



CONGRESSIONAL
BUDGET
PRESENTATION

FISCAL
YEAR
2001





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YEAR
2001



Peace
Corps

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PEACE CORPS APPROPRIATIONS LANGUAGE

For expenses necessary to carry out the provisions of the Peace Corps Act (75 Stat. 612), \$275,000,000, 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, 2002.

THE DIRECTOR OF THE PEACE CORPS
WASHINGTON, D.C.

February 7, 2000

Dear Member of Congress:

On behalf of the 7,000 Americans serving as Peace Corps Volunteers, I am honored to submit the Peace Corps' FY 2001 budget request of \$275 million. These funds will be used to recruit, train, and support Volunteers who are promoting development at the grass-roots level in 77 countries around the world.

Last year, Congress enacted, with bipartisan support, a historic four-year authorization bill that calls for a responsible expansion of the Peace Corps to 10,000 Volunteers. The Peace Corps is committed to achieving this goal. Our Volunteers work in some of the world's most remote villages, helping people in poor communities improve living conditions and meet their basic needs. Volunteers live and teach in urban communities that are demanding access to more services, jobs, and education. Still others are at work in nations that are making fundamental transitions to open economies and open political systems. Because of the important contributions our Volunteers make, we receive requests from developing countries for more Volunteers than our budget permits. Moreover, each year more Americans apply for Peace Corps service than we can accept. With full funding of the Administration's budget request, the Peace Corps can provide more Volunteers who can help address many of the pressing challenges and unmet needs that people face in the developing world.

Peace Corps Volunteers embody many of our country's finest traditions: service, altruism, and a dedication to the cause of peace and development. They promote these traditions through their work in education, the environment, technology, health, economic development, and agriculture. In the process, our Volunteers help people in developing countries take more control over their own development. At the same time, Volunteers also advance our own country's interests by strengthening the ties of friendship and cross-cultural understanding. Given America's leadership position in the global economy, this "domestic dividend" has never been more important.

In recent years, the Peace Corps has implemented a series of management reforms that have reduced the average cost per Volunteer and permit us to direct more resources to our overseas programs. With this record and support from you and other friends of the Peace Corps in Congress, we can provide a new generation of Americans with the opportunity to serve as Peace Corps Volunteers in the new century.

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

Sincerely,



Mark L. Schneider
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, grassroots 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 39 years and in 134 countries, more than 155,000 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 in ways that help reduce poverty and improve living conditions. 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. The vast growth in technology has facilitated greater information exchange between peoples and countries, yet the on-the-ground, people-to-people relationships Peace Corps Volunteers forge with their host country counterparts and communities 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 to acquire a basic education and farmers to practice better agricultural techniques. They work with community groups, municipal governments, 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 short-term disaster relief and humanitarian efforts. Volunteers empower people in developing countries with the skills to create new opportunities for progress and to take charge of their own futures. In all these activities, Volunteers convey a sense of optimism to those around them that what is attempted can be achieved.

FY 2001 Budget Request—Today, more than 7,000 Peace Corps Volunteers are living and working alongside local people in 77 countries in Africa, Latin America, Asia, the Middle East, Eastern Europe, and the Pacific. The Peace Corps' FY 2001 budget request represents the third year of a multi-year plan to reach 10,000 Volunteers—a goal enacted into law in 1985 “as the policy of the United States and a purpose of the Peace Corps”—and affirmed by President Clinton and the Congress with a historic four-year funding authorization bill signed into law in May 1999. 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; expand initiatives in information technology and municipal management; 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 continue to increase. 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 is proceeding with its efforts to grow the number of Peace Corps Volunteers to 10,000 by 2004, with plans for a modest increase in placements of Volunteers in FY 2001. The agency continues to monitor safety and security issues to determine additional steps necessary to protect our Volunteers and staff overseas.

The following areas are priorities for FY 2001:

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 in FY 1999. 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, Slovak Republic, and the Baltic States, where Volunteers will leave a strong legacy of service, community development, and cross-cultural exchange. The Peace Corps was able to re-establish its program in the Former Yugoslav Republic of Macedonia after a temporary suspension during the bombing in Kosovo. The agency hopes to return to countries such as Uganda, Eritrea, and Ethiopia, where safety and security concerns required the evacuation of Volunteers, and is prepared to respond to requests for Volunteers from new countries if conditions permit.

Program Initiatives — The Peace Corps continues to explore innovative approaches to involve Volunteers and their communities in grass-roots development. The agency will expand its efforts to promote the use of information technology as a means of building the capacity of local people and institutions. By providing support and training in information technology, Volunteers can help link entrepreneurs to new business opportunities, bring the Internet into the classroom, track immunization coverage, and provide a forum for communities to share ideas about development activities. In addition, Volunteers will continue to facilitate partnerships between local community groups, the private sector, and non-governmental and governmental organizations to address community needs and strengthen local institutions. A growing number of Volunteers will serve as teaching resources for community-based disaster prevention and response.

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, by the end of FY 2000, safety and security training for each Peace Corps sub-region will be completed. A new Coordinator for Volunteer Safety and Overseas Security has strengthened monitoring and evaluation of security trends, developed policy recommendations, and serves as the agency's liaison to other agencies with respect to safety and security.

Supplemental funding in the amount of \$8.3 million for security-related expenditures has allowed the agency to provide: additional guard protection and physical security enhancements at Peace Corps overseas posts; improved communications capabilities, such as satellite phones; and enhanced training on security issues for staff and Volunteers. 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.

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 Peace Corps has also taken steps to modernize the agency's information systems and infrastructure, including the procurement of a new financial management system and the migration to a Windows-based computer platform. With comprehensive contingency plans and the renovation of all computer systems to be Y2K compliant, the agency experienced no disruptions at headquarters or to its 78 overseas posts during the transition to the Year 2000.

Streamlined Recruitment — The Peace Corps is prepared to respond to the increased requests for Volunteers with a strategic recruitment plan that includes an innovative marketing and communications campaign. With an expanded Web site that has become the "front door" to thousands of people, the Peace Corps is recruiting Americans from every background to serve as Volunteers. During FY 1999, the agency began a comprehensive review of the recruitment and selection process for prospective Volunteers and expects to implement improvements by the end of FY 2000, including modified screening and assessment tools, an on-line application, and expanded program information to applicants.

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 with people at the grass-roots level in a broad spectrum of activities within the general areas of education, business, environment, health, and agriculture. Through

the Crisis Corps, a growing number of Volunteers also participate in disaster relief and humanitarian efforts. The focus of Volunteers' efforts is to help people develop the on-going capacity to improve their lives. This capacity-building approach focuses on people, not things. 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.

Volunteers typically must adapt their activities and approaches to their assignments in response to the specific circumstances and needs of the community. Volunteers serving as teachers, for example, often incorporate health, business, or environmental education messages in their lessons, and many Volunteers have assisted in curriculum revisions to institutionalize such practices.

Despite the differences in their work assignments, all Volunteers serve a similar role in contributing to their host communities' understanding of the American people. They frequently provide direct opportunities for their communities to learn about the United States by facilitating cross-cultural links through the World Wise Schools program or other partnership programs, increasingly using information technology. The benefits from these activities are proving as valuable and lasting as the technical skills that Volunteers share.

Information Technology — New technologies are penetrating the most remote communities, providing new tools for development. The unique role of Peace Corps Volunteers places them at the vanguard in the advancement of American technological innovation in these communities. Schools with access to the Internet, clinics with access to on-line medical information, and community information centers that function like public libraries are all examples of development that were unimaginable just a few years ago. Even where basic human needs are evident, governments are requesting assistance in building technological skills, particularly to prepare youth for the information age. Recognizing the important role of technology in the education and capacity-building of local people, and the unique contribution Volunteers are making in this area, the Peace Corps has identified the integration of technology as a priority focus for the future.

Volunteers in all program areas assist in building local capacity to effectively utilize new technologies as they become available and to integrate them as tools for development. They establish school computer labs, help integrate information technology into university curricula, create databases for farmers' cooperatives to track market trends, help communities set up "tele-centers," offer micro-entrepreneurs computer access to new markets, and help train youth for future employment in computer maintenance. By working with schools, NGOs, and community-based organizations, Volunteers ensure that technological skills will be sustainably grounded in local organizations.

Environment — Depletion of forests, threats to fragile bio-diversity, pressures on national parks and public lands, and exhaustion of natural resources are problems that affect communities worldwide. In many developing countries, people often are directly dependent on their local environment, and its degradation can have enormous and unintended consequences for their livelihoods.

Peace Corps Volunteers are approaching questions of natural resource management, agro-forestry, and national park development from a variety of directions. Volunteers work with communities, local and international NGOs (non-government organizations), and local governments to identify, increase, and protect resources such as trees, fauna, and water. The work of Volunteers is rooted in the direct involvement of people in the local community, a focus on human needs, sustainable alternatives, change through education, and the involvement of the entire community, including women, in decision-making. The work of Volunteers reflects the growing consensus that environmental protection is vital in sustaining economic development.

To help prevent deforestation, for example, Volunteers help establish forest conservation plans, lead tree-planting projects, and develop alternatives to wood as a source of fuel and energy. They collaborate with schools, youth groups, and non-governmental organizations to promote environmental education. Through youth environment camps, Volunteers train young people in preservation and parks development and assist them in developing skills for future jobs. They work to involve more people in the creation of park management plans, protection of endangered wildlife species, and promotion of recycling projects and local clean-up initiatives. By assisting in strengthening understanding about the environment, Peace Corps Volunteers are helping people make informed choices about how to protect and preserve their local areas.

Education and Teacher Training — Education is fundamental to human progress. Through both formal and non-formal education, people and communities acquire understanding, learn new skills, and are more able to improve their lives. Yet in much of the developing world, access to basic education is limited. Education systems suffer from a lack of resources, both human and financial, and many students, particularly girls, are unable to attend school beyond the elementary level. Only a few students reach high school, and even fewer attend college.

Education remains the Peace Corps' largest field of activity, with Volunteers serving as teachers of English, math, science, and business. They also provide vocational training and develop non-formal education activities for adults and youth. With most Volunteers working in rural schools, sustainable development is promoted through capacity-building activities designed to improve practical knowledge, skills, and resources of local teachers and communities. Through integration of topics such as environmental protection and health, and movement of classroom activities into the community, education becomes education for development. Volunteers help build libraries, promote adult literacy, and encourage parents to become more involved in the education of their children. By encouraging the concepts of individual achievement, civic responsibility, and problem solving, Volunteers help more people expand their horizons, lead fuller lives, and participate actively in the development of their communities.

Girls' Education — Studies indicate that the education of girls is the most influential contribution that can be made in development. This is an area where Volunteers have been making significant contributions. While gender gaps have narrowed over the past few years, women and girls continue to have far lower school enrollment and literacy rates than their male counterparts. Despite progress in economic development, economic opportunities for women continue to lag well behind those of men, leaving women disproportionately represented among the poorest of the poor.

The Peace Corps recognized the unique ability of Volunteers to address these needs and has identified girls' education as a priority for the agency. Sixty percent of Peace Corps Volunteers are women, all working at the grass-roots level. Volunteers, both women and men, are in a unique position to serve as role models of attitudes and possibilities. They encourage girls in the classroom, model gender equity for both boys and girls, work to retain girls in school, and promote community awareness of girls' achievements and potential. They conduct summer camps for girls' leadership, organize career fairs, establish safe after-school study environments, and provide literacy training for mothers. In all program areas, Volunteers encourage access to training opportunities and participation in decision-making for women and girls.

Business Development — Peace Corps Volunteers have a long history of working with people and communities to promote economic opportunities at the grass-roots level and to improve the quality of life for the people they serve. Volunteer activities focus on four major areas: 1) increasing family income; 2) improving the environment for businesses; 3) educating young people to enter the work place, and 4) assisting businesses to find markets for traditional and value-added products. Volunteers support micro-enterprise development by training entrepreneurs in the basic skills of small business development, such as marketing, business planning, and bookkeeping. They help women gain access to credit, find new markets for the products they create, and increase their incomes.

Business education has become a growing focus for Volunteers. They teach marketing and management skills at secondary schools and universities and train out-of-school youth for job opportunities. Volunteers also work with people in non-governmental organizations to share skills in organizational development and to strengthen the groups' sustainability.

Health — Resources for basic health care are often severely limited in many developing countries. In some communities, the lack of clean water and inadequate sanitation expose children to life-threatening, but preventable, illnesses. Many pregnant women do not have access to pre-natal and post-natal care. The rapid spread of HIV/AIDS and other communicable diseases poses a growing threat to the health, safety, and prosperity of people throughout the world, particularly in developing countries. By focusing on human capacity-building, Peace Corps Volunteers make important contributions to improving basic health care for people and communities at the grass-roots level where their impact can be the most significant and where health needs are most pressing.

Volunteers focus on preventing health problems, and through education, they promote healthy behavior. Historically, they have played a leading role in smallpox eradication campaigns and more recently, in international efforts to eradicate Guinea worm, a severely debilitating disease in many African communities. New efforts will be explored to increase Volunteers' participation in HIV/AIDS prevention and polio eradication programs. Volunteers will continue to work to improve nutrition, especially among women and children. They help communities expand their supplies of clean water and manage their sanitation needs by digging new water wells, building latrines, and teaching people how to maintain them. In addition, Volunteers conduct education programs about the importance of proper immunization, control of parasitic diseases, and prevention of the spread of HIV/AIDS. Most importantly, Volunteers work with people and communities to help them assume more responsibility for 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 food often contributes to poor nutrition, particularly among children. Moreover, many communities employ farming practices that contribute to soil erosion and deforestation. Peace Corps Volunteers seek to improve agricultural production in developing countries by working directly with farmers and their families. They teach men and women how to diversify their crops, prevent soil erosion, and reduce the use of harmful pesticides. Volunteers work with farmers on small animal husbandry projects and fisheries to increase animal protein consumption in the local community. They collaborate with farmers to grow gardens with fruits and vegetables that are high in micro-nutrients to help alleviate iron, iodine, and Vitamin A deficiencies among children. They work with schools to produce healthy food to feed their own students. Volunteers introduce crops that help improve soil conditions in land that has suffered from "slash and burn" agriculture.

As communities adopt more sustainable and productive agricultural practices, Volunteers work with farmers on agro-business projects to find new markets for their products and expand their incomes. Household food security is being strengthened by Volunteers through the integration of activities in health, agriculture, and business. By supporting community efforts to grow more and healthier food in environmentally-sound ways, Volunteers help people to meet one of their most basic needs and promote self-sufficiency.

Crisis Corps — The Crisis Corps is an innovative Peace Corps program that mobilizes returned Volunteers to help communities recover from natural disasters and humanitarian crises. Crisis Corps Volunteers typically serve from three to six months. By virtue of their prior Peace Corps service, Crisis Corps Volunteers bring to their assignments the language, technical, and cross-cultural skills necessary to provide immediate assistance in critical times.

The program was formally announced by President Clinton in June 1996. To date, more than 230 Crisis Corps Volunteers have served in 20 countries. In FY 1999, Crisis Corps' resources were primarily devoted to communities devastated by Hurricanes Georges and Mitch. In Antigua, Volunteers assigned to the island's National Office of Disaster Services helped rebuild homes and train local workers in hurricane-resistant construction techniques. Crisis Corps Volunteers in the Dominican Republic worked with Habitat for Humanity to reconstruct homes, with Dominican NGOs to improve water sanitation and rehabilitate agriculture, and with the United Nations' World Food Program to monitor and evaluate food distribution activities.

In the Central American countries hit hard by Hurricane Mitch, Crisis Corps Volunteers have been working to restore damaged water systems, construct replacement housing, assist farmers with rehabilitation and mitigation techniques, and provide health services and counseling to hurricane victims. Volunteers have worked in partnership with local government ministries and local non-governmental organizations, as well as with American organizations such as CARE, Save the Children, Catholic Relief Services, and the Salvation Army.

In addition to responding to disasters in the Americas during FY 1999, Crisis Corps Volunteers continued to work in Guinea with refugees from the conflicts in Liberia and Sierra Leone. Volunteers

also were on the ground in Zambia to assist refugees fleeing the Democratic Republic of Congo. During FY 2000, the Crisis Corps will continue to support reconstruction activities in Central America and the Caribbean. Hurricanes Georges and Mitch also have provided stark reminders of the importance of disaster-preparedness planning, especially at the community level. In a pilot initiative recently undertaken in Haiti, a Crisis Corps Volunteer developed and implemented a training module on community-based disaster preparedness for Peace Corps Volunteers and their counterparts. Similar initiatives are planned for the Dominican Republic and the Central American countries in the coming months. Crisis Corps Volunteers may also be placed directly with national disaster response agencies to help them strengthen their community preparedness programs.

The Crisis Corps continues to explore opportunities to provide humanitarian assistance to refugees, displaced peoples, and to countries emerging from conflict. There is likely to be an ongoing need for Crisis Corps Volunteers to assist West African refugees and refugees who have fled the fighting in the Democratic Republic of Congo. In countries emerging from conflict, and where the security situation has stabilized, there are a variety of ways that Volunteers can help people move forward to rebuild their lives and their communities. The Peace Corps' experience in Central America provides a case in point. In some countries, it may be most appropriate for the Peace Corps to initiate or resume operations with experienced Crisis Corps Volunteers, followed at a later point with placement of traditional Volunteers. The Crisis Corps will lead an agency review of programmatic considerations for Volunteers working in post-conflict countries, so that it will be in a position to respond should opportunities arise in Africa and elsewhere.

Since its inception, Crisis Corps' experienced Volunteers have proven to be a most valuable resource to communities and organizations that are stretched to the limit to provide assistance to people in very difficult circumstances. Through the Crisis Corps, the Peace Corps is able to broaden and deepen its contribution to relief and recovery efforts when its host country partners need that help the most.

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. In FY 1999, several Peace Corps staff members traveled to the Federation of Bosnia and Herzegovina to offer technical assistance regarding the formation of a "Bosnian Peace Corps." These collective efforts will serve as a profound contribution to the Peace Corps' legacy of service around the world.

In FY 1996, the Peace Corps planned and hosted the first annual International Volunteerism Conference, which brought together leaders from thirty-six international volunteer-sending organizations to expand partnership opportunities and discuss issues of common concern to volunteer organizations engaged in grass-roots development. The Peace Corps played a lead role in organizing successive conferences, and continues to promote an international dialogue on volunteerism.

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, the high plateau of Bolivia, 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 155,000 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, Honduras, Kenya, Malawi, Nigeria, Paraguay, and Togo. 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-and learn from—the world's diverse peoples, cultures and geography from current and former Peace Corps Volunteers. Volunteers' experiences are shared with schools through the Internet, video conferences, on-line teacher guides, classroom speakers, and educational broadcasting. Since its inception, the World Wise Schools Program has helped more than one million U.S. students communicate directly with Peace Corps Volunteers all over the world. Approximately 5,000 current Peace Corps Volunteers are sharing their experiences through correspondence exchanges, and more than 400,000 students in all 50 states are benefiting from some aspect of the program. For FY 2001, the Peace Corps has established a goal to expand the number of classrooms involved in the program. In addition, the agency continues to produce and update its award-winning "Destination" videos and teacher guides, which provide information about everyday life in countries in which Peace Corps serves and are distributed to World Wise Schools classrooms and other interested groups. The benefits from these collective activities, especially to students who have not had the opportunity to travel or to experience another culture, are proving as valuable and lasting as the technical skills that Volunteers share overseas.

On March 2, 1999—commemorating the 38th Anniversary of President Kennedy's signing of the Peace Corps Executive Order—the Peace Corps celebrated "Peace Corps Day" in America's schools. Several thousand returned Peace Corps Volunteers shared their overseas experiences with nearly 500,000 students across the country. This year, the agency will sponsor this national event on March 7, 2000. Current plans call for 10,000 returned Volunteers to lead classroom presentations, and organize informational activities in their communities. In addition they will participate in 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/USA 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. Twenty-nine colleges and universities across the United States offer scholarships or reduced tuition, financed by the private sector, to more than 300 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, under-served community in areas such as education, public health, social work, and business. More than 1,500 returned Volunteers have participated in the Fellows program since it was established, and more than 75,000 people have benefited from the important work the Fellows have performed.

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, friendship, and grass-roots development. 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 new 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. Beginning in FY 1999, the creation of the International Financial Operations office has reaped savings of \$1 million annually. Moreover, certain medical costs have been reduced. The sum of all of these financial savings has contributed to a reduction in the average cost per Volunteer (in constant dollars) between FY 1993 and FY 1999.

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 six out of the last seven 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 the past several years, the Peace Corps has undertaken a number of efforts to reduce and streamline its headquarters operations and to provide better support to overseas posts and potential Volunteers here at home. In 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 into a central office of the program and training functions, and
- modifications in budget and financial management functions to streamline further the Agency's overall support and business functions and take advantage of new technology.

During the same time period, the Peace Corps absorbed and centralized the overseas financial

management processing functions previously carried out for its posts by the Department of State. The Peace Corps' International Financial Operations Division (IFO) now services all posts worldwide, at considerable savings compared to the previous shared administrative support arrangement.

In FY 1999, the Peace Corps' payroll function moved from the Department of State to the Department of Agriculture's National Finance Center, to ensure Y2K compliance and provide better management information capability.

The same commitment to operational efficiency and customer service continues for FY 2000 and future years, with long-term plans underway to: improve the processes the Peace Corps uses to recruit, select, and place its Volunteers (the Volunteer Delivery System); convert the Peace Corps computing platform and implement an overall systems architecture; and procure and install a new financial management system. These projects are described in more detail below, along with a summary of the Peace Corps' efforts with regard to Y2K.

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 between October 1996 and 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 has resulted in net savings to the agency of more than \$1 million. These annual savings are being redirected to support Volunteer programs.

VOLUNTEER RECRUITMENT, SELECTION, AND PLACEMENT (THE VOLUNTEER DELIVERY SYSTEM)

The challenge for Peace Corps is to find ways to attract and process a higher volume of individuals interested in Volunteer service more efficiently and with better results. Further growth is proposed, and there is a Peace Corps imperative to increase the diversity of its Volunteers. To meet these challenges, the Peace Corps is focusing its attention in these areas:

- Expanded communications efforts, including updated recruitment films, brochures, and features on the Peace Corps Web site;
- Improved, automated screening and assessment tools;
- Increased use of technology, including an on-line application, new inquiry databases, and electronic communications among recruiting offices, headquarters, and overseas posts; and

- Changes to the Volunteer Delivery System to reduce steps and improve efficiency in moving qualified, interested individuals from applicant to trainee status.

In each of these activities, the Peace Corps' goal is to recruit, identify, and retain talented candidates more quickly and in greater numbers than ever before, and move them through the system as efficiently as possible.

AGENCY COMPUTING PLATFORM AND SYSTEMS ARCHITECTURE

The fulfillment of the Peace Corps mission on an operational level has become highly dependent on information technologies. All data related to budgeting, finance, personnel, and the processing of Volunteer information are transmitted and maintained on the Agency's information system framework. In addition, capital expenditures on hardware and software and related activities represent a major annual expense. To ensure that the Peace Corps uses technology that best serves the agency's needs in light of current and anticipated circumstances, significant reviews of technology options occurred during FY 1998 and FY 1999. As a result of these reviews, some with the assistance of outside experts, the Peace Corps is concentrating on three major activities over the next several years:

- Migration from a Macintosh to a Windows platform, to ensure a smooth interface with other agencies for essential government-wide functions and position the agency to make maximum use of commercial off-the-shelf software;
- An ongoing agency planning and review process, to ensure that information technology investments are aligned with agency goals and that standards are applied in evaluating and acquiring new information technology systems. This process will help ensure that resources are properly directed to core business processes, such as the new financial management system and improvements to the volunteer delivery system.
- Implementation and documentation of an agency-wide information systems architecture (hardware, software, and data systems) to enhance internal communication and ensure that employees operate with compatible systems.

PROCUREMENT OF A NEW FINANCIAL MANAGEMENT SYSTEM

The current Peace Corps Financial Management System is outdated, based on antiquated technology, and in need of replacement. The Peace Corps has contracted with the Department of the Treasury's Financial Management Service to assist with the review and evaluation of Peace Corps' business needs, provide advice as to the most efficient and effective way to meet those needs, and assess available financial system options. The agency is proceeding with a procurement process to acquire a new system, with the anticipation that, after award, new system implementation will begin in FY 2000 and continue through FY 2002. Upon completion, the Peace Corps will have an up-to-date, broad-based financial management system that will integrate budget formulation and budget execution and will provide automated reporting capabilities.

SUCCESSFUL PREPARATION FOR THE YEAR 2000

Like other Federal agencies, the Peace Corps diligently worked to prevent difficulties related to Year 2000 computer issues. The Peace Corps ensured that its own internal computers and computer systems would work in FY 2000. All mission-critical systems were tested as Y2K compliant and have performed successfully during the initial weeks of the new year. To mitigate potential risks to the operations of Peace Corps programs overseas and threats to the safety of Volunteers, the Peace Corps conducted extensive assessments overseas in each of our posts to determine the extent of potential problems and developed plans for appropriate responses.

Due to these efforts and ongoing planning with other government partners, the Peace Corps reported no disruptions to its domestic operations or to the support of Volunteers and staff in 77 countries worldwide. The agency will continue to monitor potential vulnerabilities into the new millennium and make adjustments as necessary.

ATTACHMENTS

MAP OF COUNTRIES WHERE VOLUNTEERS SERVE

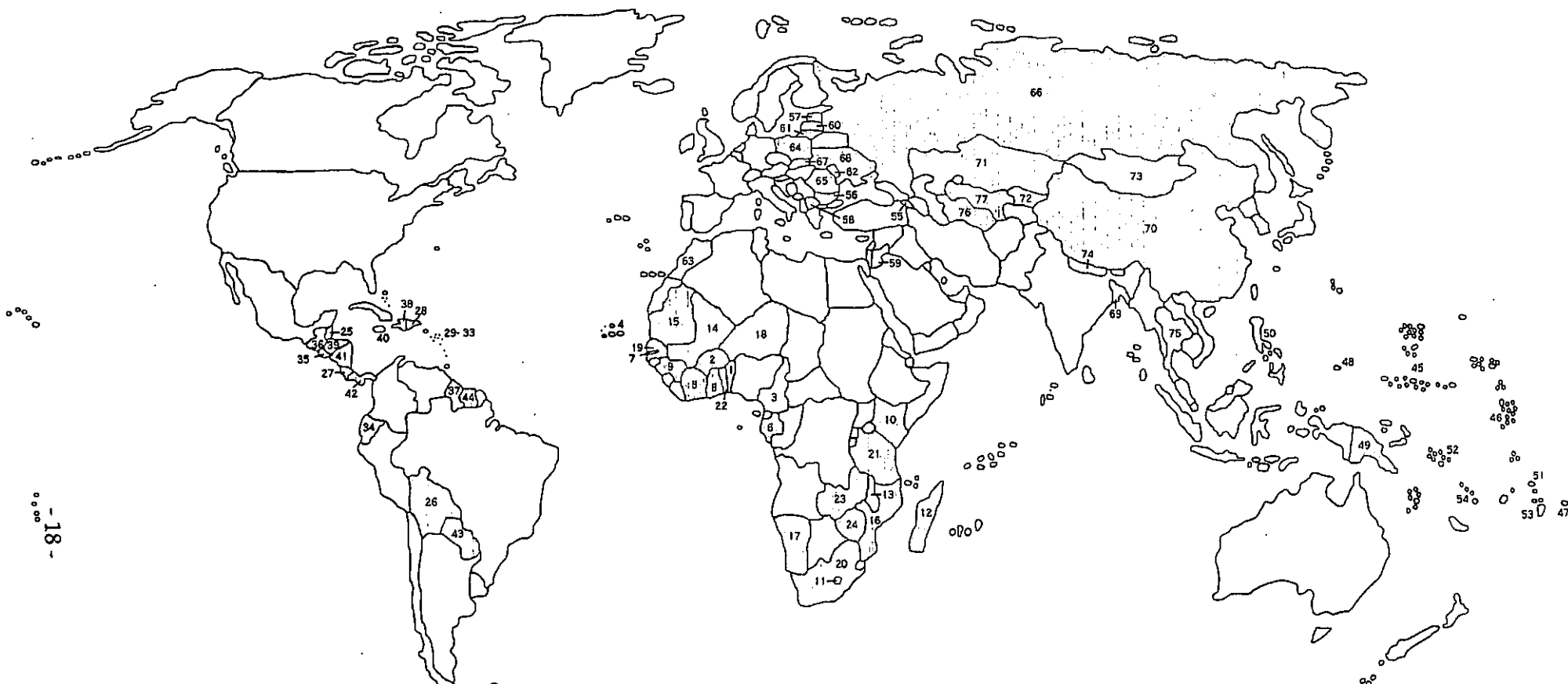
VOLUNTEER PROFILE AND DEMOGRAPHICS

LIFE CYCLE OF THE VOLUNTEER

LANGUAGES SPOKEN BY VOLUNTEERS

DOMESTIC DIVIDEND

COUNTRIES WHERE PEACE CORPS VOLUNTEERS SERVE*



AFRICA

Benin-1
Burkina Faso-2
Cameroon-3
Cape Verde-4
Côte d'Ivoire-5
Gabon-6
The Gambia-7
Ghana-8
Guinea-9
Kenya-10
Lesotho-11
Madagascar-12
Malawi-13
Mali-14

Mauritania-15
Mozambique-16
Namibia-17
Niger-18
Senegal-19
South Africa-20
Tanzania-21
Togo-22
Zambia-23
Zimbabwe-24

INTER-AMERICA & THE CARIBBEAN

Belize-25
Bolivia-26

Costa Rica-27
Dominican Republic-28
Eastern Caribbean 29-33
• Antigua/Barbuda
• Dominica
• Grenada & Carriacou
• St. Lucia
• St. Vincent & Grenadines
Ecuador-34
El Salvador-35
Guatemala-36
Guyana-37
Haiti-38
Honduras-39
Jamaica-40

Nicaragua-41
Panama-42
Paraguay-43
Suriname-44

THE PACIFIC

Federated States of Micronesia-45
Kiribati-46
Niue-47
Palau-48
Papua New Guinea-49
Philippines-50
Samoa-51
Solomon Islands-52

Tonga-53
Vanuatu-54

EUROPE & THE MEDITERRANEAN

Armenia-55
Bulgaria-56
Estonia-57
Former Yugoslav Republic of Macedonia-58
Jordan-59
Latvia-60
Lithuania-61
Moldova-62
Morocco-63

Poland-64
Romania-65
Russia-66
Slovak Republic-67
Ukraine-68

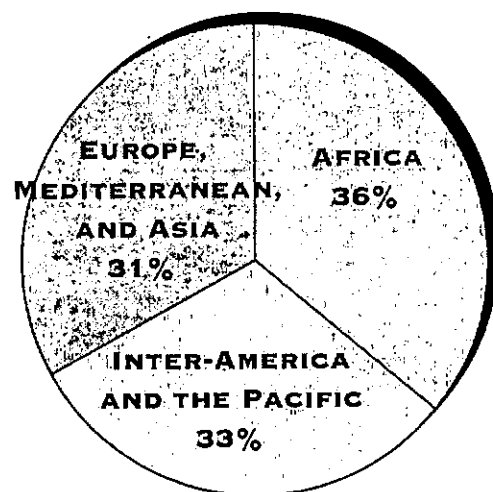
CENTRAL & EAST ASIA

Bangladesh-69
China-70
Kazakhstan-71
Kyrgyz Republic-72
Mongolia-73
Nepal-74
Thailand-75

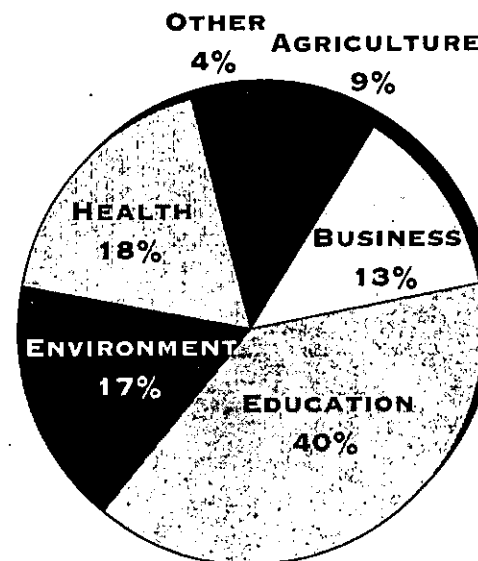
Turkmenistan-76
Uzbekistan-77

* As of December 31, 1999, Peace Corps Volunteers are serving in 77 countries worldwide.

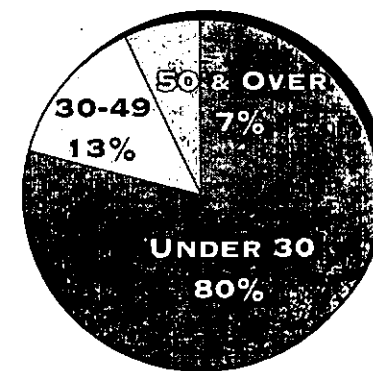
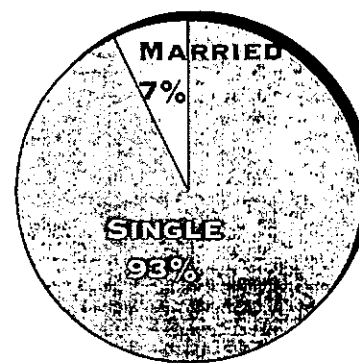
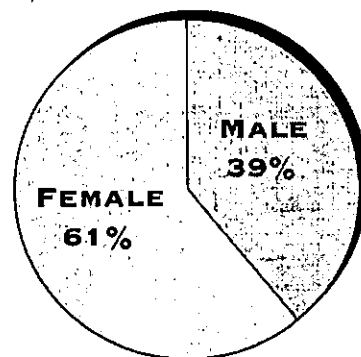
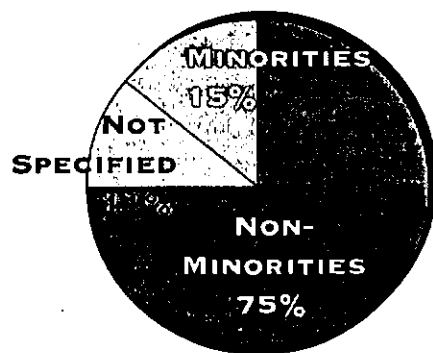
VOLUNTEERS BY REGION



VOLUNTEER PROJECTS



VOLUNTEER PROFILE



*totals may not add to 100% due to rounding

Data current as of September 30, 1999

The Lifecycle of a Volunteer

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

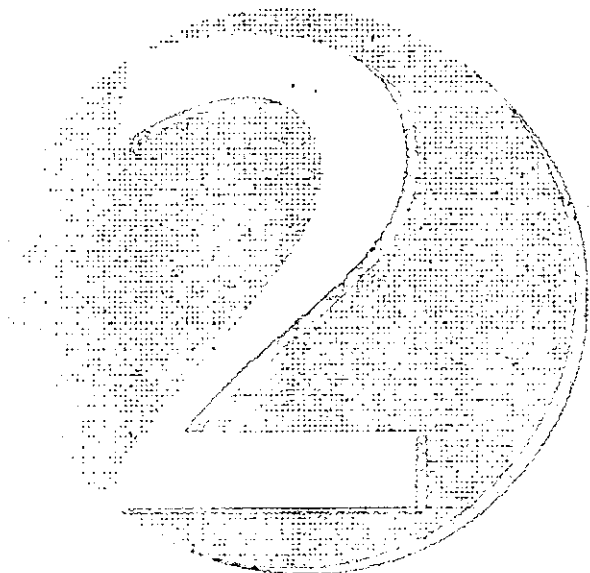


Applicant Phase

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

Trainee Phase

- **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 Phase

- **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 Wide 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 Phase

- **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 CORPS

AFRICA

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

VOLUNTEERS ACROSS THE WORLD

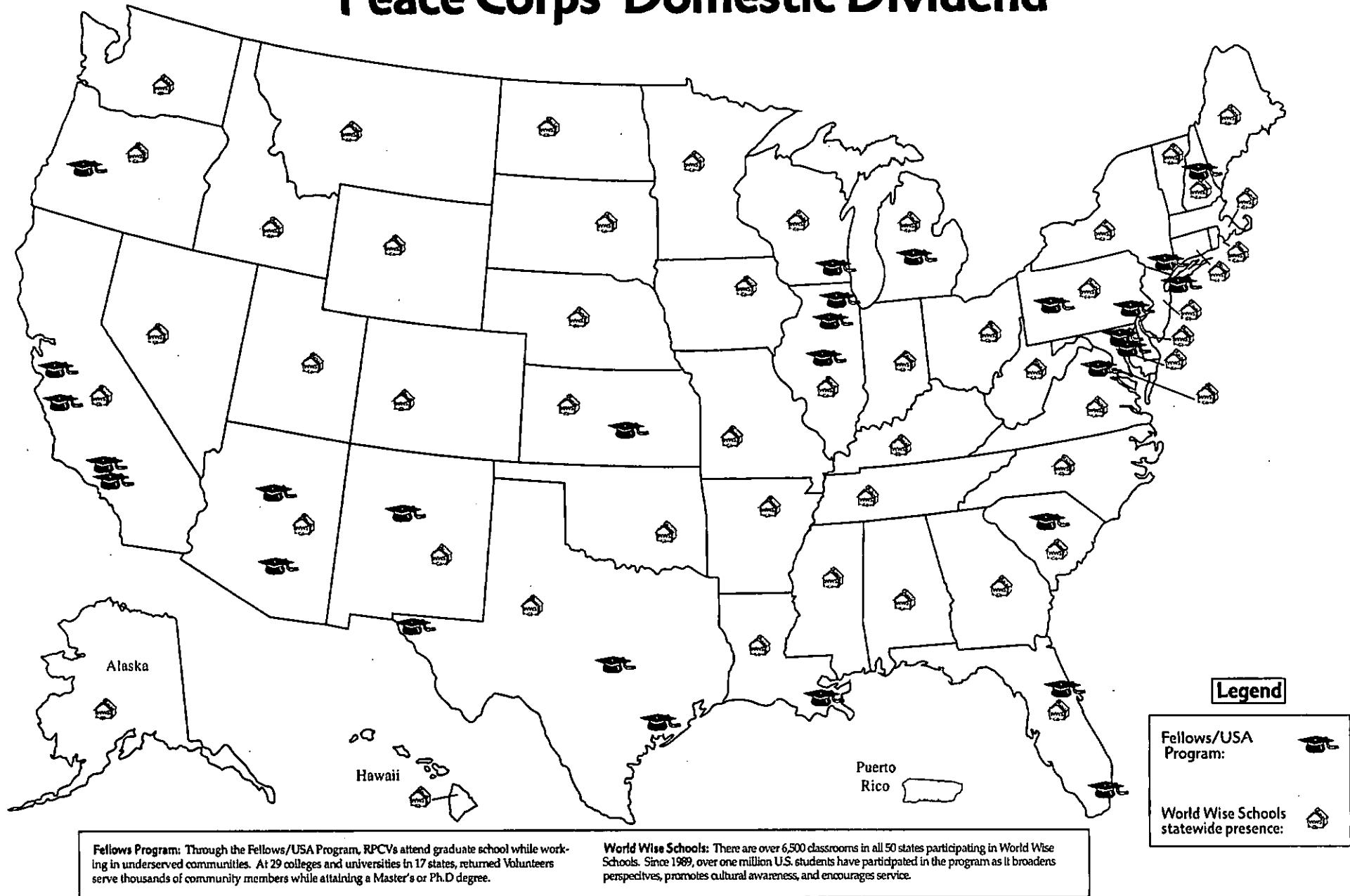
EUROPE, MEDITERRANEAN & ASIA

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

INTER-AMERICA & PACIFIC

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

Peace Corps' Domestic Dividend



PEACE CORPS' FY 2001 BUDGET REQUEST

The Peace Corps' budget request for FY 2001 is \$275,000,000, an increase of \$30,931,000 over the \$244,069,000 appropriated to the Peace Corps in FY 2000. The FY 2001 request represents the third 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 \$292,000,000 in FY 2002, \$309,000,000 in FY 2003, \$322,000,000 in FY 2004, and \$328,000,000 in FY 2005 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 that 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. Trainee Input for FY 2001 would be 4,216.

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. The Average Number of Volunteers projected for FY 2001 would be 6,642.

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 Number of Volunteers on Board projected for September 30, 2001 would be approximately 7,800.

The Peace Corps' FY 2001 request includes the following:

GROWTH IN THE VOLUNTEER CORPS (+\$ 11,935 THOUSAND)

The budget increase requested in FY 2001 will fund an increase in the number of Volunteers on board from approximately 7,400 in FY 2000 to 7,800. This budget increase includes three components:

1. Supporting the Second Year Cost of the Expansion in the Volunteer Corps (+\$7,689 thousand)

The FY 2000 enacted appropriation to the Peace Corps allows the Peace Corps to plan to send approximately 190 more trainees to the field than in FY 1999, for a total of about 4,000. Supporting the new higher Volunteer level in FY 2001 will cost the Agency \$7,689 thousand.

2. Maintaining a Broad Global Presence (+\$1,456 thousand)

In response to many outstanding requests for assistance, and in support of the goals of growing the Volunteer corps, the Peace Corps is seeking to establish new Peace Corps programs. The Peace Corps is preparing for the graduation from several Eastern European countries. The last trainees were sent to Poland in FY 1999, where the program will officially close in FY 2001. The last trainees will be placed in the Slovak Republic, Latvia, Lithuania, and Estonia in FY 2000, with program graduation in FY 2002. Countries with the most immediate prospects for a Peace Corps program include Bosnia-Herzegovina, Brazil, Cambodia, Georgia, Nigeria, Peru, and Yemen. The program entry would be 25 trainees.

3. Further Increasing FY 2001 Trainee Levels by 180 (+\$2,790 thousand)

This increase will allow the Peace Corps to send additional trainees to the field in FY 2001, 180 above currently planned FY 2001 levels. This would bring total trainee input in FY 2001 to 4,216 (when adjusted for 15 trainees that reentered Macedonia in FY 2000).

MAINTAIN SECURITY FOR VOLUNTEERS AND STAFF (+\$3,655 THOUSAND)

In FY 1999, the Peace Corps received supplemental resources totaling \$8,269 thousand to improve the safety and security of Volunteers and staff at our 77 overseas posts. To maintain that heightened level of security in FY 2001, the Peace Corps has built \$3,655 thousand into the current operations base. These funds represent the increase in recurring costs related to security and transportation safety for Volunteers.

CONTINUE TECHNOLOGY INFRASTRUCTURE IMPROVEMENTS (+\$5,000 THOUSAND)

During FY 2000, the Peace Corps has begun to pursue a leasing arrangement for the Agency's headquarters and domestic field computers that will enable the Peace Corps to begin a conversion process from Macintosh computers to IBM compatible technology. The FY 2001 funds requested

will be used to provide a similar conversion process for Peace Corps' overseas posts and will support the second year costs of the new financial management system.

BALANCE NEEDED TO MAINTAIN CURRENT OPERATIONS (+\$1,572 THOUSAND)

The Peace Corps will need an additional \$1,572 thousand to continue to operate at the same level as in FY 2000. This does not include the support for the growth in the Volunteer corps already planned for FY 2001, which is included above. These funds reflect cost increases resulting from inflation and pay raises.

**PEACE CORPS
FY 2001 BUDGET REQUEST**

Dollars in
Thousands

FY 2000 FOREIGN OPERATIONS ACT APPROPRIATION 244,069

FY 2001 REQUEST

Growth in the Volunteer Corps +11,935

- 180 new Volunteers in FY 2001 (+2,790)
- Second Year Costs of FY 2000 new Volunteers (+7,689)
- New Country Entry (+1,456)

Security for Volunteers and Staff +3,655

Continued Technology Infrastructure Improvements * +5,000

Balance needed to maintain Current Operations +1,572

+22,162

Carryover from FY 1999 Supplementals +8,769

FY 2001 REQUESTED INCREASE** **+30,931**

FY 2001 REQUEST **275,000**

(Detail may not add due to rounding)

*Note: This includes the second year costs of the new financial management system to be purchased in FY 2000.

** Note: In FY 1999, the Peace Corps received \$16,323,000 in supplemental resources available to the agency through FY 2001.

PEACE CORPS FY 2001 BUDGET REQUEST
(IN THOUSANDS OF DOLLARS)

DIRECT VOLUNTEER OPERATIONS

	FY 1999	FY 2000	FY 2001
	<u>Actual</u>	<u>Estimate</u>	<u>Request</u>
<i>Overseas Operational Management</i>			
Africa 1/	56,025	52,993	55,140
Europe, Mediterranean, and Asia 1/	38,582	41,782	43,342
Inter-America and Pacific 1/	41,635	44,096	44,650
Crisis Corps and United Nations Volunteers 1/	1,347	1,992	1,566
 <i>Subtotal, Overseas Operational Management</i>	 137,589	 140,863	 144,698
 <i>Overseas Operational Support</i>			
Volunteer Support Operations 1/	5,702	6,682	7,652
Federal Employees' Compensation Act	11,189	11,625	10,284
Medical Services Centrally Shared Resources	8,560	5,506	9,914
The Center for Field Assistance and Applied Research	4,641	4,212	4,887
Volunteer Recruitment and Selection	13,091	12,529	13,614
Private Sector Cooperation and International Volunteerism	621	690	771
International Financial Operations	1,844	1,851	1,994
Centrally Managed Overseas Equipment and Supplies	4,047	4,029	3,601
Volunteer Readjustment Allowance	22,939	18,665	21,624
Reimbursements to Department of State 2/	4,995	6,044	8,680
 <i>Subtotal, Overseas Operational Support</i>	 77,627	 71,834	 83,021
 SUBTOTAL, DIRECT VOLUNTEER OPERATIONS	 215,217	 212,697	 227,718

VOLUNTEER OPERATIONS SUPPORT SERVICES

<i>Third Goal Programs</i>			
World Wise Schools	570	609	645
Fellows U.S.A. Program	177	181	183
Returned Volunteer Services	485	530	568
 <i>Subtotal, Third Goal Programs</i>	 1,232	 1,320	 1,396
 <i>Agency Administration</i>			
Director's Office, General Counsel, and Congressional Relations	2,926	2,841	3,006
Communications	1,739	1,997	2,166
Office of Planning, Budget, and Finance (OPBF) 3/	5,272	10,425	9,147
OPBF Centrally Managed Resources	1,135	2,105	2,163
Office of Management 1/	6,307	7,401	7,147
Office of Management Centrally Managed Resources 1/	13,941	16,444	16,534
Inspector General	1,402	1,453	1,547
 <i>Subtotal, Agency Administration</i>	 32,723	 42,666	 41,709
 SUBTOTAL, VOLUNTEER OPERATIONS SUPPORT SVCS	 33,955	 43,985	 43,106

	<u>FY 1999 Actual</u>	<u>FY 2000 Estimate</u>	<u>FY 2001 Request</u>
NEW COUNTRY ENTRIES			1,456
GROWTH IN VOLUNTEER CORPS			2,790
 GRAND TOTAL AGENCY PROGRAM LEVEL	 249,171	 256,682	 275,070
APPROPRIATED RESOURCES	240,000	245,000	275,000
RECISSION	-594	-931	
SUPPLEMENTAL RESOURCES 4/	16,323		
TOTAL ENACTED	255,729	244,069	
 Unobligated Balance From Previous Year	 6,977	 12,743	 0
Total Appropriated Resources	262,706	256,812	275,000
Miscellaneous Resources	745	670	670
 Reserve For Unrecorded Obligations	 -600	 -800	 -600
Estimated Unobligated Balance Supplemental Funds	-8,769		
Estimated Unobligated Balance At End Of Year	-3,974	0	0
Estimated Reimbursements	6,984	7,200	7,200
 TOTAL AVAILABLE BUDGETARY RESOURCES	 257,091	 263,882	 282,270

(Detail may not add due to rounding)

Notes:

1/ FY 1999 actual and FY 2000 estimate for Africa; Europe, Mediterranean and Asia; and Inter America and Pacific regions include resources from the supplementals for security, hurricane reconstruction, Kosovo, and Y2K preparedness. The Crisis Corps' actual and estimate include resources from the hurricane reconstruction supplemental. The Volunteer Support Operations actual and estimate include resources from the security supplemental. The Office of Management FY 1999 actual includes Y2K supplemental resources. The FY 1999 actual for Office of Management Centrally Managed Resources contains funding from the security supplemental.

The FY 2001 request for the three regions and Volunteer Support Operations includes an estimate of the additional required recurring costs to maintain the appropriate levels of safety and security for Peace Corps Volunteers and staff overseas.

2/ FY 2001 request includes an estimated \$1.5 million for Peace Corps' share of Department of State increased security costs overseas initially provided in the FY 1999 Security Supplemental. Beginning in FY 2001, the Peace Corps will be required to fund its share of these increased costs.

3/ Funding for OPBF includes costs associated with the new financial management system of \$5,000 thousand in FY 2000 and \$3,000 thousand in FY 2001.

4/ Supplemental resources received in FY 1999 include: \$8,269 thousand from the FY 1999 Emergency Appropriations Act for security; \$6,000 thousand from the Central America and Caribbean Disaster Recovery Fund; \$500 thousand from the FY 1999 Emergency Appropriations Act related to the Kosovo conflict; and \$1,554 thousand from the Business Continuity and Contingency Planning Fund for Y2K preparedness.

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 office: Africa; Europe, Mediterranean, and Asia; and Inter-America and the Pacific. These office 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 ongoing training for medical contractors. It also develops programs and materials to train Volunteers in maintaining their health and safety.

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

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

The Center for Field Assistance and Applied Research — This 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 will: identify and disseminate best practices in Volunteer programs and training; collect and analyze data from Peace Corps projects; apply technology to the promotion of innovation and learning; manage partnerships and reimbursable agreements with other agencies; and provide 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. As of FY 1998, this office manages staging, the short orientation Volunteers receive in the U.S. before leaving for pre-service training.

Private Sector Cooperation and International Volunteerism — This office manages private sector funds and in-kind contributions 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. Since the end of FY 1998, the Peace Corps has serviced all posts through IFO.

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

Volunteer Readjustment Allowance — 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. Since the end of FY 1998, most financial management support has been provided by Peace Corps directly to its posts.

VOLUNTEER OPERATIONS SUPPORT SERVICES

THIRD GOAL PROGRAMS

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 1 million students in 50 states have communicated directly with Volunteers serving in 100 countries since the program's inception in 1989.

Peace Corps Fellows Program — This program is a public-private partnership that provides scholarships to returned Volunteers who make a two-year commitment to work in 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 is 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 November 1997, the Office of Contracts 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 2001
(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/	3,835	5,729
2000	—	270,000	245,000 q/	4,026 est.	6,176 est.
2001	298,000	275,000	—	4,216 est.	6,642 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/ Appropriation of \$240,000 thousand was later reduced by a rescission of \$594 thousand. In addition, Peace Corps received a transfer of \$1,269 thousand from Economic Support Funds for security; \$7,500 thousand from the FY 1999 Emergency Appropriations Act (\$7,000 thousand for security and \$500 thousand related to the Kosovo conflict); \$6,000 thousand from the Central American and Caribbean Disaster Recovery Fund; and \$1,554 thousand from the Business Continuity and Contingency Planning Fund for Y2K preparedness.
- q/ Appropriation of \$245,000 thousand was reduced by a rescission of \$931 thousand.

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

Volunteers addressing needs around the world — Peace Corps' FY 2001 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 to promote development. Approximately 4,200 Volunteers would be placed during FY 2001, an increase of 200 new Volunteers from FY 2000. The increase would allow the agency to strengthen existing programs and support new ones. Additional Volunteers would work to expand opportunities in information technology, the environment, and education, and would promote partnerships between local governments, community organizations, and the private sector. The expansion would also allow Volunteers to promote girls' access to education and integrate relevant community issues such as HIV/AIDS education into course content. In addition, Volunteers will play an increased role in polio eradication efforts in Africa and Asia in collaboration with the World Health Organization and UNICEF. Current Volunteers would continue to be engaged in a variety of projects, including expanding economic opportunities, facilitating greater access to health care, working with farmers to increase the quality and quantity of available foods, 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 ongoing post-hurricane recovery efforts and long-term disaster mitigation and preparedness. 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 — The Peace Corps' FY 2001 budget request also provides continued funding for the Crisis Corps. The Crisis Corps is an innovative program that mobilizes returned Volunteers to provide short-term assistance after natural disasters and in humanitarian crises. By virtue of their prior Peace Corps service, these Peace Corps veterans bring to their assignments the language, technical, and cross-cultural skills to make an immediate impact in critical situations. Since the program's inception, more than 230 Crisis Corps Volunteers have served in 20 countries.

Over the last year, well over 100 Crisis Corps Volunteers have worked in communities devastated by Hurricanes Georges and Mitch. They have helped repair water systems, rebuild homes, train farmers in agriculture rehabilitation techniques, provide health care and counseling to hurricane victims, and monitor and evaluate food distribution activities. The Volunteers' partner organizations have included government ministries and local non-governmental organizations, as well as American organizations such as CARE, Save the Children, Catholic Relief Services and the Salvation Army.

In addition to responding to disasters in the Americas, Crisis Corps Volunteers have continued to work in Guinea with refugees from the conflicts in Liberia and Sierra Leone. Volunteers were also placed in Zambia to assist refugees fleeing the fighting in the Democratic Republic of Congo.

In the coming months, the Crisis Corps will continue to place Volunteers in Central America and the Dominican Republic to work on reconstruction activities as well as disaster preparedness and mitigation training for vulnerable communities. Given the devastating impact of the 1998 hurricanes and 1999's heavy rains, there may be a continued need in these countries for certain kinds of Crisis Corps Volunteers into FY 2001. There will also be an ongoing demand for Volunteers to assist refugees and displaced peoples in Africa and in other areas emerging from conflict. Crisis Corps will respond to these needs whenever security conditions permit. Finally, in those countries where the incidence of HIV / AIDS has reached crisis levels, Crisis Corps Volunteers may be fielded to augment the education and prevention activities of two-year Peace Corps Volunteers.

CENTRAL AMERICA

BELIZE, COSTA RICA, EL SALVADOR, GUATEMALA, HONDURAS, NICARAGUA, PANAMA

Today, there are nearly 800 Peace Corps Volunteers serving in seven countries throughout Central America. During FY 1999, the focus of the Peace Corps' work in Central America was on recovery and reconstruction efforts in the aftermath of Hurricane Mitch and other natural disasters. In 1998, Hurricane Mitch killed nearly 9,000 people, half a million people lost their homes, and infrastructure was severely damaged or destroyed. In the year since, additional natural disasters and heavy rains have further weakened the countries of the region.

Because of these events, the Peace Corps has fundamentally changed its programs in Central America. Since Hurricane Mitch, the agency has increased the number of Peace Corps Volunteers serving in Central America by nearly 25 percent. Disaster awareness and mitigation activities have been integrated into all existing projects. Throughout Central America, more than 70 Crisis Corps Volunteers have collaborated with Peace Corps Volunteers, host-country government agencies, and international development and relief agencies (the Red Cross, World Food Program, Habitat for Humanity, and Save the Children), to assist with water systems repair, housing construction, agriculture rehabilitation, health education, and counseling projects. In Nicaragua, the Peace Corps initiated a new agriculture project to increase household food security.

Moreover, the events of the past year have put additional pressure on local governmental institutions to meet increasing demands. As a result of governmental decentralization, the Peace Corps has initiated three municipal development projects in El Salvador, Guatemala, and Honduras

where Volunteers strengthen local governments' ability to generate resources and improve services. Concurrent with efforts to combat the devastation caused by natural disasters, Volunteers continue to assist the poorest populations throughout the sub-region to gain access to potable water, increased agricultural production, education, business credit, and environmental education. The Peace Corps' FY2001 budget request would allow continued funding for Volunteers working to address these areas.

SOUTH AMERICA

BOLIVIA, ECUADOR, GUYANA, PARAGUAY, SURINAME

Today, approximately 600 Peace Corps Volunteers serve in five countries in South America. The breadth of their work includes: municipal management, rural community development, agriculture, animal production, education, health, natural resources management, and water and sanitation. In recent years, Peace Corps programs are increasingly focusing on environmental degradation, youth development, and municipal management.

The political reforms that have swept through South America continue to deepen. In Bolivia and Paraguay, national reforms have paved the way for greater government decentralization. Local governments now have more fiscal resources and greater authority for delivering services to local communities. In a new project in Paraguay, Peace Corps Volunteers are working with municipal governments to improve planning and the delivery of services to under-served communities. In Bolivia, Volunteers now focus on collaboration with local governments to expand access to potable water and develop environmental programs. In every project, Peace Corps Volunteers work with the neediest communities to foster capacity at the local level.

In South America, approximately 35% of the population is under the age of 15. Combined with high unemployment and an over-burdened educational system, many young people face serious challenges in gaining the necessary life skills to be productive and healthy citizens. In response, Volunteers are addressing the important needs of youth by teaching leadership and job skills, forming youth groups, and encouraging the participation of girls in the educational system.

Raising food for growing populations has placed serious stresses on South America's rich natural resources. According to United Nations statistics, 54% of the region's forests are under threat of deforestation. With the Amazonian rainforest and Andean mountain watersheds to protect, Volunteers work in diverse environmental projects, such as promoting reforestation and soil conservation, teaching rural communities organic farming techniques, and developing environmental education curricula for schools.

THE CARIBBEAN

***ANTIGUA AND BARBUDA, DOMINICA, DOMINICAN REPUBLIC, GRENADA AND CARIACOU,
HAITI, JAMAICA, ST. LUCIA, ST. VINCENT-GRENADINES***

Today, more than 400 Peace Corps Volunteers work in eight Caribbean countries. Peace Corps Volunteers work with the neediest portions of the population who live at the margins of the economy and society, building their capacity to contribute to and benefit from economic growth

and development. Although this sub-region is characterized by having both the poorest and most promising economies in the world, the countries share many development challenges. These challenges include: the perennial threat of hurricanes and other natural disasters, the world's second highest increase in the rate of HIV/AIDS infection, decreasing educational and economic opportunities for a growing youth population, degradation of vital environmental resources, and the limitations of small island economies. Peace Corps Volunteers respond to these challenges by working in the areas of HIV/AIDS education, the promotion of information technology, environmental education, income generation, youth development, agriculture, non-formal education, and community-level disaster mitigation.

Many of the Caribbean nations are poised to reach the next level of economic development. One promising development is the increasing availability of information technology. Several of the Caribbean countries already possess infrastructure and government support for the growth of information technology in the public and private sectors, but the majority of the population has neither access nor the capacity to utilize it. The Peace Corps is seizing the opportunity to facilitate access to, and build capacity in, the use of information technology at the local level. Through the Caribbean Information Technology Initiative, Volunteers are incorporating technology into their activities, providing computer skills training to expand employment and educational opportunities at the community level. Already dozens of individual activities have been launched. Plans are underway to expand programming and increase partnerships throughout the region.

The Peace Corps is committed to capacity building in the sub-region by working to develop youth volunteer corps, community self-help groups, and the empowerment of women and girls. Having re-built over 450 houses in the aftermath of Hurricane Georges in the Dominican Republic, Volunteers continue in the important work of reconstruction of small infrastructure and restoration of agricultural land. Despite an uncertain political environment in Haiti, Volunteers have contributed to rural community development, the improvement of agricultural practices and small business development, and have received a warm welcome and gratitude from the Haitian people and government.

AFRICA: THE SAHEL

**BURKINA FASO, CAPE VERDE, THE GAMBIA, MALI, MAURITANIA,
NIGER, SENEGAL**

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 responsibility for their health care and forming committees to expand the services offered by the few trained health care professionals. Volunteers work with men and women community leaders to organize resources, expand access to health care, and provide clean water. Several countries are actively engaged in HIV/AIDS care and 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. Over 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 working in small enterprise development contribute to the quality of life by increasing financial and technical resources available to entrepreneurs. The Gambia has launched an ambitious scheme to bring connectivity and computer skills to its partners in all projects. Burkina Faso supports an education project that focuses on girls' education, particularly in math and science.

EAST AFRICA

KENYA, MADAGASCAR, MALAWI, TANZANIA

While keeping a careful eye on security in large cities, the Peace Corps continues to emphasize sound safety and security planning for the sub-region. 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 39 years, more than 11,000 Americans have served as Volunteers throughout East Africa.

At the request of host governments, the 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 response to government requests, work is beginning in Kenya to enhance the information technology skills of business students to expand their participation in the global economy.

Responding to needs in HIV/AIDS care and prevention has become a major priority for the agency. In FY 2000, Kenya and Tanzania will initiate projects with a strong focus on HIV/AIDS. Kenya will use the relationships already established by water and sanitation Volunteers to establish behavior-changing programs that will protect at-risk family members. In Tanzania, Volunteers will work with teachers to establish HIV/AIDS prevention programs for students. Volunteers have helped establish thousands of youth clubs in Malawi to spread the message of HIV/AIDS prevention among young people, and have provided training to hundreds of church members, community leaders, and health care personnel on home-based care in various communities.

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 eco-tourism.

The Peace Corps suspended programs in Ethiopia, Eritrea, and Uganda in FY 1998 and FY 1999 due to security concerns. The agency is monitoring the situation in these countries with the hope of being able to return in FY 2001.

COASTAL 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. Since the first Peace Corps program was launched in Ghana 39 years ago, over 30,000 Peace Corps Volunteers have served in more than a dozen countries throughout the sub-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. Togo has launched a new Girls' Empowerment through Education project. Côte d'Ivoire will launch a new education project in FY 2001. In Ghana, Volunteers work with government ministries to introduce the Internet and computer technology to teachers. In Cameroon, the acclaimed *Teach English, Prevent AIDS* textbook, developed by Volunteers and their counterparts, has been adopted by the country's Ministry of Education.

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.

Health Volunteers in this sub-region work in HIV/AIDS care and prevention. Family-by-family and house-by-house, they provide information and work with families to bring about behavior change, particularly among youth.

The Crisis Corps program 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, 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 in each of the seven countries where Peace Corps currently operates. In response to overwhelming demands for education, secondary school teachers teach 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 throughout the sub-region are confronting the difficult reality of HIV/AIDS. Zambia is developing a country strategy for all its Volunteers while Mozambique, Namibia, South Africa, and Zimbabwe continue to work through teachers and students.

In agriculture, Volunteers are providing support for farmers and families in rural areas. 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 integrate environmental education into the existing school curriculum.

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 have been 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 the 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, the promotion of information technology, education, environmental conservation, and to establish new projects in health management and health education.

Additional Volunteers have been and will continue to 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 micro-entrepreneurs and other international development organizations to establish business development centers around the country, which will provide a nation-wide communications network to promote economic opportunities and take advantage of new information technology.

Environmental and health concerns are also inextricably linked in this part of the world. Large portions of the 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 skills 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 3,750 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 outdated 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 recent 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 2001 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 and to strengthen the infrastructure of local institutions.

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 mid- and senior-level government administrators, disseminate information about new economic laws to micro-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 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 2001, the Peace Corps will graduate from Poland, and by the end of FY 2002 from Slovak Republic and the Baltic countries. In these countries, 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 communities to continue development activities long after the 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, Slovak Republic, and the Baltics will leave a legacy of service, community development, and cross-cultural exchange.

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 225 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, 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 for micro-enterprise development, 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 in the agriculture sector. A new Small Enterprise Development program was begun in FY 1999 with a focus on women's cooperative production and marketing. 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.

The Peace Corps' FY 2000 and proposed FY 2001 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. The new English teaching project in Jordan has grown as the program has become more widely known and many schools have requested Volunteers to serve as 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 focuses 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 links 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, often with the benefit of information technology. The FY 2001 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.

The Peace Corps' FY 2001 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

***FEDERATED STATES OF MICRONESIA, KIRIBATI, NIUE, PALAU, PAPUA NEW GUINEA,
SAMOA, SOLOMON ISLANDS, TONGA, VANUATU***

Today, approximately 350 Peace Corps Volunteers work with communities in nine countries in this geographically dispersed region. They are working to overcome challenges that include: limited access to education and training, weak public and private institutions, environmental fragility, lack of economic opportunity, disenfranchised youth, and minimal health services.

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 sub-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. During the first year of operation, the Pacific Initiative successfully launched two regional projects. In partnership with the United Nations Development Program (UNDP) and the South Pacific Regional Environment Program (SPREP), the Peace Corps placed 10 highly skilled Volunteers in 5 countries to serve as environmental educators, community organizers, and trainers. The second project is a collaboration between the Peace Corps and the United Nations Educational, Scientific, and Cultural Organization (UNESCO) to spark youth volunteer movements in Samoa, Solomon Islands, Tonga, and the Federated States of Micronesia that will help young people develop skills and talents through community service.

In FY 2000, the Pacific Initiative will be working with the University of the South Pacific (USP) on its "USP-NET" project. The project represents a major initiative in distance education using the latest satellite-based computer and video technology. Volunteers will serve as technical facilitators and extension teachers in this unique regional project.

Beyond the Pacific Initiative, Volunteers continue to address long-standing development needs, particularly in education. Volunteers are teaching mathematics, science, English, business, computer science, reading skills, library studies, environmental education, general construction, and vocational skills at the elementary, secondary, and university levels. During the past year,

Volunteers taught an estimated 70,000 students in academic and vocational subjects and trained many hundred more practitioners, educators, and administrators.

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, often with the benefit of the latest information technology.

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, help guide the allocation of Volunteers and financial resources, and identify candidates for new country programs or closure. These criteria are examined at the time the Peace Corps is invited to a particular country and on an ongoing basis:

- 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.

While these factors are broadly applicable and useful in determining priorities, they do not provide a strict formula that is universally applicable. Rather, they provide a basis for comparing the strengths and weaknesses of programs, and highlight issues that should be considered before a program is opened or closed. The overriding objective of agency decision-making in this regard is to balance geographic presence and programmatic efforts in the most sensible manner, given existing international circumstances and available resources.

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, Guinea-Bissau, Eritrea, and Ethiopia. The program in Uganda 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, Slovak Republic, 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 Slovak Republic, 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, Slovak Republic, and the Baltics will leave a legacy of service, community development, and cross-cultural exchange.

During the bombing in Kosovo, the program in the Former Yugoslav Republic of Macedonia was suspended for several months. In October 1999, the program was re-established with the arrival of a few returned Volunteers and a new group of fifteen trainees to continue the English teaching program. For the most part, Volunteers have been reassigned to the same schools that had previously requested Volunteer teachers. Throughout the suspension of the program, the Peace Corps staff remained in Skopje and maintained good relations with government ministries and sponsoring agencies. The return of the Volunteers has been highly welcomed and the Volunteers have been well-supported in their communities.

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THE PEACE CORPS: COUNTRY PROFILES

The following pages provide a description of the work Peace Corps Volunteers are doing within individual countries. Each country profile contains information about the country's population, 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 different ways:

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 upon 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.

NEW AND EXISTING VOLUNTEERS

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, 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 1999 PROGRAM FUNDS

For FY 1999, the budget figures are the actual amounts that were obligated to support Peace Corps programs.

FY 2000 PROGRAM FUNDS

For FY 2000, 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 2000.

FY 2001 PROGRAM FUNDS

For FY 2001, the budget estimates show the level of resources needed to continue the Peace Corps programs at the same level and effort as in FY 2000, 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 "current operations" estimate does not include resources related to the increased number of Volunteers as requested in this budget.

Note: WorldBank Atlas 1999 is the source of population and per capita income in this document.

PEACE CORPS
FY 2001 CONGRESSIONAL PRESENTATION

	AVERAGE NUMBER								
	TRAINEES <1>			OF VOLUNTEERS <1>			PROGRAM FUNDS (\$000) <1>		
	FY	FY	FY	FY	FY	FY	FY	FY	FY
	1999	2000	2001	1999	2000	2001	1999	2000	2001
AFRICA	1,327	1,404	1,404	2,027	2,126	2,336	56,025	52,992	55,140
EUROPE, MEDITERRANEAN, & ASIA	1,246	1,359	1,344	1,761	1,968	2,139	38,582	41,782	43,342
INTER AMERICA & PACIFIC	1,252	1,240	1,240	1,873	2,003	2,060	41,635	44,096	44,650
REGIONAL TOTAL	3,825	4,003	3,988	5,661	6,097	6,535	136,242	138,870	143,132
ADDITIONAL GROWTH IN									
VOLUNTEER CORPS			180			14		-3,100	2,790
NEW COUNTRY ENTRY (1)			25						1,456
CRISIS CORPS VOLUNTEERS				48	62	75	1,114	1,694	1,248
UNITED NATIONS VOLUNTEERS	10	23	23	20	17	18	233	298	318
WORLDWIDE TOTAL	3,835	4,026	4,216	5,729	6,176	6,642	137,589	137,763	148,944

TRAINEES, VOLUNTEERS AND PROGRAM FUNDS BY POST

Armenia	41	40	44	52	62	64	1,302	1,402	1,510
Bangladesh	24	35	38	15	32	45	844	1,071	1,227
Belize	32	30	30	47	52	54	1,227	1,275	1,302
Benin	66	66	66	92	90	91	2,181	1,994	2,032
Bolivia	82	81	81	133	149	146	2,617	2,879	2,867

Bulgaria	68	75	82	99	110	116	1,984	2,013	2,192
Burkina Faso	47	50	50	79	71	74	1,993	1,890	1,943
Cameroon	66	84	84	131	134	140	2,952	3,332	3,464
Cape Verde	25	26	26	45	44	53	1,074	1,086	1,182
China	34	50	55	42	49	68	1,028	1,156	1,360

Cote d'Ivoire	53	73	73	88	100	128	2,636	2,760	2,937
Dominican Republic	76	75	75	140	136	134	3,194	2,813	2,767
Eastern Caribbean	57	50	55	90	97	89	2,294	2,375	2,316
Ecuador	84	85	85	148	147	134	2,480	2,648	2,629
El Salvador	65	60	60	101	98	103	1,771	2,049	2,149

Eritrea	0	0	0	0	0	0	96	55	0
Estonia	20	20	0	31	31	27	748	675	565
Ethiopia	0	0	0	19	0	0	524	142	0
Federated States of Micronesia & Palau	31	33	33	46	42	45	1,743	1,711	1,764
Gabon	40	47	47	74	82	86	2,368	2,418	2,495

The Gambia	46	46	46	62	61	72	1,433	1,427	1,546
Ghana	79	84	84	146	139	144	2,751	2,717	2,854
Guatemala	125	120	126	141	188	218	3,219	3,864	4,143
Guinea	46	69	69	86	74	83	2,492	2,346	2,423
Guinea-Bissau	0	0	0	0	0	0	58	0	0

	TRAINÉES <1>			AVERAGE NUMBER OF VOLUNTEERS <1>			PROGRAM FUNDS (\$000) <1>		
	FY	FY	FY	FY	FY	FY	FY	FY	FY
	1999	2000	2001	1999	2000	2001	1999	2000	2001
Guyana	18	20	20	27	27	28	828	778	725
Haiti	29	34	34	37	36	41	1,396	1,311	1,381
Honduras	121	137	133	159	196	227	3,077	3,760	3,987
Jamaica	63	53	58	92	96	89	2,261	2,341	2,263
Jordan	41	45	49	49	65	71	1,371	1,709	1,867

Kazakhstan	77	87	95	88	104	118	1,938	2,088	2,290
Kenya	57	52	52	121	108	87	4,986	3,289	3,126
Kiribati	25	27	27	42	39	41	958	971	936
Kyrgyz Republic	48	55	60	71	76	84	1,318	1,358	1,475
Latvia	24	25	0	50	50	44	948	1,013	846

Lesotho	47	47	47	39	59	68	1,758	1,872	1,989
Lithuania	24	25	0	50	50	44	963	1,013	846
Macedonia	0	35	22	17	20	37	321	854	792
Madagascar	51	75	75	44	83	118	1,474	1,929	2,240
Malawi	54	35	35	80	90	90	1,856	1,638	1,664

Mali	73	78	78	124	117	117	2,842	2,637	2,683
Mauritania	41	47	47	42	52	73	1,298	1,402	1,600
Moldova	45	45	49	88	83	75	1,907	1,823	1,848
Mongolia	49	50	55	56	73	78	1,481	1,548	1,688
Morocco	86	84	92	122	133	128	2,397	2,587	2,698

Mozambique	22	42	42	16	53	68	1,450	1,493	1,630
Namibia	81	50	50	128	109	96	2,639	2,313	2,194
Nepal	61	80	88	115	121	134	1,902	2,030	2,252
Nicaragua & Costa Rica	93	99	87	130	147	163	2,275	3,088	3,045
Niger	55	55	55	90	89	92	2,427	2,247	2,320

Panama	55	52	52	75	73	89	1,772	1,794	1,938
Papua New Guinea	49	52	52	77	67	55	1,414	1,524	1,533
Paraguay	90	87	87	171	161	149	3,190	3,165	3,083
Philippines	66	60	66	100	111	114	1,678	1,722	1,861
Poland	79	0	0	139	118	46	2,557	2,144	448

Romania	68	100	109	91	119	134	1,781	2,191	2,457
Russia (Eastern)	58	70	77	34	63	120	1,808	2,383	3,024
Russia (Western)	41	45	49	21	44	71	1,354	1,437	1,774
Samoa	31	26	26	48	48	45	1,124	1,221	1,253
Senegal	72	80	80	110	119	138	2,969	3,197	3,438

Slovakia	41	48	0	82	76	70	1,575	1,751	1,543
Solomon Islands	40	37	37	63	60	59	1,464	1,297	1,306
South Africa	77	65	65	67	92	122	2,781	2,604	2,857
Suriname	25	26	26	31	44	46	855	888	857
Tanzania	56	70	70	89	93	110	2,348	2,282	2,466

Thailand	28	30	33	40	43	50	1,152	1,195	1,318
Togo	53	42	42	49	62	78	1,606	1,761	1,911
Tonga & Niue	35	29	29	42	56	58	1,108	977	995
Turkmenistan	45	50	55	62	66	74	1,379	1,415	1,564
Uganda	0	0	0	28	0	0	972	146	0

	TRAINEES <1>			AVERAGE NUMBER OF VOLUNTEERS <1>			PROGRAM FUNDS (\$000) <1>		
	FY 1999	FY 2000	FY 2001	FY 1999	FY 2000	FY 2001	FY 1999	FY 2000	FY 2001
Ukraine	99	100	109	171	155	176	3,026	3,172	3,530
Uzbekistan	79	105	117	78	116	152	1,820	2,034	2,367
Vanuatu	26	27	27	35	43	45	1,365	1,367	1,409
Zambia	64	66	66	102	114	114	2,436	2,376	2,431
Zimbabwe	56	55	55	76	90	97	1,626	1,640	1,717

REGIONAL TOTAL	5,824	6,003	5,989	7,660	8,097	8,536	138,241	140,870	145,133
NEW COUNTRY ENTRY (1)			25						1,456
ADDITIONAL GROWTH IN									
VOLUNTEER CORPS			180			14		-3,100	2,790
CRISIS CORPS VOLUNTEERS				48	62	75	1,114	1,694	1,248
UNITED NATIONS VOLUNTEERS	<u>10</u>	<u>23</u>	<u>23</u>	<u>20</u>	<u>17</u>	<u>18</u>	<u>233</u>	<u>298</u>	<u>318</u>
WORLDWIDE TOTAL	5,834	6,026	6,217	7,728	8,176	8,643	139,588	139,763	150,945

Detail may not add due to rounding

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

ARMENIA

Population: 3,787,000
Annual Per Capita Income: \$560
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 progress in its transition to a market economy. Private sector activities are beginning to emerge, and wide-scale entrepreneurship needs to be supported through training and education. Armenians recognize the importance of English fluency in linking them to economic 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, and address challenges in the health sector.

RESOURCES:

Armenia	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	41	40	44
Average # of Volunteers	52	62	64
Program Funds (\$000)	1,302	1,402	1,510

PEACE CORPS PROGRAM BY SECTOR:

BUSINESS DEVELOPMENT

The Small Enterprise Development Program assists 20 communities across Armenia develop the institutional capacity of local non-governmental organizations (NGOs) and government leaders to support the small business and micro-enterprise sector. Volunteers provide business consulting and training to over 1,400 entrepreneurs and 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 U.S. Agency for International Development, CARE, Save the Children, and others.

Volunteers work to develop grass-roots 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 install garbage cans, park benches and flower pots in the city center of Martuni, and the repair of an irrigation canal that now serves 820 families.

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 develop recommendations for improvements and business plans. Currently, he is 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 methodologies. 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 an 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 also sponsor English language and American culture clubs, and assist 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.

HEALTH

This is the first year that the Peace Corps have established an independent health project. Last year, education Volunteers incorporated a health-based curriculum in various schools; however, there were no direct health training or skills transfer within the communities. This year, Volunteers will work on assisting local health professionals determine local health needs and how to meet those needs. Some of the objectives of this new project include health studies, surveys, community outreach, and training of trainers. Health education within the schools will continue as well as other cross-sector collaboration with education and business Volunteers.

BANGLADESH

Population: 123,633,000
Annual Per Capita Income: \$360
Program Dates: 1998-Present



COUNTRY OVERVIEW:

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

RESOURCES

Bangladesh	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	24	35	38
Average # of Volunteers	15	32	45
Program Funds (\$000)	844	1,071	1,227

PEACE CORPS PROGRAM BY SECTOR:

EDUCATION

Recognizing the growing importance of English as the language of technology, the Government of Bangladesh has re-instituted 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 are working in Primary Training Institutes (PTIs), helping teachers improve their English language proficiency. Several Volunteers are also assigned to work with the Bangladesh Rural Advancement Committee, a non-governmental organization that 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.

One Volunteer conducted wellness seminars for women working at her PTI. The seminars address women's health issues including breast examinations, self-esteem, and stress management.

BELIZE

Population: 230,000

Annual Per Capita Income: \$2,670

Program Dates: 1962-Present



COUNTRY OVERVIEW:

Belize is facing several pressing development challenges, compounded by shifting demographics. Sixty-five percent of the population is under the age of 25. Schools suffer from overcrowding, less than half of Belize youth finish primary school, and drop out rates for high school is extremely high. Belize has also received an increasing number of economic migrants and refugees with low levels of formal education from Guatemala, Honduras, El Salvador, and Nicaragua, especially in the year following Hurricane Mitch. An increasing proportion of the coming generation of Belizean children are born into homes that are poorer, less educated, non-English speaking, and marginalized.

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 1999	FY 2000	FY 2001
Belize	Actual	Estimates	Estimates
Trainees	32	30	30
Average # of Volunteers	47	52	54
Program Funds (\$000)	1,227	1,275	1,302

PEACE CORPS PROGRAM BY SECTOR:

EDUCATION

Belize has a severe shortage of trained teachers in its primary schools, with 50 percent having received no formal training or certification, particularly those working in rural and poor communities. This limits the ability of the most marginalized populations to continue on to the secondary education level and be prepared to enter the social and economic mainstream. In

response to this, Volunteers provide comprehensive training programs for all teachers throughout Belize. Since 1990, more than 130 Volunteers have trained over 5,000 teachers. In addition, Volunteers work in informal education with out-of-school youth to provide 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 in the Cayo District worked with the local education administration to develop a new curriculum for primary students. The Volunteer worked with teachers and principals to implement the new curriculum in pilot schools, and assisted teachers to monitor their own performance in implementing the new program.

COMMUNITY DEVELOPMENT

Most rural villages in Belize continue to struggle to meet basic human needs of housing, food, and potable water, and lack infrastructure, such as roads, medical centers, and sanitation facilities. Many of these remote areas are being settled by refugees and migrants from neighboring Spanish-speaking countries.

Volunteers are working to help village and community leaders strengthen community organizations, access local and national resources to improve services, and carry out local development projects. They also provide training in health, sanitation, and literacy. Volunteers promote income-generating activities, such as agriculture, eco-tourism, and production and marketing of handicrafts for micro-entrepreneurs.

ENVIRONMENT

In an effort to promote conservation of Belize's unique concentration of bio-diversity and to make eco-tourism a more viable option for economic development, Volunteers are working with the government of Belize in the start-up of a national environmental education program focused in primary schools.

Volunteers are promoting conservation and income-generating activities, 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 working in environmental education coordinated a 10-week environmental career training experience for high school students. Seventy students worked with the Belize Zoo for two weeks, explored environmental issues and career options, and produced a newsletter about protecting natural resources.

YOUTH DEVELOPMENT

In response to the increasing number of at-risk young people in Belize who lack marketable skills, Volunteers are working in collaboration with the Department of Youth and non-governmental

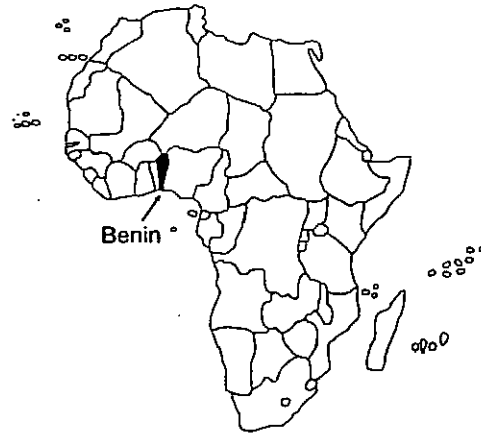
organizations to improve their social circumstances and employment opportunities. Programs have been initiated with 4-H, the YWCA, and local youth centers. Volunteers provide technical expertise in vocational curriculum development and teacher training workshops to increase employment opportunities for youth in urban areas. Volunteers also provide training in life skills and support the National Drug Abuse Control Program.

BENIN

Population: 5,796,000

Annual Per Capita Income: \$380

Program Dates: 1968-Present



COUNTRY OVERVIEW:

The Government of Benin is showing success as it continues on its path as a stable, democratic country committed to improving the well being of the Beninese people. However, human and material resources are often insufficient for the country to provide quality teaching for schoolchildren, to care for the health of families, to preserve and restore the natural environment, and to promote business skills. Peace Corps Volunteers are addressing these needs with a broad range of activities in business development, education, environment, and health. In a recent letter to the Peace Corps, President Kérékou of Benin declared that "your 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 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	66	66	66
Average # of Volunteers	92	90	91
Program Funds (\$000)	2,181	1,994	2,032

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 micro-entrepreneurs lack basic management skills. At the government's request, Volunteers work directly with market women, entrepreneurs, village associations, and NGOs to teach 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 establish community banks. Since his arrival, they have opened 17 new community banks, serving 700 clients and achieving a reimbursement rate

of virtually 100 percent. A husband and wife team serving as Volunteers helped their local community build a library, establish 26 vegetable gardens, dig 4 wells, and construct 11 public toilets. All of these accomplishments were beyond their normal duties in teaching business management skills to interested groups and individuals.

EDUCATION

Volunteers are helping Benin improve the quality of education by teaching English, math, physics, and chemistry in secondary schools and by developing improved teaching materials, such as instructor lesson plans and student workbooks. Volunteers, in collaboration with the Ministry of Education, have initiated a project to develop English textbook materials that has been met with great enthusiasm.

Volunteers are incorporating the international science program, Global Learning, and Observation to Benefit the Environment (GLOBE), into the school curriculum. GLOBE connects students around the world via the Internet to share their knowledge of the environment. Volunteers continue to introduce thousands of students and hundreds of teachers to the GLOBE program every year.

ENVIRONMENT

Benin is faced with serious environmental consequences due to annual deforestation of 2,500,000 acres of land, 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 to provide training in practical methods to address the problem.

Two Volunteers organized a field trip to a wildlife park for teachers and students at a local school. Though students lived within 60 miles of the park, none had ever visited. Volunteers spoke about how the field trip allowed students to understand the beauty of nature and respect its value.

HEALTH

Volunteers collaborate with social service centers throughout the country in conjunction with the Ministry of Social Protection and the Family. The focus of the project is health education with an emphasis on maternal and child health issues. One Volunteer organized a training program for two local teachers in basic sign language. The objective of the training is to allow deaf children to be integrated into normal elementary school classes.

HIV/AIDS is one of Benin's growing social health problems. Volunteers in all projects continue to integrate HIV/AIDS information into their activities. One Volunteer organized a local music competition in order to teach people about HIV/AIDS care and prevention.

BOLIVIA

Population: 7,767,000

Annual Per Capita Income: \$970

Program Dates: 1962-1971; 1990-Present



COUNTRY OVERVIEW:

Notwithstanding steady improvements in Bolivia's economy, it remains one of the least developed countries in South America. Eighty-five percent of the rural population live in poverty. Rural Bolivia suffers from one of the highest child mortality rates in Latin America, along with an average life expectancy that is among the lowest in the hemisphere. Bolivia has an agriculture-based economy that lacks modern technology. The environment is faced with unplanned forest conversion, uncontrolled logging, and problems associated with rapid urban growth. Peace Corps returned to Bolivia in 1990, following an almost 20-year absence. Volunteers are working with national agencies, municipal governments, and private volunteer organizations on projects in agriculture, agro-forestry, environmental education, micro-enterprise development, and water and sanitation.

RESOURCES:

	FY 1999	FY 2000	FY 2001
Bolivia	Actual	Estimates	Estimates
Trainees	82	81	81
Average # of Volunteers	133	149	146
Program Funds (\$000)	2,617	2,879	2,867

PEACE CORPS PROGRAM BY SECTOR:

AGRICULTURE

Bolivia's farmers face serious challenges in meeting their families' basic needs for both adequate nutrition and income. Agriculture Volunteers help farmers gain skills in sustainable agricultural techniques with a goal towards increasing both the income and nutritional levels of farming families.

Over the past year, Volunteers helped build 31 greenhouses in regions with poor nutritional levels. In addition, Volunteers conducted training on greenhouse maintenance and management and sponsored agricultural extension events for over 300 Bolivians.

BUSINESS DEVELOPMENT

To address endemic rural poverty, Volunteers assist communities in the development of income generating activities and business skills training. Volunteers are creating greater economic opportunities for poor people in rural and peri-urban areas through the improvement of basic micro-enterprise practices.

During the past year, Peace Corps Volunteers trained over 1,500 Bolivians in basic business techniques, including marketing, quality control, and customer service. Peace Corps Volunteers also organized a community-based tourism workshop attended by 55 participants, which included members of local indigenous communities.

ENVIRONMENT

Bolivia's environment faces rapidly deteriorating natural resources due in part to agricultural practices that deplete soil and water resources. The goal of Volunteers working in the Soil Conservation and Environmental Education Project is to train rural communities in sustainable and economically viable land use practices. Over the past year, Peace Corps Volunteers trained almost 900 Bolivians in reforestation techniques and established community reforestation committees throughout the country.

Over 1,000 students received environmental education courses in their schools due to the work of Peace Corps Volunteers. For example, one Volunteer organized a popular two-week training for parents, teachers, and students on the environment. The ideas and networks developed at this training served as a catalyst for new environmental groups. This workshop is now being duplicated in other schools throughout Bolivia.

HEALTH

Providing access to potable water and latrine systems is a major development challenge in Bolivia. Working with a range of local and national organizations, Volunteers work to improve rural sanitary conditions by strengthening the ability of municipalities to provide potable water to poor communities, constructing latrines, and providing sanitary and hygiene training.

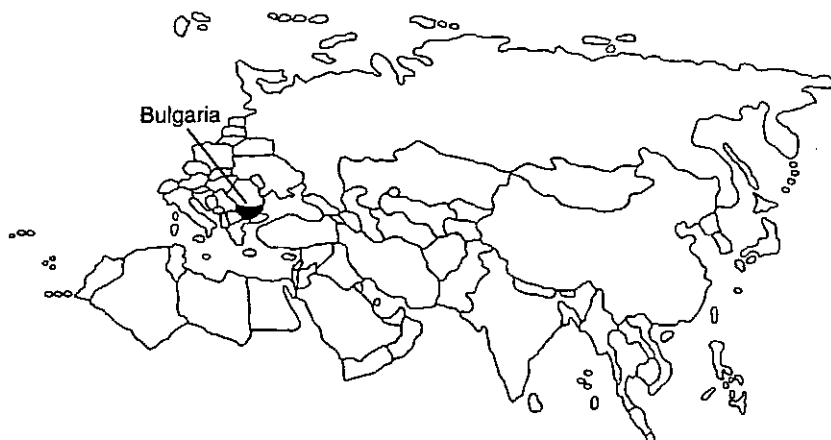
Over the past year, Peace Corps Volunteers conducted over 1,300 seminars on sanitation and hygiene. One Volunteer developed innovative educational activities such as puppet shows, art competitions, health fairs, and storytelling to motivate and educate student groups. The Volunteer also successfully organized youth into health and hygiene committees to address important community needs such as trash disposal, potable water, first aid, and the development of green areas.

BULGARIA

Population: 8,312,000

Annual Per Capita Income: \$1,170

Program Dates: 1991-Present



COUNTRY OVERVIEW:

The post-communist Bulgarian economy has encountered significant challenges in its transition to a market-oriented economic system and decentralization of 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. The 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 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	68	75	82
Average # of Volunteers	99	110	116
Program Funds (\$000)	1,984	2,013	2,192

PEACE CORPS PROGRAM BY SECTOR:

BUSINESS DEVELOPMENT

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

In FY 1999, Peace Corps Volunteers assisted 830 entrepreneurs with one-on-one consulting and organized nearly 100 workshops, seminars, and courses on topics such as business administration and the market economy. One Volunteer organized a discussion group to help more than a dozen

girls in the Stara Zagora teenage orphanage build their self-esteem and develop a sound approach to life after leaving the orphanage. Later, the Volunteer helped raise money for girls' training in computers, cooking, cosmetology, and clothing design.

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. Sixty-one 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 resource centers. During the past year, Volunteers have taught 6,740 Bulgarian students in 46 communities. Three new resource centers were established and over 9,500 English language books, magazines, and newspapers were donated to schools.

Two Volunteers organized the Fourth Annual "Women Issues Essay Writing Contest." The event was organized as a collaborative effort between Peace Corps Volunteers, the Bulgarian Association of University Women, the Bulgarian Ministry of Education, and the American University in Bulgaria. Over 1,600 entries were received from 90 educational institutions around the country, with winning essays compiled in a book and distributed to contestants, sponsors, and collaborating institutions. The project continues to be 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. The Peace Corps began its environmental management and training project in Bulgaria in 1995. Currently, 25 Volunteers work with schools, non-governmental organizations (NGOs), national park administrations, local governments, youth centers, and forestry units to educate and empower communities to understand and address environmental problems and to develop and implement community-based environmental initiatives. Volunteers facilitate cooperation between NGOs and local, national, and international environmental organizations to develop a dynamic network for environmental information exchange and technical assistance.

During the past year, Volunteers were instrumental in the development and implementation of an environmental curriculum at 15 secondary schools throughout the country. Volunteers helped organize Earth Day and World Environmental Day celebrations for 3,500 participants in 16 communities. One Volunteer wrote a book for private forest land owners, in cooperation with a local state forestry officer, to help the new landowners learn about the rights, duties, options, and methods for managing their reinstated forests and lands. Over 5,000 copies of the book will be distributed in the region.

BURKINA FASO

Population: 10,474,000

Annual Per Capita Income: \$250

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 are literate and only 38 percent of eligible children attend primary school. 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 have 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 FY 1995 after an eight-year absence. Volunteers provide assistance in the critical areas of health and education, which are stated priorities of the government of Burkina Faso

RESOURCES:

Burkina Faso	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	47	50	50
Average # of Volunteers	79	71	74
Program Funds (\$000)	1,993	1,890	1,943

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, and 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.

To support the efforts of the government of Burkina Faso in the area of girls' education, the Peace Corps organized its first ever "Take our Daughters to Work Day" in May of 1999. It was a successful nationwide activity that paired girls from rural secondary schools with Burkina women mentors from various professional backgrounds, who took them to their work places and served as their

role models. The Ministry of Education highlighted the event at local, regional, and national levels as one of the most important girls' education activities of the year. The initiative exposed the girls to science and technology and to a variety of career options available to them in Burkina Faso. In addition, the activities helped to develop gender awareness among male and female students, counterpart teachers, parents, and other community members.

HEALTH

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

Peace Corps Volunteers in the health sector work with the head nurses of local clinics to manage the immunization program. These activities include scheduling vaccination trips, participating in monthly immunization outreach programs, and ensuring that data is collected regarding immunization coverage. Approximately 2,500 women and 6,000 children benefit from these programs every year.

Last year, Volunteers organized a successful Community AIDS Prevention Competition in collaboration with the National AIDS Committee. Fifty-eight Volunteers organized competitions at their sites throughout Burkina Faso, in both small rural villages and large urban centers, with one to nine groups competing at each site. Participants from 250 villages represented a diverse range of socio-economic groups: farmers, primary and secondary school students, men's and women's groups, and religious associations. Each competing team created their own AIDS message, using song, dance, poetry, and theater, adapted to fit their own local language and social and cultural context.

CAMEROON

Population: 13,936,000

Annual Per Capita Income: \$620

Program Dates: 1962–Present



COUNTRY OVERVIEW:

The people of Cameroon, while experiencing improvement in the general quality of life in recent years, continue to live with inadequacies in the health care and education systems, as well as in the management of their natural resources and economic systems. The government continues to open new schools to address the educational needs of youth, but faces a shortage of qualified teachers. Water-borne illnesses, poor nutrition, and sexually transmitted diseases are preventable conditions that threaten health in many rural areas. A majority of the population 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 grass-roots level in education, agriculture, agro-forestry, and health. A new program is planned for FY 2000 to address growing needs in the business sector.

RESOURCES:

Cameroon	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	66	84	84
Average # of Volunteers	131	134	140
Program Funds (\$000)	2,952	3,332	3,464

PEACE CORPS PROGRAM BY SECTOR:

AGRICULTURE

Volunteers have helped farmers gain necessary management skills to maintain pond fisheries, which increase the quantity and quality of farmers' food production and generate income. Cameroonians with strong leadership and communication skills have been trained by Volunteers as farmer leaders to pass on fish farming techniques to other farmers. Enough farmer leaders have now been trained so that the Peace Corps will be able to phase out its fish-farming project by September 2000.

EDUCATION

Providing the ever-expanding school-age population with a quality education remains a challenge for the government. Volunteers help improve the quality of education by teaching classes in English,

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

In FY 1999, Volunteers taught more than 15,000 Cameroonian students in science and mathematics and approximately 10,000 students in English language skills. HIV/AIDS education continues to be an important component of the English curriculum. In addition, Cameroon has now signed an agreement with the GLOBE (Global Learning and Observation to Benefit the Environment) program. Volunteers will play an important role in this activity in upcoming years.

ENVIRONMENT

Due to 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 agro-forestry and permanent farming systems, and who will teach these activities to other farmers. Volunteers have worked with a total of 4,500 farmers to establish 250 demonstration plots and 300 tree nurseries that produce 40,000 seedlings.

HEALTH

In Cameroon, the doctor to patient ratio is 1: 12,500, the infant mortality rate exceeds six percent, and only half the population has access to safe water. The AIDS pandemic has emerged as one of the most pressing social health concerns, with an estimated six percent to seventeen percent 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 conducted more than 500 educational presentations in villages and area health centers. Topics include safe water and sanitation, family life education, and nutritional gardening. One Volunteer has been commended by the local health staff for her positive attitude, and commitment to the development of her community. Another Volunteer, working in collaboration with his local counterpart, translated a manual on basic hygiene into Arabic and successfully introduced it into the local schools.

BUSINESS DEVELOPMENT

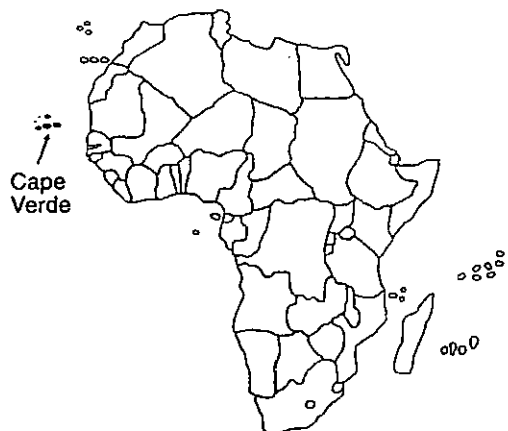
The informal sector of the economy is of growing importance in Cameroon. However, very little exists to nurture this growth and support micro-enterprise development. Needs exist for business advisors as well as the establishment of additional savings and credit mechanisms. The Peace Corps is responding to these needs by initiating a new small business development project. The first Volunteers are scheduled to arrive in January 2000.

CAPE VERDE

Population: 401,000

Annual Per Capita Income: \$1,090

Program Dates: 1988-Present



COUNTRY OVERVIEW:

Cape Verde is a nation of ten islands 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 challenges are a severe shortage of fresh water, 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 designing appropriate strategies for resolving these problems." Volunteers are currently working in community development and English education projects. 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 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	25	26	26
Average # of Volunteers	45	44	53
Program Funds (\$000)	1,074	1,086	1,182

PEACE CORPS PROGRAM 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 has remarked, "without the presence of the Peace Corps in Cape Verde, we could be severely handicapped in reaching our goal of securing Cape Verde's place in the process of globalization. We recognize that English is the language of commerce, education, and international relations. We are most grateful to have the Peace Corps in our country."

During FY 1999, Volunteers taught English to almost 5,000 students, a significant percentage of the secondary school population. Volunteers also play a primary role in the pre- and in-service training of licensed English teachers. Volunteers have developed instructional materials that incorporate Cape Verdean culture and history and have introduced them into secondary schools. Volunteers have organized various supplementary 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 designed to help stimulate the growth of the islands' burgeoning tourist trade. A small number of Volunteers also work in pre-school administration. This year, Peace Corps expanded its English teaching initiative into primary schools.

One Volunteer recorded a series of classroom audio tapes to assist students with pronunciation, created a set of vocabulary flashcards, and produced a videotape on methods for teaching adults English as a Foreign Language.

COMMUNITY DEVELOPMENT

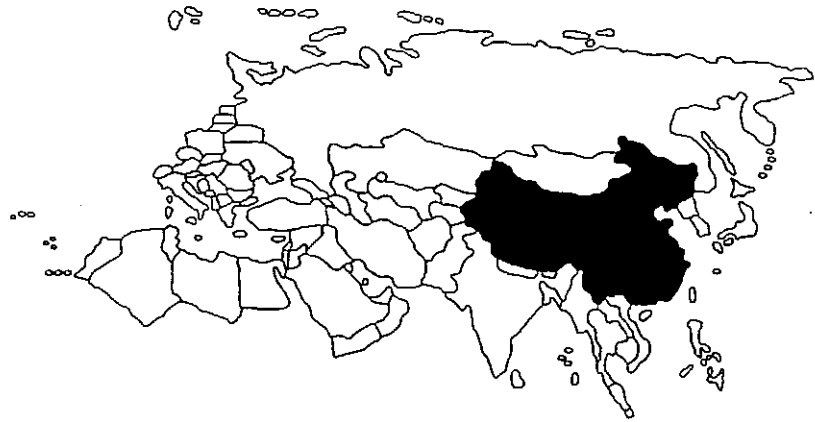
Since the government's shift toward decentralization, municipalities and local communities have had difficulty identifying community needs and developing solutions to community problems.

In order to develop and implement sustainable, small-scale, community development projects, Volunteers continue to be involved in computer literacy outreach. This year, Volunteers established several important computer databases to streamline a broad range of local government functions, including housing surveys and employee data, socio-economic surveys, and accounting systems. A critical component of this project was the collaboration and training of Cape Verdean colleagues in the maintenance of the databases. Volunteers are also extending computer literacy to schools, with nearly 100 students at one school receiving training in basic software applications during FY 1999.

Volunteers are working in other areas besides computer literacy. One Volunteer conducted interviews with different community members to determine the effectiveness of six local micro-credit programs. Another Volunteer developed activities for the handicapped in her town, mobilizing 22 people to form a group for social, recreational, and support purposes.

CHINA

Population: 1,227,177,000
Annual Per Capita Income: \$860
Program Dates: 1993-Present



COUNTRY OVERVIEW:

The Peace Corps program in China has entered its sixth successful year. Volunteers teach English at 12 colleges, primarily teacher training colleges, in Sichuan province. This year, the program has expanded to nearby Guizhou province, with four Volunteers placed at an educational institute and a medical college. By the end of FY 2000, Volunteers will have taught over 4,500 Chinese college students and improved the English skills of over 66 faculty members at the colleges where they work.

Peace Corps Volunteers will continue to introduce environmental content-based curricula into their English classes. This year, for the first time, Peace Corps is recruiting environmental education Volunteers who will work with Chinese counterparts to develop environmental education curricula.

RESOURCES:

China	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	34	50	55
Average # of Volunteers	42	49	68
Program Funds (\$000)	1,028	1,156	1,360

PEACE CORPS PROGRAM BY SECTOR:

EDUCATION

Peace Corps Volunteers are working at teacher training colleges throughout Sichuan Province, Chongqing Municipality, and Guizhou Province. Their primary goal is to teach English to students who are training to become middle school English teachers in rural areas. Volunteers integrate environmental issues 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. In FY 1999, Volunteers organized and

presented a two-week workshop for 50 Chinese middle school teachers to build the teachers' fluency and impart new methods of teaching English.

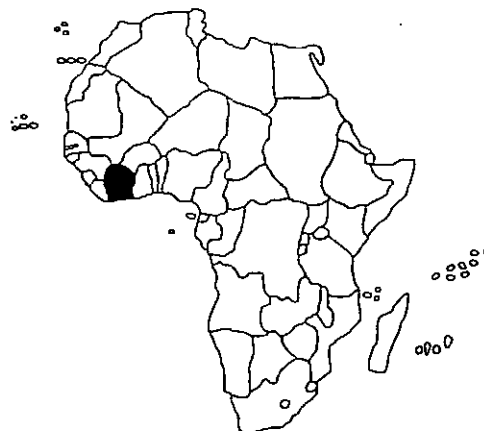
Two Volunteers have established environmental English courses at teacher training colleges. Representatives from other colleges have expressed interest in offering similar courses to students. Volunteers have also assisted in establishing English resource centers for students and faculty at four colleges. Since the government established computer literacy as a priority for the educational development and progress of China, Volunteers have conducted computer literacy training for future educators at three teacher-training colleges. These projects were initiated with college officials and respond to community development needs and priorities. To expand knowledge of geography and other cultures 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 at Pangang Vocational Technology Center.

CÔTE D'IVOIRE

Population: 14,211,000

Annual Per Capita Income: \$710

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 disease 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 have access to potable water, and only 17 percent have access to adequate sanitation facilities. Peace Corps Volunteers are helping to address these needs by working to improve preventive health care, water and sanitation, and urban environmental management.

RESOURCES:

Côte d'Ivoire	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	53	73	73
Average # of Volunteers	88	100	128
Program Funds (\$000)	2,636	2,760	2,937

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, 30 cities have implemented solid waste management collection systems and composting projects. Last year, in four cities, Volunteers constructed latrines with hand-washing stations at primary schools.

HEALTH

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

local leaders to develop health education activities in support of child survival, and to improve the training of village health workers, traditional birth attendants, and village health committees. Volunteers have trained 170 community health workers in immunization, nutrition, malaria, and prevention of HIV/AIDS, as well as other sexually transmitted diseases. Volunteers also are working to eradicate Guinea worm disease, a debilitating water-borne ailment that affects communities with limited access to potable water.

In FY 1999, Volunteers organized a "beautiful baby contest" at six village health centers to promote growth monitoring, nutrition, immunization, and the use of oral rehydration solutions.

WATER AND SANITATION

Volunteers work with rural communities to improve water supplies and access to proper sanitation as well as increase understanding of the importance of clean water and hygiene. An important focus is the 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 disease, reduces some forms of diarrheal disease, and provides potable water for many villages.

Last year, 29 Volunteers helped to organize a series of weeklong activities to promote the eradication of Guinea Worm in 10 endemic villages. Volunteers provided Guinea Worm prevention information via individual household discussions, theater groups, group songs, and contests. Volunteers also improved unprotected water sources, distributed water filters, and painted Guinea worm prevention murals at local health clinics. The Guinea worm education week reached an estimated 14,000 individuals in 1,740 households.



DOMINICAN REPUBLIC

Population: 8,107,000

Annual Per Capita Income: \$1,750

Program Dates: 1962-Present

COUNTRY OVERVIEW:

The Dominican Republic faces many of the same development challenges that confront other Caribbean nations, such as a burgeoning youth population, environmental degradation, an inadequate education system, and unsustainable agricultural practices with low crop yields. Recent statistics show that 60 percent of the rural population lack access to adequate water supplies, and 70 percent lack access to adequate sanitation facilities. The rate of HIV/AIDS infection continues to pose an ominous threat to an increasing number of people.

Hurricane Georges exacerbated the development challenges. In response, the Peace Corps has increased the number of Volunteers and Crisis Corps Volunteers working in the Dominican Republic by 25 percent. Volunteers in all sectors, along with Crisis Corps Volunteers, worked in emergency response activities and transformed those experiences into on-going mitigation and recovery projects. These projects included the promotion of rapid-production crops, rebuilding of water systems, schools, and latrines, and housing reconstruction. In partnership with a range of national and international organizations, Volunteers are working in the areas of health and sanitation, agriculture, and small business development.

RESOURCES:

	FY 1999	FY 2000	FY 2001
Dominican Republic	Actual	Estimates	Estimates
Trainees	76	75	75
Average # of Volunteers	140	136	134
Program Funds (\$000)	3,194	2,813	2,767

PEACE CORPS PROGRAM BY SECTOR:

CRISIS CORPS

Thirty-three Crisis Corps Volunteers were sent to the Dominican Republic to help communities recover from Hurricane Georges. They worked with the Red Cross, World Food Program, Habitat for Humanity, and several Dominican non-governmental organizations to reconstruct housing, monitor food distribution activities, rehabilitate agriculture projects, and repair latrines.

HEALTH

Though there has been improvement over the past several years, the incidence of infant mortality in the Dominican Republic is still relatively high at 56 per 1,000 births. In an effort to reduce diarrheal disease, the leading cause of child mortality, Volunteers work to increase access to drinkable water in 36 rural communities. Through the construction of small water systems, 24 communities have gained access to drinkable water. To help ensure the sustainability of these efforts, Volunteers trained rural leaders to plan, operate, and maintain water systems and helped inform communities about the importance of sanitation practices.

One percent of the Dominican population is now infected with the HIV virus. Volunteers continue to train people about ways they can prevent the spread of HIV/AIDS. Last year, Volunteers organized training sessions that reached over 2,500 young people in 61 communities.

One Volunteer, living in Santiago Rodrigues, upgraded her community's health conditions by training grass-roots leaders in health promotion. She facilitated several HIV/AIDS prevention workshops to train community members in preventing the spread of the disease. She also helped organize and lead sessions during two national conferences on HIV/AIDS prevention.

EDUCATION

The education sector suffers from low morale, poor administration, and intermittent pay for teachers. Peace Corps' Community Education Project helps communities and local school districts improve their own primary education, including the establishment of resource centers at the district level. Through workshops in over 90 schools, Volunteers have helped teachers develop creative teaching techniques that promote active student participation in lessons focusing on relevant everyday issues. The Peace Corps' efforts to establish educational resource centers have received national recognition for their innovation in curriculum materials development, as well as for their low-cost, high return contribution to public education.

One Volunteer works with 18 pre-schools in Haina, one of the largest industrial zones of the country. In addition to providing skills training in pre-school education, she helped several teachers obtain scholarships to complete high school and university education.

AGRICULTURE

Small-scale agriculture has become increasingly difficult in the Dominican Republic due to soil degradation, deforestation, and lack of access to markets. Volunteers work to improve the technical knowledge of small farmers by encouraging them to adopt more efficient and sustainable agricultural management practices such as soil conservation, integrated pest management, organic farming, water management, and crop diversification. They also build the capacity of local organizations and government agencies to promote sustainable agricultural practices and prevent land degradation. Volunteers teach agricultural courses, promote small animal projects, and serve as liaisons between government agricultural agencies and local communities. During FY 1999,

Volunteers established 54 demonstration plots that introduced new agricultural techniques to more than 500 farmers.

A Volunteer living in the mountainous central region of the Dominican Republic has been working with the local coffee growers association to help it become officially certified by the government. She also has established a demonstration plot for soil conservation that is cared for by a local woman's organization.

ENVIRONMENT

After years of negative environmental impact, it is estimated that the Dominican Republic is only about 12 percent forested. Volunteers are working to reverse the process of soil erosion and degradation on the lands of 1,000 low-income rural farmers, and are helping to rehabilitate land devastated by Hurricane Georges. They are helping farmers' plant new trees and introduce new agro-forestry and soil conservation techniques.

After constructing a bamboo nursery, one Volunteer started a class on bamboo furniture construction in cooperation with the National Hydraulic Resources Institute. Last year, 12 students successfully completed the class and supplied their families with furniture. Two students went into the furniture making business because of the training.

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.

Peace Corps Volunteers, working with U.S. Agency for International Development in the areas most devastated by Hurricane Georges, distributed vegetable seeds to promote home and school gardens, responding to an urgent need to produce food quickly. Local residents produced a large quantity of the vegetables consumed in their communities.

EASTERN CARIBBEAN

Population: N/A

Annual Per Capita Income: N/A

Program Dates: 1961-Present



COUNTRY OVERVIEW:

The islands of the Eastern Caribbean face a complex development situation. They are poised on the edge of technological innovation, yet hampered by a limited economy subject to the vagaries of the market. Typical is the island of Dominica's report of a 60 percent drop in exports last year while remaining in the top third of the United Nations Development Index. The islands are confronted with increased unemployment, a growing presence of drug trafficking, and periodic natural disasters such as hurricanes and volcanoes. Opportunities for youth are particularly limited. Approximately 40 percent of primary school students do not go on to secondary school and few opportunities exist for students with special needs. U.S. economic and humanitarian assistance to this region has only recently been resumed to respond to stagnating local economies.

The Peace Corps currently operates in the countries of Antigua and Barbuda, Dominica, Grenada and Carriacou, St. Lucia, and St. Vincent and the Grenadines. It ceased operations in St. Kitts/Nevis this year. Programs are focused primarily on the marginalized youth population with emphasis on job skills training and health. A developing component of the program is the incorporation of information technology into the youth programs, making technology accessible to local populations.

RESOURCES:

	FY 1999	FY 2000	FY 2001
Eastern Caribbean	Actual	Estimates	Estimates
Trainees	57	50	55
Average # of Volunteers	90	97	89
Program Funds (\$000)	2,294	2,375	2,316

PEACE CORPS PROGRAM BY SECTOR:

CRISIS CORPS

When Hurricane Georges passed through the Eastern Caribbean, a number of homes on the island of Antigua were damaged or destroyed. At the request of Antigua's National Office of Disaster Services, 10 Crisis Corps Volunteers worked with laborers from Antigua's Defense Force and the Public Works Department to help rebuild the homes of the neediest hurricane victims. In addition to providing hands-on assistance, several Crisis Corps Volunteers developed a two-day training

program for 25 local workers in hurricane resistant construction techniques and helped create a training manual for the Office of Disaster Services entitled, "Build It Strong."

YOUTH DEVELOPMENT

The youth development project is the major focus of the Peace Corps program in the Eastern Caribbean, with 80 percent of Volunteers working in this project. Young people under the age of 25 constitute 40 percent to 70 percent of the island populations throughout the Eastern Caribbean. With rapid urbanization, a shrinking agricultural sector, and few training programs available for this group, many young people are left idle and hopeless. Youth unemployment rates are approximately 60 percent and employment opportunities are on the decline. This growing problem has put a significant percentage of Caribbean youth, particularly males, at risk and has raised concerns throughout the region about the future of this young generation. The youth development project attempts to increase employment opportunities for at-risk youth by strengthening existing alternative education institutions that provide academic, technical and life skills training and by encouraging self-employment and a self-help approach.

One Volunteer in Grenada worked with teen mothers to prepare them for the world of work. She invited various professional women to speak to the group about their work, and provided assistance in developing resumes and conducting mock job interviews. Students were also placed in jobs for a few weeks to gain experience in the working world.

HEALTH

The Eastern Caribbean lacks adequate health services. High rates of diabetes, obesity, hypertension, sickle cell anemia, and cancer are prevalent throughout the islands, while HIV/AIDS is an increasing threat. The health project in the Eastern Caribbean focuses on reducing the incidence of commonly occurring communicable and nutrition-related diseases through education intervention programs. Volunteers work with community health professionals to produce educational materials in print and video on such topics as: HIV/AIDS, cancer, asthma, sickle cell anemia, hypertension, obesity, diabetes, and the importance of exercise.

Several Volunteers on the island of Dominica assisted in coordinating World AIDS Day, which included health education sessions, a ribbon day at local schools, and the development of AIDS education packets for district health centers. Approximately 300 youth from local schools participated in the program.

ECUADOR

Population: 11,937,000

Annual Per Capita Income: \$1,570

Program Dates: 1962-Present



COUNTRY OVERVIEW:

Since 1962, Peace Corps Volunteers have worked at the grass-roots level to assist Ecuadorian communities with a range of development needs. Large sectors of the population suffer from nutritional deficiencies and a high infant mortality rate. Poor urban youth face problems such as high dropout rates, illiteracy, and high unemployment. Ecuador suffers from large-scale environmental degradation as it loses 200,000 hectares of forest per year. This past year, Ecuador experienced a major economic and banking crisis that has exacerbated these problems. In response to these challenges, Volunteers are focusing their efforts in the areas of agriculture, health, youth, and the environment. To better help poor communities face this critical economic situation, the Peace Corps has been integrating income generation into all four projects.

RESOURCES:

Ecuador	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	84	85	85
Average # of Volunteers	148	147	134
Program Funds (\$000)	2,480	2,648	2,629

PEACE CORPS PROGRAM BY SECTOR:

AGRICULTURE

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

Last year, Volunteers helped over 165 small farmers improve soil conservation practices by identifying soil problems and constructing ditches, furrows, and terraces. One Volunteer organized soil conservation training for 567 farmers who have begun to use alternative control methods for insects and diseases.

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 established a series of five training courses for local farmers on various agriculture techniques such as pest management, crop diversification, and soil conservation. Following the training, the farmers successfully replicated this training for other members of their communities.

During FY 1999, Volunteers began an innovative community-banking project that formed 11 banks. These micro-banks mobilized \$3,000 to support micro-enterprises and generated more income for rural families, all in the midst of a national banking crisis.

HEALTH

In Ecuador, 15 percent of 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 3,100 reported cases of HIV infection and AIDS-related illnesses as of September 1999. Volunteers focus their work in these two critical areas.

During FY 1999, Volunteers trained nearly 700 elementary school teachers in improved nutrition and health education techniques to increase the consumption of micronutrients among students. One Volunteer is collaborating with several organizations to implement a pilot "Healthy Schools" project in 22 schools to train teachers and develop health education teaching materials.

Volunteers have trained nearly 5,000 students in HIV/AIDS prevention. They organized youth clubs in high schools throughout the country to train youth health promoters who now organize activities such as health fairs for their neighborhoods and schools.

ENVIRONMENT

Volunteers' work to improve the sustainable management of trees, forests, natural areas, and urban vegetation in rural and urban communities and protected areas. During the past year, Volunteers established or improved 65 nurseries in 19 communities.

One Volunteer worked with members of three Andean communities who own a nearby forest to develop a nature trail, a tree nursery, and a trout pond. These projects now generate income for the communities and help protect the local area from deforestation.

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 dropout rates, illiteracy, and unemployment. Growing urban poverty has also caused a rise in the formation of youth gangs, delinquency, drug abuse, and child prostitution.

During FY 1999, Volunteers developed a range of activities to address the needs of over 3,000 at-risk youth and their parents. Volunteers sponsored youth workshops to build leadership skills

and self-esteem and to train young people in first aid, healthy nutrition, and AIDS prevention. To empower youth in a time of economic crisis, Volunteers have helped young people develop and strengthen their own micro-enterprises. Several Volunteers initiated recycled paper projects that generate income for young Ecuadorians, while a Volunteer in Quito helped strengthen a youth-managed restaurant by teaching business planning and management skills.

In cooperation with local artists, one Volunteer has developed a mural painting project as a way to help young boys at a rehabilitation center make a successful transition back into Ecuadorian society. Participating in the painting of a mural allows these boys to increase their self-esteem and develop work and social skills. This same Volunteer will now develop a mural painting project at a neighboring rehabilitation center for girls.

EL SALVADOR

Population: 5,928,000

Annual Per Capita Income: \$1,810

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, resulted in the further 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's current program of decentralization, which places more responsibility on leaders at the municipal level, has requested Peace Corps' assistance to improve municipal services and increase community awareness and participation. Peace Corps Volunteers coordinate with local municipalities, non-governmental organizations, and community groups to develop improved water systems, strengthen health and sanitation conditions, provide environmental education, and assist municipal development projects.

RESOURCES:

	FY 1999	FY 2000	FY 2001
El Salvador	Actual	Estimates	Estimates
Trainees	65	60	60
Average # of Volunteers	101	98	103
Program Funds (\$000)	1,771	2,049	2,149

PEACE CORPS PROGRAM BY SECTOR:

CRISIS CORPS

Although El Salvador was not as negatively affected by Hurricane Mitch as its neighbors, the country remains vulnerable to future hazards. To reduce the vulnerability of coastal areas to natural hazards, a Salvadoran non-governmental organization has requested a Crisis Corps Volunteer to work with them to develop a long-term plan for disaster mitigation and preparedness.

MUNICIPAL DEVELOPMENT

Low levels of formal education and the lack of administrative experience, combined with low revenues and an unstructured tax base, is stalling the progress of municipal development. As decentralization continues throughout the country, Volunteers are assisting municipal governments to improve service delivery to citizens through public awareness activities, strategic planning, and budget development.

One Volunteer helped establish a municipal emergency committee that was designed to respond to the immediate needs of its citizens during the recent heavy rains and yearly flooding. The committee facilitated an efficient and safe evacuation of 200 people and later organized the construction of a floodwall.

ENVIRONMENT

Deforestation and the resulting soil erosion have affected over 80 percent of the national territory, decreasing the availability and sustainability of arable land. Volunteers are involved in environmental education and agro-forestry activities to educate farmers about sustainable soil conservation and integrated pest management practices. These activities incorporate environmentally friendly applications, limit the use of chemicals, and improve organic fertilization.

One Volunteer is working with a cooperative to establish an organic coffee farm in a community populated by ex-combatants, many of whom remain in dire economic straits since the end of the civil war. By utilizing organic farming techniques, farmers have lowered contamination of the local watershed and reduced health hazards to the community.

HEALTH

Poor access to water and sanitation services in rural areas continues to be a major public health concern, as contaminated and dysfunctional systems and poor hygienic practices contribute to the spread of disease. Volunteers increase access for rural residents by building and maintaining water systems and establishing community groups to strengthen monitoring and educational interventions. These groups continue to be the primary method by which Volunteers educate people about the maintenance and management of water systems and latrine projects, and help ensure sustainability of the project after the Volunteers' departure. Volunteers also work with these groups to expedite communication and cooperation with several international agencies, such as CARE and Project Concern International.

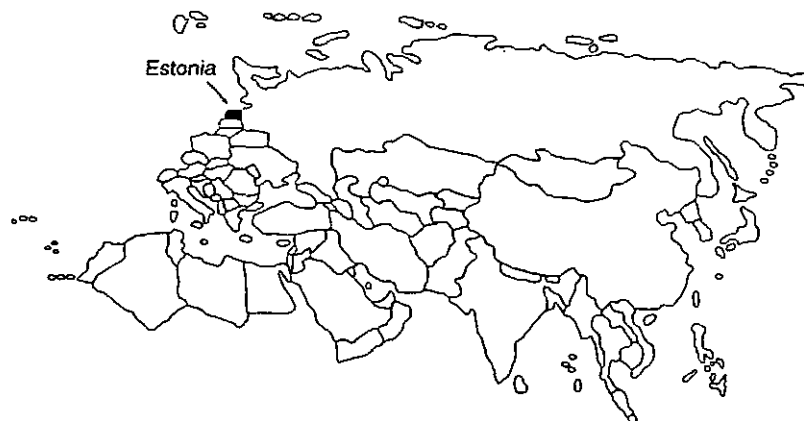
One Volunteer managed the construction of a community health clinic that brought health care to over 600 people. Another Volunteer, in response to Hurricane Mitch's destruction, organized a latrine project that serves nearly 80 percent of the community and provided water pumps to over 200 families.

ESTONIA

Population: 1,458,000

Annual Per Capita Income: \$3,360

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 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. 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 that Volunteers have made in the areas of English language education and business development, coupled with the relationships and understanding they have built with the Estonian people, will continue to have an impact on the lives of the Estonians they have worked alongside long after the last Volunteers depart.

RESOURCES

	FY 1999	FY 2000	FY 2001
Estonia	Actual	Estimates	Estimates
Trainees	20	20	0
Average # of Volunteers	31	31	27
Program Funds (\$000)	748	675	565

PEACE CORPS PROGRAM 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 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. Volunteers have also initiated environmental projects, organized international assistance and community development events, taught business English courses, and organized English clubs and information technology training.

In a former Soviet nuclear submarine training base of abandoned buildings, one Volunteer worked with local schools, businesses, and organizations to develop the Paldiski Youth Center. After over 700 hours of renovation work by 115 students, an old abandoned room was transformed into an art center, game area, and information center for the youth of community. The Volunteer also helped initiate a furniture project so those students could furnish the new center themselves.

EDUCATION

The Ministry of Education in Estonia is currently implementing an ambitious program to extend English instruction to all interested students, beginning in the third grade. Volunteers assist the Ministry's efforts to alleviate the shortage of English teachers in Estonia and 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 1999, Volunteers in education taught 3,378 students, developed lesson plans, worked with summer camps and English clubs, coached sports teams, increased English language resources, conducted seminars for Estonian teachers, and organized community events.

One Volunteer working in an Estonian high school has embodied the spirit of the Peace Corps by becoming an integrated member of her community through a variety of activities. Her primary work consists of team teaching lessons for primary students with a host-country national. In addition, she developed an English Club, adult conversation classes, and language improvement courses for area teachers, and prepared students for the national English language exam. Finally, she played with a local orchestra and represented her community in the National Song and Dance Festival. Overall, she has served as an invaluable and positive role model by assisting in the development of her community.

FEDERATED STATES OF MICRONESIA AND PALAU

Population: 111,000

Annual Per Capita Income: \$1,920

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, which are due to end in 2001 and 2009, respectively. Economic development has advanced 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. FSM and Palau are comprised of approximately 1 percent land mass and 99 percent ocean territory, but are in jeopardy of losing their greatest asset to poor marine and coastal management practices. Although more than half of the population is under the age of 18, resources for education are scarce. Lack of trained teaching staff, equipment, and books continue to be the most pressing problems facing schools. In addition, young people, particularly males, suffer from a high incidence of behavior risks and mental health problems, including suicide.

RESOURCES:

Federated States of Micronesia and Palau	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	31	33	33
Average # of Volunteers	46	42	45
Program Funds (\$000)	1,743	1,711	1,764

PEACE CORPS PROGRAM BY SECTOR:

AGRICULTURE

Given the reliance on Western imported foods and the attendant health problems, promotion of local produce is a priority for the FSM government. The agricultural sector has also been identified as a primary industry to be developed as the nation seeks to diversify the economy and reduce public sector job reliance. Agriculture Volunteers, working closely with national extension agents, increase public awareness about nutrition, introduce improved gardening techniques, and help design and facilitate educational activities.

To address the widespread deficiency in Vitamin A, one Volunteer has helped officials from the Ministry of Agriculture organize a campaign to promote the production of fruit trees and green leafy vegetables. Another Volunteer has started an income-generating project that will enable villagers to sell ornamental plants for public and private beautification programs.

COMMUNITY DEVELOPMENT

Volunteers working in the Library Development and Reading Project improve the quality of education through their work with students, staff, and communities in a way that fosters self-sufficiency and pride. Specifically, Volunteers develop local language resource and reference materials, promote reading comprehension, and encourage community involvement in educational and cultural programs.

One Volunteer has launched an effort to preserve a local language spoken by 2,000 people by bringing teachers, students, and community members together to create a written language for the first time. Another Volunteer, working on a small, remote island, established an immensely popular library where 1,000 books were checked out in its first year of operation.

ENVIRONMENT

Volunteers in the Marine Resources and Conservation Project have increased community and government understanding of existing marine resources and encouraged communities to 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 income generation opportunities.

One Volunteer is working with government extension agents and high school students to sustainable harvest and market soft corals and sponges. Another Volunteer is training community members to manage and promote its own eco-tourism business.

YOUTH DEVELOPMENT

The combination of a very high birth rate and adult emigration has resulted in more than half of the population being under the age of 18. This situation, coupled with a weak economic tax base, has seriously hampered efforts to provide quality assistance to young people who are increasingly overwhelmed by the country's transition to a monetized economy.

The purpose of this project is to increase participation of young people in the social and economic development activities of their communities. Volunteers work with youth officers, coordinators, teachers, and families to develop activities that promote and foster leadership and life skills in young people. Specific activities include garbage clean-ups, recycling programs, income generation projects, and health education campaigns.

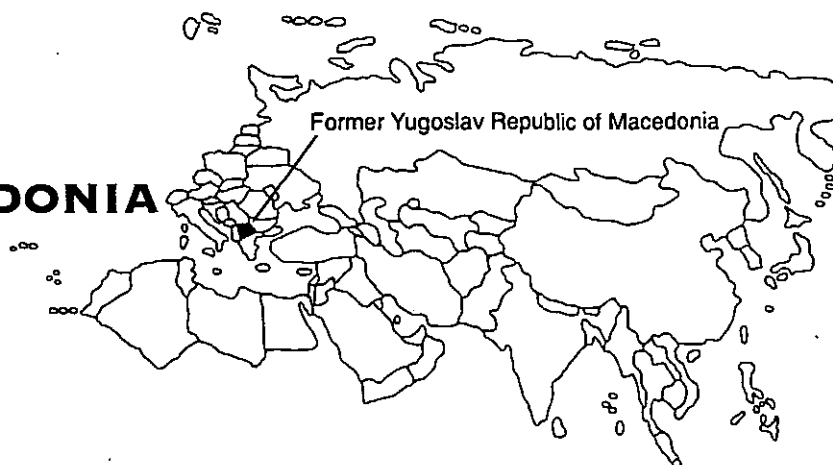
HEALTH

In FY 1999, the Peace Corps initiated a new health project in the FSM. Presently, the health care system allocates a large percentage of its budget to hospital-based curative services. The purpose of this project is to assist in establishing a decentralized primary health care and health education program that places greater emphasis on preventative services for local communities.

Volunteers are working with local health agents at rural dispensaries and with outreach teams from state hospitals to create training modules and resources that address relevant health issues identified by communities.

FORMER YUGOSLAV REPUBLIC OF MACEDONIA

Population: 1,997,000
Annual Per Capita Income: \$1,100
Program Dates: 1996 -1999; 1999-Present



COUNTRY OVERVIEW:

The Former Yugoslav Republic of Macedonia (FYROM) is making significant efforts to develop a society based on democratic principles, to establish a viable market economy, and to explore new ideas about human rights. While much progress has been made, inflation and unemployment rates are high and industrial production has been falling. The country has been adversely affected by unsettled conditions in the region since 1991, by the republic's troubled relations with Greece and Serbia, and by internal ethnic tensions amongst its Macedonian and Albanian population. Most recently, the crisis in Kosovo resulted in a huge influx of refugees and the movement of thousands of NATO troops and equipment through the country.

Out of concern for the safety and security of Volunteers, the Peace Corps suspended its program in April 1999. All Volunteers were processed out of service, but the office continued to remain staffed and operational. In September of 1999, the Peace Corps reinstated three Volunteers to their former assignments, and in October, returned with a new training class of fifteen people. Eighteen Peace Corps Volunteers now serve in small towns, villages, and regional centers throughout the country. They are assisting Macedonia in its challenging transition through their work as advisors in mayors' offices and as educators of English, environmental issues, and business.

RESOURCES:

FYROM	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	0	35	22
Average # of Volunteers	17	20	37
Program Funds (\$000)	321	854	792

PEACE CORPS PROGRAM BY SECTOR:

MUNICIPAL MANAGEMENT

As government structures devolve from centralized socialist systems to decentralized and localized systems with greater autonomy and decision-making authority, government officers must learn how to operate effectively in this new environment. Whole systems of organization,

communication, and networking need revision and new thinking. Most municipalities and mayors' offices have limited budgets, with few opportunities to increase revenues in the near-term because of difficult economic times. Two Volunteers have been recently assigned to mayors' offices, where they help write grants and funding proposals, initiate contact with foreign representatives, and serve as liaisons between foreign offices and the municipality.

EDUCATION

The Ministry of Education is in the process of refining its curriculum and texts and is making concerted efforts to improve and enhance the teaching skills of its teachers—particularly in the smaller towns where the need is greatest. Peace Corps has been invited to participate in this challenging endeavor to improve the effectiveness of instruction in three subject areas: English, environment, and business. Ten Volunteers serve as English resource teachers and facilitators to help meet these needs for the continued improvement of English language programs in Macedonian primary and secondary schools. In addition, five Volunteers are assigned to teach environmental education under the framework of the GLOBE (Global Learning and Observations to Benefit the Environment) program. Environmental resource teachers share and prepare environmental content lesson plans with their colleagues; team teach with science teachers; introduce environmental topics in different school subjects; and participate in community projects with local organizations, non-governmental organizations (NGOs), and clubs. Two business education Volunteers teach Junior Achievement (JA) theory classes, assist with a JA student company project, teach English for business purposes (including writing resumes and business correspondence), and work with local organizations or NGOs associated with business enterprises. Two hundred and seventy six students from eight schools participated in English clubs organized by Volunteers.

A husband and wife serving as Volunteers established a model United Nations (UN) Project for Macedonia, enlisting the assistance of Volunteer colleagues, teacher counterparts, and interested community members. Through their efforts, a model UN Board was created and a conference held for 150 people. Another business Volunteer helped initiate and organize a "Holiday Craft Exhibition," which was attended by more than 200 people and helped in promoting locally made products.

GABON

Population: 1,153,000

Annual Per Capita Income: \$4,120

Program Dates: 1963–1967; 1973–Present



COUNTRY OVERVIEW:

The government of Gabon has stated its intention to increase farmer productivity, to build more schools, and to tackle health problems associated with HIV / AIDS transmission, diarrheal 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 these programs are being phased out. In the health sector, Volunteers continue to help educate communities about their resources and needs.

RESOURCES:

Gabon	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	40	47	47
Average # of Volunteers	74	82	86
Program Funds (\$000)	2,368	2,418	2,495

PEACE CORPS PROGRAM 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 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. This approach has resulted in a new project entitled, "Forest and Agricultural Resources Management" (FARM).

Two fisheries Volunteers, working in collaboration with three new FARM Volunteers, organized a school mural painting project that highlighted Gabon's rich bio-diversity. The director of the school expressed strong support for the project and will provide assistance to the new Environmental Education project scheduled to begin in April 2000.

EDUCATION

In addition to training secondary school teachers, Volunteers in Gabon have traditionally taught mathematics, science, and English. In FY 1998, 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. The last secondary education Volunteer left Gabon in 1999, which officially marked the end of a 30-year effort to assist Gabonese government in this sector.

Volunteers have shifted their efforts to assist Gabonese counterparts in improving 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 managing school construction sites without direct Volunteer help. By April 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.

One Volunteer has been assigned to a health clinic as a health educator in an isolated town in the interior of Gabon. After being informed by people in the community that there was a village in the region that lacked access to any health facilities or supplies, she and her counterpart walked to reach the village over very sandy roads. Upon arrival, they led discussions on a variety of preventative health care topics. The response by the villagers was very encouraging, largely because they were so impressed that the Volunteer and her counterpart cared enough to walk all that way to visit with them.

THE GAMBIA

Population: 1,181,000
Annual Per Capita Income: \$340
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 anniversary celebration, "Their [Volunteers'] unique experiences and fraternal interactions at the grass-roots 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 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	46	46	46
Average # of Volunteers	62	61	72
Program Funds (\$000)	1,433	1,427	1,546

PEACE CORPS PROGRAM 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 1999, 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 and science education, and many more students, both male and female, are pursuing these subjects. Volunteers have noticed 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 an impact by introducing computer education in The Gambia. In FY 1999, 120 teachers and 600 students were trained in basic computer use. Volunteers have helped establish computer labs in six schools, two of which are now self-sustaining through fees collected for night classes. One hospital received a donated computer to improve record keeping.

ENVIRONMENT

Environmental degradation and decreased agricultural production are serious issues in The Gambia, and conservation of natural resources is a high priority for the government. Dense forest and woodland covered 80 percent of the country during the 1940s, but account for only eight percent of total land today. Uncontrolled burning is prevalent, fallow periods have been shortened or eliminated, and deforestation for fuel wood is indiscriminate. Climatic changes since the 1970s have caused rainfall to become erratic and have created further problems for the nation's agricultural base. Volunteers work with schools and community groups on a variety of environmental education projects. Some Volunteers work with community groups and individuals to establish village nurseries, plant orchards, and construct windbreaks and live fences. Others work extensively with women on community garden projects.

In FY 1999, a Volunteer posted to Bambally, a remote village in the North Bank Division of The Gambia, supported a new community environmental club. After completing a number of village sanitation campaigns, the club's leaders approached the Volunteer for ideas about additional activities they could undertake to improve their environment. Since the village had been chosen as a refugee re-settlement area that would create more pressure on the community's already scarce forest resources, the Volunteer suggested construction of a village leucaena woodlot. After the idea was adopted, the Volunteer encouraged implementation of the project and provided technical support. Thirty-five compounds in the community volunteered to establish small nurseries, and 600 leucaena trees were raised. One hundred seventy-three club members participated in the planting of the woodlot and construction of tree guards. The village won a national environmental award for their efforts.

HEALTH

In The Gambia, the infant mortality rate is 92 per 1,000 live births 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, 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 education groups to address HIV/AIDS and sexually transmitted diseases , and conducting a wide range of other health education activities. In FY 1999, Volunteers trained more than 75 Gambians in community health education.

A Volunteer in Bansang, in the Central River Division, has been a positive role model to the hospital staff, working closely with its 16 staff members. She conducted computer training for all staff to improve data collection, analysis, and computer maintenance. With help from her counterpart, she coordinated district health training for both the hospital staff and local community health nurses and encouraged communication between the two groups. This resulted in an increase of the hospital staff's appreciation for the work of community health nurses in outlying areas. The Department of State for Health has requested that she extend her Peace Corps service for a year to help improve the output of the national Epidemiology and Statistics Unit.

GHANA

Population: 17,985,000

Annual Per Capita Income: \$390

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 18 percent, almost a third of the people live below the national poverty line, and the annual population growth rate is nearly three percent. 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. As a result of economic and social conditions, there exists a large shortfall of teachers for mathematics, science, and computer resources. Peace Corps Volunteers are working in business development, health, education, and the environment to help support Ghana's development efforts.

RESOURCES:

Ghana	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	79	84	84
Average # of Volunteers	146	139	144
Program Funds (\$000)	2,751	2,717	2,854

PEACE CORPS PROGRAM BY SECTOR:

EDUCATION

Volunteers teach secondary school level science, mathematics, and visual arts to more than 11,500 students, and work closely with Ghanaian counterparts in the development of subject resource manuals. Volunteers are also involved in secondary projects that include rehabilitating school libraries, establishing science and computer classes, and conducting HIV/AIDS awareness.

In FY 1999, Volunteers organized an art exhibition to showcase the artwork of their students. The exhibition recognized the work of students, highlighted innovative teaching methodologies, and promoted the importance of teaching visual arts in Ghanaian schools. Seven senior secondary schools and four schools for the deaf participated along with 11 Volunteers.

BUSINESS DEVELOPMENT

Ghana continues to promote private sector growth. Volunteers are working with counterparts to assist local artisans, farmers, and micro-entrepreneurs to establish cooperatives and market their products locally. Other small enterprise development Volunteers are working to promote community-based eco-tourism projects.

One Volunteer assisted in the establishment and management of a rural-based, community-owned, cashew processing plant. The cooperative employs seven women and successfully secured a loan for start-up working capital costs. Under the Volunteer's guidance, a second processing plant is under construction by another cooperative.

ENVIRONMENT

Volunteers continue to work with five governmental and non-governmental agencies as part of the Collaborative Community Forestry Initiative (CCFI), which was formed to establish Volunteer-managed tree nurseries. Volunteers train nursery workers in business skills to achieve a smooth transition to an unsubsidized community-managed project.

In FY 1999, Volunteers worked on developing organizational structure and income generation activities in 25 CCFI community nurseries. Their work included the improvement of record keeping, customer relations, crop cultivation, and the identification of new market opportunities.

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.

In collaboration with their local counterparts, Volunteers initiated house-to-house education campaigns to promote personal and environmental sanitation in 19 communities. Volunteers also trained 360 water and sanitation committee members to conduct hygiene education in 23 communities.

GUATEMALA

Population: 10,519,000

Annual Per Capita Income: \$1,580

Program Dates: 1963-Present



COUNTRY OVERVIEW:

The 1996 Peace Accords have increased hope for a brighter future for many Guatemalans, but serious developmental challenges remain that were aggravated by Hurricane Mitch. Lack of access to clean water, proper waste disposal, and proper nutrition in rural areas has led to high rates of disease and malnutrition. Flooding and landslides as a result of this year's unusually heavy rains further aggravated on-going destructive and damaging environmental practices.

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

RESOURCES

Guatemala	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	125	120	126
Average # of Volunteers	141	188	218
Program Funds (\$000)	3,219	3,864	4,143

PEACE CORPS PROGRAM BY SECTOR:

CRISIS CORPS

The Crisis Corps provided eight Volunteers to work in areas that suffered extensive damage from Hurricane Mitch. One team was assigned to the municipality of Rio Hondo to help rebuild bridges, repair drinking water systems, and conduct health education workshops. This was also an area where fruit trees of many varieties washed away overnight in Mitch flooding. Recognizing the farmers' need to replace lost income; the Crisis Corps Volunteers also developed a papaya project designed to generate cash income in the medium term. To help ensure the sustainability of the Crisis Corps project, two Peace Corps Volunteers have been assigned to the area to work with farmers on marketing and production. The efforts of Crisis Corps Volunteers were supported and recognized by former Guatemalan President Arzu.

AGRICULTURE

The use of slash and burn agriculture throughout Guatemala is leading to high levels of soil erosion, while the indiscriminate use of pesticides is threatening bio-diversity and farmers' health. Poor understanding of marketing basics and improper grain storage is decreasing farmers' income and causing high levels of spoilage and crop loss. Volunteers in Guatemala are working with family farmers to diversify agricultural production, promote marketing skills, and upgrade storage techniques, thus increasing farming yields and income. To reduce the need and use of chemical pesticides, Volunteers are also assisting over 2,800 farmers to improve crops with ecologically friendly pest management methods.

In response to Hurricane Mitch, the Peace Corps has focused on the importance of soil conservation to mitigate against the disruptive effects of hurricanes. In addition, a group of Guatemalan women from the war-ravaged Western Highlands worked with a Volunteer to develop an off-season vegetable production business. They accessed funding and built two greenhouses for growing and marketing green peppers, resulting in a source of vegetables and income for the women throughout the year.

BUSINESS DEVELOPMENT

Many small business owners and micro-entrepreneurs in Guatemala have little or no business management knowledge. This limits entrepreneurs' capacity to generate income and minimizes their employability. Volunteers working in the Small Business Development project provide over 500 small business and micro-entrepreneurs with skills such as basic business concepts, inventory management, and customer service. The skills allow entrepreneurs to make sound business decisions, increase their profits, and maximize their employment potential. Volunteers work with Junior Achievement and community banks to implement activities that benefit women and youth.

What began as a discussion group between one Volunteer and 12 young women is now a children's clothing business. Together with the Volunteer, the group obtained the support of a national training agency to receive classes on how to sew and produce small items for children. The Volunteer provided additional business management training for the young women, which has allowed them to successfully produce and sell their products.

ENVIRONMENT

Deforestation and poor land management in communities near watersheds and protected areas are causing widespread environmental degradation, soil loss, and new threats to bio-diversity. Volunteers are working with their counterparts to help farmers develop sustainable integrated farm management plans that augment soil conservation, increase reforestation, and improve waste disposal techniques. These plans help minimize the impact farmers have on delicate eco-systems in the area while still providing educational and economic opportunities.

One Volunteer worked with three young educators to train a youth group and create a color pamphlet on solid waste management. The youth group then trained 33 local scouts and their

leaders to act as solid waste management advocates. The group also constructed and displayed a float in the county fair parade to promote effective waste management to more than 5,000 people who attended the parade.

HEALTH

Poor personal hygiene, various degrees of malnutrition, infections, and other diseases have lead to low school attendance, high drop-out rates, and reduced educational opportunities for the future. Volunteers in Guatemala train teachers, students, and parents about the practice of healthy habits, including basic hygiene and nutrition. Over the past year, the number of students involved in the project increased by about 20 percent, to over 10,000 participants. Additionally, a number of parent committees have been formed to promote follow-up of health activities at home. One Volunteer advised a school parent committee to install water faucets near the school's latrines. Three hundred and fifty students are now able to wash their hands after use of the latrines.

GUINEA

Population: 6,920,000

Annual Per Capita Income: \$550

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



COUNTRY OVERVIEW:

Although Guinea has recently shown modest improvement in its economic and social indicators, it continues to face many development challenges. Environmental degradation of the country's lush forests is continuing. The adult literacy rate is 50 percent for men and 22 percent for women. Only 18 percent of males and 6 percent of females reach secondary school. Infant mortality, however, has fallen to 130 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, agro-forestry, and the environment. The Guinean Minister of Agriculture, Jean-Paul Sarr, recently 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 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	46	69	69
Average # of Volunteers	86	74	83
Program Funds (\$000)	2,492	2,346	2,423

PEACE CORPS PROGRAM 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.

Two Volunteers organized a two-week summer science camp to introduce students and teachers to experimental science methods, and to develop practical and meaningful science equipment for use at the village level. The camp consisted of 10 days of hands-on experiments in chemistry, biology, physics, and geology. Participants used materials available at the village level so that both teachers and students would be able to reproduce the lessons with little or no outside assistance.

ENVIRONMENT

Volunteers introduce environmental themes into the primary school curriculum and engage in agro-forestry activities in targeted villages. Volunteers collaborate closely with teachers and community members to increase awareness about the importance of environmental preservation and to provide training on agro-forestry conservation methods.

One Volunteer initiated a tree-planting contest in response to the excessive cutting of local species. Over 1,200 seeds from local mature trees were collected and 700 children took the seeds home. At the end of the year, a contest was held for all the children who produced living trees from the seeds.

HEALTH

Volunteers team with local health committees to identify priority health needs and educate groups and schools about preventive health care practices. Activities focus on the needs of women and children and include talks on malaria prevention, vaccinations, oral rehydration therapy, and HIV/AIDS education. Volunteers 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 worked with her health center counterparts and other community leaders to organize several technical training activities in her village. At one workshop, a total of 27 individuals, including those responsible for managing the health center, improved their management practices and management skills. The Volunteer also helped organize two training workshops for traditional midwives. Twenty women completed the course and were officially recognized by the chief of the health center.

GUYANA

Population: 848,000

Annual Per Capita Income: \$800

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 Guyana makes the transition to a market-oriented economy.

Volunteers address these two needs by providing community health education and youth development outreach in collaboration with relevant ministries and non-governmental organizations. They assist existing efforts to facilitate community involvement, train service providers, and introduce new training and teaching methodologies.

RESOURCES:

Guyana	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	18	20	20
Average # of Volunteers	27	27	28
Program Funds (\$000)	828	778	725

PEACE CORPS PROGRAM BY SECTOR:

HEALTH

The Community Health Education Project assists Guyana's Ministry of Health to strengthen a decentralized primary health care program that faces serious economic and human resource shortages. The Guyanese health care system suffers from a lack of facilities, equipment, supplies, and trained workers. The problem is particularly acute in rural areas where most Volunteers live and work. Volunteers work directly with health centers and communities to help them identify resources, facilitate community health assessments, design and implement health education projects, and train health center staff and community leaders. 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 making these resources available to the community members through clinics at the health centers and in the schools.

In FY 1999, Volunteers trained 11 community health workers in the design and implementation of primary health care programs for six communities. In addition, Volunteers established health clinics and provided health education sessions on HIV / AIDS prevention to young women in rural communities. One Volunteer worked with his community to complete a new community learning resource center. This center houses a computer lab, classroom facilities, and a community library. It is now the hub of learning and social activity for the community, and offers Red Cross training and a discussion group focused on women's health issues.

YOUTH DEVELOPMENT

Significant economic and social changes in Guyana have placed the nation's youth, representing nearly 60 percent of the population, at great risk. Past attempts to respond to the developmental needs of youth relied on institutional approaches that lacked links to the family and community. As a consequence, many of the high-risk youth in Guyana lack important life skills and possess low self-esteem in making personal decisions.

Volunteers work with youth organizations and the Ministry of Education to provide unemployed and at-risk youth with educational, personal and life skills development opportunities. In the past year, Volunteers organized first aid training, reading and literacy tutoring, and life skills education for over 1,200 school-aged youth.

HAITI

Population: 7,492,000

Annual Per Capita Income: \$380

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



COUNTRY OVERVIEW:

Haiti is the poorest nation in Latin America and the Caribbean. World Bank statistics show it has the world's highest proportion of its population living in poverty. Eighty percent of the rural population is at poverty level, and 66 percent lives in extreme poverty with insufficient income to buy basic food needs. Haiti's poor economic performance is greatly exacerbated by a rapidly increasing population, which now stands at over eight million.

Haiti presents a complex development challenge, with a history of political instability, 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. HIV / AIDS is an increasing threat, and unemployment is estimated at around 70 percent.

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 a broad range of activities in rural development, and the Peace Corps is exploring the possibility of expanding into non-formal education.

RESOURCES:

Haiti	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	29	34	34
Average # of Volunteers	37	36	41
Program Funds (\$000)	1,396	1,311	1,381

PEACE CORPS PROGRAM BY SECTOR:

CRISIS CORPS

In the aftermath of Hurricane Georges, the Peace Corps took steps to integrate disaster preparedness and mitigation activities into Volunteers' work plans. With the assistance of a Crisis

Corps Volunteer, three regional workshops were held for Volunteers and community counterparts on the basics of disaster management in rural communities. With the learning tools presented in these workshops, Volunteers have begun working with their communities to create emergency action plans and undertake various mitigation activities.

INTEGRATED RURAL DEVELOPMENT

Nearly 70 percent 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 the burning of wood for fuel have accelerated deforestation and soil erosion. As a result, agricultural production has declined steadily and the forest cover has been almost completely eliminated.

A number of local non-governmental organizations (NGOs), including cooperatives, farmers' groups, and savings and loan associations have emerged in rural areas in an attempt to assist peasant farmers with income generation. Volunteers work with many of these local NGOs through programs in agro-forestry, agriculture extension, agri-business, micro-credit, and community development to help address issues of poverty, unemployment, and environmental degradation. Volunteers helped more than 200 individuals, two grassroots organizations, and four communities to improve animal husbandry training and marketing, which increased farmers' incomes.

To decrease deforestation surrounding his community of Aquin, one Volunteer trained 20 students in the production of "briquettes" made from waste material, for use as a substitute for wood charcoal. The activity has great potential for wide application and is being promoted among other Volunteers and communities. Two schools have begun using the briquettes for daily cooking instead of charcoal.

HONDURAS

Population: 5,986,000
Annual Per Capita Income: \$740
Program Dates: 1963–Present



COUNTRY OVERVIEW:

Honduras continues to struggle as one of the least developed countries in the Western Hemisphere. Twelve months after the most destructive natural disaster in the country's history, Honduras is still plagued by the destruction of fragile farmlands and the elimination of income generation and food production for farmers and families across the country. Flooding from Hurricane Mitch and the resulting damage to water sources has placed millions at risk of malnutrition and disease. Mitch also severely damaged roads and bridges throughout the country and destroyed job opportunities, further increasing the already high levels of unemployment. High rates of child and maternal mortality, as well as the highest rate of HIV/AIDS in Central America, are taxing 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.

The Peace Corps program has increased its Volunteer presence in Honduras by over 40 percent in the past year, becoming the Peace Corps' largest program. Volunteers work in the areas of hillside farming and agriculture, child survival and health, economic and micro-enterprise development, management of protected areas, and water and sanitation. Volunteers are implementing disaster management and mitigation techniques in all sectors, and additional Crisis Corps Volunteers are complementing these efforts.

RESOURCES:

	FY 1999	FY 2000	FY 2001
Honduras	Actual	Estimates	Estimates
Trainees	121	137	133
Average # of Volunteers	159	196	227
Program Funds (\$000)	3,077	3,760	3,987

PEACE CORPS PROGRAM BY SECTOR:

CRISIS CORPS

In the last year, the Crisis Corps has placed 44 Volunteers in Honduras, the single largest contingent in the world. They have worked with the hardest hit communities to rehabilitate water systems, build new housing, train unskilled workers in basic construction techniques, assist with immunization campaigns, provide trauma counseling, and work with farmers on mitigation techniques.

AGRICULTURE

Along the hillsides of Honduras, excessive use of "slash-and-burn" agriculture and poor soil conservation techniques are causing severe crop loss and deteriorating the quality of topsoil, which in turn is diminishing crop yields. The result is a high rate of malnutrition and the migration of rural families to the already crowded urban centers. Volunteers train farmers in sustainable production techniques as they try to use better soil conservation strategies and diversify their production to include fruits and vegetables. Volunteers are encouraging more women to pursue training so they can play greater leadership roles in the community. One Volunteer has focused on raising the awareness of 15 families about the importance of food security and planning for the future. The families, using donated seeds, learned to fence in their yards to protect vegetable gardens and prevent soil erosion. The families were able to recover the seed, plant again, and sell the surplus seed locally.

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 community organizations. In addition, partnerships between Volunteers and students at the Central American University of Technology in Tegucigalpa have resulted in the faculty's greater use of Peace Corps' Entrepreneur Program handbooks and lessons for students and graduates.

ENVIRONMENT

The growing population of Honduras is encroaching into the pristine natural areas of the country's cloud forest reserves, causing the over exploitation of natural resources and threatening the health of watersheds and protected areas throughout the country. Environment Volunteers are working with the national forest service and local non-governmental organizations to promote environmental awareness, sound watershed management practices, and eco-tourism with farmers and schools in the surrounding communities. Volunteers held four environmental education workshops for participants from 37 low-income areas. Forty attendees are conducting their own environmental education workshops and have developed action plans for their communities. Following Hurricane Mitch, Volunteers received requests from local groups and schools to help develop more tree nurseries. As a result, the number of tree seedlings produced with Volunteer assistance has doubled.

HEALTH

In rural Honduras, poor knowledge of proper hygiene practices, sanitary waste disposal, and the protection of water sources are causing widespread health problems, disease, and malnutrition. Volunteers are training communities in water source rehabilitation, expansion, and construction. They are responding to the need for health education and accessible health care by training community members in techniques of infant care, vaccination programs, and nutritional education. Volunteers are also establishing programs to address vegetable gardening and proper cooking, hygiene and sanitation practices, and prevention of HIV/AIDS transmission.

Volunteers in southern Honduras developed the "First Youth AIDS Congress for the Southern Region," a precedent-setting conference in which over 300 students had the chance to exchange experiences, talk to doctors, and hear testimonies of people infected with HIV. The teachers and students in attendance have taken these lessons and experiences back home and started to educate their communities about HIV/AIDS.

Mitch's destruction was so widespread that many communities were completely destroyed. In many cases, Volunteers are working with their communities to rebuild them from the ground up. One health Volunteer has worked with his community in such varied activities as designing topographical surveys, planning green areas, and developing public latrines. His work is helping the community come together to help those members most affected by the hurricane.

JAMAICA

Population: 2,554,000

Annual Per Capita Income: \$1,550

Program Dates: 1962–Present



COUNTRY OVERVIEW:

While Jamaica shows some signs of stabilization, the country continues to grapple with a high rate of HIV/AIDS infection, under-employment, environmental degradation, marginalization of young people (especially males), lack of potable water, and poor sanitary practices. Between 30 percent and 35 percent of the population lives below the poverty line. World Bank statistics show that economic growth has been stagnant in the 1990s, declining in both FY 1996 and FY 1997. Living conditions have deteriorated for the majority of Jamaicans. High levels of crime, violence, and drug trafficking, especially in inner-city garrison communities, exact their toll. Less than 20 percent of those who qualify are able to continue to secondary schooling.

Jamaica's ecosystem, the mainstay of the critical tourism sector, is being seriously degraded. Air and water pollution is approaching crisis levels, while overfishing, illegal sand mining, and coral destruction threaten the marine system. Low public awareness of environmental issues is the major factor contributing to this degradation. The Peace Corps is addressing these development issues through programs with youth-at-risk, health and sanitation, and environmental education.

RESOURCES:

	FY 1999	FY 2000	FY 2001
Jamaica	Actual	Estimates	Estimates
Trainees	63	53	58
Average # of Volunteers	92	96	89
Program Funds (\$000)	2,261	2,341	2,263

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 the rapid expansion of mining, tourism, and farming have caused significant degradation of watersheds, the pollution of ground and surface water, and urban sprawl. Less than 25 percent of Jamaica is now under forest cover. Ongoing hillside farming also contributes to continued soil erosion.

The principal focus of Peace Corps activities is to increase awareness of environmental issues, such as the importance of solid waste management and recycling and the impact of watershed degradation, over fishing, removal of coral reef for subsequent sale, and damaging hillside-farming practices. In the past year, Volunteers have worked with 32 non-governmental agencies on specific projects, including: Schools for the Environment, coral reef preservation, establishment of marine parks, rehabilitation of watershed areas, and the promotion of recycling and composting at tourist hotels. Conservation activities enhance eco-tourism and provide a valuable source of income for rural communities.

HEALTH

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. Volunteers work in rural, peri-urban, and urban squatter settlements to facilitate community development activities and strengthen community-based organizations that support environmental health projects. Due to Volunteers' efforts to improve the capacity of local communities, 42 communities have been assisted and 15 organizations have become more effective in their development efforts. 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.

One Volunteer in Kingston established a database to gather information on Jamaica's 140 waste water treatment plants. He successfully facilitated collaboration between three government ministries to ensure maintenance of the database, which will provide national coordination of maintenance scheduling and monitoring, problem analysis, and facilities and equipment evaluation.

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. In general, at-risk-youth are poor, attend school irregularly, or are school dropouts. They have few employment opportunities, work, or hustle to support themselves and their families, become involved in drug trafficking and gangs, and engage in unhealthy lifestyle practices.

Volunteers in this project have reached over 2,000 youth this year through their work in youth-focused agencies and community-based organizations as facilitators for youth development in urban and rural settings. Volunteers use strategies such as leadership and business skills training, healthy lifestyles, creative arts, conflict resolution, and sports activities to engage and energize youth and open opportunities for their futures. Volunteers work in concert with the government's AIDS program to reduce the rate of HIV transmission, the incidence and prevalence of sexually transmitted diseases, and high-risk behavior among targeted groups. More than 1,400 youth participated in HIV/AIDS prevention education programs this past year.

One Volunteer working at a local school succeeded in securing community support and government and international funding to establish a computer lab. She trains high school students and community members in basic computer skills to expand their employment options, while assisting teachers to expand use of computers in their own classes. The community has established a board to oversee the lab and manage income generated through fees charged to computer users.

JORDAN

Population: 4,437,000

Annual Per Capita Income: \$1,520

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 grass-roots level, the Peace Corps 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, micro-enterprise 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 both the Jordanian government and 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 1999	FY 2000	FY 2001
Jordan	Actual	Estimates	Estimates
Trainees	41	45	49
Average # of Volunteers	49	65	71
Program Funds (\$000)	1,371	1,709	1,867

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.

The Community Outreach Development Project has four areas of concentration: community services, non-governmental organization development, special education advising, and business advising. Volunteers currently work with three local development organizations, the Jordanian Hashemite Fund for Development (formerly the "Queen Alia Fund"), the Noor al-Hussein Foundation, and Jordan River Designs, to implement micro-enterprise projects in small towns and villages. In this capacity, Volunteers assist and advise Jordanian women about income-generation activities and teach basic business skills, such as planning, recordkeeping, and marketing strategies. The program also emphasizes leadership training for women. In addition, Volunteers collaborate with the Jordanian Ministry of Social Development by working 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.

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, the Volunteer introduced a non-violent behavior modification program that enhanced the rehabilitation focus of the center and is now used as a model for special education in Jordan.

EDUCATION

The first group of education Volunteers arrived in FY 1998 to promote Teaching English as a Foreign Language. Currently, Volunteers are working with Jordanian English language teachers in provincial and rural schools managed by the Ministry of Education. Their primary roles include 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, after working on an archaeological dig during the summer, transferred his experience to the English club at school by helping students to understand connections between the locally abundant archaeological remains, history, tourism, and people working in archeology. Another Volunteer established a community lending library that will benefit between 400 and 500 girl students in her community.

KAZAKHSTAN

Population: 15,801,000

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 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	77	87	95
Average # of Volunteers	88	104	118
Program Funds (\$000)	1,938	2,088	2,290

PEACE CORPS PROGRAM BY SECTOR:

BUSINESS DEVELOPMENT

Volunteers in Kazakhstan focus on business education in secondary schools and universities, meeting an important need not addressed by other development groups in the country. They provide training in western business subjects necessary for the integration of Kazakhstan into the world community. In FY 1999, Volunteers taught basic economics, marketing, business planning, and business English to nearly 3,000 Kazakhstani students. During the past year, Volunteers have begun working with community micro-finance groups in two regions of the country.

One Volunteer appeared on a music video TV show and used the show's nationwide exposure to urge children to stay in school, not smoke or use drugs, and prepare themselves for the future. He

received over 100 letters from children throughout Kazakhstan telling him how much of an influence he has been on their lives.

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. When awards for the "United States-Kazakhstan Awards for Excellence in Teaching English and American Studies" were presented, six out of ten teachers were counterparts or co-workers of Peace Corps Volunteers.

Outside the classroom, Volunteers host an English-language television program, organize summer camps, work with orphanages, conduct English drama festivals, teach ballet and modern dance, and organize community basketball and soccer teams. One Volunteer was involved in the development of the Handicapped/English sports club and assisted the organization to obtain new equipment via grants.

ENVIRONMENT

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

One Volunteer started a project to clean-up litter along the riverbanks of her community, which has grown into a national "Do Not Litter" campaign. With the support of fellow Volunteers, a contest will be held to identify slogans for the national campaign. Winning slogans will be printed as posters and distributed throughout the country.

HEALTH

In response to shifting community priorities, the health project has changed its focus from environmental health to improving maternal and child health and preventing HIV/AIDS and sexually transmitted diseases. Activities emphasize health behavior changes, especially among women, youth, and children. Volunteers conduct seminars in regional AIDS centers, health NGOs, and medical education institutes.

One Volunteer, working closely with her counterpart and a team of health professionals, started a project called "Prevention and Rehabilitation on Cardiovascular Disease." The program offers health education for the community through three-day seminars and rehabilitation for patients who have had heart problems. During the seminars, nurses train participants in taking vital signs and physicians instruct patients about rehabilitation. The team has begun promoting the program on local television and have plans to expand the program to surrounding areas.

KENYA

Population: 28,612,000
Annual Per Capita Income: \$340
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 population growth rate particularly affect the younger population. Kenya faces challenges in administering quality education, especially in math and science, in which 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 has been compounded by the effects of El Niño. The government of Kenya has provided on-going support to Peace Corps Volunteers who work in business and micro-enterprise development, education, health, and the environment.

RESOURCES:

Kenya	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	57	52	52
Average # of Volunteers	121	108	87
Program Funds (\$000)	4,986	3,289	3,126

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. Volunteers work to establish links between smaller and bigger businesses, which have resulted in increased sales for the small businesses. Volunteers also provide basic business skills and encourage greater access to credit.

More than 6,000 Kenyans were trained in business development activities in FY 1999. More than half of them were women, and a significant number were youth. One Volunteer launched a computer center after acquiring a donation of computers from her home state. The center graduated 30 boys and girls, two of whom were selected to serve as trainers, providing long-term sustainability for the project. Another Volunteer has worked with a group of women to start and fund community-

based revolving credit programs. The program helps to raise money for group or community development projects, while still providing the women with loans for their individual businesses.

EDUCATION

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

Kenya is currently the only country employing Peace Corps Volunteer teachers in schools for the deaf. One Volunteer has enrolled all the teachers in her school, including the Headmistress, for sign language instruction. She developed a picture book to facilitate communication and enhance her students' vocabulary. Recognizing the impact of her teaching strategies, many of the Volunteer's colleagues are now using pictorial presentations.

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. One Volunteer introduced a bio-gas project to his community. The bio-gas reactor was constructed with the help of another Volunteer who had received construction training from a Kenyan counterpart. The bio-gas model is now used by the community as an alternative to wood burning and promotes the boiling of drinking water using a natural energy resource. The health project is also placing greater emphasis on the need for HIV/AIDS prevention education. This new initiative will involve all Volunteers and will include activities such as training of community education groups and individuals in HIV/AIDS prevention and presentations to community groups and schools.

ENVIRONMENT

The Kenyan government seeks to increase the use 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 wood for fuel.

One Volunteer works with individual farmers, providing information about tree nurseries. Based on this experience, one of the farmers began a nursery that has grown considerably and expanded into a business. The nursery now supplies three districts with seedlings and has over 9,000 different species. From the sale of the tree seedlings, the farmer has been able to employ two youths from the community and is now digging a well, fulfilling a much needed source of water. The farmer

expects to double his production once the well is ready.

In Kenya's mountain region, a Volunteer works in collaboration with the Kenya Wildlife Service and World Wildlife Fund in campaigning to support preservation of the Colobus habitat, which is threatened by agricultural expansion.

REPUBLIC OF KIRIBATI

Population: 83,000

Annual Per Capita Income: \$910

Program Dates: 1973-Present



COUNTRY OVERVIEW:

The Republic of Kiribati is one of the poorest countries in the world, with most of its citizens 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 and health.

RESOURCES:

Kiribati	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	25	27	27
Average # of Volunteers	42	39	41
Program Funds (\$000)	958	971	936

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. The Peace Corps is providing Education Volunteers to increase access to, and quality of, basic education.

Twenty-five 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. They are also involved in curriculum development, lesson planning, and the development of appropriate classroom materials and teaching techniques.

Volunteers also instruct new teachers in math, science, and education methodology at Kiribati Teachers' College, the country's only teaching college. The Kiribati Ministry of Education, Training and Technology recently granted Teaching English as a Second Language certification to 75 teachers

trained by Volunteers. Volunteers have initiated a new business education program at the college to train Kiribati teachers in basic accounting and business principles.

Libraries have been established in all 17 primary schools where Volunteers are assigned. Volunteers assist in construction, organize community contributions, procure book donations, train teachers and students in the management and maintenance of libraries, and conduct daily reading programs.

HEALTH

Kiribati faces a severe shortage of trained medical professionals that can provide health care to a dispersed population over 17 atolls. Lack of awareness about preventative health care is particularly acute on the outer islands where medical practitioners are overwhelmed with clinical work and have little time for educational programs. Volunteers work in tandem with these health extension agents, as well as with youth and women's groups, to address water-borne diseases, poor personal hygiene, malnutrition, diabetes, an increasing fertility rate, HIV / AIDS, and sexually transmitted diseases. Volunteers also help communities build latrines, water tanks, and wells.

Last year, Volunteers organized a nation-wide song writing contest to raise awareness about clean water and sanitation practices. The contest was broadcast on Radio Kiribati. The prize-winning song has since become popularized and continues to be played on the radio.

KYRGYZ REPUBLIC

Population: 4,635,000

Annual Per Capita Income: \$480

Program Dates: 1993-Present



COUNTRY OVERVIEW:

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

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 instruction materials. Volunteers are working with the Kyrgyz Republic to address the need 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 content-based instruction in the areas of youth development, environment, health, and women's issues.

RESOURCES:

Kyrgyz Republic	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	48	55	60
Average # of Volunteers	71	76	84
Program Funds (\$000)	1,318	1,358	1,475

PEACE CORPS PROGRAM BY SECTOR:

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 over the past year, and another twelve were augmented by Peace Corps Volunteers. Eight Volunteers participated in an international Global Learning and Observation to Benefit the Environment (GLOBE) conference, and continue to support this international environmental program through

classroom teaching. Since 1993, Volunteers have taught more than 7,500 students and have worked with over 300 local counterpart teachers. Outside the classroom, Volunteers have produced English-language newspapers, organized women's career days, coordinated summer courses in art, music, and Spanish, and worked with the elderly.

"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 the conditions in many children's homes. Over the past year, the project has expanded to the national level, currently involving about 70 percent of the population. During First Lady Hillary Clinton's trip to the Kyrgyz Republic in November 1997, she visited a "Kids Helping Kids" site and met with Volunteers.

BUSINESS DEVELOPMENT

Volunteers are helping non-governmental organizations, private farmers' associations, village committees, and non-profit associations become sustainable, self-sufficient, and effective entities by sharing knowledge and experience regarding business practices in market economies. Over the past year, Volunteers have helped target 50 women's groups for micro-credit lending, facilitated credit to 400 private farmers, worked with refugees, initiated efforts to develop tourism, and established dairy, poultry, and handicraft projects.

A Volunteer in the southern mountain village of Chkalov helped to obtain 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 a non-governmental organization, 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.

LATVIA

Population: 2,465,000

Annual Per Capita Income: \$2,430

Program Dates: 1992-Present



COUNTRY OVERVIEW:

Since regaining its independence in 1991, Latvia has experienced a tremendous economic and political transformation. However, 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. Many English teachers and teacher trainers have been lured away from the educational system to accept lucrative positions in the private sector, and most English teachers who remain at the elementary level are not certified and have poor English skills. 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 that Volunteers have made in the areas of English language education and business development will continue to impact the communities and people they have worked with long after the last Volunteers depart.

RESOURCES:

Latvia	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	24	25	0
Average # of Volunteers	50	50	44
Program Funds (\$000)	948	1,013	846

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 and micro-entrepreneurs 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.

Two Volunteers worked with the Ogre Craftsmen's Vocational School to design and conduct a four-day course for 20 textile craftswomen in the Ogre region. The course included small business fundamentals, such as enterprise development, legal issues, team building, business planning, accounting and financing for crafts work, marketing, retailing, networking, and computer training. A one-page flyer including sample photographs, a logo, and contact information was shared and duplicated by each participant for use in their businesses. The craftswomen also used the Internet to develop a home-page and product inventory listing with photographs of the craftswomen's products and contact information.

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. Peace Corps Volunteers have established English clubs and study groups, developed links with U.S. schools and student exchange programs, have assisted at summer camps, developed school newspapers, organized courses for English teachers, and acquired educational materials for schools.

One Volunteer, in collaboration with the regional students' council and interns from the university economics department, applied for USAID funding to support a one-week business training camp for students aged 15-19. The Volunteer designed and conducted the course for 40 students, who completed classes in marketing, project design and management, fundraising, time management, and public presentation. As a result of the camp, students were able to market their products in school stores, public functions were organized for youth in the region, and funds were raised for the student council.

LESOTHO

Population: 2,014,000

Annual Per Capita Income: \$680

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, the subsequent return of "migrant" mine workers, and the flight of capital investment after the civil unrest of 1998.

In the education sector, Lesotho faces a shortage of qualified teachers, and those that are qualified frequently leave Lesotho for better paying positions in other countries. It is often the young children that are most affected by the lack of quality education. The government of Lesotho, in order to address this problem, has emphasized the need to offer quality basic education to young children and to support children with special needs. Peace Corps Volunteers are working in agriculture, education, and the environment.

RESOURCES:

Lesotho	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	47	47	47
Average # of Volunteers	39	59	68
Program Funds (\$000)	1,758	1,872	1,989

PEACE CORPS PROGRAM BY SECTOR:

AGRICULTURE

In conjunction with the Ministry of Agriculture, Peace Corps Volunteers are working to alleviate poverty, increase food security, and create employment through the development and support of farmer training centers and community-based development groups. Collectively, Volunteers at the farmer training centers have trained 136 women and girls in handicraft, weaving, and business skills, and 281 students and other youth in fruit tree maintenance and marketing. Volunteers have also developed a student enterprise manual. One Volunteer has initiated a program to teach reading and writing to boys whose families herd livestock for a living and who have difficulty regularly attending school.

Volunteers are involved with projects to diversify and increase crop production and assist with health-related and income generating projects. Volunteers have helped 36 schools become more self-sufficient in their food needs. Since the civil unrest of 1998 and food shortages resulting from the "El Niño" phenomenon, Volunteers have created school gardens and helped their communities increase poultry and egg production and acquire other food stuffs to supplement their needs. They have provided training in record keeping and business management. One Volunteer has also been very active in assisting her village to access a regular supply of potable water.

EDUCATION

In an innovative programming area, education Volunteers are working in early childhood development and assisting schools with curriculum for children with special needs. Volunteers support clusters of schools by conducting workshops and training sessions for teachers. By conducting these workshops, Volunteers have helped integrate special education into the mainstream curriculum. One Volunteer translated a Sesotho folk-tale into a storybook that will be published and donated to schools and local libraries.

ENVIRONMENT

Since 1993, the Peace Corps has been a partner in the Social Forestry Project of the government of Lesotho. In July 1998, the Peace Corps began work with local schools and communities to highlight environmental awareness, environmentally sustainable agricultural practices, waste materials recycling, and greater community involvement in environmental issues.

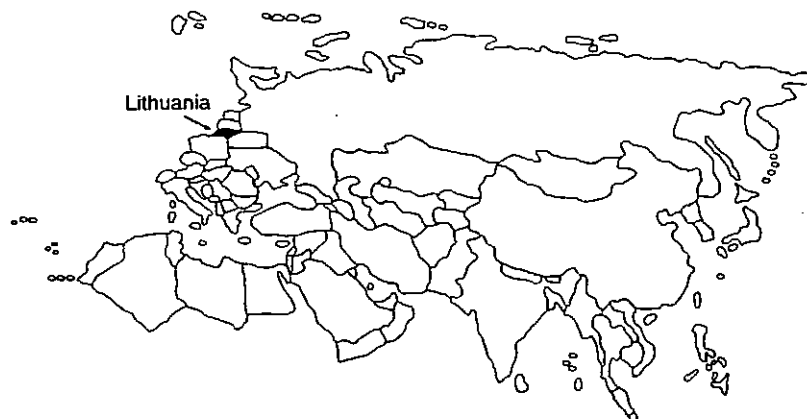
Volunteers have been working in schools to present environment lessons and dramas and to organize environment camps for students. One Volunteer was chosen by the Ministry of the Environment to attend a workshop at the Southern Africa Development Community Center for Environment Education, and four Volunteers were asked to assist their schools in choosing four Basotho students to attend the Global Environmental Youth Convention in Sweden in June 2000.

LITHUANIA

Population: 3,706,000

Annual Per Capita Income: \$2,260

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. However, emerging small businesses and non-governmental organizations (NGOs) lack sufficient skills in planning, marketing, accounting, and other managerial and organizational areas. In 1999, the economy of Lithuania was impacted by the economic and financial crisis in Russia, resulting in a slow GDP growth projection. 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 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 an impact on the lives of the Lithuanians and the Lithuanian communities where they have worked long after the last Volunteers depart.

RESOURCES:

Lithuania	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	24	25	0
Average # of Volunteers	50	50	44
Program Funds (\$000)	963	1,013	846

PEACE CORPS PROGRAM BY SECTOR:

BUSINESS DEVELOPMENT

Volunteers are assigned to economic development units of local governments, business advisory centers, Junior Achievement programs, and NGOs. They assist the Lithuania Junior Achievement program, help local governments create economic plans, and provide direct training to entrepreneurs. Volunteers have made particularly valuable contributions by designing and distributing tourism guides in both Lithuanian and English. Volunteers have organized and conducted seminars and workshops to develop business skills and provided consultation on business planning and fundraising.

Five Volunteers led a third training of trainers seminar for 20 Labor Exchange entrepreneurial consultants working in Lithuania's state-run employment offices throughout the country. The seminar prepared the consultants to organize and lead ten-week seminars in their communities for aspiring entrepreneurs.

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.

Recognizing the need to develop women's business skills, eight Peace Corps Volunteers helped organize a women's business leadership camp in the summer of 1999. The camp was aimed at developing personal leadership, decision making, goal setting, and business skills. Thirty-one young women from around Lithuania attended the camp, which was funded primarily by the European Business Development Program.

MADAGASCAR

Population: 14,148,000

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 education 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 bio-diversity 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 1999	FY 2000	FY 2001
Madagascar	Actual	Estimates	Estimates
Trainees	51	75	75
Average # of Volunteers	44	83	118
Program Funds (\$000)	1,474	1,929	2,240

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. The Ministry of Primary and Secondary Education has recently requested that the project focus on classroom teaching in addition to the teacher training and resource development goals of the original project. 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.

To improve language skills of local teachers, two Volunteers organized a "dictionary" workshop for 24 middle school teachers. The Volunteers provided a more simplified approach for using

dictionaries and designed hands-on sessions and exercises to demystify the process for participants. Each participant received an American English dictionary, compliments of The U.S. Information Service in Antananarivo. In a collaborative pilot project, two Volunteers made use of the Eco-trunk, a traveling trunk full of locally-developed materials for designing environmental education activities. Each trunk contains kits that help teachers or trainers teach environmental issues. Support documents and materials are made from inexpensive, local goods and are written in both English and Malagasy.

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, eco-tourism, 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 and a local member of Durrell Wildlife Preservation Trust organized a series of community festivals which focused on developing and sharing messages about the environment and local culture. Each school in twelve communities was asked to put together a presentation that contained an environmental message and included an element of the local culture, such as myth, folk, music, or dance. The presentations were judged, and the winners traveled to the regional capital to compete with the other villages as part of World Environment Day.

HEALTH

Volunteers help communities address health issues through behavioral change methodologies and the effective dissemination of health messages. These messages promote: HIV / AIDS and sexually transmitted disease prevention, childhood illness prevention, family life skills, and other reproductive health information. Volunteers work with community leaders and organizations in the dissemination of health messages that are critical to child survival and management of at-risk pregnancies.

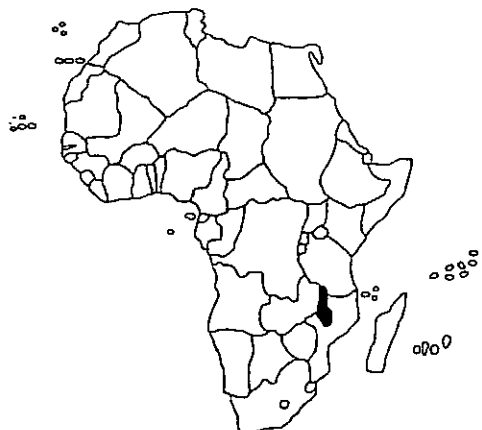
One Volunteer piloted new health strategies for Peace Corps and the Ministry of Health by supporting numerous festivals during market days, organizing performances and songs with community health workers, and training health workers in disseminating health messages in outlying villages. Apart from training health workers and building local capacity, the Volunteer designed and modified the local library facilities. As a result, she received recognition at both the local and provincial levels and was knighted *Chevalier de l'Ordre du Mérite* by the Malagasy government for the health activities she initiated in her village and throughout Madagascar. Another Volunteer successfully procured funding from national donors for her counterpart organization "Stop AIDS." Together, they work to raise awareness about the threats of HIV / AIDS and the benefits of family life skills. Through skillful networking with other Volunteers, she also expanded her work to the northern region of the country.

MALAWI

Population: 10,276,000

Annual Per Capita Income: \$210

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 one of the highest HIV/AIDS infection rates 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. 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:

	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Malawi			
Trainees	54	35	35
Average # of Volunteers	80	90	90
Program Funds (\$000)	1,856	1,638	1,664

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. Peace Corps Volunteers are involved in assisting communities to translate the knowledge they already have about HIV/AIDS into behavioral change. The project has made major strides in working with the communities on behavioral change through implementation of the Life Skills Program. Volunteers assisted in the creation of Community AIDS Coordinating Committees in 10 communities within six districts. They have trained 226 church and community members in home-based care and 2,500 community members, teachers, government employees, and other organization members in life skills. Volunteers initiated the establishment of a drug revolving fund in nine villages to increase availability of medicine for AIDS patients. Volunteers also coordinated the registration of over 3,000 orphans in four villages, in collaboration with the district social welfare officers. Due in part to these interventions, the prevalence of sexually transmitted diseases in some parts of the country is declining.

Two Peace Corps Volunteers helped establish community-based child care schools for orphans whose parents have died of AIDS. Three volunteer teachers have been identified in each of the school communities. Another Volunteer supervised the training of seven counselors in HIV testing and counseling. Other Volunteers initiated a community project that promotes food security and sustainable health programs through grass-roots training and the creation of community gardens.

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.

One Volunteer wrote a play about the importance of planting trees that was performed by local school children. The children were so enthusiastic that they wrote two more plays and plan to take the play "on the road." The Volunteer also wrote a song about the importance of tree planting. The song, performed by the school children, is currently played on the local radio station. Another Volunteer organized and planned a field day to promote the local availability of resources in their community. Booths were set up to promote activities such as alley-cropping, wood lots, solar cookers and dryers, small animal husbandry, and mud stoves.

EDUCATION

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

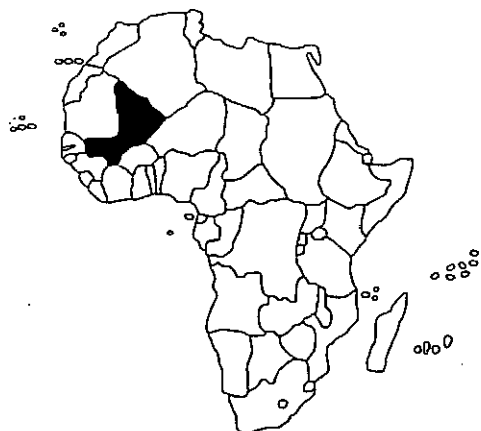
In addition to classroom teaching, Volunteers have helped develop other resources. One Volunteer helped establish a revolving loan fund to help community women start businesses. The Volunteer encouraged women to work hand-in-hand with a local girl's club to pass along what they learned.

MALI

Population: 10,290,000

Annual Per Capita Income: \$260

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, the Peace Corps places its emphasis on sustainable capacity-building projects in the areas of food production, water availability, environmental conservation, micro-enterprise development, and preventative health care.

RESOURCES:

Mali	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	73	78	78
Average # of Volunteers	124	117	117
Program Funds (\$000)	2,842	2,637	2,683

PEACE CORPS PROGRAM BY SECTOR:

AGRICULTURE

Because of the high local demand for poultry, most Volunteers are working with local community members, associations, and youth groups to improve chicken raising practices. Volunteers serve as technical resources to promote vaccinations, introduce better breeds, and 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.

One Volunteer based in Lofigué village started holding chicken raising workshops soon after she arrived in the village. She helped chicken farmers in her village and several surrounding villages to form an association. They meet regularly to discuss problems and generate solutions. The

association members also contribute monthly to a credit union. With group funds, they bought 50 roosters to improve the local breed. They are now selling bigger chickens at a better price.

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.

One Volunteer helped organize an association of 22 artisans and procured funding in the amount of \$1,500 for the construction of an artisans' workshop and a small store. The store sells traditional, indigenous crafts such as mud cloth, Dogon wood statues and masks, Tuareg leather pillows, silver jewelry, and indigo cloth. All these products are hand-crafted by people in the Volunteer's village. He also procured \$500 from Aid to Artisans, Inc., a non-profit organization located in the United States, to start a replenishable materials bank where artisans have year-round access to raw materials at fixed prices. The artisans are also exporting crafts to Kenya and the United States.

ENVIRONMENT

Three decades of population growth, low rainfall, non-sustainable exploitation of natural resources, and a lack of environmental awareness has caused severe natural resources degradation and dramatic declines in agricultural production. The Peace Corps is assisting Mali in its efforts to reverse the resource degradation. Starting in 1986, Volunteers focused their activities on tree planting and wood stove construction as part of Mali's national policy to combat desertification. In 1996, the project was revised to respond to the needs of rural communities and to environmental issues. Volunteers are training local people to understand their environment and their natural resources and to conserve the bio-diversity appropriate to their areas, thereby improving their quality of life.

One Volunteer, posted in Sogola, initiated a "new-born baby, new tree" project. For every baby born, two trees are planted by the baby's parents. To date, the community has planted more than 100 trees. This project has brought the men and the women of the village together. Before the Volunteer's arrival, the people of Sogola were unable to come together on development activities. Since the Volunteer started working with them, they have created a village credit union and with that money, have constructed a village school.

HEALTH

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

Two Volunteers have established village health committees in three communities where they live and work. The goal of these committees is to promote preventative health measures within the communities and to take responsibility for the community's health. These committees have already begun to tackle the culturally sensitive issues of reproductive health and HIV / AIDS and sexually transmitted disease prevention. It is hoped that the health committee concept will spread throughout the country as a means for the Peace Corps, the Malian health structure, and individual communities to work together to pre-empt the spread of HIV / AIDS in Mali.

MAURITANIA

Population: 2,461,000

Annual Per Capita Income: \$440

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

RESOURCES:

Mauritania	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	41	47	47
Average # of Volunteers	42	52	73
Program Funds (\$000)	1,298	1,402	1,600

PEACE CORPS PROGRAM BY SECTOR:

AGRICULTURE

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

In FY 1999, fencing projects were established with seven different cooperatives and schools to help prevent damage by animals to gardens, traditional crop fields, and school gardens. These projects help free the community from the exhausting and time consuming task of having to continuously guard their fields. Volunteers teach community representatives proper installation and maintenance techniques.

BUSINESS DEVELOPMENT

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

One Volunteer developed a close working relationship with the mayor's office and worked on several projects including one called "Productive Families." The municipality identifies very poor but motivated families to receive loans to support small, family businesses, such as those that make bricks, sell vegetables and milk, and manage the wholesale of fish. In 1998, the Volunteer helped ten families in the program improve management of their businesses. She helped the Mayor's Office of Social Actions evaluate the program and establish standards for family selection. This year, the Volunteer visited families to evaluate loan requests and to help select twenty families to receive loans.

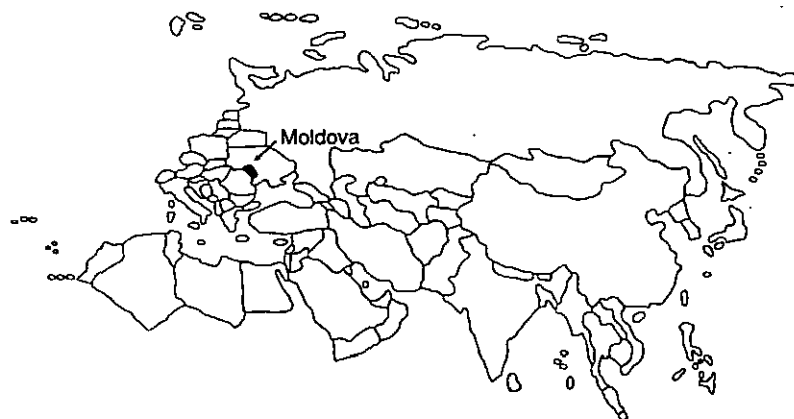
HEALTH

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.

Volunteers in the town of Assaba are initiating a child-to-child training with their counterparts and communities. This training provides children with adequate knowledge and understanding of malaria, hygiene, nutrition, the national immunization program, and first aid practices. Regional health and education directors and their respective teams are involved in supporting the project and providing technical as well as logistical support to the project.

MOLDOVA

Population: 4,312,000
Annual Per Capita Income: \$460
Program Dates: 1993-Present



COUNTRY OVERVIEW:

The Republic of Moldova is a rapidly changing country that has been transformed in the past nine years. Economic reform, including privatization of collective farms and the transition to a market economy, are being actively pursued. The transition from a centrally planned economy to a market system continues to be a challenge. Macro-economic success has yet to improve the standard of living for the average Moldovan. Following the turmoil in the Russian economy, economic conditions took a turn for the worse, when the Moldovan currency lost more than half its value vis-à-vis the dollar during the period of August 1998 to October 1999. The economic future of Moldova is uncertain as it continues to depend on Russia for the import of natural resources, such as coal, oil, and natural gas. In addition, the majority of Moldova's exports are sent to Russia, whose financial crisis has impacted producers and created a chain of lost work and pay for Moldovans.

Moldova's education system has a critical need for qualified teachers in the fields of English and health as well as for resources and instructional materials. 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. In the area of health, the Republic of Moldova has no educational institutions to train health education teachers, and basic health and health care services have deteriorated considerably in recent years. Peace Corps Volunteers are helping to address these issues by focusing their efforts in the areas of economic and organizational development, English, and health education.

RESOURCES:

Moldova	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	45	45	49
Average # of Volunteers	88	83	75
Program Funds (\$000)	1,907	1,823	1,848

PEACE CORPS PROGRAM BY SECTOR:

BUSINESS DEVELOPMENT

As part of the Economic and Organizational Development program, Volunteers promote social and economic development using participatory approaches. Since the basis of the Moldovan

economy is agri-business, most of the country's economic development is focused within groups and non-governmental organizations (NGOs) that promote technical and organizational development in agriculture. However, other NGO partners are working in both economic and social development areas. These organizations are building awareness, organizing community action, and building youth leadership through activities in agriculture, environment, education, and culture.

One Volunteer has been working with a marketing group that consists of fifteen farmers who collectively cultivate and sell potatoes. Their first batch of potatoes was sold for one and a half times the current market price.

EDUCATION

Moldova faces a critical shortage of English resources of all kinds: established English language programs, qualified instructors, written and audiovisual materials, and contact with native speakers. There are currently 45 Teaching English as a Foreign Language (TEFL) Volunteers working in secondary cities, regional centers, and villages. In FY 1999, Volunteers taught over 2,900 primary and secondary students. Three thousand lesson plan handbooks, compiled by Volunteers, are being distributed to teachers of English at peer-training seminars. The handbooks, called "Try It with Us," introduce Moldovan teachers to the objectives and goals of TEFL teaching methodology. During last year, Volunteers conducted 41 peer-training workshops throughout the country. These workshops were designed to encourage Moldovan English teachers to use communicative methods and activities that help develop critical thinking and group problem solving. These skills include sharing teaching experiences, obtaining more information about American culture, and incorporating environmental issues into the existing curriculum. Nearly 300 teachers participated in these workshops.

HEALTH

Given the economic decline that Moldova is experiencing after the Soviet Union's collapse, the government can no longer afford to provide free health care to all its citizens. In August of 1997, the Peace Corps initiated a health education project to assist the Ministry of Education in addressing its concerns about the lack of health information in the country. The project was motivated by the need to promote preventative health care in Moldova, enhance Moldovan health education workers' teaching skills and techniques, and help them develop appropriate materials and curricula appropriate to local needs. Fourteen Volunteers, working under the auspices of the Ministry of Education, are assigned to schools throughout the country where they co-teach specific lessons on topics such as nutrition, hygiene, fitness, sexuality, alcohol, drugs, smoking, self-esteem, and HIV/AIDS. Additionally, Volunteers are developing health education resource centers, health clubs, and Girls In Development clubs for their communities. Over the past year, health education Volunteers taught more than 3,500 students in 15 schools from 11 communities.

MONGOLIA

Population: 2,542,000

Annual Per Capita Income: \$390

Program Dates: 1991-Present



COUNTRY OVERVIEW:

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 believe that English proficiency is crucial for the pursuit of advanced knowledge and technological skills in all fields. The Peace Corps has responded to Mongolia's need for English instruction by placing Volunteers as Teachers of English as a Foreign Language (TEFL) in secondary schools and professional institutions.

To support areas where natural habitats and lands are threatened by ecological degradation, Peace Corps Mongolia 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 bio-diversity.

RESOURCES:

Mongolia	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	49	50	55
Average # of Volunteers	56	73	78
Program Funds (\$000)	1,481	1,548	1,688

PEACE CORPS PROGRAM BY SECTOR:

EDUCATION

Volunteers working in education teach English and train teachers in secondary schools. 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. In recent years, the program has focused on outreach to rural areas, where schools are struggling to attain foreign language objectives.

The education project is also designed to involve Volunteers in various community development projects, such as constructing greenhouses, organizing career days, and working with women's groups.

ENVIRONMENT

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

One Volunteer worked with counterparts at the Mongol Altai Taivan Bogd Protected Area to collect data on snow leopard populations in the park. This data will help park officials determine how best to protect the threatened species.

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. Volunteers in this project work with Mongolian health professionals to improve their skills in providing community health education.

One Volunteer is working as a health specialist at the State Nutrition Research Center. She and her counterpart designed a Mongolian version of the USDA food pyramid that can be used to educate Mongolians on the five basic food groups.

MOROCCO

Population: 27,310,000

Annual Per Capita Income: \$1,260

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. Beginning in FY 1999, Volunteers have been assigned to a new business development project.

RESOURCES:

	FY 1999	FY 2000	FY 2001
Morocco	Actual	Estimates	Estimates
Trainees	86	84	92
Average # of Volunteers	122	133	128
Program Funds (\$000)	2,397	2,587	2,698

PEACE CORPS PROGRAM BY SECTOR:

EDUCATION

Many of the Volunteers in the TEFL (Teaching English as a Foreign Language) program work in youth development centers where they facilitate community outreach programs via English curriculum development. Areas of community development may include environmental awareness, health, fitness, arts and crafts, drama, music, and other special interests.

In other technical and professional areas, Volunteers and their Moroccan colleagues work 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 the Peace Corps could make a lasting and valuable contribution to library development.

BUSINESS DEVELOPMENT

Ten Volunteers are pioneering a new business development project, begun in FY 1999, in which Volunteers work with several artisans and artisan groups to generate income, improve marketing, and include women's cooperatives. While most of the sites are in urban areas, the long-term goal of the project is to expand into the rural areas after establishing strong relationships at existing sites.

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. In a similar effort to improve local sanitation and water supplies, one Volunteer helped a community equip their well with a new hand pump, providing access to safe water for 250 people.

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. These cooperatives now provide a source of income for 34 local women. 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. These projects have helped to increase the dialogue between park officials and local community leaders so that important environmental issues are addressed.

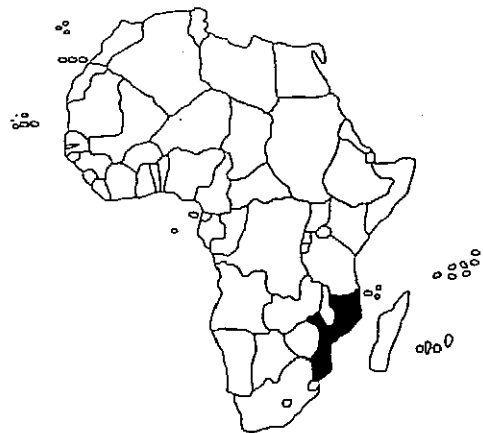
Volunteers have organized over ten nature field trips to enhance community interest and awareness of the local environment, and have planted hundreds of trees as part of "World Environment Day." One Volunteer coordinated the design, funding and construction of five incinerators in Tazekka National Park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

MOZAMBIQUE

Population: 16,630,000

Annual Per Capita Income: \$140

Program Dates: 1998-Present



COUNTRY OVERVIEW:

The Peace Corps entered Mozambique in FY 1998 during a critical time in the country's history. Emerging from the devastation of nearly 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 percent to 40 percent, and only 40 percent of school-age children actually attend school. However, the climate for development is hopeful, as the peaceful transition to decentralized, multi-party democracy is evolving. The government of Mozambique has placed education as a top priority; schools are being rebuilt, curricula developed, and children are enrolling in record numbers. The Peace Corps is working with the teachers, students, and communities of Mozambique to develop their own human resources and achieve greater self-sufficiency.

RESOURCES:

Mozambique	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	22	42	42
Average # of Volunteers	16	53	68
Program Funds (\$000)	1,450	1,493	1,630

PEACE CORPS PROGRAM BY SECTOR:

EDUCATION

The Peace Corps began its first project in Mozambique with 23 Volunteer English teachers who are collaborating with a national project to improve English language teaching in Mozambique. These Volunteers have provided quality English instruction to 4,500 students in secondary and technical schools. They have also supported the Mozambican teachers with whom they work, in expanding their range of teaching methodologies, improving their English communication skills, and helping them complete their certification responsibilities for the national in-service training program. Volunteers take on educational roles outside of the classroom as well, in the form of

tutoring, acting as sports coaches, organizing school library committees, and directing theater productions.

Three Volunteers worked with their counterparts and students at two secondary schools to help them prepare plays for the 3rd annual Provincial English Theater contest. One of the secondary schools assisted by a Peace Corps Volunteer won the contest, beating a university, a teacher training school, and three pre-university schools.

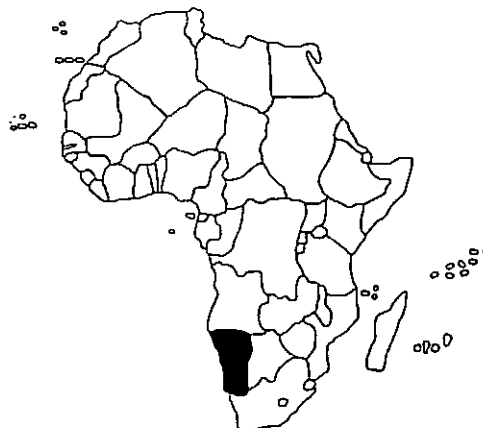
In another province, two Volunteers collaborated with schools, communities, UNICEF, and a Mozambican women's organization in a student art and poetry contest with the theme, "A Life Free from Violence." Five of the Volunteers' students were finalists, including one who won the poetry contest in her age group. By incorporating these important themes into their classroom lessons, the Volunteers have increased their colleagues' and students' awareness of gender and violence issues.

NAMIBIA

Population: 1,623,000

Annual Per Capita Income: \$2,110

Program Dates: 1990–Present



COUNTRY OVERVIEW:

The national development plan of Namibia emphasizes reviving and sustaining economic growth, creating employment, reducing inequalities of income, and eradicating poverty. The government realizes that the key to achieving these goals lies in the education of their people. Total spending on education since 1990 has more than doubled as the country attempts to increase the quality, efficiency, and equity of educational programs, while insuring democratic participation.

However, approximately 16 percent of school-aged Namibian children do not attend school, and of those who do, nearly 60 percent do not complete grade seven. Approximately 55 percent of all Namibian teachers are under-qualified, and most regions are inadequately staffed. Namibia needs 1,000 new teachers per year to meet the growing demand. Some subjects, such as science and mathematics, are not taught in many schools because of a lack of qualified teachers. The Peace Corps assists Namibians in achieving these goals through work in primary and secondary education.

RESOURCES:

Namibia	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	81	50	50
Average # of Volunteers	128	109	96
Program Funds (\$000)	2,639	2,313	2,194

PEACE CORPS PROGRAM BY SECTOR:

EDUCATION

The Peace Corps assists the government in its efforts to provide quality education for its citizens. Volunteers work as primary education teacher trainers, as secondary school teachers, and as teacher resources. Primary education teacher trainers have helped fellow teachers become more qualified, organized, and efficient. Volunteers have organized and facilitated workshops related to teaching methodology, English, math, music, library management, environmental issues, and science for over 8,300 Namibian teachers. Volunteers have also assisted 4,700 teachers on an individual basis.

Along with primary teaching duties, secondary education Volunteers spark interest in their students by creating after-school clubs and organizing field trips and career fairs. Four Volunteers supervise student managed newspapers that enhance English skills at their schools. Five other Volunteers took students on field trips to sites such as Ethosha Park and Victoria Falls, to learn firsthand about environmental issues to which they would not otherwise be exposed. One Volunteer took ten female students to the capital city for Women's Career Week. They visited various institutions, and the students had the opportunity to meet and talk with women in many different professions. Upon returning to their school, the students shared what they had learned with the rest of the students.

NEPAL

Population: 22,321,000

Annual Per Capita Income: \$220

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, and urban youth development.

RESOURCES

Nepal	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	61	80	88
Average # of Volunteers	115	121	134
Program Funds (\$000)	1,902	2,030	2,252

PEACE CORPS PROGRAM BY SECTOR:

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. Volunteers have trained over 900 urban residents in literacy, proposal writing, family planning, and sanitation. They have built 25 latrines and conducted four training sessions on mother and child health care issues.

One Volunteer initiated a youth leadership project and provided members of the program with first aid training. Based on the success of the program, the local municipality has doubled funding for the new fiscal year.

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 5,000 school children and have trained 1,200 teachers.

Volunteers' expertise is well respected by the Ministry of Education. One Volunteer is a key advisor to the director of the primary teacher training center and has initiated changes in policy and practice.

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 school children to increase their knowledge of the environment.

Two Volunteers and the Department of National Parks and Wildlife Conservation collected information and data in an effort to secure a World Heritage Site Nomination for Shey Phoksundo National Park. If approved, this will provide the park with international recognition and status and promote preservation of the area for future generations.

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 HIV/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 Volunteer introduced dental hygiene practices to his community. He also provided dental hygiene and preventive care measures to students and teachers when visiting all the primary and secondary schools in the district. In addition, he established a hospital volunteer group to care for poor patients.

NICARAGUA AND COSTA RICA

Population: 4,677,000/3,464,000

Annual Per Capita Income: \$410/\$2,680

Program Dates: 1968-1979; 1991-Present (Nicaragua)

1963-Present (Costa Rica)



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, fragile food security, and limited access to health care, business education, and credit. The effects of Hurricane Mitch still linger and will be felt for years to come. Peace Corps Volunteers are working to help Nicaraguans improve their quality of life through four projects: small business development, health, environment and agriculture. Crisis Corps Volunteers have augmented these efforts and provided construction assistance in conjunction with international relief organizations.

Peace Corps Nicaragua currently administers 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. It also serves as a pilot project for the organizational development of PANI, the Government of Costa Rica's Ministry of Child Welfare, to develop their own youth-serving domestic volunteer corps. The Peace Corps will administer this project until FY 2002.

RESOURCES:

Nicaragua and Costa Rica	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	93	99	87
Average # of Volunteers	130	147	163
Program Funds (\$000)	2,275	3,088	3,045

PEACE CORPS PROGRAM BY SECTOR:

CRISIS CORPS

Over the past year, 14 Crisis Corps Volunteers have worked on construction, agriculture rehabilitation, and health activities with Project Concern, Save the Children, Catholic Relief Services, Technoserve and several Nicaraguan non-governmental organizations (NGOs).

AGRICULTURE

In the extreme poverty belt of Nicaragua, many farmers harvest basic grains and breed small livestock under traditional methods, resulting in poor yields and loss of harvests. Since Hurricane Mitch, the food security of this region of the country has decreased. In response, the Peace Corps initiated an agriculture project in the fall of 1999. Volunteers have begun to assist farmers in recovering the production of staple food crops and small animals. The first group of 21 Volunteers began work at their sites at the beginning of December 1999.

BUSINESS DEVELOPMENT

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

During the past six years, over 70 Volunteers have been involved in income-generating projects. Volunteers facilitate technical training and small business courses for residents seeking additional income. Participants learn trades and create products for sale in local markets as additional income.

ENVIRONMENT

Environmental degradation in Nicaragua is primarily a result of poor land management policies and traditional subsistence farming practices. Volunteers are working with community members to create environmental education campaigns to help the population learn about sustainable farming techniques. Volunteers are working with representatives from various government agencies to improve the communication of environmental policies to the public.

To prevent further environmental degradation, a Volunteer has organized 30 firefighters in the southwestern community of El Pellizco to control and prevent agricultural fires in an area heavily eroded by Hurricane Mitch.

HEALTH

Peace Corps Volunteers in the health program work to promote preventative health practices, such as improved nutrition, hygiene, maternal and child care, oral rehydration techniques, alcohol and drug abuse, and HIV/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, with a local nurse and high school students, started a comprehensive education campaign about Leptospirosis disease, which spread rapidly after Hurricane Mitch. Together they wrote a theater play with a preventative message and performed it live on the radio. Garnering

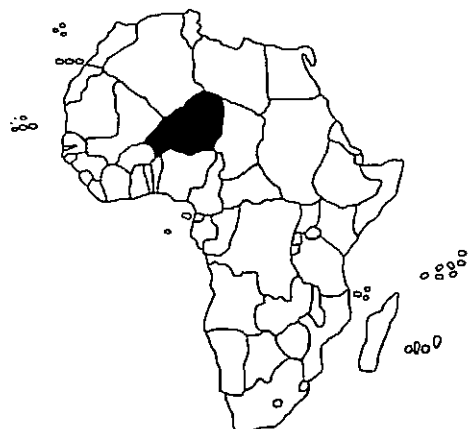
an overwhelming response, the play has been used by the local military and NGOs for their own preventative efforts.

YOUTH DEVELOPMENT (COSTA RICA)

The Children, Youth, and Families-at-Risk Project in Costa Rica aims to provide opportunities for youth living in marginal areas to pursue economically productive and socially fulfilling lives. As the close of the program approaches in FY 2002, the Peace Corps is working to promote volunteerism in the communities it serves, allowing Costa Ricans to carry on the legacy of Peace Corps' 39 years of service. Volunteers are active in institution building, working with the director and local field offices of the Ministry for Child Welfare to prioritize goals and develop training programs for future national and international volunteers.

NIGER

Population: 9,799,000
Annual Per Capita Income: \$200
Program Dates: 1962–Present



COUNTRY OVERVIEW:

The Peace Corps assigns Volunteers to work in agriculture, the environment, and health in rural communities, where 80 percent of Niger's 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 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 families.

RESOURCES:

Niger	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	55	55	55
Average # of Volunteers	90	89	92
Program Funds (\$000)	2,427	2,247	2,320

PEACE CORPS PROGRAM 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 innovative concepts, such as water harvesting, crop rotation, and soil fertility management.

One Volunteer, working one-on-one with several farmers in his village, established demonstrations and tests of various soil conservation and water harvesting techniques. When the rainy season arrived, community members noticed an observable difference in productivity between the fields of the farmers the Volunteer had worked with and those of their neighbors. As a follow-up to the demonstration fields, the Volunteer helped organize a series of farmer-to-farmer exchanges.

Farmers in the area were shown the demonstration fields and given hands-on instruction in the techniques employed. The Volunteer also involved local government of Niger agriculture agents as well as model farmers in the exchanges, so that farmers would be capable of identifying local resource people in the future.

ENVIRONMENT

In Niger, where food production is a foremost concern, protecting the fragile environment is not a priority for many local people. Working in the Household Food Security Project, Volunteers offer communities alternative means for food acquisition to ensure that food of the right quantity and quality is consumed in the household all year round.

Last year, Volunteers trained 168 Nigeriens in gardening techniques. As a result of the training, participants established gardens in their communities using improved techniques such as: double digging, inter-cropping, alternative natural pesticides, and anti-wind and water erosion practices.

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 promote HIV/AIDS awareness and prevention.

Volunteers often accompany traditional midwives on home visits to educate community members about health-related issues, such as basic hygiene, food storage, oral rehydration therapy, growth monitoring, porridge and other enriched foods, and improved weaning practices. They also encourage families, and especially pregnant and lactating women, to visit health centers in order to improve their health and the nutritional status of their children.

Given the large number of young men who travel to other countries in search of employment during the dry season, one Volunteer initiated an HIV/AIDS public awareness campaign in her region. She conducted education sessions in four villages with 105 men and 24 women.

PANAMA

Population: 2,719,000

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, one-third of its citizens live in poverty. Particularly hard hit are the rural areas, where indigenous people live and are the most destitute. Insufficient management of natural resources has caused deforestation, erosion, pollution, loss of biological diversity, and the degradation of coastal and marine systems at alarming rates. As a result, many farm families have been forced off their land. Peace Corps Volunteers contribute to the reversal of environmental deterioration by promoting environmental education in primary and junior high schools and introducing sustainable agriculture techniques to rural farmers. Additionally, Volunteers work to develop income generating activities and small business skills with youth, women, and rural community organizations.

RESOURCES:

	FY 1999	FY 2000	FY 2001
Panama	Actual	Estimates	Estimates
Trainees	55	52	52
Average # of Volunteers	75	73	89
Program Funds (\$000)	1,772	1,794	1,938

PEACE CORPS PROGRAM BY SECTOR:

ENVIRONMENT

In response to a lack of environmental awareness among Panamanian educators and the need for 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, including planning and presenting teacher training workshops, conducting classroom demonstrations, and developing teaching materials and lesson plans. They also work with local non-governmental organizations and government agencies in the design and implementation of environmental education projects in communities

within national park buffer zones. They provide technical training, assist in the management of environmental education centers, help develop extension materials and community action plans.

AGRICULTURE

The current subsistence system of Panamanian agriculture, based on cutting and burning forest on steep slopes in a high-rainfall climate, has caused extensive soil erosion. Forty-five percent of forest cover in Panama has been destroyed by the encroachment of cattle ranching and subsistence agriculture. Eighteen percent of the total land area is effected by severe erosion. The resulting impoverishment and loss of available land, exacerbated by an increase in cattle production, has led to declining yields, a reduced rural standard of living, and subsequent migration to urban areas.

To address these needs, the government of Panama invited the Peace Corps to help organize activities that promote sustainable land use techniques in and around protected areas and watersheds, with a focus on the Panama Canal Watershed. The purpose of the project is to increase, in a substantial and sustainable manner, the food and wood crop production of Panamanian families who depend on subsistence agriculture.

BUSINESS DEVELOPMENT

To improve the standard of living of hundreds of Panamanians, Volunteers began working in September 1998 to train rural Panamanians in basic micro-enterprise and marketing skills. The goal is to eliminate business deficiencies that are common to small and micro-businesses throughout the country. The project involves cooperatives and associations as well as women's business ventures. Volunteers work with small business owners and cooperatives to build capacity in business planning, accounting, marketing, and management skills, such as leadership, teamwork, and conflict resolution.

PAPUA NEW GUINEA

Population: 4,501,000
Annual Per Capital Income: \$930
Program Dates: 1981-Present



COUNTRY OVERVIEW:

Papua New Guinea (PNG), one of the largest and most dynamic countries in the Pacific, continues to undergo tremendous changes associated with the government's desire to provide basic education and health and human services, especially in rural communities. Prior to the 1930's, the majority of Papua New Guinea's population had little contact or exposure to the outside world. While fortunate to have significant natural resources, the country is characterized by extremely rugged terrain, poorly developed infrastructure, and few public lands. These features, combined with a limited number of educated and experienced workers, place significant restrictions on PNG's economic and social development.

Today, statistics reflect a country struggling to develop its economy through natural resources, meet the basic needs of a rapidly growing population, and protect its extraordinary cultural and biological diversity. Approximately 80 percent of the country's 4.2 million people live in rural villages, with access to limited or no government services. Approximately 28 percent of the adult population is illiterate (40 percent for women) and less than a quarter of the population above age five has completed the seventh grade. The infant mortality rate is 77 per 1,000 live births—the highest in the Pacific—and 72 percent of the population lacks access to safe water.

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

RESOURCES:

Papua New Guinea	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	49	52	52
Average # of Volunteers	77	67	55
Program Funds (\$000)	1,414	1,524	1,533

PEACE CORPS PROGRAM BY SECTOR:

RURAL COMMUNITY DEVELOPMENT

The Rural Community Development Project helps strengthen the capacity of local communities, governments, and non-governmental organizations 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, and natural resource education and management.

In the past year, Volunteers supported several distance learning centers, enabling over 300 students in remote areas of the country to continue academic studies on-line. Volunteers also provided technical assistance in the areas of income generation, animal husbandry, and sustainable agriculture. They expanded a literacy initiative for women and girls to address practical issues such as nutrition, hygiene, sewing, and money management, and conducted sessions in preventative health care.

One Volunteer organized an HIV/AIDS training program for 25 village counselors who subsequently conducted awareness campaigns that reached 8,000 individuals. The development of indigenous language literacy classes continues to be a significant asset for the country. There are over 860 local languages in Papua New Guinea, the vast majority of which are not written, and Volunteers have helped 8 communities document and preserve their own dialects.

EDUCATION

While the country's Department of Education has been able to provide most teacher positions at the primary level, staff shortages remain an acute problem at the secondary level. Volunteers in the education project play a critical role in helping the government expand education opportunities throughout the country by serving as secondary school teachers where there are severe shortages. Volunteers teach math, science, English, and computer skills to approximately 10,000 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 Guinean teachers a year. A special effort is underway to increase the number of primary school teachers trained in special education, which promotes community outreach to disabled youth and adults.

Several Volunteers also teach computer classes, conduct in-service computer training for teachers, and develop computer curricula. One Volunteer created a peer-to-peer computer science education program which encourages talented students to teach computer skills to students in other schools throughout the province. These students also work together to develop school web pages and Internet links.

PARAGUAY

Population: 5,085,000

Annual Per Capita Income: \$2,000

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 seven percent of rural families have potable water. The incomes of rural farm families suffer from dependence on cotton mono-culture, the rising cost of credit, and farming practices that deplete the environment. 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 a growing problem due to inappropriate waste disposal practices and the misuse of pesticides. National reforms to decentralize government services have created a need for local governments to improve their delivery of services to poor communities.

To help address these critical needs, Peace Corps Volunteers are assigned to projects in agriculture, business development, education, the environment, health, municipal management, and youth-at-risk.

RESOURCES:

	FY 1999	FY 2000	FY 2001
Paraguay	Actual	Estimates	Estimates
Trainees	90	87	87
Average # of Volunteers	171	161	149
Program Funds (\$000)	3,190	3,165	3,083

PEACE CORPS PROGRAM BY SECTOR:

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 to strengthen small agricultural cooperatives in the areas of management, accounting, marketing, savings and loan services, educational programs, and administrative and organizational functions.

In the past year, Peace Corps Volunteers provided training to 17 cooperatives in a variety of topics including the development of marketing and feasibility studies and improved management techniques. In addition, nine Volunteers provided computer training courses to cooperative employees, members, and their families. By focusing on members of small family farms, Volunteers are targeting the most needy segments of the population and linking them to technology.

Due to increased political liberalization, national reforms have paved the way for greater government decentralization. For the first time, local governments have more responsibility, greater fiscal resources, and the potential to improve public services in their communities. As part of a new Peace Corps project, Volunteers work with municipal governments to improve the planning and delivery of services to under-served communities.

AGRICULTURE

In Paraguay, even though farming employs 43 percent of the labor force, the country is experiencing a decrease in agricultural productivity due to soil erosion 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 option for income generation. It has proved to be a suitable project for any family member, including single mother heads of households, who are often the poorest of the poor.

In FY 1999, Volunteers assisted 145 farmers in the use of natural pesticides, helped establish 800 gardens, and advised over 150 farmers in various soil conservation techniques. One Volunteer helped a struggling cooperative organize a farmer's market to sell their produce locally. Farmers from nearby communities now use this thriving market to sell their products and generate additional income.

EDUCATION

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

Volunteers provide consistent support for over-worked, under-trained rural Paraguayan teachers. The Volunteer is often the only source of new information for teachers who face the transitional challenges of implementing the Paraguayan Educational Reform.

Last year, Peace Corps Volunteers conducted workshops on bilingual education, mathematics, and reading for over 1,700 teachers. One Volunteer created an easy-to-use diagnostic tool to help teachers evaluate their students' learning level. The Volunteer also trained a group of high school students to work as tutors for their younger peers at the elementary school.

ENVIRONMENT

In Paraguay, environmental degradation is increasing at a dramatic rate. Volunteers work to increase crop diversity on fragile deforested land while promoting resource sustainability.

In FY 1999, nearly 1,000 villagers benefited from Peace Corps' agro-forestry extension activities, which included surveys, educational sessions, excursions, and field days. Other Volunteers work to incorporate environmental education into schools' curriculum and into village-based projects to support the Ministry of Education's reforms.

HEALTH

The morbidity and mortality rates of the maternal, infant, and child population in Paraguay are extremely high. The Peace Corps uses an integrated health sector project to respond to these public health problems in rural areas. Environmental Sanitation Volunteers focus on the protection and decontamination of water sources, latrine construction, and the evacuation of garbage pits. Rural Health Extension Volunteers promote preventative health care practices and sponsor seminars on maternal-child care to village nurses, parents, and community members.

During FY 1999, 80 Volunteers and their communities constructed sanitary latrines. One Volunteer, with regional and local district health professionals, organized a health training. This five-day workshop for 18 community members covered topics including vaccinations, dental health, infant-maternal health, parasite prevention, clean water sources, latrine improvement, and basic hygiene. After attending the workshop, the health promoters instituted parasite prevention programs in their communities.

YOUTH DEVELOPMENT

Four years ago, the Peace Corps began to address the diverse problems of at-risk-youth in Paraguay. Volunteers live and work in marginal urban communities to form and strengthen youth groups and develop activities that promote and foster leadership and job skills in young people.

In FY 1999, Volunteers started or strengthened over 40 youth groups that serve a total of 1,356 young people. One Volunteer works in an economically depressed area near the capital city's bus terminal where youth prostitution, drug abuse, and homelessness are extremely high. In cooperation with USAID, the Volunteer installed a computer lab in the bus terminal's Municipal Center, where he offers computer training to street children.

PHILIPPINES

Population: 73,527,000

Annual Per Capita Income: \$1,200

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 in the year 2000—is threatening the country's natural resources, upon which 57 percent of the rural population directly depends. 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:

Philippines	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	66	60	66
Average # of Volunteers	100	111	114
Program Funds (\$000)	1,678	1,722	1,861

PEACE CORPS PROGRAM BY SECTOR:

EDUCATION

The English Language Assistance Project addresses the overall decline in English language fluency that has occurred throughout the Philippines. To remain a competitive partner in the region, there is a critical need for the Philippines to improve 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 14,400 Filipino teachers through workshops, seminars, and consultations.

One Volunteer created a six-day materials development workshop to demonstrate various inexpensive, handmade materials for teaching English and to share effective methods for using the materials to maximize students' participation.

ENVIRONMENT

Volunteers work on small inlands and in 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 funded by a grant from USAID. One event is a youth ecology camp that brings together 25-30 young people from various parts of the Philippines. The goals of the camp are to encourage conservation awareness in protected areas and buffer zones throughout the country and to help promote a nationwide youth constituency. At a local science fair, two Volunteers provided hands-on training to high school students in the construction of "handmade recycled paper."

POLAND

Population: 38,650,000

Annual Per Capita Income: \$3,590

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 to improve English language education and environmental awareness has received less attention. The government of Poland recognizes that English means entry into international business and global communication. Peace Corps Volunteers continue to work with Polish counterparts and sponsors, especially in the rural areas of Poland, to enhance the capabilities and capacities of local staff and to strengthen institutional infrastructures of Polish organizations.

In response to Poland's tremendous success and consistent with the Peace Corps' agreed upon short-term commitment, the last Peace Corps Volunteers will depart Poland in FY 2001. The nearly 1,000 Peace Corps Volunteers who have 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:

Poland	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	79	0	0
Average # of Volunteers	139	118	46
Program Funds (\$000)	2,557	2,144	448

PEACE CORPS PROGRAM BY SECTOR:

EDUCATION

Peace Corps Volunteers are playing a prominent role in teaching English at secondary schools and teacher training colleges. Volunteers work not only to raise 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. Outside of the classroom, Volunteers have improved English skills by organizing summer camps. Volunteers are also

experimenting with using computers and the Internet in the classroom. This past year, five Volunteers started projects to create computer labs in their schools.

One Volunteer provided training to Polish counterparts to initiate and manage a camp GLOW (Girls Leading Our World), a summer camp that provides valuable leadership and self-esteem skills for young women and girls.

ENVIRONMENT

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 to design and implement environmental education curricula, create and distribute environmental materials, and establish waste utilization programs. They also focus on strengthening non-governmental organization infrastructures through grant writing, fundraising, computer training, materials development, and organizational management mentoring.

A Volunteer working in the Poleski National Park prepared and implemented an environmental education program called "Four Seasons of Poleski Park," which targeted primary school students. The Volunteer became a coordinator of the Green Leadership Workshop and led an international team in obtaining funding, selecting participants, developing program logistics, conducting workshop sessions, and evaluating the event. He secured grants from domestic and international sponsors to cover the costs of his park's special activities, and developed a network of local sponsors who provided cash and in-kind support to the park's community education activities.

ROMANIA

Population: 22,554,000

Annual Per Capita Income: \$1,410

Program Dates: 1991-Present



COUNTRY OVERVIEW:

Over the past nine 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-governmental organizations (NGOs) are stepping in to provide desperately needed social services. There is a growing awareness of the responsibility individuals and NGOs have for protecting the environment and preserving civil society.

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 small business and micro-enterprise development, secondary education, social work, NGO development, and environmental management and education.

RESOURCES:

	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Romania			
Trainees	68	100	109
Average # of Volunteers	91	119	134
Program Funds (\$000)	1,781	2,191	2,457

PEACE CORPS PROGRAM BY SECTOR:

BUSINESS DEVELOPMENT

The Peace Corps has been recognized by the Romanian government as an important asset in business development and has been invited to participate in the Romanian program to support private sector growth. Twenty-four Volunteers are assisting owners of small- and medium- sized businesses, giving particular attention to developing the management skills of entrepreneurs and

students interested in business and sharing technical business expertise. They work closely with secondary and university level educational institutions as well as with various county and municipal Chambers of Commerce, local foundations, NGOs, and international development organizations.

In the past year, 1,200 students from 13 high schools and five universities have benefited from business education sessions taught by Peace Corps Volunteers. More than 250 clients have met with Volunteers for one-on-one counseling activities concerning business planning, financial analysis, loan applications, marketing, and organizational issues. Volunteers organized seminars and training events for eight foundations that covered finance, banking, exporting/importing techniques, marketing, tourism development, business start-up, quality of services, micro-enterprise management, and business English. One business Volunteer organized and assisted with Christmas fundraising for 80 orphans.

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. In the past year, 54 Volunteers worked with more than 5,900 Romanian students in middle or secondary schools and with over 800 Romanian English teachers to introduce sessions on American culture and to exchange ideas on teaching methods. 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 Camp GLOW (Girls Leading Our World). Forty-five Romanian girls, aged 14 to 17, had the opportunity to look closely at issues of self-esteem, values, decision-making, goal setting, and community service. Volunteers also organized and coached sports teams that promoted English as the primary means of communication. One Volunteer taught English for personal and business use for women aged 18 to 50 at a women's center in her town.

SPECIAL EMPHASIS: SOCIAL WORK/NGO DEVELOPMENT

Thirty-eight Volunteers are assigned to the social work/NGO development project. Several Volunteers are completing their work in Romanian universities where they develop practicums for the School of Social Work. The majority, however, are assigned to organizations offering social services to groups such as single parents, HIV-positive children, people with physical disabilities, orphaned and abandoned children, and youth-at-risk. The duties range from organizational development activities such as public awareness, fundraising, and board development to working directly with the population served by the NGO. NGO Volunteers work with their Romanian colleagues to upgrade their institutional systems and broaden their service base.

During the past year, approximately 500 NGO members received training in organizational development. One Volunteer assisted in the development of community reintegration programs for 40 street children. Three Volunteers implemented "The Mirror of our Dreams," a small business

managed by and for people with disabilities. Using a \$2,700 grant, they were able to purchase a printer, copier, and answering machine for the business. This investment provided an opportunity for the disabled people to earn income and learn independent life skills while providing a valuable service to the local community.

ENVIRONMENT

The Peace Corps environmental project evolved from Social Work/NGO Development Project, as environmental organizations expressed growing interest in collaborating with the Peace Corps to address specific environment issues. Twelve Volunteers now work with community and regional environmental organizations, schools, and NGOs to introduce or expand environmental education and awareness programs for students and adults. In addition, the project aims to increase the level of public awareness and involvement in addressing local environmental problems and to increase cooperation between local and national NGOs, local government officials, and the local population. Last year, Volunteers provided environmental education classes to over 200 students from five schools. Three resource centers for the communities at large were opened, offering badly needed assistance to over 900 students, staff, and local council members.

RUSSIA

Population: 147,307,000
Annual Per Capita Income: \$2,680
Program Dates: 1992-Present



COUNTRY OVERVIEW:

Peace Corps Volunteers are reaching out in friendship to Russian people from all walks of life. Through their work in schools, businesses, non-governmental organizations (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 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:

	FY 1999	FY 2000	FY 2001
Russia	Actual	Estimates	Estimates
Trainees	99	115	126
Average # of Volunteers	55	107	191
Program Funds (\$000)	3,162	3,820	4,798

PEACE CORPS PROGRAM BY SECTOR:

BUSINESS DEVELOPMENT

Peace Corps Volunteers are working in communities across Western Russia to increase the awareness of American business practices and free market theories among Russian entrepreneurs,

NGO leaders, and students. Most Volunteers focus on business education and have been successful in introducing courses such as human resource management, marketing, and business ethics to the business institutions where they teach. Volunteers are also serving as educators within the NGO community, providing a range of seminars and workshops to NGO leaders.

Two Volunteers started an NGO laboratory for leaders to learn practical skills in fundraising and management of non-profit organizations. They have worked with over fifty-two NGOs and assisted them in obtaining grants of over \$300,000.

EDUCATION

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 sentiments. 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, Volunteers established an English language resource center in the village of Nahodka and collected over 3,000 books as well as videos and other materials. The center is open to all community members who are interested in improving their knowledge of English.

ENVIRONMENT

The environment program is located in the Russian Far East. Environmental Education Volunteers contribute to the growing environmental preservation movement through their work in schools, extra-curricular environmental centers, NGOs, and nature preserves.

Volunteers assist NGOs with grant proposal writing, organizational development, and fundraising techniques. A Volunteer in Vladivostok helped a local NGO, the Resource Center for Environmental Education, to 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: 174,000

Annual Per Capita Income: \$1,140

Program Dates: 1967-Present



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 leaf disease introduced in 1993 has virtually wiped out a traditionally important staple, thus worsening 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 science, math, and business.

The Peace Corps provides specialized educators and technicians in key areas of need including education, environmental health, and agriculture. A Youth Development Project was started in 1997 to address the broadly recognized need to create employment and training opportunities for young people.

RESOURCES:

	FY 1999	FY 2000	FY 2001
Samoa	Actual	Estimates	Estimates
Trainees	31	26	26
Average # of Volunteers	48	48	45
Program Funds (\$000)	1,124	1,221	1,253

PEACE CORPS PROGRAM BY SECTOR:

EDUCATION

Recently, the Peace Corps and the Ministry of Education developed a new plan to address the shortage of college educated teachers in science and business. 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 at least 5-10 years of classroom experience. Peace Corps Volunteers are assigned to provide classroom instruction while the selected teachers are studying full time. Newly graduated Samoan teachers have reduced the need to place Volunteers in the classroom, and the Peace Corps plans to phase out of the formal education project within the next 3 years.

Volunteers taught science and business to roughly 25,000 students at 27 senior secondary schools in FY 1999. Volunteers also train students and teachers in the use of computers, develop teacher training manuals, and create innovative curricula.

YOUTH DEVELOPMENT

The Peace Corps began 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 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. 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.

Volunteers conducted a variety of workshops on HIV/AIDS awareness, alcohol abuse, environmental conservation, and youth leadership. Other Volunteers focus on strengthening the capacity of fledgling non-governmental organizations to provide social services to youth. Their activities involve training staff members in program planning, board development, fund raising, and public relations. One Volunteer helped draft the constitution of the first Habitat for Humanity program in Samoa. Another Volunteer organized pre-school teachers from around the country to create a new teaching manual in both Samoan and English.

SPECIAL FOCUS: ENVIRONMENTAL HEALTH AND AGRICULTURE

A handful of Volunteers are strategically placed in government ministries to address critical issues such as the taro leaf blight and water quality. One Volunteer, an expert in plant pathology, has organized taro farmers, agricultural extensionists, and university agricultural students as part of a Taro Improvement Project. The goal of the project is to provide these groups with the means to breed taro plants with increased resistance, evaluate their quality, and propagate the plants for wider use.

Another Volunteer, with a background in environmental planning, has helped to develop Samoa's drinking water standards by organizing and training officials at the Samoa Water Authority.

SENEGAL

Population: 8,790,000
Annual Per Capita Income: \$540
Program Dates: 1963-Present



COUNTRY OVERVIEW:

Like many of its West African neighbors, Senegal ranks among the least developed countries in the world. Under its new industrial policy, the government is attempting to stimulate the economy through the reduction of bureaucracy and the privatization of state industries. Progress is being made, but many factors still cripple the country's development. Desertification continues to impact agricultural production. Roughly 70 percent of the population is engaged in agriculture, but it contributes less than 25 percent of the country's Gross Domestic Product. At present, large numbers of Senegalese 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 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	72	80	80
Average # of Volunteers	110	119	138
Program Funds (\$000)	2,969	3,197	3,438

PEACE CORPS PROGRAM BY SECTOR:

AGRICULTURE

Increasing desertification and the deterioration of Senegal's natural resource base mean that farmers have to do more with less in order to feed themselves and their families. Peace Corps Volunteers provide assistance in the areas of sustainable agriculture, agro-forestry, and improved rice production. One 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 1999, Volunteers provided training to approximately 600 farmers in sustainable agriculture techniques. Farmers from 98 villages across Senegal participated in seminars on seed selection

and storage. One Volunteer recently provided a variety of new seeds to 122 farmers. These seeds will significantly increase local food stocks. Overall, the amount of seed ordered and extended increased from 1058 kg in 1998 to 1849 kg in 1999.

BUSINESS DEVELOPMENT

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

In FY 1999, Volunteers assisted micro-entrepreneurs, primarily women and youth, in establishing 11 new businesses. A notable success is the dried mango project, which has increased production by 60 percent and net profits by nearly 75 percent. These impressive results are due to the efforts of Volunteers and their counterparts to improve packaging and marketing techniques, install seven new solar dryers, and establish two marketing groups.

ENVIRONMENT

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

Over the past year, 89 teachers from 30 schools were trained in curriculum development; twenty teachers were trained on environmental data collection using techniques of the Global Learning Organization for the Benefit of the Environment (GLOBE); thirty-six teachers from 18 schools were trained on map making; and, seven teachers from three schools were trained in mudstove construction.

HEALTH

Due to high population growth and limited government resources, a large percentage 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 illnesses such as malnutrition, diarrhea, malaria, and sexually transmitted diseases.

In FY 1999, Volunteers trained 69 health care workers in effective health practices. With their Senegalese counterparts, they presented nearly 2,000 health talks covering areas such as malaria and AIDS prevention, hygiene, and nutrition. Every Volunteer participated in vaccination campaigns, specifically against the meningitis epidemic and the National Fight Against Polio campaign.

SLOVAK REPUBLIC

Population: 5,383,000

Annual Per Capita Income: \$3,680

Program Dates: 1990-Present



COUNTRY OVERVIEW:

The Peace Corps entered the former Czechoslovakia in 1990. In 1993, the Slovak Republic's separation from the Czech Republic slowed its pace of reform. Although the government has taken measures to ease the transition, high unemployment and inflation—coupled with low foreign investment and industrial output—have hindered the country's economic progress. Like other Central European countries, the Slovak Republic faces the challenge of pursuing economic growth while protecting and restoring a fragile and damaged environment. In response to these needs, Peace Corps Volunteers focus 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:

Slovak Republic	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	41	48	0
Average # of Volunteers	82	76	70
Program Funds (\$000)	1,575	1,751	1,543

PEACE CORPS PROGRAM BY SECTOR:

BUSINESS DEVELOPMENT

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

have also worked with Junior Achievement and model United Nations programs, assisted youth at-risk, promoted information technology education, and helped organize camps for girls.

One Volunteer worked with his counterpart to establish "Rock Volieb" which means "Rock the Vote" or "Year of the Vote" in Slovak. They staged a 16-city bus tour, organized rock concerts, and distributed flyers to stimulate voter participation, especially among first-time voters. The campaign was declared a success, as turnout for first-time voters jumped from 20 percent to 80 percent. The campaign received media coverage by MTV Europe and the New York Times, which helped expand the visibility of the NGO where the Volunteer worked. Due to this stunning success, the Volunteer has been invited to participate in programs in the U.S., India, Croatia, Hungary and the Ukraine.

EDUCATION

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. Additionally, Volunteers have provided assistance to clubs and camps, model United Nations programs, and essay contests. They have also taught environmental education and developed teaching materials and exchanges with U.S. schools.

Two Volunteers helped establish the International Educational Awareness Resource Network (I*EARN), a writing project funded by the Soros Foundation that links schools via the Internet with information about projects in developing countries. The Volunteers have conducted training and seminars in eastern Slovak Republic to introduce the Internet to almost 200 students. Through Volunteer efforts, 186 students participated in the Internet project "Schools De-mining Schools," in which \$1300 was raised with the help of a Hungarian school to "de-mine" a school in Angola.

ENVIRONMENT

The Peace Corps environment project in the Slovak Republic 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.

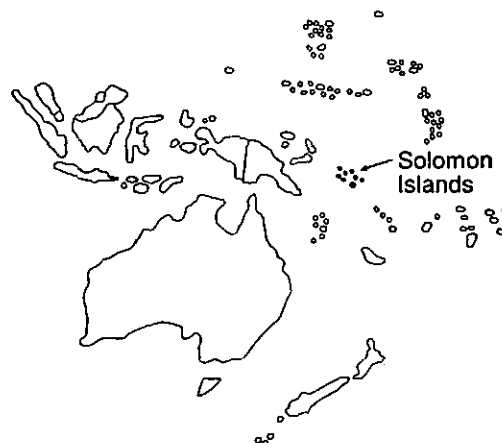
One Volunteer worked with teachers to develop an environmental manual for teachers. To maximize use of the manual, the Volunteer provided two one-day training sessions for one teacher from every public primary school in the region. The manual was distributed to every public primary school and focuses on a holistic approach to environmental education for use in any classroom setting.

SOLOMON ISLANDS

Population: 403,000

Annual Per Capita Income: \$870

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, a majority of the population is less than 15 years old. More than 70 percent of the nation's youth leave prematurely from the formal education system due to a shortage of classroom space, teachers, and financial resources. Only one percent of the country's population is educated beyond the secondary school level, largely as a result of a shortage in qualified teachers at the upper school levels. 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, as well as vocational trainers and rural community educators to work in remote locations. Volunteers also serve as youth development practitioners to work with young people who have migrated into the cities.

RESOURCES:

Solomon Islands	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	40	37	37
Average # of Volunteers	63	60	59
Program Funds (\$000)	1,464	1,297	1,306

PEACE CORPS PROGRAM BY SECTOR:

EDUCATION

Volunteers working in Rural Training Centers (RTCs) and community education create employment and educational opportunities for young people "pushed out" of the school system. Volunteers help provide 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. The RTCs encourage girls and young women with families to enroll in school.

One Volunteer developed a rural community handbook designed to enhance village life. Topics include health, safety, emergency planning, education, financial management, and youth development. To complement the handbook, another Volunteer initiated a monthly newsletter entitled *Save the Community*, which has a readership of roughly 14,000 individuals.

Volunteers working as secondary school teachers conduct classes in the scarce skill areas of math and science. They also help to develop curricula, serve as peer teachers to their national counterparts, and provide institutional support, particularly in the area of computer technology. Last year, Volunteers taught approximately 7,000 students.

YOUTH DEVELOPMENT

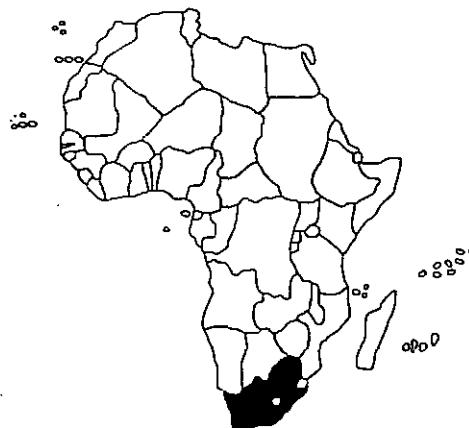
Minimal educational and employment opportunities for young people have caused significant urban drift, with the attendant social and economic problems. In response to a direct request from the Prime Minister, the Peace Corps recently launched an Urban Youth Development project. The project focuses on engaging youth in community service activities as a means to discover self-worth, build confidence, and acquire practical skills.

SOUTH AFRICA

Population: 40,604,000

Annual Per Capita Income: \$3,210

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 that has been strengthened by the newly elected government of President Thabo Mkebi. 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 close to finishing its tour of service, and two new groups of Volunteers joined 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:

South Africa	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	77	65	65
Average # of Volunteers	67	92	122
Program Funds (\$000)	2,781	2,604	2,857

PEACE CORPS PROGRAM BY SECTOR:

EDUCATION

Peace Corps Volunteers are working with teachers and principals in 145 rural primary schools in the Northern and Mpumalanga Provinces. 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 year, Volunteers have designed and implemented various workshops in classroom management which assisted 52,130 students and 2,149 teachers. They mobilized 5,000 parents and parent groups for school improvements and repairs. They implemented community programs that benefited over 2,000 participants, such as adult literacy activities, clean-up campaigns, Youth Day, student eye screening, fund-raisers, AIDS awareness and prevention, and exchange visits between community leaders and schools. In establishing libraries in over 35 schools, they are 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, school gardens maintained by community members, sporting events, and reading outreach.

Volunteers 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: 412,000

Annual Per Capita Income: \$1,320

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 of Paramaribo and generates a high sense of dependency among the indigenous and tribal peoples of Suriname's Amazon region. In 1995, the government of Suriname requested the Peace Corps' assistance in rural community development activities of the Amerindian and Maroon communities. Working in the interior, Volunteers address issues such as community organizing, needs assessment, resources identification, project planning, and adult education.

RESOURCES:

Suriname	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	25	26	26
Average # of Volunteers	31	44	46
Program Funds (\$000)	855	888	857

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 FY 1999, Volunteers assisted their communities with a range of development projects, including environmental education, youth programs, education, project management, and small business development. Examples of Volunteer activities include environmental education programs for primary school students throughout the country, an after school program for 300 students, and the establishment of a library that will serve a community of 1,000. Volunteers also helped two women's organizations access funds to develop their micro-enterprises and generate income for their families.

In the village of Balingsoela, two Volunteers served as catalysts in the development of a water pump project that provides potable water for over 1,300 villagers. Volunteers helped to coordinate activities and resources between the village water commission, the Surinamese government, the private sector, and non-governmental organizations.

In Suriname, twelve Peace Corps Volunteers participate in the World Wise Schools program. This program has successfully provided a means for children in both the United States and Suriname to learn about each other's cultures.

TANZANIA

Population: 31,316,000

Annual Per Capita Income: \$210

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



Country Overview:

Tanzania, abundant in natural resources, has inadequate funding and infrastructure to properly develop and protect its environment and to ensure the sustainability of its natural resources. 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 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 opportunities. The Peace Corps supports these efforts by placing Volunteers to serve as teachers of secondary school science and math and in community-based natural resource management projects.

RESOURCES:

	FY 1999	FY 2000	FY 2001
Tanzania	Actual	Estimates	Estimates
Trainees	56	70	70
Average # of Volunteers	89	93	110
Program Funds (\$000)	2,348	2,282	2,466

PEACE CORPS PROGRAM BY SECTOR:

EDUCATION

The Peace Corps enjoys a productive relationship with the Ministry of Education, the Tanzania Institute of Education, and the National Exams Council. The education project targets four main groups: students, Tanzanian counterparts, local non-governmental organizations, and communities. Volunteers address the shortage of teachers, particularly in mathematics and the sciences and 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.

Volunteers also focus their efforts in HIV/AIDS education. With the help of four Volunteers and several counterparts, one Volunteer planned, organized, and delivered an HIV awareness workshop for student leaders and teachers in five schools. Given the lack of NGOs engaged in health initiatives in the region, the Volunteer's workshop has been critical in delivering health messages to an area that is predominantly rural, economically depressed, and extremely isolated.

The workshop was enhanced by the Volunteers' use of local resources such as guest speakers, AIDS patients in a local hospital, a Kiswahili video, an HIV mural, and a variety of educational activities. The event was a tremendous success and has already begun to have a ripple effect in the community. Issues from the workshop are being discussed openly in public areas, with participants talking about girls' clubs and other health related workshops in all of the schools that attended.

Another Volunteer became involved in teaching English through his English lunch club. His older students became storytellers and story readers at a primary school story hour. The same Volunteer has decided to extend his service with the Peace Corps for a third year and continue his work with a primary focus on girls' and youth education.

ENVIRONMENT

Peace Corps' Community Based Natural Resources Management Project is designed to assist village communities in the management of their natural resources and to raise environmental conservation awareness. Volunteers address land degradation 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. In addition, Volunteer activities focus on water and sanitation, family nutrition training, self-help activities, and the use of appropriate technology.

Two Volunteers recognized that villagers in their region have protein deficiencies in their diets due to the scarcity of cows and goats in the area. They introduced household-based, small animal management practices that encourage the raising of locally available animals such as chickens, rabbits, goats, pigs, and guinea pigs. They trained primary school children, teachers, and women to raise these animals in their households. As a result, Volunteers in other districts have begun similar workshops.

THAILAND

Population: 60,602,000

Annual Per Capita Income: \$2,740

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, 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 northern parts of Thailand, where few development organizations operate.

The Peace Corps operates in two additional program areas: public health and environmental education and awareness. Health issues such as nutrition and HIV/AIDS education are critical for the rural Thai population. There is also growing concern for protecting the environment, as the forested areas of Thailand have decreased from 53 percent to 11 percent of total land area since 1961.

RESOURCES:

Thailand	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	28	30	33
Average # of Volunteers	40	43	50
Program Funds (\$000)	1,152	1,195	1,318

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 of 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 cross-over activities. Volunteers work directly with English teachers to enhance their capacity to teach and interact in the English language.

One Volunteer organized an astronomy activity for local students. She provided a telescope to observe a meteor shower at the school's athletic field, which generated interest among the adult population as well. It was the first time the students and adults observed meteors through a telescope, and encouraged greater interest in science education in the community.

HEALTH

Volunteers 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 has been working with a hill tribe community to secure essential medicine for the local health station. She also conducted a clothing and blanket drive and distributed the donated items to the community for use during the cold season.

ENVIRONMENT

Volunteers work primarily in 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 and by collaborating with schools in solving community environmental problems. Volunteers have assisted communities in establishing water purification systems at three remote hill tribe schools.

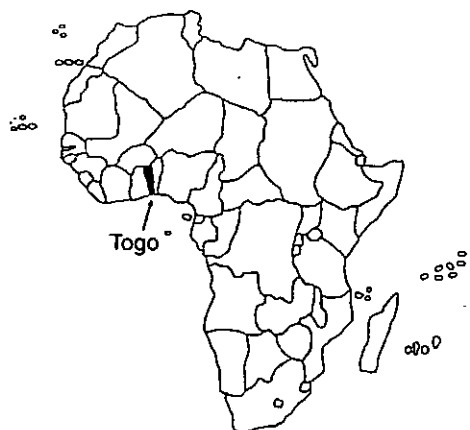
One Volunteer is based at Phu Wua wildlife sanctuary in the northeastern region of Thailand. While conducting an environmental education workshop, she noticed that, though her co-workers had potential to be excellent environmental educators, they did not work together as a team. She created an in-house workshop for staff on team building, visionary thinking, and leadership development using an environmental education theme. As a result of the workshop, people began to work together as a team in conducting environmental activities.

TOGO

Population: 4,345,000

Annual Per Capital Income: \$340

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. Only a small percentage of the female population is given the opportunity for education or training that can equip them to participate in the development of their communities. Malaria, malnutrition, and tuberculosis are endemic, 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. The Peace Corps works to promote self-sufficiency in the areas of business and micro-enterprise development, environment, health, and agriculture.

RESOURCES:

Togo	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	53	42	42
Average # of Volunteers	49	62	78
Program Funds (\$000)	1,606	1,761	1,911

PEACE CORPS PROGRAM BY SECTOR:

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 the construction of water cisterns, latrines, wells, hand pumps, grain storage facilities, schools, and market facilities. Other Volunteers concentrate on animal husbandry and garden projects.

This project is currently being phased out to redirect resources to the government of Togo's expressed need in girls' education.

BUSINESS DEVELOPMENT

Volunteers offer training and consultation to members of local credit unions and to other micro-entrepreneurs who wish to improve their business skills. They have taught business practices such as accounting, finance, marketing, and feasibility studies to approximately 800 individuals. In addition, they have provided 576 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 50 cooperatives.

Last year, three Volunteers worked with local theater troupes to present several skits in local languages on the importance of savings, household financial management, and accessing funding for community projects.

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 that will lead to improved farm yields and reduced environmental degradation. Some Volunteers are also developing environmental education projects in primary and secondary schools. In FY 1999, Volunteers taught 95 informal environmental education sessions to 1,249 men, women, and youth. Session topics varied widely within the overall theme of environmental awareness and integrated agriculture.

One Volunteer introduced soy bean agriculture to six groups of farmers that previously had not planted soy, and convinced them to plant one-half hectare of the high protein crop. A good harvest allowed the farmers to market soybean seeds to other farmers in excess of what they plan to store for next year's planting season.

HEALTH

Volunteers focus on preventive health in Togo since significant progress has been made in the eradication of Guinea worm disease. They assist local health personnel to promote community health activities that address HIV/AIDS prevention, nutrition, and management of rural health clinics. Volunteers also engage in small projects such as construction of family latrines, wells, and "health huts" that respond to community needs and contribute to the overall health of individual families.

One Volunteer, in collaboration with teachers and the director of a secondary school in her village, selected 20 students to form a theater group. The group was trained to perform skits about sexually transmitted diseases and HIV/AIDS and the need for appropriate prevention. The group performed in many villages reaching an estimated 1,000 students.

EDUCATION

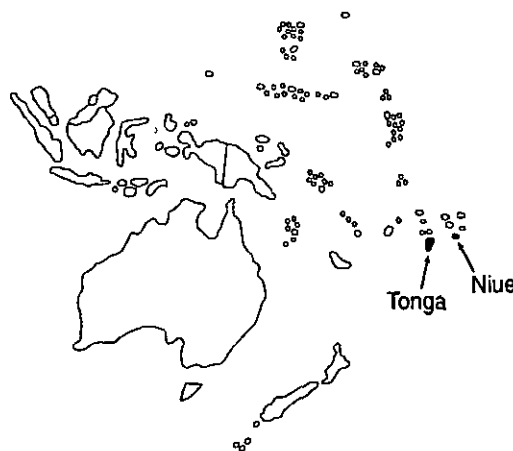
In FY 2000, a new Girls' Education and Empowerment Project will be implemented by 13 Volunteers. Volunteers will work closely with village development committees, schools, and parents to devise and implement solutions to problems related to girls' education. In addition, Volunteers will help teachers revise lesson plans, adopt more experimental and inclusive teaching techniques, and encourage female students to continue their studies.

TONGA AND NIUE

Population: 98,000

Annual Per Capita Income: \$1,810

Program Dates: 1967-Present (Tonga); 1994-Present (Niue)



COUNTRY OVERVIEW:

The Kingdom of Tonga has experienced a significant recession over the last several years. Natural disasters, including cyclones and droughts, have had a severe negative impact on agriculture, the mainstay of the Tongan economy. The Asian financial crisis has also negatively affected the nation's economic and business development.

In addition to economic concerns, Tonga is confronted with 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. Tongans feel pressure to learn and use English while still maintaining the Tongan language and culture. Industrial and agricultural development depletes limited natural resources and degrades topsoil, rain forests, coastal reefs, and fresh water supplies. With 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 & Niue	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	35	29	29
Average # of Volunteers	42	56	58
Program Funds (\$000)	1,108	977	995

PEACE CORPS PROGRAM BY SECTOR:

YOUTH DEVELOPMENT

The Peace Corps is providing unemployed and at-risk Tongan youth with expanded opportunities in vocational education and personal and leadership skills development, with a strong emphasis on youth employability strategies and activities. In collaboration with local and national youth

groups, Volunteers have helped to establish national youth offices in each of the island groups and several village youth centers. Volunteers also work to integrate schools and their surrounding communities through mutually beneficial activities such as computer training, income-generation workshops, environmental awareness events, and health seminars.

One Volunteer worked with the Tongan National Youth Congress to organize and host the Kingdom's first National Youth Empowerment Forum involving over 130 youth leaders from throughout the country. The event, which received widespread media coverage, will enable these youth leaders to go back to their villages and empower other young people.

ENVIRONMENT

Despite Tonga's lushness, its environment is quite fragile. Due to population pressures, vital watersheds and coral reefs are being severely damaged. A number of 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. Other Volunteers collaborate with the Ministry of Tourism to introduce and promote environmental resource management and improve the climate for tourism.

One Volunteer on the island of Eua is working with young people from 10 different villages to build hiking trails in the Kingdom's only national park. The youth take pride in protecting this pristine 1,110 acre forest and earn income through its preservation.

BUSINESS DEVELOPMENT (NIUE)

The focus of the Peace Corps' program in 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, and business development.

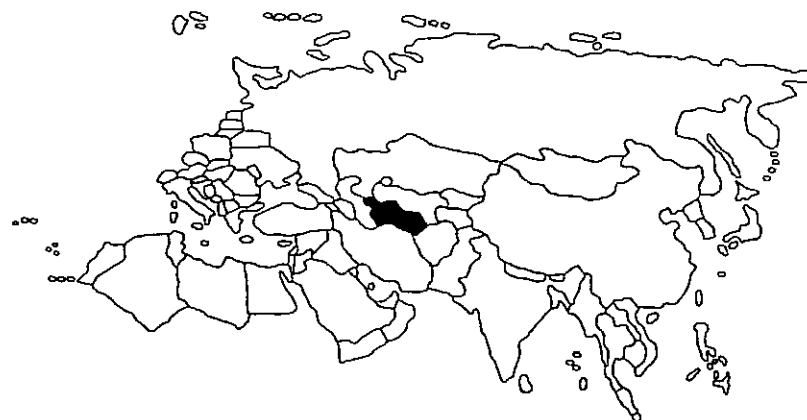
One agricultural extension Volunteer works to improve and diversify locally grown produce to decrease Niuean reliance on imported food. Another Volunteer works for the Niue Development Bank, assisting Niueans in accessing credit to create new enterprises and expand existing ones.

TURKMENISTAN

Population: 4,658,000

Annual Per Capita Income: \$640

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 the changing needs of the people of Turkmenistan, the health project now focuses on community health education in rural collective farms.

RESOURCES:

Turkmenistan	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	45	50	55
Average # of Volunteers	62	66	74
Program Funds (\$000)	1,379	1,415	1,564

PEACE CORPS PROGRAM BY SECTOR:

EDUCATION

Volunteers teach English in primary and 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, ecology, and health to over 2,600 students. Volunteers trained local camp counselors to manage seven summer English immersion camps, in which more than 750 students participated. In addition, Volunteers developed resource and computer centers,

organized English and drama clubs, worked with orphanages, held job fairs, coordinated singing lessons and performances, and provided HIV/AIDS education.

One Volunteer was able to work with her community to obtain a grant for a heating system for the local school. Most schools in Turkmenistan suffer from extremely cold classrooms in the winter, which often leads to absenteeism, low motivation, and health problems among students. She successfully motivated parents, local government, and community businesses to provide resources and raise funds to support over half of the project's costs.

HEALTH

Health Volunteers are assigned to collective farms, where they work closely with local caregivers to develop educational outreach projects that emphasize maternal and child health and promote preventive health care practices in rural communities. Key areas targeted for intervention include anemia, the promotion of breast feeding, diarrheal diseases, acute respiratory disease among children, reproductive health of women, neo-natal care, and sexually transmitted diseases. Over the past year, Volunteers have conducted lectures on HIV/AIDS, provided sessions on environmental health and anatomy and physiology, and organized seminars in healthy lifestyles, nutrition, clean water, and the importance of exercise.

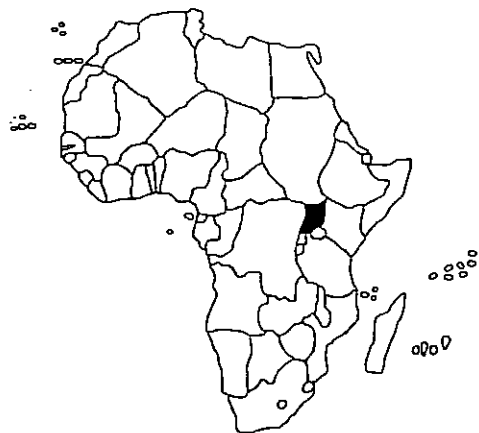
A Volunteer and her counterpart organized an Ultimate Frisbee Tournament on the beach of a local lake near the capital. The objective of the tournament, in addition to providing a healthy activity for local youth, was to emphasize environmental education through a beach clean-up and mini-conference on the importance of a clean environment.

UGANDA

Population: 20,317,000

Annual Per Capita Income: \$330

Program Dates: 1964-1973; 1991-1999 (suspended)



COUNTRY OVERVIEW:

The Peace Corps suspended its program in Uganda in May 1999, after a period of insecurity and a series of bombing incidents. Conditions in the country hampered the agency's ability to maintain a program and to ensure the safety and security of Volunteers and staff. Because of our long-standing commitment to the country's development and our excellent relationships with the people of Uganda, we are continuing to monitor the situation closely in the hope of re-establishing a program in the near future.

Prior to Peace Corps' suspension of the program, Volunteers were addressing some of Uganda's greatest development challenges through projects in business development, education, and environment. The rapid spread of the HIV/AIDS virus has exacerbated socio-economic conditions in a society already affected by two decades of 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 and goods and services, including the educational system and the management of natural resources. The Peace Corps hopes that the resumption of its program in Uganda will allow Volunteers to address many of these ongoing development needs.

RESOURCES:

Uganda	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	0	0	0
Average # of Volunteers	28	0	0
Program Funds (\$000)	972	146	0

UKRAINE

Population: 50,698,000

Annual Per Capita Income: \$1,040

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. Under the previous 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 better integrate into the global marketplace, the Ministry of Education has made English language education a top priority. However, the country has been unable to train a sufficient number of teachers to fulfill such a mandate.

Ukraine also faces serious environmental challenges. Insufficient management of natural resources and lack of environmental regulations have caused a sharp decrease in the quality of the environment in Ukraine. As a result, heavily contaminated soil, air, and water have had a harmful impact on human health and social development. In an effort to address these multi-dimensional needs, Peace Corps Volunteers work in the areas of business and micro-enterprise development, English language education, and environmental protection and management.

RESOURCES:

	FY 1999	FY 2000	FY 2001
Ukraine	Actual	Estimates	Estimates
Trainees	99	100	109
Average # of Volunteers	171	155	176
Program Funds (\$000)	3,026	3,172	3,530

PEACE CORPS PROGRAM BY SECTOR:

BUSINESS DEVELOPMENT

In an effort to redirect businesses to the norms of the free market economy and help them regain customers, the Peace Corps was invited to send business Volunteers to Ukraine in 1992. Today, business Volunteers primarily teach courses at business education institutions, universities and high schools. They also serve as advisors to municipal regional governments and offer training and expertise to business assistance centers and non-governmental organizations (NGOs). Business

Volunteers have become active in education initiatives such as American culture camps, girls' education, and HIV / AIDS prevention.

One Volunteer organized business training sessions for unemployed women and university students. Approximately 30 unemployed women received free training in business and left with the tools they need to increase self-confidence, independence, and motivation to enter the business arena, specifically in small home-based businesses.

EDUCATION

The education project has been developed to improve the English language skills of Ukrainian students and teachers. In 1999, the Peace Corps expanded its university education program to recruit more highly skilled Volunteers. Volunteers engage in activities that heighten cross-cultural awareness and understanding. They also provide assistance in establishing and expanding English teaching resources, curriculum development, and teacher training. Volunteers have been active in establishing summer camps, English clubs, and essay contests. Volunteers include health topics, access to information technology, and girls' issues in their English classes.

One Volunteer coordinated a seminar for Teaching English as a Foreign Language. The overall goal of the project was to improve the teaching of English in the more remote parts of Ukraine. Teachers and students were supplied with materials and instruction methods for teaching English. Sixty participants were provided the opportunity to network for professional contacts within their specific area of interest, such as English language films and conversation groups.

ENVIRONMENT

The Peace Corps Environmental Protection Project was initiated in 1997 to increase the organizational capacity of environmental institutions. Environment Volunteers work with schools and governmental and non-governmental organizations active in environmental initiatives. Volunteers expand the awareness of environmental threats and their impact on natural resources and educate the public about environmental protection. In addition, Volunteers work to establish and sustain management systems and strategies that address environmental problems throughout the country.

One Volunteer developed a project to protect the canal system in Vilkovo, Ukraine. The project established a canal campaign committee that organized a workshop, public campaign, and an international symposium. The goal of the campaign was to bring together government, businesses, organizations, and citizens to form a task force to preserve the canal.

UZBEKISTAN

Population: 23,667,000

Annual Per Capita Income: \$1,020

Program Dates: 1992-Present



Country Overview:

The people of Uzbekistan are working to make the difficult adjustment to a free market economy and to cope with the many changes inherent in this kind of transition. Many obstacles to economic change exist, including slow progress on privatization legislation, changing laws that affect small business development, and a lack of general business expertise. The ability to communicate in English is viewed as vital to Uzbekistan's development and its status as a new nation in the international community. In response to these needs, Peace Corps Volunteers focus their efforts on English instruction and business education.

The government of Uzbekistan has long recognized the need to improve access to government health care for the rural population. Villagers are the furthest from medical facilities and are also the least capable of paying for travel to urban centers and specialized treatment. To address this need, the government passed a resolution in 1996 to implement a pilot program to improve rural health care services through the construction of 158 new primary care centers in three regions of the country. In support of the Health Care Reform Project, the Peace Corps has initiated a new health program in Uzbekistan, placing health extension workers at rural clinics.

RESOURCES:

	FY 1999	FY 2000	FY 2001
Uzbekistan	Actual	Estimates	Estimates
Trainees	79	105	117
Average # of Volunteers	78	116	152
Program Funds (\$000)	1,820	2,034	2,367

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 basic business skills, and by training Uzbek educators

to teach these subjects using innovative teaching methodologies. In addition to using Junior Achievement techniques in the classroom, Volunteers organized Junior Achievement workshops for 75 teachers. Outside the classroom, Volunteers work with local artisan groups, business information centers, career centers, and departments of tourism to provide business development expertise.

A Volunteer working with the Craftsman Association in Khiva established 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. Nine teachers out of ten who received awards for the "United States-Uzbekistan Awards for Excellence in Teaching English and American Studies" were Peace Corps Volunteer counterparts or co-workers.

In response to a request from the Ministry of Education, the Peace Corps has begun to place Volunteers in primary schools where they will not only teach English, but also play an integral role in developing the national curriculum for primary English instruction. Volunteers have initiated a variety of community outreach activities, including Earth Day celebrations involving 1,100 students, a baseball league involving six communities, three local English TV programs, and numerous English clubs. Volunteers also organized local summer schools, exposing over 1,700 youth to English and American culture through songs, sports and games, dance, and arts and crafts.

One Volunteer started an "ACCELS Alumni Club" as a support group for students who return from study abroad in America. American Council for Collaboration in Education and Language Study (ACCELS) is a program that sends qualified secondary and university students to study in America for a year. Many students face difficulties when they return to Uzbekistan in finding work in which they feel their knowledge and experience is fully utilized. The main goal of this project is to bring together alumni as a self-sustaining group of local community members who can lead charity events and undertake activities to better the community.

HEALTH

Volunteers in the health program focus primarily on improving the health status of women and children in rural communities. Their activities emphasize prevention and health education to increase the capacity of staff to manage rural clinics. The goal is also to raise the level of English among health care workers so they can improve their use of current medical literature written in English. Volunteers have conducted health education talks to address such topics as hand washing, anemia, first aid, pregnancy, family planning, and eye testing, as well as non-medical topics including journal writing, self-esteem, team building, and decision making. In addition, they have developed teaching aids that address hepatitis, HIV/AIDS, physiotherapy, and oral hygiene.

During routine home visits, Volunteers have been able to perform basic health checks on the infirm, newborns, mothers and the elderly and have distributed educational materials on anemia, goiter, nutrition, and breast feeding.

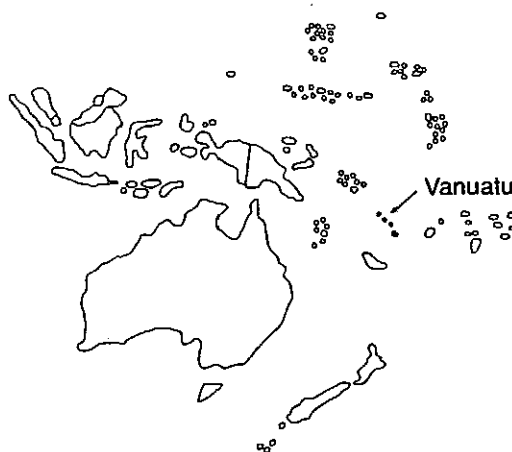
One Volunteer organized a health fair that was designed to raise awareness about diarrhea, a chronic problem that affects the health of many children in Uzbekistan. The event promoted prevention of diarrhea and taught participants how to prepare rehydration salts. Staff from the local clinic were actively involved in the event, and the chief physician from the District Central Hospital came to show his support. Approximately 50 community members attended.

VANUATU

Population: 177,000

Annual Per Capita Income: \$1,340

Program Dates: 1990-Present



COUNTRY OVERVIEW:

Vanuatu was ruled jointly by Great Britain and France until 1980. Its colonial legacy still hampers development because essential government administration services, such as the school systems, are separated 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 geographically dispersed 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. The Peace Corps has responded with a two-pronged strategy designed to increase access to formal education beyond the primary school level and expand basic services and opportunities in the rural areas.

RESOURCES:

Vanuatu	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	26	27	27
Average # of Volunteers	35	43	45
Program Funds (\$000)	1,365	1,367	1,409

PEACE CORPS PROGRAM BY SECTOR:

RURAL COMMUNITY EDUCATION

In order to improve the quality of village life, Volunteers are assigned to Rural Training Centers, 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. Last year, 28 Volunteers reached over 15,000 community members throughout the republic with these activities. Volunteers have also provided institutional support to local organizations, enabling them to be more responsive and supportive to their surrounding village communities.

One married couple launched the first-of-its kind solar panel lighting project for 30 households. The couple also collaborated with a professional theater group to organize a two-week training program focusing on the use of drama as a means of raising community awareness. The training will allow a handful of young community leaders to learn about environmental, health, and social issues, as well as strategies for educating their communities through theatrical productions.

SECONDARY EDUCATION

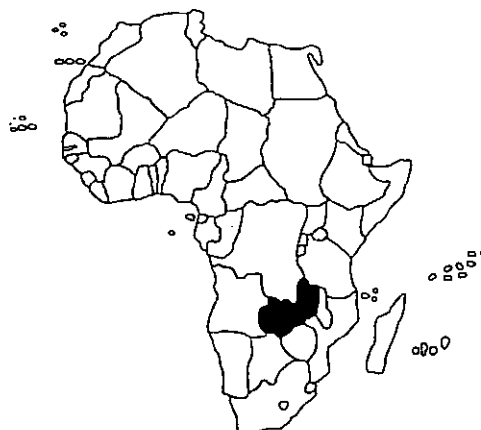
The government of Vanuatu aims to increase access to secondary education for students who complete primary school. To meet this challenge, Volunteers teach secondary school math, science, and English. Volunteers have also taken a lead in the development of educational resources including curricula, books, and training modules. Last year, 11 Volunteer teachers conducted classes and extra-curricular activities for over 2,500 students.

ZAMBIA

Population: 9,443,000

Annual Per Capita Income: \$370

Program Dates: 1993-Present



COUNTRY OVERVIEW:

The majority of Zambians in rural parts of the country live in sub-standard 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 country's 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 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	64	66	66
Average # of Volunteers	102	114	114
Program Funds (\$000)	2,436	2,376	2,431

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 to health, water, and sanitation problems. The strength of this project is based on the principles of allowing communities to define their own problems and take the initiative to solve them. Over the past three years, more than 1,000 Zambian counterparts have worked with Volunteers to develop nearly 4,200 health-related activities and lessons.

One Volunteer designed and constructed a low cost latrine at the local rural health center, using materials available in the area. To pass on this knowledge to other communities, he wrote a manual for use by other Volunteers.

AGRICULTURE

Considerable potential exists for fish production to serve as an important agricultural activity in Zambia, where Volunteers are assisting the Department of Fisheries to realize the possibilities.

Volunteers provide technical assistance to rural farmers to help them assess their needs and resources, and then establish ponds and irrigation systems necessary for fish production. This year, 227 fish ponds have been constructed, and 215 more ponds are under construction. Harvests this year have totaled 3,700 kilos of fish. In addition to providing an excellent source of nutrition for rural families, farmers sell their surpluses, which substantially increases family incomes. Volunteers have helped to irrigate 18,677 square meters of gardens and 16,550 square meters of crops.

EDUCATION

The Lawyers for Africa Program at the University of Zambia Law School, where there has been a chronic shortage of lecturers, has expanded to three Volunteers. With the assistance of Volunteers, the Law School has rejuvenated its Zambia Law Journal and has provided free legal clinics to communities. The Volunteers continue to assist in expanding a Web site that they established last year, which offers easy access to court information for law students and court practitioners.

CRISIS CORPS

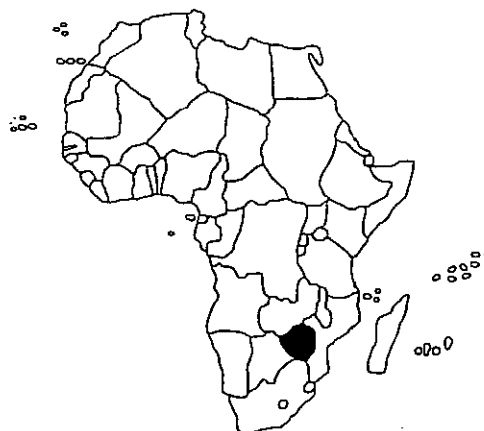
With an influx of refugees from the Democratic Republic of Congo in the spring of 1999, the United Nations High Commission for Refugees established a refugee center near Mporokoso, in the northern province of Zambia. Two Crisis Corps Volunteers work in the refugee center in collaboration with the World Food Program and CARE International. One Volunteer focuses on food monitoring while the other handles food transport logistics.

ZIMBABWE

Population: 11,468,000

Annual Per Capita Income: \$720

Program Dates: 1991-Present



COUNTRY OVERVIEW:

Education is highly valued in Zimbabwe and is recognized at all levels of society as critical to the development of a successful and independent country. In the past ten years, tremendous growth in school enrollment has 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 the Peace Corps provide Volunteers to serve as secondary teachers.

Zimbabwe also recognizes the need to develop an environmental management system and a long-term strategy for rural communities. The Peace Corps is helping to address the various pressures on the country's natural resources and to mobilize local groups to develop appropriate plans of action. As Zimbabwe works to generate private sector jobs, Peace Corps Volunteers offer basic business training to entrepreneurs within the context of natural resources management.

RESOURCES:

Zimbabwe	FY 1999 Actual	FY 2000 Estimates	FY 2001 Estimates
Trainees	56	55	55
Average # of Volunteers	76	90	97
Program Funds (\$000)	1,626	1,640	1,717

PEACE CORPS PROGRAM BY SECTOR:

EDUCATION

Volunteers primarily teach math, science, and English to secondary students in rural Zimbabwe. Volunteers also 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.

Recently, the program has placed greater emphasis on girls' education. Volunteers continue to assist and promote education for girls by organizing fund-raising activities to support scholarships administered through the American Women's club. This year alone, more than 20 girls have benefited from these scholarships. In addition, Volunteers have supported girls' participation in various clubs and sports, such as soccer clubs, the Zimbabwe Special Olympics team, sport festivals, an astronomy club, and a human rights group.

ENVIRONMENT

The Peace Corps' Environmental Futures Project builds the capacity of community-based village development committees to develop systematic approaches to environmental planning and resource management. Environment and business Volunteers promote eco- and cultural-tourism possibilities that support low impact on natural resources. They also provide basic business training for rural men's and women's groups to help them develop economically viable land-use alternatives. In addition, Volunteers organize workshops in environmental education techniques that promote school and youth group conservation activities. In all these activities, local villagers receive advice about the conservation of scarce natural resources such as wood and agricultural land.

During FY 1999, Volunteers, their communities, and local businesses worked together to organize a series of farmer workshops. The training emphasized pest, disease, and erosion control, as well as water management. As a result of the workshops, farmers started eight school permaculture gardens with the assistance of youth conservation clubs, headmasters, and agriculture teachers. In addition, participants co-negotiated more than five million Zimbabwe dollars worth of sub-contracts between small enterprises and larger companies, which resulted in the creation of over 30 jobs in the micro-enterprise sector.



THE PEACE CORPS' PERFORMANCE PLAN

REVISED FINAL FY 2000 PLAN

INITIAL FY 2001 PLAN

In FY 2001, the Peace Corps will continue to work to meet the long term goals and objectives that it has set for itself in its strategic plan. This annual plan for FY 2001 furthers our progress to meeting our long term goals.

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; to promote a better understanding of Americans among the people whom Volunteers serve; and to 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 39 years of experience, the Peace Corps follows certain guiding principles to fulfill this mission:

A) 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 39 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 155,000 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.

B) The Peace Corps' first responsibility is to ensure, 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.

C) 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, increase the agricultural capabilities of farming communities, and integrating technology and development.

D) 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.

E) 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 Volunteers and 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 among Volunteers closing service, measure Volunteer satisfaction with the health program, and will track specific causes of preventable health conditions among currently serving Volunteers.

Measurement of service-related conditions among Volunteers closing service:

- 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 Volunteer/Trainee-years) does not increase when compared with the number of reported claims in FY 1997.

- Adjusted for inflation, 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.
- 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 1997 levels.

Volunteer satisfaction measurement:

- As measured by the annual Volunteer Survey 80 percent or more Volunteer respondents will be considerably to completely satisfied with their medical support.
- As measured by the annual Volunteer Survey 70 percent or more Volunteer respondents will report health training as effective or very effective.

In-Service Health Indicators:

- Vaccine preventable diseases will remain at less than 0.05 cases per 100 Volunteer/Trainee-years.
- Falciparum Malaria will remain at less than 6 cases per 100 Volunteer/Trainee-years in the Africa region, and less than 2.0 cases per 100 Volunteer/Trainee-years globally.

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 in which they now live and are aware of useful steps 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 \$138,870 thousand and 564 FTE in FY 2000 and \$143,132 thousand and 592 FTE in FY 2001. (This level of FY 2000 includes some resources from the security supplemental of \$8.3M received in FY 1999.)

Verification/Validation: The Peace Corps will track its progress by making use of its 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 provide continuing medical education training on an annual basis for 100 percent of Peace Corps medical officers working 0.5 FTE or greater.
- 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 work to ensure that Peace Corps' medical officers have a working knowledge of Peace Corps' processes and procedures by ensuring that 100 percent of newly-hired medical officers 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 when logistically feasible 100 percent of Peace Corps medical officers participate in this program.
- The Peace Corps will ensure that 100 percent of medical officers are properly credentialed, and through that process are determined to have the professional training and skills necessary to function effectively as a medical officer.
- 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. One hundred percent of posts completed the survey by the beginning of FY1999. In FY 2000 this survey is being revised and improved with the intent that it will be distributed annually.

Resources Needed: Resources to accomplish performance goal 1B are included in the Office of Medical Services budget of \$5,708 thousand and 55 FTE in FY 2000 and \$6,847 thousand and 60 FTE in FY 2001.

Verification/Validation: The Office of Medical Services has 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 \$5,708 thousand and 55 FTE in FY 2000 and \$6,847 thousand and 60 FTE in FY 2001 as well as in the Office of Medical Services Centrally Managed account of \$5,506 thousand in FY 2000 and \$9,914 in FY 2001. (\$3,000 thousand of FY 2000 costs were funded with FY 1999 funds available through the end of FY 2000.)

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 2000 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 Indicator for Performance Goal 1D:

- As of FY 2000, medical information will be collected from 100 percent of applicants through the use of scanning technology. The Agency will continue to improve its healthcare delivery system making use of this system in FY 2001.

Resources Needed: Resources to accomplish performance goal 1D are included in the Office of Medical Services budget of \$5,708 thousand and 55 FTE in FY 2000 and \$6,847 thousand and 60 FTE in FY 2001.

Verification/Validation: As of FY 2000, 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 on-going concerns and emerging trends related to Volunteer safety and security issues through the Agency's Volunteer Safety Council with overseas staff.

Performance Indicators for Performance Goal 1E:

FY 1999

- *Evacuation Support Guide* was revised and printed;
- *Safety Assessment Tool* was developed and printed;
- *Personal Safety Awareness Training Manual* was written;
- Emergency supplemental funding was granted - security upgrades initiated at post;
- Three sub-regional safety and security workshops were completed in Africa Region.

FY 2000

- "Best Practices" will be revised and updated;
- *Peace Corps Manual Section 270, "Volunteer/Trainee Safety and Security"* will be created and approved;
- Four sub-regional safety and security workshops will be conducted in EMA Region;
- Six post safety and security assessments will be completed;
- Emergency supplemental funding will continue to support security initiatives.

FY 2001

- 10 Crisis Management training sessions will be implemented at Headquarters and at overseas posts;
- *Crisis Management Handbook* will be revised.

Resources Needed: Resources to accomplish the performance goal above are included in the Office of Special Services budget of \$622 thousand and 7 FTE in FY 2000 and \$712 thousand and 7 FTE in FY 2001.

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 4,193 Americans in FY 2001 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 Peace Corps' initiative to recruit, train, place and support as many Volunteers as possible, the Peace Corps plans to place 4,003 trainees in FY 2000 (as compared to 3,825 trainees in FY 1999) and 4,193 in FY 2001.

Performance Indicators for Performance Goal 2A:

- During FY 2000, 4,003 Americans will enter training to become Peace Corps Volunteers.
- During FY 2001, 4,193 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 \$12,529 thousand and 188 FTE in FY 2000 and \$13,614 thousand and 197 FTE in FY 2001.

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 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 \$12,529 thousand and 188 FTE in FY 2000 and \$13,614 thousand and 197 FTE in FY 2001. Marketing resources to accomplish this performance goal are included in the Communications budget of \$1,997 thousand and 16 FTE in FY 2000 and \$2,166 thousand and 17 FTE in FY 2001.

Verification/Validation: The percentage of minority Trainees has continued to rise over FY 1997 and is reflected in 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. Peace Corps plans to open one new program in FY 2001.

Performance Indicators for Performance Goal 3A:

- 25 Trainees will be on the ground in the new country in FY 2001.

Resources Needed: Resources to accomplish the performance goal above are included in the Africa, Inter-America and Pacific, and Europe, Mediterranean and Asia Region budgets as well as in all Peace Corps support functions. \$1,456 thousand has been budgeted in FY 2001 for the new program.

Verification/Validation: New country entry is 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 Indicator 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 \$138,870 thousand and 564 FTE in FY 2000 and \$143,132 thousand and 592 FTE in FY 2001. Funds have been also budgeted in the Office of Private Sector Cooperation and International Volunteerism budget of \$690 thousand and 9 FTE in FY 2000 and \$771 thousand and 9 FTE in FY 2001.

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 1999 the Crisis Corps expanded to more than 100 Volunteers serving. In FY 2000 and FY 2001 the Crisis Corps will continue at the level of 100 Volunteers. Volunteers will serve 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 \$1,694 thousand and 4 FTE in FY 2000 and \$1,248 thousand and 4 FTE in FY 2001.

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 Indicator 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 \$4,212 thousand and 53 FTE in FY 2000 and \$4,887 thousand and 54 FTE in FY 2001.

Verification/Validation: The Project Status Review process measures the quality of Peace Corps projects.

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 \$4,212 thousand, pre-service training budgets of \$19,396 thousand and in-service training budget of \$4,342 thousand in FY 2000. In FY 2001, the budget for the Center is \$4,887 thousand, the pre-service training budgets total \$20,917 thousand, and the in-service training budget is \$3,843 thousand. (This level of FY 2000 includes some resources from the Hurricane Mitch and Georges Supplemental of \$6.0M received in FY 1999.)

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/USA Program.

World Wise Schools is the Peace Corps' on-going 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. Annually, more than 400,000 students in all 50 states communicate directly with Peace Corps Volunteers serving in 77 countries. In addition, more than 12,000 returned Volunteers have participated in the World Wise Schools program since its inception. The Peace Corps has established a goal to expand the number of classrooms involved in the program from the current 6,000. In FY 2001, the Peace Corps plans to continue to increase the size of this program.

The Peace Corps Fellows/USA Program is a public-private partnership that brings together returned Peace Corps Volunteers, institutions of higher education, community organizations, foundations, and corporate 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 underserved 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 7,000 by FY 2001 from a level of 6,000 in FY 1999).

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 7,000 classrooms by FY 2001.

Performance Indicator for Performance Goal 6A:

- The number of World Wise Schools classrooms will grow from 6,000 in FY 1999 to 7,000 by FY 2001.

Resources Needed: Resources to accomplish performance goal 6A are included in the World Wise Schools budget of \$609 thousand and 8 FTE in FY 2000 and \$645 thousand and 8 FTE in FY 2001.

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. In FY 1999 29 colleges and universities across the United States offered scholarships or reduced tuition, financed by the private sector, to more than 343 returned Volunteers - Peace Corps Fellows.

Resources Needed: Resources to accomplish performance goal 6B are included in the Fellows/USA budget of \$181 thousand and 5 FTE in FY 2000 and \$183 thousand and 5 FTE in FY 2001. Resources are also included in the Office of Private Sector Cooperation and International Volunteerism budget of \$690 thousand and 9 FTE in FY 2000 and \$771 thousand and 9 FTE in FY 2001.

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 reviews.

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 sponsor and promote an annual Peace Corps 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.
- FY 2000 plans call for 10,000 returned Volunteers to make classroom presentations and organize other activities 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. In FY 1999, the Peace Corps celebrated Peace Corps Day in America's schools with several thousand returned Peace Corps Volunteers shared their overseas experience with nearly 500,000 students across the country.

Resources Needed: Resources needed to accomplish performance goal 6C are included as part of the overall Office of Communication's budget of \$1,997 thousand and 16 FTE in FY 2000 and \$2,166 thousand and 17 FTE in FY 2001. Resources are also included in the Office of Returned Volunteer Services budget of \$530 thousand and 7 FTE in FY 2000 and \$568 thousand and 7 FTE in FY 2001.

Verification/Validation: Events are implemented as planned in FY 2000 and FY 2001.

GENERAL GOAL 7: THE PEACE CORPS WILL PURSUE EFFORTS TO CUT COSTS AND IMPROVE AGENCY PRODUCTIVITY.

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 implementing an effective Information Resources Management initiative. This initiative includes Internet connectivity between all Peace Corps posts and headquarters offices and the initiation of VSAT systems at overseas posts.

The Agency provides direct financial support services to all posts. It has standardized procedures and has eliminated or consolidated payment processes. As of FY 1999 all Peace Corps posts were serviced in this manner.

In FY 1999 the agency embarked on a project to convert from Macintosh computers to Windows-based technology. The process of conversion will begin at headquarters and regional offices in FY 2000 and continue with the overseas field in FY 2001 and into the future.

Outcome Measure for General Goal 7:

- Administrative savings will be identified and re-directed to program offices within Peace Corps.
- Peace Corps will deliver reliable, timely and cost efficient financial and information management services to improve agency productivity.
- All Peace Corps offices in the U.S. and overseas will be operating with Windows-based

equipment early in the new century.

Performance Goal 7A: The Peace Corps will continue implementation begun in FY2000 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 7A:

- The Peace Corps' implementation schedule stays on track to allow for complete system integration by 2003.

Resources Needed: Resources to accomplish performance goal 7B are included in the Office of Planning, Budget, and Finance's budget for FY 2000 of \$10,425 thousand and 90 FTE and \$9,147 thousand and 92 FTE in FY 2001. Resources are also included in Information Resource Management's FY 2000 budget of \$2,455 thousand and 32 FTE and \$2,601 thousand and 33 FTE in FY 2001.

Verification/Validation: The progress of the new system's 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 7B: Implement an Agency-wide information systems architecture to ensure that employees have a consistent set of productivity enhancing tools that operate internally and across the government. These tools will provide easy access to Agency information and enhance Agency operations.

Performance Indicators for Performance Goal 7B:

- Realize cost savings by purchasing and institutionalizing COTS (Commercial off The Shelf Software) that performs internally and externally.
- Implement an Agency Intranet providing centrally disseminated information by FY 2001.
- Develop a hiring and retention strategy to continue efforts to recruit qualified IT professionals.
- 100% of our posts will have VSAT communication capability by the end of FY 2001.

Resources Needed: Resources to accomplish performance goal 7C are included in Information Resource Management's FY 2000 budget of \$2,455 thousand and 32 FTE and \$2,601 thousand and 33 FTE in FY 2001.

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 7C: The Peace Corps implement a conversion of all computers in headquarters and U.S. regional offices to Windows-based systems through a leasing mechanism to begin in FY 2000. 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 Windows-based systems as well.

Performance Indicator for Performance Goal 7C:

- In FY 2000 the Agency will enter into a leasing arrangement of Windows-based equipment for U.S. staff. By the end of FY 2001, it will have done so for overseas staff as well.

Resources Needed: Resources to accomplish performance goal 7C are included in Information Resource Management's FY 2000 budget of \$2,455 thousand and 32 FTE and \$2,601 thousand and 33 FTE in FY 2001. Resources are also included in the Office of Management's Centrally Managed Resources of \$16,444 thousand in FY 2000 and \$16,534 thousand in FY 2001.

Verification/Validation: The Chief Information Officer will report on the progress of conversion through the annual Integrated Planning and Budget System periodic reviews.

Performance Goal 7D: The Peace Corps will implement improved security practices to protect agency information systems and assure all data are secure and recoverable.

Performance Indicators for Performance Goal 7:

- Implement improved systems for protecting, processing, managing, archiving and retrieving official agency records.
- Develop and implement an information intrusion detection and vulnerability plan.
- Progress towards the enhanced mechanisms to provide disaster recovery of data within a reasonable amount of time.
- Continue to upgrade the agency's legacy systems.

Resources Needed: Resources to accomplish performance goal 7C are included in Information Resource Management's FY 2000 budget of \$2,455 thousand and 32 FTE and \$2,601 thousand and 33 FTE in FY 2001. Resources are also included in the Office of Management's Centrally Managed Resources of \$16,444 thousand in FY 2000 and \$16,534 thousand in FY 2001.

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 of this in FY 1999 include Ethiopia, Macedonia, and Uganda. Natural disasters, infectious disease outbreaks, and other changes in host countries can also affect Peace Corps' ability to operate its programs as planned. Similarly, changes in internal political situations, such as those which 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 2000	\$256.7 million 1,158 FTE
FY 2001	\$275.0 million 1,165 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 until the Agency's new financial management system is up and running. Further, as noted in the Performance Goals, the Peace Corps will continue work on its IRM Five-Year Strategic Plan. The agency will continue to pursue innovative uses of technology, especially in electronic communications with overseas posts and in Volunteer recruitment and selection.

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.

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