Both formal and informal methods of education have been used, including exhibits, workshops, and presentations on waste management, wildlife and watershed protection, public health and child survival, as well as HIV/AIDS health education and services.

## **Crisis Corps**

Crisis Corps Volunteers will be working with Honduran non-governmental organizations and Honduran ministries to assess and address damage to the countries infrastructure and production mechanisms, including water and sanitation systems as well as medical services.



## JAMAICA

Population: 2,547,000

Annual Per Capita Income: \$1,600

Program Dates: 1962-Present



### Country Overview:

While Jamaica has improved in some socio-economic indicators, the country continues to grapple with a rate of HIV/AIDS infection, as well as underemployment, environmental degradation, marginalization of young people (especially males), lack of potable water, poor sanitary practices, and profound economic uncertainty. Between 35 percent and 40 percent of the population live below the poverty line. World Bank statistics show that economic growth has been stagnant in the 1990s, declining in both FY96 and FY97. Living conditions have deteriorated for the majority of Jamaicans. High levels of crime and violence, especially in inner-city garrison communities, exact their toll. Less than 20 percent of those who want to are able to go on to secondary schooling. Jamaica's ecosystem, the mainstay of the critical tourism sector, is being seriously degraded. Air, surface water, and aquifer pollution are approaching a crisis situation while overfishing, illegal sand mining, and coral destruction threaten the marine system. Low public awareness of environmental issues is the major factor contributing to degradation.

The United States has a strong interest in Jamaica's economic health and political well-being based on trade and investment relations, cooperation in interdiction of illegal drugs destined for the United States and shared regional security and environmental issues.

### Resources:

Jamaica	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	62	58	58
Average # of Volunteers	94	92	112
Program Funds (\$000)	2,016	2,064	2,279

### Peace Corps Program by Sector:

#### Environment

Jamaica is famous for its green mountain landscapes, beaches, coral reefs, and unusual biological diversity. However, population pressures on the land and rapid expansion of mining, tourism, and farming have caused significant degradation of watersheds, the pollution of ground and surface water, and urban sprawl. Less than 25 percent of Jamaica is now under forest cover. Hillside farming further contributes to soil erosion.

The principal focus of Peace Corps activities is to increase awareness of environmental issues, such as solid waste management, recycling, watershed degradation, overfishing, removal of coral reef for subsequent sale, and damaging hillside-farming practices. Volunteers work in specific projects, such as Schools for the Environment, coral reef preservation, establishment of marine parks, rehabilitation of watershed areas, and "greening" of hotels. The latter project seeks to increase recycling and composting at tourist hotels. Conservation of natural resources enhances the ecotourism product in these areas and provides a valuable source of income for rural communities.

## **Health**

Jamaica continues to have one of the highest rates of HIV / AIDS infection in the Caribbean and the world. The Government of Jamaica's AIDS Programme thrust is education and prevention, with a growing emphasis on care giving. Volunteers work in concert with the government program, serving with NGOs and the Ministry of Health at the national and regional level, to reduce the rate of HIV transmission, the incidence and prevalence of STDs, and the high-risk behavior among targeted groups (youth, commercial sex workers, homosexuals). Volunteers develop appropriate materials, facilitate training activities, and provide counseling and support. Volunteers develop education programs that have a holistic and creative approach engaging youth in fun, interesting activities to build self esteem, develop leadership potential, and provide opportunities for discussion and learning.

The Community Environmental Health Project addresses the increasingly inadequate sanitation that contributes to poor water quality in surface, underground, and coastal water bodies throughout the island. This situation results in increasing health risks for waterborne disease, increases in costs for treating potable water, and threats to the tourism industry. Volunteers work in rural, peri-urban, and urban squatter settlements facilitating community development activities and strengthening community-based organizations while integrating environmental health projects. Environmental Engineers in the project assist the Ministry of Health in assessing current waste water treatment facilities and rural water supplies with a focus on establishing sustainable operations and maintenance.

## **Youth Development**

A growing number of youth are in difficult circumstances in Jamaica. Increasing poverty due to structural adjustment policies, urbanization and a sluggish economy have had a tremendous impact on youth ages 10-25 years. In general, "youth at risk" are poor, attend school irregularly or are school drop outs, have few employment opportunities, work or hustle to support themselves and their families, become involved in "drug business" and gangs, and engage in unhealthy lifestyle practices. Overall, many youths feel alienated, have poor self esteem and self confidence, and have few positive visions of themselves or their peers for the future.

The Volunteers in this project work in youth-focused agencies and community based organizations as facilitators for youth development in urban and rural settings. Leadership and business skills training, healthy lifestyles, creative arts, conflict resolution, and sports activities are the strategies used to engage and energize youth and open opportunities for their futures.

## JORDAN

Population: 4,312,000

Annual Per Capita Income: \$1,650

Program Dates: 1997-Present



### Country Overview:

As the only development organization in Jordan that places Volunteers throughout the country to both live and work at the grassroots level, Peace Corps Jordan is uniquely situated to address the development needs of the Hashemite Kingdom. Volunteers collaborate with Jordanian institutions in predominantly rural settings, focusing their efforts on community development initiatives, microenterprise development for women, environmental management and awareness, and teaching English as a foreign language.

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

### Resources:

	FY 1998	FY 1999	FY 2000
Jordan	Actual	Estimates	Estimates
Trainees	39	40	42
Average # of Volunteers	24	53	67
Program Funds (\$000)	1,155	1,426	1,511

### Peace Corps Program by Sector:

#### Community Development

High unemployment and rural poverty pose a significant challenge for Jordanians and women in particular. In rural areas, inadequate economic opportunities exist for women in part due to traditional gender roles as defined by Jordanian society and a lack of formalized educational training. However, as Jordan increasingly embarks on a path towards democratization and economic reform, a number of large, highly visible, and well supported local non-governmental agencies are working to create income-generating opportunities.

Volunteers currently work with three local development organizations—Queen Alia Fund, Noor Al-Hussein Foundation, and Jordan River Designs—to implement microenterprise projects in small towns and villages. In this capacity, Volunteers assist and advise Jordanian women on income-generation activities and teach basic business skills, such as planning, recordkeeping, and marketing strategies. The program also emphasizes leadership training for women. Volunteers are also collaborating with the Jordanian Ministry of Social Development at government-sponsored schools for special education and troubled youth. They work with children who have mental and physical disabilities and train teachers in using appropriate pedagogical techniques, such as Arabic visual aids.

## **Environment**

As Jordan plays host to an increasing number of tourists, environmental issues, such as the maintenance of the country's delicate ecosystem and protection of natural resources, have assumed critical national importance. An acute scarcity of local water supplies, combined with overgrazing, has decreased the fertility of the soil in many parts of Jordan.

To address these concerns, Volunteers are working with the Jordanian-sponsored Royal Society for the Conservation of Nature to educate communities about the importance of utilizing their natural resources in an environmentally sustainable fashion. Volunteers work on wildlife conservation with local rangers from the Jordanian national park system. The projects focus on the re-introduction of the Nubian Ibex, helping to build boundary markers to prevent illegal hunting and grazing, and assisting in the identification and categorization of the flora and fauna in Jordan's national park system.

Volunteers work with the organization Friends of the Environment on its GLOBE program, monitoring the participation of Jordanian government schools and assessing the accessibility and possible broad-scale expansion of this international environmental learning program. These Volunteers serve as educational resources, introducing environmentally friendly activities to school classrooms, and bringing more awareness about environmental issues to Jordan.

## **Education**

The first group of Education Volunteers arrived in Jordan in 1998. Currently, TEFL (Teaching of English as a foreign language) Volunteers are working with Jordanian English language teachers in provincial and rural schools managed by the Ministry of Education. Their primary role includes team teaching with Jordanian counterparts within the English language classroom, initiating and implementing extra-curricular activities for the school community, and instituting alternative teaching methods.

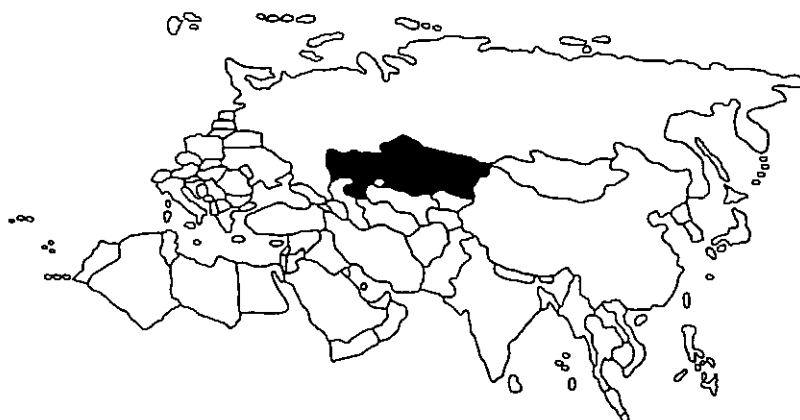
One Volunteer working at a juvenile center in central Jordan has, in cooperation with the center staff, taken a lead role in developing a sports-based recreation program. Through collaboration with a social worker at the center, this Volunteer introduced a nonviolent behavior modification program, which enhanced the rehabilitation focus of the center and now is used as a model for special education in Jordan.

## KAZAKHSTAN

Population: 16,471,000

Annual Per Capita Income: \$1,350

Program Dates: 1993-Present



### Country Overview:

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

### Resources:

Kazakhstan	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	63	89	94
Average # of Volunteers	78	105	122
Program Funds (\$000)	1,831	2,172	2,498

### Peace Corps Program by Sector:

#### Business Development

Volunteers in Kazakhstan now focus on business education in secondary schools and universities, meeting an important need not addressed by other development groups in the country. They provide training in western business subjects necessary for the integration of Kazakhstan into the world community. In FY 98, Volunteers taught basic economics, marketing, business plan creation, and Business English to nearly 2,400 Kazakhstani students.

One Volunteer who advises a business NGO wrote a brochure on western accounting with an Environmental Volunteer. She presented the brochure at a national NGO conference, and as a result the brochure was produced en masse for use by NGOs throughout Kazakhstan.

## **Education**

Volunteers provide English language instruction, establish English language resource centers, develop and conduct workshops for teacher education, and facilitate the formation of both local and national organizations of English teachers. Five teachers out of ten who received awards for the United States-Kazakhstan Awards for Excellence in Teaching English and American Studies are Peace Corps Volunteer counterparts or co-workers. Outside the classroom, Volunteers host an English-language television program, organize summer camps, work with orphanages, coach drama groups, teach ballet and modern dance, and organize community youth baseball leagues.

## **Environment**

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

As a secondary project, one Volunteer assigned to a secondary school in Eastern Kazakhstan worked closely with the famous botanist Yuriy Androvich. In collaboration with Androvich, the Volunteer classified and described a new plant and received the honor of having the plant named after him.

## **Health**

In response to shifting community priorities, health projects have transitioned from focusing on increasing environmental health awareness to improving maternal child health and preventing HIV/AIDS and sexually transmitted diseases. Volunteers conduct seminars in regional AIDS centers, health NGOs, and medical education institutes.

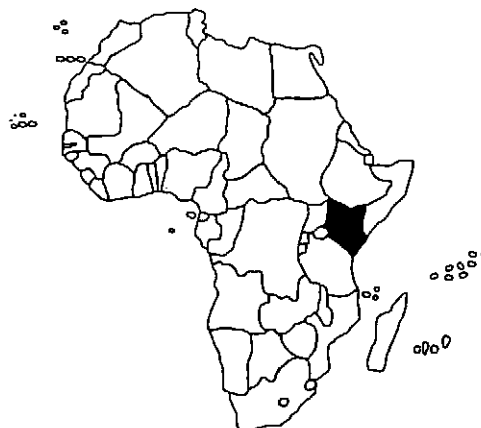
Through her work in the Kustanay AIDS Center, one Public Health Volunteer conducted a particularly successful prevention campaign. In conjunction with an awareness education program for city officials and community members, the Volunteer and her colleagues designed and placed billboards around Kustanay City to promote the social benefits of a healthy lifestyle.

## KENYA

Population: 27,364,000

Annual Per Capita Income: \$320

Program Dates: 1965-Present



### Country Overview:

Kenya's economy has been in steady decline for many years. Ranked among the least developed countries, Kenya's rapidly increasing unemployment rate and a spiraling growth rate particularly affect the younger population. Kenya faces challenges in administering quality education, especially in math and science, where there is a critical shortage of teachers. The country's focus on gender equity has created a need to expand girls' access to, and retention in, secondary schools. Improving the management of water resources and developing more efficient waste disposal techniques are key components of the Government of Kenya's preventive health care strategy, primarily in rural areas, where 80 percent of Kenyans live. Environmental degradation from slash and burn agriculture is compounded by the effects of El Niño. The Government of Kenya has provided steady support to the Peace Corps staff and to the Volunteers who work in economic development, education, health, and environment.

### Resources:

	FY 1998	FY 1999	FY 2000
Kenya	Actual	Estimates	Estimates
Trainees	73	58	58
Average # of Volunteers	109	119	117
Program Funds (\$000)	3,256	3,251	3,277

### Peace Corps Program by Sector:

#### Business Development

In rural and urban areas, Volunteers work with business owners, entrepreneurial members of youth and women's groups, and non-governmental organizations with small business programs. Volunteers worked to establish linkages between smaller and bigger businesses, which resulted in increased sales for the small businesses. Volunteers also provided basic business skills and encouraged greater access to credit.

More than 4,000 Kenyans were trained in business development activities in 1998. Almost half of them were women and a significant number were youths. One Volunteer trained 200 artisans on business management skills and helped them organize to form a cooperative society and credit scheme. Another Volunteer received a donation of 14 computers and one printer from a Swiss-based company. Students and community members were taught basic typing, as well as computer skills.

## **Education**

The demand for trained teachers in math, physics, chemistry, and English in Kenya remains high, and the Peace Corps is helping to meet that need. During the past year, Volunteers have worked to incorporate HIV/AIDS and environmental awareness issues into their lesson plans. Many Volunteers are engaged in activities to provide more students with access to secondary schools, including construction of classrooms, laboratories, dormitories and libraries. Emphasis is placed on female education, and Volunteers help to evaluate curriculum in an effort to minimize gender stereotyping.

Kenya is currently the only country employing Peace Corps Volunteer teachers in schools for the deaf. Volunteers have not only improved the signing ability of their students, but they have also taught signing to their Kenyan colleagues. Community outreach by the Volunteers has increased awareness about deafness among parents and community members.

## **Health**

Volunteers work with government counterparts to meet a growing demand for water, sanitation, and health education. Volunteers teach the importance of personal and home hygiene and proper sanitation practices. The gravity of this issue was demonstrated to one village when an epidemic of cholera devastated the surrounding villages, but hardly touched them. Volunteers also constructed a water filter from locally available materials to combat the contaminated and sediment-filled waters resulting from El Niño.

## **Environment**

The Kenyan government seeks to increase the adoption of appropriate agro-forestry practices that will reduce environmental degradation. Working with counterparts, Volunteers transfer appropriate technology skills to farmers, primary and secondary school teachers and students and women's groups. They conduct environmental education programs for schools, farmers, and the general public, and promote the use of energy conservation devices to reduce the use of fuelwood.

In 1998, 388 farmers and 96 women's groups were assisted by Volunteers to adopt agroforestry practices, including on-farm tree nurseries and energy conservation techniques. Fifty-four schools with a combined total of 9,674 students developed tree nurseries at their compounds through their environmental clubs. These nurseries are an income-generating source for farm families and contribute to sustainable agroforestry and to an increased food supply. Volunteers also introduced other integrated farming methods such as beekeeping and fish farming.



## KIRIBATI

Population: 82,000

Annual Per Capita Income: \$920

Program Dates: 1973-Present



### Country Overview:

The Republic of Kiribati is one of the poorest countries in the world with most of its citizenry living in subsistence on small islands scattered over thousands of miles. Kiribati has few natural resources, and those that do exist are primarily coastal marine resources which are expensive to extract and export. Its poor resource base makes it difficult for the government to raise revenue for development programs, particularly in education, natural resource management, youth development, and health. Kiribati also finds it difficult to locate and hire the educated and trained work force it needs for economic development. The Peace Corps is helping to directly address these needs through projects in education, health, and the environment.

### Resources:

Kiribati	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	27	27	27
Average # of Volunteers	35	41	39
Program Funds (\$000)	706	881	897

### Peace Corps Program by Sector:

#### Education

Kiribati does not have a sufficiently trained pool of teachers to meet the ongoing demand presented by the country's growing population, with 43% below the age of 18. Basic education is expanding to include Junior Secondary School (JSS), grades 7-9. The Peace Corps is providing Education Volunteers to increase the capacity and improve the quality of the basic education system.

Education Volunteers serve as teacher trainers at the primary and junior secondary school levels to improve the business, accounting, math, science, and English teaching skills of their teacher counterparts. Volunteers are involved in curriculum development, lesson planning, and the development of appropriate classroom materials and teaching techniques.

Volunteers are directly instructing new teachers in math, science, and education methodology at Kiribati Teachers' College. The college recently graduated thirty new primary teachers, the

College's first twelve JSS teachers and it's first twenty-six Early Childhood Education teachers. In 1999, the Peace Corps will be initiating a new business education program at the College to train I-Kiribati JSS teachers in basic accounting and business principles.

Several libraries have been established at primary schools with the assistance of Peace Corps Volunteers. Volunteers assist in construction of the structures, organizing community contributions, requesting book donations, instructing teachers and students in the management and maintenance of libraries, and incorporating library time into the daily classroom curriculum.

## **Health**

Kiribati faces a severe shortage of trained medical professionals and a dispersed population over 17 atolls. Health problems include malnutrition, vitamin A deficiency, diabetes, an increasing fertility rate, poor personal hygiene, dysentery, HIV / AIDS, and STDs.

The Peace Corps introduced a new Rural Community Health Project in Kiribati in FY97. Volunteers work with health extension agents, women, and youth groups to provide education on preventable diseases and to promote general health.

## **Environment**

Kiribati is faced with increasingly serious environmental degradation. Global warming and rising seawaters are an expanding concern. There is limited public knowledge of correct environmental management issues and practices. The Government of Kiribati does not have the capacity to manage the environmental threats. In a Regional collaborative effort between the South Pacific Environment Program (SPREP), UNDP, and Peace Corps' Pacific Initiative, Peace Corps is cooperating with the Ministry of Environment and Social Development to introduce and augment environmental management capabilities.

One Volunteer has extended her service to work with the Environment Unit of the Ministry of Environment and Social Development in the capital of Tarawa. The Volunteer will promote environmental awareness through education campaigns, radio and newspaper features, schools, community groups, and local NGOs.

A Volunteer recently served as an interpreter and cultural guide for an official American team exploring the burial grounds of World War II United States Marine Raiders. The Volunteer helped the team identify and communicate with older members of the I-Kiribati community on Butaritari. Many of these people had first hand recollections of the War, its aftermath, and the enormous sacrifices made by the liberating American forces.

## KYRGYZ REPUBLIC

Population: 4,576,000

Annual Per Capita Income: \$550

Program Dates: 1993-Present



### Country Overview:

Since independence, the Kyrgyz Republic has expressed its commitment to achieve full participation in the global market. The government is eager to establish projects that will assist in the complex process of privatization, the transition to a market economy, and the alleviation of poverty. Peace Corps Kyrgyz Republic's business development project is designed to assist non-governmental organizations to develop strategic management plans, establish training programs, and promote self government.

The Kyrgyz Republic has also placed a high priority on English education as a means of linking their country to the world. However, the education system faces a severe shortage of trained teachers of English, textbooks, and basic instructional materials. Volunteers are working with the Kyrgyz Republic to address these needs for English teachers, new methodologies and resources. In response to an extensive needs assessment of local communities, Peace Corps Kyrgyz Republic is also expanding its education project to include instruction that deals specifically with issues affecting youth, women, the environment, and health.

### Resources:

Kyrgyz Republic	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	39	50	53
Average # of Volunteers	75	73	78
Program Funds (\$000)	1,257	1,419	1,498

### Peace Corps Program by Sector:

#### Business Development

Volunteers are sharing knowledge and experience about business practices in market economies. They are providing training to non-governmental organizations, private farmers' associations, village committees and non-profit associations who wish to become more effective and self-sufficient by sharing knowledge and experience about business practices in market economies. Volunteers have targeted 50 women's groups for micro-credit lending, provided credit to 400 private farmers, worked with refugees, and helped develop tourism.

A Volunteer in the southern Kyrgyz Republic mountain village of Chkalov assisted in obtaining funds for a new footbridge to link the village to the main road. Residents volunteered their time and collected funds to pay for specialized labor. In addition, Mercy Corps International donated equipment while the local government covered the cost of transporting materials to the construction site. Sponsored by an NGO called "The Society for the Protection of Rural Children's Rights," the bridge was officially opened on August 4, 1998. The ceremony commemorating the event was attended by representatives of the local government, Mercy Corps, and over 150 villagers. Highlights of the ceremony inaugurating the "Peace Bridge" were broadcast on Kyrgyz television.

## **Education**

Volunteers teach English and communicative methodologies in secondary schools and institutes of higher education. They introduce new learning strategies and work with students to develop analytical, problem-solving, and decision-making skills. Six resource centers were initiated in FY 1998, and another twelve were augmented by Peace Corps Volunteers. Eight Volunteers participated in an international GLOBE conference, and continue to support this international environmental program through classroom teaching. Since FY 1993, Volunteers have taught more than 7500 students, and have worked with over 300 local counterpart teachers. Outside the classroom, Volunteers have produced English-language newspapers, organized women's career days and coordinated summer courses in art, music, and Spanish.

"Kids Helping Kids" is an ongoing project begun by Peace Corps Volunteers in which high school students plan and participate in activities with children at local orphanages. The focus is to provide aid and increase awareness of unhealthy conditions found in many children's homes. In 1998, the project expanded to the national level and in November 1997, First Lady Hillary Clinton visited a "Kids Helping Kids" site and met with Volunteers.

## LATVIA

Population: 2,490,000

Annual Per Capita Income: \$2,300

Program Dates: 1992-Present



### Country Overview:

Since regaining its independence in 1991, Latvia has been experiencing a tremendous economic and political transformation. Yet significant challenges still remain if Latvia hopes to become an established member of the European community. Peace Corps Volunteers are working with Latvian sponsors and counterparts to address issues of particular concern to the rural sector of society: low agricultural output, a declining rural standard of living, and the lack of rural business expertise. Latvians also face an immediate need to improve English language abilities, especially for business purposes. By teaching English skills, Volunteers are assisting Latvia to integrate successfully into the European and wider international communities, to prosper in science and technology, and to compete in international commerce.

When the Peace Corps first sent Volunteers to Latvia in 1992, it was with the unique understanding that their assistance would be for a brief but critical time in the history of the country. In anticipation of Latvia's continued movement toward greater self-reliance and a closer relationship with its European neighbors, the Peace Corps plans to close the program in Latvia in FY 2002. The accomplishments which Volunteers have made in the areas of English language education and business development will continue to impact the communities and people they worked with long after the last Volunteers depart.

### Resources:

	FY 1998	FY 1999	FY 2000
Latvia	Actual	Estimates	Estimates
Trainees	27	25	27
Average # of Volunteers	45	53	44
Program Funds (\$000)	903	984	959

### Peace Corps Program by Sector:

#### Business Development

While the majority of international organizations and private businesses have focused their development efforts on Latvia's capital, Peace Corps Volunteers are working to assist small businesses in rural areas. They provide hands-on technical assistance to entrepreneurs through regional and local governments; organize and conduct small business training programs,

workshops and seminars; assist organizations in developing long-range sustainability plans; and support the creation of information centers, data banks, and business centers.

Eight Volunteers collaborated on the design and production of a Charity Event Training. A total of 21 participants were trained in fundraising fundamentals, the psychology of giving and philanthropy, mission statement development, marketing, budgeting and corporate sponsorship. The training culminated in a fund-raising party where participating organizations gave presentations on their products and services to prospective donors. The charity party raised a total of \$3800 which was distributed equally among the participating organizations.

### **Education**

In addition to teaching English at the secondary level, Volunteers provide training for Latvian teachers to enhance their English language proficiency and teaching skills. Volunteers also teach Business English skills, which are needed to help the country integrate successfully into the European and wider international communities.

Several Volunteers have developed secondary projects that target at-risk youth. One Volunteer established the Youth Information Center (YIC) to address the lack of accurate information for young people on health, education, and healthy lifestyle options. The center obtained education materials and offered trainings, educational activities, and seminars to students and community members.

12 TEFL Volunteers participated in Women's Career Day, organized by the Human Rights Center and the Peace Corps Gender and Development (GAD) Committee. One-hundred and sixty students from 20 different towns of Latvia were exposed to the various careers of business women. Both male and female students were encouraged to challenge the typical stereotypes about women's role in society by seeing women as managers, leaders, and decision-makers in various spheres of life.

## LESOTHO

Population: 2,023,000

Annual Per Capita Income:

\$660

Program Dates: 1967-Present



### Country Overview:

Lesotho has a predominately rural population that is dependent on agriculture for survival. Approximately 54 percent of households live in poverty, and over 43 percent of children under five suffer from chronic malnutrition. Unemployment continues to rise, and has been exacerbated by mine closings in South Africa and the subsequent return of "migrant" mine workers. In addition, the education sector is struggling to accommodate its needs. Lesotho is facing a major shortage of qualified secondary teachers for math, the sciences, and English. Not only are most teachers insufficiently trained for the secondary level, but many of the teachers that are qualified leave Lesotho for better paying positions in other countries.

Peace Corps Volunteers were working in the agriculture, education, and environmental sectors, until September 1998, when, as a precaution, they were temporarily evacuated due to civil disturbances. By October of 1998, Peace Corps had resumed operations in Lesotho.

### Resources:

Lesotho	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	34	47	47
Average # of Volunteers	75	76	85
Program Funds (\$000)	1,781	1,924	1,986

### Peace Corps Program by Sector:

#### Agriculture

In conjunction with the Ministry of Agriculture, Peace Corps Volunteers are working to alleviate poverty, increase household food security, and create employment through the development and support of Farmer Training Centers and community-based development groups. Volunteers are involved with projects to diversify and increase crop production as well as assisting with health related and income generating projects.

Volunteers have helped 34 schools become more self-sufficient in their food needs by creating school gardens, helping their communities increase poultry and egg production, and purchasing other food stuffs, such as cooking oil, corn meal, and salt, with profits from small projects. They have helped communities assess their needs, organize themselves, and undertake activities such as reforestation projects, road construction, and latrine and water source construction. Volunteers have also helped carpentry, knitting, and sewing groups to develop, function, and sell their products.

### **Education**

Volunteers are placed in rural schools to help teach math, science, and English, as well as to enhance the skills of local teachers through seminars and workshops.

Some Volunteers are working in special education, assisting schools with curriculum for children with special needs. Another group of Volunteers supports clusters of schools, conducting workshops and training sessions for teachers. Students in schools where Volunteers serve have demonstrated improved overall academic performances, with a 93 percent pass rate by high school students.

### **Environment**

Since 1993, the Peace Corps has been a partner in the Social Forestry Project of the government of Lesotho. With the aim of promoting environmental conservation and reducing land degradation, Volunteers have been successfully working with communities and with schools to reverse the effects of erosion and improper land use. With the assistance of Volunteers, communities have been successful in planting and caring for trees and shrubs for income generation, fuel consumption, building materials, animal fodder, and land reclamation.

In one case, 18 primary schools and 20 farm families planted a total of 6,450 trees. Volunteers have also been requested to assist communities with nursery management, continued management training and expansion of newly planted wood-lots, and pruning and replanting of old fruit orchards. The continued success of the Social Forestry Project led to the completion of the first National Forestry Action Programme which was passed into law by the Lesotho Parliament.

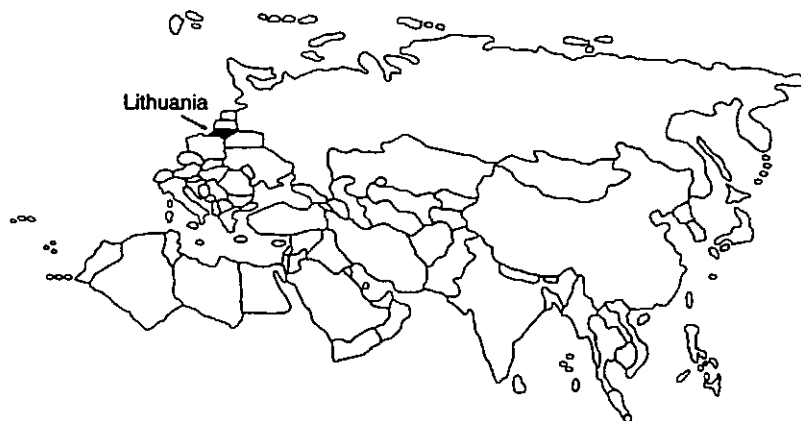


## LITHUANIA

Population: 3,709,000

Annual Per Capita Income: \$2,280

Program Dates: 1992-Present



### Country Overview:

The government of Lithuania is committed to supporting the transition from a planned economy to a free market economy. Since many business leaders and entrepreneurs are eager to acquire business management skills and basic marketing experience, local governments and organizations find themselves facing an increasing demand for educational and technical assistance in these areas.

Business English skills are needed to help the country integrate successfully into the global marketplace and gain much-needed access to informational and technological resources. Peace Corps Volunteers are making contributions in both economic development and education with projects designed to address the country's multi-dimensional needs.

When the Peace Corps first sent Volunteers to Lithuania in FY 1992, it was with the unique understanding that their assistance would be for a brief but critical time in the history of the country. In anticipation of Lithuania's continued movement toward greater self-reliance and a closer relationship with its European neighbors, the Peace Corps plans to close the program in Lithuania in FY 2002. The Volunteers contributions in English language education and business development will continue to have a lasting impact long after the last Volunteers depart.

### Resources:

	FY 1998	FY 1999	FY 2000
Lithuania	Actual	Estimates	Estimates
Trainees	27	25	26
Average # of Volunteers	42	48	48
Program Funds (\$000)	847	878	937

### Peace Corps Program by Sector:

#### Business Development

Volunteers are assigned to economic development units of local governments, Business Advisory Centers, Junior Achievement programs, and non-governmental organizations (NGOs). They assist the Lithuania Junior Achievement program, help local governments create economic plans, and provide direct training to entrepreneurs and to potential entrepreneurial endeavors. Volunteers

have made particularly valuable contributions by designing and distributing tourism guides in both Lithuanian and English.

One Volunteer worked with the Tourism Information Department of Birzai in Northern Lithuania to produce a Birzai tourism information brochure and a site on the World Wide Web. The following summer, tourism to the region increased by 20 percent. This success encouraged local industries to develop their own tourism development initiatives.

## **Education**

The Education project in Lithuania has two major areas of focus: Teaching English as a Foreign Language (TEFL), and teaching English for business purposes. TEFL Volunteers work with the Ministry of Education to increase access to English language instruction at the secondary school level, thereby giving citizens access to newly expanding technological, educational, social, and commercial developments. Volunteers improve the English language proficiency and teaching skills of Lithuanian teachers. In the area of business, Volunteers teach English classes for secondary-level students in vocational colleges or specialized schools. They coordinate a variety of activities that help students use English for business and day-to-day communication.

By the end of FY99, Education Volunteers will have taught English to over 3,000 students in 23 schools, and business English to over 700 students in eight schools throughout the country. In addition, over 2000 people will have participated in community-based projects organized by Peace Corps Volunteers as special projects. One Volunteer implemented an alcohol awareness program in her community by educating both students and community members on the dangers of alcoholism. Another Volunteer implemented a peer support program that matches older mentors to younger students. The program currently has over 100 participants from five different schools.

## MADAGASCAR

Population: 13,750,000

Annual Per Capita Income: \$250

Program Dates: 1993-Present



### Country Overview:

Madagascar continues to face many development challenges, despite political and economic reform measures. The educational system is burdened by overcrowded classrooms, poorly trained teachers, and a severe shortage of teaching materials. Widespread poverty, a poorly educated population, food insecurity, unsafe water supplies, and inadequate health services result in high infant mortality rates. Madagascar has one of the highest levels of biodiversity and species endemism on earth, but this natural resource base is severely threatened by deforestation, loss of biological diversity, soil erosion, and the decline in overall land productivity. Peace Corps Volunteers in Madagascar are training teachers, conducting health education and child survival activities, and working on natural resource management and community development.

### Resources:

	FY 1998	FY 1999	FY 2000
Madagascar	Actual	Estimates	Estimates
Trainees	30	52	52
Average # of Volunteers	36	48	69
Program Funds (\$000)	1,046	1,416	1,529

### Peace Corps Program by Sector:

#### Education

Volunteers are addressing weaknesses in secondary school teachers' ability to teach and speak English and the lack of English language resources. Malagasy English teachers work with Volunteers one-on-one on a weekly basis and have shown marked improvement in their English skills. Several Volunteers work with the local radio station to bring the English language to a wider audience. Six Volunteers teach English for Special Purposes to professionals in a number of disciplines.

One Volunteer adapted the book, *Go for English*, to the Malagasy culture. She enriched this textbook with Malagasy social events, such as weddings, to make English more accessible to her students. She also recorded American and British speakers and provided two tape players to her school. Another Volunteer rewarded eight of her best students by taking them on an environmental field trip to the Kirindy forest. She combined English language teaching with environmental studies

and provided her students with a chance to become familiar with their country's natural resources. None of the students had ever been to the forest, which is an hour's ride from their city.

## **Environment**

Madagascar has several protected wildlife areas. Volunteers provide training for community members and groups to improve conservation in these areas. Volunteer projects include ecological monitoring, income-generating activities, environmental education, trail construction, ecotourism, community development, forestry, and gardening. Their goals are to reduce the degradation of natural resources, to develop the capacity of local individuals and institutions, and to enhance the management capabilities of responsible government officials.

One Volunteer received funding and technical advice from a non-governmental organization and, with the labor from her village, built four new wells. The village now has clean drinking water, and has worked closely with the Volunteer to start a community garden and tree nursery, from which seedlings are sold at a modest price. Another Volunteer combined forestry conservation with improved agricultural techniques. She trained the workers at the Ivoloina Zoological Park in small animal production, beekeeping, agroforestry, and improved farming practices.

## **Health**

Volunteers working in health projects focus on maternal and child health, namely child survival. Volunteers are working with community leaders and organizations in the dissemination of health messages that are critical to child survival and management of at risk pregnancies.

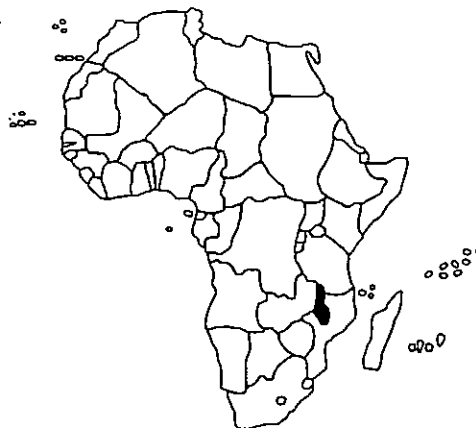
One Volunteer formed a theater group that performs skits about health-related issues. Videotapes of the skits are shown as previews before movies at a local village. The presentations proved to be a great form of motivation for the theater group participants, and provided health messages in the local language of Malagasy. The number of people exposed to the health messages was increased significantly over previous efforts.

## MALAWI

Population: 10,016,000

Annual Per Capita Income: \$180

Program Dates: 1963-1969; 1973-1976; 1978-Present



### Country Overview:

Although Malawi is a newly established democracy, its gains in political and individual freedom are tempered by continuing concerns about disease, drought, hunger, and environmental degradation. Malawi has the third highest HIV / AIDS infection rate in the world. More than one million Malawians are infected with HIV / AIDS, with an estimated infection rate of 30 percent among urban adults between the ages of 14-45. It is estimated that the number of children orphaned by this epidemic will have reached 600,000 by 1999. These statistics, along with growing demands for education and environmental rehabilitation, reinforce the important role that Peace Corps Volunteers play in the country's development.

### Resources:

Malawi	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	39	50	50
Average # of Volunteers	103	83	87
Program Funds (\$000)	1,926	1,963	1,987

### Peace Corps Program by Sector:

#### Health

Volunteers work in rural communities as educators and counselors, teaching HIV / AIDS prevention strategies and counseling techniques to Malawian counterparts, patients, students, and community groups. Two thousand "Edzi Toto" ("No AIDS") youth clubs have been formed and registered; 200 church and community members were trained on home-based care in various communities; 213 health care personnel and community members had three weeks of life skills training; 5,000 people saw video showings at a counseling center managed by Volunteers; and 500 AIDS drama groups were formed in 20 posts. Due in part to these interventions, the prevalence of sexually transmitted diseases in some parts of the country is declining.

Volunteers instruct families in childhood disease prevention. More than 80,000 children received measles vaccinations as a result of the Peace Corps health program. In one child survival project, 43 shallow wells were protected in three communities as a way of reducing the incidence of diarrhea diseases; 15 Village Health Committee members constructed 15 sanitation platforms for pit latrines;

835 members in 37 communities received health education through demonstrations, drama, and songs. Health education topics included nutrition, agriculture, and general health.

## **Environment**

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

Volunteers have coordinated dry season lake fishing programs, which have provided fishing opportunities for approximately 2,400 women, 1,000 youth, and 1,600 men. They negotiated and organized community collection of elephant dung to be bought by a private company and used for making recycled paper. They mapped areas for community resource collection, especially areas that have thatch grass, caterpillars and mushrooms. They strengthened the capacity of the Department of National Parks and Wildlife to implement sustainable resource utilization practices within areas under its jurisdiction.

## **Education**

The new government has implemented a policy of free primary education, an action that has swelled the ranks of schools and sorely tested the country's resources. To support the government's initiative, the Peace Corps has focused its effort on distance education centers in rural areas where skills transfer and capacity building are effected and sustainable development is promoted. Volunteers provide quality education to secondary school students, promote teacher-to-teacher interactions and collaboration, and the exchange of experience and knowledge in order to improve methods of teaching. Twenty-four Volunteers have worked with their counterparts in sharing lesson plans, discussing strategies for teaching, evaluating students, and preparing exams.

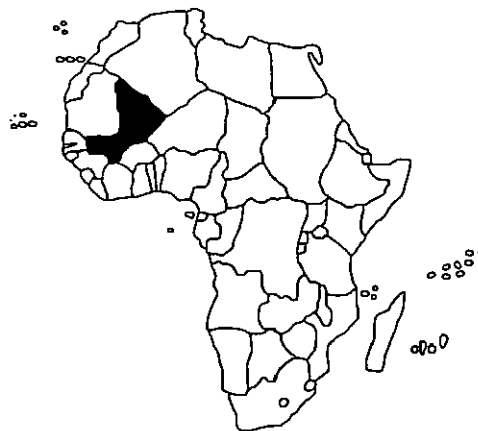
In addition to classroom teaching, Volunteers helped develop teacher resources. Three Volunteers are involved in training counterparts in the use of teaching aids, such as games and activity packets. Ten Volunteers have worked with their counterparts to establish libraries in their schools. The *Mathematics Teachers Guide*, which was developed by Volunteers, has been so successful that the Distance Education Headquarters is looking into producing it for all distance learning centers in Malawi.

## MALI

Population: 9,999,000

Annual Per Capita Income: \$240

Program Dates: 1971-Present



### Country Overview:

Peace Corps Volunteers assist the Government of Mali in an effort to address multiple development challenges. The country is not self-sufficient in food production, a problem exacerbated by frequent droughts. Mali's rapidly increasing population continues to strain the natural resource base. A new government initiative promotes decentralization so that local communities will assume responsibility for development projects. These communities, however, lack the skilled personnel needed to identify, plan, and implement such projects. Currently, Peace Corps Mali places its emphasis on sustainable capacity-building projects in the areas of food production, water availability, environmental conservation, small income generation, and preventive health care.

### Resources:

Mali	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	74	78	78
Average # of Volunteers	137	137	133
Program Funds (\$000)	2,943	2,959	2,962

### Peace Corps Projects by Sector:

#### Agriculture

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

Volunteers also work with farmers to increase crop production and improve the diets of local people. They focus on gardens, planting practices, and food preservation and storage techniques. One Volunteer, working with village youth on a rabbit-raising project, wrote a song promoting the techniques. This song has been played on Malian TV and radio and is now a widely popular and successful method of spreading knowledge.

## **Business Development**

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

Volunteers in several areas have organized training sessions for entrepreneurs. These sessions include many management tools, such as accounting, inventory control, marketing, human resources management, feasibility studies, and distribution.

## **Environment**

During the past 34 years, a combination of population growth, low rain fall, nonsustainable exploitation of natural resources and a lack of environment awareness caused severe environmental degradation and dramatic declines in agricultural production. In FY90, the Peace Corps rewrote the program plan for this sector to encompass the objectives of Mali's new national policy against desertification. This plan was further refined in 1996 and 1997. Volunteer foresters encourage communities to use their natural resources efficiently and to conserve biodiversity.

Many Volunteers are creating and helping tend community gardens that meet nutrition and income-generation needs and also act as demonstration plots for training villagers in growing techniques.

## **Health**

Volunteers at the local level play an active role in the on-going restructuring of the public health sector through their work with health care providers, local associations, and individual community members. Volunteers work to raise awareness of health issues and promote preventive care measures, such as nutritional practices, weaning, breast feeding, diarrhea disease control, vaccinations, and HIV/AIDS prevention.

Volunteers also work with local theater groups to produce traditional presentations with health education themes such as family planning, HIV and AIDS prevention and other health issues. These presentations are useful not only to provide information, but also to train educators.



## MAURITANIA

Population: 2,332,000

Annual Per Capita Income: \$470

Program Dates: 1967; 1971-1991; 1991-Present



### Country Overview:

Peace Corps Volunteers in Mauritania work in collaboration with the Government of Mauritania to increase agricultural production, promote reforestation and dune stabilization, implement preventive health care with an emphasis on providing clean water, and develop the formal and informal business sectors. Intermittent droughts forced a large percentage of Mauritania's rural population to abandon its traditional nomadic way of life and move to the larger towns and cities. The urban areas are unable to cope economically or structurally with this influx. The result is insufficient health and sanitation facilities, a reduction in agricultural productivity, and high unemployment. Peace Corps Volunteers are working at the grassroots level to address all of these issues and train local counterparts to find appropriate solutions.

### Resources:

Mauritania	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	30	30	30
Average # of Volunteers	49	49	49
Program Funds (\$000)	1,415	1,448	1,472

### Peace Corps Projects by Sector:

#### Agriculture

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

Several Volunteers trained local blacksmiths to make a plow specific to Mauritanian conditions. The plow includes attachments and spare parts. Each blacksmith has one prototype in his shop, which is used to demonstrate its effectiveness to local villagers. In the past year blacksmiths have increased their sales of this special plow.

## **Business Development**

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

Seventy-five entrepreneurs, women's cooperative members, and non-governmental organization extension agents participated in business training sessions, conducted by Peace Corps Volunteers, on topics such as marketing, accounting, and management. Sessions took place in four regional capitals.

## **Health**

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. Specific projects include constructing and maintaining public water and waste-elimination systems, training village-based health agents, and promoting community health education in the areas of HIV/AIDS awareness, Guinea worm eradication, and nutrition. By installing water pumps on wells and nearby rivers, communities can increase their access to potable water and reduce the incidence of water-borne diseases.

Twenty-one Mauritanian health workers, who are counterparts of Peace Corps Volunteers, participated in health education in-service training of trainers. They were able to develop skills in interpersonal communication in order to design, implement and evaluate health education strategies. Several regions have planned follow-up activities to train more health agents and community members.

## MOLDOVA

Population: 4,327,000

Annual Per Capita Income: \$590

Program Dates: 1993-Present



### Country Overview:

Although Moldova has made significant progress since 1991, the transition from a centrally planned economy to a market system is continuing to be a challenge. Macro-economic success has yet to improve the standard of living for the average Moldovan. Economic conditions took a turn for the worse in fall of 1998, following the turmoil in the Russian economy, when the Moldovan government stopped supporting the Moldovan Lei. The Lei, a currency which had been very stable over the last several years, suddenly lost approximately half its value vis-a-vis the dollar. Faced with a cash flow crisis, the government has begun paying its employees in commodities (sugar, prunes, fresh fish, etc.).

Moldova's education system has a critical shortage of English teachers and English-language resources. The government has expressed concern that lack of English proficiency, especially in areas such as the environment, agriculture, trade, and business development, will inhibit cultural and economic contact with the West. Peace Corps Volunteers are helping to address these issues by focusing their efforts in the areas of economic and organizational development and education.

### Resources:

	FY 1998	FY 1999	FY 2000
Moldova	Actual	Estimates	Estimates
Trainees	64	54	57
Average # of Volunteers	79	95	100
Program Funds (\$000)	1,569	1,700	1,725

### Peace Corps Program by Sector:

#### Business Development

Seven years into independence, the vast majority of Moldovans do not directly feel the benefits that can come from free enterprise and democracy. In response to this concern, the Peace Corps is supporting institutional and organizational development in Moldovan organizations that focus on social, cultural, and/or economic development issues in rural communities. During the past year, over 2,300 students participated in Junior Achievement classes, over 1,700 Moldovans participated in seminars and workshops, over 200 Moldovans were trained as staff or trainers, and nearly 630 consultancies or referrals were conducted—all by Peace Corps Volunteers.

Volunteers are working in a variety of ways to contribute to a process that will ease the massive marketing and liquid asset problem facing rural communities. Some volunteers are revising business plans and researching potential markets, while others are providing much desired personal contact and information on topics such as how to make business plans and how to apply for credit. One Volunteer has been so successful in helping his organization diversify its products and markets that he has been able to move on from that site.

## **Education**

Moldova faces a critical shortage of English resources of all kinds: established English language programs, qualified instructors, written and audio visual materials, and contact with native speakers. There are currently 38 TEFL Volunteers working in secondary cities, regional centers, and villages. In FY 1998, Volunteers taught over 3,300 secondary students. Over 2,000 teachers of English throughout Moldova will receive copies of the revised and improved version of the "Try It with Us" Handbook of lesson plans, which was compiled by Volunteers. Through Volunteer efforts, a donation of 15,000 books was obtained and subsequently distributed to 85 schools throughout the country.

Over the course of the last year, Volunteers conducted 44 peer-training workshops throughout the country. These workshops were designed to encourage Moldovan English teachers to use communicative methodologies and activities that help develop critical thinking and group problem solving. These skills include sharing teaching experiences, getting more information on American culture, and working on incorporating environmental issues into the existing curriculum. 280 teachers participated in these workshops.

## **Health Education**

In August of 1997, the Peace Corps began a health education project in Moldova to address a variety of health concerns. Volunteers are assigned to interested schools throughout the country where they serve as resource teachers, co-teaching specific sessions with other teachers in the school. Volunteers conduct training sessions for teachers on how to teach health topics. Some Volunteers have started clubs and other health-related student activities, while others are compiling session designs or working with community organizations.

## MONGOLIA

Population: 2,516,000

Annual Per Capita Income: \$360

Program Dates: 1991-Present



### Country Overview:

As are many countries in the region, Mongolia continues to experience the transition from a centrally planned economy to a market economy. The government of Mongolia has placed education at the forefront of its national agenda with education spending accounting for one-fifth of its national budget. In 1997, the Ministry of Education formally selected English as the primary foreign language of study for its educational curriculum. Mongolians view English proficiency as crucial in the pursuit of advanced knowledge and technological skills in all fields. Peace Corps has responded to Mongolia's increasing need for English instruction by placing Volunteers as Teachers of English as a Foreign Language (TEFL) in secondary schools, Foreign Language Institutes, and professional institutions.

To support areas where natural habitats and lands are threatened by ecological degradation, Peace Corps Mongolia recently developed an Environment and Community Development project. Volunteers in this project work with local environmental organizations and professionals to refine their technical skills for managing Mongolia's natural resources. In addition, they work with local communities to teach the value of environmental conservation and to promote an understanding of biodiversity.

### Resources:

Mongolia	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	37	48	51
Average # of Volunteers	59	57	78
Program Funds (\$000)	1,311	1,457	1,586

### Peace Corps Program by Sector:

#### Education

Volunteers working in the education sector teach English and train teachers in secondary schools and in institutions of higher learning. As part of their efforts, a group of Volunteers collaborated with local teachers to develop a four-year National English Curriculum Guide. This guide received official endorsement by the Ministry of Education as a national English curriculum and will be used by teachers throughout the country. Copies will be distributed to every English teacher in Mongolia.

The education project is also designed to promote community-based outreach activities. Volunteers are working in the following areas: supporting health projects, developing ecotourism ventures, helping homeless children in the capital city, creating agricultural programs and promoting small business development.

One Volunteer secured funding to refurbish an abandoned pressed coal fuel and stove factory. Community members worked with the Volunteer to repair machinery, buy materials and install electrical lines. The factory now employs nine workers and produces stoves made of sheet metal and pressed coal bricks. The factory has provided more than 3,400 families with access to a cleaner, more efficient and cost-effective means of heating their homes.

## **Environment**

Volunteers working in the environment and community development project coordinate a variety of activities that serve to increase English language proficiency, develop technological and networking resources available to host organizations, and expand community development conservation projects. Volunteers in this new project work with officials in area offices, provincial and local governments, and Mongolian environmental non-governmental organizations.

One Volunteer worked with counterparts and community members to secure funding and create a public environmental information center at Hovsgol National Park. The center contains information about the natural features of the park, park residents, tourist services and a register of certified park guides.

## **Health**

Since 1996, a small number of Volunteers have been assigned to medical colleges, universities, and health centers to train their staff, students, and community members in English as well as provide basic health care training. Due to the success of these placements and the growing interest of the Mongolian government in preventive health care, Peace Corps Mongolia is in the process of designing a separate health education training project. Volunteers in this project will work with Mongolian health professionals to increase their English language proficiency and to facilitate health education training at medical training colleges and in the communities.

One Volunteer secured funding to establish a Women's Center that serves students and staff at the local Medical College as well as local community members. Funds were used to renovate a local building and purchase new furniture and equipment. The Women's Center consists of gynecological clinic, physical therapy room, a beauty salon, hairdresser, and a small cafe.

## MOROCCO

Population: 27,020,000

Annual Per Capita Income: \$1,290

Program Dates: 1962-1991; 1991-Present



### Country Overview:

Although Peace Corps Volunteers have helped to improve the quality of life in Morocco over the last 35 years, the country continues to face a number of pressing development challenges. Outside of large cities where poverty is most acute, maternal mortality rates remain exceptionally high, with an average of 3.7 maternal deaths per 1,000 births. Literacy rates are also low in these rural areas, where qualified school teachers remain in short supply. Climatic swings continue to hamper harvesting, while over-grazing impedes livestock production and management. Burgeoning population growth has contributed to the drainage of wetlands, deforestation of public areas, and erosion in national park reserves. To help address these concerns, Volunteers are assigned to projects in health, education, agriculture, and environment.

### Resources:

	FY 1998	FY 1999	FY 2000
Morocco	Actual	Estimates	Estimates
Trainees	75	84	88
Average # of Volunteers	125	131	140
Program Funds (\$000)	2,091	2,245	2,278

### Peace Corps Program by Sector:

#### Education

English is the language of international communication, tourism, and science and technology. As the nature of education in Morocco moves towards technical and professional areas, Volunteers and their Moroccan colleagues are working together to adapt teaching techniques, expand educational resources, and design English curricula that is targeted to technical needs. At the university level, Volunteers are expanding and developing departmental resource centers to increase support for student research. This need was identified as an area where Peace Corps could make a lasting and valuable contribution to library development through former Volunteers serving as university professors.

Another area of the Moroccan Education Project involves Volunteers serving in schools for the blind. They develop curriculum which addresses the special needs of visually-impaired and blind students in the areas of orientation and mobility by expanding their access to basic education and vocational training.

In 1997, five Volunteers focused on the development of university libraries and information management systems. Ten others are teaching orientation and mobility skills at nine Moroccan schools for the visually-impaired to prepare students for integration into the education system and their communities. One Volunteer completed a teaching manual for teachers of the blind in grades 1-3 which focuses on the area of concept development.

## **Health**

Morocco's high infant mortality rate reflects poor living conditions that are closely associated with poor water quality and inadequate sanitation facilities. Volunteers work in predominantly rural Moroccan communities to improve maternal and child health care and increase access to safe water supplies. Health education is a major component of their projects. In the past year alone, Volunteers have implemented vaccination campaigns, trained fifteen nurses in communication and patient counseling, constructed water supply systems, designed and produced safe birthing kits, and developed dental hygiene awareness campaigns.

Efforts in pit latrine construction have resulted in two new school latrines, which will benefit 850 students; skills for continued latrine construction have been transferred to Moroccan counterparts through training in project design, management, and funding.

## **Agriculture**

Small rural farmers are an important part of Morocco's agriculture sector, yet they have only limited access to information and resources that could improve productivity or increase incomes. Through formal training, Volunteers have worked with farmers to improve sustainable agriculture and livestock production, develop income-generating activities, provide extension education and enhance rural women's development. As a result, three different women's cooperatives in rabbit, chicken, and dairy goat production were established in the last year. Volunteers also train young farmers and women in appropriate agricultural practices and the marketing of their products through projects such as the Agricultural Small Business Project, in which students participate in daily poultry raising activities as well as sessions on project development and implementation.

## **Environment**

Morocco is in the process of developing a national strategy to make its parks and ecological reserves more user-friendly and accessible so that tourism will increase and generate greater revenue. In collaboration with local park officials, Volunteers are developing management strategies which address the unique ecosystems of individual parks. They have promoted ecotourism development through the creation of brochures, terrain mapping, and species inventories; designed environmental education curricula; and introduced solar ovens to nearby communities to reduce wood consumption in these environmentally fragile areas.

Volunteers have organized over ten nature field trips to enhance community interest and awareness of the local environment, and have planted hundreds of trees as part of "World Environment Day." One Volunteer coordinated the design, funding and construction of five incinerators in Tazekka National Park to address garbage and waste.

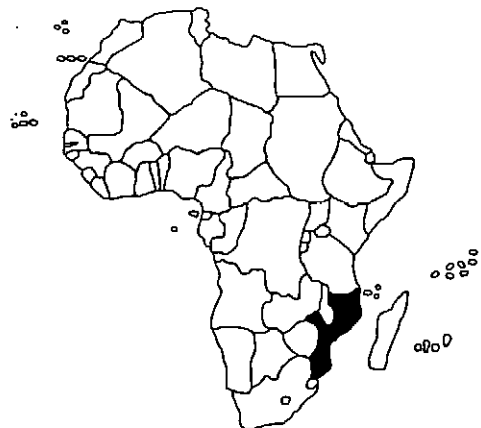


## MOZAMBIQUE

Population: 18,028,000

Annual Per Capita Income: \$80

Program Dates: New Entry



### Country Overview:

The Peace Corps entered Mozambique in FY98 during a critical time in the country's history. Emerging from the devastation of nearly thirty years of war, the people and government of Mozambique face immense challenges. Perhaps most pressing is the need for re-construction and expansion of the educational system. Nearly 60 percent of the country's schools were either destroyed or closed during the war, and trained personnel departed the country, leaving behind a broken infrastructure. In Mozambique today, the overall literacy rate is estimated at 30-40 percent, and only 40 percent of school-age children actually attend school. However, with peace and democracy taking root, record numbers of children are enrolling in schools, raising hopes that the country is on the path towards development and greater self-sufficiency. In response, the Peace Corps program in Mozambique is focusing on education.

### Resources:

Mozambique	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	0	22	22
Average # of Volunteers	0	16	35
Program Funds (\$000)	891	1,677	1,874

### Peace Corps Program by Sector:

#### Education

The return of nearly five million refugees and displaced persons has added tremendous pressure to an already overburdened educational system. The existing primary and secondary schools are struggling to instruct a total of 1,700,000 school children. English-language instruction is in demand, but only 30 percent of teachers are adequately trained.

The government of Mozambique recognizes that education is the key to building a new and prosperous country with equality and opportunities for all. Its country's leaders are also conscious of the need to build commercial partnerships with their English-speaking neighbors. Mozambique has therefore requested that the Peace Corps provide Volunteers to teach English at the secondary-school level. By doing so, Volunteers will offer quality instruction to Mozambican children, share

effective and innovative methods of teaching with their counterparts, collaborate on the development of relevant and inexpensive educational materials, and strengthen the links between schools and local communities.

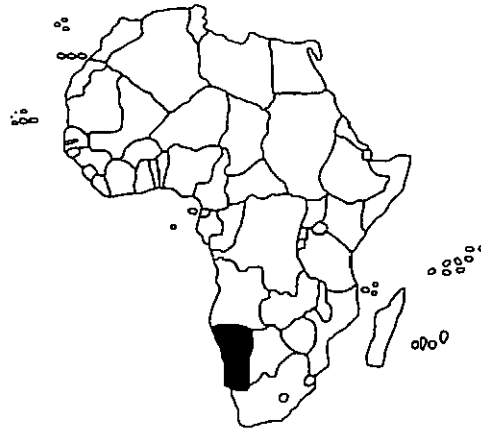
Initially, Volunteers will work in the southern and central regions of Mozambique. However, as the Peace Corps establishes itself, Volunteers may be placed in other parts of the country. In addition, Peace Corps staff and Mozambican government and community leaders will continue to assess the need for additional programs in education as well as in other sectors.

## **NAMIBIA**

Population: 1,584,000

Annual Per Capita Income: \$2,250

Program Dates: 1990-Present



### **Country Overview:**

The national development plan of Namibia states the government's commitment to improving the welfare of the people. The plan emphasizes reviving and sustaining economic growth, creating employment, reducing inequalities in income distribution, and eradicating poverty. The government's total spending on education since 1990 has more than doubled as they attempt to increase the quality, efficiency, and equity of educational programs. The Peace Corps, through work in primary and secondary education and in youth development, assists Namibians in achieving these goals.

### **Resources:**

Namibia	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	84	85	85
Average # of Volunteers	122	132	126
Program Funds (\$000)	2,464	2,502	2,529

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

#### **Education**

Approximately 16 percent of school-aged Namibian children do not attend school, and of those whom do, nearly 60 percent do not complete grade seven. Approximately 70 percent of all Namibian teachers are underqualified, and most regions are inadequately staffed. Namibia needs 1,000 new teachers per year to replace those leaving teaching and to respond to population growth. Some subjects, such as science and mathematics, are not taught in many schools because of a lack of qualified teachers.

The Peace Corps assists the government in its efforts to provide a quality education for its citizens. Volunteers work as primary education teacher trainers, as secondary education teachers of mathematics, the sciences, and English, and as teacher resource persons. To enhance the abilities of teachers, Volunteers conduct workshops that focus on methodology, curriculum development, continuous assessment, teaching strategies, and instructional materials.

Volunteers have helped their teachers to become more qualified, organized, and efficient. They have also created after-school interest clubs, organized career fairs, and conducted computer lessons with both teachers and students. One Volunteer facilitated a workshop for grades 11 and 12 physical science teachers in the utilization of new laboratory equipment obtained through a European grant. Volunteers have also involved their schools in a UNICEF-sponsored HIV / AIDS and Sexually Transmitted Diseases Educational Awareness Program.

### **Youth Development**

Approximately 75 percent of Namibia's population is under 30 years of age, and, with the current birth rate at 3 percent, that population is expected to double over the next 18 years. Subsequently, youth sector needs are tremendous, as no services or structures for providing information, training, or counseling existed prior to independence. Youth in Namibia have had little or no experience forming organizations that develop leadership structures. The Namibian government has identified youth development as a high priority.

Volunteers work with counterparts as regional youth center managers, youth development officers, and health officers. They have established youth forums to serve as resources for youth development activities, conducted Youth Life Skills Workshops, assisted projects such as the vocational training center for rural youth, and begun peer counseling. Additionally, Volunteers established an Environmental Education Unit, which has conducted such programs as the Volunteer Wilderness Corps and the Club for the Advancement of Volunteer Environmentalism.

## NEPAL

Population: 22,037,000

Annual Per Capita Income: \$210

Program Dates: 1962-Present



### Country Overview:

Nepal is a landlocked, mostly mountainous country with many chronic development problems. The United Nations estimates that over half the population of Nepal lives in poverty, with few people in rural areas having access to sanitation facilities or potable water. Life expectancy in Nepal is 53 years, and the literacy rate is below 30 percent. The country's population has increased dramatically over the last three decades from nine million to over twenty million. Nepal is faced with a lack of educational opportunities for its children, poor health facilities, deforestation, soil erosion, and a dependence on subsistence agriculture.

The people of Nepal continue to look for innovative solutions to these problems, working side-by-side with Peace Corps Volunteers in remote areas. Volunteers are addressing these challenges by working in education, health, environment, urban youth development, and agriculture.

### Resources:

Nepal	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	81	77	81
Average # of Volunteers	127	126	136
Program Funds (\$000)	2,328	2,378	2,450

### Peace Corps Program by Sector:

#### Agriculture

Eighty-five percent of Nepalese live in rural areas and depend on agriculture for income. To help Nepal improve its agricultural productivity, Peace Corps Volunteers in Nepal work in horticulture and soil conservation. Volunteers have helped over 500 farmers to increase their skills and abilities to produce more fruits and vegetables, and they have taught over 400 farmers improved methods of soil conservation.

An agriculture Volunteer in one of Nepal's mountain regions works closely with a group of farmers who are motivated to raise their standard of living by improving food production for their families. The Volunteer introduced new production techniques through constructing demonstration plots, distributing improved vegetable seeds, and establishing nurseries. As part of his education efforts, he initiated a garden competition to motivate local farmers and helped a school establish a student garden.

## Youth Development

Volunteers work to address some of the pressures brought about by rapid population growth in Nepal's urban areas. They work in municipal offices as community development facilitators to help neighborhoods and youth groups develop long-range plans, organize educational activities, and identify and solve development problems. In 1997, Volunteers trained over 900 urban residents in literacy, proposal writing, family planning, and sanitation. They built 25 latrines and conducted four training sessions on mother and child health care issues.

As evidence of the success of the Youth Development program, a Volunteer assigned to a large town in the western region of Nepal has received strong support and recognition from the mayor and other municipal staff. Together they have implemented many projects which benefit the local population, especially low-income women and children. She and her colleagues have delivered services such as literacy classes, health awareness activities, and town clean-up campaigns.

## Education

Only one-third of Nepalese youth now attend school, and most teachers are under-qualified. During their first year of service, Volunteers teach in secondary schools, most of which are in the remote hills of the far eastern and western regions of Nepal. During their second year, they may choose to become teacher trainers and travel to different communities to conduct training sessions for secondary school teachers. Education Volunteers are encouraged to become involved in their communities through such activities as health training and boys' and girls' clubs. Over the past year, Volunteers have taught 5000 schoolchildren and have trained 1200 teachers.

In order to encourage a greater interest in science and technology, an Education Volunteer recently developed a mobile science exhibition at his school. The display demonstrated the use of various science equipment and expanded the students' awareness of scientific issues. Among other activities at the school, the Volunteer obtained a computer for a training center and trained one of his colleagues in computer operations.

## Environment

Severe deforestation in Nepal has led to shortages of animal fodder and firewood. In response to this concern, Forestry Volunteers work with the District Forest Offices to promote the equitable and proper management of scarce forest resources. They help establish and train forest user groups, assist in reforestation efforts, and work with schoolchildren to increase their knowledge of the environment.

This year, a Forestry Volunteer trained villagers in techniques for constructing improved cooking stoves which use locally available materials. These stoves use less wood, thereby reducing the need to cut trees for fuel. A Nepalese woman who obtained an improved stove remarked that, "this smokeless *chulo* (stove) has really reduced the smoke in my kitchen and uses less firewood." An indirect benefit of this technology is that women don't have to travel as far to collect firewood, which enables them to devote more time to family and income-generating activities. The Volunteer also developed a program to provide Nepalese forestry students with practical field experience prior to their graduation.

## Health

Volunteers work in community health, nursing education, and water and sanitation. Community health Volunteers work in remote hill areas to increase the effectiveness of health clinics by working with Nepalese female health volunteers. They educate people in such topics as: nutrition, family planning, maternal and child health, and AIDS awareness. Nursing education Volunteers teach similar subjects at provincial nursing campuses. Volunteers working in water and sanitation are assigned to local communities to improve access to safe water supplies and to teach basic sanitation practices.

One successful health project involves a water and sanitation Volunteer who secured funding for the Mira Peak Cleaning Campaign. With the cooperation of several trekking agencies, mountaineering associations, and non-governmental organizations, the Volunteer led a successful campaign to clean a local mountain area and increase public awareness of sanitation issues. In a similar effort, a health Volunteer who is a registered nurse initiated a program to dispose of used needles and syringes at a local hospital. To increase awareness among medical staff, she conducts a monthly training session on proper hospital waste management.

## NICARAGUA AND COSTA RICA

Population: 4,503,000/3,442,000

Annual Per Capita Income: \$380/\$2640

Program Dates: 1968-1979; 1991-Present



### Country Overview:

Since resuming operations in Nicaragua in 1991, the Peace Corps has established projects to address some of the most pressing needs of the country's rural and urban population: environmental degradation, access to health care, and access to business education and credit. This year, Nicaragua's problems have been further complicated by the devastating effects of Hurricane Mitch, including widespread flooding, destroyed roads and bridges, and devastated farmland throughout the western part of the country. Peace Corps Volunteers are working to improve the quality of life of the Nicaraguans through three projects: Small Business Development, Health and Environment. This year, the Peace Corps will initiate a new project in Agriculture.

The Peace Corps is currently administering the Children, Youth, and Families at Risk project in neighboring Costa Rica. This project aims to increase educational and training opportunities for youth, community volunteers, and youth organizations. Peace Corps/Nicaragua will administer this project until 2002.

### Resources:

Nicaragua and Costa Rica	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	80	99	99
Average # of Volunteers	134	136	151
Program Funds (\$000)	2,559	2,653	2,717

### Peace Corps Projects by Sector:

#### Business Development

With an unemployment rate of near 50 percent, Nicaragua relies heavily on the informal sector for income generation. Volunteers are training local credit unions to improve basic accounting and marketing skills, as well as strategic and financial management for their clients. As a result, micro and small enterprise support organizations are better equipped to provide working capital and expertise.

Volunteers are also involved in income-generating projects by facilitating technical training and small business courses for residents to learn trades and create products for sale in local markets as additional income. One Volunteer trained a group of jewelers in principles of cooperativism,



which helping them gain legal status. This group of jewelers then purchased the raw materials they needed at wholesale prices directly from the miners, instead of using a high-priced intermediary. As their costs decreased, the jeweler's profits increased even further when they were able to exhibit their items at a local fair.

## **Environment**

Environmental degradation in Nicaragua is primarily a result of uncoordinated governmental policies and traditional subsistence farming practices. Volunteers are working with community members to create environmental education campaigns to teach the population about sustainable farming techniques. Representatives from various government agencies are also working with Volunteers to improve the communication of environmental policies to the public.

## **Health**

Peace Corps Volunteers in the health program work to promote preventative health practices, such as improved nutrition, hygiene, maternal/child care, oral rehydration techniques, alcohol and drug abuse and AIDS prevention. Training activities have focused on youth groups and school-age children. Community health groups have been formed to prioritize problems and develop action plans around specific issues.

One Volunteer concerned with the "mental health" of youth in one community, taught Tae Kwon Do at a small orphanage. The director noted how instrumental the Tae Kwon Do classes had been in developing self-discipline and self-esteem among the children at the orphanage, many of whom had been street children in Managua. The confidence the children gained in their successful mastering of this highly disciplined sport spilled over to the staff and other residents of the orphanage.

## **Youth Development**

The Children, Youth, and Families at-Risk Project in Costa Rica aims to enable youth living in marginal areas to have opportunities to pursue economically and socially productive and fulfilling lives. Volunteers have worked with hundreds of children in various endeavors including self-esteem workshops, vocational training, and conflict-management presentations.

Peace Corps/Costa Rica has been active in promoting volunteerism in the communities it serves. One Volunteer has been active in institution building, working with the director of the Ministry for Child Welfare (PANI) to prioritize goals and develop training programs for future national and international volunteers.

## **Crisis Corps**

Crisis Corps Volunteers in Nicaragua are working with Nicaraguan and United States-based non-governmental organizations on housing reconstruction, agricultural rehabilitation and preventative health training in some of the most severely damaged communities.

## NIGER

Population: 9,335,000

Annual Per Capita Income: \$200

Program Dates: 1962-Present



### Country Overview:

The Peace Corps assigns Volunteers in Niger to work in agriculture, environment, and health in rural communities, which is where 80 percent of the population lives. Niger remains one of the least developed countries in the world. The country's natural impediments to growth include its landlocked position, its limited arable land, and the vulnerability of its agriculturally based economy to the harsh, drought-prone climatic conditions. These obstacles are compounded by rapid population growth, a limited supply of skilled personnel, intensive exploitation of already fragile soils, and insufficient health services. Teams of Peace Corps Volunteers work together with the overarching goal of attaining household food security, which is the assurance of sufficient nutrition for all members of all families.

### Resources:

Niger	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	50	51	51
Average # of Volunteers	104	96	83
Program Funds (\$000)	2,145	2,102	2,041

### Peace Corps Projects by Sector:

#### Agriculture

Agricultural production is the number one concern for villagers in Niger, a country with extremely variable rainfall and predominantly sandy soils. Volunteers work directly with motivated farmers at the village level to find durable solutions to the problem of declining crop yields by introducing concepts, such as water harvesting, crop rotation, and soil fertility management.

Volunteers have been able to couple dry season gardening training with nutrition training in regions experiencing severe food deficits. This training has resulted in increased food availability and food diversity for more than 800 households. Volunteers have also helped to establish more than 600 mini nurseries in 35 communities. These small nurseries allow the impacted communities to produce their own forestry and fruit trees.

## **Environment**

In Niger, where food production is a foremost concern, protecting the fragile environment is not a priority for many locals. Volunteers teach villagers how better management of resources such as soil, trees and water contributes to their personal and economic well-being now and for the future. The project focuses on forestry, agroforestry, soil conservation, and environmental education. A small number of Volunteers also does research in a national park in the Kouré Region, which is the refuge for the only herd of wild giraffes remaining in West Africa.

Volunteers have forged links with existing youth groups and spearheaded campaigns to create agricultural and environmental youth groups involving young people who are not in school. As this demographic group is large, targeting it is important both for the environmental impact and the benefits of training otherwise untrained youth. Some of the young men's groups focus on improved farming techniques, leadership training, and community development. The young women's groups focus on maternal and child health issues.

## **Health**

Niger suffers from one of the world's highest infant mortality rates. Roughly 25 percent of children under the age of two are malnourished. Volunteers are working to improve the nutritional status of children and pregnant and lactating women in rural areas by educating mothers on how to improve their feeding and dietary practices. Volunteers also work with HIV/AIDS awareness and prevention.

Several Volunteers are involved in training village educators to serve as teachers in the prevention and treatment of Vitamin A and micronutrient insufficiency. These educators organize theater groups and presentations of songs, role-plays, and individual consultations or home visits to members of targeted communities. One Volunteer also developed and distributed an activity booklet for school children and an accompanying teacher's guide. The booklet contains suggested songs, games, stories, projects, and factual information about a variety of health issues.

## PANAMA

Population: 2,674,000

Annual Per Capita Income: \$3,080

Program Dates: 1963-1971; 1990-Present



### Country Overview:

Although Panama has scored relatively high on the United Nations Human Development Index areas of extreme poverty exist in many parts of the country. Mismanagement of natural resources has caused deforestation, erosion, pollution, loss of biological diversity, and the degradation of the coastal and marine systems. As a result, many farm families have been forced off their land. Peace Corps Volunteers aim to reverse environmental deterioration by introducing sustainable agriculture techniques to rural farmers and teaching environmental education in primary and junior high schools.

### Resources:

Panama	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	44	52	52
Average # of Volunteers	81	76	76
Program Funds (\$000)	1,516	1,647	1,668

### Peace Corps Program by Sector:

#### Agriculture

The traditional system of Panamanian agriculture, based on cutting and burning forest on steep slopes, in the high-rainfall climate, has caused irreparable damage to extensive areas. The resulting reduction in available land, exacerbated by an increase in cattle production, has led to declining yields, worsening of an already meager rural standard of living, and subsequent migration to urban areas. Peace Corps was invited to Panama in 1990 to promote sustainable land use techniques in and around protected areas and watersheds, with a focus on the Panama Canal Watershed. The purpose of this project is to increase, in a substantial and sustainable manner, the food and wood crop production of Panamanian families who depend on subsistence agriculture.

A Volunteer serving in the community of Las Pipas has formed and guided an independent agroforestry group of 14 farmers to develop and practice sustainable agricultural techniques such as incorporating organic matter in farming and establishing tree nurseries. The group has increased production of their total harvest by more than 350 percent per year.

## **Environment**

In response to a lack of environmental awareness among Panamanian educators and lack of environmental curricula at the teacher training level, Peace Corps Volunteers work with the Ministry of Education to develop curricula to enhance the national environmental education program.

Volunteers participate in a wide range of activities, which include planning and presentation of teacher training workshops, classroom demonstrations, and development of teaching materials and lesson plans. They also work with local NGOs and government agencies in the design and implementation of environmental education projects in communities within National Park buffer zones. In these areas, they provide technical training, assist in the management of environmental education centers and the development of extension materials and community action plans.

## **Business Development**

In order to improve the standard of living of hundreds of Panamanians, Volunteers began working in September 1998 to train rural Panamanians in basic microenterprise and marketing skills needed to eliminate business deficiencies that are common to small and micro-businesses throughout the country. The project works with cooperatives and associations as well as with women's business ventures.

## PAPUA NEW GUINEA

Population: 4,401,000

Annual Per Capita Income: \$1,150

Program Dates: 1981-Present



### Country Overview:

The events of FY 1998 highlighted the dire need to focus on water and sanitation issues in Papua New Guinea. The country experienced a terrible drought caused by El Niño and was struck by a devastating tidal wave that killed several thousand people. Two Crisis Corps Volunteers were dispatched to the country to assist the government in managing its response to these disasters.

Prior to the 1930's, the majority of Papua New Guinea's population had little contact or exposure to the outside world. While blessed with significant natural resources, the country is characterized by extremely rugged terrain, poorly developed infrastructure, and few public lands. Approximately 85 percent of the country's 4.2 million people live in rural villages, with access to limited or no government services. Nearly 30 percent of the adult population is illiterate (40 percent for women); the infant mortality rate is 77 per 1,000 live births, the highest in the Pacific; 72 percent of the population lacks access to safe water; and less than half the population above age five has completed the seventh grade.

At the request of the government, Peace Corps Volunteers provide social services and alternative economic opportunities to the rural communities. They work to increase access to and the quality of formal education, particularly in the areas of math, science, and special education.

### Resources:

Papua New Guinea	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	48	50	50
Average # of Volunteers	69	83	92
Program Funds (\$000)	1,216	1,429	1,595

### Peace Corps Program by Sector:

#### Rural Community Development

The Rural Community Development project helps strengthen the capacity of local level communities, governments, and NGOs to identify needs and address problems using appropriate and available resources. Volunteers promote sustainable community participation in four broad development sectors: health education, non-formal education (adult literacy, bookkeeping, and distance education), income generation activities, and natural resource education and management.

In the past year, Volunteers have established and managed health clinics, trained birth attendants, organized cooperative village businesses, promoted and constructed pit latrines, initiated adult and pre-school literacy classes, conducted sessions in preventative health care, provided technical assistance in animal husbandry and sustainable agriculture, among scores of other activities. One very exciting development has been the introduction of local language literacy classes. There are over 860 local languages in Papua New Guinea, the vast majority of which are not written, and Volunteers have helped communities document and preserve them.

During the drought, one married couple developed a simple water-catchment system using easily available and affordable resources. The system was so successful that it quickly spread from community to community and was recently exhibited at an "appropriate technology" fair during which an estimated 15,000 people attended. One Crisis Corps Volunteer subsequently modified the original design and erected approximately 50 such systems in the care centers set up for victims of the tidal wave.

## **Education**

Over the past two years, the government of PNG has implemented reforms to the education system to expand education opportunities throughout the country. At the secondary school level, there is an effort to increase the number of students who have access to an 11th and 12th Grade education from 7 percent to 30 percent. This goal has added a significant burden to a system already lacking in qualified teachers, materials, and up to date curricula. While the Department of Education has localized most positions at the primary level, staff shortages remain an acute problem in the secondary level.

Volunteers in the Education Project play a critical role in helping the government carry out its educational reforms by providing secondary school teachers where there are severe shortages. Volunteers teach math, science, English, and computer skills to well over 5,000 students, placing special emphasis on opportunities to contribute to the education of girls. In addition, Volunteers design and implement formal and informal training and share teaching content, methodologies, and computer skills with over 200 Papua New Guinea teachers a year. A special education teacher training sub-project increases the number of primary school teachers trained in special education, and promotes community outreach to disabled youth and adults.

One Volunteer has designed and organized a computer network system for forty computers recently donated to her school, and has also trained the faculty in running and servicing the equipment. As a result, the school now uses the computer system to complete grading, develop schedules, and perform other time-saving administrative functions.

## PARAGUAY

Population: 4,955,000

Annual Per Capita Income: \$1,850

Program Dates: 1967-Present



### Country Overview:

As one of the poorest countries in Latin America, a majority of Paraguay's population is lacking in one or more of the following basic human needs: health, education, income and shelter. Studies have found that over 95 percent of Paraguayan children are infected by intestinal parasites, and just 7 percent of rural families have potable water. The incomes of rural farm families suffer from dependence on cotton monoculture, the rising cost of credit and poor farming practices. Paraguay's high population growth rates, combined with limited land resources and limited economic opportunity in rural areas, is causing significant rural-to-urban migration. In both urban and rural communities, environmental contamination and degradation is also a growing problem. There is a lack of understanding of the negative impact of inappropriate waste disposal practices and the misuse of pesticides. For these reasons, Peace Corps Volunteers are assigned to projects in agriculture, economic development, education, the environment, health and at-risk-youth.

### Resources:

Paraguay	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	97	87	87
Average # of Volunteers	176	180	175
Program Funds (\$000)	3,129	3,257	3,263

### Peace Corps Projects by Sector:

#### Agriculture

In Paraguay, farming employs 43 percent of the labor force, and the country is currently experiencing losses in agricultural productivity due to soil erosion and deterioration and poor pest control practices. Crop Extension Volunteers work with small-scale farmers to improve productivity and promote crop diversification, while ensuring sustained food crop availability. Peace Corps beekeeping extensionists address the issue of crop diversification, promoting beekeeping as a viable income generation option. It is a suitable project for any family member, including single mother heads of household, often the poorest of the poor.

In FY98, Volunteers assisted 473 persons in crop diversification (including beekeeping), helped establish 389 gardens, and aided 410 farmers in various soil conservation techniques. Farmers' Markets have proven to be a viable way to overcome cotton monoculture, and 3 PCVs have initiated



them in their geographical areas. Rural Paraguayan women have proven to be the primary participants in these markets.

### **Business Development**

Paraguay, suffers from an alarming rate of both unemployment and underemployment. Volunteers provide technical training and assistance to small business owners and rural cooperatives, thereby helping to increase incomes and job opportunities. Volunteers work with small agricultural cooperatives in management, accounting, marketing, savings and loan services and educational programs, as well as in strengthening their administrative, organizational and control techniques.

In FY98, Volunteers provided 74 cooperatives and their members with training in a variety of topics including assistance in planning, credit and finance, market and feasibility studies, production and personnel management, and education and women's committee training. Volunteers worked to support four women's committees to develop income generating projects using local farm products for the purpose of soap making, jelly preparation, raising of chickens and pigs, and produce sales. They concentrate on the marketing of these products in various venues including small local stores.

### **Education**

The Paraguayan Ministry of Education's 1992 Educational Reform proposes a more democratic form of education aimed at developing participatory education, problem-solving skills, and personal development. In Peace Corps' Early Elementary Education (EEE) Project, Volunteers train teachers in new teaching techniques, work to implement summer community education projects, work with families and schools to help identify and support children with special needs, and work with teachers and grade school administrators to promote gender equity in the classroom.

In FY98, 521 teachers were the beneficiaries of teacher training workshops facilitated by Volunteers to introduce new techniques in bilingual education, reading and mathematics. Two Volunteers worked with local education professionals to develop a series of educational inserts for an 80,000 distribution national newspaper combining World Cup soccer events with math, social studies, and the sciences.

### **Environment**

Environmental degradation in Paraguay is increasing at an alarming rate. Agroforestry Extension Volunteers are working to increase crop diversity on fragile deforested land while promoting resource sustainability, and Environmental Education Volunteers support the Ministry of Education's Educational Reform which defines environmental education as a fundamental area that needs to be incorporated into the curriculum and community-based projects.

## **Health**

The morbidity and mortality rates of the maternal, infant and child population in Paraguay are extremely high. Peace Corps Paraguay utilizes an integrated Health Sector project to respond to these public health problems in rural areas. Environmental Sanitation Volunteers focus on the protection and decontamination of water sources, the construction of sanitary latrines, and the evacuation of garbage pits. The Rural Health Extension Volunteers work promoting preventative health care practices and maternal-child care with local nurses, parents, and community members.

## **Youth Development**

In FY95 Peace Corps Paraguay began to address the problems of "high risk youth. Volunteers are assigned to live and work in marginal urban communities, and are asked to form and fortify youth groups associated with a variety of both formal and non-formal institutions, many of them involved with children working in the streets. By integrating life skills education into various forms of organized activities, Volunteer's and local youth leaders help younger members gain skills and self-esteem necessary to provide for themselves, to develop appropriate social and employability skills, and promote community service and positive group involvement. In FY98, 40 youth groups were reestablished and 19 new groups formed serving a total of 1,548 youth. Group activities range from organized recreation and sporting events to physical and mental health activities to employability skills.

## **Crisis Corps**

Due to massive flooding of the Paraguay 20,000 people were displaced from their homes and forced to relocate into temporary flood camps. At the request of the Ministry of Health a crew of Crisis Corps Volunteers was invited to Paraguay to collaborate in health extension and sanitary infrastructure projects in the city's 84 flood camps. The Crisis Corps project in Paraguay lasted a total of six months with Volunteers educational activities on the topics of diarrhea, cholera and intestinal parasites in 62 flood camps, and administered anti-parasite medications to 6,505 people. They also received a \$20,000.00 donation from UNICEF for the construction of 61 individual public hygiene facilities, and for the development of educational materials to promote safe hygiene practices.

## PHILIPPINES

Population: 71,899,000

Annual Per Capita Income: \$1,160

Program Dates: 1961-1990; 1992-Present



### Country Overview:

Despite the current economic situation in Asia, the Philippines has not suffered the same level of crisis experienced by its neighbors. Political stability has been maintained, and the economy has declined only slightly over the past year. Nevertheless, over half of the total population still lives below the poverty line, with the percentage even higher in rural areas. Rapid population growth in the Philippines—expected to reach 75 million by the year 2000—is threatening the country's natural resources, upon which 57 percent of the rural population directly depend. Forty percent of Filipinos rely on agriculture for subsistence.

Rural resource depletion, including deforestation and overfishing, have led a growing number of rural people to migrate to the cities. As the Philippines continues to grow and becomes a center of international business, fluency in English has become an important link for the work force. Peace Corps Volunteers help address these challenges by working in education and environmental protection, primarily in rural areas.

### Resources:

	FY 1998	FY 1999	FY 2000
Philippines	Actual	Estimates	Estimates
Trainees	53	60	63
Average # of Volunteers	105	103	100
Program Funds (\$000)	1,631	1,717	1,740

### Peace Corps Program by Sector:

#### Education

The English Language Assistance project addresses the overall decline in English language fluency that has occurred throughout the Philippines. There is a critical need for the Philippines to increase its historical advantage in the region by improving the English language competency of its work force. Volunteers work with Filipino secondary and primary school teachers in a wide variety of projects designed to increase their English fluency and teaching skills. Since 1995, Volunteers have trained 8,400 Filipino teachers through workshops, seminars, and consultations.

Volunteers organize workshops, often in collaboration with other Volunteers, in areas such as grammar, critical thinking, and reading comprehension. After one of the workshops, a Filipino

teacher thanked the Volunteers for serving as "ambassadors of goodwill," for improving educational instruction in the community, and for providing techniques to make the learning process more effective for local teachers.

## **Environment**

Volunteers work in small inland and coastal towns to encourage sustainable resource management, proper waste management, and ecologically-sound development planning. Volunteers work closely with their Filipino colleagues in such activities as planting mangrove trees, establishing marine sanctuaries, and repairing water systems. At parks in 16 protected areas in the Philippines, Volunteers promote sustainable use of resources and conduct environmental education. Through an integrated program, Volunteers also address the development issues of the buffer zones surrounding these areas. Volunteers in the environment sector have collaborated with international organizations such as Habitat for Humanity and the World Wildlife Fund, as well as with other volunteer groups, including Filipino non-governmental organizations.

As part of their work in preserving the environment, Peace Corps Volunteers plan, organize and conduct two annual events. One event is a youth ecology camp that brings together 25-30 young people from various parts of the Philippines to encourage conservation awareness in protected areas and buffer zones throughout the country and help promote a nationwide youth constituency. Volunteers have also organized an environmental education conference for 25 Filipino community leaders to enhance and expand sustainable environmental education efforts. In a similar effort, several Volunteers organized a beach clean-up along with local village residents.

## **POLAND**

Population: 38,618,000

Annual Per Capita Income: \$3,230

Program Dates: 1990-Present



### **Country Overview**

During the past nine years, the people and government of Poland have taken fundamental and significant steps towards becoming active and equal members of the European community. While a significant number of government agencies, non-governmental organizations and private businesses have forged partnerships to help Poles address economic development needs, the need for improvement in the areas of English language education and environmental awareness, especially in the rural areas of Poland, have received less attention. Peace Corps Volunteers continue to work with Polish counterparts and sponsors to enhance the capabilities and capacities of indigenous staff and to strengthen institutional infrastructures of Polish organizations working to increase public awareness and implement public participation in solving the country's problems.

In response to Poland's tremendous success and consistent with Peace Corps' agreed upon short-term commitment, the last Peace Corps Volunteers will depart Poland in FY 2001. The almost 1,000 Peace Corps Volunteers who served in Poland have played a significant role at a critical time in Poland's history. These Peace Corps Volunteers will leave a permanent and positive legacy to be carried on by Polish students, business people, and environmentalists.

### **Resources:**

	FY 1998	FY 1999	FY 2000
Poland	Actual	Estimates	Estimates
Trainees	91	85	0
Average # of Volunteers	124	139	134
Program Funds (\$000)	2,548	2,688	2,236

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

#### **Education**

A meeting between the Polish Ministry of Education and the United States Government Accounting Office in October 1993 estimated the need for teachers of English to be 16,000. Native English speaking teachers would be needed for the next five to ten years at the current level in the teacher training colleges, but the greatest need would be in primary and secondary schools. Peace Corps Volunteers are responding to these needs by playing a prominent role in teaching English at

secondary schools and teacher training colleges. Volunteers work not only to raise the students' English language ability, but also to heighten their cross-cultural awareness and understanding. Volunteers provide English instruction, improve learning resources, develop school-based community outreach projects, and enhance the confidence, skills, and knowledge of Polish teachers.

To date, Peace Corps Volunteers have taught over 83,000 Polish students in over 200 secondary schools and more than 10,000 students in 34 different teacher training colleges. In conjunction with their primary task of English language instruction, Peace Corps Volunteers have organized Earth Day clean-ups, Model United Nations assemblies, student exchanges, leadership camps for Polish girls, and English language clubs. Volunteers have also worked to integrate environmental education into their English lesson plans.

### **Environment**

Poland faces the very difficult task of reshaping its environmental policy during a time of radical change in the national economic system. The purpose of the Peace Corps environment project is to enhance the ability of Polish environmental organizations, and consequently of the general public, to appreciate, address, and intervene in environmental protection and rehabilitation issues.

Peace Corps Volunteers continue to work with their Polish counterparts in designing and implementing environmental education curricula, creation and distribution of environmental materials, and establishing waste utilization programs. They also focus on strengthening NGO infrastructures through grant writing, fundraising, computer training, materials development, and organizational management mentoring.

One Volunteer collaborated with his Polish counterparts in facilitating access to resources and fostering cooperation in regard to regional water issues in southern Poland. A "Water Festival" promoted water conservation to the general public. In cooperation with other non-profit organizations from the region, he also facilitated an exchange with the *Exploris* interactive museum in Raleigh, NC. This Volunteer's high standard of professionalism was quoted by his supervisors as an example to be emulated by his co-workers.

## ROMANIA

Population: 22,608,000

Annual Per Capita Income: \$1,600

Program Dates: 1991-Present



### Country Overview:

Over the past eight years, Romania has been moving from a command economy toward a market economy. While small-scale privatization has moved relatively swiftly, large-scale privatization has been slow. Foreign investment is increasing, but overall economic growth remains sluggish. As more and more unemployed youth return to school, the need for highly skilled educators is increasing. As it becomes clear that many services provided under the socialist system are no longer guaranteed by the government, newly formed non-government organizations are stepping in to provide desperately needed social services, and there is a growing awareness of the responsibility individuals and non-governmental organizations have for protecting the environment and preserving civil society.

In particular, Romania has expressed concern over the lack of English language instructors and business educators, who are needed to teach local youth the skills they need to succeed in a changing work environment. The government has also requested Volunteers who can provide guidance to the newly emerging social and environmental non-governmental organizations. Peace Corps Volunteers are addressing these issues by focusing on business education, English teaching, and the management of non-governmental organizations.

### Resources:

Romania	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	77	70	74
Average # of Volunteers	57	91	105
Program Funds (\$000)	1,510	1,772	1,876

### Peace Corps Program by Sector:

#### Business Development

Volunteers coordinate a variety of programs which aim to provide more entrepreneurs and youth with access to business education and training programs. Romanian entrepreneurs and students have expanded their knowledge and skills in areas related to effective business management, strategies, and practices. In the past year, Volunteer-supported Junior Achievement programs have trained over 1640 students in business fundamentals using an interactive, hands-on approach.

Volunteers delivered business classes to over 1100 university students. More than 385 entrepreneurs have been assisted by Volunteer-supported business centers through one-on-one counseling activities concerning business planning, financial analysis, loan applications, marketing and organizational issues. Volunteers organized seminars and training events which assisted 330 entrepreneurs in finance/banking, exporting/importing techniques, marketing, tourism development, business start-up, quality of services, micro-enterprise management, and business English. Additionally, Business Volunteers also provided assistance to 550 at-risk individuals through education services, literacy classes, family counseling, adult life skills and job training, alcohol treatment and shelter.

## **Education**

The Peace Corps education program is designed to develop the potential of Romanian communities by increasing the quality and quantity of English language instruction, and by enhancing Romanian English teachers' communication skills. Volunteers have introduced and modeled split classes, other work styles and theories, and new perspectives on teaching and learning.

During the past year Volunteers organized and participated in several summer student camps such as "Outward Bound" and "Camp Glow" for girls, both designed to address the needs of Romanian youth. Volunteers also organized and coached sports teams, which promoted English as the primary means of communication. As part of several activities outside the classroom, a group of Volunteers participated in the National English Student Theater Festival. One Volunteer coordinated a teacher training summer institute for both Romanian and Hungarian teachers of English.

## **Environment**

Peace Corps Romania launched its environmental project this year with the arrival of eight environment Volunteers in June who are now actively serving various environmental organizations throughout Romania. These first Volunteers will assist environmental organizations with organizational development and in future years will provide assistance in the areas of environmental education and training, municipal planning, and ecology. Twenty-two additional environment Volunteers are scheduled to arrive in Romania in June, 1999.

## **Special Emphasis: Social Work/Non-Government Organizations (NGOs)**

To ensure that Romania has enough qualified social workers and to support the emerging non-governmental sector, a number of Volunteers have been assigned to the areas of social work and NGO development. Some Volunteers are working in Romanian universities where they develop practicums for the School of Social Work. Of the 190 Romanian students participating in this program, approximately 80 percent are women. Other Volunteers are assigned to NGOs to provide managerial and technical assistance. Volunteers initiate projects to counsel street children, work with educational centers for the disabled, develop HIV/AIDS education materials, or work on improving computer technology within a local hospital. During the past year, 1,000 clients have been served by social service NGOs where Volunteers have been assigned.



## **RUSSIA**

Population: 147,739,000

Annual Per Capita Income: \$2,410

Program Dates: 1992-Present



### **Country Overview:**

As Russia's economic crisis deepens, Peace Corps Volunteers are reaching out in friendship to ordinary Russians from all walks of life. Through their work in schools, businesses, NGOs and environmental centers, Volunteers are making important contributions in the country's continuing struggle toward a democratic society and a free-market economy.

Increasingly, Russians identify English-language proficiency as an important step toward full and equal participation in international trade, information sharing, networking, and study abroad. This has led to an increased demand for English-language instruction, which cannot be accommodated by the existing pool of English-language teachers or by local teacher training institutions. Volunteers address this human and financial need by working with students and teachers at the elementary, secondary and university level to build communication skills, increase cross-cultural awareness, enhance the quality of instruction, and improve access to internationally available information and resources.

Peace Corps Volunteers also provide organizational and managerial assistance to small and medium-sized businesses, NGOs, and professional associations. They are instrumental in building environmental awareness, and providing environmental instruction in schools, environmental centers, NGOs, and nature preserves. In addition, they are promoting the notion of volunteerism in Russia and contributing to the construction of a civil society.

### **Resources:**

	<b>FY 1998</b>	<b>FY 1999</b>	<b>FY 2000</b>
<b>Russia</b>	<b>Actual</b>	<b>Estimates</b>	<b>Estimates</b>
Trainees	0	107	112
Average # of Volunteers	136	59	105
Program Funds (\$000)	3,096	3,474	3,998

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

#### **Business Development**

Peace Corps Volunteers work to nurture business development by providing business education, consulting, and support to government officials, entrepreneurs, business institutes, schools, and NGOs. One Volunteer collaborated with Russian business owners, business professors, U.S.

technical assistance providers, and fellow Volunteers to produce a series of marketing videos based on Russian case studies. These videos will be used in seminars and workshops for Russian entrepreneurs.

Volunteers have also created the University of Alaska's Russian-American Business Center, which works to develop the business skills of female entrepreneurs as well as offering workshops on business planning over the Internet. Business Volunteers provide a wide range of seminars and workshops for the management and staff of Russian NGOs. A Volunteer-developed NGO training course is being incorporated into the course offerings of the Volga-Vyatka Academy of Public Service, which trains government officials in the Volga region.

## **Education**

As Russian English teachers continue to leave local schools to take higher paying positions in the private sector, the Peace Corps is focusing its efforts on training the next generation of Russian English teachers. Russia's economic problems have made it difficult for the Ministry of Education to provide modern textbooks to schools, many of which are still using Soviet textbooks containing anti-American propaganda. In Western Russia, Volunteers authored five textbooks that were published regionally at low cost.

Volunteers also work with students at the high school level. Volunteers in Western Russia conducted a two-week summer immersion program called "Camp America" for over 100 teenagers. In the Russian Far East village of Arsneniev, a Volunteer founded the first English-language newspaper for teens. This for-profit newspaper is written by advanced students from different schools, who are learning layout design, marketing and editing. The profits from the paper provide revenue for new English materials.

## **Environment**

The Environment program is located in the Russian Far East, an area similar to the Pacific Northwest of the United States. The incredible natural beauty of this area provides motivation for increasing environmental awareness. Environmental Education Volunteers contribute to the growing environmental preservation movement through their work in schools, extra-curricular environmental centers, NGOs, and nature preserves. One Volunteer organized the youth in his village to construct solar dehydrators, which were used by local farmers to dry herbs and mushrooms for the winter.

Volunteers are assisting NGOs with grant proposal writing, organizational development, and fundraising techniques. A Volunteer in Vladivostok helped the Resource Center for Environmental Education, a local NGO, successfully implement a proposal to send several Center members and a film technician to the United States to make a documentary about outdoor education. The film will be shown on Russian television and used in seminars with other environmental NGOs.

## **SAMOA**

Population: 172,000

Annual Per Capita Income: \$1,170

Program Dates: 1967-Present (Samoa)



### **Country Overview:**

While Samoans have made significant economic improvements in recent years, more than half of the rural population still lives in poverty. The population relies on subsistence farming as its principal internal economic activity. The on-going taro blight has further reduced the availability of locally grown foods and worsened already poor nutritional standards. As the country slowly moves from a subsistence agricultural economy to a cash-based one, the gaps between rich and poor, employed and unemployed, educated and undereducated, are widening.

While Samoa claims a 98 percent literacy rate, educational and employment opportunities remain limited, especially for Samoa's burgeoning youth population. Emigration of skilled Samoans has caused a "brain drain" in technical and professional areas and has led to a shortage of qualified teachers, especially in math and science.

### **Resources:**

	FY 1998	FY 1999	FY 2000
Samoa	Actual	Estimates	Estimates
Trainees	27	26	26
Average # of Volunteers	48	47	52
Program Funds (\$000)	1,016	1,026	1,052

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

#### **Education**

The Peace Corps and the Ministry of Education have developed a new plan to address the shortage of college educated teachers in science and commerce. The Government of Samoa has agreed to fund scholarships at the National University of Samoa for teachers without a bachelor's degree and who have a least 5-10 years of classroom experience. Peace Corps Volunteers are assigned to provide classroom instruction while the selected teachers are studying full time. The project will result in qualified, retrained teachers replacing Volunteers and the Peace Corps' eventual phasing out of direct classroom instruction.

One Volunteer serves as Network Manager/Computer Advisor for the School of Agriculture at The University of the South Pacific School, Alafua Campus. She is training students, faculty, and extension students from throughout the Pacific Region in the latest computer applications.

## **Youth Development**

The Peace Corps began programming activities in Youth Development in FY 1997, and is collaborating with the Ministry of Youth, Sports and Culture to formulate a National Youth Policy. Volunteers are working with Youth officers, coordinators, teachers, and families to develop activities that promote and foster self-esteem, self-discipline, and decision-making skills in young people. Volunteers encourage greater involvement of young people in the development of their communities and are developing youth oriented projects in vocational education, community development, agriculture, health, and environmental education.

One Volunteer works with young girls in a Girl Scout-like organization called Girl Guides. She successfully organized a Christmas card sale to raise funds for the organization to purchase new equipment and books for the office and resource center.

## **Environment**

Despite Samoa's lushness, its environment is quite fragile. Due to population pressures, villages are growing and encroaching on watershed areas.

Fringing reefs are also being damaged by overfishing and destruction of the coral. In a Regional collaborative effort between the South Pacific Environment Program (SPREP), UNDP, and Peace Corps' Pacific Initiative, Volunteers are cooperating with the Ministry of Environment and Social Development in Samoa to introduce and augment environmental marine resource management.

## SENEGAL

Population: 8,534,000

Annual Per Capita Income: \$570

Program Dates: 1963-Present



### Country Overview:

Senegal, like many of its West African neighbors, ranks among the least-developed countries in the world. The government's efforts to stimulate the economy include privatization of state industries and reduction of the size of the bureaucracy. Progress is slow and the challenges are great. Creeping desertification limits agricultural production. Economic growth is hampered in part due to limited business training and most citizens do not have access to basic health care. To address these needs, Peace Corps Volunteers focus their efforts in the areas of agriculture, business development, environment, and health.

### Resources:

Senegal	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	71	79	79
Average # of Volunteers	116	117	142
Program Funds (\$000)	2,854	2,965	3,139

### Peace Corps Program by Sector:

#### Agriculture

Increasing desertification and the deterioration of Senegal's natural resource base mean that farmers have to do more with less in order to feed themselves and their families. Peace Corps Volunteers provide assistance in the areas of sustainable agriculture, agroforestry and improved rice production. One group of Volunteers helps rural communities, groups, and families improve soil fertility and increase the production of traditional and non-traditional crops. Another group works specifically with female farmers in the southern part of the country, helping them increase their rice production. A third group trains farmers in natural resource management and conservation techniques.

In FY 1998, the number of farmers receiving training from Volunteers in sustainable agriculture techniques increased from 200 to over 600. Farmers from 98 villages across Senegal participated in seminars on seed selection and storage. One hundred and twenty-five farmers and eight women's groups from 40 different villages implemented improved rice and farming techniques.

One Volunteer recently provided a variety of new seeds to over 122 of his farmers. These seeds will significantly increase local food stocks.

### **Business Development**

To address loss of employment due to privatization and government down-sizing, Senegal began in 1990 to stimulate the private sector economy. Volunteers currently provide training and assistance in marketing, financial management and organizational management.

In FY 1998, Volunteers have assisted over 380 individual entrepreneurs, primarily women and youth, as well as over 50 community groups and associations. Volunteers work to improve market linkages between urban and rural communities. One Volunteer successfully worked with a group of women on a fruit drying project using solar dryers. The women perfected their drying technique during the mango season, and sold their product to a large market town.

### **Environment**

The Ministry of National Education seeks to implement a training program in environmental awareness at the primary school level. The aim is to change people's basic awareness and behavior in relation to the environment. Volunteers currently work with primary school teachers in the development and implementation of a national environmental education curriculum.

Nearly 23,000 students from 78 primary schools currently receive instruction from Peace Corps Volunteers in environmental education. Over the past year, Volunteers have helped more than 30 schools implement projects such as tree nurseries, school beautification, paper recycling, and environmental murals. Volunteers held environmental awareness contests in nine school districts, incorporating the best drawings into the national curriculum. Two volunteers wrote an environmental story book in French and two local languages, which was published and distributed by an environmental organization working in the region.

### **Health**

Due to high population growth and limited government resources, a large part of the population has no access to basic health care. The mortality rate for children under five is 248 per 1000. Volunteers' efforts focus on educating people in basic practices which will help them avoid such illnesses as malnutrition, diarrhea, malaria, and sexually-transmitted diseases.

In FY 1998, Volunteers trained 40 health care workers in effective health practices. With their Senegalese counterparts, they gave over 2,500 health talks. Volunteers also renovated a health post and the pediatric unit of a local hospital. They built a maternity ward, a school canteen, and a classroom for literacy. Other successful projects included the completion of a latrine project and the installation of a solar energy system in a village school.

## SLOVAKIA

Population: 5,343,000

Annual Per Capita Income: \$3,410

Program Dates: 1990-Present



### Country Overview:

Slovakia's separation from the Czech Republic in 1993 significantly slowed its pace of reform. High unemployment and inflation, coupled with low foreign investment and industrial output, have hindered the country's economic progress. Like other Central European countries, Slovakia faces the challenge of pursuing economic growth while protecting and restoring an environment damaged from years of mismanagement. In response to these needs, Peace Corps Volunteers are focusing their efforts on business development and improving environmental awareness. Volunteers also work in the area of English language education, which complements the efforts in business and environment by improving the Slovaks' ability to access international information, technology, and resources. As the Slovak people move toward greater self-reliance and prosperity, the Peace Corps program will close in FY 2002, concluding a meaningful period of assistance to a country in transition.

### Resources:

Slovakia	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	46	48	51
Average # of Volunteers	83	89	90
Program Funds (\$000)	1,508	1,743	1,772

### Peace Corps Program by Sector:

#### Business Development

Small Business Development Volunteers work with a variety of organizations, including business support centers, regional development agencies, city and regional governments, and non-governmental organizations (NGOs). They focus on encouraging and transferring business knowledge and skills to Slovak counterparts in the areas of organizational development, strategic planning, fundraising, and general consulting. Volunteers also work on economic development issues that emphasize the long-term sustainability of reform, increased public participation in community life, and democratization of decision-making processes.

One Volunteer has been working with an NGO and with the city hall in her town of Martin in north central Slovakia to start the first Hospice in the country. Since the Volunteer's arrival, the project has blossomed with impressive community support. The city hall formally donated a

building and 10 beds; the American International Health Alliance donated both hospice and volunteer manuals to make a training project possible. Membership has increased from 3 to 33 Hospice volunteers. Organized grantwriting has begun, as well as local fundraising—with the goal not only of raising money, but also making Hospice known and supported in the wider community. Among the fundraising projects is a second-hand store, whose space was donated by a local women's organization, and stock donated by local entrepreneurs.

## **Education**

With Slovak universities and teacher training colleges having shifted almost universally from Russian instruction to English language training, there is a greater need to place Peace Corps Volunteers in smaller cities and towns in order to give those students a chance to compete with students from larger cities. Volunteers divide their time between direct classroom instruction, teacher training, and English conversation training. The Peace Corps has continued to expand the secondary school English education program into primary schools.

Three second-year Volunteers developed a project entitled "Connecting the Past with the Present: Historic Preservation of the Synagogue in Ruzomberok". The project goal was to bring people from different ethnic and religious backgrounds together by renovating a deserted 19th century synagogue which had functioned until the 1940's. The project expanded as students, the mayor, and other members of the local community volunteered their time during the summer in a two-week initial clean up of the synagogue's interior. As a result, community members were reminded of the rich culture and history of the Jewish people who once populated Slovak towns and villages.

## **Environment**

The Peace Corps environment project in Slovakia focuses on environmental education and awareness, NGO development, and national park assistance. As advisors to local governments and national park authorities, Volunteers help design strategic plans, evaluation tools, and public participation campaigns. Volunteers have also been instrumental in aiding Slovak organizations as they design pilot projects for tourism promotion and computer networking among Slovak national parks.

One Volunteer initiated a community development project that involved construction of an educational trail and the establishment of a garden at a local elementary school. The garden features an herb garden, an area of low moisture plants, a compost pile, gravel paths, trees and open beds where children can create their own planting. The garden also features species that are native only to Slovakia. The garden will serve students and teachers of the school who will be able to use it as an outdoor classroom for environmental and other educational purposes. It will also serve the residents of Sasova and people who use the hiking trail each year.

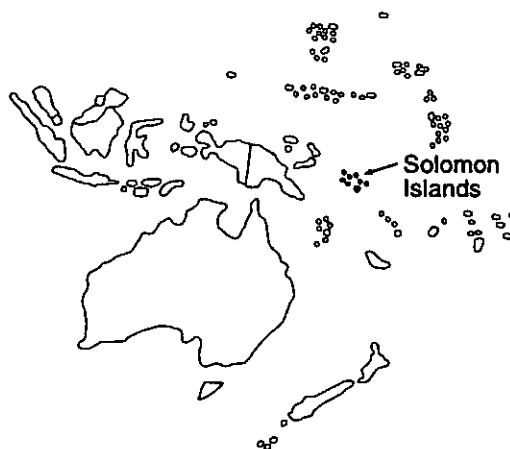


## SOLOMON ISLANDS

Population: 389,000

Annual Per Capita Income: \$900

Program Dates: 1971-Present



### Country Overview:

With a population growth rate among the highest in the world, the Solomon Islands may double its population in the next 15 years. Currently, 51 percent of the population is less than 15 years old, and more than 70 percent of the nation's youth leave prematurely from the formal education system due to insufficient classroom space, teachers, and financial resources. Urban drift has become a serious problem. This combination of factors has resulted in an urgent need to enhance and extend educational, economic, and social opportunities, to an increasingly young and vulnerable society.

The Peace Corps has responded by providing secondary school teachers, particularly in math and science, vocational trainers, and rural community educators to work in remote village locations and by sending youth development experts to work with young people who have drifted into the cities.

### Resources:

Solomon Islands	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	38	38	38
Average # of Volunteers	62	65	57
Program Funds (\$000)	1,179	1,241	1,206

### Peace Corps Program by Sector:

#### Education

The Peace Corps places Volunteers in rural areas to work in local schools and their surrounding communities. Volunteers have organized 22 community school libraries and resource centers, formed 12 women's groups, established 4 central vegetable markets, and conducted nearly 40 awareness-raising workshops on nutrition, domestic violence, sexually transmitted diseases, water sanitation, and handicraft marketing.

Volunteers work in rural training centers (RTCs) built by communities to create employment and educational opportunities for young people "pushed out" of the school system. The RTCs encourage girls and young women with families to enroll. Volunteers focus on a broad range of hands-on training including small engine mechanics, woodworking and building, small business

management, sewing machine repair, sustainable forestry, agriculture, health education, and English. Students also learn "life skills" to help them become confident and responsible community citizens.

Only one percent of the country's population is educated beyond the secondary school level, largely as a result of a shortage in qualified national teachers at the upper school levels. Volunteers work throughout the country as secondary school teachers in the scarce skill areas of math and science. Volunteers also help to develop curricula, serve as peer teachers to their national counterparts, and provide institutional support, particularly in the area of computer technology.

### **Urban Youth Development**

In response to a direct request from the Prime Minister, the Peace Corps will be launching an Urban Youth Development project next year. The thrust of the project will focus on engaging youth in community service activities as a means to discover self-worth, build confidence, and acquire practical skills.

## **SOUTH AFRICA**

Population: 37,643,000

Annual Per Capita Income: \$3,520

Program Dates: 1997-Present



### **Country Overview:**

South Africa is rapidly emerging as a regional leader on the African continent, and is developing political, economic, and cultural ties around the world. The country's first democratically elected government, which assumed power in 1994, has achieved significant progress. However, the country continues to struggle with the legacy of apartheid and the challenge of developing its full social and economic development potential. The government has demonstrated significant commitment to strengthening the education system and has been very supportive of the role of Peace Corps Volunteers, who first arrived in South Africa in January 1997. A second group of Volunteers is well into their second year of service and two groups of new Volunteers will be joining them in 1999. The Peace Corps has entered into partnership with selected provincial departments of education in a concerted effort to develop a culture of learning, teaching, and service.

### **Resources:**

<b>South Africa</b>	<b>FY 1998 Actual</b>	<b>FY 1999 Estimates</b>	<b>FY 2000 Estimates</b>
Trainees	41	62	62
Average # of Volunteers	46	76	101
Program Funds (\$000)	1,997	2,411	2,518

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

#### **Education**

Peace Corps Volunteers are working with teachers and principals in 145 rural primary schools in the Northern Province. They are serving as resources to their South African counterparts and providing advice on how to manage classrooms, seek alternatives to corporal punishment, and develop lesson plans in English, math, and science. Volunteers also train teachers and principals to use computers and to teach in teams. Volunteers connect educators to educational resources and networks within South Africa so that teachers and principals can share best practices and extend the benefits of limited resources.

Over the past two years, Volunteers have conducted over 2,000 workshops and provided more than 2,400 consultations with individual teachers. They have established libraries in 33 schools, thereby encouraging a culture of reading among local school children. Most importantly, they have succeeded in promoting a powerful link between schools and the communities they serve through activities such as: celebrations of local culture and heritage co-sponsored by schools and communities, school gardens maintained by community members, sporting events; and reading outreach.

As Volunteers move into their second year of service, they will focus on working with teachers and community leaders to establish partnerships that will be continued after the Volunteers leave. This type of sustainable development will ensure that Volunteers in South Africa are continuing to make important contributions.

## **SURINAME**

Population: 432,000

Annual Per Capita Income: \$1,000

Program Dates: 1995-Present



### **Country Overview:**

Suriname is a sparsely populated country with a majority of its inhabitants living in urban and semi-urban areas along the coastal zone. Approximately 33,000 Maroons and 7,000 Amerindians, the principal inhabitants of Suriname's interior, are faced with many problems affecting their socio-economic development. Suriname's centralized system of government traditionally focuses on the capital and generates a high sense of dependency among the indigenous and tribal peoples of the Suriname Amazon Region. In 1995 the Government of Suriname asked for Peace Corps assistance in Rural Community Development of the indigenous Amerindian and Maroon communities. Volunteers have been assigned to the interior to address issues such as community organizing, needs assessment, resources identification, project planning and management, and adult/non-formal education.

### **Resources:**

Suriname	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	24	26	26
Average # of Volunteers	24	29	43
Program Funds (\$000)	749	796	910

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

#### **Rural Community Development**

The purpose of the Rural Community Development project is to improve the quality of life in rural interior communities by helping residents assess and prioritize their needs, access outside resources, and take responsibility for their own development.

In FY98, 11 village development assessments have been conducted, five women's organizations were formed or strengthened, two project proposals were granted funding by NGOs and resulted in the rehabilitation of one health clinic and the renovation of one school; and three income generating projects were developed to support women's economic independence. In addition, eight health education workshops were conducted, and six communities directly benefited from the technical assistance provided by a *Farmer to Farmer* VOCA volunteer.

Two Volunteers acted as community-based facilitators during the extensive year-long renovation of a local grade school. The community was very motivated by the project's completion. As a result the two Volunteers helped them organize a school board to administer community funds related to the school, and to increase communication with the Inspector of Education. Additionally they organized a "picture pal" program that linked the students they tutored with elementary schools in America. This link resulted in a \$2,350 donation for the purchase of a new boat for the school. Another organization donated the outboard motor, and the boat will be used solely for school related activities.

Notably over 80 percent of Peace Corps Volunteers in Suriname participate in the World Wise Schools program. This program has been successful in providing a way for the children in both countries to learn of each other's cultures.

## TANZANIA

Population: 30,494,000

Annual Per Capita Income: \$170

Program Dates: 1962-1969; 1979-1991; 1991-Present



### Country Overview:

Tanzania, abundant in natural resources, has inadequate fiscal and infrastructural mechanisms for proper development and protection of the environmental conditions required to assure sustainable resource utilization. As Tanzania moves to modernize and privatize, the government has placed science education, technology, and the need for renewable natural resources at the center of its development strategy. The Peace Corps recognizes these objectives and emphasizes Volunteer participation in teaching secondary school science and math and in community-based natural resource management. The government of Tanzania has requested the Peace Corps' assistance in support of grass roots development and privatization initiatives intended to reduce poverty, improve the quality of life, and provide enhanced educational opportunity.

### Resources:

Tanzania	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	44	60	60
Average # of Volunteers	82	87	103
Program Funds (\$000)	2,132	2,280	2,337

### Peace Corps Program by Sector:

#### Education

Peace Corps enjoys productive relationships with the Ministry of Education, the Tanzania Institute of Education, and the National Exams Council. The Education Project targets four main groups: students, Tanzanian counterparts, resources and the community. Volunteers focus on these target groups when addressing the shortage of teachers, particularly in mathematics and the sciences and especially in rural areas. Fifty percent of schools in which there are Volunteers have reported an increase in their schools' rankings based on the National Exam results. The Bungu Secondary School, for example, went from position 424 to 207 in the O (Ordinary) Level, out of 543 schools. Volunteers have worked on lab manuals in Physics, Biology, Chemistry, and Geography. One Volunteer has produced a manual for constructing physics equipment with locally available materials entitled, *Bamboo Physics*.

The project places special emphasis on girls' education. One Volunteer worked closely with school district officials to facilitate the construction of a girls' hostel in Lindi. She has also assumed the role of Matron and the girls now have a safe and healthy environment in which to live and work. Several girls at this hostel have also formed a baking club with the Volunteer and are learning about small business development.

## **Environment**

Peace Corps' Community Based National Resources Management project is designed to assist village communities in the management of their natural resources and to raise environmental conservation awareness in these communities. Volunteers address land degradation problems and sustainable management of renewable natural resources with both individuals and local institutions. Volunteers work closely with local villagers and district government supervisors to provide education and demonstration projects for improved practices in farming, forestry and animal grazing. Additionally, Volunteer activities focus on water and sanitation, family nutrition training, self-help activities, and the use of appropriate technology.

Two Volunteers initiated a sustainable rain water harvesting group. The project created employment at the village level, reduced village women's workloads, reduced the incidence of waterborne diseases and conserved water, the village's most valuable resource. Volunteers are also training village youth in agroforestry methods, such as tree planting and fruit and vegetable gardens.



## THAILAND

Population: 60,003,000

Annual Per Capita Income: \$2,960

Program Dates: 1962-Present



### Country Overview:

Recognizing the need for English language skills in a global economy, the Thai government has made English language classes a requirement for all students, beginning in primary school. As a result of this influx of students, there is a lack of qualified primary school English teachers in rural areas. The Peace Corps has responded to this need with a project to assist in educating youth and providing training to teachers in rural communities. The Peace Corps program is focusing on the north and northeastern parts of Thailand, where few development organizations operate.

The Peace Corps is active in two additional programming areas: public health and environmental education and awareness. Specific health issues, such as nutrition and HIV/AIDS education, are critical for the rural Thai population. Since 1961, the forested areas of Thailand have decreased from 53 percent to 11 percent of total land area, resulting in a growing concern with environmental conservation in the country.

### Resources:

	FY 1998	FY 1999	FY 2000
Thailand	Actual	Estimates	Estimates
Trainees	15	30	32
Average # of Volunteers	41	40	49
Program Funds (\$000)	797	952	980

### Peace Corps Program by Sector:

Volunteers in Thailand work in the "Integrated Education and Community Outreach" project which integrates education, health, and environmental development efforts into one overall program. The goal of the program is to improve knowledge and skills in teaching English by using student-centered and participatory learning methodologies. This is a diverse program which places Volunteers at rural primary schools in the poorest areas of the country. A Volunteer from each sector is placed in the same province to enable the Volunteers to collaborate on community development projects.

## **Education**

Volunteers in this sector work with teachers and students to enhance their English language skills, and are active in a variety of health and environmental crossover activities. Volunteers work directly with English teachers to enhance their capacity to teach and interact in the English language.

One Volunteer secured funding to renovate a school room and establish a learning center for teachers and students in his community near the Thai-Cambodia border. Through resourcefulness and effective letter writing, the Volunteer was able to stock the learning center with books and games in both Thai and English that were donated from U.S. and local companies. As one of the U.S. donors wrote of the Peace Corps Volunteer: "He was my good customer. Now he is a Peace Corps Volunteer who is doing good work for others. I, therefore, would help him as much as I possibly could." The project has been a success in the community, even warranting a blessing from a local Buddhist monk.

## **Environment**

Volunteers work primarily on environmental education with educators, students and community groups. They help improve the relationship between schools and communities by taking an active role in the students learning as well as collaborating with schools in solving community environmental problems. Volunteers have assisted communities in establishing water purification systems at three remote hill tribe schools. One Volunteer co-conducted a three day workshop on environmental education for 24 local teachers with staff from UNICEF and Michigan State University.

## **Health**

Volunteers in this area are educating rural primary school students and local communities about ways to improve their consumption of minimum dietary requirements and maintain better overall health. Rural children and their families often have limited dietary choices and community members are not well educated about nutrition, hygiene, and other health threats to children. Volunteers are also teaching HIV/AIDS education classes in local schools and working with communities to create support groups for individuals and families affected by the illness.

One Volunteer noticed that many Thai children have problems with their eyesight and encounter difficulties reading and completing school assignments. In response, he set up a "Collaborative Eyeglasses" project training Volunteers to test the eyesight of students using a simple "E" chart. Children suspected of having eyesight problems are referred to a local optometrist for further tests. Results are then sent to a hospital near Bangkok where corrective lenses and universal frames are provided to needy students for free. This project has supplied up to 60 pairs of glasses to young students, and helped get them back on track in school.

## THE GAMBIA

Population: 1,147,000

Annual Per Capita Income: NA

Program Dates: 1967-Present



### Country Overview:

Development in The Gambia is constrained by inherent social, economic and environmental conditions, as well as seriously limited governmental resources. Seventy-five percent of the population depends on the agricultural and natural resource sectors for its livelihood, but, over the past two decades, production of cash and food crops has steadily declined. This decline is directly attributable to environmental degradation. Peace Corps Volunteers work closely with Gambians to alleviate the most pressing problems. In the words of the Gambian President at the Peace Corps' 30th year anniversary celebration, "Their [Volunteers'] unique experiences and fraternal interactions at the grassroots level of Gambian society can only add to greater understanding and good relations between the two peoples, and we urge them to continue their roles as American Ambassadors of peace, understanding, partnership, and progress."

### Resources:

The Gambia	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	40	36	36
Average # of Volunteers	66	69	68
Program Funds (\$000)	1,292	1,202	1,221

### Peace Corps Projects by Sector:

#### Education

Large numbers of Gambian children, especially school-age girls, are not enrolled in classes. For those children who do attend school, the majority of teachers who instruct them are not fully qualified to teach in primary and middle school. Volunteers teach in the classroom, conduct teacher training, promote girls' education, and establish resource centers and libraries at schools. In FY 1998, Volunteers trained over 100 teachers in math, science, girls education activities, and environmental education.

Due to the efforts of the Volunteers, the Gambian public is becoming more interested in math/science education, and many more students, both male and female, are pursuing these subjects. They have noted a direct relationship between their efforts and the increased imagination and

critical thinking skills of their students. The President of The Gambia has taken note, and is especially interested in sponsoring female students who pursue math and science even at the university level.

Volunteers are also making a large impact by introducing computer education in The Gambia. They have increased computer access in eight communities and ten educational institutions this year alone.

## **Environment**

Environmental degradation and decreased agricultural production are serious issues in The Gambia, and conservation of natural resources is a high priority for the government. Dense forest and woodland accounted for 80 percent of the country during the 1940's, but make up only eight percent today. Uncontrolled burning is prevalent, fallow periods have been shortened or eliminated, and deforestation for fuel wood is indiscriminate. Volunteers work with community groups and individuals to establish village nurseries, plant orchards, and construct windbreaks and live fences. Others work extensively with women on community garden projects.

A Volunteer assigned to one of the most deforested parts of the country worked with a farmer's association composed of men and women from 30 villages. The Volunteer provided the group with technical training and helped them to establish four tree nurseries. The nurseries eventually produced over 2,500 trees. During National Tree Planting Day, the group planted over 1,000 trees, and was lauded in the national press as "a model for local development and environmental protection."

## **Health**

In The Gambia the infant mortality rate is 92 per 1,000 and the maternal mortality rate is 150 per 100,000 live births. In both cases, the contributing causes include insufficient access to health services, lack of awareness concerning pediatric health practices, and poor nutrition and sanitation practices. In rural areas, 50 percent of the population does not have access to safe drinking water. It is estimated that 75 percent of the population falls below the food poverty line during the rainy season. Volunteers work to counteract these trends by forming youth clubs for village clean-ups, organizing peer HIV/AIDS/STD education groups, and conducting a wide range of other health education activities. In FY 1998 Volunteers trained 65 Gambians in community health education, and organized over 20 village cleanings.

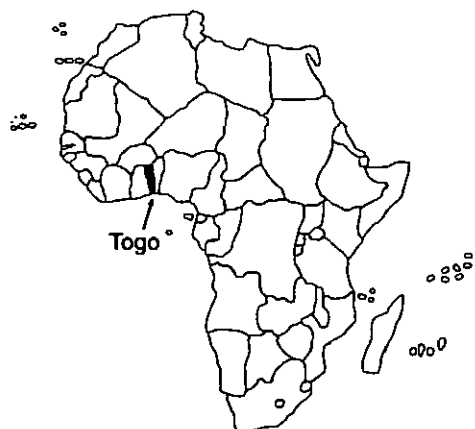
One Volunteer and two local counterparts formed a health club in a rural community that has the highest incidence of malaria in the country. They helped the students conduct research on the causes and treatment of malaria. The students have raised public awareness about the problem, and have helped to establish additional health clubs in the area.

## TOGO

Population: 4,230,000

Annual Per Capital Income: \$300

Program Dates: 1962-Present



### Country Overview:

Togo's numerous pressing development challenges have increased in recent years due to political and economic instability. A significant percentage of Togo's rural population lives in extreme poverty. Malaria, malnutrition, and tuberculosis are endemic, as is malnutrition and infant and child mortality rates are high. AIDS and other sexually transmitted diseases continue to increase at an alarming rate. Deforestation and other forms of environmental degradation are worsening as the country's growing population places increased demands on its natural resource base. Peace Corps works to promote self-sufficiency in areas of business development, environment, health, and agriculture.

### Resources:

Togo	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	33	49	49
Average # of Volunteers	71	74	77
Program Funds (\$000)	1,735	1,875	1,879

### Peace Corps Program by Sector:

#### Business Development

Volunteers work with local credit unions to offer training and consultation to members and other entrepreneurs who wish to improve their business skills. They have taught approximately 600 individuals business practices such as accounting, finance, marketing, and feasibility studies, and provided 300 follow-up visits to individuals who have participated in a business skills training or workshop. Volunteers have established business resource centers in three towns and provided on-site consultations to fifty cooperatives.

One Volunteer is attempting to institutionalize her work in order to make it more sustainable. She is working with two local leaders to create a self-sustaining business training center. The center provides updated documents on production and the much needed business training to all types of farmers: male or female, illiterate or well-educated, urban or rural. Another Volunteer worked with a local theater troupe to present a skit in the local language on the importance of savings and how credit works. This activity was very successful and is being duplicated by other Volunteers.

## **Agriculture**

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

One Volunteer worked with residents in her village on several different issues. She identified and trained educators to sensitize community members about guinea worm. She also initiated and organized a well-digging project. Prior to her departure, villagers said they were very happy with her work, particularly the training she gave them for managing their new well.

## **Environment**

Traditional farming practices cannot meet the needs of Togo's growing population. Volunteers are working with farmers on projects to introduce sustainable farming practices which will lead to improved farm yields and reduced environmental degradation. Over the past year, Volunteers and their Togolese counterparts trained 5,000 farmers in environmentally sound agroforestry practices and introduced 125 villages to environmental education and improved agroforestry techniques.

For several years, a Volunteer had worked closely with his counterpart to assist a family in creating a thriving farming operation using sustainable integrated-agriculture methods to conserve and augment soil fertility and prevent erosion. The farm is now used as a model and other Volunteers began to bring their counterparts to witness first-hand the effects of appropriate sustainable agriculture practices and to learn how to implement them. The Volunteer and his counterpart also created an agriculture training center with facilities for lodging and feeding visiting farmers. The center has 3,000 books and pamphlets for the visitors.

## **Health**

Volunteers focus on preventive health in Togo since significant progress has been made in the eradication of Guinea worm. They are assisting local level health facility personnel to promote community health activities that address AIDS prevention, nutrition and dispensary management.

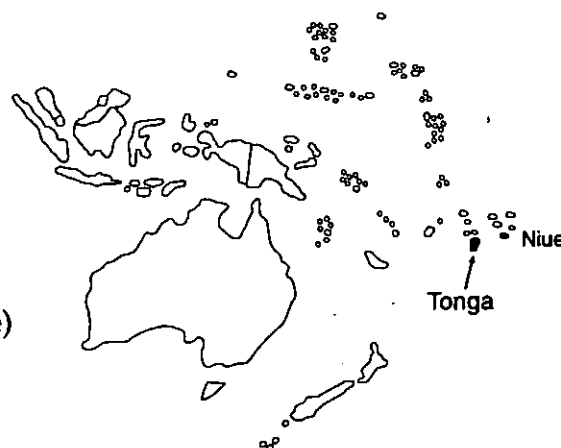
During a three year service, one Volunteer recruited and trained 35 community health workers in a variety of health topics including infant growth promotion, nutrition, vaccinations, family planning, prevention and treatment of malaria, diarrhea and rehydration therapy, AIDS and sexually transmitted diseases prevention. At the completion of their three months training, these community health workers were capable of planning and conducting at least one or two public activities per month in outlying villages, using drama, songs and dance to disseminate health messages.

## TONGA AND NIUE

Population: 97,000

Annual Per Capita Income: \$1,790

Program Dates: 1967-Present (Tonga); 1994-Present (Niue)



### Country Overview:

In recent years, the Kingdom of Tonga has seen an economic downturn, with gross domestic product declining by 1.5 to 4.5 percent since FY 1995. In the last two years, natural disasters, including hurricanes and droughts have had a severe negative impact on agriculture, the mainstay of the Tongan economy. Drought conditions still persist in the Kingdom and the upcoming hurricane season in the South Pacific is predicted to rival the disastrous 1998 Atlantic season.

In addition to its economics woes, Tonga is beset by problems that many small island nations face. A chronic shortage of secondary teachers, especially in science, makes it difficult to prepare enough Tongans for technical jobs. Industrial and agricultural development depletes limited natural resources and degrades topsoil, rain forests, coastal reefs, and fresh water supplies. With well over half the population under the age of 18, Tonga also faces the challenge of a growing youth population with severely limited educational and economic opportunities. Peace Corps Volunteers are helping to address these needs with programs in education, youth development, and the environment.

The Peace Corps also administers a program in Niue. The Peace Corps and the Government of Niue have initiated an integrated island development program to strengthen the island's private sector and infrastructure.

### Resources:

Tonga and Niue	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	25	30	30
Average # of Volunteers	39	44	53
Program Funds (\$000)	886	1,023	1,058

### Peace Corps Program by Sector:

#### Business Development

The focus of the Peace Corps' involvement with Niue is to help the island reach its goal of self-sufficiency. The Peace Corps places priority on opportunities that will strengthen the private sector, develop the island's infrastructure, and allow for training and skill transfer to Niueans. Volunteers work in a variety of individual assignments including agricultural extension, computer consulting,

teaching physical education, and business development. One agricultural extensionist works to improve and diversify locally grown produce to decrease Niuean reliance on imported food. Another Volunteer works for the Niue Development Bank, where she has been instrumental in assisting Niueans in accessing credit to create new enterprises and to expand existing ones.

## **Education**

Volunteers serve as primary and secondary school teachers in biology, chemistry, physics, computer science and English. Volunteers are placed in rural middle schools where they promote learner-centered techniques, such as peer leader training. Volunteers work directly with teachers and their supervisors to improve English, and strengthen teaching methodologies. In addition, some Volunteers are involved in implementing a new Tongan National English literacy curriculum at the primary level. These primary education teacher trainers travel to neighboring schools and conduct training workshops and evaluations. The formal education project is due for completion by the year 2000 with the last input of education volunteers in 1998.

The Education Project will be replaced next year with the Community Education Project. These Volunteers will work directly with schools conducting formal classroom instruction, and in community development activities involving youth, women's groups, sport, and environmental education.

## **Youth Development**

The Peace Corps is expanding its role in providing unemployed and at-risk Tongan youth with educational, personal, and skills development opportunities. The emphasis of this project in the coming years will be in the development of youth employability strategies and activities. Volunteers work with traditionally under-served youth in the areas of sports and culture, vocational education, environmental education, and small business development. Youth Volunteers work closely with Education Volunteers to establish closer linkages between the community and schools.

## **Environment**

Despite Tonga's lushness, its environment is quite fragile. Due to population pressure, villages are expanding and damaging vital watershed areas. Coral reefs are being damaged by over-fishing and destruction of the coral. In a Regional collaborative effort between the South Pacific Environment Program (SPREP), UNDP, and Peace Corps' Pacific Initiative, Peace Corps Volunteers are cooperating with the Ministry of Tourism to introduce and augment environmental resource management as well as to improve the tourism industry. Two Volunteers will work with the Tonga Visitors Bureau in Vava'u and Tongatapu. They will be involved in eco-business development and environmental strategies aimed at attracting tourists to Tonga in an environmentally friendly environment.

Volunteers currently work in the development and maintenance of habitats and parks, environmental education, renewable energy, and energy conservation projects. Environmental Education Volunteers have been assigned to the National Bird Park and the Ministry of Lands and Survey to conduct critical surveys and enhance environmental awareness by working directly with schools and communities.



## **TURKMENISTAN**

Population: 4,598,000

Annual Per Capita Income: \$940

Program Dates: 1993-Present



### **Country Overview:**

Since gaining its independence in 1991, Turkmenistan has experienced tremendous political, economic and social changes. In order to improve its economic potential and promote development, Turkmenistan has begun to look to the West for trade, economic support, and assistance in training its professionals the government recognizes the need for formal English education and the importance of communicating in English as it opens to the outside world. Peace Corps Volunteers work with local teachers and students to address these needs.

During the transition to independence, a lack of supplies, training and technology formerly provided by the Soviet Union contributed to a decline in health conditions. In the past, Peace Corps Volunteers served as nurses and health educators in medical institutes to upgrade the clinical knowledge of health care providers. Due to health care reforms and changing needs of the people of Turkmenistan, the health project now focuses on community health education in rural collective farms.

### **Resources:**

	FY 1998	FY 1999	FY 2000
Turkmenistan	Actual	Estimates	Estimates
Trainees	44	45	47
Average # of Volunteers	57	69	78
Program Funds (\$000)	1,221	1,307	1,391

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

#### **Education**

Volunteers teach English in secondary schools, institutes of higher education, business centers, and health care facilities. The government has publicly recognized the important role that the Peace Corps has played in teaching English, training teachers, and promoting resource centers. Many schools where Volunteers teach have been designated as "specialized schools." Last year, Volunteers taught English, business, and health to over 2700 students. Seven resource and computer centers were established with the aid of Volunteers. Thirty Volunteers and twenty of their counterparts served as counselors at a summer English Immersion Camp in which 370 students participated.

A Volunteer in Ashgabat has successfully integrated environmental themes into her English classes. Her students developed a public education campaign for clean cities and wrote letters to public officials, including the President of Turkmenistan. As a result, the city donated a green area to the school, which the students are developing into an ecological park.

## **Health**

Health Volunteers are assigned to medical education institutes to develop practicum training and continuing education programs that emphasize modern clinical skills for nurses and midwives. Volunteers have introduced contemporary techniques in pre- and post-natal care, labor and delivery practices, infant care, breast feeding, and nutritional practices. They also teach patient education skills and basic infection control. Over the past year, Volunteers have conducted lectures on HIV/AIDS, provided sessions on the dangers of alcohol and drug abuse, and organized ten workshops for 150 health care workers. They also organized classes on nutrition, anemia, weight gain and loss, and a variety of other health related topics. Eight Volunteers were recently placed on collective farms, where they will work closely with local caregivers to develop outreach projects and promote preventive health care practices in rural communities.

In the Regional Children's Hospital in Dashhouz, a Volunteer worked with a local committee to develop basic hygienic facilities for mothers of children admitted to the hospital. In April 1998, an opening ceremony was held for the facility which included a laundry, showers, and a rest area for the mothers. It was attended by hospital administrators and staff, regional officers, and Peace Corps staff. The event received favorable coverage by the national newspaper and local media.

## UGANDA

Population: 19,741,000

Annual Per Capita Income: \$300

Program Dates: 1964-1973; 1991-Present



### Country Overview:

Uganda was once a prosperous country with a seemingly bright future. In 1962, not only was it self-sufficient agriculturally and its exports numerous, its transportation system was excellent and its industrial base was expanding. Since then, the rapid spread of the HIV/AIDS virus has exacerbated socio-economic conditions in a society already devastated by two decades of political turmoil and economic decline. Half of the Ugandan population is under the age of sixteen and managerial and administrative talents are scarce. The result has been an erosion in the quality of infrastructure, goods and services, including the educational system and the management of natural resources. Peace Corps Volunteers are addressing some of Uganda's key development challenges through projects in business development, education, and environment.

### Resources:

Uganda	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	36	38	38
Average # of Volunteers	46	53	68
Program Funds (\$000)	1,397	1,543	1,570

### Peace Corps Program by Sector:

#### Business Development

Volunteers have assisted more than eighty women's groups start or sustain a variety of enterprises, including several small projects, a fish market, and a rabbit farm. An estimated 1,700 women benefited from these activities. One Volunteer conducted a training workshop for approximately 60 Ugandan women on the importance of marketing as it relates to their income generating projects and small businesses.

Volunteers and their counterparts held approximately 200 workshops and seminars in the past year, training more than 2,000 clients in such areas as basic business skills, cost analysis, cash management, stock display, bookkeeping, loan management, market analysis, organizational management, quality control, customer service, and problem analysis. One Volunteer extensively trained an agri-input distributor on computer applications, including accounting, cash and inventory control.

## **Education**

Volunteers and their counterparts presented as many as 200 teacher training workshops, seminars, and meetings on subjects ranging from lesson planning and community mobilization to environment conservation and behavior management. It is the Volunteers' job to provide in-service training of primary education teachers and headmasters.

Volunteers conduct outreach teacher training in rural schools. Among their numerous activities, Volunteers have started libraries, facilitated HIV/AIDS prevention and early teen pregnancy workshops, and promoted girls education.

## **Environment**

Volunteers assist Uganda to more efficiently manage its natural resources in both protected and non-protected areas in order to conserve resources, meet respective national and local needs and generate sustainable economic returns. One Volunteer, for example, worked on a tourism development project that is being implemented in Katonga Wildlife Reserve's first eco-tourism project. This project will provide infrastructure and equipment (including a canal for touring the wetlands), education center, dormitory, hiking trails, and wildlife observation tower.

Another Volunteer worked with local villagers living around Bwindi National Park and helped train them in the art of trail construction using only local materials. Another Volunteer assisted in the formation of the Kaborole District Tourism Association. This association is made up of individuals, businesses, and community groups in the district who are interested in the tourism industry. It provides training, a venue for information sharing, marketing opportunities, and a unified voice for its over 50 members.

## UKRAINE

Population: 50,718,000

Annual Per Capita Income: \$1,200

Program Dates: 1992-Present



### Country Overview:

Since achieving independence in 1991, Ukraine has taken significant steps toward democracy, political pluralism, and a free-market economy. There are, however, still many obstacles to overcome. While inflation has fallen to under 25 percent, the gap between the wealthy and the poor is widening. An insufficient understanding of the basic assumptions, structures, demands, and techniques required for a free-market economy exists at both individual and institutional levels.

In an effort to integrate into the global marketplace, the Ministry of Education has made English language education a top priority. However, the Ukrainian education system is unable to train a sufficient number of teachers to fulfill such a mandate. Since 1993, Peace Corps Volunteers have taken important steps to address this need and have helped Ukrainian students see the importance of English as a language of international communication. Volunteers have raised student motivation and expectations regarding career options, helped students prepare for university entrance examinations, and conducted sessions about U.S. culture.

Ukraine also faces serious environmental challenges. The country's air, water, drinking sources and soil are heavily contaminated from industrial mining and agricultural pollution. In an effort to address these multi-dimensional needs, Peace Corps Volunteers work in the areas of business development, English language education, and environmental protection and management.

### Resources:

Ukraine	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	91	91	96
Average # of Volunteers	173	173	157
Program Funds (\$000)	3,033	3,168	3,024

### Peace Corps Program by Sector:

#### Business Development

Under the command economy and centralized decision-making process of the Soviet Union, Ukrainian businesses became less responsive to customer needs, changing environments and world quality standards, making their businesses less viable on the world market. In an effort to redirect businesses to the norms of the free market economy, and help them to regain customers,

Peace Corps was invited to send business Volunteers to Ukraine in 1992. Today, business Volunteers primarily teach courses, serve as advisors to municipal regional governments, and training and expertise to business assistance centers and Non-Governmental Organizations (NGOs).

Several Volunteers working at a business incubator in Kharkiv assisted local staff to develop a week long workshop for 200 government officials, local entrepreneurs and university faculty. The Volunteers helped staff establish standards for evaluating business plans from the local community. During the first six months of operation, the center assisted 75 businesses in developing strategic plans so they could be evaluated as potential clients of the start up business.

### **Education**

The Education Project has been developed in close cooperation with the Ministry of Education in response to needs identified by educators at all levels. Volunteers are assigned as teachers of English to improve the English language skills of Ukrainian teachers. The Ministry of Education has been highly appreciative of the efforts of the Peace Corps Volunteers efforts to improve the quality of English education and meet its English training needs. Volunteers also engage in activities that heighten cross-cultural awareness and understanding. They also provide assistance in curriculum development, facilitate workshops to introduce innovative teaching approaches and develop activities designed to improve the English language skills of the Ukrainian teachers of English.

One Volunteer organized a Women in Development camp called "Girls Can!" which encourages students to speak English everyday to build leadership and presentation skills, fosters team spirit, and provides a forum for discussing issues concerning girls and women in Ukraine.

### **Environment**

In Ukraine, nature conservation, environmental protection and ecological safety are all becoming top national priorities. Environment Volunteers work with governmental and non-governmental organizations active in environmental initiatives. Volunteer efforts expand the awareness of environmental threats and their impact on natural resources and educate the public about environmental protection. Additionally, they work to establish and sustain management systems and strategies that address environmental problems throughout the country.

One Volunteer working for the Lviv Education Research and Teacher Training Institute became actively involved in the development of local environmental curricula for western Ukraine. He and his counterpart distributed technical information packages (TIPs) on environmental education to 20 Ukrainian educational organizations. They will continue to disseminate and translate TIPS that address specific Ukrainian environmental issues.

## UZBEKISTAN

Population: 23,228,000

Annual Per Capita Income: \$1,010

Program Dates: 1992-Present



### Country Overview:

The people of Uzbekistan are working to make the difficult adjustment to a free market economy. There are many obstacles to economic change, including slow progress on privatization legislation, changing laws that affect small business development, and a lack of general business expertise. The ability to communicate in English is viewed as vital to Uzbekistan's development and its status as a new nation in the international community. In response to these needs, Peace Corps Volunteers are focusing their efforts on English instruction and business education.

In response to the efforts of Peace Corps Volunteers in Uzbekistan, the First Deputy Minister of Public Education, Mr. Saijanov, expressed his gratitude and added, "I am personally impressed by how professional these Volunteers are, and how strong their desire is to help us. They could come to our country for two years and leave, just learning about our problems and weaknesses. But they actually come to us and offer their help. It is amazing."

Consistent with Peace Corps' targeted growth in Central Asia, Uzbekistan increased substantially the number of Volunteers serving during FY 1998. In response to specific requests from the Government of Uzbekistan, Peace Corps will initiate a new health program, placing health extension workers on rural collective farms.

### Resources:

	FY 1998	FY 1999	FY 2000
Uzbekistan	Actual	Estimates	Estimates
Trainees	60	93	98
Average # of Volunteers	49	85	143
Program Funds (\$000)	1,257	1,714	1,950

### Peace Corps Program by Sector:

#### Business Development

Although the Uzbek Ministry of Education mandates that economics be integrated into both secondary-school and university-level curricula, very few local teachers are qualified to teach these subjects. Peace Corps Volunteers are responding to this need by instructing secondary and university students in applied economics and business, and by training Uzbek educators to teach

these subjects using innovative teaching methodologies. In collaboration with Chase Manhattan Foundation, Volunteers funded the translation of Junior Achievement materials into Russian and Uzbek to be used in business classes throughout the country. Outside the classroom, Volunteers work with local artisan groups, business information centers, and departments of tourism.

One Volunteer, in cooperation with the economics faculty at Samarkland State University, established one of the first career centers in the country. The Volunteer also wrote a manual on job search and interview skills, which was distributed to other universities to assist in the creation of additional career centers. Another Volunteer worked with the Craftsman Association in Khiva to establish a craft development center that has improved the production and marketing of regional crafts. The center also provides information to an increasing number of tourists visiting the historical city.

### **Education**

Volunteers work closely with Uzbek universities and secondary schools to improve the quality of English instruction and to increase access to internationally available information and resources. Emphasis is placed on teacher training activities and information exchange. Community outreach activities have included Earth Day celebrations involving 1100 students, a weekly English language radio program, and the publication of an English newspaper. Volunteers have also organized day camps for Uzbekistan youth to teach English and discuss environmental issues. Two Volunteers edited a reading textbook to be used by Uzbek students and teachers.

One Volunteer from Bukhara started a Folk Tales Project last year. All teaching materials used to develop the project came from local sources, including an English translation of collected Uzbek "Afandi Stories". This Volunteer worked with her students, fellow teachers, school officials, and the Ministry of Public Education to include the book as a supplement to the intermediate-level school curriculum. The project has enabled students to improve their English skills, while helping to preserve their local culture.

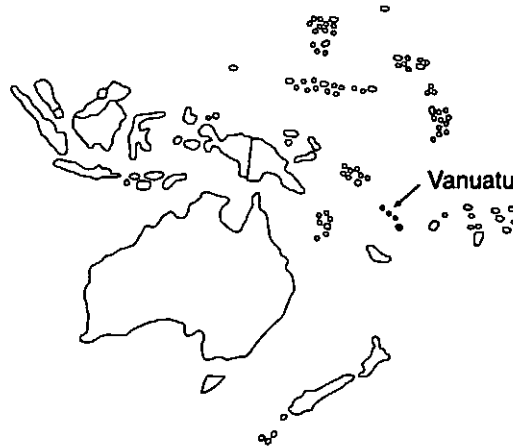


## VANUATU

Population: 173,000

Annual Per Capita Income: \$1,290

Program Dates: 1990-Present



### Country Overview:

Vanuatu was ruled jointly by Great Britain and France until 1980. Its colonial legacy still hampers development as it separates some essential government administration services, such as the school systems, along linguistic boundaries. The current situation is further complicated by the country's already existing ethnic, linguistic, religious, cultural, and island-specific differences." Approximately 85 percent of Vanuatu's population live at subsistence levels in the far flung islands of the archipelago. Less than 30 percent of the country's school age children have the opportunity to continue their education beyond the sixth grade.

### Resources:

Vanuatu	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	22	26	26
Average # of Volunteers	27	39	36
Program Funds (\$000)	882	950	962

### Peace Corps Program By Sector:

#### Education

In order to improve the quality of village life, Volunteers are assigned to Rural Training Centers (RTCs), rural based governmental agencies, and communities, to promote cross-sectoral initiatives in environmental education, youth development and small business development. Specifically, Volunteers teach wood working, carpentry and masonry; machine use and maintenance; business accounting and management; preventative health care; electrical engineering; agriculture; literacy; and sewing. Volunteers have also provided institutional support to local organizations enabling them to be more responsive and supportive to their surrounding village communities.

One Volunteer, who teaches at an RTC, developed an "Appropriate Technology" curriculum providing remote village communities with a very practical vocational training guide specifically geared toward enhancing village life.

## **Secondary Education**

The goal of the government of Vanuatu is to increase access to Junior Secondary education for students who complete primary school. To meet this challenge, Volunteers teach secondary school math, science and English. This past year, 10 Volunteers reached close to 2,000 students. One Volunteer wrote and conducted the country's first Economics Study Program. Another Volunteer, with expertise in curriculum development, had a national impact as she traveled from school to school throughout the country enhancing teachers' ability to improve curricula.

## ZAMBIA

Population: 9,215,000

Annual Per Capita Income: \$360

Program Dates: 1993-Present



### Country Overview:

The majority of Zambians living in rural parts of the country do so under substandard conditions. Only 43 percent of the rural population has access to potable water, only 23 percent has access to proper sanitation facilities, and 88 percent lives below the national poverty line. The Minister of Science and Technology has praised the dedication of Volunteers working and living at the grass-roots level, because they enhance the nation's own efforts to reach its community development goals. Volunteers work primarily in health, agriculture, and education to help address Zambia's development priorities.

### Resources:

Zambia	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	56	51	51
Average # of Volunteers	76	95	97
Program Funds (\$000)	2,186	2,240	2,251

### Peace Corps Program by Sector:

#### Health

Volunteers work with counterparts at every level, from the rural communities to the district offices, to promote preventive solutions for health, water, and sanitation problems. The strength of the activities in this sector arises from communities having defined their own problems, and taken the initiatives to solve them. In the past year, nearly 300 Zambian counterparts have worked with Volunteers on health related issues, and over 200 community assessments have been completed. One Volunteer successfully trained 22 counterparts in the importance of and procedures for infant growth and nutrition. Subsequently, those counterparts have organized their own seminars in five different communities, further extending the efforts of the Volunteer.

#### Agriculture

There is great potential for fisheries in Zambia, where Volunteers are assisting the Department of Fisheries to realize these possibilities. Rural farmers are given technical assistance to initially assess their needs and resources, and then to establish ponds and irrigation systems necessary for

fish production. This year, 119 ponds have been constructed, and there have been 37 harvests. In addition to providing an excellent source of nutrition for rural families, the surpluses are sold, substantially increasing family incomes. One fish farmer admits that he poached regularly from a nearby game reserve in the past. Now, with the food and income that his fish ponds provide, poaching is no longer necessary to feed his family.

### **Education**

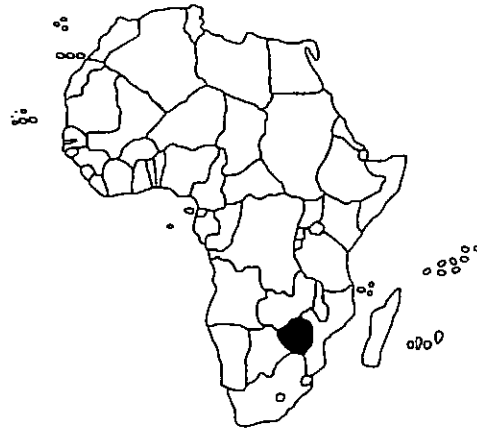
Two Volunteers teach at the University of Zambia Law School, where there has been a chronic shortage of lecturers. With the assistance of the Volunteers, the Law School has rejuvenated its Zambia Law Journal, while providing free legal clinics to communities. Also, a world wide web site has been established by the Volunteers to offer easy access to court information for law students and court practitioners.

## ZIMBABWE

Population: 11,248,000

Annual Per Capita Income: \$610

Program Dates: 1991-Present



### Country Overview:

Education is highly valued in Zimbabwe and its significance in the development of a successful and independent country is recognized at all levels of the society. In the past ten years, there has been a tremendous growth in school enrollment which resulted in an 800 percent increase in the number of secondary schools. Due to this massive expansion of the school system, many schools lack materials and qualified teachers, particularly in the rural secondary schools. In order to address this problem, the Zimbabwe Ministry of Education, Sport and Culture requested that Peace Corps provide teachers. Additionally, as Zimbabwe works to generate private sector jobs, Peace Corps Volunteers offer basic business training to entrepreneurs.

### Resources:

Zimbabwe	FY 1998 Actual	FY 1999 Estimates	FY 2000 Estimates
Trainees	38	53	53
Average # of Volunteers	62	71	86
Program Funds (\$000)	1,391	1,792	1,803

### Peace Corps Program by Sector:

#### Education

Besides teaching Math, Science, and English to secondary students in rural Zimbabwe, Volunteers perform a much wider role in formal and non-formal education. They have been involved in such projects as furnishing classrooms, locating and procuring additional teaching materials, and organizing school outings and other extra-curricular activities. They have been actively assisting in the development and improvement of infrastructures within their school communities. Working with Zimbabwean counterparts, they have established or significantly improved more than twenty libraries, thus encouraging the growth of a reading culture in rural communities.

By organizing a well attended "Take Your Daughters to Work Day" for the second year in a row, Volunteers have raised teachers' awareness of gender bias in the classroom and motivated female students to explore their career options. Women in Development activities have continued to be well supported with a greater emphasis on fostering a culture of self reliance in order to promote

sustainability. For example, the yearly workshop on Health and the Adolescent offered the opportunity to female pupils and Volunteer counterparts to participate in an open dialogue about issues affecting their emotional, physical and mental well-being.

### **Business Development**

Unemployment in Zimbabwe is estimated to be as high as 40 percent. Volunteers are helping to create jobs and improve the standard of living by encouraging the development of Zimbabwe's market economy. They are helping to increase the capacity of local institutions that promote small business development and improve the business skills of thousands of individual entrepreneurs. For example they co-negotiated more than \$800,000 worth of annual subcontracts between small and medium entrepreneurs and larger companies, thus creating over 1,000 jobs in the small and medium business sector.

Volunteers have provided training and support to numerous individuals and organizations through business courses, computer training, business plan writing, and fund-raising ideas. Volunteers also helped create linkages for companies and trade organizations. For example, 111 small businesses and 3,000 individuals attended the third annual Small Business Expo organized in part by Volunteers. Millions of dollars of trade were generated due to this event.







# **THE PEACE CORPS' PERFORMANCE PLAN**

## **REVISED FINAL FY1999 PLAN**

### **INITIAL FY 2000 PLAN**

During FY 1999, the Peace Corps will work to meet the following agency-wide general goals and corresponding performance goals covered by the Peace Corps Strategic Plan.

#### **Mission Statement**

The purpose of the Peace Corps is to promote world peace and friendship by providing Volunteers who contribute to the social and economic development of interested countries; promote a better understanding of Americans among the people whom Volunteers serve; and strengthen Americans' understanding about the world and its peoples.

Peace Corps fulfills its mission by making it possible for American citizens to serve as Volunteers in developing countries and participate in the development efforts of their host communities. Based on 38 years of experience, the Peace Corps follows certain guiding principles to fulfill this mission:

**The Peace Corps is committed to providing as many opportunities as possible for Americans to serve as Volunteers and seeks to maintain a global presence.**

The presence of Volunteers in 134 countries over the course of 38 years has been central to the Peace Corps' ability to contribute to the social and economic development of many of the world's poorest countries. Maintaining a presence in a diverse group of countries has also enabled more than 150,000 Americans to contribute to the mission of world peace and friendship through engaging in successful cross-cultural exchanges with the people of the developing world.

**The Peace Corps' first responsibility is to assure, to the greatest extent possible, the safety and security of its Volunteers.**

The Peace Corps staff, both in the United States and at overseas posts, work to ensure at all times that Volunteers are safe in their assigned areas, have adequate financial support, and have access medical support to keep them healthy.

**The Peace Corps responds to needs identified by host country partners.**

Peace Corps' collaboration with host countries during the program assessment and planning processes ensures that Volunteers can have the largest impact in projects that address the local community's priority development needs. Peace Corps Volunteers work with individuals and communities to improve education, expand access to basic health care for families, encourage economic development, protect and restore the environment, and increase the agricultural capabilities of farming communities.

**The Peace Corps is committed to providing the technical, language, and cross cultural training that Volunteers require to be successful in their assignments.**

High-quality technical and language training are essential to Volunteers' success during their two-year tours overseas. The Peace Corps devotes considerable resources to providing Volunteers and trainees with a solid understanding of the languages and cultural norms of the communities where they live and work. The training is designed to ensure that Volunteers can accomplish their project goals and enjoy an enriching cross-cultural experience.

**Peace Corps strives for a Volunteer force that reflects the diversity of the American people.**

Efforts to recruit, train, and place a Volunteer Corps abroad that reflects the diversity and richness of America will continue to be a high priority for the agency.

**Peace Corps encourages and supports returned Volunteers in their efforts to increase international understanding in their communities.**

### **General Goal 1: The Peace Corps will ensure the health and safety of its Volunteers.**

The safety and security of our Volunteers is the Peace Corps' highest priority. Over the next five years, the Peace Corps will continue to identify Volunteer sites in communities that are stable and secure. In addition, the Peace Corps will continue to monitor local situations on a regular basis and will require all posts to continue to maintain or update as appropriate their emergency plans in the event of a threat to Volunteer safety or security. The Peace Corps will continue to provide prevention and treatment services for health and safety and will continue to ensure the proper training and support of Peace Corps' local, in-country medical officers.

Consistent with the agency's goals of ensuring the health of Volunteers and making management operations more efficient, the Peace Corps will continue the implementation and monitoring of a managed care system for Volunteers who need medical treatment in the United States. The Peace Corps will work to ensure appropriate levels of care for Volunteers and streamline the management of medical support systems.

**Outcome Measure for General Goal 1:** The Peace Corps will track a number of statistics to gauge the health and safety of its Volunteers. To measure the overall health of Volunteers, the agency will monitor the incidence of service-related conditions in all Volunteers terminating service. The two following measures will be used.

- The number of new Federal Employees' Compensation Act (FECA) medical claims accepted annually by the Department of Labor (as measured in new claims per 100 Volunteers) does not increase when compared with the number of reported claims in FY 1997 (using the same measure).
- The annual dollar value of claims paid directly by the Peace Corps for evaluation and treatment occurring within 180 days of service completion, does not increase above FY 1997 levels.

To measure the overall safety of its Volunteers, the Peace Corps will monitor the incidence of assaults against Volunteers while they are in service.

- The rate of reported assaults against Volunteers (measured as the number of assaults per 100 Volunteers) will remain at or below FY 1997 levels.
- The rate of other reported incidents of crime against Volunteers (measured as the number of crime-related incidents per 100 Volunteers) will remain at or below FY 1997 levels.

**Performance Goal 1A.** The Peace Corps will ensure that Volunteers live and work in a safe and secure environment and receive cross-cultural and personal safety training to protect themselves from harm. The Peace Corps will work closely with the Department of State's Regional Security Officers and with other safety experts to ensure that Volunteer site selections are safe. The Peace Corps will also ensure that offices overseas are located in areas that maximize safety and are equipped with adequate guard services, warning systems and other protection to keep Volunteers and staff safe.

**Performance Indicators for Performance Goal 1A:**

- The Peace Corps will include, and adjust as appropriate, safety training in all pre-service training of Volunteers so that Volunteers are comfortable in the cultures they now live in and are aware of steps to use to keep themselves safe.
- The Peace Corps will use the services of professional security experts for advice, assessments, and recommendations that will enhance the safety of Peace Corps training centers and offices and to ensure that they are properly equipped with security support at a level appropriate to the local conditions and commensurate with the Peace Corps' mission.

**Resources Needed:** Resources to accomplish performance goal 1A are included in the Regional Budgets of \$134,668 thousand and 545 FTE in FY 1999 and \$141,150 thousand and 564 FTE in FY 2000. Resources of \$7 million for Peace Corps were requested in the President's Security Supplemental and appropriated to the State Department in the FY 1999 Omnibus Appropriation Act. These funds have yet to be transferred to Peace Corps. The FY 2000 President's Budget requests \$7,545 thousand and 5 FTE for this purpose.

**Verification/Validation:** By the end of the first quarter of FY 1999, the Volunteer Safety Council will have instituted a system of quarterly reports from posts on Volunteer safety training and on physical security provisions.

**Performance Goal 1B.** The Peace Corps will continue to provide prevention and treatment services for trainees and Volunteers through trained in-country medical officers. Posts are staffed with medical officers who meet the agency's standards as determined by the Office of Medical Services in conjunction with the Peace Corps' Regional Directors.

**Performance Indicators for Performance Goal 1B:**

- The Peace Corps will continue to provide continuing medical education training courses for all Peace Corps medical officers. All medical officers will attend these courses annually.
- To ensure the consistency of quality medical care, over the next five years the Peace Corps will increase the retention rate of Peace Corps medical officers by 25 percent.
- The Peace Corps will take further steps to ensure that Peace Corps' medical officers have a working knowledge of Peace Corps' processes and procedures by ensuring that 100 percent attend and complete overseas staff training programs.
- Experienced Peace Corps medical officers provide valuable training to their recently recruited colleagues through participation in a mentoring program. Over the next three years, the Peace Corps plans to ensure that 80 percent of Peace Corps medical officers participate in this program.
- The Peace Corps will monitor and evaluate information on health conditions in host countries, training and credentials of local practitioners, quality of care available at local hospitals and other health related resources, by the use of a Country Health Survey. The Peace Corps will ensure that 100 percent of posts have completed the survey by the beginning of FY 1999 and will update it annually thereafter.

**Resources Needed:** Resources to accomplish performance goal 1B are included in the Office of Medical Services budget of \$4,882 thousand and 51 FTE in FY 1999 and \$5,692 thousand and 53 FTE in FY 2000.

**Verification/Validation:** By the end of the first quarter of FY 1999, the Office of Medical Services will have established a process for tracking the information above.

**Performance Goal 1C:** For Trainees and Volunteers who cannot be appropriately treated in-country, the Peace Corps will continually improve the quality and contain the costs of its medical evacuation services through continued implementation and refinement of the Medevac Service Improvement Plan.

**Performance Indicators for Performance Goal 1C:**

- The Peace Corps will ensure high quality medical care for its Volunteers through the use of a managed care contract that provides additional credentialing, on an annual basis, of each provider and facility used.
- The Peace Corps will continue to pursue vigorously cost containment strategies while maintaining the highest quality of medical care available and will, if possible given the uncertainties of projecting medical costs, maintain costs (on a per Volunteer basis) at or below FY 1997 levels in real terms.

**Resources Needed:** Resources to accomplish performance goal 1C are included in the Office of Medical Services budget of \$4,882 thousand and 51 FTE in FY 1999 and \$5,692 thousand and 53 FTE in FY 2000 as well as in the Office of Medical Services Centrally Managed account of \$3,800 thousand in FY 1999 and \$7,474 in FY 2000. (\$3,000 thousand of FY 1999 costs were funded with FY 1998 funds available through the end of FY 1999.)

**Verification/Validation:** The Office of Volunteer Support will use a tracking system that provides detailed information on the number of medevacs and the costs for medical services.

**Performance Goal 1D:** The Peace Corps will strengthen and improve its health care delivery system through the development of a fully integrated Health Information System by the end of 2002 that takes advantage of modern technology. The system will link information on applicant screening, in-service medical care, health surveillance and post service health benefits. This fully integrated system will help with the timely identification of problem areas, and improve the Office of Medical Services' ability to monitor the impact of strategies designed to improve the system.

**Performance Indicators for Performance Goal 1D:**

- As a first step toward full implementation of this health information system, by the beginning of FY 1999 medical information will be collected from 70 percent of applicants through the use of scanning technology.
- By the end of FY 1999, medical information will be collected from 100 percent of applicants through the use of scanning technology.

**Resources Needed:** Resources to accomplish the performance goal above are included in

the Office of Medical Services budget of \$4,882 thousand and 51 FTE in FY 1999 and \$5,692 thousand and 53 FTE in FY 2000.

**Verification/Validation:** By the end of FY 1999, the Office of Medical Services will eliminate the use of paper medical applications and will rely solely on scanning technology to input medical information.

**Performance Goal 1E.** The Peace Corps will continue to monitor, analyze, and address ongoing concerns and emerging trends related to Volunteer safety and security issues through the agency's Volunteer Safety Council and in concert with overseas staff.

**Performance Indicators for Performance Goal 1E:**

- All Peace Corps posts will test emergency action plans once a year and revise as necessary.
- By the beginning of FY 1999, the Volunteer Safety Council will revise and distribute to agency staff an Evacuation Support Guide to help the Peace Corps better support the field during and immediately after an evacuation.
- The Volunteer Safety Council will complete and distribute to posts a revised Crisis Management handbook by the end of FY 1999.

**Resources Needed:** Resources to accomplish the performance goal above are included in the Office of Special Services budget of \$509 thousand and 6 FTE in FY 1999 and \$559 thousand and 7 FTE in FY 2000.

**Verification/Validation:** The Peace Corps will use the annual Administrative Management Control Survey to ensure that each post maintains an up-to-date copy of the Emergency Action Plan; the Evacuation Support Guide; and the Crisis Management Handbook.

**General Goal 2: The Peace Corps will work to provide to as many Americans as possible the opportunity to serve as Peace Corps Volunteers.**

Volunteers are the heart of the Peace Corps and remain the agency's focus. Over the next five years, the Peace Corps will work within available resources to provide the opportunity for as many interested Americans as possible to become Peace Corps Volunteers.

**Outcome Measure for General Goal 2:** The Peace Corps will provide opportunities for 4,211 Americans in FY 2000 to enter service as new Volunteers, assisting countries with their development needs and increasing cultural awareness between Americans and people of other cultures in keeping with the agency's mission of promoting world peace and friendship. These new Volunteers will be placed in jobs that have the potential to provide satisfying experiences and where safety considerations have been taken into account.

**Performance Goal 2A.** Consistent with Director Gearan's initiative to recruit, train, place and support as many Volunteers as possible, the Peace Corps plans to place 4,011 trainees in FY 1999 (as compared to 3,551 trainees in FY 1998), and 4,211 in FY 2000.

**Performance Goal 2A.** Consistent with Director Gearan's initiative to recruit, train, place and support as many Volunteers as possible, the Peace Corps plans to place 4,011 trainees in FY 1999 (as compared to 3,551 trainees in FY 1998), and 4,211 in FY 2000.

**Performance Measures for Performance Goal 2A:**

- During FY 1999, 4,011 Americans will enter training to become Peace Corps Volunteers.
- During FY 2000, 4,211 Americans will enter training to become Peace Corps Volunteers.

**Resources Needed:** Resources to accomplish the performance goal above are included in the Office of Volunteer Recruitment and Selection budget of \$13,077 thousand and 184 FTE in FY 1999 and \$13,790 thousand and 207 FTE in FY 2000.

**Verification/Validation:** Trainee input is tracked weekly by the Program Advisory Group which reports to the Deputy Chief of Staff and draws its membership from each of the three overseas Regions, and the Office of Volunteer Recruitment and Selection (VRS), and various additional support offices.

**Performance Goal 2B.** To ensure that the Volunteer force represents an accurate picture of the American people, the Peace Corps will work to increase the number of minorities serving as Peace Corps Volunteers by pursuing marketing and recruiting initiatives that target colleges and universities with historically high minority populations. The Peace Corps will also continue outreach efforts to this community at large universities and in off-campus markets nationwide.

**Performance Indicators for Performance Goal 2B:**

- Targeted marketing and recruiting campaigns will be completed as planned.
- As a result of these campaigns, an increase in the percentage of minority trainees is realized as compared to the FY 1997 level of 13 percent.

**Resources Needed:** Resources to accomplish the performance goal above are included in the Office of Volunteer Recruitment and Selection budget of \$13,077 thousand and 184 FTE in FY 1999 and \$13,790 thousand and 207 FTE in FY 2000. Marketing resources to accomplish this performance goal are included in the Communications budget of \$2,051 thousand and 15 FTE in FY 1999 and \$2,155 thousand and 16 FTE in FY 2000.

**Verification/Validation:** An increase in percentage of minority trainees over FY 1997 levels is reflected in the quarterly reports of the Office of Volunteer Recruitment and Selection.

**General Goal 3: The Peace Corps will work within available resources to respond to requests for assistance from countries in development that need Volunteers.**

The Peace Corps will continue to consider and, where possible, respond to new opportunities

from among the many interested countries that request the assistance of Volunteers, within the limits of the agency's budget. The Peace Corps will also continue to assess and modify as appropriate the level of Volunteers in specific projects in individual country programs, and will work with those host countries that are interested in beginning their own volunteer corps.

**Outcome Measures for General Goal 3:**

- Establish the planned new programs that meet the country presence criteria within available resources.
- The number of indigenous volunteer organizations requesting Peace Corps assistance in establishing their organizations has increased as compared with FY 1997. While the Peace Corps has provided assistance to organizations in the past, a more formal approach was begun in FY 1997 to track progress in this area and to encourage requests for assistance where appropriate.

**Performance Goal 3A.** The Peace Corps fulfills its mission by responding to requests from other countries needing assistance in meeting their development goals. Provided that acceptable safety conditions exist for Volunteers, the Peace Corps plans to send trainees to new programs in Mozambique and Bangladesh in FY 1999.

**Performance Indicators for Performance Goal 3A:** Trainees will be on the ground in Bangladesh and Mozambique in FY 1999.

**Resources Needed:** Resources to accomplish the performance goal above are included in the Africa and Europe, Mediterranean and Asia budgets as well as in all Peace Corps support functions. \$2,737 thousand and 8 FTE in FY 1999 and \$3,154 thousand and 8 FTE have been budgeted in regional budgets for these new programs.

**Verification/Validation:** Both new country entries are established as planned and trainees arrive in country.

**Performance Goal 3B.** Peace Corps posts will focus on efforts to promote and sustain local non-government organizations, especially indigenous Volunteer organizations.

**Performance Indicators for Performance Goal 3B:** The Peace Corps will, where possible and appropriate, provide assistance to local non-government organizations and indigenous Volunteer organizations. Peace Corps will monitor progress toward this goal by collecting information from posts on the number of organizations worked with and type of assistance provided.

**Resources Needed:** Resources to accomplish performance goal 3B are included in the Peace Corps' three Regional budgets of \$134,668 thousand and 545 FTE in FY 1999 and \$141,150 thousand and 564 FTE in FY 2000. Funds have been also budgeted in the Office of Private Sector Cooperation and International Volunteerism budget of \$756 thousand and 9 FTE in FY 1999 and \$774 thousand and 9 FTE in FY 2000.

**Verification/Validation:** The work of Peace Corps' posts undertaken with non-governmental organizations will be reported through the annual Integrated Planning and Budget System submissions.



**General Goal 4: Drawing on its unique pool of well-trained and experienced Volunteers and returned Volunteers, the Peace Corps will work to assist with disaster relief and humanitarian response efforts.**

The Peace Corps will continue to identify ways that experienced Volunteers and returned Volunteers can assist in responding to crisis situations resulting from natural and man-made disasters. Peace Corps Volunteers are uniquely qualified to provide assistance in many of these situations because of their cross-cultural experience, their language proficiency, and their technical skills. Through the Crisis Corps, Peace Corps Volunteers are provided yet another avenue to help those in critical need of assistance.

**Outcome Measures for General Goal 4:**

- Peace Corps will survey Volunteers that participate in Crisis Corps activities to ascertain whether they believe they were able to provide humanitarian assistance and relief to those in need. Survey results will contribute to the establishment of a baseline against which Peace Corps can measure future gains in the provision of assistance.
- Peace Corps will also ask the organizations that host Crisis Corps Volunteers to evaluate the contribution that the Volunteers make to the response effort.

**Performance Goal 4A.** The Peace Corps will continue implementation of the Crisis Corps throughout the plan period. As announced by President Clinton in his June 1996 Rose Garden ceremony, the Crisis Corps will use the skills and expertise of trained Volunteers to assist in humanitarian relief efforts. Recent experience with hurricane relief efforts has shown that currently serving Volunteers can, in some situations, help provide services to assist local efforts as well.

**Performance Indicator for Performance Goal 4A:** In FY 1999 and FY 2000 the Crisis Corps will expand to more than 100 Volunteers serving in a variety of projects in response to crisis situations.

**Resources Needed:** Resources to accomplish the performance goal above are included in the Crisis Corps budget of \$1,193 thousand and 4 FTE in FY 1999 and \$1,198 thousand and 4 FTE in FY 2000.

**Verification/Validation:** The Crisis Corps office will monitor the number of Volunteers and associated costs through the annual Integrated Planning and Budget System Periodic Reviews.

**General Goal 5: To help Volunteers to fulfill their technical and cross-cultural responsibilities, the Peace Corps will provide thorough training and support and will continue to strengthen programming.**

The Peace Corps will continue to ensure that Volunteers have the support and resources necessary to be effective in their assignments overseas. This responsibility includes identifying Volunteer assignments that support host country development and cross-cultural learning; and providing adequate training and technical support to accomplish the assignment.

Effective programming is an especially important ingredient in ensuring a successful experience for Volunteers and host country participants. The Peace Corps is committed to the consistent planning, monitoring, and evaluation of individual Volunteer projects so that they can be strengthened and modified as appropriate. Over the next five years, the Peace Corps will continue to identify opportunities to encourage broader participation with host country nationals in project design, implementation, and evaluation, and will continue agency efforts to improve programming practices and procedures.

**Outcome Measures for General Goal 5:**

- The quality of Peace Corps training will be measured by the Annual Training Status Report and through scores on language competency exams. Overall Volunteer scores will be maintained at or above FY 1997 scores.
- The Peace Corps, as part of its Volunteers survey, will ask questions to ascertain Volunteer satisfaction with the training and support they receive. Overall Volunteer satisfaction with training and support will be maintained at or above FY 1997 levels.

**Performance Goal 5A.** To pursue improvement in the quality of Peace Corps projects, Peace Corps will continue its annual cycle of Project Status Reviews and involve Volunteers, host country officials, community members, and Peace Corps staff in assessing project results and making adjustments as needed.

**Performance Indicators for Performance Goal 5A:** Projects are assessed annually at Post and reviewed in headquarters, with course corrections adopted as necessary. Volunteer satisfaction with project assignments improves as measured by the annual Volunteer survey when compared with the FY 1997 results.

**Resources Needed:** Resources to accomplish the performance goal above are included in the Center for Field Assistance and Applied Research budget of \$4,349 thousand and 54 FTE in FY 1999 and \$4,710 thousand and 56 FTE in FY 2000.

**Verification/Validation:** The Project Status Review process is implemented as planned.

**Performance Goal 5B.** The Peace Corps will focus on and continue to improve the quality of Peace Corps language and cross cultural training through the development and introduction of new curricula and materials, especially in the area of self-directed language learning; the training of trainers in new techniques and approaches; dialogue with practitioners outside the agency; and experimentation with new models such as the Community-Based Training Model.

**Performance Indicators for Performance Goal 5B:** Peace Corps will evaluate improvements in training through ratings provided in the annual Training Status and language competency reports. Peace Corps will disseminate best practices in training strategies and will institutionalize successful training models throughout the agency.

**Resources Needed:** Resources to accomplish the performance goal above are included

in the Center for Field Assistance and Applied Research budget of \$4,349 thousand, pre-service training budgets of \$19,379 thousand and in-service training budget of \$3,364 thousand in FY 1999. In FY 2000, the budget for the Center is \$4,710 thousand, the pre-service training budgets total \$20,776 thousand, and the in-service training budget is \$3,602 thousand.

**Verification/Validation:** The quality of Peace Corps training will be measured by the Annual Training Status Report. Volunteer satisfaction with training improves as measured by the annual Volunteer Survey compared with FY 1997 levels.

**General Goal 6: The Peace Corps will continue to fulfill its mandate to increase understanding of other peoples on the part of the American people.**

The Americans who first and most directly gain a better understanding of other peoples through the Peace Corps are the Volunteers themselves. In addition to the Volunteers' direct experience, other Americans are able to gain an understanding of other countries and peoples through contact with returned Volunteers. The Peace Corps helps to share the Volunteer experience with all Americans through its domestic programs, especially World Wise Schools and the Peace Corps Fellows program. World Wise Schools is the Peace Corps' ongoing global education program, which broadens the geographic and cultural horizons of U.S. students through the overseas experience of currently-serving and returned Peace Corps Volunteers. More than 4,000 teachers in the United States participate in the program which has reached more than 300,000 United States students. In FY 1999 and FY 2000, the Peace Corps plans to continue to increase the size of this program.

Similarly, the Peace Corps Fellows program is a public-private partnership that brings together returned Peace Corps Volunteers, institutions of higher education, community organizations, foundations, and corporate sponsors in support of a common purpose: to use the experience and skills of returned Volunteers to help address some of the most pressing problems in communities across America while at the same time providing opportunities for Fellows participants to earn advanced degrees.

**Outcome Measures for General Goal 6:**

- The Peace Corps will increase Americans' understanding of other peoples by increasing, from FY 1997 levels, the number of classrooms participating in the World Wise Schools partnership with the Peace Corps (bringing the total number of classrooms to 5,000 by FY 2000).
- The Peace Corps will administer a survey of World Wise Schools teachers to determine the effectiveness of the program in educating children about the world.

**Performance Goal 6A.** The Peace Corps will increase its World Wise School program to 5,000 classrooms by FY 2000.

**Performance Indicators for Performance Goal 6A:** The number of World Wise Schools classrooms will grow to 5,000 by FY 2000.

**Resources Needed:** Resources to accomplish performance goal 6A are included in the World Wise Schools budget of \$703 thousand and 7 FTE in FY 1999 and \$721 thousand and 7 FTE in FY 2000.

**Verification/Validation:** The Office of Domestic Programs will monitor and track the number of participating schools and classrooms and will report this information annually through the Integrated Planning and Budget System reviews.

**Performance Goal 6B.** The Peace Corps will continue its efforts at public-private collaboration and outreach to colleges and universities that are potential participants in the Peace Corps Fellows program. The Peace Corps will assess ways to keep track of future career choices of Fellows participants to determine whether or not they continue to work in community service related areas.

**Performance Indicator for Performance Goal 6B:** The number of public-private partnerships in place will be sufficient to support Fellows programs at or above the FY 1997 level.

**Resources Needed:** Resources to accomplish performance goal 6B are included in the Fellows/USA budget of \$157 thousand and 5 FTE in FY 1999 and \$161 thousand and 5 FTE in FY 2000. Resources are also included in the Office of Private Sector Cooperation and International Volunteerism budget of \$756 thousand and 9 FTE in FY 1999 and \$774 thousand and 9 FTE in FY 2000.

**Verification/Validation:** The Office of Domestic Programs will monitor the number of Peace Corps Fellows programs and will report this information through the annual Integrated Planning and Budget System.

**Performance Goal 6C.** The Peace Corps will continue to encourage the Returned Volunteer community to share their experiences with all Americans, by providing a variety of special events that assist with public awareness of the Peace Corps and recruiting efforts.

**Performance Indicators for Performance Goal 6C:** The Peace Corps will continue to provide an annual Peace Corps Volunteer Day; produce books about the personal experiences of former Volunteers such as the "Bringing the World Back Home" series; and sponsor other events and forums that tell the Volunteer story.

**Resources Needed:** Resources needed to accomplish performance goal 6C are included as part of the overall Office of Communication's budget of \$2,051 thousand and 15 FTE in FY 1999 and \$2,155 thousand and 16 FTE in FY 2000. Resources are also included in the Office of Returned Volunteer Services budget of \$536 thousand and 8 FTE in FY 1999 and \$550 thousand and 8 FTE in FY 2000.

**Verification/Validation:** Events are implemented as planned in FY 1999 and FY 2000.

**General Goal 7: The Peace Corps will pursue efforts to cut costs and improve agency productivity, and ensure that agency systems are Y2K compliant.**

The Peace Corps is committed to maintaining a sound and efficient business operation in order to maximize the resources available for the direct support of Volunteers. Consistent with this goal, the Peace Corps is making significant progress in improving and simplifying its administrative functions, and is taking on a series of long-range projects designed to improve the agency's overall financial management. In addition, the Peace Corps is working to ensure the best use of available technology in domestic offices and overseas posts by supporting an effective Information Resources Management initiative. This initiative includes Internet connectivity between all Peace Corps posts and headquarters offices. Peace Corps offices work closely with the Office of the Inspector General to identify areas of needed improvement and to ensure that the prevention of future problems is a priority.

In FY 1997, the agency began a pilot project to provide direct administrative support services to all posts in the Inter-America Region, Russia and Micronesia. The agency is standardizing procedures at each post, and eliminating or consolidating payment processes at posts. During FY 1998, the Peace Corps expanded this service worldwide and as of the beginning of FY 1999 all Peace Corps posts are being serviced in this manner.

The Peace Corps is also on the path to ensuring that all its mission critical and non critical systems are Y2K compliant. The agency is also developing a contingency plan to ensure the safety and security of our Volunteers and staff overseas in the event of Y2K-related disruptions overseas.

In FY 1999 the agency is embarking on a project to convert from Macintosh computers to IBM compatible technology. The process of conversion will begin at headquarters and regional offices and continue with the overseas field in FY 2000 and in the future.

**Outcome Measure for General Goal 7:**

- Administrative savings will be identified and re-directed to other programs within Peace Corps.
- All but two agency systems will be Y2K compliant by March 31, 1999. Payroll and the financial management system will be compliant by June 30, 1999.
- All Peace Corps offices in the U.S. and overseas will be operating with IBM compatible equipment early in the new century.

**Performance Goal 7A.** During FY 1999, the Peace Corps will continue to improve its internal controls and contain costs related to financial management services through the completion of a Financial Management Improvement Plan.

**Performance Indicators for Performance Goal 7A:** Costs related to overseas financial management processing services are reduced below FY 1997 levels, for the same services, by the end of FY 1999.

**Resources Needed:** Resources to accomplish performance goal 7A are included in the International Financial Operations budget of \$1,900 thousand and 15 FTE in FY 1999 and \$1,949 thousand and 15 FTE in FY 2000.

**Verification/Validation:** Implementation of the financial management improvement plan is completed.

**Performance Goal 7B.** The Peace Corps will continue current plans for the acquisition and installation of a new financial management system that will serve the Agency's need for modern, efficient technology throughout Peace Corps' operations, both domestic and overseas.

**Performance Indicator for Performance Goal 7B:** The Peace Corps' implementation schedule stays on track to allow for system acquisition during FY 1999.

**Resources Needed:** Resources to accomplish performance goal 7B are included in the Office of Planning, Budget, and Finance's budget for FY 1999 of \$7,766 thousand and 90 FTE and \$9,247 thousand and 94 FTE in FY 2000. Resources are also included in Information Resource Management's FY 1999 budget of \$2,626 thousand and 35 FTE and \$3,094 thousand and 37 FTE in FY 2000.

**Verification/Validation:** The progress of the new system's acquisition and implementation will be reported by the Office of the Chief Financial Officer in collaboration with the Chief Information Officer through the annual Integrated Planning and Budget System periodic review process.

**Performance Goal 7C.** Systematic improvements in Peace Corps' Information Resources Management efforts will continue, including plans to upgrade electronic mail capabilities, expand use and support of Internet for communication especially with potential applicants, improve electronic connections with posts, and upgrade the agency's legacy systems.

**Performance Indicator for Performance Goal 7C:** Progress toward the successful implementation of the FY 1996 Information Resource Management Five-year Plan is on track and appropriate, with any required adjustments for Y2K issues. All posts are connected to headquarters via the Internet by March 31, 1999.

**Resources Needed:** Resources to accomplish performance goal 7C are included in the Information Resources Management Budget of \$2,626 thousand and 35 FTE in FY 1999 and \$3,094 thousand and 37 FTE in FY 2000.

**Verification/Validation:** The Chief Information Officer will report on the progress of IRM initiatives through the annual Integrated Planning and Budget System periodic reviews.

**Performance Goal 7D** All agency systems, with two exceptions, will be fully Y2K compliant by March 31, 1999. This includes both mission critical and non critical systems. The payroll system and the current financial management system will be compliant on June 30, 1999.

**Performance Indicator for Performance Goal 7D:** Progress toward the successful implementation of the FY 1996 Information Resource Management Five-year Plan is on track and appropriate, with any required adjustments for Y2K issues.

**Resources Needed:** Resources to accomplish performance goal 7D are included in the Information Resources Management Budget of \$2,626 thousand and 35 FTE in FY 1999 and \$3,094 thousand and 37 FTE in FY 2000. Resources are also included in the Office of Planning, Budget, and Finance's budget for FY 1999 of \$7,766 thousand and 90 FTE and \$9,247 thousand and 94 FTE in FY 2000.

**Verification/Validation:** The Chief Information Officer and the Chief Financial Officer will report on the progress of Y2K through the annual Integrated Planning and Budget System periodic reviews and through the series of quarterly Y2K reports required by the Office of Management and Budget.

**Performance Goal 7E** The Peace Corps will put contingency plans in place to ensure the safety and security of Volunteers and staff overseas in the event of disruptions at any or all posts related to the Year 2000.

**Performance Indicator for Performance Goal 7E:** Contingency plans will be in place for all posts and the agency as a whole by March 31, 1999.

**Resources Needed:** Resources to accomplish performance goal 7D are included in the Information Resources Management Budget of \$2,626 thousand and 35 FTE in FY 1999 and \$3,094 thousand and 37 FTE in FY 2000. Resources of \$4,546 thousand have been requested of OMB in FY 1999 for Business Continuity and Contingency Planning related to Y2K.

**Verification/Validation:** The Chief Information Officer will report on the progress of contingency planning through the annual Integrated Planning and Budget System periodic reviews and through the series of quarterly Y2K reports required by the Office of Management and Budget.

**Performance Goal 7F** The Peace Corps will begin to implement a conversion of all computers in headquarters and U.S. regional offices to IBM-compatibles through a leasing mechanism during FY 1999. IRM will be responsible for ensuring the training of all staff in use of the new hardware and software. IRM will ensure the conversion of overseas posts to IBM-compatibles as well.

**Performance Indicator for Performance Goal 7F** By the end of FY 1999, the Agency will have entered in to a leasing arrangement of IBM-compatible equipment for U.S. staff. By the end of FY 2000, it will have done so for overseas staff as well.

**Resources Needed:** Resources to accomplish performance goal 7D are included in the Information Resources Management Budget of \$2,626 thousand and 35 FTE in FY 1999

and \$3,094 thousand and 37 FTE in FY 2000. Resources are also included in the Office of Management's Centrally Managed Resources of \$13,666 thousand in FY 1999 and \$15,650 thousand in FY 2000.

**Verification/Validation:** The Chief Information Officer will report on the progress of conversion through the annual Integrated Planning and Budget System periodic reviews.



## **EXTERNAL FACTORS AFFECTING THE PEACE CORPS' PROGRESS IN IMPLEMENTING PERFORMANCE GOALS**

The Peace Corps operates throughout the world in countries where the economic, political, and social environment can be unstable. These factors may cause periodic disruption or create new opportunities in Peace Corps' programming. In recent years, Peace Corps has had to suspend or terminate its programs in several countries due to political instability, social unrest, and situations where the safety and security of Volunteers were potentially at risk. Examples in FY 1998 include Chad, Guinea Bissau, Eritrea, and Sri Lanka. Natural disasters, infectious disease outbreaks, and other changes in host countries can also effect Peace Corps' ability to operate its programs as planned. Similarly, the change in internal political situations such as occurred with the countries of the former Soviet Union can often provide new opportunities for Peace Corps programs which were not previously possible.

Further, the work of the Peace Corps is characterized by collaborations with host countries, governmental and non-governmental organizations, colleges and universities and other groups that may take actions which fall outside the Peace Corps' control, but affect the agency's programs.

## RESOURCES REQUIRED TO SUPPORT THE GPRA PERFORMANCE PLAN

**Budget and Human resources:** To meet the goals outlined above, the Peace Corps will require budget resources in the following amounts:

FY 1999	\$241.3 million	1,165 FTE
FY 2000	\$270.0 million	1,197 FTE
FY 2001	\$298.0 million	1,238 FTE

**Operational Processes:** The Peace Corps will rely on its four main internal systems — PATS (the Program and Training System); IPBS (the Integrated Planning and Budget System); VDS (the Volunteer Delivery System) and the VHS (Volunteer Health System) to carry out this plan.

**Information and Technology:** To support the operational processes listed above the agency will use its two major database information systems, the Peace Corps Volunteer Database Management Systems and the Peace Corps Financial Management System. Further, as noted in the Performance Goals, the Peace Corps will continue work on its IRM Five-Year Strategic Plan. In addition, the agency plans to work on a new Health Information System and will continue to pursue innovative uses of technology, especially in electronic communications with overseas posts and in Volunteer recruitment and selection. (More information on Peace Corps' use of technology is contained in Goal 7.)

## MEANS TO BE USED TO VERIFY AND VALIDATE MEASURED VALUES

Data will be drawn from the Agency's management information systems, reports from the Integrated Planning and Budget system, Project Status reviews, Volunteer surveys, and from other internal and external evaluation reports.