

PEACE CORPS

OF THE UNITED STATES

Congressional BUDGET PRESENTATION

FISCAL YEAR

1994



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Note: Information on population and per capita income derived from "The World Bank Atlas", 25th Anniversary Edition, 1992.

ABBREVIATIONS USED IN THIS DOCUMENT

ADP	Automated Data Processing
AFSI	Africa Food Systems Initiative
A.I.D.	Agency for International Development
AP	Asia and the Pacific Region
CIS	Commonwealth of Independent States
EFL	English as a Foreign Language
EME	Eurasia and Middle East Region
ESL	English as a Second Language
ESP	English for Special Purposes
FAAS	Foreign Service Administrative Support
FECA	Federal Employees Compensation Act
FSM	Federated States of Micronesia
GSA	General Services Administration
HCN	Host Country National
HHS	Health and Human Services
IA	Inter-American Region
ICE	Information Collection and Exchange
IPBS	Integrated Planning and Budget System
MOA	Memorandum of Agreement
NGO	Non-governmental Organization
OFDA	U.S. Office of Foreign Disaster Assistance
OTAPS	Office of Training and Program Support
PASA	Participating Agency Service Agreement
PATS	Programming and Training System
PCFMS	Peace Corps Financial Management System
PCPP	Peace Corps Partnership Program
PVO	Private Voluntary Organization
RCDE	Recruitment, Communications, and Development Education

RPCV	Returned Peace Corps Volunteer
RVS	Returned Volunteer Services
SBD	Small Business Development
SPA	Small Project Assistance
TEFL	Teaching English as a Foreign Language
TESL	Teaching English as a Second Language
UNICEF	United Nations International Children's Education Fund
UNTAC	United Nations Transitional Authority for Cambodia
UNV	United Nations Volunteer
USAID	United States Agency for International Development
USDA	United States Department of Agriculture
VRS	Volunteer Recruitment and Selection
WD	Women in Development

APPROPRIATIONS LANGUAGE

For expenses necessary to carry out the provisions of the Peace Corps Act (75 Stat. 612), including the purchase of not to exceed five passenger motor vehicles for administrative purposes for use outside the United States; \$219,745,000 to remain available until September 30, 1995: Provided, that not to exceed \$5,000,000 from amounts available under this head may be transferred to the "Foreign Currency Fluctuations, Peace Corps, Account" as authorized by Section 16 of the Peace Corps Act, as amended.

PEACE CORPS OF THE UNITED STATES

1994 BUDGET PRESENTATION

GENERAL STATEMENT

Philosophy and Goals:

During the past 30 years, over 130,000 Peace Corps Volunteers have served in more than 100 countries as representatives of the United States' commitment to helping people worldwide achieve sustainable development and economic growth. Peace Corps has long embraced the view that economic development can only be sustained if it first takes hold at the grassroots level. Our people-to-people assistance programs in the world's most impoverished urban and rural areas are built on this belief in grassroots empowerment; it is a long process that requires the patience, commitment, and cross cultural understanding that characterizes Peace Corps' training and service.

As the needs of many countries in the developing world have evolved over the past three decades, so has the work of Peace Corps. While Volunteers continue to serve in education programs as teachers and teacher trainers, the fastest growing Peace Corps programs are in the environmental and small enterprise sectors. Peace Corps has one of the largest environmental workforces of any international development organization today.

The one constant over the years about Peace Corps service has been the cost-effectiveness of Peace Corps Volunteers as foreign assistance workers. The total Agency-wide cost to support a Volunteer for a year is currently about \$39,000. However, it costs only \$9,000 a year, on the average, to send an additional Volunteer to an existing Peace Corps country. Costs are low because of Peace Corps' philosophy that Volunteers make the greatest difference when they live as local people do in the communities in which they serve. This cost-effective, common sense approach to development has resulted in strong support for Peace Corps' programs on the part of the American people.

For many people in the developing world, their concept of the United States is forever linked to the Peace Corps Volunteers who served in their village or town. With the collapse of communism, Peace Corps has a unique opportunity to serve as a catalyst for improved U.S. relations with a number of new countries, whose view of the United States was defined in the past by suspicion or outright hostility. In FY93, programs are underway in Armenia, Kazakhstan, Kyrgyzstan, Moldova, Russia, Turkmenistan, Ukraine, and Uzbekistan. It is Peace Corps' goal to meet the difficult but exciting challenges in these new countries while maintaining its long-standing commitment to supporting development in Africa, the Americas, and Asia.

Peace Corps Volunteers do not end their national service when their overseas tours are completed. Rather, they continue their mission here at home by helping their fellow Americans better understand the complexities of an ever-changing international community -- a community in which countries are more interdependent than ever before; a community whose political stability and economic development are a prerequisite for our own prosperity and growth. The insights and perspective that Peace Corps Volunteers bring home make them a unique national resource.

Peace Corps has been guided in its mission by the goals set forth in the Peace Corps Act of 1961: to help promote world peace and friendship by providing trained manpower to countries in need, thereby fostering a better understanding around the world of the American people, and a better understanding here at home of the rest of the world. Thirty-two years later, President Clinton recognized the continued validity and relevance of this mission when he said: "Peace Corps has enabled thousands of Americans to help people all over the world become what they ought to be, and has brought the message by their very lives that America is a great country that stands for good values and human progress." These are the words that will guide Peace Corps as it continues to meet the challenges of the 1990s.

FY94 Budget Request

Peace Corps' FY94 budget request of \$219.7 million is \$1.6 million above the FY93 level. This will allow Peace Corps to continue Volunteer programs in all existing countries. Consistent with the President's initiatives, Peace Corps will make administrative cost reductions while sustaining current operations overseas. By the end of FY94, Peace Corps will have more than 7,000 Volunteers and trainees working in 97 countries. As is shown in the table below, the Africa and Inter-American Regions together will continue to host the largest number of Volunteers, representing over 61 percent of trainees, 63 percent of total Volunteer years, and 44 percent of the Agency's total budget request.

	Trainees			Volunteer Years			Program Funds (\$M)		
	FY92	FY93	FY94	FY92	FY93	FY94	FY92	FY93	FY94
Africa	1,293	1,372	1,387	1,957	2,135	2,161	59.8	63.5	64.2
Inter-America	928	977	972	1,620	1,658	1,693	30.1	32.9	33.4
Eurasia & Middle East	549	929	929	489	817	1,343	17.7	26.8	30.0
Asia-Pacific	515	530	533	806	830	864	17.0	19.1	19.5

Volunteer Activities

Because Peace Corps' prime focus will always be its Volunteers and their work in the field, the single largest Peace Corps budget expenditure continues to be the direct support and training of Volunteers. The costs incurred in recruiting Volunteers and providing them with overseas staff support constitute the two other major categories of expenditures. Many host countries indicate their appreciation for the work of Volunteers by making contributions to augment in-country operations. More than half of all Peace Corps staff are stationed overseas.

During FY92, 3,309 Volunteers began service overseas. The average age of a Volunteer in FY92 was 30. In FY92, 12 percent of all Volunteers were from racial and ethnic minorities, and 10 percent were over 50 years of age. Women comprised over half of all Volunteers.

The following 97 countries will host Peace Corps programs in FY94:

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

Inter-America (IA): Antigua and Barbuda, Argentina, Belize, Bolivia, Chile, Costa Rica, Dominica, Dominican Republic, Ecuador, El Salvador, Grenada, Guatemala, Honduras, Jamaica, Montserrat, Nicaragua, Panama, Paraguay, St. Kitts & Nevis, St. Lucia, St. Vincent, and Uruguay.

Eurasia and the Middle East (EME): Albania, Armenia, Bulgaria, Czech Republic, Estonia, Hungary, Kazakhstan, Kyrgyzstan, Latvia, Lithuania, Malta, Moldova, Morocco, Poland, Romania, Russia, Slovak Republic, Tunisia, Turkmenistan, Ukraine, Uzbekistan, and Yemen.

Asia Pacific (AP): China, Cook Islands, Fiji, Kiribati, Marshall Islands, Micronesia, Mongolia, Nepal, Palau, Papua New Guinea, Philippines, Solomon Islands, Sri Lanka, Thailand, Tonga, Tuvalu, Vanuatu, and Western Samoa.

NOTE: Programs in Rwanda and Equatorial Guinea were suspended in FY93 due to political unrest. Peace Corps historically has placed about 25 new Volunteers per year in the United Nations Volunteer (UNV) program. There are almost 60 American Volunteers in 37 countries in the UNV program. Currently, Peace Corps UN Volunteers are serving in 11 countries that have no other Peace Corps Volunteer presence.

Volunteer Activities By Sector in FY92

Agriculture:

Increasing food production is the first priority of most developing nations in Africa, Asia, and Latin America. Rapidly expanding populations, climatic changes, and natural and man-made disasters have created serious food shortages. With most people in developing nations still practicing subsistence farming, there is a critical need for the demonstration of sustainable agricultural techniques to village men, women, and children in how to improve food production, storage, utilization, and marketing without further damage to the environment. Peace Corps Volunteers work to address these problems.

	Africa	IA	AP	EME	Total
Number of Volunteers & Trainees	368	315	88	15	786
Number of Peace Corps Posts	17	9	5	1	32
Number of Projects	22	23	8	1	54

Education:

Education is Peace Corps' largest technical sector, accounting for over 40 percent of all Volunteer assignments. Volunteers teach English, mathematics, science, and business studies. They work in special education, vocational education, and non-formal education activities for adults and at-risk youth. In addition to classroom teaching, Volunteers work closely with host country educators to share methodology, integrate relevant content (environmental and health education, including HIV/AIDS awareness), and develop resource centers and teaching materials.

	Africa	IA	AP	EME	Total
Number of Volunteers & Trainees	1,060	269	569	386	2,284
Number of Peace Corps Posts	29	9	12	10	60
Number of Projects	46	24	26	18	114

Environment:

In the 1990s, Peace Corps will be among those agencies at the forefront in protecting the planet's fragile environment. The broad strategy for Peace Corps' environmental projects is to build the human capacity of communities and in-country institutions to conserve natural resources and manage them in a sustainable manner. Currently two-thirds of the Volunteers in the environment sector work in forestry-related activities such as agro-forestry, forestry extension, nursery establishment, reforestation, forest management, and watershed management. The remainder pursue activities that include national park and wildlife management, conservation of biological diversity, urban environment, soil conservation, marine and coastal resource management, and environmental education. The fastest growing activity area in FY92 was environmental education, accounting for nearly 70 percent of the growth in environmental programs. Volunteers working in

education, agriculture, health, and small business are also undertaking environment-related secondary projects.

	Africa	IA	AP	EME	Total
Number of Volunteers & Trainees	303	350	70	48	771
Number of Peace Corps Posts	19	14	5	4	42
Number of Projects	23	24	7	4	58

Health:

Volunteers focus primary health services for those most in need, namely women and young children. Volunteers promote the development of local programs to meet basic health needs. The majority of Volunteers work within national primary health care systems on maternal and child health activities, nutrition, community health education, Guinea worm eradication, and water and sanitation projects. By working in these project areas, Peace Corps is addressing infant mortality rates as high as 250 of every 1,000 live births. These deaths are due largely to diarrheal diseases and malnutrition. Peace Corps Volunteers also are helping to control the spread of HIV by identifying high-risk groups and training them in AIDS protection.

	Africa	IA	AP	EME	Total
Number of Volunteers & Trainees	525	252	137	54	968
Number of Peace Corps Posts	23	10	6	2	41
Number of Projects	30	21	15	2	68

Small Business:

Small business Volunteers promote local economic development through self-sustaining, income- and employment-producing activities using Peace Corps' traditional strengths: self-help, grassroots focus, and sensitivity to local customs, as well as Volunteer skills in business management, and collaboration with governmental and private business organizations. These organizations include city governments, business and trade associations, chambers of commerce, educational and non-profit organizations, village groups, cooperatives, and financial institutions. Programming ranges from business management training for microentrepreneurs, loan programs, agribusiness, and youth entrepreneurship, to addressing the problems of establishing free market economies. *Volunteers provide technical assistance in privatization and economic restructuring, divestiture of state-owned enterprises, commercial banking, and small business centers through which business education, counseling, and market information is provided.*

	Africa	IA	AP	EME	Total
Number of Volunteers & Trainees	202	254	66	101	623
Number of Peace Corps Posts	12	11	8	3	34
Number of Projects	13	14	10	4	41

Urban Development:

The pace of worldwide urbanization is accelerating as the 21st century approaches. Peace Corps has been working on ways to support host-country efforts to harness and guide self-help in development initiatives through urban community service, basic housing, municipal management, solid waste management, urban planning, delivery of municipal services, and urban youth development.

	Africa	IA	AP	EME	Total
Number of Volunteers & Trainees	95	105	30	8	238
Number of Peace Corps Posts	5	6	4	1	16
Number of Projects	5	9	5	1	20

Women in Development (WID)

From the very start of its work in the developing world, Peace Corps recognized the critical role that women play in economic production, family support, and the overall development process. Peace Corps seeks to promote the integration of host country women into the social and economic development of their countries through a variety of activities at both the grassroots and national levels. An emphasis throughout project planning and implementation is to strengthen the participation of women within the projects in which Peace Corps Volunteers work. Grassroots efforts are as varied as the countries in which they are carried out. Training events designed to strengthen women's participation within Peace Corps' projects have included topics such as small business skills, project management skills, and numeracy and literacy training. Many Volunteers working in primary projects in the six technical sectors spend time in important secondary activities working with women's groups to promote home and community gardens, teach bee keeping, develop income generating activities, organize community health committees, and even assist in the development of a women's studies program for a national university.

Youth Development

At-risk youth are a rapidly growing segment of the global population. Currently there are an estimated 100 million children who are impoverished, living or working in the streets, and struggling to survive in developing countries throughout the world. Volunteers working in all technical areas are being challenged to increase their assistance to youth. In Tunisia, Belize, and Ecuador, Volunteers are assigned to urban youth centers, where they assist in meeting needs such as vocational training, health care, and recreation for local children, as well as training host country staff. In Namibia, Volunteers work with regional youth coordinators to create jobs for the youth in their region. In Romania, Volunteers will help strengthen the infrastructure of Romanian non-governmental organizations to better address the needs of Romanian youth.

Volunteer Diversity

As befits Peace Corps' mandate to share the faces of America with our host countries, Peace Corps is working to ensure that all of America's cultural richness is reflected in its Volunteers. Minority participation was 12 percent in FY92. The Agency's FY93 diversity plan sets a minority Volunteer recruitment goal of 13 to 15 percent. To help Peace Corps meet this goal, the Agency was given a grant of \$100,000 from the Commission on National and Community Service to support expansion of Peace Corps' Preparatory Programs at minority colleges and universities. In addition, to ensure that the Peace Corps experience is rewarding for all Volunteers and that all

come to value the diverse population we represent, a program of diversity training for staff and Volunteers is being instituted.

Domestic Initiatives

Teaching Americans about people of other nations is one of the three goals of the Peace Corps Act of 1961. As the United States prepares to enter the 21st century, the needs of a global economy and the concern for a deteriorating environment make it more crucial than ever that Americans develop an understanding of our world neighbors. To help accomplish this objective, Peace Corps has developed the following domestic programs:

*** World Wise Schools**

This program promotes the study of geography and improved cultural awareness, and encourages the ideal of Volunteer service among American youth. World Wise Schools matches Volunteers overseas with United States students in an information exchange. Today almost 140,000 students are matched to Volunteers in over 70 nations.

*** University Programs**

University Programs establishes and maintains collaborative relationships with colleges and universities in order to help Peace Corps recruit for scarce-skilled and minority applicants and to help returned Volunteers continue service at home. The largest of these is the Peace Corps Fellows/USA Program, which provides returned Volunteers with privately funded assistance in obtaining advanced degrees in exchange for a two-year commitment to serve in local community programs in the United States. Through this program, returned Volunteers use the training, skills, work experience, and cultural sensitivity gained through Peace Corps service to help America's neediest communities. In FY93 there were more than 200 returned Volunteers participating in 18 separate programs with colleges and universities nationwide. Since the program's inception in 1985, more than 50,000 school children have been taught by Peace Corps Fellows.

Management Initiatives

*** Improved Medical Support**

In order to fully respond to concerns of the General Accounting Office and Congress about Volunteer medical services, in FY91 Peace Corps launched a major initiative to further improve medical support to Volunteers. This initiative includes:

- evaluating Peace Corps' health care system;
- establishing a quality assurance/continuous quality improvement program;
- increasing the quality and frequency of continuing medical education for Peace Corps medical officers, and giving medical experts greater involvement in the screening and selection of these officers;
- implementing new systems for informing Volunteers of their post-service health benefits; and,
- establishing a medical quality structure which includes medical quality officers charged with overseas medical quality assessment.

A final evaluation report, due in December 1993, will measure Peace Corps' success in enhancing the quality of health care provided to Volunteers.

- * **Integrated Planning and Budget System**
- * **Programming and Training System**

Two major planning systems are being utilized and refined by the Agency. The Integrated Planning and Budget System (IPBS) is a three-year planning system for programming and budgeting. The first full cycle of IPBS-based planning was successfully completed in FY92.

The Peace Corps Programming and Training System (PATS), established in 1989 as Peace Corps policy, is providing an integrated, systems-based approach to the various aspects of the project development process. The PATS system places special emphasis on assessing and modifying existing projects, as well as on procedures for project monitoring and evaluation. By FY94 all Peace Corps projects will be converted to the PATS format.

- * **Formation of an Analytic Unit for Program Review and Evaluation**

Peace Corps has established a new analytic unit. The major focus of this unit will be to conduct statistical analyses and provide program management information to Agency program managers and policy staff. The unit will report regularly on project achievements as well as results of a worldwide Volunteer survey scheduled for FY93.

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

The Agency is now implementing a new headquarters accounting system. PCFMS became operational on October 1, 1992. PCFMS will provide the Agency with more timely and accurate financial information and better control of budgets, funds certification, accounts payable, accounts receivable, and travel expenditures.

- * **Establishment of New Regions**

In order to provide better support to existing and new countries, Peace Corps split the former Pacific, Asia, Central and Eastern Europe, and Mediterranean Region into two regions. The two new regions are the Asia Pacific Region and the Eurasia and Middle East Region.

- * **Improved Volunteer Recruiting**

Peace Corps has improved its recruitment practices in order to obtain applicants with skills that are most needed by host countries. In addition, Peace Corps' Volunteer Recruitment and Selection (VRS) office has completed a study of the amount of time needed to process Volunteer applicants through the various steps in the recruitment process. By reviewing the information gathered through this study, VRS has been able to identify and target improvements in the recruitment process. Peace Corps expects that this will result in a more efficient processing of future applicants.

Private Sector Relations

Private Sector Relations coordinates support from the private sector for the Agency's initiatives, programs, and projects. Through the activities of this office, individuals, organizations, corporations, and foundations support such projects as the Peace Corps Partnership Program, the Gifts-In-Kind Program, the Peace Corps Partners in Teaching English Project, and the Peace Corps Fellows/USA Program. For example:

- The Gifts-in-Kind Program links the specific needs of Peace Corps Volunteers in the field with donations of materials and services from the American private sector. Contributions have included microscopes, portable typewriters, wheelchairs, textbooks, vehicles, and emergency air travel.

- Since 1964, Peace Corps Partners have provided financial assistance to more than 4,000 self-help projects initiated and implemented by overseas communities.

Peace Corps Collaborative Efforts

Peace Corps collaborates with other development assistance organizations. The underlying rationale behind these efforts is to maximize the effective utilization of limited foreign assistance resources.

Agency for International Development (A.I.D.): For the past eleven years, Peace Corps and A.I.D. have carried out a unique program of inter-agency cooperation. Peace Corps Volunteers and host country counterparts have received valuable technical support from A.I.D., and Peace Corps projects have received financial support as well. This support has taken many forms--small grants for community projects, needed equipment and supplies, improved training programs for Volunteers, training opportunities for host country counterparts, and the advice and guidance of A.I.D. technicians and experts. For A.I.D. this collaboration has meant greater access to the communities and people most in need of assistance, important feedback from Volunteers on how A.I.D.'s development projects are functioning in the field, and the availability of skilled Volunteer assistance for critical A.I.D. programs in countries around the world.

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

- **Small Project Assistance (SPA):** The SPA program supports training assistance and provides funds for small-scale development projects identified by Volunteers working with local community organizations in more than 40 countries. FY92 funding from A.I.D. for this assistance was approximately \$1.5 million.
- **Forestry:** This initiative has increased Peace Corps' ability to work with host-country governments, private voluntary organizations (PVOs), and communities on projects to support locally-based forestry, soil and water conservation, parks and wildlife, biological diversity, environmental education, and related programs. FY92 funding from A.I.D. for these projects totaled over \$1 million.
- **The Microenterprise Development Program:** The Microenterprise Development Program, funded by A.I.D. at approximately \$535,000 in FY92, concentrates on small business development support in 26 countries, providing training for Volunteers, Volunteer counterparts, host country personnel, and microentrepreneurs to improve their capabilities to assist small business and microenterprise development.
- **The European Business Development Program (EBDP):** Peace Corps Volunteers provide technical assistance, training, and business information through local public and private organizations to contribute to the development of free market economies in Central and Eastern Europe and the Baltics. Under the auspices of the EBDP, Peace Corps Volunteers in Poland and Bulgaria provide technical assistance at newly-established business centers. The program was funded by A.I.D. at approximately \$250,000 in FY92.
- **Child Survival:** The purpose of this agreement is to reduce death and illness in children under 5 years of age and women of child-bearing age. Major activities include growth

monitoring, oral rehydration, immunization, family planning, and pre- and post-natal counseling. FY92 funding from A.I.D. for this program was approximately \$235,000.

- **Guinea Worm Eradication:** Since 1989, the work of Volunteers involved in this program has included surveillance, community program planning, community health education (such as how to use water filters and improve existing water sources), and monitoring and evaluating existing projects related to this debilitating waterborne disease. FY92 funding from A.I.D. for this program was approximately \$205,000.
- **Niger Biodiversity:** Peace Corps and A.I.D. are working together to improve management of a national park in Niger, with the aim of providing habitat protection and developing sustainable income generation alternatives to the people surrounding the protected area. This program received about \$185,000 from A.I.D. in FY92.
- **AIDS Education and Training:** Peace Corps and A.I.D. are working together in Africa to reduce the spread of AIDS. Through training and the development of materials, projects will enable host countries to reach three target groups: youth, health personnel, and women. A.I.D. funding for this three-year project was approximately \$165,000 in FY92.
- **Farmer-To-Farmer Program:** Through this collaborative program, funded by A.I.D. at over \$85,000 in FY92, Volunteers in Overseas Cooperative Assistance sends volunteer U.S. agricultural professionals to assist farmers in developing countries and the Peace Corps Volunteers working with them.
- **Africa Small Business Assistance Program (ASAP):** Since 1987, A.I.D. and Peace Corps have cooperated in a unique program to encourage growth in the small business sector in Africa by funding needs assessments, project designs, and project evaluations of small business assistance activities. This program was funded by A.I.D. at approximately \$35,000 in FY92.
- **Southern African Drought Assistance:** This new program is a joint effort involving the Office of Foreign Disaster Assistance and the Africa Bureau of A.I.D. in addressing the severe drought in Southern Africa. Peace Corps Volunteers in drought-stricken countries work in disaster relief and rehabilitation, prevention, mitigation, and preparedness activities. These activities will be funded over the next five years for over \$1 million.
- **Micronutrient Malnutrition:** Over the next three years Peace Corps Volunteers will be promoting activities to reduce micronutrient deficiency in Vitamin A, iron, and iodine. Health and agriculture Volunteers will work to ensure that the link between food production and household consumption is complete. These activities will be funded over the next three years for more than \$900,000.

Individual Country Agreements: Peace Corps posts are often the recipients of funding for individual projects from local USAID offices. Each agreement is country- and project-specific, and the funds are received by Peace Corps through inter-agency agreements. FY92 funding for these programs was \$325,000.

Private Voluntary Organizations (PVOs): Peace Corps Volunteers work worldwide with a variety of PVOs, such as the International Red Cross, CARE, Catholic Relief Services, and World Vision, on projects ranging from health to agriculture to education.

U.S. Department of Agriculture (USDA): The cooperative agreement between USDA and Peace Corps establishes a mechanism for collaboration on a wide-range of global environmental issues. USDA and Peace Corps sent joint programming and training teams to address pesticide safety in

Latin America and environmental contamination issues in Central Europe. This program was funded by USDA at about \$360,000 in FY92.

USDA Forest Service and National Park Service: Under an inter-agency agreement, Peace Corps is able to use National Park Service personnel and training sites. In cooperation with the Forest Service, Peace Corps is strengthening its programming and training in agro-forestry, forestry extension, and forest management. This program was funded by USDA at approximately \$90,000 in FY92.

Department of Health and Human Services (HHS): A cooperative agreement between Peace Corps and the Department of Health and Human Services gives Peace Corps Volunteers access to highly-skilled technical guidance from HHS as they develop and implement health, nutrition, special education, and early childhood development projects all over the world.

**PEACE CORPS
AUTHORIZATIONS AND APPROPRIATIONS
FY 1962 - FY 1994**
(in thousands of dollars)

<u>Fiscal</u> <u>Year</u>	<u>Authorized</u>	<u>Budget</u> <u>Request</u>	<u>Appropriated</u>	<u>a/</u>	<u>Trainee</u> <u>Input</u>	<u>Volunteer</u> <u>Years b/</u>
1962	\$40,000	\$40,000	\$30,000		3,699	3,599
1963	63,750	63,750	59,000		4,969	6,634
1964	102,000	108,000	95,964		7,720	10,494
1965	115,000	115,000	104,100		7,876	12,892
1966	115,000	125,200	114,000		9,216	Not Available
1967	110,000	110,500	110,000		7,565	Not Available
1968	115,700	124,400	107,500		7,391	Not Available
1969	112,800	112,800	102,000		6,243	Not Available
1970	98,450	109,800	98,450		4,637	Not Available
1971	94,500	98,800	90,000		4,686	Not Available
1972	77,200	71,200	72,500		3,997	6,632
1973	88,027	88,027	81,000		4,821	6,194
1974	77,000	77,000	77,000		4,886	6,489
1975	82,256	82,256	77,687		3,296	6,652
1976	88,468	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	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	d/	2,597	5,162
1987	137,200	126,200	130,760		2,774	4,771
1987/8 Supp	7,200	---	7,200		---	---
1988	146,200	130,682	146,200		3,360	4,611
1989	153,500	150,000	153,500		3,218	5,214
1990	165,649	163,614	165,649	e/	3,092	5,241
1991	186,000	181,061	186,000		3,076	4,691
1992	---	200,000	197,044	f/	3,309	4,927
1993	218,146	218,146	218,146	f/	3,831	5,500
1994	---	219,745	---		3,844	6,114

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

b/ 1962-1965 Volunteer-years unavailable. Figures for FY62-65 represent number of Volunteers. Volunteer-years include UNVs (as does Trainee Input).

c/ Includes Trainee Input from Transition Quarter.

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

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

f/ Funds to remain available for two years.

PEACE CORPS
TRAINEE INPUT, VOLUNTEER YEARS, AND BUDGET ESTIMATES
BY REGION AND ACTIVITY

	<u>FY 1992 ACTUAL</u>	<u>FY 1993 ESTIMATE</u>	<u>FY 1994 ESTIMATE</u>
<u>TRAINEE INPUT</u>			
Africa Region	1,293	1,372	1,387
Inter-American Region	928	977	972
Eurasia and the Middle East Region	549	929	929
Asia-Pacific Region	515	530	533
United Nations Volunteers	24	23	23
TOTAL TRAINEES	3,309	3,831	3,844
<u>VOLUNTEER YEARS</u>			
Africa Region	1,957	2,135	2,161
Inter-American Region	1,620	1,658	1,693
Eurasia and the Middle East Region	489	817	1,343
Asia-Pacific Region	806	830	864
United Nations Volunteers	54	59	52
TOTAL VOLUNTEER YEARS	4,927	5,500	6,114
<u>OBLIGATIONS BY OFFICE (\$000)</u>			
Africa Region	59,785	63,506	64,164
Inter-American Region	30,149	32,915	33,420
Eurasia and the Middle East Region	34,688 *	26,776	29,951
Asia-Pacific Region		19,065	19,523
Office of Training and Support	4,377	5,601	5,535
Volunteer Recruitment and Placement	11,604	13,454	13,420
Management	37,314	41,047	40,031
Office of the Inspector General	1,357	1,872	1,875
All Other Offices	12,853	15,312	14,842
TOTAL OBLIGATIONS	192,126	219,548	222,761
<u>OBLIGATIONS BY ACTIVITY (\$000)</u>			
Volunteer Operations	107,316	125,026	128,604
Recruitment, Communications and Development Education	13,071	13,129	13,121
Program Development and and Support	71,739	81,393	81,036
TOTAL OBLIGATIONS	192,126	219,548	222,761

* In FY92 the Eurasia and the Middle East and Asia Pacific Regions were combined in a single region.

PEACE CORPS
VOLUNTEER OPERATIONS
(in thousands of dollars)

<u>PROGRAM ACTIVITY</u>	<u>FY 1992 ACTUAL</u>	<u>FY 1993 ESTIMATE</u>	<u>FY 1994 ESTIMATE</u>
SELECTION			
Placement *	2,410	4,218	4,212
Total Selection	2,410	4,218	4,212
TRAINING			
Pre-service Training	21,496	24,381	24,685
In-service Training	2,308	2,863	2,879
Technical Resources **	1,379	3,612	3,550
Staging	672	952	930
Total Training	25,855	31,808	32,044
DIRECT VOLUNTEER SUPPORT			
Assignment and Return Travel	8,331	9,549	9,834
Living and Leave Allowance	16,713	18,548	21,218
Readjustment Allowances	14,025	15,640	17,155
Other Direct Volunteer Support	11,289	13,444	13,439
Total Direct Volunteer Support	50,358	57,181	61,646
MEDICAL SUPPORT			
Medical Evacuation	3,112	3,286	3,324
Medical Supplies	2,869	2,322	2,323
Volunteer FECA	8,561	9,228	8,927
Medical and Special Services	12,752	15,418	15,163
Total Medical Support	27,294	30,254	29,737
ADMINISTRATIVE SUPPORT			
Overseas Vehicles	1,399	1,565	965
Total Administrative Support	1,399	1,565	965
TOTAL VOLUNTEER OPERATIONS	107,316	125,026	128,604
<u>REIMBURSEMENTS</u>			
PASAs	5,027	7,820	8,060
<u>PROGRAM FACTORS</u>			
Trainee Input Goal (Includes UN Volunteers)	3,309	3,831	3,844
Volunteer - Years (Includes UN Volunteers)	4,927	5,500	6,114
Number of Staging Events	91	109	109
Number of MEDEVACS	427	456	456
Number of Vehicles Purchased	67	68	39

* FY93 and FY 94 estimates include salaries and benefits previously reported under the recruitment activity.

** FY93 and FY94 estimates include salaries and benefits previously reported under the program support activity.

VOLUNTEER OPERATIONS

Peace Corps is requesting \$128.6 million for Volunteer Operations in FY94. These funds provide direct assistance to train, sustain, and support Volunteers overseas.

Selection

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

Training

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

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

Technical Resources: The technical resources staff provide assistance and resources to the field. This assistance includes a wide range of activities from the development of programming and training materials, to direct field consultations. Technical resources also includes information Collection and Exchange (ICE) is a depository of technical materials available to assist Volunteers in their individual projects. ICE responds to an average of 8,000 Volunteer requests each year for specific technical information.

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

Direct Volunteer Support

Assignment and Return Travel: Volunteers are provided the cost of transportation from their homes to their host countries and their return travel at completion of service.

Living and Leave Allowances: The living allowance provides each Volunteer with a subsistence allowance based upon conditions in the country of assignment. This allowance is provided in local currency and is subject to monetary and cost-of-living fluctuations within the country. A leave allowance, set at \$24 per month, permits Volunteers to travel in their host and neighboring countries to broaden their perspective and enhance their cultural awareness. A settling-in allowance is also provided at the beginning of service to each Volunteer to assist with the purchase of household items.

Readjustment Allowance: An allowance of \$200 per month of service is transferred to Volunteers upon completion of service to assist Volunteers in their re-entry to life in the United States. The level of the readjustment allowance was last increased in January 1988.

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

Medical Support

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

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

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

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

Administrative Support

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

Reimbursements - Participating Agency Service Agreements (PASAs)

PASAs are inter-agency agreements, such as those between the Agency for International Development and Peace Corps. Such agreements provide program funds to individual Peace Corps projects in such technical areas as environment, small business development, health, child survival, natural resource development, pesticide management, AIDS education, displaced children, and Guinea worm eradication. PASAs expand the technical assistance that Volunteers are able to contribute by providing funds for materials and training.

PEACE CORPS
RECRUITMENT, COMMUNICATION,
AND DEVELOPMENT EDUCATION
(in thousands of dollars)

<u>PROGRAM ACTIVITY</u>	<u>FY 1992 ACTUAL</u>	<u>FY 1993 ESTIMATE</u>	<u>FY 1994 ESTIMATE</u>
RECRUITMENT	9,194	9,235	9,173
DOMESTIC EDUCATION	1,160	1,141	1,147
GSA RENTAL/FIELD	1,152	1,163	1,192
POSTAGE AND FEES	1,155	1,155	1,155
UNITED NATIONS VOLUNTEERS	410	435	454
TOTAL RECRUITMENT, COMMUNICATIONS, AND DEVELOPMENT EDUCATION	13,071	13,129	13,121
<hr/>			
<u>PROGRAM FACTORS</u>			
Applications	17,438	20,214	20,283
Nominations	6,195	7,181	7,206
UN Volunteers - Trainee Input	24	23	23
UN Volunteers - Volunteer Years	54	59	52

RECRUITMENT, COMMUNICATIONS, AND DEVELOPMENT EDUCATION (RCDE)

Peace Corps is requesting \$13.1 million for RCDE activities in FY94. These funds provide support for Volunteer recruitment and public awareness programs in the United States as well as for development education activities. These activities help the Agency achieve its third goal of promoting better understanding by Americans of other countries.

Recruitment: Recruitment staff direct the day-to-day operation and management of recruitment activities in identifying qualified Peace Corps trainees. In recent years, recruitment activities of the Agency have become more targeted as host countries continue to request Volunteers with specialized skills.

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

GSA Rental: RCDE funds are used to pay the rental costs of the recruitment field offices across the country. Rental costs are based on actual billings for FY92 and GSA's Public Buildings Service estimates for FY93 and FY94.

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

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

PEACE CORPS
PROGRAM DEVELOPMENT AND SUPPORT
(in thousands of dollars)

<u>PROGRAM ACTIVITY</u>	<u>FY 1992 ACTUAL</u>	<u>FY 1993 ESTIMATE</u>	<u>FY 1994 ESTIMATE</u>
OVERSEAS ADMINISTRATIVE SUPPORT			
Salaries and Benefits	20,753	23,471	23,606
Foreign Affairs Administrative Support (FAAS)	3,942	5,318	5,256
Staff Assignment and Travel	1,635	2,379	2,379
Other Overseas Administrative Support	15,074	16,677	16,229
Total Overseas Administrative Support	41,404	47,845	47,470
DOMESTIC ADMINISTRATIVE SUPPORT			
GSA Rental Payments	3,887	4,944	5,069
Training and Program Support *	2,035	601	604
Communications	1,879	1,866	1,866
Terminal Leave/Severance	846	1,075	1,078
Staff FECA	333	233	233
Agency Management	7,337	7,712	7,581
Agency Administration	7,609	8,639	8,624
Inspector General	1,357	1,872	1,881
All Other Program Support	5,052	6,606	6,630
Total Domestic Administrative Support	30,335	33,548	33,566
TOTAL PROGRAM SUPPORT	71,739	81,393	81,036
<hr/> <u>REIMBURSEMENTS</u>			
Proceeds from Sale of Furniture & Equipment	62	90	100
ACTION Personnel Security Investigations	45	53	53
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- * Prior to FY93, salaries and benefits related to the technical resources function were included under the program support activity.

PROGRAM DEVELOPMENT AND SUPPORT

Peace Corps is requesting \$81 million for Program Development and Support in FY94. These funds provide both overseas and headquarters support for Peace Corps programs.

Overseas Administrative Support

Salaries and Benefits: Peace Corps' overseas staff is responsible for developing and implementing Volunteer programs. They work closely with host country authorities and Peace Corps headquarters to provide programs that meet the needs of the host country. The staff designs and administers in-country training programs for Volunteers, monitors program progress, offers technical guidance, and ensures that Volunteers receive allowances, housing, supplies, and equipment. Staff members are also responsible for ensuring that counseling and health care services are provided when needed. Within the salaries and benefits line is also an estimated \$138,000 to be deposited in the Foreign Service National Liability Trust Fund.

Foreign Affairs Administrative Support (FAAS): This category reflects Peace Corps' reimbursements to the Department of State for administrative services provided under the FAAS system. Services used by Peace Corps posts include Foreign Service National personnel management, budget and fiscal services, use of diplomatic pouch, customs clearance assistance, local wage administration, and other general administrative services. Peace Corps only uses FAAS services that cannot be obtained for a lower cost in the local economy. This line also includes estimates of the costs of Memoranda of Agreement (MOA) for the CIS countries as there is no FAAS allotment for CIS countries. New in FY93, FAAS-type costs in the CIS countries will be billed to Peace Corps under MOAs between Peace Corps posts and local embassies.

Staff Assignment and Travel: This category represents funding for travel and shipment of household effects for staff assignment and return trips, as well as storage of staff household effects in the U.S.

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

Domestic Administrative Support

GSA Rental Payments/Headquarters: Estimates for FY93 and FY94 are based on GSA's Public Buildings Service budget estimates.

Training and Program Support: This category includes a wide range of activities from development of programming and training materials, to direct field consultations in all phases of program development. It includes administrative (but not programmatic) staff salaries and benefits, as well as international travel, and miscellaneous expenses.

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

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

Staff FECA: This category covers Worker's Compensation costs for Peace Corps staff. The amounts for FY93 and FY94 reflect billings received from the Department of Labor. The decrease in costs in FY93 is due to an aggressive review of the FECA program that identified inappropriate charges to the Agency's FECA bill.

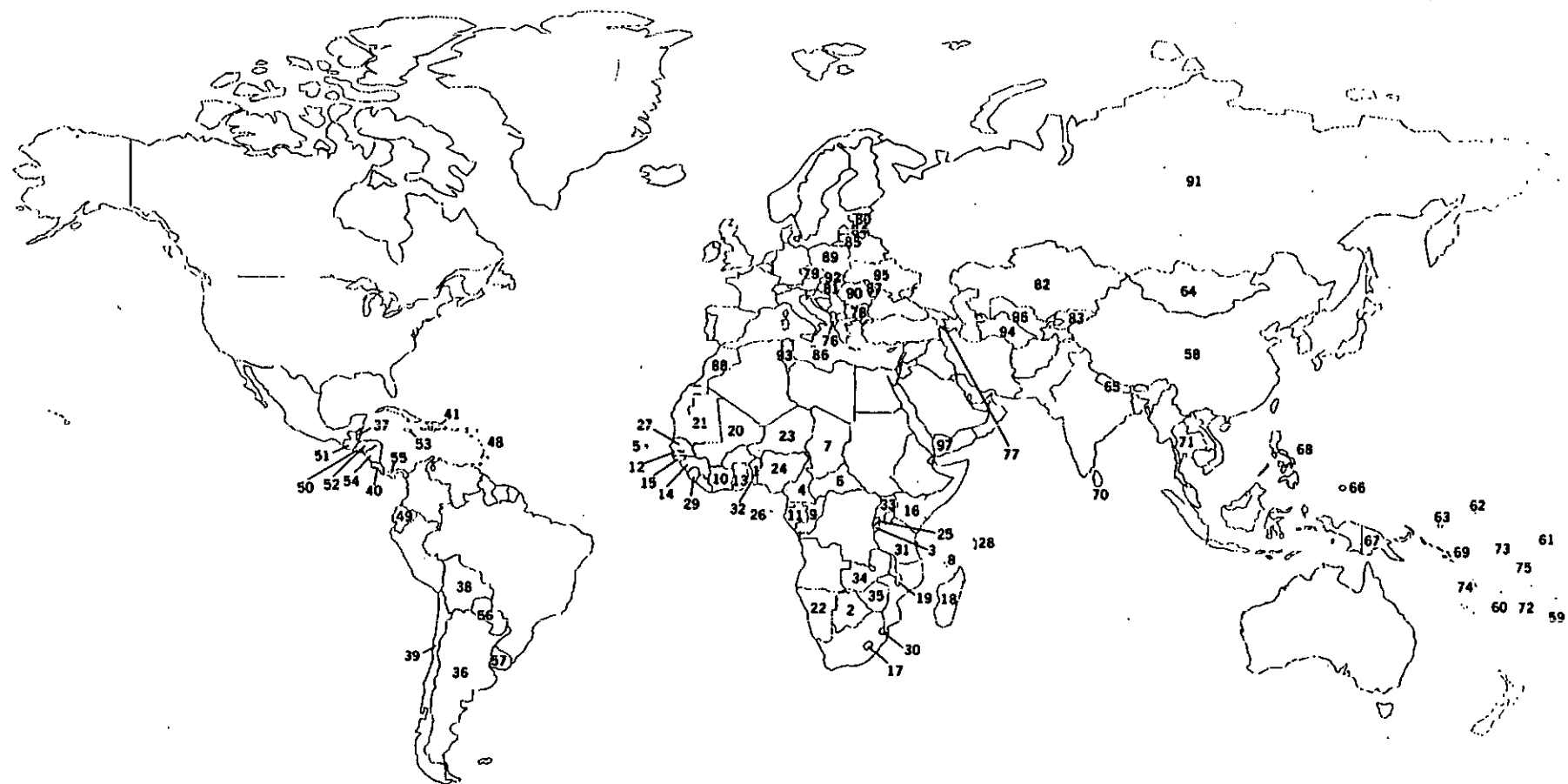
Agency Management: This category covers security, ADP, administrative services, contracts, and personnel operations.

Agency Administration: The Offices of the Director, General Counsel, Executive Secretariat, Congressional Relations, External Affairs, and Planning, Budget, and Finance provide Agency direction in the form of legal advice, personnel management, planning and financial management, and liaison with Congress, other federal departments and agencies, state and local government entities, and the general public. This category also includes the salaries and expenses for the Associate Director of Management.

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

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

Peace Corps Volunteers Serve Around the Globe



AFRICA

Benin—1
Botswana—2
Burundi—3
Cameroon—4
Cape Verde—5
Central African Rep.—6
Chad—7
Comoros—8
Congo—9
Côte d'Ivoire—10
Gabon—11
The Gambia—12
Ghana—13

Guinea—14
Guinea Bissau—15
Kenya—16
Lesotho—17
Madagascar—18
Malawi—19
Mali—20
Mauritania—21
Namibia—22
Niger—23
Nigeria—24
Rwanda—25
São Tomé & Príncipe—26

Senegal—27
Seychelles—28
Sierra Leone—29
Swaziland—30
Tanzania—31
Togo—32
Uganda—33
Zambia—34
Zimbabwe—35

INTER-AMERICA

Argentina—36
Bolivia—38

Chile—39
Costa Rica—40
Dominican Rep.—41
Eastern Caribbean—48
Antigua/Barbuda
Dominica
Grenada
Montserrat
St. Kitts/Nevis
St. Lucia
St. Vincent & Grenadines
Ecuador—49
El Salvador—50

Guatemala—51
Honduras—52
Jamaica—53
Nicaragua—54
Panama—55
Paraguay—56
Uruguay—57

ASIA & PACIFIC

China—58
Cook Islands—59
Fiji—60
Kiribati—61
Marshall Islands—62

Micronesia—63
Mongolia—64
Nepal—65
Palau—66
Papua New Guinea—67
Philippines—68
Solomon Islands—69
Sri Lanka—70
Thailand—71
Tonga—72
Tuvalu—73
Vanuatu—74
Western Samoa—75

EURASIA & THE MIDDLE EAST

Albania—76
Armenia—77
Bulgaria—78
Czech Rep.—79
Estonia—80
Hungary—81
Kazakhstan—82
Kyrgyzstan—83
Latvia—84
Lithuania—85
Malta—86
Moldova—87

Morocco—88
Poland—89
Romania—90
Russia—91
Slovak Rep.—92
Tunisia—93
Turkmenistan—94
Ukraine—95
Uzbekistan—96
Yemen—97

SUB-SAHARAN AFRICAN COUNTRIES

OVERVIEW

Regional Development Needs

The past decade has been a very difficult one for sub-Saharan Africa. In many countries the economic development gains of the period following independence stalled during the past ten years. In addition, many nations have undergone varying degrees of political turmoil. Peace Corps operations have been affected in this political and economic climate. Peace Corps has had to evacuate Volunteers and suspend programs in Zaire, Sierra Leone (to which we have been able to return), Rwanda, and Equatorial Guinea. In other countries programs have been subject to disruption. Finally, Africa now faces other new difficulties, such as the HIV/AIDS epidemic.

However, despite these problems there are some positive indications of profound change in the region. Among the most important changes in the Africa of the 1990s are signs of growing political empowerment at the national level and an increase in locally-driven, participatory development initiatives. Peace Corps is well-placed to appreciate and encourage this evolution because of its people-centered development approach.

In a number of countries, Africans have reached into their past to bring more people into the political process. They have appropriated the traditional institution of the "palaver" which, in the form of the National Conference, has produced new political processes and forms of government (Benin, Congo, and Mali, are prime examples). The democratic process of moving from autocracy has been easier in countries such as Benin and Congo than in others, of which Zaire and Cameroon are just two examples.

A smaller number of countries, including Zambia, Benin, and Mali, have seen democratic elections take place and new governments start functioning.

In most countries governments are downsizing and, in some cases, decentralizing, with more development responsibility being conferred to the local level. As national governments find themselves incapable of playing a controlling role in development, they have begun encouraging both the private sector and local community initiatives. The new emphasis on action at the local level has resulted in the creation of large numbers of local groups -- non-governmental organizations, village development committees, community health committees -- that encourage participation and lead to empowerment.

These changes, long overdue, are a move in the right direction. Collectively, they contribute to a vision for Peace Corps' mission in Africa: to add development to democracy, thereby strengthening it, and through grassroots efforts, to contribute to the democratization of the development process.

Program Strategy

As the declining economic and social indicators show, Africa's development needs in the 1990s are enormous and cover all areas. Peace Corps has an important role to play in assisting Africa to meet those needs since, as indicated above, its people-centered development approach is more appropriate than ever in societies that are attempting to rebuild and re-tool from the bottom up. Accordingly, the Africa Region's 35 country programs will use this approach to address the following priority needs in FY94:

- **Access to basic necessities and employment**
Facilitate access to food, basic material necessities, and employment through projects in agriculture, small business, and urban development.
- **Improved health care**
Improve the general level of health through preventive health care projects in nutrition, Guinea worm eradication, water/sanitation, and an increased emphasis on AIDS prevention.
- **Popular participation in the development process**
Promote democratic values and practices by strengthening local, grassroots organizations, such as village development committees, farmer associations, credit unions, and community health committees.
- **Increased opportunities for women**
Work to increase women's access to formal and non-formal education, credit and business management assistance, and social and economic opportunity within all projects.
- **Education as a development tool**
Fashion more relevant and effective educational systems linked closely to development through work in curriculum reform and development, teacher training, didactic materials development, and the creation of education resource centers.
- **Environmental balance between man and nature**
Restore and preserve Africa's environmental base by giving Africans a stake in conservation through projects in environment and agriculture.
- **Disaster relief**
Respond in specific ways to natural disasters, such as the southern Africa drought.
- **Good governance**
Promote good governance and human rights by placing Volunteer lawyers in selected African law schools.

The Africa Region's country programs will continue to use the Agency's Programming and Training System (PATS) to address these needs. The Region will continue to provide staff training and technical assistance toward the goal of fully implementing the system in FY94. Support will be in the form of PATS training for all new overseas and evaluation systems to better assess the impact of individual projects and country program.

In addition to FY93 new country entries in Madagascar and Zambia, the Region is exploring the possibility of establishing a program in Mozambique, where a Country Agreement has already been signed. The Region will also explore the possibility of reopening operations in Burkina Faso and Ethiopia (where the governments have requested Peace Corps assistance) and beginning operations in Eritrea. The Region could also participate in reconstruction of Angola, Liberia, and Somalia if security conditions improve. The Region continues to monitor the situation in South Africa as that country moves toward a multi-racial government.

Following are summaries of the Africa Region's project activities in each of Peace Corps six programming areas: agriculture, education, health, environment, small business, and urban development.

Agriculture

While all of Peace Corps' Agriculture projects share the overall purpose of promoting food security and better nutrition through improved production and increased incomes, project goals may differ. To promote sustainable farming systems and food self-sufficiency, Volunteers in Mali and Niger continue to participate in the Region's Africa Food Systems Initiative (AFSI), working closely with individual farmers, village groups, and local institutions. Collaboratively, they identify constraints and undertake activities to address food availability in their communities through an integrated approach that focuses on water resource development, gardening, animal husbandry, agro-forestry, and rural cooperative projects. Volunteers in Burundi, Cameroon, and the Congo are teaching farmers how to increase their family incomes and produce animal protein for dietary intake through intensive small-scale, freshwater fish farming. Other examples of project goals include improving small animal raising techniques, educating primary school students and farmers about gardening and sustainable agriculture, decreasing the negative effects of farming on the environment, increasing the quality and quantity of available food varieties, increasing the use of animal traction in cultivation, and empowering small farmers through the promotion of producer and marketing groups.

Education

Education will remain the Africa Region's largest programming sector, representing almost 40 percent of the Region's Volunteers. The Region's initiative to strengthen the role of Volunteers in education projects will draw guidance from its recently completed Education Mission Statement which defines the Education Volunteer as an extension agent with a crucial role in sustainable development. This concept was reinforced at a recent Region-sponsored education conference for Francophone and Lusophone countries where Education Volunteers serve. USAID-funded support enabled Peace Corps Education staff and Ministry of Education representatives from 12 countries to participate in a four-day conference held in Cameroon in November 1992. The conference emphasized Peace Corps and host country Ministry of Education collaboration in increasing student access to educational opportunities in math and science instruction, English, special education and industrial arts, quality teaching, and educational equity for girls and women. Country programs continue to be committed to achieving these goals through Volunteer assistance in direct classroom teaching, teacher training, and materials development. In Guinea-Bissau, for instance, Volunteers and their host country teacher colleagues are completing the design, development, and production of a national English curriculum to address a severe paucity of teaching materials.

Over half of the Volunteers in Africa in the education sector are math and/or science teachers. The Africa Region will increase technical support to math and science projects toward the goal of transferring innovative ideas in math and science education in the United States to the field where they can be adapted by Volunteers and host country educators. The Region's Education Working Group will identify professional organizations (i.e. the National Council of Mathematics Teachers and the American Chemical Society) and projects that could serve as resources for Peace Corps staff and Volunteers.

Health

Three A.I.D. Participating Agency Service Agreements (PASAs) for Child Survival, Guinea Worm Eradication, and AIDS Education are enabling the Africa Region to continue its commitment to support efforts such as the Bamako Initiative and other health projects aimed at mobilizing and increasing the capacity of local populations to improve health and sanitation through individual and community action. Peace Corps Health projects designed to increase child survival are focusing on growth monitoring, increased immunization coverage, oral rehydration therapy, malnutrition, and improved prenatal services for mothers. The Peace Corps/A.I.D. agreement for

Guinea Worm Eradication has provided a means for Peace Corps to integrate the efforts of its staff, Volunteers, and their counterparts into an international campaign, headed by world leaders such as former President Jimmy Carter, to eradicate Guinea worm disease by 1995. Since 1990, Volunteers have been participating in Guinea worm eradication activities in 11 countries in Africa where the disease is endemic by conducting case searches, improving water sources, developing new water and sanitation projects, and promoting community health education and action. Continuing efforts by Volunteers to reduce the incidence of Guinea worm at the village level will focus on working with other agencies to develop new supplies of potable water and to utilize health education as an eradication tool. Health education activities will emphasize hygiene and the use of fabric filters for intervening in the life cycle of the Guinea worm.

The Region will increase Volunteer assistance in AIDS prevention and education projects. In Malawi, for example, Peace Corps Volunteers will assist in training health workers in health education techniques and counseling skills to increase the number of HIV/AIDS education programs and counseling services available in health care facilities and communities, including schools. The Region notes that a large number of Volunteers are responding informally to the AIDS crisis by initiating secondary activities with community participation (i.e. student theater groups and AIDS awareness campaigns). With support from the Office of Training and Support's health sector, Volunteers, counterpart teachers, and health officials in Cameroon are currently developing instructional materials serving the dual purpose of teaching English and educating African secondary school students in AIDS awareness and prevention.

In response to Southern Africa's worst drought in 100 years, the Africa Region undertook in late 1992 a special Drought Relief Initiative in Lesotho and Namibia. Volunteers in Lesotho are helping communities to construct up to 75 water catchment systems. In Namibia, Volunteers are providing assistance in water supply and management activities, as well as in food distribution, at both the community and national levels. Funded by the A.I.D. Office of Foreign Disaster Assistance and Development Fund for Africa, this short-term effort is supporting 12 third-year Peace Corps Volunteers who transferred from other Peace Corps countries around the world and are now working in Namibia providing technical assistance in site drilling and borehole installation, designing and installing community-based well systems, conducting rural water supply needs assessments, and installing and/or repairing water pipelines and pumps.

Environment

Preserving biodiversity, protecting fragile environments, and promoting ecotourism are the major goals of Peace Corps' environment projects which receive support from A.I.D. PASAs. Volunteers are participating in a range of activities addressing conservation, reforestation, land reclamation, establishment of tree seedling nurseries, and watershed natural resource development. Transferring skills to host country counterparts through training is a primary goal of environmental projects. Volunteers are teaching management skills to workers in national parks, game preserves, and nurseries and imparting environmentally appropriate agro-forestry and energy use techniques to farmers and community groups. Preserving natural resources while attracting tourists to boost the economy is a challenge for Volunteers and their Ugandan counterpart park rangers who are currently revitalizing Uganda's Bwindi Impenetrable Forest National Park.

Small Business

Volunteers with small business skills are working in ten African countries supported by two A.I.D. PASAs (Africa Small Business Assistance Program and Microenterprise Development Program). The majority of Volunteers work at the microenterprise level offering business advisory services to individual entrepreneurs as well as financial institutions and small business support agencies. This assistance often includes training in credit management and basic business and providing accounting skills to both individuals and organizational staffs. In addition, a number of Volunteers assess credit availability and develop credit unions and/or revolving loan funds for small entrepreneurs. An innovative example of a successful Revolving Loan Fund project can be found in Guinea where Volunteers and their counterparts are promoting small enterprise development

by stimulating private sector participation in economic development. The project has established a process for providing financial and technical assistance to potential entrepreneurs who would normally not be eligible for credit from banking institutions. By making modest sums of credit available to small-scale producers and vendors, and by providing intensive business consultation services, the project is providing a stimulus to business development in six of Guinea's secondary cities. Similar projects will be initiated in FY94 in Burundi and Ghana. In addition, a needs assessment will be conducted in Zimbabwe to identify potential areas for Volunteer assistance in small business development.

Urban Development

While security problems in large urban areas have hindered programming efforts and reduced Volunteer placements in major cities in Africa, the Region is meeting host country requests to address the problems of the urban poor by assigning Volunteers to work in projects based in secondary cities and towns. In Kenya, Malawi, and Côte d'Ivoire, Volunteers provide technical assistance and training in municipal management and planning. Their activities include, but are not limited to, promoting community participation and action in establishing neighborhood-based potable water supply and waste management systems, improving waste collection services, increasing access to health and social services for low-income urban residents and those living in squatter areas, and developing community programs for at-risk youth.

AFRICA REGION
TRAINEE INPUT, VOLUNTEER YEARS, AND PROGRAM FUNDING

	Trainees			Volunteer Years			Program Funds (\$000)		
	FY 1992	FY 1993	FY 1994	FY 1992	FY 1993	FY 1994	FY 1992	FY 1993	FY 1994
Benin	33	43	43	66	71	71	1,638	1,665	1,662
Botswana	51	53	53	167	100	100	3,060	2,606	2,702
Burundi	19	15	15	23	25	25	945	804	895
Cameroon	94	70	70	121	145	145	3,463	3,686	3,737
Cape Verde	13	15	15	20	20	20	924	858	863
Central African Republic	34	26	26	70	48	48	2,351	1,982	2,143
Chad	26	30	30	40	39	39	1,514	1,534	1,541
Comoros	16	0	17	21	23	27	575	672	771
Congo	18	21	21	17	28	28	807	1,009	1,030
Cote d'Ivoire	33	30	30	36	50	50	1,350	1,468	1,479
Equatorial Guinea	21	0	0	22	5	0	939	627	0
Gabon	56	65	59	100	103	109	2,801	2,808	2,757
The Gambia	38	35	35	34	52	51	1,042	1,123	1,124
Ghana	71	69	69	77	95	95	1,895	2,118	2,210
Guinea	26	52	44	52	60	68	1,199	1,560	1,629
Guinea-Bissau	23	20	20	21	32	32	971	1,115	1,052
Kenya	92	98	98	142	170	170	2,537	2,590	2,500
Lesotho	62	68	68	105	110	110	2,049	2,211	2,228
Madagascar	0	15	15	0	1	14	33	724	1,067
Malawi	71	66	66	89	103	103	1,491	1,511	1,592
Mali	91	87	87	151	139	139	4,016	3,866	3,856
Mauritania	45	74	57	39	70	66	1,552	1,789	1,724
Namibia	33	40	40	45	67	67	1,142	1,461	1,486
Niger	58	63	58	106	109	114	3,086	3,170	3,267
Nigeria	16	27	27	7	19	19	742	872	876
Rwanda	17	0	19	31	20	10	791	899	937
Sao Tome e Principe	11	13	13	12	14	14	435	440	468
Senegal	69	58	58	92	112	112	2,558	2,831	2,910
Seychelles	2	5	5	9	10	10	293	356	362
Sierra Leone	33	35	35	45	25	25	1,842	1,119	1,140
Swaziland	38	41	41	70	73	73	1,208	1,252	1,311
Tanzania	24	47	47	14	53	53	1,020	1,373	1,368
Togo	41	36	36	83	80	80	2,621	2,673	2,783
Uganda	18	22	22	14	22	22	726	867	860
Zaire	0	0	0	0	0	0	644	51	0
Zambia	0	0	15	0	0	10	23	503	928
Zimbabwe	0	31	31	18	43	43	812	1,115	1,127
TOTAL	1,293	1,372	1,387	1,957	2,135	2,161	55,096	57,410	58,382

BENIN

Population: 4,883,000
Annual Per Capita Income: \$380
Number of Years Peace Corps in Country: 26

Peace Corps Country History:

Since 1968, over 700 Peace Corps Volunteers have served in Bénin. In collaboration with the Ministry of Rural Development, initial projects included animal husbandry, grain storage, and gardening. Since then, programs have expanded and diversified to include education projects, Guinea worm eradication, and rural community development.

Program Highlights & Accomplishments:

- All Volunteers and counterparts receive project design and management training to increase their skills in design and implementation of community-based project activities. In the past two years, over 200 new groups have been created to implement projects in agriculture, tree production, and animal husbandry. Volunteers have also assisted in the establishment of small enterprises such as bakeries, mills, restaurants, and blacksmith shops. Peace Corps has expanded the scope of its activities to increase its presence nationwide and is concentrating on village-based placements that will put Volunteers in more direct contact with rural populations. This effort has been supported by increased training for Volunteers in the local languages. Volunteers in education and their counterparts are benefiting from new materials including teacher guides and technical dictionaries written by project Volunteers.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<u>Program</u>			
Trainee Input (TI)	33	43	43
Volunteer Years	66	71	71
<u>Funding (\$000)</u>			
Appropriated	1,638	1,665	1,662

Host Country/Peace Corps FY 1993-1995 Initiatives:

Bénin has designated several development goals for the next five years in areas such as education, health, environment, small business, communications, and transportation. Priorities include a decentralization of service delivery and the strengthening of the non-governmental sector. Currently, Volunteers are working on projects in the education, health, and environment areas.

Collaborating with host country counterparts, Volunteers actively participate in the Women in Development program with priority on support of women's groups and in directing rural health education activities to women. Over the next two years, Peace Corps Bénin plans to develop more activities in this area.

BENIN

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	16	18
<i>Secondary Education/Math and Science</i> Volunteers in this area teach math, chemistry, and physics at the secondary level throughout Bénin in order to help the government address a shortage of teachers.		
<i>Agriculture Education</i> Volunteers teach agronomy and animal husbandry with practical field application to students at a secondary level technical agricultural institution.		
Environment	15	0
<i>Community Forestry</i> To help alleviate deforestation and desertification in the northern region of Bénin, Volunteers work with farmers to establish tree nurseries and promote soil conservation and enrichment techniques. Volunteers promote the use of fuel-efficient mud stoves and deliver environmental education lessons in local schools. In the south, Volunteers work to protect and regenerate the remaining two natural forests.		
Health	12	25
<i>Rural Community Development</i> Volunteers are assigned to rural villages to work closely with host country counterparts to fight childhood malnutrition and disease. Volunteers work in government-run social centers and are also active in a variety of income-generating activities, including the establishment of community gardens and assistance to small commercial enterprises.		
<i>Guinea Worm Eradication</i> In response to the government's goal to eliminate this debilitating waterborne disease in Bénin by 1995, Volunteers work with community groups to construct wells, cisterns, and latrines as well as promote improved sanitation practices. Volunteers coordinate teams of extension agents to deliver health education lessons about Guinea worm and other health-related topics to villages.		

BOTSWANA

Population: 1,289,000
Annual Per Capita Income: \$2,590
Number of Years Peace Corps in Country: 26

Peace Corps Country History:

In December 1966, 52 Peace Corps Volunteers arrived in Botswana, just months after the country gained its independence. As one of the poorest countries of the world, Botswana has faced formidable development challenges. Since 1966, approximately 1,600 Volunteers have helped alleviate Botswana's critical shortage of trained manpower in a wide spectrum of development activity, with a consistently heavy concentration in education. Currently, the majority of its 100 Volunteers teach in secondary schools. A small but significant contingent of Volunteers are active in small business development and Natural Resource projects.

Program Highlights & Accomplishments:

- Project and Volunteer performance was enhanced by revised project strategies, improved pre-service training, and an expanded program of in-service training.
- A revised small business development project focuses on the grassroots entrepreneur with Volunteers serving in advisory roles. Peace Corps is coordinating a collaborative effort among government agencies and non-government organizations to develop training materials for semi-literate entrepreneurs.
- Volunteers have made a major contribution to the development of the infrastructure of national parks through supervising construction of housing, office blocks, tourist facilities, and park entrance gates. Volunteers have developed counterpart relations that have been strengthened by in-service training.
- Volunteers not only made it possible for 16,000 high school students to attend classes, but they continued a wide range of extra-curricular activities to improve school community and student life. Volunteers have been especially active in developing school libraries, poultry-houses, income-generating art clubs, and community day-care centers.

Resources:

	<i>FY 1992</i>	<i>FY 1993</i>	<i>FY 1994</i>
	<i>Actual</i>	<i>Estimates</i>	<i>Estimates</i>
<u>Program</u>			
Trainee Input (TI)	51	53	53
Volunteer Years	167	100	100
<u>Funding (\$000)</u>			
Appropriated	3,060	2,606	2,702

Host Country/Peace Corps FY 1993-1995 Initiatives:

Although its mineral resources (especially diamonds) have allowed Botswana to make remarkable economic and social progress over the past 26 years, much remains to be done. Peace Corps programming will continue to support priorities of Botswana's National Development Plan 7 (1991-1997), which underscores the urgency of economic diversification, increased income-generating opportunities, job creation, and the development of human resources to create and manage economic growth. Botswana's recently adopted National Conservation Strategy and the forthcoming recommendation of the newly-chartered National Commission on Education will also provide direction for government and Peace Corps initiatives.

BOTSWANA

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	35	31

Secondary Education

Secondary education is historically and currently the largest project in Botswana. Volunteers teach English, mathematics, science, design and technology, art, agricultural science, and business courses in junior and senior secondary schools. As teaching posts are filled by qualified Batswana, Peace Corps will shift from classroom teaching to other education activities.

Environment	5	5
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Natural Resources

In FY93, Peace Corps will phase out game park management and place Volunteers in advisory and educational positions that continue to support the conservation and economic objectives of the Department of Wildlife and National Parks. Peace Corps expects to expand its involvement in the environment sector.

Small Business	13	17
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Small Enterprise Development

Volunteers in this sector use business skills to address the serious problems of unemployment and unemployability. Volunteers work at the community level to improve existing businesses and to assist would-be entrepreneurs to create jobs and generate income. They also work as business advisors to vocational training centers, increasing the financial viability of the institutions and promoting concepts of self-employment and entrepreneurship among trainees.

BURUNDI

Population: 5,600,000
Annual Per Capita Income: \$210
Number of years Peace Corps in Country: 10

Peace Corps Country History:

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

Program Highlights & Accomplishments:

- Peace Corps participated in a nation-wide Volunteer Week exposition in Bujumbura sponsored by the United Nations. The four-day exposition, organized by five Peace Corps Volunteers and attended by Volunteer organizations from France, Belgium, Italy, Canada, and Japan, received extensive press coverage.
- The inland fish culture program, in cooperation with the United Nations Development Program and the Food and Agriculture Organization's fish culture project, sponsored nearly 30 fish-farmer training sessions this year. The project also brought in three fish shipments of improved strains of Tilapia nilotica and Clarius lazera from Rwanda.
- The placement of three Volunteers with the National Chamber of Commerce in the interior of Burundi was the first time that small business development agents have been placed outside of the capital. Peace Corps Burundi, the Peace Corps Office of Training and Program Support, and the local USAID Mission have worked closely in supporting this project.

Resources:

	<i>FY 1992</i> <i>Actual</i>	<i>FY 1993</i> <i>Actual</i>	<i>FY 1994</i> <i>Estimates</i>
<i><u>Program</u></i>			
<i>Trainee Input (TI)</i>	19	15	15
<i>Volunteer Years</i>	23	25	25
<i><u>Funding (\$000)</u></i>			
<i>Appropriated</i>	945	904	895

Host Country/Peace Corps FY 1993-1995 Initiatives:

In response to the expressed goals of the government, Peace Corps will focus its programs in four major areas. As Peace Corps' largest project, the increased food self sufficiency project with 13 Volunteers in 12 of Burundi's 16 Provinces will continue to grow. Working through the National Chamber of Commerce and host country counterparts, Volunteers will dispense business knowledge to the commercial, agricultural, and artisan community through export diversification, small enterprise and artisan sector growth projects. USAID's Burundi Enterprise Support and Training project provides financial, technical, and administrative support. In the soil conservation and land management project, Volunteers address environmental needs through work in park management, flora and fauna research, tourist infrastructure development, and environmental education. HIV/AIDS is one of the most serious problems facing Burundi. Working through an international non-governmental organization, a third-year extension Peace Corps Volunteer will promote HIV/AIDS awareness and safe sex practices through theatrical productions and meetings.

BURUNDI

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Agriculture	9	7
<i>Inland Fisheries</i> Peace Corps Volunteers work under the direction of the Department of Water, Fisheries and Fish Culture within the Ministry of Tourism and the Environment to increase the income and nutritional status of rural farmers. Extension Volunteers teach local fish farmers improved techniques for pond construction, management, and harvesting. Fish culture Volunteers are currently working in twelve provinces.		
Environment	6	5
<i>Park Management</i> In conjunction with the National Institute for the Environment and the Conservation of Nature, Volunteers are working to formulate management plans for Burundi's parks and reserves. They are helping to establish a structure for tourism, train park guards, and create basic inventories of the flora and fauna in each park and reserve.		
<i>Conservation Education</i> Working with the National Institute for the Environment and the Conservation of Nature, Volunteers are helping to establish a national conservation education strategy directed toward the protection of Burundi's natural resources. They are involved in teaching, curriculum development, and outreach.		
Small Business	0	3
<i>Small Business Advising</i> Volunteers in this project work with United Nations Infant and Child Education Fund, the Burundi National Economic Development Bank, the World Bank, and the National Chamber of Commerce to advise small-to-medium size enterprises in various aspects of successful business practices. Their goal is to increase the growth and development of the private sector business community through small business development training and extension.		

CAMEROON

Population: 12,081,000

Annual Per Capita Income: \$940

Number of years Peace Corps in Country: 31

Peace Corps Country History:

Since 1962, over 2,000 Volunteers have served in Cameroon. In the beginning, most Volunteers worked in education and rural development in the two English-speaking provinces. Over time, Peace Corps has worked on a broad range of projects from its traditional base in education and rural development to credit unions, marketing and cooperatives, young farmers' training, and small animal husbandry. Currently, Peace Corps focuses on activities in the areas of agriculture, education, environment, and health, with Volunteers serving in both the English- and French-speaking provinces.

Program Highlights & Accomplishments:

- Peace Corps efforts in agro-forestry toward developing sustainable farming systems have been met with enthusiasm and commitment on the part of farmers, especially in the Northwest Province. Volunteers have trained over 300 farmers in nursery management and agro-forestry techniques and have conducted over 130 on-farm trials of erosion control and improved soil fertility.
- Peace Corps has been integrating HIV/AIDS awareness and environmental education in its curriculum. A number of teachers are testing the use of model instructional units on HIV/AIDS for use in Cameroon and other African countries.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i>Program</i>			
Trainee Input (TI)	94	70	70
Volunteer Years	121	145	145
<i>Funding (\$000)</i>			
Appropriated	3,463	3,686	3,737

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps continues to work in the development strategy set by the government through its long-standing involvement in agriculture, education, environment, and health. At the same time, Peace Corps has sought to move into new areas of technical assistance. For example, the agro-forestry program, initiated in 1991, is designed to address the problems of erosion and depletion of fertile soil through improved cropping techniques and environmentally sound farming practices. In the two provinces known as the "bread basket", Volunteers are working with farmers to establish sustainable farming systems and to increase family income.

In the classroom, English teachers are helping students understand and cope with AIDS through the introduction of texts aimed at fostering discussion of the methods of transmission of the disease and ways to avoid it. Peace Corps efforts to make teaching materials more relevant to Cameroonian youth of the 1990s will be expanded to include other health concerns, environmental education, and global awareness.

CAMEROON

Peace Corps Projects by Sector

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Agriculture	6	0
<i>Aquaculture Technical Advising</i> Volunteers promote the principles of freshwater fish culture with the dual purpose of improving villagers' income-generating capacity and contributing protein to their diet.		
Education	34	38
<i>Secondary School Education</i> Volunteers teach math, English, and science at secondary schools in nine of the ten provinces of Cameroon.		
<i>Vocational Education</i> Volunteers teach carpentry, metal working, plumbing, electricity, or welding to students at technical training colleges.		
Environment	11	10
<i>Agro-forestry Technical Advising</i> In collaboration with host country counterparts, Volunteers implement erosion control and soil fertility improvement trials on farmers' fields. The results and farmers' reaction to the trials are used by the Ministry of Agriculture to determine which agro-forestry methods are appropriate for widespread extension use.		
Health	9	10
<i>Maternal and Child Health Coordination</i> Maternal and child health care coordinators work to improve the overall health and well-being of mothers and children and strengthen the health care delivery system. The project focuses on malaria control, immunizations, oral rehydration therapy, growth monitoring, and nutrition.		
Urban Development	10	12
<i>Community Development Extension Education</i> Volunteers help to mobilize communities and train female community development extension workers and village leaders in the principles of community development, agriculture, and income generation.		

CAPE VERDE

Population: 383,000
Annual Per Capita Income: \$750
Number of Years Peace Corps in Country: 5

Peace Corps Country History:

Since October 1988, Volunteers have been working in a variety of projects with the goal of improving the quality of life for rural and urban populations. Peace Corps Cape Verde currently has 19 Volunteers working in the areas of English education and teacher training, agriculture, health, urban development, and small business.

Program Highlights & Accomplishments:

In 1992, an agreement between Peace Corps and UNICEF was implemented and the first Volunteers were assigned to the islands of Santo Antao and Santiago to improve water and sanitation. Volunteers worked with two communities to help design and find funding for large chicken-raising facilities that will become sources of nutrition and income for the local communities.

Resources:

	<i><u>FY 1992</u></i> <i><u>Actual</u></i>	<i><u>FY 1993</u></i> <i><u>Estimates</u></i>	<i><u>FY 1994</u></i> <i><u>Estimates</u></i>
<i><u>Program</u></i>			
<i>Trainee Input (TI)</i>	13	15	15
<i>Volunteer Years</i>	20	20	20
<i><u>Funding (\$000)</u></i>			
<i>Appropriated</i>	924	858	863

Host Country/Peace Corps FY 1993-1995 Initiatives:

Volunteers in Cape Verde will solidify and expand their participation in the UNICEF water and sanitation project, in English education and teacher training, and in agriculture. In FY95, Peace Corps expects to redesign its urban development project with new Volunteers.

Peace Corps Projects by Sector:

	<i><u>Number of Trainees</u></i>	
	<i><u>FY93</u></i>	<i><u>FY94</u></i>
Agriculture	7	3

Rural Extension

Volunteers in this project will assist rural communities in developing the capacity to design and implement small-scale community development projects. They will help Cape Verdean extension agents improve their capabilities to deal with rural community problems.

CAPE VERDE

Number of Trainees FY93 FY94

Education

5

7

Teaching English as a Foreign Language and Teacher Training

Volunteers teach English as a Foreign Language in secondary schools while working to improve the linguistic and pedagogical skills of Cape Verdean EFL teachers. They also provide linguistic and pedagogical training to Cape Verdean teacher trainees who will fill EFL teaching positions after completing a four-year training program.

Health

3

5

Water/Sanitation

Volunteer health workers are placed in a UNICEF Water/Sanitation project on the islands of Santo Antao and Santiago. They work in water quality laboratories and as health education extensionists in rural communities.

Urban Development

0

0

Housing/Urban Small Business

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

CENTRAL AFRICAN REPUBLIC

Population: 3,113,000
Annual Per Capita Income: \$390
Number of Years Peace Corps in Country: 21

Peace Corps Country History:

Since 1972, over 650 Volunteers have served in the Central African Republic. The initial program centered primarily in education. Volunteers are now working in the areas of health, agriculture, environment, and education.

Program Highlights & Accomplishments:

Peace Corps recently completed a mathematics curriculum, complete with student workbooks and teachers' aids for the seventh grade. Fifth and sixth grade curriculum development projects are underway. Volunteers have begun to undertake secondary projects in Guinea worm eradication working in collaboration with the Ministry of Health, WHO, UNICEF, and Global 2000.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i>Program</i>			
Trainee Input (TI)	34	26	26
Volunteer Years	70	48	48
<i>Funding (\$000)</i>			
Appropriated	2,351	1,982	2,143

Host Country/Peace Corps FY 1993-1995 Initiatives:

In response to present economic conditions in the Central African Republic, Volunteers will concentrate their efforts on meeting basic human needs in health and agriculture. In promoting sustainable agriculture and community health programs, Peace Corps Volunteers will work with government and local groups to promote sound environmental farming techniques and preventive primary health care practices. HIV/AIDS continues to threaten the long-term development goals of the Central African Republic. Volunteers will become increasingly involved in HIV/AIDS education and prevention. In FY95-FY96, Peace Corps will explore urban community development in response to a rising urbanization of the population, but will continue to serve the rural areas, as well.

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Agriculture	11	11

Sustainable Agriculture

Working as extension agents, Volunteers teach local farmers improved agricultural practices such as crop rotation, intercropping, and farm management. Volunteers also promote practical gardening skills to enhance nutrition and generate income.

CENTRAL AFRICAN REPUBLIC

Number of Trainees FY93 FY94

Environment

2

2

Dzanga-Sangha Reserve Project

This project, initiated in 1988, focuses on the newly created Dzanga-Sangha Reserve in the south. In collaboration with the World Wildlife Fund, Volunteers promote environmental education and focus on the development needs of the population surrounding the reserve.

Education

6

6

Secondary Education

Due to a prolonged public sector strike, Peace Corps work in the schools has been temporarily suspended. Currently, math and science teachers are working on curriculum development projects for secondary schools. When the schools resume operations, Peace Corps will once again place math, science, and English Volunteers in Central African schools.

Health

7

7

Community Health Extension

Volunteers in the new community health extension program are integrated into the primary health care system. They promote sound preventive health practices in malaria and diarrhea disease control, immunizations, and maternal and child health. Volunteers work with local health educators to improve health education techniques. Volunteers play an increasingly large role in the fight against sexually transmitted diseases and HIV/AIDS in the Central African Republic through health education.

CHAD

Population: 5,828,000
Annual Per Capita Income: \$220
Number of Years Peace Corps in Country: 19

Peace Corps Country History:

Peace Corps first sent Volunteers to Chad in 1966. Since then Peace Corps has provided 19 years of assistance in the areas of education, health, well construction, and forestry. In 1979, Peace Corps was forced to withdraw from Chad because of civil strife and tenuous political conditions. Because of previous good relations in Chad, Volunteers were invited back in 1987. In December 1990, the program was suspended briefly because of a change in the government.

Since returning to Chad, Peace Corps has concentrated primarily on education and water sanitation projects. Peace Corps plans to maintain and expand these projects while also bringing in Volunteers for new projects. Last year a new secondary education math project was initiated and this year marks the beginning of a child survival program.

Program Highlights & Accomplishments:

- In the Education sector, Volunteers produced a seventh grade mathematics teaching guide for use in public schools. One Volunteer assumed duties as Peace Corps' first full-time in-service teacher trainer for Chadian English teachers.
- Volunteers coordinated the drilling of 20 wells and the installation of low-tech, easy-maintenance hand pumps in 20 villages in the arid west central region of Chad.
- Five Volunteers received training in health extension and were assigned to a new Child Survival Project jointly funded by USAID and the Chadian Ministry of Health.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<u>Program</u>			
Trainee Input (TI)	26	30	30
Volunteer Years	40	39	39
<u>Funding (\$000)</u>			
Appropriated	1,514	1,534	1,541

Host Country/Peace Corps FY 1993-1995 Initiatives:

Since Chad is nearly two-thirds desert, the government has made the provision of safe and clean water to all Chadians its number one priority. Peace Corps will continue to address this need through water sanitation and community development programs. The government also recognizes education as an important means of achieving long-term goals. Peace Corps will upgrade the quality of mathematics education and EFL teaching in secondary schools and improve the quality of English language instruction at the University of Chad and the National Teacher Training Institute. Expanding its involvement in other areas, Peace Corps will strive to improve the health of a target group of mothers and children through a newly created child survival program, and it will investigate the possibility of initiating a small business project in 1994.

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	19	19
<i>Math Education</i> Volunteers work as mathematics teachers in secondary schools sharing teaching and methodology skills as well as ideas on math curriculum with Chadian colleagues in order to improve the quality of mathematics education in secondary schools.		
<i>Secondary Education</i> Volunteers teach English in secondary schools while also encouraging and helping Chadian English teachers create appropriate materials through formal and non-formal teacher training activities.		
<i>University TEFL/Teacher Training</i> Volunteers work as English teachers and teacher trainers in order to strengthen the English teaching program at the University of Chad and the National Teacher Training Institute.		
Health	11	11
<i>Water and Sanitation Community Development</i> The purpose of this project is to increase rural community access to potable water through the installation or repair of small bore wells, and to improve overall health and nutrition conditions.		
<i>Child Survival</i> Volunteers work as community health workers in addressing a government priority of improving the quality and extent of maternal and child health services in rural communities.		

COMOROS

Population: 492,000
Annual Per Capita Income: \$500
Number of years Peace Corps in Country: 5

Peace Corps Country History:

Peace Corps began its program in Comoros in 1988 with nine Volunteers. The program has grown to a total of 24 Volunteers working in education and environmental activities on all three islands of the archipelago. The Peace Corps program has attained a highly respected profile in Comoros with staff and Volunteers enjoying a warm reception from host country officials and the local population.

Program Highlights & Accomplishments:

- In addition to the 12 English teachers providing direct classroom instruction to over 1,100 secondary school students, first and second year education Volunteers have been involved in conducting and participating in numerous in-service training and workshops for host country nationals. Volunteer and Comorian English teachers participated in an in-service training to incorporate environmental themes into the English curriculum. Six pedagogical advisors completed 114 classroom observations involving teachers on all three islands. Ten Comorian junior high teachers participated in a six-day in-service training for pedagogical advisors. The first national workshop for English education in the history of the Comoros was conducted by Peace Corps. The country's entire force of 89 junior high teachers attended.
- Volunteers working on environmental projects developed and presented an exhibition in the capital, Moroni, (Grande Comore) and Mutsamudu (largest city on Anjouan). Over 1,000 trees were planted by primary school children on two islands as a result of programs instituted by Volunteers. In addition, Volunteers worked with primary school staff and students in designing and painting 45 environmental murals for school classrooms.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i><u>Program</u></i>			
<i>Trainee Input (TI)</i>	16	0	17
<i>Volunteer Years</i>	21	23	27
<i><u>Funding (\$000)</u></i>			
<i>Appropriated</i>	575	672	771

Host Country/Peace Corps FY 1993-1995 Initiatives:

As more qualified Comorian teachers become available to replace Volunteers in the classroom, Peace Corps Comoros will decrease the number of Volunteer teachers and increase the number of pedagogical advisors. Peace Corps plans to phase out English teaching by the year 2000 by assisting in the development of a cadre of Comorian pedagogical advisors.

In the future, Peace Corps is looking forward to expanding in the areas of small business, health, and education.

COMOROS

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	0	11
<i>Teaching English</i> First-year education Volunteers serve as EFL instructors in Comorian secondary schools throughout the country. Their goal is to increase students' knowledge and use of English as a second language.		
<i>Pedagogical Advising</i> Second-year education Volunteers work alongside junior high school English teachers in an ongoing effort to upgrade the English teaching and language skills of Comorian teachers.		
Environment	0	6
<i>Environmental Education</i> Volunteers are training primary school teachers in environmental principles and ways to integrate environmental themes into their lessons. The Volunteers also work with various community groups, focusing on ways to preserve the deteriorating environment and improve use of existing natural resources.		

CONGO

Population: 2,351,000
Annual Per Capita Income: \$1,120
Number of years Peace Corps in Country: 3

Peace Corps Country History:

In the spring of 1990, the Government of the Congo made a formal request to the Ambassador of the United States for Peace Corps Volunteers. A Country Agreement was signed in April 1990 and a Peace Corps Country Director arrived in Brazzaville in December 1990. Peace Corps programming in the Congo was launched in July 1991 with the arrival of 14 fisheries Volunteers. In 1992, two new project areas were added increasing the number of Volunteers to 18.

Peace Corps Congo currently has 29 Volunteers posted throughout the country working in the areas of agriculture, environment, and health.

Program Highlights & Accomplishments:

- During FY92, Volunteers worked with and trained small farmers and extension agents. Five fish farmers have now started production, 30 farmers have completed fish pond construction, and 15 extension agents completed a 30-day fish culture training program.
- Volunteers have worked with the government in the creation and development of the Nouabale-Ndoki National Park. Volunteers have worked in wildlife biology, forestry, conservation education, and parks infrastructure. Research conducted by Volunteers in wildlife biology and forestry will provide the basis for the park's management plan.

Resources:

	<i>FY 1992</i> <i>Actual</i>	<i>FY 1993</i> <i>Actual</i>	<i>FY 1994</i> <i>Estimates</i>
<i><u>Program</u></i>			
<i>Trainee Input (TI)</i>	18	21	21
<i>Volunteer Years</i>	17	28	28
<i><u>Funding (\$000)</u></i>			
<i>Appropriated</i>	807	1,009	1,030

Host Country/Peace Corps FY 1993-1995 Initiatives:

From FY93-FY95, Peace Corps will continue to address Congo's development needs in the agriculture, environment, and health areas. Projects will be maintained and monitored to ensure maximum project impact, Volunteer effectiveness, and host-country counterpart training. Freshwater fish culture will be a programming priority. Peace Corps does not envision expanding beyond these three areas.

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Agriculture	14	13
<i>Freshwater Fish Culture</i> This project assists rural Congolese in developing self-sustaining family fish farming units with the aim of improving nutritional intake and family income.		
Environment	0	2
<i>Forestry Conservation and Management</i> Volunteers are participating in an internationally funded wildlife conservation project to assist the government in natural forest conservation and management. Volunteers work in different, but integrated, areas which include long-term biological monitoring, and conservation education.		
<i>Parks Infrastructure</i> Four Volunteers aid in the construction of the infrastructure for the Nouabale-Ndoki National Park as part of the internationally funded wildlife conservation project designed to assist the government in natural forest conservation and management.		
Health	7	6
<i>Water/Sanitation</i> Volunteers are based in semi-urban areas and work out of health offices run by the Ministry of Health. They aid in developing proper sanitation disposal systems. Volunteers also work to provide the population with access to clean potable water, promote health education, and to reduce the prevalence of water-borne disease.		
Improved health for the rural community is the goal of Peace Corps' recently initiated water and sanitation program. This program will provide potable water (through well construction) in areas where it was previously unavailable.		

COTE D'IVOIRE

Population: 12,331,000
Annual Per Capita Income: \$690
Number of Years Peace Corps in Country: 23

Peace Corps Country History:

Peace Corps Volunteers served in Côte d'Ivoire from 1962 to 1981 primarily in the areas of education and health. Due to budget constraints, Peace Corps officially closed its program in 1981. In 1988, it re-established the program under the terms of the still-active Country Agreement. A group of 16 Volunteers working in health related projects completed their pre-service training in December 1990. Peace Corps Côte d'Ivoire presently has 55 Volunteers working in the health and urban development areas.

Program Highlights & Accomplishments:

- Volunteers helped local officials design and implement urban waste management techniques to increase the capacity of solid waste management and maintain drainage structure in seven secondary cities.
- In a rural health education project, Volunteers developed demonstration projects for health education and child survival activities at local health centers and maternity wards. Volunteers worked with local health officials to establish community health action committees and also trained local health personnel in appropriate health education techniques. Volunteers will engage in Guinea worm prevention and HIV/AIDS education as secondary activities.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i><u>Program</u></i>			
<i>Trainee Input (TI)</i>	33	30	30
<i>Volunteer Years</i>	36	50	50
<i><u>Funding (\$000)</u></i>			
<i>Appropriated</i>	1,350	1,468	1,479

Host Country/Peace Corps FY 1993-1995 Initiatives:

Many cities lack the primary infrastructure and facilities needed to adequately satisfy the basic environmental and sanitation needs of their populations. The situation is particularly serious in some low-income neighborhoods, which are markedly deficient in basic waste management and potable water services. During its initial phase, the urban environmental management project will focus on environmental and sanitation activities to alleviate these problems.

As Peace Corps enters the third year of its rural health education project, Volunteers will continue to focus the promotional and preventive aspects of primary health care that include malaria prevention and treatment, control of diarrhea disease, promotion of vaccinations against childhood communicable diseases, and HIV/AIDS education.

COTE D'IVOIRE

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Health	15	15
<i>Rural Health Education</i> In collaboration with the Ministry of Health, Volunteers are developing health education activities and materials in support of child survival services at health centers and maternity wards in rural areas.		
Urban Development	15	15
<i>Urban Environmental Management</i> Volunteers work with the mayor's office and social services centers in secondary cities to develop more efficient means of delivering sanitation services to underserved communities.		

GABON

Population: 1,168,000
Annual Per Capita Income: \$3,780
Number of years Peace Corps in Country: 23

Peace Corps Country History:

The first Volunteers entering Gabon in 1963 were assigned to a rural primary school construction program. These were followed by Volunteers to teach English in secondary schools. The government of Gabon asked Peace Corps to leave the country in 1967, but issued an invitation for new Volunteers in 1973. In 1974, Volunteers returned to re-establish the construction and English teaching programs. Over the past few years, Volunteer numbers have increased from about 85 to 112. Except for a small number of missionaries, Volunteers are the only Americans working at the grass roots level in the interior of the country.

Improved relations between Peace Corps and the government has led to a request for an increase of Peace Corps participation in the education sector.

Program Highlights & Accomplishments:

- In agriculture, Volunteers are helping to increase the average annual production from 25 to 30 kilograms per farmer, to increase average yield, and to build two self-sustaining derivation pond systems. Construction of a model fish farm training center, which integrates aquaculture and agriculture, began in mid-1992.
- Despite disruptions in the normal school schedule, Volunteers taught 10,000 students. The secondary school math, science, and English teachers, in addition to classroom duties, contributed to secondary projects.
- Volunteers in rural primary construction continue to work toward constructing 50 new schools and 150 teachers' houses, while transferring simple and appropriate construction skills to 200 rural villages. The first Gabonese counterpart is building a school independently of Volunteer supervision and six additional Gabonese are training and working with Volunteers.
- The woodshop project is nearing its goal of building 10,000 desks and other furniture in rural primary schools by 1994. Volunteers operate three woodworking shops and train 15 Gabonese apprentices and three foremen in woodworking and management skills.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i><u>Program</u></i>			
<i>Trainee Input (TI)</i>	56	65	59
<i>Volunteer Years</i>	100	103	109
<i><u>Funding (\$000)</u></i>			
<i>Appropriated</i>	2,801	2,808	2,757

GABON

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps will continue to address Gabon's development needs in the areas of agriculture, education, and health. The fisheries program has recently expanded to include a complimentary agricultural component. Close collaboration with the Ministry of Education has led to the expansion of formal education projects in math, physical sciences, EFL, and university teaching. A recent initiative has Volunteers working with representatives of the Ministry of National Education in curriculum development in various teaching areas. Currently, there are nine Volunteers working with the Ministry of Health in making the transition from curative health programming to preventive health education. Using a database, Volunteers hope to increase the number of village families using primary health care practices (both curative and preventative) by 30 percent in targeted rural areas.

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Agriculture	12	10
<i>Fish Culture Extension</i> Volunteers are involved in the promotion of freshwater fish culture with an integrated animal husbandry and agricultural crops component to increase dietary protein and generate income for villagers.		
Education	35	27
<i>Secondary School Education</i> At secondary schools throughout Gabon, Volunteers teach math, English and science.		
<i>Teacher Training</i> Volunteers train teachers and university professors in the techniques of teaching English.		
<i>English for Special Purposes</i> This project assists Gabon in developing its own cadre of scientists and technicians able to communicate in the most widely used international language.		
<i>Math Materials Development</i> Volunteers assist the Ministry of National Education in the development of appropriate materials to enhance math curriculum.		
<i>Science Materials Development</i> Volunteers assist the Ministry of National Education in the development of appropriate materials to enhance science curriculum.		
Health	5	5
<i>Primary Health Care</i> In the preventative maternal child health care area, nurses and coordinators work to improve the overall health and well-being of mothers and children.		

GABON

<u>Number of Trainees</u>	
<u>FY93</u>	<u>FY94</u>

Urban Development	13	17
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Rural Primary School Construction

Volunteers construct rural primary schools and teach building techniques to host country counterparts and villagers.

Woodworking Shop Project

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

THE GAMBIA

Population: 901,000
Annual Per Capita Income: \$360
Number of Years Peace Corps in Country: 26

Peace Corps Country History:

The first group of Peace Corps Volunteers arrived in The Gambia in 1967. They served as mechanics, cooperative organizers, carpenters, construction specialists, and marketing advisors. In subsequent years, the government requested Volunteers in skilled trades, health care, agriculture, apiculture, fisheries, the environment, and education.

In recent years, the Ministry of Education has placed a renewed emphasis on teaching math and science at the middle school level and on environmental education. Presently, Peace Corps maintains a core program of 55 Volunteers. They include math and resource center teachers, foresters, agricultural extensionists, and environmental educators.

Program Highlights & Accomplishments:

- 1992 marked the 25th anniversary of Peace Corps in The Gambia. Celebrations organized by Peace Corps and the government took place throughout the country during the year.
- Volunteers continue to assist students in painting world maps on the walls of secondary schools. The project has increased students' awareness of other countries and of current events throughout the world. Volunteers have also established libraries in rural secondary technical schools in order to provide reference and reading materials that complement classroom instruction.
- Volunteers have developed environmental education materials for use in schools and villages as part of efforts to increase awareness to conserve natural resources. Under the sponsorship of The Gambian Department of Forestry and Wildlife Conservation, Volunteers also assist in the rehabilitation of areas inhabited by chimpanzee. They have also designed and constructed an interactive exhibit on conservation of The Gambia's natural resources for exhibition at the National Museum.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i>Program</i>			
Trainee Input (TI)	38	35	35
Volunteer Years	34	52	51
<i>Funding (\$000)</i>			
Appropriated	1,042	1,123	1,124

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps will continue to support the development priorities of The Gambia through a renewed emphasis on secondary school instruction, increased agricultural production, and programming that builds a greater awareness of environmental problems facing the country.

Volunteers will assist the Department of Forestry and Environmental Education in the development of instructional materials and visual aids for environmental education training. Volunteers will establish demonstration farms in target sites, and will conduct appropriate research, teaching, and extension activities. Resource teachers will work with instructors to design, develop, and field test curriculum and instruction materials. Peace Corps will also continue to provide math and science teachers to meet the country's need for qualified secondary school instructors.

THE GAMBIA

In 1993, Peace Corps will conduct an evaluation of health conditions in The Gambia to assess needs for assistance.

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Agriculture	10	6
<i>Agricultural Extension</i> Volunteers working in the agriculture project promote improved soil conservation practices through environmental education and agricultural extension activities. Volunteers also provide technical assistance to villages in the construction of salt water intrusion barriers, contour plowing guides, and other soil conservation structures. In the past, most Volunteer activities were concentrated in the area along the south bank of the Gambia River. However, in 1992, Volunteers were assigned to villages on the north bank.		
Education	14	16
<i>Math</i> In addition to providing math instruction to students in grades seven through nine, Volunteers work with Gambian teachers to develop curriculum materials. Volunteers with science backgrounds are also assigned to teach biology, chemistry, and physics.		
<i>Resource Center Development</i> Volunteers assist secondary school teachers in developing visual aids, demonstration kits, field trips guides, and resource libraries which complement traditional classroom instruction. The Volunteers also assist Gambian instructors in upgrading in-service training programs, teaching guides, and syllabi.		
Environment	11	13
<i>Agro-forestry</i> Volunteers manage fruit trees nurseries and encourage farmers to plant stronger and more productive varieties of fruit and other trees. The project also promotes participatory forest conservation activities through the organization of village committees and through non-formal environmental education activities.		

GHANA

Population: 15,336,000

Annual Per Capita Income: \$400

Number of Years Peace Corps in Country: 32

Peace Corps Country History:

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

Program Highlights & Accomplishments:

- Peace Corps' contribution to Ghana was publicly recognized by the government during a 30th anniversary celebration in September 1991 in which Volunteers and staff were invited to visit with Ghana's Head of State.
- Volunteers will continue to focus providing access to safe drinking water to village and rural communities, where over half of Ghana's population lives.
- In FY92, under the Collaborative Community Forestry Initiative, 11 Volunteer tree nursery managers facilitated the propagation of over 800,000 seedlings and trained local villagers in nursery management techniques.

Resources:

	<u>FY 1992</u> <u>Actual</u>	<u>FY 1993</u> <u>Estimates</u>	<u>FY 1994</u> <u>Estimates</u>
<u>Program</u>			
Trainee Input (TI)	71	69	69
Volunteer Years	77	95	95
<u>Funding (\$000)</u>			
Appropriated	1,895	2,119	2,210

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps Ghana will continue to assist the government to increase the role of the private sector in revitalizing the national economy. In addition, Peace Corps will continue to collaborate with USAID in addressing environmental issues through the Collaborative Community Forestry Initiative.

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	39	39
<i>Secondary Education Math/Science</i> Volunteers teach math and science in addition to vocational subjects in secondary schools.		
Environment	11	11
<i>Community Forestry</i> Volunteers assist the Forestry Department in northern Ghana to sustain and rehabilitate the environment through the establishment of community-owned and operated tree seedling nurseries and outplanting programs.		
Health	12	12
<i>Water and Sanitation</i> Volunteers in the water and sanitation project apply a community participation approach to increase health awareness and to improve water supplies and sanitation systems in an effort to eradicate Guinea worm and to improve personal health conditions in small rural communities.		
Small Business	7	7
<i>Small Enterprise Development</i> Because the Government of Ghana is committed to increasing the role of the private sector in revitalizing the economy, Peace Corps Volunteers will continue to provide small business clients with advisory and training services in management, accounting, and marketing practices, in addition to providing assistance in the development or improvement of credit unions or community revolving loan fund programs.		

GUINEA

Population: 5,873,000
Annual Per Capita Income: \$450
Number of years Peace Corps in Country: 13

Peace Corps Country History:

The Peace Corps program in Guinea was re-established in 1986. Peace Corps had maintained programs in Guinea during two prior periods, 1964 to 1967, and 1969 to 1971. These programs were closed for political reasons extraneous to Peace Corps. In the spring of 1985, an assessment team visiting Guinea determined that it was feasible for Peace Corps to re-enter Guinea. The following year, three forestry Volunteers transferred from other Peace Corps programs in Africa. Today, the program in Guinea totals 52 Volunteers in four areas: education, health, small business, and the environment.

Program Highlights & Accomplishments:

- Peace Corps Guinea's program has grown rapidly over the past two years. The first year of the community development/public health project saw the establishment of stronger links between Peace Corps and the responsible ministries. In 1992, 12 new communities received community development/public health Volunteers. The Volunteers developed projects in diverse areas such as health education in schools, health center construction, spring-capping, and well-digging.
- Peace Corps renewed its collaboration with USAID by requesting six additional Volunteers for the Targeted Watershed Management project. Additionally, the revolving credit funds at two of the six sites maintained repayment rates of over 80 percent. The total number of active loans is now over 250.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i>Program</i>			
<i>Trainee Input (TI)</i>	26	52	44
<i>Volunteer Years</i>	52	60	68
<i>Funding (\$000)</i>			
<i>Appropriated</i>	1,199	1,560	1,629

Host Country/Peace Corps FY 1993-1995 Initiatives:

The government continues to pursue a policy of decentralization of governmental services in Guinea. In response, Peace Corps will assign the majority of its Volunteers to elected community boards. Volunteers serving in the public health and community development program will assist community boards and health centers in planning and implementing health-related micro-projects such as constructing water catchment systems and public latrines. Peace Corps will also assign Volunteers to two new community loan fund sites as part of efforts to provide low-cost, alternative loans to local entrepreneurs.

In the coming years, natural resources management will be one of Guinea's most important development priorities. In 1993, Peace Corps Guinea will renew its collaboration with the USAID-funded forestry project. Six Volunteers will work with Guinean counterparts to promote reforestation and sound agribusiness practices within targeted watershed areas.

GUINEA

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	25	25
<i>Secondary Education (English)</i> Volunteers serve as English teachers in secondary schools. In the coming years, the project will shift its focus from classroom instruction to developing teaching materials and providing teacher training for Guinean English teachers.		
<i>Secondary Education (Math)</i> Volunteers are charged with providing math instruction which enables students in secondary schools to develop critical thinking skills, to pass national exams, and to succeed in the country's technical schools and universities. A second component of the project is to work with Guinean instructors to develop appropriate curriculum and materials to complement traditional classroom instruction.		
Small Business	7	6
<i>ASAP Revolving Loan Fund Project</i> The goals of the Africa Small Business Assistance Program (ASAP) Revolving Loan Fund project are to promote small enterprise development in Guinea and to stimulate private sector participation in the economic development efforts of the government. The project aims to establish a process for providing financial and technical assistance to potential entrepreneurs who would normally not be eligible for credit from banking institutions.		
Health	10	13
<i>Community Development and Public Health</i> This is a cross-sector project in which Volunteers work in public health outreach in small communities that are part of the government's decentralization and democratization efforts. Volunteers also help to strengthen the link between technical service agencies and elected community councils through the development of health-related micro-projects such as latrine and well construction.		
Environment	10	0
<i>Natural Resources Management</i> Volunteers in this project work with the USAID's Targeted Watershed Management project in the Fouta Mountains of Guinea. Volunteers serve as a link between the technical staff of the project and the inhabitants of the watersheds. In the initial phase of the project, Volunteers are surveying land use practices and demographic and geographic conditions in the watersheds. In the future, Peace Corps hopes to provide Volunteers to assist in the promotion of the country's reforestation and soil conservation efforts.		

GUINEA-BISSAU

Population: 999,000
Annual Per Capita Income: \$190
Number of Years Peace Corps in Country: 5

Peace Corps Country History:

Peace Corps arrived in Guinea-Bissau for the first time in July 1988. The first group of Volunteers consisted of English teachers, agriculture extensionists, community health workers, and urban planners. The program has grown and solidified from its early days to a current level of 33 Volunteers working as secondary English teachers, English teacher trainers, rice culture extensionists, and community health workers.

Program Highlights & Accomplishments:

- In FY92, Peace Corps completed an agreement with the Ministry of Education to improve the English skills and teaching methodologies of English teachers at the National Teacher Training School, Tchico Te. As part of the agreement, Guinean teachers who need to upgrade their skills are now enrolled in Tchico Te. Additional Volunteers substitute for these teachers while they are enrolled in school.
- Volunteers are also working with their Guinean counterparts to develop improved curricula and materials for the teaching of English.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<u>Program</u>			
Trainee Input (TI)	23	20	20
Volunteer Years	21	32	32
<u>Funding (\$000)</u>			
Appropriated	971	1,115	1,052

Host Country/Peace Corps FY 1993-1995 Initiatives:

In October 1992, Peace Corps initiated an agriculture project in Guinea-Bissau focusing on rice production. Most existing agricultural projects target their development efforts on the national and regional levels of the Ministry of Agriculture. The Peace Corps pilot project will focus assisting village level farmers, mainly women, to access and make use of the resources developed by those projects at the regional and national levels by introducing and teaching individuals improved rice growing techniques.

GUINEA-BISSAU

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Agriculture	5	5
<i>Rice Extension</i> Volunteers in this pilot project work in target villages in the eastern region, Bafata, where a majority of the households have a rice deficit. Most rice in the regions is grown by women on small plots in swamps or well-watered bottom land. Volunteers will introduce techniques that have been shown to increase yields, such as use of improved seed varieties, construction of earthen water-retention dikes, leveling of paddies to improve water management, and planting in-line to improve plant density and weed control.		
Education	13	10
<i>Teaching English</i> Volunteers focus three target activities: teaching English in the secondary schools where there is a lack of trained host national English teachers, training future English teachers as well as retraining current teachers, and developing relevant learning materials and curricula for teaching English.		
Health	2	5
<i>Health Education</i> Volunteers are assigned to a rural health center where they develop health education strategies to address the causes of the most common illnesses. Volunteers, working with host national counterparts, assist village health workers in area communities to develop health strategies for their villages.		

KENYA

Population: 25,016,000
Annual Per Capita Income: \$340
Number of Years Peace Corps in Country: 28

Peace Corps Country History:

Peace Corps has been assisting Kenya in meeting development goals since 1965 when the first group of Volunteers arrived. Twenty-eight years and 4,360 Volunteers later, projects have changed to accommodate the Government's evolving needs and priorities. Today, approximately 150 Volunteers are involved in the areas of education, health, small business, urban development, and the environment.

Program Highlights & Accomplishments:

- Peace Corps has established a special education project in order to address the evolving educational needs of the government. Six Volunteers are assigned to primary schools for the hearing impaired in order to work with deaf children in speech pathology. Peace Corps is working closely with ministry officials to develop project plans that give clear direction and purpose.
- Throughout 1992, Volunteers have been teaching and developing lesson plans in order to integrate issues concerning HIV/AIDS and the environment into the syllabi for secondary school teachers.
- The agro-forestry program, re-instituted in 1991, is already having a significant impact on Kenya. In this short amount of time, Volunteers have been able to contact nearly 90 farmers, work in 50 schools, coach 30 counterparts, and counsel 35 women's groups in environmental education, protection, and development.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i>Program</i>			
Trainee Input (TI)	92	98	98
Volunteer Years	142	170	170
<i>Funding (\$000)</i>			
Appropriated	2,537	2,590	2,500

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps Kenya will address the needs of the people by revising and expanding small business programs beyond income generation as well as developing appropriate linkages between the various levels or stages within the business sector. The agro-forestry program plans to expand to the semi-arid areas of Kenya and the numbers of Volunteers and scope of the water and sanitation project will be enhanced. The small town planning project is being refocused and strengthened and a hearing-impaired component is being added to the special education program.

KENYA

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	44	50
<i>Secondary Education</i> By providing Volunteers to teach where there is a dearth of qualified Kenyans, Peace Corps assists the Ministry of Education in meeting its stated need for trained and qualified teachers in secondary education math, science, and English. Volunteers also assist in the implementation of environmental education as an integral part of the secondary education curriculum.		
<i>Special Education</i> Six Volunteers comprise Peace Corps' first special education program in Kenya. Volunteers are assigned to primary schools for the hearing impaired in order to work with deaf children in speech pathology.		
<i>Technical/Vocational Training</i> Volunteers assist the government by training computer, financial, and business managers in various business institutes throughout the country for the primary purpose of improving the management of private and public funds through regular auditing and accounting.		
Small Business	17	17
<i>Small Business Development</i> Volunteers conduct workshops and teach classes in improved business management skills to small business owners, youth polytechnic students and teachers, and entrepreneurial members of women's and self-help groups.		
Urban Development	7	5
<i>Small Town Planning</i> Volunteers provide technical support and professional advice (mainly in the area of planning) for an estimated 42 rural Kenyan towns as they expand to meet the needs of a rapidly increasing population.		
Health	15	11
<i>Health/Water/Sanitation</i> Volunteer water technicians and engineers organize, advise, and assist local self-help water committees and schools in planning and constructing or improving water systems. In collaboration with local health officials, Volunteers also assist in the development of environmental sanitation and health education programs to benefit the rural population.		

KENYA

<u>Number of Trainees</u>	
<u>FY93</u>	<u>FY94</u>

Environment	15	15
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Agro-forestry Extension

Working collaboratively with local community and ministry officials, Volunteers transfer appropriate technology skills to extensionists, individual farmers, school staff and students, and women and youth groups to address problems such as soil erosion, declining food production, use of wood fuel, and poor extension services. Volunteers also assist school students and farmers in establishing tree nurseries. Teaching courses and participating in seminars on environmental education are also high priorities.

LESOTHO

Population: 1,816,000
Annual Per Capita Income: \$580
Number of Years Peace Corps in Country: 26

Peace Corps Country History:

Peace Corps arrived in the Kingdom of Lesotho only a few months after the country gained independence from Great Britain in 1966. At that time, the majority of Peace Corps projects were in the education sector. Secondary education continues to be the primary focus, although projects at the primary and college levels have been initiated. Currently, over 100 Volunteers are working in the education, small business, agriculture, and environment areas.

Program Highlights & Accomplishments:

- 1992 brought the worst drought in a century to Southern Africa. Peace Corps Volunteers responded by working with communities to build 75 rainwater catchment systems throughout Lesotho. The funding for this emergency response was provided by USAID.
- A new range management project was begun with five Volunteers in September, 1992.
- Peace Corps helped to organize and promote the first arts and crafts fair held in Lesotho. Over 100 vendors participated in the event, selling and showing locally made artifacts such as baskets, pottery, and mohair tapestries. Over 1,500 people attended and plans are underway for next year's fair.
- Peace Corps has signed an agreement with USAID to provide funding for the continuation of a three-year pilot home gardens project. The new five-year, small-scale, intensive agricultural production project will continue to assist farmers in remote mountain villages to produce nutritious vegetables using locally available resources. To date, 3,000 farmers trained through the project are practicing intensive gardening. Forty garden leaders have been trained and are serving as voluntary extension agents in their communities.
- Agriculture is the second most important occupation in Lesotho. Under the school self-reliance project, teachers, community members, and students have learned about agriculture and self reliance. About 550 teachers and community members have received training in agriculture and project implementation and management. These efforts help reduce Lesotho's dependence on the Republic of South Africa.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i><u>Program</u></i>			
<i>Trainee Input (TI)</i>	62	68	68
<i>Volunteer Years</i>	105	110	110
<i><u>Funding (\$000)</u></i>			
<i>Appropriated</i>	2,049	2,211	2,228

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps is responding to government efforts to expand the private sector by increasing the number of Volunteers in small business development. Also, because the government is now focusing on the problem of environmental degradation, Peace Corps has created a community natural resources management project. Additional Volunteers and project diversity will enhance efforts in the environmental area.

LESOTHO

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	25	25
<i>Secondary Education</i> Volunteers are teaching English, math, science, agriculture, computer training, and home economics.		
<i>Primary Education</i> Volunteers conduct in-service training for teachers in the remote mountainous areas of Lesotho. The training provides rural teachers the opportunity to meet, discuss, and share teaching innovations and ideas for teaching aides improvised from local materials.		
Agriculture	29	29
<i>Small-Scale Intensive Agricultural Production Project</i> This project serves the needs of many farmers in the remote mountainous area. Volunteers work with farmers, most of whom are women, in family gardens to expand the varieties of vegetables grown, increase nutritional levels, provide additional income, and reduce soil erosion.		
<i>School-Self Reliance</i> Volunteers work in the primary schools with students and teachers to initiate and implement projects in gardening, small livestock husbandry, and water development. These projects allow schools to grow foodstuffs, raise livestock, and earn income to provide meals for the students and teachers. The project also provides students and teachers with agricultural and business skills they can share with family and community members.		
Small Business	9	9
<i>Lesotho Small Business Development Project</i> Volunteers serve as business extension advisors assisting small-scale entrepreneurs in the private sector. Volunteers work directly with individual entrepreneurs and with local government and non-government business support organizations to strengthen the organizations' abilities to provide extension services to small-scale entrepreneurs.		
Environment	5	5
<i>Community Natural Resource Management</i> This project addresses the serious problem of widespread degradation of Lesotho's natural resources: soil erosion, decreasing quality and quantity of vegetation, reduction in water quality, and loss of biodiversity. Volunteers work with livestock grazing associations through the range management project to reduce environmental degradation from over-grazing, and to strengthen and expand local resource management organizations' extension services. This project also assists in improving national park management.		

MADAGASCAR

Population: 12,016,000

Annual Per Capita Income: \$210

Number of years Peace Corps in Country: New Country Entry

Peace Corps Country History:

Interest in the Peace Corps was first expressed in the late 1980s. A Country Agreement signed in June 1992 marked an historical first for the Peace Corps. Peace Corps staff arrived in country in March 1993.

Program Highlights & Accomplishments:

- The first group of Volunteers, arriving in September 1993, will undergo 12 weeks of intensive language, cross-culture, and technical training before beginning assignments in education.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i><u>Program</u></i>			
Trainee Input (TI)	0	15	15
Volunteer Years	0	1	14
<i><u>Funding (\$000)</u></i>			
Appropriated	33	724	1,067

Host Country/Peace Corps FY 1993-1995 Initiatives:

Madagascar is home to innumerable species of plants and animals that cannot be found anywhere else in the world. However, because of large-scale deforestation that has been occurring for centuries, this natural treasure is quickly sliding into environmental ruin. Because of the great need to address this environmental destruction, Peace Corps anticipates expanding the program to include environmental projects by 1994. Forestry, parks and wildlife, and environmental education will most likely be the primary assignments for future Volunteers.

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	15	0

Teacher Training

Even though the government has instituted English as a required subject in secondary schools, many English teachers are insufficiently prepared. Volunteers will work as teacher trainers at the district level, where they will teach with Malagasy instructors, conduct needs assessments, and design workshops and seminars to upgrade Malagasy teachers' speaking and language skills. Volunteers will also be involved in establishing English resource language centers.

MADAGASCAR

Number of Trainees

FY93

FY94

Environment

0

15

Environmental Protection

While not yet an established project, it is expected that Volunteers will work in the areas of forestry, parks and wildlife, environmental protection, and education.

MALAWI

Population: 8,796,000
Annual Per Capita Income: \$230
Number of years Peace Corps in Country: 28

Peace Corps Country History:

Peace Corps entered Malawi in 1963, just prior to the country's independence. Efforts increased rapidly with 350 Volunteers being assigned in the education and health areas by 1969. Peace Corps left Malawi in 1969 at the request of the Government of Malawi. Following a new Country Agreement, which required more highly skilled Volunteers, Peace Corps returned in 1971. Since then, the government, Peace Corps, and other development organizations have worked closely together. The current program has over 100 Volunteers working in environment and natural resources, health, small business development, education, urban technical assistance, engineering, computer programming, and business management.

Program Highlights & Accomplishments:

- In the past year, through a Small Projects Assistance agreement with USAID, Peace Corps Malawi has supported over 20 small projects, some of which have received national attention.
- A Volunteer architect designed several structures that will improve the safety and appearance of the city market at Zomba.
- Two Volunteers completed a three-year project that provides water to approximately 400,000 people in the lower Shire Valley.
- One Volunteer teaches at Malawi's new medical school and another has administered the opening of a modern regional hospital that provides health services to over 100,000 people.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i><u>Program</u></i>			
Trainee Input (TI)	71	66	66
Volunteer Years	89	103	103
<i><u>Funding (\$000)</u></i>			
Appropriated	1,491	1,511	1,592

Host Country/Peace Corps FY 1993-1995 Initiatives:

Since Malawi is one of the 20 countries most affected by the HIV/AIDS epidemic in Africa, Peace Corps will pilot an HIV/AIDS prevention and support project with the first generation of Volunteers to begin work in early 1993. By 1994, this project will have 16 Volunteers throughout the country. In addition, a child survival project is scheduled to begin in 1994. The implementation of these projects will enhance project-based programming and limit individual placements that have been traditionally made through the government.

Malawi's stunning landscape hosts one of the rarest collections of fish species in the world. In order to preserve this natural resource, the Department of National Parks and Wildlife in collaboration with Peace Corps, has developed a new project to integrate environmental education and natural resources conservation. The primary beneficiaries of this project will be the residents of agricultural communities adjacent to or within the protected areas.

MALAWI

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	23	33
<i>Secondary Education</i> Volunteers working in Education are primarily math and science teachers at secondary schools and at the Malawi College of Distance Education Centers (in outlying, rural centers). Most Volunteers are placed in these small towns or at rural sites. Since most of the schools are boarding schools, Volunteers live on the school grounds and assist with evening studies and extra-curricular academic and sports activities.		
Health	21	28
<i>Health Personnel Development and Community Health</i> Volunteers in this sector include physicians, nurse educators, rehabilitation therapists, water sanitation engineers, and health para-professionals who work within the Ministry of Health at the national, regional, and district levels. They function as both formal and informal educators at health training institutions and also assist in curriculum and staff development. Volunteers provide additional outreach capabilities and focus community health assistance.		
<i>HIV/AIDS Education and Prevention</i> This new project will strengthen health education programs and counseling services for HIV/AIDS prevention and care in health care facilities and communities.		
Small Business	5	0
<i>Cooperative Promotion</i> Volunteers work primarily in credit union development with the Malawi Union of Savings and Credit Cooperatives. Over the next four years, they will assist managers at the Union's headquarters and in regional offices by imparting managerial skills and techniques and providing a direct link to beneficiaries at the operational level.		
Urban Development	12	5
<i>Managing Urban Growth</i> Volunteer teams work as technical advisors at the local government level in Malawi's four largest cities. The teams include architects, accountants, engineers, and community service workers who assist local authorities in urban planning and management. The team approach has been extremely successful at recognizing complex urban problems where resources are limited or non-existent.		
Environment	5	0
<i>Parks, Wildlife and Conservation</i> Volunteers work as parks and wildlife officers with the Department of Parks and Wildlife at Lake Malawi National Park. They help administer an ambitious conservation and interpretation project funded by World Wildlife Fund USA and design exhibits and educational materials that instruct students in the importance of natural resources and wildlife conservation.		

Population: 8,706,000
Annual Per Capita Income: \$280
Number of Years Peace Corps in Country: 22

Peace Corps Country History:

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

Since 1971, the Peace Corps program in Mali has grown steadily. It focuses on agriculture, natural resource management, and water and sanitation projects using an integrated team approach. A rural integrated team varies from three to 12 Volunteers. Only 5 percent of the Volunteers work outside of teams. The Mali program also has expanded into the areas of education, small business, and health.

Program Highlights & Accomplishments:

- Peace Corps has made substantial contributions to the Guinea worm eradication project. Five training of trainer workshops were conducted for 95 participants, most of whom were Malian host country nationals. Volunteers also helped to develop appropriate local eradication materials.
- Sixty-five demonstration gardens and field crop improvement plots were implemented in 20 target villages.
- One Volunteer, in close partnership with the Ministry of Education, developed primary school teacher manuals for agriculture classes.
- A workshop for host country nationals was held to explain the Peace Corps Programming and Training System and to exchange views on future program development.

Resources:

	<i><u>FY 1992</u></i> <i><u>Actual</u></i>	<i><u>FY 1993</u></i> <i><u>Estimates</u></i>	<i><u>FY 1994</u></i> <i><u>Estimates</u></i>
<i><u>Program</u></i>			
Trainee Input (TI)	91	87	87
Volunteer Years	151	139	139
<i><u>Funding (\$000)</u></i>			
Appropriated	4,016	3,866	3,856

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps Mali will continue to support rural integrated teams working at the local district level. Another major initiative of 1993 will be the development of credit systems for small borrowers (entrepreneurs) based on the Grameen Bank model to provide training for, access to, and responsible use of credit. The primary school teacher training project will continue to focus the training of primary school teachers and school directors rather than on classroom teaching.

MALI

Mali is currently enjoying the leadership of the first freely elected president since 1969. Because the new government has only been in place for eight months, long-term priorities have not yet been established. However, given the priorities of the last five-year plan and the realities of a harsh economic conditions, the new government is likely to continue efforts toward achieving food self-sufficiency and a strong market economy. Peace Corps' current program reflects these directions. In addition, Peace Corps will continue to stress integration within and between program areas as an approach to rural development.

Peace Corps Projects by Sector

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Agriculture	18	18
<i>Agriculture/Gardening</i> Volunteers work with farmers on gardening techniques, nutrition activities and the marketing of garden produce. The goal is to help Mali achieve food self-sufficiency by the year 2000.		
Education	10	10
<i>Teacher Training</i> Volunteers work with teachers and Ministry of Education staff to help make primary education more relevant to practical vocational and agricultural needs of students. Volunteers also work on the development of a national curriculum in agriculture, animal husbandry, vocational education, and home economics.		
<i>College Teacher Training</i> One Volunteer at the teacher training college in Bamako teaches advanced methodology courses in English and serves as an Advisor to fourth-year thesis students.		
<i>Youth Development</i> One Volunteer works with the national basketball team and other youth groups.		
Environment	17	17
<i>Natural Resources Management</i> The purpose of the resource management project is to increase the availability of fuel wood and to slow down the damaging ecological effects of progressive deforestation by introducing conservation techniques to villagers and local government workers.		
Health	27	27
<i>Health Education</i> Volunteers assist the government in providing health care services to rural populations by strengthening the preventive, educational, and outreach activities of rural dispensaries and maternity wards.		
<i>Water Resource Management</i> The purpose of this project is to increase the rural population's access to water resources and to improve management of those resources.		
<i>Health Communication</i> One Volunteer will work at the National Health Center for Information, Education, and Communication helping to produce radio messages on public health issues.		

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Small Business	15	15

Small Business Development

This project promotes small business growth as part of the development strategy to create long-term rural and urban employment opportunities. Volunteer activities include development of market surveys, economic analyses, organization of management training courses, consulting with private entrepreneurs, and assisting village associations.

MAURITANIA

Population: 2,023,000

Annual Per Capita Income: \$510

Number of Years Peace Corps in Country: 23

Peace Corps Country History:

Peace Corps began working in Mauritania in 1967 with 12 Volunteers, but due to external conflicts, they left that same year. Peace Corps returned to Mauritania in 1971, and, for the next six years, maintained a small number of Volunteers in the agriculture, health, and education areas. With the introduction of village-based agriculture and health projects in 1977, the program grew quickly, reaching 60 Volunteers within country. In 1991, there was a brief suspension of programs because of the Gulf War.

In December 1991, Peace Corps celebrated 20 years of service in Mauritania. To honor the occasion, a delegation of Volunteers was received by the president of Mauritania. The U.S. Ambassador presided at a televised ceremony laying the cornerstone for a Peace Corps Park in downtown Nouakchott to honor the work of Volunteers.

Program Highlights & Accomplishments:

- Peace Corps hosted an international workshop in Guinea worm eradication. This workshop provided the catalyst to the government and locally based non-governmental organizations to implement the national Guinea worm eradication campaign. Over half of the Volunteers participated in this campaign, distributing fliers, training health agents, writing and performing songs in local languages, and preparing and distributing teaching aids to village-based health agents.
- The agriculture program has established vegetable seed banks in four regional capitals and ten rural communities. Over 1,600 pounds of seeds were distributed through the work of Volunteers working in agriculture and environment programs.
- A study guide prepared by a Volunteer is currently being used by English students at the secondary level.

Resources:

	<i>FY 1992</i>	<i>FY 1993</i>	<i>FY 1994</i>
	<i>Actual</i>	<i>Actual</i>	<i>Estimates</i>
<i><u>Program</u></i>			
<i>Trainee Input (TI)</i>	45	74	57
<i>Volunteer Years</i>	39	70	66
<i><u>Funding (\$000)</u></i>			
<i>Appropriated</i>	1,552	1,789	1,724

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps will continue to support Mauritania's emphasis on food self-sufficiency, primary health care, environmental protection, and economic growth. Volunteers in agriculture promote vegetable gardening and nutrition education, while other Volunteers are working to reduce waterborne diseases through education and the provision of clean water supplies. The newly formed cooperative/small enterprise program works with small businesses and cooperatives to increase their economic viability. Environmental protection through reforestation and dune stabilization is promoted through the work of Volunteers.

MAURITANIA

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Agriculture	35	30
<i>Water Management</i> The goal of this project is to ensure a reliable source of water for drinking and irrigation. Volunteers train Department of Hydrology mechanics and village-level motor pump operators to provide the people with dependable and safe drinking water.		
<i>Community Agriculture Extension</i> Volunteers work under the Ministry for Rural Development to promote increased food production, improve family nutrition, and to slow environmental degradation through the introduction of improved gardening and agro-forestry practices.		
Education	10	10
<i>Secondary and Higher Education Training</i> Volunteers trained in Teaching English work with Mauritanian counterparts to upgrade their teaching capacity and curriculum development skills.		
Environment	5	2
<i>Reforestation and Dune Stabilization</i> The goal of this project is to slow the rate of desertification and to upgrade the skills and resources of the Office of Environmental Protection personnel in implementing and evaluating forestry-related projects.		
Health	24	15
<i>Health Education and Water Sanitation</i> Working with local women, Volunteers are developing health education activities designed to upgrade the health of local populations. A primary focus has been the eradication of the Guinea worm.		

NAMIBIA

Population: 1,834,00

Annual Per Capita Income: \$1,120

Number of Years Peace Corps in Country: 2

Peace Corps Country History:

Namibia gained independence on March 21, 1990. Fourteen Volunteers arrived in September 1990; an additional 17 Volunteers arrived the following November. Namibia was named one of three worldwide Peace Corps youth development pilot project countries in September 1991. Eight Volunteers transferred to Namibia in October 1992, in response to the drought in Southern Africa, launching one of the first disaster response projects the Peace Corps has undertaken in collaboration with other U.S. government agencies.

Peace Corps now has over 80 Volunteers working throughout Namibia in education and youth development programs as well as in the Emergency Drought Relief Project.

Program Highlights & Accomplishments:

- Peace Corps has increased its Volunteer numbers, staff, office capabilities, and resources—almost doubling its size in one year and making its program one of the fastest growing in Africa. The diversification of efforts and expanded operations have enabled Peace Corps to better serve Namibia.
- In the past year, the primary teacher training and new youth development initiatives were started.
- Under the Emergency Drought Relief Project funded by the U.S. Office of Foreign Disaster Assistance (OFDA), eight third-year Volunteers from other countries arrived in Namibia in 1992 to begin a drought relief program. The Volunteers are helping to develop and maintain rural water supplies, providing training in food relief distribution systems, and serving as food-for-work program officers. The Peace Corps/OFDA emergency response in Namibia will serve as a model for future Peace Corps/OFDA collaborative efforts worldwide.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i><u>Program</u></i>			
<i>Trainee Input (TI)</i>	33	40	40
<i>Volunteer Years</i>	45	67	67
<i><u>Funding (\$000)</u></i>			
<i>Appropriated</i>	1,142	1,461	1,486

Host Country/Peace Corps FY 1993-1995 Initiatives:

Namibia continues to focus its efforts to implement the principles of its 1990 Constitution and to provide support for rural populations affected by a severe drought. With this in mind, Peace Corps will continue to work closely with counterparts in education, youth, and rural development to support the expansion of educational and social services to all ethnic groups in Namibia.

NAMIBIA

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	40	40

Secondary Education

Volunteers continue to teach English, math, and science in secondary schools. In conjunction with the Ministry of Education and Culture, Volunteers also help secondary teachers implement a newly revised national secondary education curriculum. Since English is the medium of instruction for all secondary schools, Volunteers are assisting with conversion of the revised curriculum to English from Afrikaans.

Primary Education Teacher Training

Volunteers serve as college lecturers and teacher trainers to strengthen pre-service and in-service training programs for primary school teachers.

Youth Development

Volunteers assist the Ministry of Youth and Sports in increasing the participation of youth in economic, social, and civic development.

NIGER

Population: 7,909,000
Annual Per Capita Income: \$300
Number of Years Peace Corps in Country: 31

Peace Corps Country History:

Peace Corps entered Niger in 1962 with seven Volunteers teaching English. In later years, the program expanded beyond education to include health, agriculture, and environmental conservation in response to the expressed needs of the government. In recent years, the focus has been on integrated rural development using the Africa Food Systems Initiative (AFSI). In 1990, projects in community agro-forestry, nurseries, stove construction, and small enterprise development were consolidated into a new multi-sector environmental protection program.

Program Highlights & Accomplishments:

- In May 1992, a Volunteer assumed duties as project coordinator of a hand-augured well project that promotes the local control of well drilling operations and increases networking among organizations involved in the installation and utilization of these wells.
- Three successful workshops on "building construction without the use of wood" were held in 1992. Twenty Nigerien masons and two Peace Corps Volunteers were trained in this specialized construction technique. Six demonstration buildings were completed: a bus/taxi station, a high school library, an in-patient ward at a medical center, an office for AFSI Volunteers, a storage shed for a community tree nursery, and a cooperative store.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<u>Program</u>			
Trainee Input (TI)	58	63	58
Volunteer Years	106	109	114
<u>Funding (\$000)</u>			
Appropriated	3,086	3,170	3,267

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps will address Niger's development needs in agriculture (food security and food self-sufficiency), environment (fighting desertification and promoting environmental protection and natural resource management), health (nutrition education, extension, and training and monitoring of village health teams), and education (formal and non-formal). The activities will emphasize small business development, income generation, and greater involvement of women.

Peace Corps activities in the agriculture and environment areas also benefit from centrally funded Participating Agency Support Agreements.

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Agriculture	16	15
<i>Africa Food Systems Initiative</i> Working in teams, Volunteers strive to improve food self-sufficiency through village-based community projects in gardening, wells, water-lifting devices, nurseries, food processing, and small animal husbandry.		
Education	10	15
<i>Non-formal Education</i> The non-formal education program is directed toward increasing the welfare of rural women through projects in small business development, cooperatives development, literacy and numeracy training, and nutrition education.		
<i>Math and Science Education</i> Volunteers teach math and science at the junior high school level to assist the government in its efforts to improve math and science education.		
Environment	13	13
<i>Environmental Protection</i> The environmental protection project is based on dialogue with the rural communities and focuses on formulating approaches which combine environmental conservation and rural development. Volunteers work with villagers to develop local capacity in the production of food, wood for fuel, and other resources while respecting sustained-yield systems of natural resource exploitation.		
<i>Natural Forest Management</i> The goal of this project is to establish forests with sustained-yield, multiple-use management systems with the collaboration of villagers who have a direct interest in the preservation and exploitation of their own forest resources.		
<i>Wildlife Management</i> Volunteers develop new strategies for integrating the conservation of wildlife into rural development campaigns with the goal of encouraging Nigeriens and park or reserve administrators to harmonize their subsistence and conservation priorities with wildlife needs.		
Health	24	15
<i>Nutrition Education</i> Volunteers in this program monitor the health and nutritional status of mothers and infants, provide nutrition and sanitation education to mothers, and work in centers where the severely malnourished are rehabilitated.		

NIGERIA

Population: 118,811,000

Annual Per Capita Income: \$290

Number of Years Peace Corps in Country: 12

Peace Corps Country History:

Peace Corps began in Nigeria in 1961 with Volunteers serving in the health and education areas. Peace Corps maintained operations there until 1971, when civil unrest ended the program. In 1989, the Government of Nigeria requested that the Peace Corps re-enter the country. In response to this request, an assessment team visited Nigeria in January 1991, and a new Country Agreement was signed in September 1991.

The first group of Peace Corps Volunteers under the new Country Agreement were sworn-in during mid-December 1991. A second group of Volunteers were sworn-in on 27 November 1992. Based on the recommendations made by the Peace Corps assessment team and the government, Volunteers were assigned to the health area.

Program Highlights & Accomplishments:

- During FY92, Peace Corps Nigeria was able to move into four more states and increase Volunteer numbers by 13 which currently brings the total number of Volunteers to 21. These Volunteers serve in the health and agriculture areas.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<u>Program</u>			
Trainee Input (TI)	16	27	27
Volunteer Years	7	19	19
<u>Funding (\$000)</u>			
Appropriated	742	872	876

Host Country/Peace Corps FY 1993-1995 Initiatives:

Guinea worm eradication and implementation of the primary health care approach to combating communicable childhood diseases remains a priority of the Nigerian Federal Ministry of Health. In FY93-FY94, Peace Corps will continue to provide Volunteers in projects which support these initiatives.

Peace Corps Nigeria has just concluded discussions with the National Board of Technical Education and the Ministry of Agriculture on possible Peace Corps involvement in a new agriculture education program. Peace Corps will increase collaboration with private voluntary organizations and governmental agencies involved in health-related activities. Peace Corps will explore potential collaboration with the United Nations Development Project and the World Bank on Guinea worm eradication, development of potable water sources, and health education.

NIGERIA

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Health	17	17
<i>Combating Communicable Childhood Diseases</i> Volunteers working in this project train health care staff, clinic personnel, and village health workers to implement the primary health care interventions for the purpose of combating communicable childhood diseases.		
<i>Guinea Worm Eradication</i> Volunteers will be based in state capitals providing water filters and training local government and village health workers in prevention methods and epidemiological surveillance techniques.		
Agriculture	10	10
<i>Nigeria/Practical Agricultural Program</i> Volunteers will train students from Colleges of Agriculture in establishing farm demonstration plots and maintaining farm implements. This effort will enable students to receive "hands-on" experience at commercial farms and animal husbandry facilities. In addition, students will learn how to develop farm records systems for decision-making purposes. They will also design training workshops for the Ministry of Agriculture and private sector personnel.		

RWANDA

Population: 7,403,000
Annual Per Capita Income: \$260
Number of years Peace Corps in Country: 18

Peace Corps Country History:

Peace Corps entered Rwanda in 1975 with three Volunteers working in university education and one working as a home economics teacher trainer. Programming then expanded into fisheries, and agriculture. However, due to a limited number of requests for Volunteers, Peace Corps withdrew its permanent staff and the small program was managed with the help of the United States Embassy.

In 1985 and 1986, program assessments indicated that there was potential for expansion of the Peace Corps program, particularly in the areas of forestry and cooperative extension. With growth in mind, Peace Corps once again sent a permanent Country Representative to Rwanda in 1987. The Representative was joined in 1988 by an Associate Peace Corps Director for Administration and in 1992 by an Associate Peace Corps Director for Programming. In addition to the original programs in university education, agriculture and fisheries, Peace Corps Rwanda began new initiatives in conservation and health. However, in February 1993, severe political instability in Rwanda led to the evacuation of all Volunteers.

Program Highlights & Accomplishments:

- During the last year, volunteer training and support had finally caught up with expanding Volunteer numbers: A complete, qualified, staff was in place, and language training programs were much improved. Peace Corps office facilities were fully operational with a new medical unit for Volunteer health care, a new library, and expanded office space for administrative support.
- Efforts to improve programming were successful. A new education plan was developed with the assistance of the Ministry of Education, while requests for university professors had grown beyond Peace Corp's capacity to respond. Secondary schools where Volunteers taught expressed satisfaction with Volunteer contributions to their programs; there was increasing demand for more teachers of the same caliber.

Resources:

	<i>FY 1992</i>	<i>FY 1993</i>	<i>FY 1994</i>
	<i>Actual</i>	<i>Actual</i>	<i>Estimates</i>
<u>Program</u>			
Trainee Input (TI)	17	0	19
Volunteer Years	31	20	10
<u>Funding (\$000)</u>			
Appropriated	791	899	937

Host Country/Peace Corps FY 1993-1995 Initiatives:

The Peace Corps program in Rwanda is currently suspended, although Peace Corps staff remains in place. The Country Agreement remains intact, and Peace Corps hopes to reassign Volunteers when the situation stabilizes.

RWANDA

Once the program resumes, Peace Corps Rwanda will continue to consolidate its secondary and university education programs through better long-term planning and closer collaboration with host-country ministries. The health program will explore opportunities for collaboration with USAID projects in maternal and child health care, HIV/AIDS, and family planning. Peace Corps will develop a more collaborative role in fish production extension and will expand efforts in parks and wildlife management.

Peace Corps Program by Sector

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Agriculture	0	3
<i>Integrated Fisheries Management</i> Volunteers are assigned as training coordinators to the National Aquaculture Training Centers specialized in the management of integrated farming systems. They work with local fish farmers to improve skills in vegetable gardening and animal husbandry as well as fish pond management. Volunteers assist with the training of Rwandan counterparts as fisheries extension agents.		
Education	0	9
<i>Secondary Education</i> Responding to the urgent need for qualified instructors, Volunteers teach English, math, and science in secondary schools and provide assistance with materials development.		
<i>University Education</i> At the University of Rwanda at Butare, Volunteers work as English professors.		
Environment	0	2
<i>Parks and Wildlife Management</i> Volunteers work in conjunction with the National Parks and Tourism Office to design and present education programs on natural resources conservation for schools and the general public. Volunteers work in the Nyungwe Forest creating and implementing conservation education programs for the local population and promoting tourism through parks development.		
Health	0	5
<i>Health Extension</i> Volunteers work in conjunction with the Ministry of Health in staffing and operating nutritional centers at rural health centers. Emphasis is placed on home gardening and preventative strategies to combat childhood malnutrition. Peace Corps Rwanda is currently exploring ways in which Volunteers can help the Ministry of Health improve its information and reporting systems at the regional level.		

SAO TOME e PRINCIPE

Population: 120,000
Annual Per Capita Income: \$ 350
Number of years Peace Corps in Country: 3

Peace Corps Country History:

In June 1988, the Government of Sao Tome e Principe formally requested talks to open a Peace Corps program. The Country Agreement was signed on July 31, 1990, and after 12 weeks of pre-service training in Guinea-Bissau, the first group of six Volunteers were sworn-in on October 1990. They work in the health area addressing health education and appropriate health technology.

Program Highlights & Accomplishments:

- Under a UNICEF agreement now in effect, Volunteers will address the pressing problem of oral-fecal contamination by promoting health education and latrine construction. UNICEF offers building materials and an engineer to assist Peace Corps Volunteers.
- Peace Corps is working with the World Food Organization in a milk program for children as well as facilitating food deliveries to nutrition centers.
- A feasibility study is being conducted to explore the future possibility of Peace Corps programming in egg and poultry production.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<u>Program</u>			
Trainee Input (TI)	11	13	13
Volunteer Years	12	14	14
<u>Funding (\$000)</u>			
Appropriated	435	440	468

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps Sao Tome e Principe will continue to address health as the country's first identified development need. With modifications, work originally planned in waste disposal, nutrition, and health education are underway. Peace Corps also plans to address two additional priority initiatives in agriculture and education. Discussions have taken place with the Ministry of Agriculture for aid in egg and poultry production and a feasibility study to address this need was conducted in 1992. In education, a non-governmental organization has requested English teachers to instruct students who have a basic knowledge of the language from public school studies but who are in need of advanced English instruction. Peace Corps will explore this request as well as those expressed by the Ministry of Education.

SAO TOME e PRINCIPE

Peace Corps Program by Sector

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Health	13	13

Health Education Extension

Volunteers work in rural communities in maternal and child preventive and curative health care programs as well with primary school children in the areas of nutrition and hygiene. They also instruct communities in techniques directed at promoting safe potable water sources and latrine building.

SENEGAL

Population: 7,632,000
Annual Per Capita Income: 720
Number of Years Peace Corps in Country: 30

Peace Corps Country History:

The Peace Corps program began in Senegal in 1963 with 15 secondary school English teachers. The program now numbers 92 Volunteers in the areas of small business, agriculture, environment, and health.

Program Highlights & Accomplishments:

- The visit by Senegal's president to the inauguration of a Small Projects Assistance project at Popenguine Nature Reserve was one of the highlights of 1992. In addition, groundwork began on the new On-Farm Productivity Enhancement Project, organized by Winrock International and centrally-funded by USAID. The purpose of this five-year project is to provide technical assistance to farmers in soil fertility improvement and agro-forestry.
- The rural primary health project has received excellent evaluations of its impact on improving primary health care in targeted zones. Additionally, the new rural enterprise development project expanded into four new regions during the past year.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i><u>Program</u></i>			
<i>Trainee Input (TI)</i>	69	58	58
<i>Volunteer Years</i>	92	112	112
<i><u>Funding (\$000)</u></i>			
<i>Appropriated</i>	2,558	2,831	2,910

Host Country/Peace Corps FY 1993-1995 Initiatives:

Senegal's most critical development priority is maintaining a variable agricultural economy within a Sahelian ecosystem. In response, Peace Corps will continue to stress the integration of its agriculture and natural resources programs. This approach focuses on increasing the production of staple crops such as rice and peanuts while promoting soil conservation and other environmentally sensitive agricultural practices.

Other development priorities include the promotion of small business and the improvement of primary health care services in rural Senegal. Peace Corps' rural enterprise development program will continue to train entrepreneurs in business management and basic accounting. Volunteers will also work with indigenous credit institutions to promote better lending practices.

In 1994, the health program will reduce the number of Volunteers working in rural health centers while continuing its focus improving child survival programs in rural villages.

SENEGAL

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Agriculture	20	20
<i>Crop Extension</i> Volunteers work on a variety of interventions tailored to the uniqueness of a geographical or ecological zone. Rice productivity enhancement, manioc re-introduction, subsistence vegetable gardening, and row crop variety trials (corn, sorghum, millet) are areas where Volunteers are focusing their efforts.		
Environment	19	14
<i>Rural Resources Management</i> Volunteers in natural resources management and agriculture are working together targeting approximately 300 villages in ten different zones in Senegal. Major activities include planting trees (for fuel, forage, shade, soil improvement, and crop protection), promotion of improved cookstoves, and teaching environmental education in schools and rural communities.		
<i>Senegal National Parks</i> Volunteers work in and adjacent to Niokolo-Koba National Park on projects to conserve and manage endangered populations of elephants and chimpanzees. In addition, Volunteers are undertaking environmental education activities in buffer zone areas outside the park in order to promote economic development activities compatible with the conservation goals of the park.		
Small Business	19	14
<i>Rural Enterprise Development</i> The goal of this project is to enable a minimum of 500 village groups and associations to function as viable small enterprises and self-reliant organizations by the year 2000. Volunteer activities include surveying groups and providing training and assistance in feasibility studies, small business planning, financial management, marketing, and decision-making. A revolving loan fund component will be added to the project in 1994.		
Health	0	10
<i>Rural Primary Health</i> Volunteer efforts are focusing on the problems of child mortality, malnutrition, lack of vaccinations, malaria prevention, and health education. The goal of the project is to strengthen the Ministry of Health's capacity to plan, organize, and implement primary health care activities.		

SEYCHELLES

Population: 69,000

Annual Per Capita Income: \$5,110

Number of Years Peace Corps in Country: 19

Peace Corps Country History:

The Peace Corps program in the Seychelles began with four Volunteers in 1974. The Volunteer level has fluctuated from a low of two in 1982 to a high of 17 in 1989. Volunteers have been placed traditionally in highly technical positions. For example, Volunteers serving as road engineers helped design one of the best road systems in Africa and Volunteer water engineers helped design a country-wide potable water system. Volunteers have also worked in areas such as well construction, and as instructors in occupational health, math, and computer science. In 1989, Peace Corps designed an environmental project which encompasses the training of park rangers, environmental assessment, marine parks management, and environmental education.

Since 1989, the number of Volunteers has remained at nine. These Volunteers work on three islands in the education, environment, and health areas.

Program Highlights & Accomplishments:

- The initiation of the environmental program in FY91 has heightened the visibility of the Peace Corps in the Seychelles. Despite the relatively small size of the Peace Corps program, Volunteers working in the marine park project have made a major impact. The environmental program has helped to improve the quality of these parks, which are essential for fisheries and tourism—mainstays of the Seychellois economy.
- Peace Corps' education program in selected institutes has contributed classroom instruction as well as curriculum and materials development. The education project has help meet the needs of the Ministry of Education until there are a sufficient number of qualified Seychellois teachers.
- A Volunteer provides occupational therapy to elderly patients in selected health care facilities. The Volunteer will continue until the end of the year when a Seychellois will be ready to take over.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i><u>Program</u></i>			
<i>Trainee Input (TI)</i>	2	5	5
<i>Volunteer Years</i>	9	10	10
<i><u>Funding (\$000)</u></i>			
<i>Appropriated</i>	293	356	362

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps will continue to assist the government in meeting human resource needs in two critical areas of development—education and the environment.

SEYCHELLES

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	3	2
<i>Computer Math/Science</i> Volunteers teach math and computer science at the secondary education level (Seychelles Polytechnic) and to adults who are already in the workforce (Seychelles Institute of Management). Computer training at both institutions is aimed at meeting requirements for a modern workforce that is able to meet the ever-increasing technological needs of the country.		
Environment	2	3
<i>Marine Parks</i> This newly developed project seeks to improve the efficient use and preservation of marine parks. Volunteers concentrate on the training of park rangers, teaching effective marine park management skills, making environmental assessments, and providing information related to non-destructive recreational use of the parks.		

SIERRA LEONE

Population: 4,239,000
Annual Per Capita Income: \$ 210
Number of Years Peace Corps in Country: 31

Peace Corps Country History:

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

During a 1992 military coup, Volunteers were temporarily removed from the country. Reduced programming resumed with 26 Volunteers and new trainees returning later that year.

Program Highlights & Accomplishments:

- Despite the difficulties encountered with a rebel incursion, military coup, and evacuation of post, Peace Corps has been able to resume its work. Soon after reinstatement, all project plans were changed to the PATS format. The health project plan was rewritten to focus on health manpower training and development. The government and people of Sierra Leone are grateful for reinstating the Volunteers and for the continued Peace Corps presence.
- In 1991, Peace Corps established a large project focusing on HIV/AIDS education and awareness. An HIV/AIDS education manual was produced by the group.

Resources:

	<i><u>FY 1992</u></i> <i><u>Actual</u></i>	<i><u>FY 1993</u></i> <i><u>Estimates</u></i>	<i><u>FY 1994</u></i> <i><u>Estimates</u></i>
<i><u>Program</u></i>			
Trainee Input (TI)	33	35	35
Volunteer Years	45	25	25
<i><u>Funding (\$000)</u></i>			
Appropriated	1,842	1,119	1,140

Host Country/Peace Corps FY 1993-1995 Initiatives

Education remains the top initiative of Peace Corps in Sierra Leone. As resources permit, increased efforts will be made to decrease the country's high illiteracy rate, especially in rural areas. Agriculture programs will focus productivity and empowerment. Rural women's development projects will also play an important role.

SIERRA LEONE

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Agriculture	14	16
<i>Agricultural Extension</i> The purposes of this project are to increase agricultural productivity and reduce dependency by empowering individuals and groups of farmers with resource management skills at the village level.		
Education	10	10
<i>Education Development</i> Volunteers teach math, science, home economics, business, and vocational skills.		
Health	11	9
<i>Community Health Education/Health Professional Development</i> Volunteers assist the Ministry of Health and the Sierra Leone College of Medicine to develop training curricula and provide medical training. Volunteers focus the improvement of primary health care programs in the community.		

SWAZILAND

Population: 825,000

Annual Per Capita Income: \$ 1,060

Number of years Peace Corps in Country: 25

Peace Corps Country History:

Peace Corps has been active in the development of Swaziland since its independence from Great Britain in 1968. In the early years, Volunteers taught English and agriculture in secondary schools and worked in rural areas promoting agricultural cooperatives. The program today focuses on mathematics, science, and vocational education—reflecting a serious shortage of qualified Swazi teachers in these areas. In addition, a small number of Volunteers with strong technical backgrounds are involved in the areas of teacher training, urban development, and computer programming.

Program Highlights & Accomplishments:

- In education, Peace Corps Volunteers continue to address a lack of qualified teachers. Math and science Volunteers are currently revising outdated instructional manuals.
- Vocational education Volunteers have helped to equip metal and woodworking shops in several rural schools and have repaired previously unusable machinery and work areas.
- Several Volunteers have worked with local communities to complete water supply projects with funding from Small Projects Assistance grants from USAID. One of these collaborative efforts now supplies water to over 10,000 residents of a suburb of Swaziland's capital.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<u>Program</u>			
Trainee Input (TI)	38	41	41
Volunteer Years	70	73	73
<u>Funding (\$000)</u>			
Appropriated	1,208	1,252	1,311

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps will assess the possible development of a natural resources management project and will be devising ways in which to introduce environmental issues into the math and science curricula in Swaziland.

Peace Corps will continue the implementation of a manpower development project which will include urban planners and computer specialists assigned to government ministries. This project will address personnel shortages and facilitate transfer of highly technical skills to a new generation of professionals.

SWAZILAND

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	41	41

Secondary Education

Volunteers provide mathematics and general science instruction in secondary schools mainly in rural areas which have had difficulty attracting and retaining qualified teachers. Volunteers also work to upgrade science labs by helping obtain needed equipment and supplies.

Technical Education

Volunteers work with their counterparts to improve the quality of technical education in select rural schools by implementing teaching methods and shop practices that are relevant to the future employment and educational prospects of secondary school students.

Teacher Training

Volunteers in this project work in two different areas. In the first, they are assigned to each of four teacher innovation distribution centers where they conduct courses for primary school teachers on a variety of pedagogical topics. In the second, Volunteers work with primary school headmasters to improve management and supervisory skills.

Urban Development

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Manpower Development

As secondary projects, Volunteers provide on-the-job training for counterparts in highly-skilled occupations such as accounting, urban planning, and computer science in order to address a shortage of qualified personnel and to introduce the most current and appropriate technology in these fields. Volunteer participation supplements and complements the trained Swazi personnel, and strengthens Swaziland's institutions.

TANZANIA

Population: 25,270,000

Annual Per Capita Income: \$100

Number of Years Peace Corps in Country: 20

Peace Corps Country History:

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

Program Highlights & Accomplishments:

- In 1992, Volunteers began work at 15 secondary schools as teachers of mathematics, sciences, and agriculture. This marks the beginning of a new era in programming for Peace Corps Tanzania, with a renewed emphasis on acute needs in the area of education.
- Other highlights include the establishment of tree nurseries. As part of an integrated forestry project (fruit trees-animal husbandry), 150,000 seedlings were planted as a reforestation effort and for use as fuel.
- One Volunteer, working with conservation clubs in primary schools, conducted numerous workshops and seminars and directed field trips to areas of environmental concern.
- One Volunteer is working with the Ministry of Tourism, Natural Resources and Environment to assist in developing environmental policy and legislation.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i>Program</i>			
Trainee Input (TI)	24	47	47
Volunteer Years	14	53	53
<i>Funding (\$000)</i>			
Appropriated	1,020	1,373	1,368

Host Country/Peace Corps FY 1993-1995 Initiatives:

The emphasis in FY93-FY95 will be on secondary education, with more experienced Volunteers also beginning to collaborate with the Ministry of Education on teacher training activities. Volunteers will continue to be placed with the Ministry of Tourism, Natural Resources, and Environment.

TANZANIA

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	40	40

Education

Volunteers work in secondary schools to teach math, chemistry, physics, biology, and agriculture. Volunteers will begin working with the Ministry of Education to assist with pre-service and in-service training programs for Tanzanian teachers.

Environment

7 7

Parks and Wildlife

Volunteers assist in developing environmental and conservation material to increase public awareness. Information is disseminated by way of small community and women's groups, workshops, primary and secondary schools, and radio. Volunteers also visit national game parks and reserves to compile data and information for the Wildlife Department.

Population: 3,761,000
Annual Per Capita Income: \$410
Number of Years Peace Corps in Country: 31

Peace Corps Country History:

The Peace Corps program in Togo was established in 1962. Throughout the 1960s and early 1970s the program focused on education and rural development. Since then, Peace Corps has broadened its involvement in Togo's socio-economic development and now has projects in the agriculture, environment, health, and small business areas. To date, nearly 1,700 Volunteers have served in Togo.

Program Highlights & Accomplishments:

- Volunteers in the environmental protection project have successfully established tree nursery and natural resource management systems for 30 out of 100 target villages. The response to Volunteer work has been positive, and the government has requested additional Volunteers to begin work in two other regions of the country.
- The Guinea worm eradication project, part of a world-wide effort to eliminate the disease, now has 43 Volunteers.
- The animal traction project has helped improve farming methods and acreage through the use of draft animals for plowing and other farm-related work. It has played an important role in the rural development of northern Togo, and modestly so in the southern part of the country. A recent project evaluation indicated that the goals of this project have been met and the project will end in 1993.
- Volunteers in an agriculture education teacher training project have been successful in assisting the Ministry of Education in developing agriculture education courses and training secondary education teachers to teach classes and serve as advisors in agricultural education. The last Volunteers in this project will complete their service in 1993.

Resources:

	<u>FY 1992</u> <u>Actual</u>	<u>FY 1993</u> <u>Estimates</u>	<u>FY 1994</u> <u>Estimates</u>
<u>Program</u>			
Trainee Input (TI)	41	38	38
Volunteer Years	83	80	80
<u>Funding (\$000)</u>			
Appropriated	2,621	2,673	2,783

Host Country/Peace Corps FY 1993-1995 Initiatives:

In 1994, eight Volunteers will be assigned to Peace Corps Togo's new maternal health project, which is designed to improve the living conditions of poor rural women and their families. One of the major goals of this project is to work with Togolese extension agents to assist them in developing and implementing a family planning program. The program will concentrate on educating men and women on the positive impact of child-spacing on the overall health of the family.

Peace Corps Togo is working to design a new agriculture project to maximize yields and minimize soil erosion on the mountainsides of the southwestern region of Togo. The project will promote appropriate technologies such as terracing, contour plowing, and alley-cropping, in an effort to stop the decline in productivity.

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Environment	10	15
<i>Environmental Protection</i> In collaboration with a government soil conservation agency and a local non-governmental organization, Volunteers continue to work with farmers to stabilize and increase agricultural production, arrest environmental degradation, and increase supplies of animal forage and fuel wood in the northern region of Togo.		
Health	18	15
<i>Community Health Education for Guinea Worm Eradication</i> Volunteers in this project train rural health educators and assist communities in improving local health conditions. Education concerning the eradication of Guinea worm, the prevention of communicable diseases and malaria, the importance of vaccinations and oral rehydration therapy, as well as other health-related problems are the primary focus of the program.		
<i>Maternal Health and Child Spacing</i> Through the methods established by the National Service of Information, Education, Communication within the Ministry of Health and Population, Volunteers assist local health agents to improve the health of women of child-bearing age. Women are educated in child-spacing, pre- and post-natal health, infant and child care, and proper nutrition.		
Small Business	10	8
<i>Small Business Development</i> The goal of this program is to improve basic business and entrepreneurial skills, thereby fostering jobs and opportunities for growth in Togo's large micro-enterprise sector. Volunteers teach business management skills (accounting, finance, marketing, pricing, inventory) to members of local credit unions. In addition, Volunteers also provide consulting services to workshop participants in the form of on-site visits and follow-up.		
Education	0	0
<i>Secondary Education/Science Teacher Training</i> Volunteers work under the auspices of the Ministry of Education to improve the quality of physics and chemistry education by introducing a systematic component of laboratory experimentation to the curriculum. Volunteers also provide training for 300 science teachers and 21 science teacher advisors in teaching methodology and laboratory experimentation. This project is scheduled to end in 1994.		

UGANDA

Population: 16,876,000
Annual Per Capita Income: \$160
Number of Years Peace Corps in Country: 11

Peace Corps Country History:

Peace Corps operated in Uganda from 1964 to 1973, when the program was forced to close because of civil unrest. In the early years of service, 300 Volunteers concentrated on education complemented by modest programs in agriculture, health, fisheries, surveying, and computer programming. Responding to Uganda's formal invitation to return in 1989, Peace Corps resumed operations in March 1991. Current Volunteers are helping to train Ugandans to redevelop their infrastructure and to carefully manage the country's abundant natural resources.

Program Highlights & Accomplishments:

- Peace Corps continues to enjoy a warm reception and high degree of cooperation from the government and people of Uganda. Volunteers have had a significant impact in technical education and natural resource management projects.
- In addition to their teaching responsibilities, Volunteers in technical education have developed a new national teaching syllabus in both civil and water engineering, and have introduced school production units to provide practical experience and income generation for the schools.
- Volunteers have developed and implemented a forestry resource management training program for 40 Forest Service field personnel which will now be used to train all national forest field staff.
- Volunteers have developed model community participation and small enterprise programs to empower local inhabitants adjacent to new national park and forest areas.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<u>Program</u>			
Trainee Input (TI)	18	22	22
Volunteer Years	14	22	22
<u>Funding (\$000)</u>			
Appropriated	727	867	860

Host Country/Peace Corps FY 1993-1995 Initiatives:

In FY93-FY95, in collaboration with new funding from USAID, Peace Corps will focus education and natural resources and expand into primary education teacher training. The natural resources management project will receive additional Volunteer resources. Two Volunteers will begin service in 1993 to assist with training of nurses.

UGANDA

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	10	10
<i>Technical Education</i> The goal of the technical education project is to improve the quality of and access to technical education at the tertiary level. Volunteers are working to help revitalize technical education at colleges and institutes through teaching, curriculum development, facilitation of female access to and participation in technical programs, and the formation of production and science clubs.		
<i>Primary Education</i> Volunteers will work at primary teachers colleges under a large-scale USAID-funded project to rehabilitate and reform Uganda's educational programs. Volunteers will provide assistance in needs assessments, pre-service and in-service teacher training, and the development and delivery of distance education courses.		
Environment	10	12
<i>Natural Resource Management</i> Volunteers work with Ugandan counterparts to assist the government in attaining its goal to more effectively manage natural resources. Volunteer activities include environmental education; improving the planning, extension, and maintenance capacities of local parks personnel; enhancing local benefits from tourism development; improving and expanding natural resource-based economic activities; and initiating community-based forestry programs.		
Health	2	0
<i>Community Based Primary Health Care</i> Peace Corps will provide four registered nurses as clinical instructors over four years to support the development and introduction of a community-based health care system, and provide in-service training for 50 percent of Uganda's nurses. Volunteers will provide clinical instruction on community primary health care, will supervise and coordinate student clinical experience, and assist in community public health clinics. This will have a critical impact on improved community-based health care including HIV/AIDS education and prevention. Volunteer positions will be assumed in four years by Ugandan nurses.		

ZAMBIA

Population: 8,373,000
 Annual Per Capita Income: \$420
 Number of Years Peace Corps in Country: New Country Entry

Peace Corps Country History:

Zambia's newly elected President requested the establishment of a Peace Corps program in the Republic of Zambia in February 1992. An initial country assessment visit was made to Zambia by the Peace Corps Country Directors from Botswana and Zimbabwe in June and July 1992. A program assessment was conducted in February 1993. The arrival of the first Peace Corps staff, a Country Director, and Associate Director for Administration is scheduled for May 1993.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i>Program</i>			
Trainee Input (TI)	0	0	15
Volunteer Years	0	0	10
<i>Funding (\$000)</i>			
Appropriated	23	503	928

Host Country/Peace Corps FY 1993-1995 Initiatives:

- Zambia is Africa's newest multi-party democracy. Among the major issues facing the new democracy in Zambia are privatization of state-owned businesses, the effects of the lifting of government subsidies on agricultural products, and the effects of a severe drought on Zambia's rural and urban populations. Program assessments recommended water/sanitation and agriculture/business as the two initial start-up program areas. It is anticipated that the first of 15 trainees will begin pre-service training in Zambia during January 1994.

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Health	0	8

Water and Sanitation

It is anticipated that Volunteers serving in this program will assist in developing and maintaining local water resources for both human and livestock consumption such as earthen dams, boreholes, and shallow wells.

Agriculture	0	7
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Volunteers will work with farmers and rural organizations on post-harvest agricultural production issues. Programs may emphasize crop storage, production of food oils from local crops, marketing of produce and food oils, and basic business skills enhancement training.

ZIMBABWE

Population: 10,080,000
Annual Per Capita Income: \$620
Number of years Peace Corps in Country: 2

Peace Corps Country History:

Peace Corps began operations in Zimbabwe in July 1991, with the first group of Volunteers beginning their assignments in January 1992. Twenty-one Volunteers from the initial group have successfully completed their first year in the field and have now been joined by an additional 28 Volunteers, bringing the total number of Volunteers to 49. They are mainly assigned to rural secondary schools which face a severe teacher shortage due to a rapid expansion of the Zimbabwean school system.

Program Highlights & Accomplishments:

- In its relatively brief life, Peace Corps has established well-functioning administrative, training, and program operation and maintains an excellent rapport with the Ministry of Education. The inclusion of host country colleagues in all phases of Volunteer site selection and training has served to create a high level of collaboration and a deeper understanding of the role of Peace Corps in Zimbabwe's future development.
- In addition to increasing the educational opportunities for many young Zimbabweans, Volunteers have become actively involved in their local communities. Several are working with women's cooperatives on projects such as bread making and poultry farming, and others are helping to improve the physical facilities at their schools.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i><u>Program</u></i>			
Trainee Input (TI)	0	31	31
Volunteer Years	18	43	43
<i><u>Funding (\$000)</u></i>			
Appropriated	812	1,115	1,127

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps' first priority is to offer quality educational opportunities for young Zimbabweans in less privileged rural secondary schools. Volunteer teachers will increase the number of subjects that a school offers and assist in enhancing existing resources and materials at rural schools.

Peace Corps is optimistic about the possibility of a small business development project and will explore opportunities in that area in FY93.

ZIMBABWE

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	31	26

Math/Science/Vocational Education

The major goals of this project is to upgrade the quality of instruction of less privileged rural secondary schools in the areas of English, math, science, and technical subjects; provide appropriate lesson plans and teaching materials in those subjects to the targeted schools; and assist with in-service training of local teachers in an effort to upgrade available resources.

Small Business

0 5

Small Business Advising

Peace Corps/Zimbabwe is currently investigating requests to provide assistance in the areas of small business/microenterprise development and job creation. A project feasibility and design consultancy is planned for January 1993 with five trainees projected for arrival in October 1993.

ASIA AND THE PACIFIC COUNTRIES

OVERVIEW

Regional Development Needs

Although vastly different from a cultural perspective, the countries in the Asia and the Pacific Region have similar development needs. Educational systems are not fully developed and lack relevant teaching materials and adequately trained teachers. Severe health problems, including a growing HIV/AIDS epidemic, are also endemic to the region. Many countries face the loss of fragile ecological systems. Small businesses are underdeveloped, negatively affecting emerging economies. Urban sprawl has led to unacceptable living conditions in many countries.

Political developments pose a unique set of circumstances for Peace Corps' operations. Efforts in Sri Lanka have faltered due to a consuming internal war. Mongolia, which is one of the most isolated and under-developed Asian countries, has only recently moved to a market economy and is in need of assistance in all program areas offered by Peace Corps. China is coming out of a 40-year period of isolation and requires assistance in English education to facilitate the establishment of ties with the West.

Geographic constraints pose a significant challenge in maintaining the standards of programs in the Asia and the Pacific Region. There are many isolated island groups with infrequent air service to capital cities and few shipping routes to hundreds of inhabited, outer islands. Similar communications problems exist in other countries, such as Nepal and Mongolia, which have widely dispersed rural communities and poor systems of communication.

Governments in the Asia and the Pacific Region are becoming increasingly concerned about questions of environmental quality. The ecologically fragile marine and reef life in the Pacific is threatened due to the practice of fishing by dynamiting. Deforestation due to damaging farming techniques has harmed the soil to such an extent that large land masses are no longer fertile. In addition, many of the parks and wildlife reserves are being encroached upon by local residents due to food and fuel shortages. To maintain these reserves, local citizens must be assisted in meeting their basic needs through alternative means. Many health problems are associated with the contamination of staple foods by chemical fertilizers, and increased incidents of respiratory illness can be tied to overcrowded cities and concentrated industrialization.

Program Strategy

Approximately 1,000 Volunteers are addressing diverse development needs in 18 countries in the Asia and the Pacific Region. Sixty-one percent of the Volunteers serving in the region work in education, 13 percent in health, 9 percent in agriculture, 8 percent in small business, 6 percent in environment, and 3 percent in urban development. Host country governments frequently request assistance in these areas because their needs cannot be met by other sources. The following areas will continue to be emphasized in FY94, serving as an expression of the region's program strategy.

- **Improve educational opportunities for youth and adults**

The goals of Asia and the Pacific Region's education projects are strengthening individuals' skills by raising the standards of classroom education, enhancing community understanding of environmental issues; developing literacy and vocational skills among adults who would not be offered educational opportunities otherwise; and offering vocational and life-skills training opportunities for school dropouts in urban settings.

- **Develop environmental awareness and protection**

The goals of Asia and the Pacific's environmental projects are incorporating environmental curricula in educational programs to raise the level of understanding and sophistication in the prevention of environmental degradation and reclamation of damaged resources; and providing technical assistance to host country governments as they address environmental issues on a national level.

- **Improve health care**

The goals of Asia and the Pacific's health projects are providing technical skills and information necessary for infant mortality reduction; improving maternal and child health; developing potable water sources; promoting proper nutrition and hygiene; and decreasing the spread of infectious diseases, including HIV/AIDS.

- **Improve agriculture practices**

The goals of Asia and the Pacific's agriculture projects are enhancement of host country agricultural extension and research capabilities; improving plant cultivation and animal production methods among individual farmers and farming communities; promoting aqua culture; and enhancing the health status, employment and income generation opportunities of rural people.

- **Provide small business training**

The goals of Asia and the Pacific's small business projects are increasing access to business information and services; assisting governments in the development of small enterprises and the privatization of state-owned enterprises; and increasing opportunities for employment and income generation.

- **Address urban issues**

The goals of Asia and the Pacific's urban projects are assisting planned urban development and encouraging local solutions to urban problems.

- **Increase opportunities for women**

The goal of the region is to increase opportunities for income generation, which enable women to better care for their health and that of their children.

- **Promote sustainable development**

The region works collaboratively with governments and other development organizations to design programs that emphasize counterpart training to ensure that work will independently continue without the presence of Peace Corps Volunteers in the future.

The Asia and the Pacific Region hopes to explore the future possibility of increasing the Volunteer force in the Philippines (before the program was suspended due to political instability in 1990, there were 250 Volunteers); and providing Volunteers to Bangladesh, Cambodia, Laos, Vietnam, Bhutan, Indonesia, and the Maldives.

The following are summaries of the Asia and the Pacific Region's project activities:

Education

Sixty-one percent of all Peace Corps Volunteers in the Asia and the Pacific Region serve in education projects, including English, math, and science. Current emphasis in the education sector focuses on the expansion of all education Volunteer efforts beyond direct classroom instruction, including co-teaching and curriculum and materials development. In Palau,

Volunteers are establishing and helping students use libraries. Western Samoa has the only project in the region where Volunteers teach vocational skills. Many education projects have a crossover element, which allows Volunteers to address other areas through the teaching of English, science, or math. Some of these content areas include AIDS education, environmental education, agriculture extension, or vocational skill training.

Health

Volunteers in Thailand, Nepal, Western Samoa, Papua New Guinea, and Mongolia are involved in child survival projects including primary health care, child malnutrition, and maternal and child health care. Volunteers in Nepal, the Philippines, and the Solomon Islands work in the planning, design, and construction of potable water systems.

New and innovative programs throughout the region include nursing education in Nepal and an English as a Second Language/Health project in Micronesia in which Volunteers teach basic health as part of their English as a second language class.

Growing concern about the spread of HIV in the region has led to the development of the AIDS Education Project in Thailand. The HIV/AIDS programming in Thailand began in 1991 and has established the potential for Peace Corps to contribute to the prevention and control of this disease, which threatens to spread throughout the region. HIV/AIDS programming will be a major focus of Peace Corps in the Asia and the Pacific Region in the 1990s. Volunteers will be encouraged to participate in secondary projects related to AIDS awareness.

Agriculture

A common element of the region's agriculture projects is their response to rapid population growth, environmental challenges, and food and nutrition shortages. Volunteers in Thailand, the Philippines, Tonga, and Nepal work in diversified farming, plant protection, agricultural research, and extension. All of their efforts are aimed at promoting the use of ecologically sound, sustainable agricultural techniques and improved, higher-yield crop and plant varieties.

Volunteers in Thailand, Nepal, and Fiji work in fisheries projects to increase available protein and provide additional sources of income to rural families. In the Cook Islands, Volunteers work with outer islanders on vegetable production for better nutrition.

Papua New Guinea's innovative agriculture program places married Volunteer couples in isolated sites. The Volunteers work to improve agricultural self-sufficiency and economic opportunity. At the same time, they promote local institution-building, income generation, and literacy training as this society continues its transition from isolation to modernity.

Small Business

The challenges driving small business projects in the Asia and the Pacific Region are the need to increase family income, spur economic growth, and slow the rural to urban migration. This means working in both rural and urban areas to promote the growth of business networks and opportunities.

Volunteers in Mongolia, Palau, Cook Islands, Fiji, and Western Samoa train managers of small businesses through outreach services and business centers as well as apprenticeship programs. Volunteers in Western Samoa, Vanuatu, Nepal, and Sri Lanka augment the training of managers with rural marketing and business development. Fiji's Women In Development (WID) project focuses on management and administrative training, while the Nepal WID projects focus income generation. Volunteers assist aspiring entrepreneurs in setting up small businesses and help government agencies address privatization and their transition to a market economy.

Environment

From the Himalayas to the island nations of the Pacific, countries throughout the region are challenged by an array of environmental crises that include habitat destruction, loss of natural resources, and pollution. Sparked by population growth and rapid industrialization, unsustainable practices will threaten fragile ecosystems and exacerbate other development problems related to health and economic growth.

Volunteers in Sri Lanka address these environmental threats by escorting students from the capital city through the tangled brush of a national park. The decision-makers of tomorrow are learning the value of their environment by being exposed to the fragile, natural heritage of their country. They learn to pursue research that may save species from extinction.

Volunteers in the Philippines work in integrated coastal resource management. This includes conservation education, marine fisheries, and improved fishing practices to conserve resources from over-fishing and reef destruction. Volunteers in Thailand and Sri Lanka work in park development to create facilities, trails, educational programs and wildlife research projects. Projects in Thailand and the Solomon Islands establish and support wildlife conservation programs, while others in Thailand, the Philippines, Tonga, and Nepal focus reforestation. Volunteers in the Philippines, Tuvalu, and Tonga seek to balance environmental and economic pressures in marine fisheries projects.

Urban Development

Peace Corps Volunteers work in municipalities in Nepal, helping local officials plan programs in drainage control and sanitation, designing land-use maps and town master plans, and identifying locations for bus parks and other transportation hubs.

Issues faced by countries in the Asia and Pacific Region such as rapid urbanization, increasing population growth, and urban youth unemployment emphasize the need for increased programming in this sector.

ASIA PACIFIC REGION
TRAINEE INPUT, VOLUNTEER YEARS, AND PROGRAM FUNDING

	Trainees			Volunteer Years			Program Funds (\$000)		
	FY 1992	FY 1993	FY 1994	FY 1992	FY 1993	FY 1994	FY 1992	FY 1993	FY 1994
China	0	18	0	0	1	16	0	581	517
Cook Islands	5	5	5	5	7	10	104	128	142
Fiji	57	58	55	97	99	88	1,559	1,677	1,668
Kiribati	15	13	15	21	21	24	437	433	472
Laos	0	0	0	0	0	0	35	0	0
Marshall Islands	10	13	16	22	16	26	530	619	641
Micronesia & Palau	34	40	40	70	61	55	1,651	1,676	1,684
Mongolia	31	25	25	23	46	47	761	933	939
Nepal	67	82	82	126	117	123	1,918	2,018	1,937
Papua New Guinea	46	54	50	56	78	95	1,575	1,906	1,851
Philippines	23	25	25	6	22	38	746	865	917
Solomon Islands	34	18	33	52	36	44	954	853	1,013
Sri Lanka	33	35	35	39	44	57	699	829	893
Thailand	98	90	90	197	178	147	3,408	3,228	3,287
Tonga	29	25	25	41	46	39	690	746	681
Tuvalu	2	1	2	3	4	3	47	51	53
Vanuatu	8	3	10	11	11	11	161	274	349
Western Samoa	25	25	25	40	44	41	944	946	970
TOTAL	515	530	533	807	830	864	16,219	17,764	18,015

CHINA

Population: 1,150,091,000

Annual Per Capita Income: \$370

Number of Years Peace Corps in Country: New Country Entry

Peace Corps Country History:

A group of 18 trainees was assembled in June 1989, to be the first Peace Corps group in China. China postponed the program following the U.S. response to the Tianamen Square uprising. Peace Corps has been working with the Chinese Education Association for International Exchange and the State Department since early 1990 on the resumption of Peace Corps' program.

Peace Corps will provide 18 TEFL Volunteers for assignment to institutions of higher learning in Sichuan province to train language teachers in various schools and colleges.

Program Highlights & Accomplishments:

- A start-up team composed of a Country Director and an Administration Officer arrived in China in January 1993 to establish the Peace Corps Office and administrative systems. The permanent staff and Volunteers will arrive by June 1993.

Resources:

	<i>FY 1992</i> <i>Actual</i>	<i>FY 1993</i> <i>Estimates</i>	<i>FY 1994</i> <i>Estimates</i>
<i><u>Program</u></i>			
<i>Trainee Input (TI)</i>	0	18	0
<i>Volunteer Years</i>	0	1	16
<i><u>Funding (\$000)</u></i>			
<i>Appropriated</i>	0	581	517

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps' immediate priority is the establishment of a viable TEFL program in Sichuan Province. English teachers are needed in China where there are more people studying English than in the United States. Most students do not have the advantage of having a native English speaker as a teacher. Despite initial setbacks, the Chinese government remains highly interested in a Peace Corps program and Peace Corps completed negotiation of the Country Agreement in December 1992. The move to invite Peace Corps into the country is viewed as a positive step by both governments and relations between China and the United States are cordial.

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	18	0

TEFL

The goal of this project will be to increase the English speaking and writing ability of Chinese in the Sichuan province.

Teacher Training

This project will involve curriculum development with Chinese teachers for more effective English language classes as well as provide technical support to the other Volunteers teaching English in China.

COOK ISLANDS

Population: Not Available
Annual Per Capita Income: Not Available
Number of years Peace Corps in Country: 11

Peace Corps Country History:

A Country Agreement with the Cook Islands was signed in May 1981 and the first group of trainees began in March 1982. The first Volunteers, working under central government departments, were assigned to projects in vocational education, energy planning, and small business enterprise. In FY86, Peace Corps decided to delay additional Volunteers until the staff could evaluate and redesign the program. During FY86-88, Volunteer presence continued, although there were no additional Volunteers assigned. Peace Corps will continue to work with the government to ensure that projects match the developmental needs of the country.

Program Highlights & Accomplishments:

- The Cook Islands have a fully functioning agriculture research facility that conducts trials on improved crops and growing methods. Peace Corps plans to continue to assist the Ministry of Agriculture in upgrading extension services by providing Volunteers to work with and train host country extension staff on the outer islands.
- The government recognizes the need to encourage and improve small business development. The lack of advisory services and training have been identified as major constraints in this sector. Peace Corps will assist in establishing a small business advisory unit that will provide consulting services, plan and conduct seminars and training, and create needed educational materials.

Resources:

	<u>FY 1992</u> <u>Actual</u>	<u>FY 1993</u> <u>Estimates</u>	<u>FY 1994</u> <u>Estimates</u>
<u>Program</u>			
Trainee Input (TI)	5	5	5
Volunteer Years	5	7	10
<u>Funding (\$000)</u>			
Appropriated	104	128	142

Host Country/Peace Corps FY 1993-1995 Initiatives:

In 1990, a new government redefined the developmental priorities as agriculture and small business development, leaving education as a low priority. The government recognizes that Peace Corps can play a significant role in strategies to restore agriculture at the grassroots level and develop small business skills on the outer islands. In response to this, Peace Corps placed Volunteers as agriculture extension agents. Discussions with the government have led to drafting plans in agriculture and small business development.

COOK ISLANDS

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Agriculture	3	3
<i>Agricultural Extension/Forester Soil Conservation Extension/Veterinarian Extension</i> A Volunteer is working with the Ministry of Agriculture in the planning and implementation of a vegetable development program in the southern islands of Mauke and Mangaia. Volunteers will assist in the development of a forestry program on the island of Mangaia and a veterinarian will work on the island of Rarotonga.		
Small Business	2	2
<i>Small Business Advising</i> Volunteers work with the Development Bank of the Cook Islands. A small business advisory unit has been created under the Department of Trade, Labor, and Transportation. A Volunteer will provide direct training to the small business community on skills needed to run a small business. The small business unit will also develop an outreach service to the outer islands for individual client assistance.		

Population: 751,000
 Annual Per Capita Income: \$1,830
 Number of years Peace Corps in Country: 25

Peace Corps Country History:

Peace Corps Volunteers began serving in Fiji in 1968 with 57 Volunteers assigned to the education, rural development, and health areas. In 1983, the government's development priorities became more intricate and technically oriented; thus Volunteer placements shifted to urban assignments, with fewer rural postings, until 1987.

In 1987, two military coups caused Peace Corps to reassess and realign existing projects to meet the needs of the multi-ethnic people of Fiji under a new republic. Small business development, integrated family food systems, fresh water fisheries, education, and management planning advisor projects were developed in 1988. Implementation of the collaborative project designs began in 1989. In 1990, a computer programmer and trainer project was implemented. In 1992, a teacher trainer project was introduced complementing the reopening of the teacher training college.

The small business development and management planning advisor designs have undergone numerous modifications as a result of field assessments, Volunteer feedback, and host country requests for expansion. Peace Corps projects have been highly successful in Fiji due to effective programming and the collaborative efforts of the host country.

Program Highlights & Accomplishments:

- More than 220 new entrepreneurs received business advice from Volunteers assigned to the small business and management planning advisor projects. The arrears rate of Fiji Development Bank clients assigned to the small business project was 10 percent below the arrears rate for non-advised bank clients in similar loan categories.
- Rural aqua culture Volunteers conducted the first training of fisheries and agriculture extension officers. The Fisheries Division has also agreed to develop a fish hatchery for the Northern Division and has budgeted for the creation of a new host country post to manage the rural aqua culture project.

Resources:

	<i><u>FY 1992</u></i> <i><u>Actual</u></i>	<i><u>FY 1993</u></i> <i><u>Estimates</u></i>	<i><u>FY 1994</u></i> <i><u>Estimates</u></i>
<i><u>Program</u></i>			
Trainee Input (TI)	57	58	55
Volunteer Years	97	99	88
<i><u>Funding (\$000)</u></i>			
Appropriated	1,559	1,677	1,668

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps Fiji will continue to focus addressing skill transfer and manpower needs and will expand efforts within the small business and urban areas. Programming and training workshops will be expanded to include seminars for key training staff and appropriate host country liaisons. Under the Ministry of Women and Culture, Peace Corps will pursue training for women in development projects, will use business workshops to encourage participants.

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Agriculture	4	3
<i>Rural Aqua Culture</i> This project, in cooperation with the Fiji Fisheries Department, includes the management and development of fish farming. The effort entails extension work, pond construction and maintenance, spawning, harvesting, management advising, and marketing.		
<i>Dairy Data Analysis</i> A Volunteer will design and direct implementation of computerized national dairy herd recording scheme.		
Education	34	33
<i>Secondary Education</i> Volunteers teach physics, chemistry, biology, and accounting at the secondary school level. The Ministry of Education anticipates continued requests for educators due to the emigration of professionals resulting in a shortage of qualified secondary school teachers.		
<i>Teacher Training</i> Volunteers work in the areas of chemistry, biology, and secondary education aiding current and future teachers in classroom techniques. In 1994, teacher trainers will also work in the areas of math, English, and computer science.		
Small Business	5	5
<i>Small Business Advising</i> Volunteers work with the Fiji Development Bank providing basic business management advice and training for owners and managers of small businesses as well as income-generating projects.		
Urban Development	15	14
<i>Management Planning Advising</i> Volunteers work in planning methods, organizing the development of planning aids, and developing monitoring and evaluation systems. Volunteers are based at a provincial office, but travel within the province to facilitate and organize participatory planning workshops.		
<i>Computer Programming and Training</i> Fiji is currently experiencing a severe shortage of skilled computer personnel. Volunteers work in various agencies throughout Fiji as trainers and programmers in response to the current technical shortage.		
<i>Youth Sports Advice</i> A Volunteer will place, manage, and train urban youth in various sports.		

KIRIBATI

Population: 71,000
Annual Per Capita Income: \$750
Number of Years Peace Corps in Country: 20

Peace Corps Country History:

Peace Corps presence in The Republic of Kiribati began with the placement of a single Volunteer in 1973. Until 1988, the program was administered from the Peace Corps office in the Solomon Islands. For most of these early years, the number of Volunteers remained under ten per year and assignments were spread throughout a wide variety of projects, with no consolidated programming strategy. The first significant expansion occurred in 1979 with the arrival of 12 health and water supply and sanitation Volunteers. Through 1987, Volunteers numbered between 12 and 18, and programming was concentrated in education.

With the arrival of the first Country Director in 1988, Peace Corps established an independently administered post in the capital of Tarawa. In keeping with the development goals of the government, current assignments are all in the field of education. The secondary education and rural primary English as a Second Language (ESL) projects are ongoing while the rural training centers ended in December 1992. In response to the government's national plan emphasizing decentralization of services, all assignments are currently on the outer Islands.

Program Highlights & Accomplishments:

- A significant highlight of FY92 was the development and implementation of an improved pre-service training design for ESL/rural primary education and secondary education.
- Kiribati also extended programming into new areas. A pharmacist was assigned to the local hospital and an accountant is presently working at the Development Bank of Kiribati.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<u>Program</u>			
Trainee Input (TI)	15	13	15
Volunteer Years	21	21	24
<u>Funding (\$000)</u>			
Appropriated	437	433	472

Host Country/Peace Corps FY 1993-1995 Initiatives:

The government has begun to look at the possibility of increased Volunteer assistance for the development of the Line Islands, presently considered the frontier of Kiribati. Peace Corps will enhance traditional programs, such as English instruction and the provision of secondary education. New programs will address Kiribati's growing need for technical consultation and skill building, including Volunteer assistant in banking, small business, accounting, and pharmacy.

KIRIBATI

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	13	15

Secondary education

Volunteers in this project help address significant manpower shortages in the secondary schools by teaching math, science, English, and social studies. In addition to classroom duties, Volunteers assist in staff development and training of fellow educators.

ESL

Primary education Volunteers work with English teachers in the rural primary schools. Their principal objective is to enhance the ESL teaching skills of Kiribati teachers. Curriculum development, lesson planning, and creation of appropriate classroom materials are all emphasized in the project.

Rural Training Center

One Volunteer works in the church-sponsored Outer Island Community Development Center in a variety of activities that include formal classroom teaching and organizing community workshops.

MARSHALL ISLANDS

Population: 48,000
Annual Per Capita Income: \$2,500 est.
Number of Years Peace Corps in Country: 27

Peace Corps Country History:

The Peace Corps program in the Republic of the Marshall Islands (RMI) began in 1966 when the islands were still a part of the Trust Territory of the Pacific Islands, generally referred to as Micronesia. The first Volunteers taught English in elementary and secondary schools. Later Volunteers worked in health, appropriate technology, agriculture, vocational education, and small business development. The education program was phased out in the late 1970s when Peace Corps was asked to replace expatriate middle level government managers with Volunteers.

In 1984, the newly formed government requested that Peace Corps establish a program independent from the rest of Micronesia to make Peace Corps programming more responsive to the country's needs. A needs assessment was conducted in consultation with RMI officials. Based on these findings, an independent post was established in 1986, with recommendations for Volunteer assignments in health education, youth development, and education. The first Volunteers under this new strategy worked in health education.

An education project began in 1988 and has since become the foundation of the Peace Corps program in the Marshall Islands. Most Volunteers teach English in outer island elementary schools, while the remainder serve as vocational instructors at the secondary level.

Program Highlights & Accomplishments:

- Peace Corps and the Ministry of Education have revised the education project so that greater emphasis is placed on the lower grades where Volunteers have the greatest impact. Volunteers conduct sessions that contribute to certification of teachers in order to motivate counterparts.
- At one site, a Volunteer was shifted from a teaching position to a media position to develop educational media materials and work with TV station personnel producing educational programming.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<u>Program</u>			
Trainee Input (TI)	10	13	16
Volunteer Years	22	16	26
<u>Funding (\$000)</u>			
Appropriated	530	616	641

Host Country/Peace Corps FY 1993-1995 Initiatives:

The current program has been in review since the summer of 1992 due to a perceived lack of commitment on the part of the government. Since the initial review, the Ministry of Education has proposed an action plan and is currently developing project plans that meet Program and Training Systems standards for FY93. Trainee input will be delayed until the fourth quarter FY93. For the foreseeable future, Peace Corps will remain in education, concentrating its efforts on the outer islands.

MARSHALL ISLANDS

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	13	16

TESL

The majority of Volunteers work in this project and are posted to outer island elementary schools as *English and science teachers*. To better support and enhance the teaching abilities of Marshallese counterparts, Volunteers serve as co-teachers.

Secondary Education Teacher Training

Volunteers in this project work in the vocational departments at secondary schools to act as mentors and trainers for Marshallese educators. Two Volunteers are currently working in high schools as vocational teachers.

MICRONESIA and PALAU

Population: 102,000

Annual Per Capita Income: \$2,500 est.

Number of Years Peace Corps in Country: 27

Peace Corps Country History:

Peace Corps entered Palau and the Federated States of Micronesia (FSM) in 1966 when both were part of the Trust Territory of the Pacific Islands. The first group of Volunteers taught English at all education levels and were followed by a group of legal advisors. In the 1970s, Peace Corps moved into agriculture, health, community development, and cooperative management. In the early 1980s, Volunteers worked in water and sanitation, forestry, and fisheries projects.

The formation of the Federated States of Micronesia in 1986 coincided with structural changes in Peace Corps programs in the Pacific. The "Micronesia" program was divided, and only the Republic of Palau and FSM remained under the administration of the Pohnpei office. A reassessment of Peace Corps programming followed and projects were consolidated. Dual assignments were developed in which all Volunteers taught English in primary schools and worked in additional activities specified by each sponsoring government. For example, Volunteers in Palau, Yap, and Pohnpei concentrated on youth development. In Kosrae small business development projects were emphasized; in Chuuk primary health was the secondary activity.

Program Highlights and Accomplishments:

- Micronesia has developed six new project plans written primarily by host country government officials. As a result, there has been increased support from government agencies and positive feedback from Volunteers.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i><u>Program</u></i>			
<i>Trainee Input (TI)</i>	34	40	40
<i>Volunteer Years</i>	70	61	55
<i><u>Funding (\$000)</u></i>			
<i>Appropriated</i>	1,651	1,676	1,684

Host Country/Peace Corps FY 1993-1995 Initiatives:

Development strategies in Micronesia and Palau must address the needs of a population in which over 50 percent of the people are under the age of 18. In 1992, Peace Corps completed a systematic review of these needs in collaboration with the governments of each FSM state and the Republic of Palau. A high level of participation of host country officials helped define how Peace Corps resources could most effectively and responsibly be utilized. Six project plans were developed, moving away from dual assignments toward single-focused projects in English education, vocational skills development, small business development, and agriculture extension. There is interest in placing a Volunteer at the national level and the president has appointed a committee to work with Peace Corps to explore this possibility. Two preliminary areas have been identified: national marine fisheries and small business development.

MICRONESIA and PALAU

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Agriculture	0	0
<p><i>Yap Agricultural Extension Strength Project</i> This project enhances the ability of agricultural extensionists to provide support services in the State of Yap to improve economics and nutrition. The project increases the production and consumption of locally grown food through the development of small-scale commercial agriculture and increased production in subsistence agriculture. These goals will be achieved through strengthening extension work in villages and expanding extension activities in schools.</p>		
Education	36	36
<p><i>Yap Community Development/ESL</i> This project has been in existence since 1986 and the last Volunteer completed service in December 1992. The project upgraded English language skills of elementary school students and assisted communities with grassroots level community development.</p>		
<p><i>Pohnpei Youth/ESL</i> This project has been in existence since 1986 and the last Volunteer will leave in August 1993. The project upgraded the English language skills of elementary school students and assisted youth at risk at the community level.</p>		
<p><i>Yap Teacher Training</i> This project began in September 1992 in cooperation with the Yap Department of Education and the University of Guam. Volunteers are serving as adjunct professors and are working with teachers in schools to provide training and classroom support, while learning new teaching methods, local student educators will work toward a bachelor's accreditation.</p>		
<p><i>Kosrae Education/TESL</i> This project began in August 1988 and seeks to improve English skills of Kosraean students by placing Volunteers in the classrooms to assist teachers in developing effective teaching techniques and methods. The Volunteers and their counterparts will collaboratively identify effective teaching techniques and methods. Lesson plans will be compiled and retained for future modification and use.</p>		
<p><i>Palau Education/Library</i> In this project, which began in August 1992, Volunteers will be assigned to rural communities to establish 20 library or resource centers in public elementary schools. Volunteers will work with local teachers to promote independent reading; improve reading skills of students and adults; and help students, parents, and teachers value and use a library.</p>		
<p><i>Pohnpei Vocational Skills Development</i> This project began with 6 trainees in July 1992, and will be completed in July 1998 with ten trainees. A total of 38 two-year Volunteers are projected to participate in the project. The project will provide training in construction trades, GED preparation, and small business development. One instructor Volunteer will be responsible for each subject area. Counterparts will be trained and skill centers developed in several areas in Pohnpei.</p>		

MICRONESIA and PALAU

<u>Number of Trainees</u>	
<u>FY93</u>	<u>FY94</u>

Pohnpei ESL/Teacher Training

This project began with eight trainees in June 1992, and will end in June 1998 with ten trainees. Thirty-seven two-year Volunteers are projected to participate in the project. Volunteers replace local teachers who are attending tertiary institutions in order to attain a degree or gain certification. Volunteers provide English language instruction and teach math and science in English to prepare students for high school courses in English and subsequent tertiary education and/or employment.

Chuuk ESL

This project will provide 85 ESL teachers over a six-year period (1992-1998) who, through direct classroom instruction of 6,120 students in grades 5-8, will model and demonstrate effective ESL knowledge, methods, and skills to counterpart teachers in elementary schools.

Health/ESL

Volunteers work as elementary English teachers for half of the day and work in health-related activities during the remainder. They assist in clinics, community outreach, and non-formal education involving a wide range of health issues. The project will end in August 1993 and will be replaced with the Chuuk ESL project.

Small Business

4

4

Palau Small Business Development

Through this project, a small business resource center will be established to provide both in-house and outreach programs. The project will establish an apprenticeship program in which Palauans will receive training that will make them more productive employees in small businesses. A total of 16 Volunteers will serve in this project which will begin in August 1992 and will end in July 1998.

MONGOLIA

Population: 2,184,000

Annual Per Capita Income: \$1,000

Number of Years Peace Corps in Country: 2

Peace Corps Country History:

Mongolia is one of the least developed, and most isolated countries in the world. It has a large rural, nomadic population that has resisted traditional settled agriculture. In 1987, it began to break away from Soviet control and initiated diplomatic relations with the United States. The Government of Mongolia requested Peace Corps Volunteers in early 1990 and a Country Agreement was signed in Ulaanbaatar August 1990. In July 1993, Peace Corps will send its third training class to the steppes of Mongolia.

The major concerns in Mongolia are severe food and fuel shortages and personal security of Volunteers. The personal security issue is related to difficult economic times, the shortages, previous lack of freedom, and substance abuse. The government is making every effort to provide assistance to Peace Corps and the Volunteers. As long as the internal conditions of the country remain stable, the much-needed and appreciated programs will remain in place.

Program Highlights & Accomplishments:

- In October 1992, the first Volunteers were placed outside of the capital, Ulaanbaatar. There are 13 TEFL and seven small business Volunteers living in 11 rural towns throughout Mongolia.
- In the 1992 Donor's Conference held in Ulaanbaatar, Peace Corps and its Volunteers were singled out by the Mongolian Minister of Health as the most effective and appreciated development organization in the country.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i><u>Program</u></i>			
<i>Trainee Input (TI)</i>	31	25	25
<i>Volunteer Years</i>	23	46	47
<i><u>Funding (\$000)</u></i>			
<i>Appropriated</i>	761	933	939

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps is focusing on development projects in small business and health as well as continuing work in TEFL. Small business Volunteers are focusing on agriculture resources in domestic and international markets. Health Volunteers will serve as valuable resources for the Ministry of Health in health education.

MONGOLIA

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	12	12
<i>TEFL and Teacher Training Education</i> With fewer than 500 English speakers and only 20 English teachers in the country, the training of English teachers and ministry workers is critical to the government's goal of improving relations and trade with western countries. Volunteers are teaching in higher education institutions.		
Small Business Development	13	5
<i>Small Business Development</i> The small business program expanded in 1992 with an input of 14 small business development Volunteers. Volunteers work with government organizations responsible for privatization as well as with private business owners associations and as consultants and educators.		
Health	0	8
<i>Health Education/Nutrition</i> The Mongolian Ministry of Health has requested a health education and nutrition project in FY94. The project would concentrate on child survival through health education and garden projects.		

NEPAL

Population: 19,406,00
Annual Per Capita Income: \$180
Number of Years Peace Corps in Country: 31

Peace Corps Country History:

Since Peace Corps Nepal began operations in April 1962, over 2,800 Volunteers have worked in every part of this landlocked, mountainous nation. Efforts to assist the government include programs in all six areas: education, agriculture, health, environment, small business, and urban development.

Peace Corps Nepal currently has 120 Volunteers working in 12 development projects throughout the country.

Program Highlights & Accomplishments:

- Peace Corps' teacher training project places Volunteers in the classroom for a year to gain experience. In their second year, Volunteers are assigned to train teachers in surrounding areas.
- Peace Corps' urban development project has increased awareness among Nepal's municipal officials on the importance of urban planning.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i><u>Program</u></i>			
Trainee Input (TI)	67	82	82
Volunteer Years	126	117	123
<i><u>Funding (\$000)</u></i>			
Appropriated	1,918	2,018	1,937

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps' priority initiative is the training of teachers in the fields of English, math, and science. Peace Corps has identified agriculture as an important sector in this largely agricultural and rapidly deforested nation. As health problems continue to plague large segments of the population, Peace Corps will continue with its drinking water, sanitation, and nursing education projects while expanding into the women's health extension field.

Peace Corps Nepal will continue its strong project in education while expanding programming in the health field. A special education project is being restructured with a community outreach focus and will bring in generalist Volunteers as the smaller number of specialized Volunteers who provided care in institutions are phased out. A women's health project is being inaugurated to train community health workers in maternal and child health care issues.

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Agriculture	18	16
<i>Agricultural Research and Extension</i> This project seeks to improve agricultural outputs through the placement of seed production specialists, horticulturists, artificial insemination specialists, and farm mechanics.		
<i>Fisheries Extension</i> Volunteers train small-scale farmers in fisheries extension in order to provide them with an alternative source of income.		
Education	33	32
<i>Teacher Training</i> In order to help alleviate the critical shortfall of trained teachers in Nepal, Peace Corps is continuing to send Volunteers to teach English, math, and science and to train teachers in methodology and curriculum development.		
Environment	8	6
<i>Community Forestry</i> The goal of this project is to improve the efficient use and preservation of forested areas in Nepal. Most Volunteers work with local forestry management groups, while others serve as wind and solar power technicians offering alternatives to wood as a power source.		
<i>Forestry Education</i> Volunteers teach bachelor's degree level resource management professionals at the Institute of Forestry in Pokhara in eight different subject areas.		
Health	18	23
<i>Drinking Water and Sanitation</i> Water and Sanitation Volunteers train village groups in the construction and maintenance of potable water systems.		
<i>Nursing Education</i> Volunteers train nurses at the Institute of Medicine in the fundamentals of nursing and community health nursing.		
<i>Special Education</i> A restructured special education project will provide training in awareness, prevention, referral, and care for the handicapped within the family and village setting.		
<i>Community Health</i> This new project will provide training to community health Volunteer workers in maternal and child health care issues.		

NEPAL

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Small Business	0	0

Appropriate Technology

Volunteers with a background in carpentry, garment making, and plumbing will provide instruction in the design and commercial dissemination of products and technologies to remote rural areas. This program will end in May 1993.

Income Generation

Volunteers will train traditionally migrant Nepalis in basic skills and business practices in order to enable them to develop skills useful in an urban environment. This program will end in May 1993.

Urban Development	5	5
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Urban Development

As Nepal urbanizes, the services of urban planners, urban planning engineers, and low-cost housing advisors are provided by Peace Corps to conduct surveys and develop master plans.

PAPUA NEW GUINEA

Population: 4,013,000
Annual Per Capita Income: \$820
Number of years Peace Corps in Country: 12

Peace Corps Country History:

The first group of nine Peace Corps Volunteers arrived in Papua New Guinea in September 1981. Volunteers, ranging in age from 22 to 70, currently serve in nearly every province in Papua New Guinea and work primarily in health, secondary education, and rural community development projects.

Program Highlights & Accomplishments:

- Peace Corps has instituted a collaborative effort with USAID through implementation of the Community Based Child Survival Project.
- Peace Corps has increased Volunteer small project assistance from none in 1991 to nine during the last fiscal year.
- Two-thirds of all Volunteers are now participating in the World Wise Schools program.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i>Program</i>			
Trainee Input (TI)	46	54	50
Volunteer Years	56	78	95
<i>Funding (\$000)</i>			
Appropriated	1,575	1,906	1,851

Host Country/Peace Corps FY 1993-1995 Initiatives:

Papua New Guinea's development plan (1989-1993) is guided by an integral human development approach. This approach embodies the government's commitment to assist people to improve themselves through provision of adequate shelter, food, and water; educational opportunities; access to health care and welfare services; and protection of basic human rights.

Peace Corps is currently addressing development needs in rural community development, health, small enterprise development, and education. The scope of the rural community development project will expand Volunteer assignments in rural village-based small enterprise development projects.

In addition, Peace Corps will expand support of environmental awareness by designing and implementing an environmental education component in schools and through the rural community development project.

PAPUA NEW GUINEA

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Agriculture	13	12
<i>Rural Community Development Agricultural Extension</i> Volunteers work to improve self-sufficiency and economic earnings of rural, agriculture-based village communities by expanding production of vegetables and food crops through extension and introduction of new crop varieties and farming techniques; to improve health status of rural village communities by working through the existing health infrastructure to expand health education; and to promote community cooperation and involvement in village-based development activities by promoting existing community organizations such as local government councils and church organizations.		
Education	27	25
<i>Secondary English, Math, Science Teachers</i> Volunteers teach core subjects to students at the seventh through tenth grade level according to the syllabus guidelines set by the Ministry of Education.		
Health	14	13
<i>Community Based Child Survival Volunteer</i> Volunteers develop and deliver primary health and nutrition training to villagers in remote areas. The project focuses on reducing maternal and child mortality by encouraging child spacing, pre-natal and post-natal care, and improved nutritional practices.		

PHILIPPINES

Population: 62,687,000
Annual Per Capita Income: \$740
Number of Years Peace Corps in Country: 31

Peace Corps Country History:

In October 1961, the Philippines invited Peace Corps Volunteers to assist with math and science education. As a result of changes in government priorities in 1970, the program shifted to health and nutrition, agriculture, and income generation. Peace Corps programming responded to the needs of Filipinos by working on rural social, economic, and ecological development. This provided the framework to identify primary local needs, develop projects, and determine site placements for future Volunteers.

In June 1990, Peace Corps suspended its program when a terrorist threat undermined Volunteer safety. At this time, 260 Volunteers were working in eight regions within the Philippines. A total of nearly 6,500 Volunteers had served in the Philippines, making it one of the largest programs in Peace Corps history.

Peace Corps has re-entered the Philippines with the Small Islands Integrated Development Project, which combines Volunteers into teams spread throughout the three island provinces of Batanes, Catanduanes, and Romblon. Volunteers for this project were sworn-in on June 1992.

Program Highlights & Accomplishments:

- Since the 1992 re-entry of Peace Corps in the Philippines, Volunteers have focused on providing assistance to local government units and national departments in implementing sustainable development projects in remote island provinces. The Volunteers have made significant strides in meeting the initial objectives of this eight-year project. While there have been some modifications to the project, the basic objectives remain unchanged.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<u>Program</u>			
Trainee Input (TI)	23	25	25
Volunteer Years	6	22	38
<u>Funding (\$000)</u>			
Appropriated	746	865	917

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps Philippines will continue to address the problems related to natural resources management, forestry, agriculture, coastal resources, and rural water supply and sanitation. In the future, Volunteers will begin to address the problems related to natural resources management through an integrated protected areas system project. The current Volunteer level, small by comparison with previous levels, is not projected to increase until security concerns are alleviated.

PHILIPPINES

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Agriculture	25	25

Agro-Forestry

This project focuses on encouraging reforestation in order to protect watersheds and introducing sloping agricultural land technology. This technology controls soil erosion and encourages multiple cropping giving low-income hill farmers maximum use of their lands. Nursery development, firewood lot management, and improved fruit tree production are also major project goals.

Agriculture Production

The agriculture production project is concentrated on crop diversification, agriculture extension in remote areas, small livestock management, and the introduction of inter-cropping techniques to expand food production and income.

Coastal Resource Management

Efforts involve not only the traditional focus of fisheries development for food and profit but also a new emphasis on marine culture (oyster and mussel farming). Emphasis continues on the use of appropriate technologies as applied to fishing (boats, fishing gear, etc.) and post-harvest activities such as marketing and preservation education.

Water and Sanitation/Health

This project focuses on working with communities to develop and implement plans for small-scale potable water systems and sanitation projects to address critical needs in remote areas. Volunteer activities will include community organizing, education, project design, establishing linkages with potential funding agencies, and project construction and maintenance.

SOLOMON ISLANDS

Population: 326,000
Annual Per Capita Income: \$ 560
Number of years Peace Corps in Country: 22

Peace Corps Country History:

Peace Corps began its program in the Solomon Islands in 1971 with the placement of six Volunteers, four of whom worked with the World Health Organization on malaria eradication. In 1976, Volunteers involved in the national census, collected reliable population and economic data for government planning purposes. Volunteers also served as small business advisors and primary education instructors. In the late 1970s, Peace Corps revised its programs based on development plans of the newly independent government placing emphasis on decentralization, self-reliance, and local determination. Currently, Peace Corps programming centers around education, small business, and community development.

In FY93, the government withdrew a request for 18 of the anticipated 36 education sector trainees because of a restructuring in the Ministry of Education; the FY94 trainee input will be near the FY92 level.

Program Highlights & Accomplishments:

- During the past year, significant progress has been made in realigning Peace Corps efforts to better reflect agency Program and Training Systems (PATS) guidelines. Projects that share common goals have been consolidated into like projects while other projects have been phased out.
- Environmental awareness is increasing in the Solomon Islands. Through a request by the Ministry of Education, Peace Corps and the Japanese Overseas Volunteer Corps have joined forces to develop an environmental curriculum that will soon be implemented throughout the Solomon Islands educational system.

Resources:

	<i>FY 1992</i>	<i>FY 1993</i>	<i>FY 1994</i>
	<i>Actual</i>	<i>Estimates</i>	<i>Estimates</i>
<u>Program</u>			
Trainee Input (TI)	34	18	33
Volunteer Years	52	36	44
<u>Funding (\$000)</u>			
Appropriated	954	853	1,013

Host Country/Peace Corps FY 1993-1995 Initiatives:

All efforts of Peace Corps in the Solomon Islands are focused on manpower and infrastructure development, a priority in line with the five-year development plan of the government. Programming will focus collaboration with national and provincial governments and local municipalities in areas of education and rural development.

SOLOMON ISLANDS

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	18	33

Secondary Education

Volunteers provide educational instruction in mathematics, science, and business to 1,500 secondary students attending national or provincial schools throughout the country.

Rural training Center Instruction

This project provides 500 students per year a chance to gain professional training in technical areas such as carpentry, electrical wiring, furniture building, plumbing, and home economics, in addition to receiving survival instruction in math, science, and English.

Rural Community Development Education

Volunteers work at the provincial and community levels with community education officers in villages to provide on-going educational opportunities which respond to the needs of rural communities. Activities include health awareness, rural water sanitation, and small business.

SRI LANKA

Population: 17,194,000
Annual Per Capita Income: \$500
Number of Years Peace Corps in Country: 15

Peace Corps Country History:

After a 13 year absence, Peace Corps was invited to resume operations in Sri Lanka in 1983. Volunteers had previously served in Sri Lanka from 1962-1964 and 1967-1970. Political differences between the United States and Sri Lanka led to the termination of both programs. In the 14 years Peace Corps has been in Sri Lanka, over 200 Volunteers have served.

Peace Corps currently has 47 Volunteers working in the southern and western parts of Sri Lanka in the areas of education, small business, and environment.

Program Highlights & Accomplishments:

- Peace Corps Sri Lanka resumed operations in 1983. One of the principal goals of the program is to re-establish English language instruction throughout the island. While this goal can presently only be addressed in the secure southern and western parts of Sri Lanka, Peace Corps efforts are widely believed to be the key factor in the success of the DELIC English teacher training project.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i><u>Program</u></i>			
<i>Trainee Input (TI)</i>	33	35	35
<i>Volunteer Years</i>	39	44	57
<i><u>Funding (\$000)</u></i>			
<i>Appropriated</i>	699	829	893

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps' priority continues to be teaching English. The Sri Lanka government has determined that English can help bridge cultural gaps on the island and create opportunities in international trade and information. All Volunteers will teach English as part of their assignment. District English language improvement centers will continue to be staffed with Peace Corps help, while additional locations are developed through the new English teacher and teacher trainer project.

Peace Corps and the government have undertaken two additional initiatives: increasing the income of rural farmers through an agricultural productivity project, and teaching environmental education.

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	17	18
<i>District English Language Improvement Centers</i> This project is designed to upgrade the quality of English language skills nationally as quickly as possible. Volunteers teach one-year intensive language courses that prepare students for entrance into teacher training colleges and teaching positions in rural primary or secondary schools. Volunteers and Sri Lankan teachers work on upgrading local teacher skills at extension language centers by providing current educational resource materials, curricula, and information on teaching methodologies.		
<i>English Teacher and Teacher Trainer Program</i> The English teacher and teacher trainer programs place Volunteers in several Sri Lankan institutions engaged in two-year teacher training courses. These institutions include the Colleges of Education, the Affiliated University Colleges, and the English Teachers Colleges. Volunteers work with counterparts to provide quality English instruction and training to students.		
Environment	4	4
<i>Wildlife Environmental Education Project</i> Volunteers will help the Department of Wildlife Conservation in designing and developing environmental education materials for the kindergarten, primary, and secondary levels, and carrying out trials in schools. Volunteers will also assist the department in setting up a national database on wildlife populations and habitats for use in developing park management plans.		
Small Business	14	13
<i>Agricultural Productivity Villages</i> This project encourages farmers to become more self-reliant through cooperative farming. Volunteers help villagers form cooperatives through teaching improved farming practices, marketing skills, and small business principles. Volunteers also teach English and encourage environmental conservation principles in the villages.		

THAILAND

Population: 56,679,00
Annual Per Capita Income: \$1,580
Number of Years Peace Corps in Country: 31

Peace Corps Country History:

Since the first group of Volunteers arrived in Thailand in January 1962, roughly 3,800 Volunteers have served there at the request of the government. Peace Corps has maintained consistent operations throughout numerous changes in government over 31 years. These changes, often brought on by peaceful coups, have not adversely affected program development. The new governments have recognized Peace Corps programs as important to the development of the country and have supported Peace Corps efforts.

Program Highlights & Accomplishments:

- Third-year Volunteers who have extended to coordinate HIV/AIDS outreach programs from the regional disease control centers have produced an HIV resource manual that is being used by the Ministry of Public Health in Thailand. This manual is being considered as a template for Peace Corps worldwide.
- The Peace Corps Environmental Committee coordinates Volunteers' efforts in environmental education. Recent projects include reforestation activities and training of a Thai student drama troupe that educates through entertainment.
- Volunteers have recently been allowed to contribute 1 percent of their monthly stipend to a development fund. A committee of Volunteers reviews applications for aid from Thai non-governmental organizations and other development concerns.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i>Program</i>			
Trainee Input (TI)	96	90	90
Volunteer Years	197	178	147
<i>Funding (\$000)</i>			
Appropriated	3,408	3,228	3,287

Host Country/Peace Corps FY 1993-1995 Initiatives:

Historically, the majority of Volunteers have served in the field of education, especially as teachers of English and as teacher trainers in Thailand. In recent years, however, there has been increased emphasis on programming in agriculture and rural development (especially projects that impact the environment), in rural health care, and in HIV/AIDS education and prevention.

The HIV/AIDS control and protection project will move into its third stage of operation in FY94. The project will be more fully integrated with efforts of the Ministry of Public Health as well as those of non-governmental organizations. In Mid-1993, Volunteers will publish a resource book on icebreakers for HIV/AIDS education. Peace Corps will continue to focus HIV/AIDS education on high-risk populations in Thailand.

In response to a government request for urban youth development, one Volunteer was assigned to the project in February 1993; a second Volunteer will join the program in May 1993. The Volunteers will work with young Thai males (8-15 years) in developing their employment skills. The primary goal is to expand employment and life options for the young Thai males outside of the commercial sex worker industry.

THAILAND

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Agriculture	24	24
<i>Fisheries, Diversified Farming, and Plant Protection</i> The Office of Accelerated Rural Development conducts a variety of programs aimed at improving the lives of rural people. Volunteers assist villagers and farmers in determining training needs in fisheries, diversified farming, and plant protection. Extension Volunteers assist farmers with pond and breeding station construction and maintenance, fish breeding, and marketing.		
<i>Water Resource Development</i> Water resource engineers plan, design, and supervise the construction of small dams, spillways, and irrigation canals to increase and control agricultural and domestic water resources for farming in rural areas. Volunteers prepare plans and estimates to obtain project funds. Once projects are approved, Volunteers are assigned to supervise procurement, fabrication of materials, and quality control.		
<i>Forestry Extension, National Park Development, and Soil and Water Conservation</i> Forestry Volunteers provide technical assistance to land settlement families and plan and manage changes in land resource utilization. National park Volunteers work with Thai volunteers and national park staff to plan and develop educational programs and wildlife research projects.		
<i>Wildlife Fund Thailand</i> In 1989, Volunteers began working with the Thai private voluntary organization Wildlife Fund Thailand. This project aims to increase awareness of the importance and benefits of wildlife populations.		
Education	37	37

TEFL Crossover

Volunteers serving in secondary TEFL crossover projects are assigned to small, rural junior high schools. The schools offer both an academic and vocational program of courses on existing occupations in the community: farming, animal husbandry, small machine repair, etc. Volunteers teach English in the academic program, and participate in the vocational program by preparing demonstration vegetable plots and assisting in establishing and supervising students' home projects. There has recently been an increase in the participation in the health classes where the Volunteers encourage and participate in HIV/AIDS and nutrition education.

THAILAND

Number of Trainees FY93 FY94

Health

29

29

Nutrition Projects

In mid-1982, the first nutrition Volunteers began work in the northeast of Thailand, the area with the highest incidence of child malnutrition. Volunteers work daily with mid-wives, village health workers, and government health and agriculture officials on campaigns to identify malnourished children, to develop and deliver health-care programs, and to help promote community participation in the child nutrition centers.

Filariasis Control Worker

Volunteers working in Thailand's malaria and filariasis regions assist in on-the-job personnel training and supervise lab technicians in clinics. The clinics provide immediate blood exams, lab diagnosis, and treatment. Volunteers collect epidemiological reports to identify sources of transmission and conduct health education activities. Volunteers also assist in providing refresher training for technicians already in the field and, based on the needs of the individual offices, participate in other activities of the control programs: epidemiology, entomology, health education, and applied research.

Nutrition/Community Development

Volunteers working in the Community Development Department of the Ministry of Interior are assigned to district development offices where their role is to improve services at child development centers. Emphasis at these centers is on preschool education and on improving children's nutrition. Volunteers also act as general rural community development agents, facilitating and organizing projects that respond to needs of local residents. This project will be phased out by the end of FY93.

HIV/AIDS Education, Control, and Protection

In 1991, Volunteers began working with the Department of Disease Control in the Ministry of Public Health in a public education program on AIDS. This project includes promotion of prevention methods in an attempt to control the spread of the virus.

TONGA

Population: 100,000

Annual Per Capita Income: \$1,100

Number of years Peace Corps in Country: 26

Peace Corps Country History:

The Peace Corps began its operations in Tonga with the arrival of Volunteers in October 1967. The Volunteers were teachers, health workers, and a few highly skilled individual placement Volunteers. Programs covered primary and secondary teaching, teacher training, agricultural research and extension, rural development, and health.

Currently Peace Corps supports 33 Volunteers in the areas of teacher training, secondary education, agriculture, business, and marine biology.

Program Highlights & Accomplishments:

- Peace Corps' recent successes have included a cross cultural exchange program with an American Girl Scout troop, participation in church and community bands and choirs, and involvement with four women's groups assisting in income generation.
- Peace Corps has redirected its focus towards developing more program-based projects and fewer individual placements.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i><u>Program</u></i>			
Trainee Input (TI)	29	25	25
Volunteer Years	41	46	39
<i><u>Funding (\$000)</u></i>			
Appropriated	690	746	681

Host Country/Peace Corps FY 1993-1995 Initiatives:

The Ministry of Education continues to highlight the need to improve the English language ability of teachers. Volunteers will work in training primary school teachers in ESL.

The focus for business is with small businessmen who have loans from the Tonga Development Bank. A major objective of the program is lowering the rate of loan arrears.

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Agriculture	0	1
<i>Biological Control Program</i> The program includes monitoring the present biological control program and training the local laborer in advanced technical skills.		
Education	16	15
<i>Secondary Education</i> Volunteers teach biology, chemistry, and math-related science at the secondary school level.		
<i>TEFL</i> Volunteers train primary school teachers in improved methods for TEFL.		
Environment	6	6
<i>Renewable Energy</i> Volunteers are responsible for the planning, implementation, and maintenance of renewable energy and energy conservation projects .		
<i>Environmental Initiatives</i> Volunteers work to increase public awareness on natural habitat conservation and prevent loss of natural resources. In addition, this project seeks to identify land and marine parks.		
Small Business	3	3
<i>Small Enterprise Development</i> Volunteers are working with the Tonga Development Bank providing business skills and advice to loan clients.		
<i>Economic Studies</i> Volunteers will work with the Bank of Tonga in undertaking economic studies that will help formulate lending policies in the area of transportation, tourism, fishing, manufacturing, and agriculture.		
<i>Management Control System</i> Volunteers will work with the Bank of Tonga providing management control systems, audits ensuring that information collected, analyzed, and documented is accurate.		
<i>Individual Placement</i> A Volunteer will train statistics department staff in proper maintenance techniques, and use of database software for writing computer programs for data collection.		

Population: Not Available
Annual Per Capita Income: Not Available
Number of years Peace Corps in Country: 19

Peace Corps Country History:

Peace Corps began in Tuvalu in 1977 by providing assistance to government agencies and to island communities. The program was developed through direct collaboration with the Save the Children Foundation. The program continued with Volunteers working as island community developers until 1982 when part of the program was canceled due to termination of air service to the outer islands. Because of Tuvalu's unique geography and government requirements, Peace Corps policy has been to respond to individual needs through single placements. The Volunteers primarily work in the capital under the auspices of the Tuvalu government.

Peace Corps/Tuvalu is administered by the Peace Corps office located in Suva, Fiji.

Program Highlights & Accomplishments:

- Close communication with the Tuvalu Government continues to determine the need for Volunteers in new project areas.
- Recent discussions with host government officials have centered upon a possible program expansion in 1993, with emphasis upon computer training and marine resource development activities.
- Peace Corps will turn over its architecture project to two highly trained counterparts in FY93 and will continue to provide energy planning support through FY94.

Resources:

	<u>FY 1992</u> <u>Actual</u>	<u>FY 1993</u> <u>Estimates</u>	<u>FY 1994</u> <u>Estimates</u>
<u>Program</u>			
Trainee Input (TI)	2	1	2
Volunteer Years	3	4	3
<u>Funding (\$000)</u>			
Appropriated	47	51	53

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps will continue to provide the government with scarce skilled professionals. In collaboration with the USAID, Peace Corps will also assist the government in the development of marine resources by facilitating marine data collection and resource surveys. Peace Corps will continue to provide energy planning support through FY94. A Volunteer will work with the government to provide computer training and computer maintenance assistance following the installation of computers in the government.

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Agriculture	1	0
<i>Marine Fisheries Advisor</i> The marine fisheries advisor establishes data collection procedures on bottom fish catches by research and survey cruises as well as commercial fishing operations. The work includes designing data forms in the local language and English.		
Urban Development	0	2
<i>Architectural Draftsman</i> Volunteer works in the Department of Public Works under the direction of the Ministry of Works advising the government on building and contract related matters. The Volunteer also maintains a close liaison with all government departments regarding requirements for new projects.		
<i>Personal Computer Advisor</i> The government is currently installing personal computers in most government departments. As a result, the computer advisor Volunteer will aid the government as a trainer and programmer.		
<i>Youth Developer</i> The government has requested a specialist to work with youths in FY94. The Volunteer will act as a trainer and advisor for youth development programs.		

VANUATU

Population: 156,000

Annual Per Capita Income: \$1,120

Number of years Peace Corps in Country: 3

Peace Corps Country History:

Peace Corps operations in the Republic of Vanuatu began in January 1990 with three Volunteers working exclusively with secondary schools in math and science. In January 1991, Peace Corps diversified its operations by developing a collaboration with the Vanuatu Development Bank assigning three Volunteers to branch banks as regional extension officers. In November 1991, Peace Corps expanded its program with one Volunteer assigned to work with the Foundation for the South Pacific in vocational education projects.

One of the major difficulties encountered in Vanuatu is in establishing a substantive working relationship with the government. The Vanuatu program is administered from a third country, making it difficult for staff to become intimately aware of Vanuatu's development problems and priorities. Peace Corps hopes to address this problem in the near future by opening a permanent office with staff in Port Vila.

Program Highlights & Accomplishments:

- This past year, Peace Corps successfully implemented a Community Development project in conjunction with the Vanuatu Development Bank which targets economic issues for women.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i><u>Program</u></i>			
<i>Trainee Input (TI)</i>	<i>8</i>	<i>3</i>	<i>10</i>
<i>Volunteer Years</i>	<i>11</i>	<i>11</i>	<i>11</i>
<i><u>Funding (\$000)</u></i>			
<i>Appropriated</i>	<i>161</i>	<i>274</i>	<i>349</i>

Host Country/Peace Corps FY 1993-1995 Initiatives:

In line with Vanuatu's Third National Development Plan (1992-1996), Peace Corps initiatives lie in the major areas of human resource developmental education. Human resource development focuses on on-the-job training. Improvements in the quality of secondary and post-secondary education in the fields of math, science, and vocational education are helping to develop a more competent national labor force. It promotes investment, both international and domestic, in the leading sectors of the economy.

VANUATU

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	0	8
<i>Secondary Education</i> Peace Corps provides skilled educators in math and science to work in these areas until Vanuatu-trained educators can take the place of the education Volunteers.		
<i>Rural training Center Volunteers</i> Volunteers provide vocational training in carpentry, plumbing, electrical wiring, and wood working to sixth grade students who have a minimum level of education but do not have the specific skills to earn a livelihood in their communities.		
Small Business	3	2
<i>Small Business Advising</i> Volunteers, in conjunction with the Vanuatu Development Bank, assist local entrepreneurs in gaining financing for microenterprise ventures along with providing training in accounting and other business skills.		

WESTERN SAMOA

Population: 168,000

Annual Per Capita Income: \$930

Number of years Peace Corps in Country: 26

Peace Corps Country History:

Peace Corps Volunteers first arrived in Western Samoa in 1967. The program focused on agriculture extension, rural sanitation, and a few specialized positions. During the 1970s, a large percentage of volunteers were assigned to work in the education area. Since 1980, vocational and agriculture education have been emphasized. Peace Corps' technical training and education has shifted into senior secondary schools and highly skilled technical positions. Approximately 1,350 Volunteers have served in Western Samoa at the request of the government.

Program Highlights & Accomplishments:

- Western Samoa is working closely with government departments and non-government organizations to develop more effective programming. Peace Corps is committed to addressing these developmental changes. As a result, a project in small business development has been requested and implemented with the support of the Development Bank of Western Samoa.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i>Program</i>			
<i>Trainee Input (TI)</i>	25	25	25
<i>Volunteer Years</i>	40	44	41
<i>Funding (\$000)</i>			
<i>Appropriated</i>	944	946	970

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps will continue to address Western Samoa's developmental needs in education, small business, and health.

The constraints on education programs, principally the emigration of trained educators to better paying jobs overseas, will continue into the foreseeable future. Peace Corps will continue to assist Western Samoa in supplying quality education to its youth by providing Volunteers who will teach science and business studies at the secondary level. Peace Corps will also assist two established vocational institutions by placing Volunteers who will teach industrial arts.

The business advisory project will develop culturally relevant brochures and train farmers in bookkeeping. An internship program which pairs commercial studies students with small businesses, is also underway with nine pairs already at work.

Peace Corps will refocus its health education project by providing two nutrition educators per year to address the need for adequately trained staff at the nutrition center.

WESTERN SAMOA

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	19	19
<i>Secondary Education</i> Volunteers are teaching business studies and science at rural junior and senior secondary schools. In addition to teaching, they assist Samoan teachers in curriculum development.		
<i>Vocational Education</i> Volunteers teach manual arts, technical drawing, designing and implementation of projects, construction with wood, basic metal work, basic motor mechanics, bicycle repair, and appropriate technology.		
Health	2	2
<i>Health Education</i> Volunteers concentrate on nutrition and dietary education training while working with health care personnel in outpatient clinics. Their work also involves teaching and advising pre-and post-natal mothers, and coordinating with other government and non-governmental organizations involved with health care.		
Small Business	4	4
<i>Small Business Advising</i> Volunteers work with the Development Bank of Western Samoa providing training and management advisory services to managers of small businesses and income generating projects in the rural areas.		

EURASIA AND THE MIDDLE EAST COUNTRIES

OVERVIEW

Regional Development Needs

The Eurasia and the Middle East (EME) Region serves 22 countries in Eastern and Central Europe, the Middle East, North Africa, and the Commonwealth of Independent States (CIS). Given the historic political and economic changes in many of these countries, Peace Corps has had to work quickly to address the development needs of the region. Because the EME Region extends over a large geographical area, there is diversity in the development needs as well as in the cultures and languages of its member countries. In some of the older EME posts in North Africa and in the Middle East, Peace Corps' experience has been one of long-standing assistance. In the Eastern and Central European posts, the Agency is beginning to make an important contribution in a relatively short period of time.

As of December 1992, more than 900 Volunteers and trainees were serving in 18 countries in the EME Region. Peace Corps opened an additional four posts in February 1993 (Kazakhstan, Moldova, Turkmenistan, and Kyrgyzstan). A total of approximately 1,250 Volunteers will serve in the 22 EME countries by the end of FY93. Of these 22 countries, only four (Morocco, Tunisia, Yemen, and Malta) had a Peace Corps presence prior to 1990.

The new governments in Central and Eastern Europe have asked for Peace Corps assistance in their transition from state-run economies to free market economic systems. Peace Corps has been able to meet these requests quickly and has initiated programs when requested. Peace Corps hopes to make a significant contribution in these countries in a relatively short period of time in such areas as the development of small business enterprise, the expansion of English instruction capability, and enhanced host country capabilities to improve the environment. Peace Corps' presence helps the United States maintain goodwill and strong ties with these countries during their historic transition to a free market economy.

The Middle East sub-region is comprised of the oldest Peace Corps programs in the EME Region. Peace Corps' presence offers important opportunities for Americans to gain knowledge of Islamic cultures while assisting the countries in reaching their developmental goals. Many projects in these countries are complex and highly technical. Their critical needs include improving environmental conditions, expanding income generation opportunities, and developing strategies to address rapid urbanization. Providing greater educational opportunities to increase literacy and practical job skills is of great importance as well. EME currently has approximately 150 Volunteers in this sub-region in Tunisia, Malta, Morocco, and Yemen.

Program Strategy

In the Eurasia and Middle East Region, Peace Corps has had the opportunity to work in countries shedding decades of communist rule. The economic, social, and political challenges have been immense. Peace Corps has responded to the needs in Central and Eastern Europe and the former Soviet Union with innovative programming designed to help citizens of the region meet the challenges ahead of them. The new challenges in the region have resulted in substantial growth for the Agency.

The program strategy for the EME Region has been to identify and address those areas where Volunteers can have the biggest impact on the development and democratization of the countries where Peace Corps serves. At present, the primary program emphases in the EME Region are English language teaching, small business development, and the environment. Peace Corps has been able to initiate programs much more quickly than most other agencies. In FY94, with the

second group of trainees for large Peace Corps countries such as Russia and Ukraine, the EME Region will increase the total number of Volunteers working in small business development.

Education

The teaching of English as a foreign language has been a mainstay of programming for many years and is especially relevant to the economies of the emerging democracies in the region. Today's teaching programs look at ways to integrate critical learning needs in each individual country. Many countries request Volunteers to teach English with an emphasis on the sciences, American history and literature, environmental themes, or civics. Peace Corps' challenge will continue to be to increase the capacity of countries to meet their own educational needs.

Volunteers in this field spend a great deal of time developing on-the-job training workshops and informal teacher training programs. While many Volunteers are assigned specifically to teacher training positions, the bulk of the Volunteers are teachers who also work with their host country colleagues on a daily basis to improve their teaching methods and fluency in English. This program continues to be one of the most popular and most often requested in Peace Corps.

Small Business Development

The Eurasia and Middle East Region launched its first small business programs in Poland and Bulgaria. The Agency has been challenged to find qualified business people willing and able to serve in these pioneering projects. The result has been the recruitment and placement of Volunteers with an extraordinary array of talent.

The transition to a free and democratic society in which relevant technical information is readily available is vital to the economic health of the newly independent states of Eastern and Central Europe and the former Soviet Union. The region's projects in small business development recognize the immediate needs of people to support their families and communities. In many countries of the region, Peace Corps Volunteers are the only manifestation of economic and political reform. They represent an on-going presence, which symbolizes change.

Peace Corps has led the way in the area of small business development in Eastern Europe and the former Soviet Union by developing business centers. The design of the centers is based on the concept that existing and newly-established businesses need accurate and easily accessible information in order to succeed. The centers are staffed by teams of Volunteers and host country nationals, who are responsible for developing courses, workshops, and conferences. The centers strive to build a clientele of motivated entrepreneurs, who take advantage of training opportunities. The centers ensure that clients are provided with the latest business information through use of automated business resources and subscriptions to business journals. With the establishment of the centers, vital commercial information can be shared throughout the business community.

In a groundbreaking example of interagency and private and public sector cooperation, Volunteers call upon the services of other government agencies and private voluntary agencies to expand the scope of expertise made available to clients. Short-term technical expertise is often provided by such organizations as the International Retired Executive Corps, Volunteers in Overseas Cooperative Assistance, and the Citizens Democracy Corps. Peace Corps is the recognized leader in the development of these business centers and closely coordinates its efforts with the Agency for International Development, the U.S. Commerce Department, and the United States Information Agency. The centers are an excellent example of intelligent and effective use of U.S. government funding.

Environment

Complementing the Eurasia and Middle East Region programs that address fundamental educational and economic needs, Peace Corps' environmental programs in the Czech and Slovak Republics, Hungary, Malta, Morocco, and Poland target long neglected environmental

concerns. The region is also looking into expanding this program in many of the posts in the former Soviet Union. The severity of the environmental degradation suffered by countries in Eastern and Central Europe and the former Soviet Union is globally recognized. While U.S. and foreign corporations and government agencies' efforts focus primarily on large-scale nuclear and industrial pollution, Peace Corps' environmental projects take a grassroots approach. They focus increased public awareness of environmental issues and involvement in order to prevent further degradation.

Working with Peace Corps, ministries of environment have identified their priorities, providing the opportunity for a variety of meaningful assignments. Volunteers work with host country counterparts as advisors and educators in non-governmental organizations, local governments, national parks, and schools. Volunteers help develop strategies to disseminate public information, increase citizen participation, and assist planning; they present and adapt non-governmental management techniques to local organizations; they improve local expertise and land use planning in national parks; they promote environmental education at all levels; and they identify funding strategies for non-governmental organizations, national parks, and local government environmental groups.

EURASIA MIDDLE EAST REGION
TRAINEE INPUT, VOLUNTEER YEARS, AND PROGRAM FUNDING

	Trainees			Volunteer Years			Program Funds (\$000)		
	FY 1992	FY 1993	FY 1994	FY 1992	FY 1993	FY 1994	FY 1992	FY 1993	FY 1994
Albania	21	25	25	3	28	36	638	920	1,005
Armenia	0	39	40	0	20	54	290	1,069	1,232
Baltics	69	60	60	7	59	87	1,474	1,556	1,731
Bulgaria	27	25	25	35	47	43	594	762	767
Czech & Slovak Republics	53	45	45	58	71	72	1,305	1,668	1,720
Hungary	64	75	75	108	104	109	2,045	2,156	2,317
Kazakhstan	0	50	50	0	4	54	0	1,285	1,343
Kyrgyzstan	0	25	25	0	2	24	0	841	853
Malta	4	0	3	3	4	3	53	55	60
Moldova	0	25	25	0	2	24	0	835	847
Morocco	90	75	75	64	81	99	1,722	1,945	2,118
Pakistan	0	0	0	7	0	0	355	0	0
Poland	111	100	100	156	177	197	3,035	3,236	3,491
Romania	21	30	30	11	24	51	613	853	1,023
Russia: Moscow	0	0	0	0	0	0	355	366	268
Russia: Saratov	0	50	50	0	28	73	862	1,090	1,379
Russia: Vladivostok	0	51	51	0	31	75	600	1,226	1,495
Tunisia	47	48	48	20	38	75	1,010	1,165	1,416
Turkmenistan	0	25	25	0	2	24	0	812	843
Ukraine	0	80	80	0	35	111	716	1,299	1,929
Uzbekistan	0	54	50	0	27	68	286	1,246	1,433
Yemen	42	47	47	16	33	67	993	1,474	1,710
TOTAL	549	929	929	489	817	1,343	16,948	25,857	28,980

ALBANIA

Population: 3,303,000

Annual Per Capita Income: Not Available

Number of Years Peace Corps in Country: 1

Peace Corps Country History:

Albania's request for Peace Corps came as the country was beginning to overcome 52 years of isolation from the outside world. Government officials requested Peace Corps Volunteers in July 1991, and a programming trip was made in August 1991 to discuss plans for the first project. The programming team was impressed by the extent of needs in all areas of development. In November 1991, a Country Agreement was signed; the first staff members arrived in Tirana in November 1991. The first group of trainees arrived in June 1992.

Program Highlights & Accomplishments:

- Peace Corps is one of the first international organizations to offer assistance to Albania, one of Europe's poorest nations. Peace Corps has already established excellent relations with the Albanian government and has been hailed as the only organization providing hands-on assistance at the rural level.
- The first group of Volunteers were teachers. They have initiated secondary projects, including setting up a youth basketball team, helping start Albania's first private radio station, and compiling resources for English resource centers. Volunteers are living with Albanian families and working toward mutual cross-cultural understanding and exchange.

Resources:

	<i>FY 1992</i> <i>Actual</i>	<i>FY 1993</i> <i>Estimates</i>	<i>FY 1994</i> <i>Estimates</i>
<i>Program</i>			
<i>Trainee Input (TI)</i>	21	25	25
<i>Volunteer Years</i>	3	28	36
<i>Funding (\$000)</i>			
<i>Appropriated</i>	638	920	1,005

Host Country/Peace Corps FY 1993-1995 Initiatives:

There is an acute need for Peace Corps' assistance in health, education, small business development, and agribusiness. Peace Corps has focused on needs in education and small business development. Volunteers will continue to teach English in universities and secondary schools throughout the country, simultaneously helping Albanian colleagues develop English teaching strategies, facility with the language, and English teaching curricula. Volunteers at the middle school level also will have secondary assignments in youth development, aimed at helping youth adapt to large-scale social changes. Small business Volunteers will help develop the assistance capacity of organizations that work with small businesses and will also provide basic business training and advice to entrepreneurs. Volunteers assigned to education and small business related projects will be sent by Peace Corps in alternate years.

ALBANIA

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	0	25
<i>Secondary English Teaching</i> TEFL Volunteers work in middle schools throughout Albania. They help English teaching staff expand teaching strategies, and they initiate youth development projects in their communities.		
<i>University English Teaching</i> Volunteers teach advanced language classes, linguistics, literature, and teaching methodology to English majors and other members of the university English department.		
Small Business	25	0

Small Business Development

The goal of the Volunteers in this project is to assist in the development of a market economy. Volunteers help business organizations provide services to small businesses and train entrepreneurs in a variety of business disciplines.

ARMENIA

Population: 3,360,000
 Annual Per Capita Income: \$2,150
 Number of Years Peace Corps in Country: 1

Peace Corps Country History:

The first Peace Corps program in Armenia began as part of the initiative to bring Volunteers into the former Soviet Union. A Peace Corps assessment trip was conducted in Armenia in July 1992. A Country Agreement was signed in September 1992; staff arrived in August 1992. Trainees arrived in Armenia in December 1992 and were sworn-in as Volunteers on February 28, 1993.

Resources:

	<u>FY 1992</u> <u>Actual</u>	<u>FY 1993</u> <u>Estimates</u>	<u>FY 1994</u> <u>Estimates</u>
<i>Program</i>			
Trainee Input (TI)	0	39	40
Volunteer Years	0	20	54
<i>Funding (\$000)</i>			
Appropriated	290	1,069	1,232

Host Country/Peace Corps FY 1993-1995 Initiatives:

In the interest of helping Armenia continue its efforts in market reform and economic stabilization, Peace Corps will provide support in the area of small enterprise development and TEFL. Peace Corps is also considering projects in the areas of environment and health.

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	25	25

Secondary Education English

Twenty Volunteers work in the secondary education English project, where they are introducing contemporary teaching methods. They also collaborate with local faculty to improve English language resource centers and advance the faculty's English proficiency and language teaching methodology.

Higher Education English

Five Volunteers undertake similar activities to those in the secondary education project at the university level.

Small Business	14	15
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Economic Development, Privatization, and Small-Scale Enterprises

This project has three components. Some Volunteers provide assistance to municipal officials involved in local planning and economic development. Others provide assistance in the formulation and implementation of local privatization programs and strategies with a priority on smaller enterprises. The last group advises local officials on ways to facilitate small business start-ups and assist local small business associations in institutional development.

BALTICS

Population: 8,049,000
Annual Per Capita Income: \$3,160
Number of Years Peace Corps in Country: 1

Peace Corps Country History:

Peace Corps was formally invited to the Baltics in the fall of 1991. The initial program assessments were carried out in January and February 1992. The first trainees arrived in June 1992. Approximately 20 Volunteers are currently serving in each of the countries of Estonia, Latvia, and Lithuania. Each country has Volunteers working in education and small business. Peace Corps' program for all three nations is administered out of Riga, Latvia.

Program Highlights & Accomplishments:

- Forty TEFL Volunteers are presently working in secondary and teacher training schools. These Volunteers entered the academic system when the school year began September 1992.
- In July 1992, 19 small business advisors arrived in the Baltics and began their two-year assignments in October.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i>Program</i>			
<i>Trainee Input (TI)</i>	69	60	60
<i>Volunteer Years</i>	7	59	87
<i>Funding (\$000)</i>			
<i>Appropriated</i>	1,474	1,556	1,731

Host Country/Peace Corps FY 1993-1995 Initiatives:

During the next three-year period, Peace Corps plans to continue to address development needs in the areas of education and small business. The program will integrate environmental education and awareness into both areas.

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	30	30

Secondary English Teaching and English Teacher Training

These projects are designed to place Volunteers in the communities where English teachers work to improve teachers' English skills and knowledge of other cultures while using contemporary teaching methodologies. Volunteers who have specialized in the training of English teachers have been assigned to new national pedagogical institutes.

BALTICS

Number of Trainees

	<u>FY93</u>	<u>FY94</u>
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Small Business	30	30
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Agribusiness Advisory Services

Agribusiness advisors work with farmers through local farmers' unions to provide technical and management expertise concentrating on business planning, financial analysis, marketing, costing, and record keeping.

Business Advisory Services

Small business advisors are helping form a network of governmental and non-governmental organizations focused on providing business advice, establishing commercial databases, and designing and facilitating management workshops for entrepreneurs in manufacturing, service, and trade.

BULGARIA

Population: 8,798,000
Annual Per Capita Income: \$1,840
Number of Years Peace Corps in Country: 2

Peace Corps Country History:

Peace Corps first visited Bulgaria in April 1990. A subsequent visit in September concluded with the agreement that the first Peace Corps project would be in English education. A Country Agreement was signed in September 1990.

The first group of Volunteers left for Sofia in June 1991 and were sent to schools throughout the country in early September. In June 1992, the second group of Volunteers were sworn-in and began assignments assisting small businesses and establishing resource centers.

Program Highlights & Accomplishments:

- A major accomplishment of the Peace Corps program is the development of eight multi-link resource centers in cities throughout Bulgaria. These centers, staffed by Volunteers, are clearing houses for information on English teaching, small business development, and environmental protection. They are equipped with computers, training equipment, and a library with easy access for local citizens. The project exemplifies success through effective collaboration between governments and private and nonprofit institutions.
- The reception of the English education Volunteers culminated in a letter of appreciation from the Minister of Education. The success of the English teaching project is due to its unique design, which focuses neither on reaching large numbers of students nor on filling expanded manpower needs in the English education field, but rather on improving the long-term effectiveness of English language instruction in Bulgaria.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i>Program</i>			
<i>Trainee Input (TI)</i>	27	25	25
<i>Volunteer Years</i>	35	47	43
<i>Funding (\$000)</i>			
<i>Appropriated</i>	594	762	767

Host Country/Peace Corps FY 1993-1995 Initiatives:

There are pressing needs in Bulgaria for assistance in education, agricultural restructuring, business development, and urban planning. The small business development project is designed to assist Bulgarian institutions and private entrepreneurs in adapting to the newly structured economy. Volunteers will be placed in commercial banks, private businesses, and state and municipal enterprises. They will respond to local business needs and serve as business resource specialists. One primary goal of the project is the development of multi-link resource centers for the collection and dissemination of information to individuals interested in starting a business, finding a foreign partner, or developing a marketing plan.

The government recognizes that English language skills will be important in the transition to a market economy. Peace Corps will continue to respond to requests for English educators throughout the country. Volunteers will train English teachers and teach English at the university level, in teacher training colleges, and in secondary schools.

BULGARIA

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	20	0
<i>English Teaching and Curriculum Advancement</i> Volunteers are assigned to teacher training colleges, universities, and secondary schools, where they work to improve students' and teachers' language proficiency. Volunteers in higher education teach language instruction methodology, supervise practice teaching, and hold language enrichment classes.		
Small Business	5	25
<i>Project Enterprise: Small Business Development</i> The goal of this project is to assist interested parties in adapting to the newly liberalized business climate. Volunteers will work with mayors' offices, banks, local business associations, and in resource centers to provide business advisory services in response to local business needs.		

CZECH and SLOVAK REPUBLICS

Population: 15,694,000
Annual Per Capita Income: \$2,450
Number of Years Peace Corps in Country: 3

Peace Corps Country History:

During his first visit to Washington in 1990, President Vaclav Havel joined President Bush in announcing that Peace Corps Volunteers would be sent to both the Czech and Slovak republics by the end of the year. Peace Corps responded with exceptional speed to this request, making Czechoslovakia the third country in Central and Eastern Europe to welcome Peace Corps Volunteers. In January 1993, the country experienced a "velvet divorce", leading to the creation of two independent nations: the Czech Republic and the Slovak Republic.

A solid basis for cooperation was established with the Czech and Slovak Ministries of Education by the first programming team in April 1990 and by the first staff members, who arrived the following July. The first group of English teachers arrived in November 1990, and were joined by additional TEFL Volunteers in July 1991 and July 1992. The first group of environment Volunteers arrived in November 1991.

Program Highlights & Accomplishments:

- The assignment of Volunteers teaching English to a wide range of university, teacher training, and secondary school posts has helped the Ministry of Education overcome a critical shortage of language teachers. One priority is to expand the number of regional institutions of higher education that provide both pre-service and in-service teacher training for teachers at the secondary and primary levels.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i>Program</i>			
<i>Trainee Input (TI)</i>	53	45	45
<i>Volunteer Years</i>	58	71	72
<i>Funding (\$000)</i>			
<i>Appropriated</i>	1,305	1,668	1,720

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps continues to expand its education project, with Volunteers training teachers and teaching English as a foreign language at teacher training colleges, universities, and secondary schools. These Volunteers carry out a variety of secondary projects outside their teaching assignments, including improvement of the language capabilities of fellow faculty members, sponsoring English clubs, and giving lectures on American culture.

A second group of Volunteers working in the area of environment is scheduled to arrive in July 1993, and will, in addition to their other assigned duties, work on environmental management and environmental education projects in cooperation with the Regional Environmental Center for Eastern and Central Europe. The first group of Volunteers working in small business is scheduled to arrive in November 1993.

CZECH and SLOVAK REPUBLICS

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	35	30
<i>Higher Education /Teacher Training</i> Volunteers teach English, train English language teachers, and carry out related tasks in universities, teacher training colleges, and secondary schools throughout the country.		
Environment	10	5
<i>National Parks and Wildlife</i> Volunteers assist the National Park Service in landscape planning, biodiversity projects, and management of small nature preserves, as well as help district offices incorporate nature protection practices into routine project planning and management.		
<i>Environmental Education</i> Volunteers help improve the effectiveness of a wide range of local organizations through better public awareness campaigns, membership development, improved management, and professional organization.		
<i>Environmental Protection Advisory Services</i> Volunteers assist district and regional government environmental protection offices in applying sound waste management, water protection, pollution control, and nature-protection practices.		
Small Business	0	10
Beginning in November 1993, the first group of Volunteers working in the area of small business development will arrive in the Czech and Slovak Republics. Volunteers will serve as advisors assisting with small business startups and management.		

HUNGARY

Population: 10,500,000
Annual Per Capita Income: \$2,690
Number of Years Peace Corps in Country: 3

Peace Corps Country History:

The post in Hungary was formally established with the arrival of Peace Corps staff in January 1990. A program design team determined that a total of 440 TEFL teachers would work in Hungary over a period of six years. The arrival of the first Volunteers in June 1990 constituted the first group of Volunteers to work in Central Europe. In November 1991, the first group of environmentalists arrived in Hungary and were sworn-in as Volunteers in January 1992.

Program Highlights & Accomplishments:

- Peace Corps has been successful at integrating the focuses of the education and environment projects. An emphasis on projects that incorporate TEFL and environmental education in the classroom are currently underway. There also has been great interest in holding regular training and seminars focused on English for environmentalists.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i>Program</i>			
<i>Trainee Input (TI)</i>	64	75	75
<i>Volunteer Years</i>	108	104	109
<i>Funding (\$000)</i>			
<i>Appropriated</i>	2,045	2,156	2,317

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps will continue its current programs in TEFL. Volunteers will be responsible for a variety of secondary projects beyond their teaching assignments, including improving the language capability of fellow faculty members and incorporating environmental and business English into the classroom.

Environmental projects will continue to emphasize environmental management and education.

Since Peace Corps first arrived in Hungary, Volunteers have been requested to work in small business development. In FY94, Volunteers with strong business backgrounds will begin providing assistance and training to Hungary's new businesses.

HUNGARY

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	51	51
<i>University & College Teaching and Teacher Training</i> Volunteers assigned to colleges and universities teach English to prospective educators and assist their colleagues in professional development. Contemporary teaching methodology is emphasized.		
<i>English Language Teaching and Environmental Awareness</i> In addition to teaching English at the secondary or junior high level, Volunteers help fellow teachers improve their language competence. Environmental awareness is strongly emphasized and incorporated into secondary projects.		
Environment	12	12
<i>Environmental Protection</i> Volunteers working with municipal governments, non-governmental organizations, and regional nature conservation authorities will assist in the creation of realistic plans for environmental protection, education, and management.		
Small Business	12	12
<i>Small Business Development</i> Volunteers will be assigned to small business development centers, private foundations, and business associations. They will help develop and organize information resource services at host institutions, provide on-going technical extension assistance, and conduct practical courses for small-scale entrepreneurs.		

KAZAKHSTAN

Population: 16,899,000

Annual Per Capita Income: \$2,470

Number of Years Peace Corps in Country: New Country Entry

Peace Corps Country History:

The first Peace Corps program is starting in Kazakhstan in 1993 as part of the effort to increase humanitarian assistance to the former Soviet Union. A Peace Corps assessment trip was conducted in October 1992, and a Country Agreement was signed in December 1992. Peace Corps staff arrived in February 1993, and trainees are scheduled to arrive in June 1993. Of the 50 Volunteers who will be serving, 34 will be teachers of English, and 16 will work as small business advisors.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i>Program</i>			
<i>Trainee Input (TI)</i>	0	50	50
<i>Volunteer Years</i>	0	4	54
<i>Funding (\$000)</i>			
<i>Appropriated</i>	0	1,285	1,343

Host Country/Peace Corps FY 1993-1995 Initiatives:

To help Kazakhstan continue its efforts in market reform and economic stabilization, Peace Corps will provide support in the area of small enterprise development and teaching English. Peace Corps is also considering projects in the areas of environment and health.

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	34	34

English Education

Twenty-four English teachers will be working in secondary schools with students ages 15 to 17. Volunteers will introduce contemporary teaching methods and include relevant environmental issues in their lessons. Class activities will be designed to facilitate the development of critical thinking, problem solving, and decision-making.

English Education and Resource Development

Eight teacher trainers will develop and conduct workshops to train Kazakh teacher trainers from the regional Institutes for the Advancement of Teachers. They will also develop an English language resource center. Two university educators will be teaching prospective English teachers at the Institute of Foreign Languages.

KAZAKHSTAN

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>

Small Business	16	16
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Private Sector Development

There will be nine private sector development advisors working in regional and national offices of the Union of Small Enterprises giving technical assistance to businesses involved in the Business Cluster Project. This project is operated and financed by loans issued by Kazakhstan's Anti-Monopoly Committee. Volunteers will provide expertise in free enterprise management practices, marketing skills, and internationally accepted accounting systems.

Accounting Advisory Services

There will be seven accounting advisors working in the regional and national offices of the Union of Small Enterprises, providing technical assistance in accounting.

KYRGHYZSTAN

Population: 4,448,000

Annual Per Capita Income: \$1,550

Number of Years Peace Corps in Country: New Country Entry

Peace Corps Country History:

The first Peace Corps program is beginning in Kyrgyzstan in 1993 as part of continued efforts to increase humanitarian assistance to the former Soviet Union. A Peace Corps assessment trip was conducted in Kyrgyzstan in early fall 1992, and a Country Agreement was signed in November. The first staff arrived in February 1993; the first trainees are scheduled to arrive in June 1993.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i>Program</i>			
<i>Trainee Input (TI)</i>	0	25	25
<i>Volunteer Years</i>	0	2	24
<i>Funding (\$000)</i>			
<i>Appropriated</i>	0	841	853

Host Country/Peace Corps FY 1993-1995 Initiatives:

To help Kyrgyzstan continue its efforts in market reform and economic stabilization, Peace Corps will provide support in English teaching. Other possible areas of support include the environment and health.

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	25	25

English Education

Seven secondary English education teacher trainers will be working at a university and teacher training center teaching English and introducing contemporary teaching methods. Eighteen Volunteers will be teaching English at the secondary school level. Volunteers will teach oral communication skills, integrating relevant content to include Kyrgyz history and culture, ecology, agriculture, health, and the arts. Particular emphasis will be given to themes promoting the natural environment.

MALTA

Population: 356,000
Annual Per Capita Income: \$6,850
Number of Years Peace Corps in Country: 10

Peace Corps Country History:

Peace Corps Volunteers first arrived in Malta in 1970. Initial projects were in architecture, library science, archeology, education, and veterinary science. The program was in operation from 1970 through 1977, when a Labor government victory brought a cooling of U.S.-Maltese relations. However, the Ministry of Agriculture renewed a request for Peace Corps assistance in 1989. In August 1990, a Volunteer veterinarian and a Volunteer specializing in large animal husbandry arrived in Malta to begin service. There are currently five Volunteers in Malta: a substance abuse counselor, a computer systems analyst, a consumer affairs advisor, and two Volunteers working with the Ministry of Agriculture on herd management and training of extension agents.

Program Highlights & Accomplishments:

- Currently, a Volunteer is assigned to aid in the development of Malta's first consumer affairs department. This volunteer recently attended an international conference of consumer affairs specialists as the representative from Malta.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i>Program</i>			
<i>Trainee Input (TI)</i>	4	0	3
<i>Volunteer Years</i>	3	4	3
<i>Funding (\$000)</i>			
<i>Appropriated</i>	53	55	60

Host Country/Peace Corps FY 1993-1995 Initiatives:

The government has embarked on an ambitious program to redirect economic development to enhance the material and social-well being of the Maltese population. Key to this initiative is a renewal of the civil service. Service eroded in the 1970s and 1980s, rendering it ill-equipped to respond to day-to-day demands. The Prime Minister's office has requested Peace Corps' assistance to work with various ministries in the design, development, and implementation of micro-computer based systems in order to improve the efficiency and cost-effectiveness of public service. The government also is working to raise standards in agriculture to facilitate entry as a full member of the European Community. Drug abuse is emerging as a serious social problem as a result of the islands' unique location in the Mediterranean and heavy traffic in and out of the country. Peace Corps provides assistance with a trainer in substance abuse counseling.

MALTA

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	0	0
<i>Counseling</i> A substance abuse counselor trains the staff of a therapeutic community and develops appropriate rehabilitation programs for young people participating in a drug detoxification program.		
Agriculture	0	0
<i>Animal Husbandry</i> A Volunteer works with farmers, dairy cooperative members, and veterinary technicians to improve herd health practices and to increase milk and beef production. The goal is to help ensure adequate food supplies, stabilize producer and consumer prices, and improve agriculture's contribution to trade.		
Small Business	0	0
<i>Consumer Affairs</i> A Volunteer is helping develop the country's department of consumer affairs. She is helping the government identify key activities and is collecting educational materials for the department's use.		
<i>Systems Analysis</i> A Volunteer works with the Prime Minister's management systems unit and other ministries in the design, development, and implementation of micro-computer based systems.		
Environment	0	3
<i>Environmental Restoration</i> Volunteers will work with local public and private organizations to help reverse environmental degradation on Malta's two islands.		

MOLDOVA

Population: 4,384,000

Annual Per Capita Income: \$2,170

Number of Years Peace Corps in Country: New Country Entry

Peace Corps Country History:

Moldova, the most densely populated of all the former Soviet republics, declared independence in August 1991. Its economy resembles those of the Central Asian republics: industry accounts for 20 percent of the labor force and agriculture 33 percent. In January 1992, the prime minister officially requested the services of Peace Corps Volunteers in the areas of agriculture, health protection, small business development, and education. An assessment trip was made in January 1993 to explore the possibilities more fully. Staff arrived in February, and trainees are expected to arrive in June 1993.

Resources:

	<i>FY 1992</i> <u>Actual</u>	<i>FY 1993</i> <u>Estimates</u>	<i>FY 1994</i> <u>Estimates</u>
<i>Program</i>			
<i>Trainee Input (TI)</i>	0	25	25
<i>Volunteer Years</i>	0	2	24
<i>Funding (\$000)</i>			
<i>Appropriated</i>	0	835	847

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps plans to initiate a program in the teaching of English as a foreign language.

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	25	25

English Education

Twenty Volunteers will teach English at the upper levels of secondary schools, lyceums, and colleges. Five Volunteer teacher trainers will work at universities and other institutions of higher education.

MOROCCO

Population: 25,731,000
Annual Per Capita Income: \$1,030
Number of Years Peace Corps in Country: 30

Peace Corps Country History:

Peace Corps' Country Agreement for Morocco dates from February 1963, making it one of Peace Corps' oldest programs. Fifty-three surveyors, English teachers, and irrigation foremen comprised the first group of Volunteers to serve in Morocco. Over the past 30 years, more than 2,800 Volunteers have worked in the fields of health and sanitation, education, agriculture, rural water supply, social services and parks, wildlife and environmental education. Currently Volunteers work in special education, veterinary medicine, health, environmental awareness and protection, and English language education.

Program Highlights & Accomplishments:

- Volunteers participated in a national survey to determine the causes and prevalence of blindness in Morocco. Volunteer English teachers are teaching at the Division of Ocular Diseases as well as at schools for the blind throughout Morocco. Teachers of the visually impaired are working with the university faculty in Oujda to produce Braille texts for schools for the blind.
- Peace Corps participated in discussions between the Ministry of Agriculture and a team from the University of Maine to refine the government's focus the environment.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i>Program</i>			
<i>Trainee Input (TI)</i>	90	75	75
<i>Volunteer Years</i>	64	81	99
<i>Funding (\$000)</i>			
<i>Appropriated</i>	1,722	1,945	2,118

Host Country/Peace Corps FY 1993-1995 Initiatives:

Morocco's Five Year Plan centers on reducing developmental disparities between rural provinces and urban centers. The plan gives priority to improving health care delivery in rural areas by developing delivery networks and programs aimed at reducing infant mortality and improving maternal and child health. Conscious of its responsibilities to protect the environment, the government continues to focus natural resources management and conservation. Peace Corps is responding to these priorities through projects in water and sanitation, maternal and child health, as well as in parks, wildlife, and environmental education. Because livestock is a critical source of income for rural households, Peace Corps provides assistance in animal husbandry and herd disease control.

Education continues to be a top priority, being the second largest portion of the national budget. Efforts are focused on enhancing language capabilities of professionals, technicians, instructors and researchers, giving them the skills they need to participate more effectively in the world market and to keep abreast of the latest technical trends and scientific research. Volunteers are active in education, teaching skill-based English for specific purposes. Peace Corps is also addressing the special education needs of visually-impaired Moroccans by providing technical training and curriculum development.

MOROCCO

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	30	28
<i>Orientation and Mobility</i> Volunteers work with counterparts in schools for the blind to co-develop curricula for teaching the blind orientation and mobility skills, and preparing students for integration into the community and market place.		
<i>TEFL/English for Special Purposes</i> Volunteer English teachers are working to develop English language programs and resources in newer faculties of education and in institutions and agencies with specialized technical English needs.		
Agriculture	8	8
<i>Volunteer Partners/Veterinarians</i> Volunteers work with Moroccan veterinarians and laboratory technicians to survey and document the prevalence and causes of specific livestock diseases.		
Environment	10	10
<i>Environmental Preservation</i> Volunteers are assisting host country authorities to preserve important forests, parks, and wildlife areas and to raise the awareness of the general public on environmental issues.		
Health	27	29
<i>Health and Sanitation</i> Volunteers are working to develop, improve, and maintain rural water supplies and reduce water- and sanitation-related morbidity in rural areas.		
<i>Maternal and Child Health</i> Volunteers beginning work in 1993 will address nutrition, child growth, pre- and post-natal care, as well as family planning and immunization.		

POLAND

Population: 38,337,000
Annual Per Capita Income: \$1,830
Number of Years Peace Corps in Country: 3

Peace Corps Country History:

The Government of Poland contacted Peace Corps in September 1989. After assessing the requests of the Polish authorities, a Peace Corps post was formally opened with the arrival of U.S. staff in Warsaw in March 1990. The first group of TEFL Volunteers arrived in Poland in June 1990. A small business development project was established in October 1990, and the first Volunteers specializing in environmental issues arrived in November 1991.

Program Highlights & Accomplishments:

- TEFL Volunteers have already taught or trained thousands of university and secondary school teachers and students in the first three years of the program. This project was so rapidly and effectively launched that the Ministry of Education credits Peace Corps efforts as indispensable to the opening of their network of English-language teacher training colleges.
- The success of the small business development project may be attributed both to its rapid response to government requests and to its close collaboration with many other international development efforts. Peace Corps serves as the chief executor of the Free Enterprise Transition Consortium, which formally opened in Krakow in November 1992. The consortium provides targeted training opportunities for local counterparts, workshops, and conferences on selected subjects, and developed the first library of privatization and small business development case studies.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i>Program</i>			
<i>Trainee Input (TI)</i>	111	100	100
<i>Volunteer Years</i>	156	177	197
<i>Funding (\$000)</i>			
<i>Appropriated</i>	3,035	3,236	3,491

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps plans to maintain its current projects, with Volunteers teaching English at the secondary level as well as training teachers at the university and college level. Volunteers will also undertake a wide variety of secondary projects, such as improving the language capability of fellow faculty members and establishing regional English language resource centers.

With the demonstrated need for business management skills in Poland, the small business development project has tremendous potential. In the coming years, Volunteers will expand the range of technical areas to include privatization and agribusiness.

POLAND

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	60	60
<i>Higher Education: English Teacher Training</i> TEFL Volunteers assigned by the Ministry of Education to universities and three-year teacher training colleges teach advanced courses in methodology and help fellow faculty members improve their English competence.		
<i>Secondary Education: English Teaching</i> Volunteers assigned throughout Poland teach English courses, train teachers, establish resource centers, and sponsor English clubs.		
<i>English for Specific Purposes</i> Volunteers work in business colleges, various university departments, pedagogical schools, and other institutions where there is an acute need for English language training at a professional level.		
Small Business	30	30
<i>Municipal Advisory Services</i> Volunteers provide management assistance to the Ministry of Local Government in preparing economic development plans, identifying investment needs and opportunities, and designing programs to assist in the establishment and expansion of small- and medium-scale businesses. Some highly qualified Volunteers provide technical assistance in specific areas such as housing development, public utilities, municipal finance, and tourism development.		
<i>Privatization Advisory Services</i> Volunteers provide technical assistance to the Mass Privatization Project of the Ministry of Ownership Transformation. They specialize in investment banking, valuation of enterprises, and securities management.		
<i>Agribusiness Advisory Services</i> Volunteers are assigned to a World Bank project for the development of agribusiness with special focus the food processing industry that is critical for the viability and expansion of the rural economy.		
Environment	10	10
<i>National Park Advisory Services</i> Volunteers work with national park agencies to improve environmental management and organizational practices in the parks as well as help district offices incorporate better nature protection practices.		
<i>Environmental Advisory Services</i> Volunteers work in environmental education to improve the effectiveness of local organizations through improved management practices, public awareness campaigns, and membership development.		

ROMANIA

Population: 23,276,000
Annual Per Capita Income: \$1,340
Number of Years Peace Corps in Country: 2

Peace Corps Country History:

The 24 year-old Ceausescu regime was overthrown by a popular uprising supported by the army in December 1989. In August 1990, Peace Corps sent two representatives to meet with the Romanian government and non-governmental organizations. The representatives determined that Volunteers could provide needed assistance in orphanages that had been inundated with children as a result of Ceausescu's birth control policies. Peace Corps staff arrived in Romania in December 1990 to establish the program, and the first group of Volunteers arrived in Romania early in 1991. They began their work in the orphanages in May 1991.

In the summer of 1992, 21 English educators arrived in Romania and are now teaching at schools throughout the country.

Program Highlights and Accomplishments:

- Peace Corps has successfully laid the groundwork for a multi-faceted program in Romania. Volunteers will be working throughout the country in three areas: education, small business, and urban development.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i>Program</i>			
<i>Trainee Input (TI)</i>	21	30	30
<i>Volunteer Years</i>	11	24	51
<i>Funding (\$000)</i>			
<i>Appropriated</i>	613	853	1,023

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps will expand its programs in urban youth development and agribusiness. The urban youth project aims to build the infrastructure of non-governmental organizations that serve at-risk youth. Agribusiness Volunteers will concentrate on providing basic business skills training to microentrepreneurs.

ROMANIA

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	12	12
<i>Secondary Education</i> Volunteers teach English to students in secondary schools and assist in the improvement of their colleagues' English teaching skills.		
Small Business	12	12
<i>Small Business Development/Agribusiness Project</i> Volunteers will work in chambers of commerce, non-governmental organizations, and business centers to assist agribusiness and business entrepreneurs in adapting to a market economy.		
Urban Development	6	6
<i>Urban Youth Project</i> The goal of this project is to assist in counseling the large numbers of youth at risk in the larger towns of Romania.		

RUSSIA

Population: 148,930,000
Annual Per Capita Income: \$3,220
Number of Years Peace Corps in Country: 1

Peace Corps Country History:

Peace Corps signed a Country Agreement with Russia in June 1992, following many months of discussions with the government. An assessment team spent a month in Russia exploring options for programs in small business in the areas around Yekaterinburg, Vladivostok, and Saratov.

The decision was made to begin with two separate programs in Russia, a departure from normal Peace Corps practice in which a single program is administered from one central location. Saratov and Vladivostok were chosen as the centers for programs in the Volga River area and Far East, respectively. A primary administrative office was also created in Moscow to coordinate logistical and diplomatic issues for both field offices. Staff for all three posts began arriving in Russia in June 1992.

The first 101 Peace Corps trainees arrived in Moscow in November 1992. From Moscow, this group of seasoned business professionals moved to training sites near Vladivostok or Saratov. Upon completion of training in February 1993, Volunteers were assigned to a wide range of sites throughout the Volga River area and the Far East.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i>Program</i>			
<i>Trainee Input (TI)</i>	0	101	101
<i>Volunteer Years</i>	0	59	148
<i>Funding (\$000)</i>			
<i>Appropriated</i>	1,817	2,682	3,142

Host Country/Peace Corps FY 1993-1995 Initiatives:

The economic transformation of post-communist countries will, in all likelihood, be a long, difficult process. Russia's centralized economy, based on widely dispersed, large industrial complexes, poses tremendous challenges for creating a western-style free market. While other communist countries had allowed the existence of some private sector activity, which quickly filled a void as the state's role in the economy diminished, such activities were illegal in Russia. Finally, Russia's economy was largely driven by the production of military armaments, making the job of industrial conversion difficult.

In this context, government officials and international donors alike are emphasizing the need to encourage the growth of a private small enterprise sector. Small businesses offer the best alternative for absorbing a rapidly escalating number of the unemployed, building local economies, and reforming economic thinking at the grassroots level.

Small businesses are hampered by a lack of progress on privatization and a range of other problems. Business skills must be developed, including leadership, management, and decision making. At the same time, existing and would-be entrepreneurs are confronted with practical problems involving the lack of readily available credit, market information, and laws and legislation supporting small businesses. Entrepreneurship is new to most Russians and must be developed.

Peace Corps will concentrate its initial efforts in the Saratov and Vladivostok programs on developing support systems and expertise for small businesses and entrepreneurs. The central mechanism for this effort will involve the creation of business centers in the main cities

RUSSIA

of both regions. Highly skilled, experienced Volunteers will continue to be recruited and will serve as business advisors and business English teachers working out of these centers.

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Small Business	101	101

Business & Agribusiness Advisory Services

Most business Volunteers work to establish a network of small business centers, which will offer training and advice to interested entrepreneurs and small businesses. Others work as agribusiness advisors to farmers' groups, distributors, and other farm-related industries. Some Volunteers are assigned to work in regional capitals. Most are dispersed throughout the smaller cities. Volunteers work out of or through small business centers sponsored by local or regional governments. These governments also provide counterpart staff, office space, and housing for the Volunteers.

Business English Teaching

The first Volunteers will begin training in Russia in FY94. The Volunteers will teach business English as an integral part of the larger business project. Volunteer assignments may include classroom instruction; however, most will be in business centers or specialized business schools.

TUNISIA

Population: 8,223,000
Annual Per Capita Income: \$1,510
Number of Years Peace Corps in Country: 30

Peace Corps Country History:

Tunisia's Country Agreement dates from February 1962, making it one of the Agency's oldest programs. Over the past 30 years, more than 2,000 Volunteers have served in the fields of health, education, architecture, urban planning, and agriculture. Currently Volunteers work in rural youth development, special education, low-income urban housing, and English language education.

Program Highlights & Accomplishments:

- Peace Corps celebrated its 30th anniversary in Tunisia in November 1992. The celebration included a roundtable discussion on volunteerism and an audience with the Tunisian President. The President noted many past accomplishments of Peace Corps and emphasized the importance of Peace Corps' current activities in Tunisia.
- The first Volunteers in the low-income urban housing and rural youth development projects began their assignments in 1992. Volunteers began construction of model homes, which they will use to train members of urban communities in improved construction techniques.
- The first group of Tunisians receiving formalized special education training graduated in January 1992. Volunteers conducted on-the-job training of these first Tunisian special educators and provided training and assistance in curriculum development.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i>Program</i>			
<i>Trainee Input (TI)</i>	47	48	48
<i>Volunteer Years</i>	20	38	75
<i>Funding (\$000)</i>			
<i>Appropriated</i>	1,010	1,165	1,416

Host Country/Peace Corps FY 1993-1995 Initiatives:

Tunisia continues to move toward a more democratic, pluralistic society and an outwardly oriented market. While medium-term prospects for sustained economic growth are positive, short-term challenges lie ahead, particularly in the area of employment. Repeated yearly job deficits (exacerbated by the Gulf War and subsequent drop in tourism) have left Tunisia with a rising number of un- and under-employed individuals, particularly among the rapidly growing youth population. High unemployment rates have also contributed to increased migration from rural areas to urban centers. A surge in the population of 18-20 year olds has seriously strained university resources, and new campuses have been created in secondary cities.

Tunisia's National Plan of Action for the Environment, developed in 1990, reflects a determination on the part of the government to reduce, prevent, and monitor threats to the environment. Peace Corps programming is responding to these needs through programs in youth development, university English teaching, and self-help housing and community development, as well as proposed environmental awareness and protection activities.

TUNISIA

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	40	39

Special Education

Volunteers are involved in developing services and programs for the disabled and in training a cadre of special educators in teaching techniques and curriculum development.

University TEFL

University English teachers are assisting the Ministry of Education in achieving self-sufficiency in its English teaching corps.

Youth Development/Sports

Youth development Volunteers work with Tunisian youth center staff to broaden the spectrum of activities offered at the centers, which are aimed at school dropouts and unemployed youths in lesser developed, rural areas.

Urban Development

8 9

Self-Help Housing

Volunteers provide technical and management advice in self-help housing projects to improve the substandard living conditions of poor families in urban areas.

TURKMENISTAN

Population: 3,748,000

Annual Per Capita Income: \$1,700

Number of Years Peace Corps in Country: New Country Entry

Peace Corps Country History:

The first Peace Corps program will begin in Turkmenistan in 1993 as part of the effort to increase humanitarian assistance to the former Soviet Union. A Peace Corps assessment trip was conducted in November and December 1992. A Country Agreement was successfully negotiated with the Turkmen Government, and Peace Corps staff arrived in Turkmenistan in February 1993. Trainees are expected to arrive in the summer of 1993.

Resources:

	<i>FY 1992</i> <i>Actual</i>	<i>FY 1993</i> <i>Estimates</i>	<i>FY 1994</i> <i>Estimates</i>
<i>Program</i>			
<i>Trainee Input (TI)</i>	0	25	25
<i>Volunteer Years</i>	0	2	24
<i>Funding (\$000)</i>			
<i>Appropriated</i>	0	812	843

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps will continue to provide support in the area of teaching English. Other possible areas of support could include small business, the environment, and health.

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	25	25

English Education

The majority of the Volunteers will teach English to secondary school students. Another group will train secondary school teachers in teaching methodologies and help improve their English language skills. One Volunteer will teach at the university.

UKRAINE

Population: 51,999,000
Annual Per Capita Income: \$2,340
Number of Years Peace Corps in Country: 1

Peace Corps Country History:

In April 1992, following a successful assessment trip, a Country Agreement was signed between Ukraine and the United States. Permanent Peace Corps staff arrived in May 1992. The first training group arrived November 1992. This group is comprised exclusively of Volunteers working in the small business area. They were sworn-in February 1993.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i>Program</i>			
<i>Trainee Input (TI)</i>	0	80	80
<i>Volunteer Years</i>	0	35	111
<i>Funding (\$000)</i>			
<i>Appropriated</i>	716	1,299	1,929

Host Country/Peace Corps FY 1993-1995 Initiatives:

To help Ukraine continue its efforts in privatization, market reform, and economic stabilization, Peace Corps will provide support primarily in the area of small business development. Volunteers will provide business training in the areas of planning, economics, financial analysis, marketing, and record keeping. They will work with entrepreneurs on assessing the feasibility of projects, researching sources of raw materials and markets, identifying potential business opportunities, and assisting in the development of sustainable business management training programs.

Another priority for the Ukrainian government is to upgrade the skills of English teachers, while alleviating the shortage of English teachers at the secondary level.

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	26	20
<i>Teaching English as a Foreign Language</i> Ukraine's program includes language instruction at the secondary level, as well as teacher training and curriculum development at primary and secondary levels.		
Small Business	54	60

Economic Improvement

The four major areas of Ukraine's business program revolve around work with state, regional, and municipal structures on privatization issues, small business consulting, work with management institutes, and work in banks and credit systems.

UZBEKISTAN

Population: 20,955,000
Annual Per Capita Income: \$1,350
Number of Years Peace Corps in Country: 1

Peace Corps Country History:

The first Peace Corps staff arrived in August 1992. Trainees arrived in Tashkent in December 1992 and were sworn-in as Volunteers on March 12, 1993.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i>Program</i>			
<i>Trainee Input (TI)</i>	0	54	50
<i>Volunteer Years</i>	0	27	68
<i>Funding (\$000)</i>			
<i>Appropriated</i>	286	1,246	1,433

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps will continue to provide support in the area of small enterprise development and TEFL. Other possible areas of support could include the environment and health.

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	33	25

English Education and Resource Development

Volunteers work at secondary schools and at institutions of higher education in both urban and rural areas. Volunteers teach English to secondary school students and undergraduates. In addition, some Volunteers are assigned to one of the country's teacher training centers, developing workshops to improve English teachers' fluency and confidence in spoken English.

Small Business	21	25
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Small Enterprise Development

Volunteers are assigned to work with universities, technical vocational schools, or business associations teaching basic business subjects such as management, marketing, or accounting.

YEMEN

Population: 12,533,000
Annual Per Capita Income: \$540
Number of Years Peace Corps in Country: 20

Peace Corps Country History:

Peace Corps began its work in the Republic of Yemen in 1973, only two years after the end of a ten-year civil war. Initially, Peace Corps' programs focused largely on health. Over the years, Volunteers have also worked in education, earthquake reconstruction, agriculture, city preservation, and rural water supply projects. Following a program suspension during the Gulf Crisis, Volunteers returned to Yemen in July 1991. Currently Volunteers work in the fields of education and health.

Program Highlights & Accomplishments:

- Peace Corps implemented its revised health project, focusing on improving the structure of the health care delivery system in Yemen, as well as providing health care services at rural health centers throughout the country. Volunteer nurses provide critical health care services to rural women, who previously had no access to female health care providers.
- Peace Corps assigned the first Volunteers to serve in former South Yemen in 1991 and 1992. There are currently three Volunteer sites in this area.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i>Program</i>			
<i>Trainee Input (TI)</i>	42	47	47
<i>Volunteer Years</i>	16	33	67
<i>Funding (\$000)</i>			
<i>Appropriated</i>	993	1,474	1,710

Host Country/Peace Corps FY 1993-1995 Initiatives:

Following a 1991 study of population and health, the government has focused on ways to improve its health care delivery system. Yemen is working to improve maternal, infant, and child mortality rates through programs of education, immunization, and pre- and post-natal care. Following the return of an estimated 850,000 Yemeni workers from Saudi Arabia after the Gulf Crisis, there has been a rise in the number of unemployed men. Many settled with their families in squatter neighborhoods, where inadequate housing and improper sanitation have raised health concerns. Education is also an area of great need in Yemen, with overall illiteracy rates of 70-80 percent. With these priorities in mind, Peace Corps will continue to address these needs at the urban and rural levels.

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	14	12

English Education

Volunteers teach English at the Yemeni-American Language Institute and Sana'a University. In addition, they train future secondary school EFL teachers at four different universities.

Health	33	35
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Maternal Child Health

Nurses, lab technicians, health educators, and health management advisors work to improve maternal and child health and expand the primary health care program to families and communities in rural areas of the country.

INTER-AMERICAN COUNTRIES

OVERVIEW

Regional Development Needs

The Inter-American Region is comprised of 22 countries of considerable cultural, socioeconomic, and political diversity. Conditions range from extreme poverty in Nicaragua to severe unemployment in the developing nations of the Eastern Caribbean. There are, however, several development needs common to most countries in the Region. Principal among these similarities are the countries' predominantly agrarian-based economies and an increasing number of disaffected youth.

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

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

Natural resources are also seriously threatened throughout the region. Forests, water, soil, and wildlife are being depleted and endangered. Rural populations need basic environmental education and training in appropriate agricultural methods to prevent further degradation of natural resources. They also need to develop alternative sources of income through non-agrarian entrepreneurial activity to lessen dependency on subsistence agriculture and slow emigration to urban areas.

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

Program Strategy

A wave of democratic elections throughout the Latin American and Caribbean region prepared the way for Peace Corps' re-entry in Bolivia and Panama in calendar year 1990, and Nicaragua, Uruguay, Chile, and Argentina in calendar year 1991. More recently, the cessation of hostilities in El Salvador has opened the door for Peace Corps' return to that country in calendar year 1993. When conditions improve in Guyana, Peace Corps will explore the possibility of a program there. Unfortunately, the continued instability in Haiti makes a return to that country unlikely in the immediate future.

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

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

Small Business

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

Environment

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

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

Collaboration with USAID, through the Regional Environmental and Natural Resources Management Project, has generated many activities in this area that are contributing to the rational use of available resources throughout the region.

Urban Development

While Peace Corps has been working with youth for many years in a variety of programs similar to the 4-H Clubs in the United States, there have been few programs aimed at the burgeoning problem of urban youth -- runaways and abandoned or abused youth with little education and few or no vocational skills. Belize has been selected as a pilot program for the region's youth development initiative. Most projects included in the Belize program focus youth as the primary beneficiary. These projects include physical education and sports development, youth enhancement services, vocational and technical education, rural primary education, and environment and conservation. These projects have proven effective in providing youth with remedial education, structured recreational activities, and counseling and guidance. The program teaches responsibility, self-discipline, job and study habits, and vocational and business skills.

In other countries, Volunteers are working with youth, ages seven to 24, in a variety of activities and settings. Whenever possible, the projects include some form of income-generating activity. A popular project is silk-screening T-shirts and greeting cards for sale. One successful project sells stuffed animals designed and sewn by young people. These activities, in collaboration with other institutions such as Partners of the Americas, Junior Achievement, and the Kellogg Foundation, will continue to expand.

Inadequate housing is another serious problem in urban areas. In conjunction with the Cooperative Housing Foundation and funding from USAID, Peace Corps has been involved in a shelter program in Costa Rica for several years and has replicated aspects of that endeavor in Paraguay. The program, which features low-cost, self-help housing construction and rehabilitation, with loans administered by a local savings and loan association, has proven enormously successful. Additional countries in the Region are exploring the possibility of developing similar cooperative models in FY93 and FY94.

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

	Trainees			Volunteer Years			Program Funds (\$000)		
	FY 1992	FY 1993	FY 1994	FY 1992	FY 1993	FY 1994	FY 1992	FY 1993	FY 1994
Argentina	17	18	18	2	25	38	491	881	951
Belize	29	26	26	63	51	47	1,202	1,144	1,100
Bolivia	55	45	45	71	96	92	1,689	2,021	2,048
Chile	21	30	30	25	41	48	966	1,303	1,426
Costa Rica	101	70	70	159	147	139	1,924	1,910	1,947
Dominican Republic	95	90	85	168	153	150	2,206	2,199	2,180
Eastern Caribbean	63	72	72	119	106	113	2,874	2,786	2,811
Ecuador	117	111	111	172	199	190	2,302	2,656	2,686
El Salvador	0	0	25	0	1	24	0	372	664
Guatemala	109	122	117	195	194	198	2,566	2,524	2,608
Haiti	0	0	0	0	0	0	261	106	0
Honduras	80	144	124	247	203	213	2,840	2,678	2,846
Jamaica	69	66	66	152	135	124	2,095	2,008	1,987
Nicaragua	22	22	22	13	29	35	689	762	824
Panama	30	39	39	29	41	53	677	845	909
Paraguay	101	102	102	175	184	180	2,318	2,584	2,479
Uruguay	19	20	20	33	55	49	1,094	1,317	1,333
TOTAL	928	977	972	1,620	1,658	1,693	26,193	28,096	28,800

ARGENTINA

Population: 32,646,000
Annual Per Capita Income: \$2,780
Number of Years Peace Corps in Country: 1

Peace Corps Country History:

At the request of the Argentine government, programming visits were conducted in the spring and summer of 1991 to assess the feasibility of a Peace Corps program. Both the government and non-governmental organizations suggested areas in which technical cooperation between Argentina and Peace Corps would be mutually beneficial. The Country Agreement was signed in August 1991. The Peace Corps office opened in February 1992; the first group of six Volunteers arrived in-country in July 1992.

There is a serious ecological threat to the future development of Argentina and a great need for Volunteers with specialized skills and training to help local agencies address the nation's mounting environmental problems. Peace Corps is implementing work in the areas of wildlife, forestry, park planning, environmental education, and environmental planning. Because of the specialized needs of local agencies, efforts are being made to recruit Volunteers with advanced degrees and experience commensurate with Argentina's development needs.

Program Highlights & Accomplishments:

- The first Peace Corps Volunteers (six third-year transfers from other posts) arrived in July 1992 and began working in wildlife management, forestry, and environmental education.
- The first group of 17 Volunteers completed pre-service training in Chile, were sworn-in on November 13, 1992, and went to their work sites on November 18, 1992.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i><u>Program</u></i>			
<i>Trainee Input (TI)</i>	17	18	18
<i>Volunteer Years</i>	2	25	38
<i><u>Funding (\$000)</u></i>			
<i>Appropriated</i>	491	881	951

Host Country/Peace Corps FY 1993-1995 Initiatives:

Environment initiatives will continue to be the focal point of Peace Corps Argentina for FY93-95. For the FY93 training group, Peace Corps will require Volunteers with skills in computer modeling (geographic information systems) for parks and environmental planning.

ARGENTINA

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Environment	18	18

Forestry

Volunteers provide technical expertise working in areas such as forest production, forestry extension, disease prevention and control, and forestry research. Volunteers also work in the management of exotic and native tree species.

Park Planning

Volunteers are involved in the establishment of interpretive trails, visitors' centers, and general park planning/management in various parks throughout the country.

Wildlife

Volunteers assist counterpart organizations in the study of endangered species, as well as the rational exploitation of game species. This area is expected to grow as an economic alternative for the Argentine population.

Environmental Education

Volunteers work to improve technical competencies of organizations working to create public awareness of environmental problems, plan solutions to these problems, and implement long-term management practices to protect the biophysical environment.

Environmental Planning

In FY93, Peace Corps Argentina will begin recruiting individuals with skills in computer modeling (geographic information systems) and experience in parks and environmental planning to help public and private organizations address environmental needs.

BELIZE

Population: 193,000
Annual Per Capita Income: \$2,050
Number of Years Peace Corps in Country: 31

Peace Corps Country History:

In 1992, Peace Corps celebrated its 30th anniversary of service in Belize. More than 1,300 Volunteers have provided technical assistance in the education, agriculture, small business, environment, and education areas. Unique among Central American countries, Belize is a stable, functioning democracy characterized by a small population and under-utilized land. English is the official language. Formerly named British Honduras, Belize was granted internal self government in 1962 and gained full independence in 1981.

Program Highlights & Accomplishments:

- Volunteers played a major role in launching Belize's first national organization for the prevention of child abuse.
- Volunteers were responsible for the founding and building of six rural libraries.
- More than 10,000 children received instruction and participated in environmental education projects organized by Volunteers.
- Volunteers were key players in the launching of a Center for Employment Training, that will provide vocational education to more than 500 youth each year.
- Peace Corps launched a successful partnership with all youth agencies by forming the Youth Advisory Committee.
- Peace Corps Belize has been an active participant with Michigan Rotary Clubs in providing educational enhancements to rural villages.

Resources:

	<u>FY 1992</u> <u>Actual</u>	<u>FY 1993</u> <u>Estimates</u>	<u>FY 1994</u> <u>Estimates</u>
<u>Program</u>			
Trainee Input (TI)	29	26	26
Volunteer Years	63	51	47
<u>Funding (\$000)</u>			
Appropriated	1,202	1,144	1,100

Host Country/Peace Corps FY 1993-1995 Initiatives:

In 1991, Peace Corps Belize was designated the youth pilot program for the Inter-American Region. Demographically, Belize has become a nation of youth, with nearly 65 percent of the population under the age of 24. Close to 50 percent of these youth have typically left school between the ages of 10 and 14. Nearly 50 percent of the Volunteers are working in projects with youth at risk.

According to current estimates, refugees in Belize run as high as 25 percent of the total population. Immigrants are placing a burden on Belize's fragile educational and health infrastructure and are threatening further degradation of the environment with slash-and-burn agriculture. The Government of Belize has committed some limited support to these newly-formed communities, recognizing the political and social necessity of assimilating the growing

BELIZE

population into the mainstream of Belizean society. Volunteers provide training in English as a second language, and support a variety of community development projects.

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	5	17
<i>Rural Primary Education</i> Education Volunteers provide teacher training and curriculum development at the primary school level. Construction Volunteers upgrade school facilities and build water and sanitation systems.		
<i>Rural Community Development</i> Peace Corps, in cooperation with the United Nations High Commission on Refugees, has targeted certain remote rural communities that lack basic services in health, education, and agricultural extension. Volunteers provide training in English as a second language and promote income-generating and community development projects.		
Environment	2	5
<i>Environment</i> Volunteers have been active in the start-up of the national environmental education program, focusing on primary schools, and have promoted the development and protection of national parks and wildlife sanctuaries.		
Urban and Youth Development	19	4
<i>Youth Enhancement Services</i> Volunteers have been innovators in Belize's national drug education and prevention program. In addition, Volunteers and staff have played a leadership role in the development of the National Youth Commission and the Youth Advisory Committee.		
<i>Sports for Youth</i> Volunteers assist with the design and implementation of physical education curricula in primary and secondary schools, and promote sports recreation programs.		
<i>Vocational Education</i> Volunteers provide scarce technical expertise in vocational and technical subject areas and curriculum development.		

BOLIVIA

Population: 7,356,000
Annual Per Capita Income: \$650
Number of Years Peace Corps in Country: 11

Peace Corps Country History:

From 1963 to 1971, over 1,250 Volunteers worked in almost every department or state in Bolivia in projects such as tuberculosis control, university education, community development, and agricultural production. After an 18-year absence, Peace Corps resumed operations in Bolivia in April 1990.

Peace Corps currently has 90 Volunteers working in the Departments of Tarija, Chuquisaca, Cochabamba, La Paz, Potosi, Santa Cruz, and Oruro. These Volunteers are working in the areas of agriculture, small business, health, and environment.

Program Highlights & Accomplishments:

- **Rural Sanitation Program** - The sanitary conditions throughout Bolivia cause a high incidence of intestinal infections and diarrhea-related diseases. A new project in rural sanitation and water systems for rural areas was initiated in FY92.
- **Youth Project** - In FY92, Peace Corps initiated a youth program with financial assistance from USAID. Working with urban children throughout Bolivia, Volunteers trains youth in marketable skills such as woodworking and metal mechanics.
- **Agriculture Project** - Peace Corps is redefining and more sharply focusing Volunteers' activities in agriculture. Volunteers are now working in crop production, community and family garden promotion, bee-keeping, and small animal husbandry.

Resources:

	<i>FY 1992</i>	<i>FY 1993</i>	<i>FY 1994</i>
	<i>Actual</i>	<i>Estimates</i>	<i>Estimates</i>
<u>Program</u>			
Trainee Input (TI)	55	45	45
Volunteer Years	71	96	92
<u>Funding (\$000)</u>			
Appropriated	1,689	2,021	2,048

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps Bolivia will continue to focus rural development. Projects in small business development will continue to be the largest single project area during the next few years with 40 percent of the Volunteers participating. Peace Corps also will assign Volunteers to a new rural sanitation project that promotes the construction of a sanitary infrastructure and sanitary education in order to reduce the high incidence of child mortality and morbidity.

BOLIVIA

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Agriculture	19	13
<i>Agriculture Extension</i> Volunteers assist farmers in rural areas to conserve soil through practices such as contour plowing and crop rotation and promote the management of bees and their by-products as an alternative source of income.		
Environment	9	7
<i>Soil Conservation/Environmental Education/Environmental Development Project</i> Both projects address the negative socioeconomic consequences of a deteriorating soil and water resource base and general environmental degradation. Volunteers assist small farmers in sustainable and economically viable land use practices and support local efforts to develop protected areas and increase knowledge of biodiversity.		
Health	6	10
<i>Rural Sanitation</i> Volunteers provide technical assistance and support to rural communities and host country agencies involved in the construction of potable water systems, latrines, and the promotion of effective sanitation practices.		
Small Business	11	15
<i>Small Business Development</i> Volunteers provide technical assistance to small business associations and cooperatives through training and support to improve the entrepreneurial skills of their members.		

CHILE

Population: 13,360,000
Annual Per Capita Income: \$2,160
Number of Years Peace Corps in Country: 22

Peace Corps Country History:

From 1962 to 1982, 2,025 Volunteers served in Chile. Due to the level of development reached and Peace Corps budget limitations in the early 1980s, operations were terminated in 1982. Volunteers had worked in projects such as agriculture and forestry extension, health education, special education, and youth rehabilitation.

In 1990, at the invitation of the Chilean government, Peace Corps made several visits to Chile. As a result of those visits, the government of Chile formally requested assistance in the environment, urban development, and small business areas. A Country Agreement was signed in July 1991, followed by the immediate arrival of the first group of Volunteers.

There are currently 21 Volunteers working in small business development and 22 working in projects related to the environment. Volunteers are clustered in the following areas: Santiago, Temuco, Valdivia, Concepcion, and Valparaiso, with Santiago having 30 percent of the Volunteer population.

Program Highlights & Accomplishments:

- The first pre-service training was held in Santiago and also included Argentina trainees in this class.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<u>Program</u>			
Trainee Input (TI)	21	30	30
Volunteer Years	25	41	48
<u>Funding (\$000)</u>			
Appropriated	966	1,303	1,426

Host Country/Peace Corps FY 1993-1995 Initiatives:

The environment and small business development programs will continue to play a primary role for FY93-FY95. Peace Corps is building its involvement in these areas gradually, concentrating on the best prospects for a meaningful contribution. Peace Corps also is establishing an urban development program to begin in FY93.

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Environment	11	11

Forestry

Volunteers work with local universities conducting research and teaching in the following areas: forest management, forest products, forestry regeneration, or forestry engineering.

CHILE

Number of Trainees FY93 FY94

Environmental Education

The goal of this project is to assist Chilean agencies in developing an environmental education program. Volunteers will work with agencies to help institute measures to avoid over-exploitation of natural resources. They will also promote public awareness of and nurture a sense of pride in Chile's natural environment.

Small Business

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Small Business Development

Volunteers conduct activities with government and non-governmental organizations working at two levels - - organizational development, and the design and implementation of improved business management practices. The first is directed toward the local agencies, to help them better manage and control their internal operations. The second enables local agencies to transfer these skills to micro-entrepreneurs.

Urban Development

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Municipal Management

The overall goal is improve the capacity of Chilean municipal governments to render effective services to constituents. Volunteers will assist private organizations and universities with diagnostic studies, designing and implementing extension programs, as well as training in public administration.

COSTA RICA

Population: 2,875,000

Annual Per Capita Income: \$1,930

Number of Years Peace Corps in Country: 30

Peace Corps Country History:

Volunteers have served in Costa Rica since 1963. Although historically agriculture has been the area of primary concern to the government, projects in education, adult literacy, income generation, and rural housing were made possible under the Initiative for Central America funding. These programs have undergone reassessment and some consolidation during the past year.

As international development assistance to Costa Rica is dramatically scaled back from levels maintained during the period of armed conflict in Central America, Peace Corps' contribution to Costa Rica's development needs in low-income rural areas becomes increasingly important. Costa Rica is wrestling with difficult economic conditions, structural adjustments, and decreased economic assistance. Peace Corps' presence demonstrates a commitment to Costa Rica's aspirations to become a model of democracy for Central and South America.

Program Highlights & Accomplishments:

- **Environmental Curriculum Development** - During the past year, environmental education Volunteers, working with the Costa Rican Ministry of Education, have conducted a series of teacher training workshops. These workshops use Volunteer-written environmental education curricula that will be distributed nationwide. By working with school children and community groups, Volunteers in forestry extension and environmental education are helping to raise public awareness on the need to protect the environment.
- **Pesticide Safety** - Pesticide abuse and contamination are widely documented as a significant national problem. Peace Corps is organizing training programs for Volunteers, local farmers, and other pesticide users on integrated pest management. Preliminary findings of a Peace Corps study on pesticide use in Costa Rica indicate a need to concentrate on programs designed to educate women and children on the safe use of pesticides. Peace Corps is working with the Costa Rican National Commission on Emergencies, as well as an environmentally-oriented research center in San Jose, to conduct a comprehensive study of the legal and regulatory standards governing the use of hazardous materials and pesticides. The objective of this study is to assist in the drafting of model legislation to improve current laws and regulations.

Resources:

	<i>FY 1992</i> <i>Actual</i>	<i>FY 1993</i> <i>Estimates</i>	<i>FY 1994</i> <i>Estimates</i>
<i>Program</i>			
Trainee Input (TI)	101	70	70
Volunteer Years	159	147	139
<i>Funding (\$000)</i>			
Appropriated	1,924	1,910	1,947

COSTA RICA

Host Country/Peace Corps FY 1993-1995 Initiatives:

Environmental education and protection have been designated as major national priorities by the government. Peace Corps will assist the Ministry of Education in the training of teachers and local community groups in these areas. To combat Costa Rica's high rate of deforestation, the forestry project will train farmers and other community members in nursery establishment, reforestation, and agro-forestry techniques. The Integrated Community Development Project will continue to work in a number of Costa Rica's poorest rural areas, which have been targeted by the government's Regional Rural Development Plan through 1994. In the area of special education, Volunteers are writing a teacher training curriculum, which will be used to train rural special education teachers. Because the government has been able to allocate only limited resources to resolving the varied problems of urban youth, Peace Corps anticipates that there will be increased demands on Volunteers to counsel poor and homeless youth as well as juvenile offenders in urban areas. In small business development, the current number of microentrepreneurs (estimated at 100,000 in 1990) and cooperatives needing business training is certain to increase significantly, due to the government's emphasis on privatization.

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Environment	21	12
<i>Environmental Education</i> An environmental project was initiated in 1979 with a focus the planning of national park facilities, the training of park personnel, and the conservation of biological diversity. The project was redesigned in 1991 to promote environmental education in the schools and among community groups. By the end of FY98, Peace Corps plans to extend this education project to reach 25 percent of all rural schools.		
<i>Forestry Extension</i> Costa Rica has one of the highest rates of deforestation of any country in the world. The forestry project proposes to increase reforestation of the most critically deforested areas by 150,000 acres and to train 25,000 farmers in reforestation practices by the end of FY97.		
Urban Development	15	15
<i>Integrated Community Development</i> The Integrated Community Development project operates at the grass-roots level to improve the quality of life in 125 rural Costa Rican communities. Its purpose is to give residents access to better education, provide income generation opportunities for women, and strengthen local self-government by the end of FY98.		
Small Business	10	15
<i>Business Education</i> Initiated in 1984, this project initially emphasized business training and administrative assistance to rural cooperatives. The project has been redesigned to promote economic development in rural and semi-rural areas, to provide employment and training opportunities, and to strengthen the entrepreneurial skills of 1,000 small business owners by the end of FY98.		

COSTA RICA

Number of Trainees

FY93

FY94

Education

24

20

Adult Education

An adult education project was developed in 1985 to address the problem of high illiteracy rates in rural Costa Rica. The project's purpose is to increase literacy skills for 9,000 people located in rural areas, to establish over 100 Adult Education programs nationwide, and to train some 1,600 teachers in adult education techniques by the end of FY99.

Integrated Child Development

This project has evolved from an elementary teacher training project to an early childhood development project directed toward the training of parents in early infant stimulation. Its purpose is to increase the number of children with access to the integrated development program by 50 percent over current levels, so that some 12,000 children will receive training by FY99.

Special Education

Costa Rica has over 12,000 children with special education needs living in rural areas. The country's few teachers with special education training are concentrated in the San Jose metropolitan area. By the end of 1994, Volunteers will assist the government in the preparation of the teacher training curriculum that will be used in the training of rural-based special education teachers.

Urban Development

0

8

Urban Youth

There is a large and growing population of urban youth at risk in Costa Rica (estimated to number over 45,000 in 1988). The urban youth project, begun in 1990, trains youth and helps communities access essential services as well as fostering inter-agency collaboration to reach at-risk youths.

DOMINICAN REPUBLIC

Population: 7,197,000

Annual Per Capita Income: \$950

Number of Years Peace Corps in Country: 30

Peace Corps Country History:

Peace Corps has provided development assistance to the Dominican Republic since 1962. Over 2,500 Volunteers have served in the fields of agriculture, urban and rural development, environment, small business development, health, and education. Volunteers have always been well received and have established strong personal bonds in the Dominican Republic, even during times of political tension. Peace Corps remained in the Dominican Republic during the suspension of diplomatic relations in 1963 and the civil war of 1965. In 1979, Volunteers were commended by the Dominican people for assisting in relief efforts in the wake of Hurricanes David and Frederick. In 1986, Volunteers were praised at Peace Corps' 25th Anniversary and again in 1992 when representatives from government, private volunteer organizations, and the community celebrated Peace Corps' 30th Anniversary.

Program Highlights & Accomplishments:

On November 27, 1992, Peace Corps celebrated its 30th anniversary in the Dominican Republic. Current and former Volunteers, members of the Dominican and United States governments, and over 350 representatives of counterpart agencies (many traveling long distances) attended the ceremonies. An explanatory brochure was prepared about the Peace Corps program, and Peace Corps received extensive media coverage during the celebration.

Other accomplishments include:

- Training 150 community promoters and 1,000 mothers in infant/maternal health care;
- Establishing finance and accounting systems in ten small businesses;
- Sending Volunteers to five rural credit programs to assist them in improving their credit systems;
- Developing a country strategy for environmental education based on a needs assessment conducted with participation from Peace Corps, the government, and private volunteer organizations; and
- Conducting on-site training in agro-forestry, soil conservation, and fruit tree propagation for 300 farmers.

Resources:

	<i><u>FY 1992</u></i> <i><u>Actual</u></i>	<i><u>FY 1993</u></i> <i><u>Estimates</u></i>	<i><u>FY 1994</u></i> <i><u>Estimates</u></i>
<i><u>Program</u></i>			
<i>Trainee Input (TI)</i>	95	90	85
<i>Volunteer Years</i>	168	153	150
<i><u>Funding (\$000)</u></i>			
<i>Appropriated</i>	2,206	2,199	2,180

DOMINICAN REPUBLIC

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps plans to continue to focus on inadequate access to credit and technical assistance to microentrepreneurs; environmental deterioration; high infant mortality; low yields for farmers; and poor quality of community education. A water and sanitation project is currently being designed and will be initiated in August 1994.

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Agriculture	20	18
<i>Crop Production</i> The goal of the project is to increase agricultural productivity among small farmers. Volunteers provide technical assistance to set up small plots to demonstrate sustainable agriculture techniques and assist farmers in implementing these techniques in their family plots. Farmers receive additional training in leadership, project planning, and implementation.		
<i>Rural Youth Development</i> The goal of this project is to increase the economic, educational, health, and social opportunities for disadvantaged rural youth.		
Education	18	15
<i>Community Education Promotion</i> Volunteers assist the Ministry of Education and participating communities in improving the quality of and increasing the accessibility of education in rural areas. Volunteers work with parent and teacher groups teaching the skills to plan, implement, monitor, and evaluate community projects. Activities include fund raising, group planning and organization, development of education materials, and the construction and rehabilitation of schools.		
Environment	16	16
<i>Forestry</i> In this sector, Volunteers address problems of deforestation and the general deterioration of the environment. Volunteers work in nursery management, tree planting, extension, and soil conservation. They help institutions develop sound management plans to ensure the preservation of remaining forest lands.		
<i>Environmental Awareness Education</i> Volunteers work to promote environmental education and awareness.		
Health	18	18
<i>Child Survival/Water and Sanitation</i> Volunteers work with rural mothers' clubs and community groups in child survival programs promoting good health, hygiene, and nutrition practices. They also train Ministry of Health personnel to serve as rural health promoters in isolated communities. Activities include encouraging rural families to grow vegetables for a balanced diet and assisting communities and individuals in building latrines.		

DOMINICAN REPUBLIC

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Small Business	18	18

Microenterprise Development

Volunteers are assigned as consultants to institutions such as savings and loan cooperatives, small foundations, and community groups that promote business activities. They also work directly with small businesses in both the formal and non-formal sectors to increase earnings through sound business practices such as business planning, feasibility studies, marketing, financial management, personnel management, and accounting.

EASTERN CARIBBEAN

Population: 542,000
Annual Per Capita Income: \$2,680
Number of Years Peace Corps in Country: 32

Peace Corps Country History:

Volunteers were initially assigned to the Eastern Caribbean in education, agriculture, health, and community development. Contributions in these areas have provided strong and consistent technical support to the Eastern Caribbean for over 32 years. In the 1980s, a number of projects helped promote reforestation, use of varied animal stocks and agriculture, and fisheries production. Volunteers assisted in the development of special education programs and helped incorporate allied health professionals in schools of nursing and institutions of primary care. Peace Corps' Associate Volunteer response to the reconstruction needs of Montserrat after Hurricane Hugo received high praise from the government.

Program Highlights & Accomplishments:

- In cooperation with the Ministry of Education, Peace Corps in Grenada has developed a six-year language arts teacher training project. A Volunteer resource teacher will be placed in each of Grenada's 58 primary schools to provide on-the-job training for teachers to improve their techniques in teaching reading and writing.
- Volunteers assigned to the St. Lucia Red Cross and the Ministry of Education, Youth and Sports Group continue to receive high praise from government leaders and the public for their work in first aid training and water safety.
- A Volunteer trained as an architect assigned to Montserrat is a member of a team working on a \$21 million rehabilitation and redevelopment project as a result of damages resulting from Hurricane Hugo. This project will result in improvements in social service facilities such as a hospital, clinics, schools, senior citizens housing, and a self-help community center. To facilitate adequate transfer of technical skills, the Volunteer has developed a curriculum and is presenting a two-year course to 16 adults in geometrical and technical drawings and basic building technology.
- Two Volunteers are assisting with a school health and physical education training program for 30 sports officers.
- Technical, cultural, language, and personal safety training was provided to 60 new Volunteers. This year's training program was enhanced by the development of a language curriculum and language staff training, as well as a new training evaluation model.

Resources:

	FY 1992 <u>Actual</u>	FY 1993 <u>Estimates</u>	FY 1994 <u>Estimates</u>
<u>Program</u>			
Trainee Input (TI)	63	72	72
Volunteer Years	119	106	113
<u>Funding (\$000)</u>			
Appropriated	2,874	2,786	2,811

EASTERN CARIBBEAN

Host Country/Peace Corps FY 1993-1995 Initiatives:

In the 1990s, efforts focused on establishing project-based programming in the Eastern Caribbean have been received positively by host country agencies. The Peace Corps presently serves seven island nations with Volunteers on ten islands spanning a 350-mile archipelago. Peace Corps' priorities for the Eastern Caribbean in FY93-FY95 are in the areas of education, environment, health, and youth development.

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	49	48
<i>Various</i> Volunteers work as resource teachers in the areas of physical education, language arts, math, science, and art.		
Environment	8	12
<i>Environmental Education</i> Volunteers work as environmental education resource teachers, community-based environmental educators, foresters, and community resource persons to identify environment-based economic development opportunities.		
Health	11	10
<i>Blood Services and Health Education</i> Volunteers work to improve the blood donation system for a nation's health department, train first aid workers, provide direct nursing care at district health centers, conduct health education programs, and help upgrade rehabilitative services.		
Urban Development	4	2
<i>Individual Placements</i> Volunteers continue to be involved in youth development programs. Volunteers also work as crisis center counselors and in training local youth agency staff in alcohol and drug abuse counseling.		

ECUADOR

Population: 10,503,000
Annual Per Capita Income: \$1,020
Number of Years Peace Corps in Country: 31

Peace Corps Country History:

Peace Corps has provided technical assistance to Ecuador for 31 uninterrupted years. During that time, over 4,500 Volunteers have served in all of Ecuador's provinces, primarily in the areas of agriculture, rural public health, rural infrastructure, special education, forestry, youth development, and small enterprise development. Currently, there are approximately 180 Volunteers working throughout the country. Approximately 80 percent of the Volunteers are based in rural areas and all are working with the poorest sectors of society.

Program Highlights & Accomplishments:

- In a cooperative effort between the forestry and natural resources and large and small animal husbandry projects, systems were begun with approximately 35 farmers. Ten community nurseries and 20 family nurseries were started. A major project in buffer zone management was begun in collaboration with CARE.
- In health, 135 mothers were trained in child growth monitoring and nutrition in 20 communities; 840 rural families were educated in the correct use of potable water, human waste, and garbage disposal systems; and eight local water boards were trained in the operation and maintenance of potable water systems.
- In small enterprise development, technical support in the areas of marketing and product development was provided to numerous small artisans throughout the country. Income generation projects were begun with groups of women prisoners in Cuenca and Esmeraldas. Several joint wool marketing and animal husbandry seminars were conducted throughout the highlands to make more wool available to artisans while increasing income to sheep producers.
- The first annual conference on deaf education was organized in cooperation with deaf associations in Ecuador.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<u>Program</u>			
Trainee Input (TI)	117	111	111
Volunteer Years	172	199	190
<u>Funding (\$000)</u>			
Appropriated	2,302	2,656	2,686

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps Ecuador's programming reflects development priorities of the government as well as the needs of populations traditionally left out of development efforts. In cooperation with host country counterpart agencies, Peace Corps is placing increased emphasis on sustainable environmental protection in the form of systems for livestock to increase the efficiency of pasture lands thereby reducing pressure to cut down virgin forests.

ECUADOR

In education and youth development, Peace Corps is placing increased emphasis on training teachers in early childhood development for early detection and prevention of problems that lead to poor school performance and dropping out.

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Agriculture	30	27
<i>Alternative Agriculture</i> Volunteers provide technical assistance to small farmers to increase levels of production.		
<i>Large Animal Husbandry</i> Volunteer projects provide assistance to cattlemen's associations to improve cattle production and management systems.		
<i>Small Animal Husbandry</i> Volunteers provide training and assistance to improve sheep production, meat and wool marketing, and environmental awareness.		
Education	10	10
<i>Special Education</i> Volunteers provide training to students, teachers, and community members of special education institutions to improve educational services for the disabled, the mentally retarded, those with learning disabilities, and the hearing and visually impaired.		
Environment	14	19
<i>Forestry and Natural Resources</i> Volunteers provide training and assistance to rural families to implement sustainable management activities on agricultural lands as well as within and around protected and unprotected areas.		
<i>Environmental Education</i> Volunteers train primary school teachers and community groups in environmental education curriculum. They also design classroom participation techniques to raise awareness of natural resources, conservation, and environmental protection.		
Health	35	33
<i>Rural Public Health</i> This project seeks to reduce the number of deaths (caused by malnutrition, acute respiratory illnesses, and diarrhea) among children five and under.		
<i>Rural Infrastructure</i> Volunteers assist communities in the construction of safe water supply systems, in the better use of water and latrines to improve family health status, and in maintaining and improving the systems already constructed and operating.		

ECUADOR

Number of Trainees FY93 FY94

Small Business

10

10

Small Business Development

Volunteers provide technical assistance to over 500 microenterprises and artisans in areas of accounting, marketing surveys, feasibility studies, and credit opportunities.

Urban Development

12

12

Youth Development

Volunteers work to improve the education, life options, and employment opportunities for low-income urban and semi-urban Ecuadorian youth, ages pre-school to 20, through work with youth groups and other organizations.

EL SALVADOR

Population: 5,308,000
 Annual Per Capita Income: \$1,070
 Number of Years Peace Corps in Country: Re-entry

Peace Corps Country History:

Peace Corps left El Salvador in 1980 after 18 years of operation. The end of the civil war and the prospect of lasting peace has opened the door for Peace Corps' return. Initial assessment visits were conducted by Peace Corps staff from Guatemala and the El Salvador Country Director designate. Plans call for country staff to arrive in early June of 1993 with initial Volunteers to begin the following September.

Resources:

	<u>FY 1992</u> <u>Actual</u>	<u>FY 1993</u> <u>Estimates</u>	<u>FY 1994</u> <u>Estimates</u>
<u>Program</u>			
Trainee Input (TI)	0	0	25
Volunteer Years	0	1	24
<u>Funding (\$000)</u>			
Appropriated	0	373	664

Host Country/Peace Corps FY 1993-1995 Initiatives:

The initial assessment visits conducted in January and March of 1993 indicated that Peace Corps' involvement in El Salvador would achieve the greatest impact in the areas of agro-forestry, natural resources, and small business development. The people to people approach of Peace Corps in these types of activities will address the need of the El Salvadoran government and people to strengthen the rural economy and social structure weakened by the recent years of conflict.

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Environment	0	14
<i>Agro-Forestry/Soil Conservation</i>		
Volunteers in this field will work with the Ministry of Agriculture's extension arm, PVOs, and USAID-supported projects to promote the integration of soil conservation techniques into traditional farming practices. Activities will include establishing tree nurseries and working directly with farmers to teach alley cropping, living fence, and other soil conservation practices.		
<i>Natural Resources</i>		
Working with the Salvadoran Ecological Foundation, Volunteers will promote environmental education activities in schools and work to support El Salvador's fledgling national parks through training of park personnel and infrastructure development.		
Small Business Development	0	11
<i>Small Business Development</i>		
Working with rural development projects and community banks, Volunteers will serve as technical advisors conducting feasibility studies for nascent small businesses, training entrepreneurs in financial management and accounting systems, and developing markets for goods produced. Another facet of this program will have Volunteers advising mayors and mayoral associations on municipal development initiatives aimed at increasing the responsibilities and authorities of local governments.		

GUATEMALA

Population: 9,466,000

Annual Per Capita Income: \$930

Number of Years Peace Corps in Country: 30

Peace Corps Country History:

More than 2,400 Volunteers have served in Guatemala since 1963. Volunteers have consistently provided community development assistance in rural and poor areas of the country. At present, there are approximately 200 Volunteers working throughout the central, eastern, and western areas of Guatemala development. They specialize in the agriculture, environment, health, and small business areas.

Program Highlights & Accomplishments:

- Peace Corps Volunteers assisted in the writing of an environmental guide for teachers to use in schools. A first in Guatemala, the guide is the result of a collaboration between Peace Corps, teachers, and local staff of the Ministry of Education. An estimated 300 teachers have participated in workshops for the use of the guide.
- Volunteers in the improved grain seed production and post-harvest management project have demonstrated success with extensive use of small cement silos for the storage of corn and other basic grains. In the past, failure of small farmers to store grain resulted in grain losses of 25-30 percent. With the newly completed silos, grains are stored appropriately after each harvest.
- A Volunteer in the appropriate technology project successfully worked over a two-year period with members of a Nahualá cooperative to plan, design, rent space, and finally construct an oven to bake bread and a variety of other baked goods. The new bakery is the first in the community and is operating at full capacity serving hundreds of people.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i><u>Program</u></i>			
Trainee Input (TI)	109	122	117
Volunteer Years	195	194	198
<i><u>Funding (\$000)</u></i>			
Appropriated	2,566	2,524	2,608

Host Country/Peace Corps FY 1993-1995 Initiatives:

Peace Corps extends the coverage of the Ministry of Agriculture in 425 communities in 14 of 22 national departments by training more than 2,300 small-scale farming families, over 1,400 4-H Club members, and 250 community leaders in animal and agricultural production techniques.

Volunteers train over 4,500 promoters, small-scale farmers, primary school teachers and rural youth in integrated agro-forestry techniques, appropriate technology models, and ecosystem conservation in 125 communities by means of formal and non-formal environmental education.

Volunteers train 400 agriculture technicians and 1,200 agricultural representatives and guides in 100 communities in the promotion of nutritional food consumption. In addition, they train 1,600 families in 40 communities in the treatment and prevention of diarrhea.

GUATEMALA

Peace Corps has helped increase the small business technical skills of 45 host country agency counterparts, increased business income by 10 percent for 950 project beneficiaries, and created new jobs.

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Agriculture	48	53
<i>Agricultural Diversification</i> Volunteers help Guatemalans improve their production, consumption, and marketing of both native or introduced fruits and vegetables.		
<i>Integrated Agricultural Systems/Fisheries and Small Animal Husbandry</i> Volunteers promote integrated systems of fish culture and small animal production to increase the incomes and protein consumption of rural farm families.		
<i>4-H Clubs</i> To date, 206 Volunteers have assisted 824 clubs within different regions of the country to develop organizational and technical skills relevant to rural family and community needs. Many of the 4-H club activities include income generation and conservation.		
<i>Livestock Development</i> Volunteers train small-scale farmers in various aspects of livestock production.		
<i>Improved Grain Seed Production & Post-Harvest Management</i> Volunteers assist small-scale farmers to improve the yields of corn and beans by using improved technology in the classification and selection of native seeds in addition to improving post-harvest management.		
Environment	48	21
<i>Conservation of Natural Resources</i> Volunteers assist Guatemalans to better manage and conserve natural resources. They promote agro-forestry systems, erosion control, community nurseries, and resource management education.		
<i>Environmental Management</i> Volunteers promote environmental education programs and natural resource conservation techniques to reforest mangroves and provide technical assistance in turtle and iguana hatcheries.		
<i>Appropriate Technology</i> Volunteers promote the use of appropriate technologies to respond to needs such as firewood conservation, health improvement, and economic development. Examples of accomplishments in this area include construction of wood efficient stoves and ovens, dry compost latrines, solar fruit and vegetable dryers, and water and grain storage tanks.		

GUATEMALA

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Health	12	25
<i>Community Health</i> Volunteers provide health education for the prevention and treatment of diarrhea, one of the main causes of child mortality in Guatemala.		
<i>Nutrition</i> Nutritionists assigned to the Ministry of Agriculture promote the incorporation of nutrition education into agricultural extension services.		
Small Business	14	18
<i>Small Business Development.</i> Volunteers work with members of production and service cooperatives to identify business opportunities and train producers and host agency counterparts in all activities related to business development including financial analysis, credit, management, and marketing.		

HONDURAS

Population: 5,259,000

Annual Per Capita Income: \$570

Number of Years Peace Corps in Country: 31

Peace Corps Country History:

Peace Corps entered Honduras in 1962 with Volunteers in health, agriculture, and education. In 1986, the program grew to be one of Peace Corps' largest in the world, with over 360 Volunteers working in 22 technical areas. In recent years, the Inter-American Region has reduced the overall program size in Honduras, down-sizing the number of Volunteers as well as consolidating activities and completing its apiculture project. Currently, there are about 200 Volunteers working in agriculture, education, health, small business development, and the environment.

Program Highlights & Accomplishments:

- **Program Consolidation** - Peace Corps is in the final phase of a major program consolidation, reducing the number of Volunteers from 400 to 200 by the end of FY93. An extensive evaluation of each of the program areas helped determine which were most effective and where there was the most local support and commitment. Efforts were made to incorporate the successful elements in phased out programs into remaining programs. The downsizing required reducing staff and training operations, and explaining the rationale for the reduction to host agencies.
- **Revision of the Emergency Communication System** - Historically, the Emergency Communication System was to be used only in a natural disaster or a political coup. Under a revised system, Volunteers and their families have access to the system when there is a personal emergency. Peace Corps Honduras is now able to communicate easily with 85 percent of all Volunteers.
- **Nationwide Acceptance of PC/Honduras Initiatives** - Numerous Honduran national agencies and ministries have incorporated Peace Corps projects into their national plans. Among the programs adopted on a national basis are the following: "How to Write" - a program which assists students and teachers to pace the learning of writing skills; "How to Plan My Life" - a program which encourages young people to look at their goals and alternatives in life; Environmental Education - a program involving development of pamphlets and brochures designed to encourage environmental education; Water Committee Training - a program to develop a training manual for the management and maintenance of water systems; and, Strategic Planning and Evaluation Model - a clear and concise model for identifying problems and defining action plans.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<u>Program</u>			
Trainee Input (TI)	80	144	124
Volunteer Years	247	203	213
<u>Funding (\$000)</u>			
Appropriated	2,840	2,679	2,846

HONDURAS

Host Country/Peace Corps FY 1993-1995 Initiatives:

Several significant programming actions were initiated during the past year. The adult education program was broadened with Volunteers serving as health educators and home extensionists. There was a growing collaboration between Peace Corps and the Honduran Council of Private Enterprise to encourage local small business development. The small business development program was incorporated into the vocational education project. Aqua culture projects were reduced, and apiculture projects will be eliminated by the end of FY93. Efforts intensified to promote environmental protection and awareness among the public through wild lands management and environmental education projects.

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Agriculture	28	24
<i>Hillside Farming Extension</i>		
Honduras continues to experience seasonal shortages of basic grains as a result of insufficient production and increasing demands for human and industrial consumption. In response to this problem, Peace Corps has consolidated a variety of agricultural activities into the Hillside Farming Extension project. Volunteers train farmers in sustainable agricultural practices such as soil conservation techniques, integrated pest management, and the use of organic fertilizers.		
<i>Aqua culture Extension</i>		
Since 1975, Volunteers in the aqua culture project focused primarily on incorporating fish culture into other health and agricultural activities. Since 1986, Peace Corps has emphasized the commercial aspects of fish culture and improved management of existing aqua culture farms.		
<i>Apiculture</i>		
Peace Corps began its apiculture project in 1983 to promote bee-keeping for income generation. The bee-keeping program emphasized the training of bee keepers as extensionists in the rural areas. These program objectives have been met and it is being phased out.		
Health	36	42
<i>Child Survival</i>		
Infant and child morbidity and mortality are among the most serious public health problems in rural Honduras. Several causes underlie this problem: lack of community organizations to address health problems at the local level; behavior patterns in the local population which threaten child survival; and inadequacy of outreach activities. The Peace Corps child survival project was initiated in 1991 to improve health conditions in 150 rural communities, especially for infants and children under five years old.		
<i>Water/Sanitation</i>		
Honduras lacks sufficient financial and technical resources to increase the potable water supply to meet the needs of 60 percent of its rural population, and to improve sanitary conditions for 55 percent of its rural residents. Since 1990, Volunteers have worked in public education and extension in proper hygiene practices and sanitary waste disposal; organized community water associations; and established initiatives to enhance the quality and quantity of water sources.		

HONDURAS

Number of Trainees FY93 FY94

Education

20

15

Primary Education Improvement

Initiated in 1991, the primary education project assigns Volunteers to train teachers in methods and strategies to address areas adversely affecting primary education in Honduras. These include children who do not attend pre-school programs and children showing poor performance at the first grade level in reading comprehension. Peace Corps also addresses lack of continuity between pre-school and primary education programs.

Adult Literacy

Peace Corps began the adult literacy project in 1991 to train literacy instructors who will teach reading and writing to some 3,500 rural adults by FY97.

Vocational Education

From 1985 until the present, Volunteers have been assigned to technical institutes to serve as consultants in areas such as carpentry, welding, electrical engineering, and automotive maintenance. A recent initiative has been to incorporate small business techniques, including Junior Achievement programs, into the vocational course work.

Environment

38

25

Wild lands Management

Begun in 1990, the wild lands management project proposes to secure and maintain wild lands and protected areas of Honduras. Efforts to overcome environmental degradation, emphasizing soil conservation and pesticide management techniques, are the focus of this project. By FY97, Peace Corps hopes to establish and train 20 protected area management teams across Honduras.

Environmental Education

Since 1990, the environmental education project has promoted environmental awareness among students, teachers, and community leaders through collaboration with the Ministry of Education in curriculum development and promotional activities. Volunteers have been involved in developing and field-testing an environmental education manual and course materials for use in primary schools. Peace Corps is also providing support to non-governmental organizations engaged in a wide range of environmental education projects.

Small Business

22

18

Small Business Development

Begun in 1991, this project aims to address the problem of unemployment in Honduras by encouraging self-employment. This project identifies markets and resource institutions where newly trained entrepreneurs (largely female artisans) can thrive. By FY96, Volunteers associated with the project will have assisted in the creation of 600 microenterprises providing 1,000 self-sustaining jobs.

JAMAICA

Population: 2,440,000
Annual Per Capita Income: \$1,380
Number of Years Peace Corps in Country: 31

Peace Corps Country History:

Since the start of the program in 1962, Volunteers in Jamaica have been working in education, health, and agriculture. Small business development projects began in 1987; the community service and youth development projects began in 1988. Projects emphasizing environmental development became a priority in 1989.

Program Highlights & Accomplishments:

- Jamaica continues to place Volunteers in projects that meet current critical needs in the country. For example, the country's first marine park is being created in the Montego Bay area with the assistance of Volunteers. This project, which increases tourism and preserves a valuable resource, has generated nationwide support.
- An earlier project in which Volunteers organized craft producers and vendors in the Ocho Rios area continues to grow and serve as an outstanding example of Peace Corps/USAID cooperation. The program, which includes teaching marketing skills to vendors as well as providing them with better facilities, is credited with improving the tourist trade, which had been threatened by inappropriate vendor behavior.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<u>Program</u>			
Trainee Input (TI)	69	66	66
Volunteer Years	152	135	124
<u>Funding (\$000)</u>			
Appropriated	2,095	2,008	1,987

Host Country/Peace Corps FY 1993-1995 Initiatives:

Improving the economy and reducing the import/export imbalance continues to be the top priority of the government. Peace Corps programming priorities stressing small business development and improved agriculture production are directly addressing these needs. In addition, the government continues to emphasize the need for improved education as a long-range solution to many economic problems. Programming in the area of education is aimed at decreasing the illiteracy rate, training teachers, improving educational facilities, increasing the number of nurses and trained health professionals, and preserving the environment. Peace Corps works closely with ministries and agencies to address the most pressing needs with its health, community service, and environmental programs.

JAMAICA

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Agriculture	8	8
<i>Apiculture and Hillside Farming Support</i> Volunteers provide technical assistance to the government and agencies to benefit the small farmer as part of a drive for national self-sufficiency in dairy products, honey, and meat.		
Education	19	19
<i>Math/Science Education and Special Education</i> Volunteers teach in the classroom, conduct teacher training workshops in secondary math and science, and develop remedial education programs.		
<i>Technical/Vocational Education</i> Non-formal education programs include work with the handicapped, disabled, and community groups.		
Environment	9	9
<i>Environmental Awareness</i> Volunteers work with Jamaicans in environmental education programs, park development, forestry conservation, and wildlife management to reduce loss of natural resources.		
Health	16	16
<i>Primary and Secondary Health Care; Health Training</i> Volunteers work with the Ministry of Health to strengthen primary and secondary health care services, and assist in the training of health care professionals.		
Small Business	14	14
<i>Small Business Advisory Services</i> Volunteers help entrepreneurs and businesses develop viable enterprises and strengthen the technical capabilities of small business agencies and credit institutions.		
<i>Skills Development</i> Volunteers work with youth and women to develop their skills for improved living and future employment.		

NICARAGUA

Population: 3,975,000
Annual Per Capita Income: \$340
Number of Years Peace Corps in Country: 12

Peace Corps Country History:

Peace Corps Volunteers originally served in Nicaragua from 1968 to 1978 and returned to Nicaragua in 1991 after a 12 year absence. The original program ranged in size from 75 to 125 Volunteers providing assistance in education, vocational education, health and nutrition, rural water works, agricultural extension, cooperative development, and municipal development. Volunteers worked with government ministries and a variety of private voluntary organizations. Following the earthquake in 1972, the entire program was temporarily shifted to relief and reconstruction activities.

Program Highlights & Accomplishments:

- Volunteers in Peace Corps' first training class in more than a decade were sworn-in on December 20, 1991 and began working with host country agencies in vocational education and small business development projects.
- Four Volunteers have helped in the rehabilitation of six health centers, a fruit tree project, and a river navigation project on the Atlantic coast. They have also assisted in the operation of a small hospital in Puerto Cabezas, three small orphanages, and have promoted youth development activities.
- Nineteen Volunteers have recently undergone training and have now departed for their assignments - 11 of these are involved in a new health project.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<u>Program</u>			
Trainee Input (TI)	22	22	22
Volunteer Years	13	29	35
<u>Funding (\$000)</u>			
Appropriated	689	762	824

Host Country/Peace Corps FY 1993-1995 Initiatives:

Volunteers will continue to assist host country agencies to provide business and technical production training and improved access to credit for approximately 300 microentrepreneurs.

A large segment of the youth population has suffered an interruption in basic education. Over half of the population is under age 15 and an estimated 70 percent of the population is living in poverty. Volunteers are working to provide vocational education in carpentry, welding, construction, and computer science.

Volunteers assigned to the Ministry of Health and private voluntary agencies provide health education for the prevention and treatment of disease.

NICARAGUA

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Education	0	0
<i>Vocational Education</i> Volunteers assigned to the Salesian Mission vocational school assist teachers in providing students with the basic vocational skills necessary to becoming self-sufficient adults. This project will end in December 1993, when the first group of Volunteers complete their service.		
Small Business	11	9
<i>Small Business Development Training</i> Volunteers assist host country agencies in providing business and technical production training and improved access to credit to approximately 300 microentrepreneurs.		
Health	11	9
<i>Community Health</i> The first group of health Volunteers began working with the Ministry of Health and private voluntary organizations in January 1993. They provide basic health education in rural communities.		
Environment	0	4
<i>Environmental Awareness</i> Peace Corps Volunteers will begin working in an environmental awareness project in 1994.		

PANAMA

Population: 2,460,000

Annual Per Capita Income: \$2,180

Number of Years Peace Corps in Country: 11

Peace Corps Country History:

Peace Corps served in Panama from 1963 to 1971. Over 750 Volunteers provided technical assistance in several sectors throughout the country. Peace Corps left Panama in 1971 due to political turmoil.

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

Six experienced Volunteers went to Panama on November 27, 1990 to begin a new environmental program. The program has now grown to approximately 40 Volunteers, serving in environmental education and integrated natural resources projects.

Program Highlights & Accomplishments:

- Due to the success of a pilot reforestation project initiated by a Volunteer in Soberania National Park, the Institute for Renewable Natural Resources has adapted park use policies to allow local communities to create buffer zones along park borders that integrate the planting of trees in fire breaks with the cultivation of subsistence crops. The pilot project will be replicated in four communities and will create effective buffer zones around the park.
- Demonstration plots designed and supported by Volunteers in communities around Lake Gatun (the Panama Canal watershed area) have demonstrated a 400 percent increase in production over plots cultivated by traditional methods. These plots require few outside resources and employ simple techniques of soil conservation and minimum tillage. Community members are expressing interest in adopting these new techniques to replace traditional slash and burn methods.
- Volunteers collaborating with the Ministry of Education have completed activity guides for grades four through six that integrate environmental themes into the existing curriculum. These guides will become the basis of a Ministry-sponsored effort over the coming school year to formalize the inclusion of environmental education in the national school system.

Resources:

	<i><u>FY 1992</u></i> <i><u>Actual</u></i>	<i><u>FY 1993</u></i> <i><u>Estimates</u></i>	<i><u>FY 1994</u></i> <i><u>Estimates</u></i>
<i><u>Program</u></i>			
Trainee Input (TI)	30	39	39
Volunteer Years	29	41	53
<i><u>Funding (\$000)</u></i>			
Appropriated	677	845	909

PANAMA

Host Country/Peace Corps FY 1993-1995 Initiatives:

During the three-year period from FY93-FY95, Peace Corps intends to address development needs in natural resources, environmental education, and small business development.

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Environment	39	39

Integrated Natural Resources

Approximately 20 Volunteers per year enter this project. Activities are directed toward changing slash and burn practices into sustainable land management systems and increasing forest cover, with a continued emphasis on the Panama Canal watershed and other areas of high environmental impact.

Environmental Education

In FY92, Volunteers and local teachers in rural primary schools tested the incorporation of environmental themes and activities into the national education program. In FY93-FY95, the Volunteers and teachers will review the adequacy of materials and methodology. The project will move from the pilot phase toward implementation in additional schools.

PARAGUAY

Population: 4,441,000
Annual Per Capita Income: \$1,210
Number of Years Peace Corps in Country: 26

Peace Corps Country History:

A bilateral agreement establishing the Peace Corps Program in Paraguay was signed on November 4, 1966. Thirty-three agriculture Volunteers initiated the program in 1967. Since that time, the program has expanded to include approximately 180 Volunteers annually in the areas of agriculture, environment, education, health, and small business.

Program Highlights & Accomplishments:

- In close collaboration with the Ministry of Health and other organizations, 20 Volunteers provided an integrated program of assistance in health, education, small business development, and environmental sanitation to over 60,000 flood victims in Asuncion, Paraguay.
- Peace Corps sponsored a panel focusing on the role of women in rural development. Led by six women professionals in the fields of health, education, agriculture, and social work, this event emphasized the critical importance of women in Paraguay's economic and social progress.
- The president of Paraguay, his cabinet of Ministers, the U.S. Ambassador, Volunteers, and over 150 invited guests celebrated Peace Corps' 25th anniversary in Paraguay.
- Agro-forestry extension Volunteers worked with 210 farm families planting over 4,000 trees for fruit, forage, and fuel, establishing small nurseries, and applying soil conservation practices. In addition, over 200 teachers were trained in environmental education, and 5,000 students received environmental education training.
- Through a child survival project, carried out in collaboration with the Paraguayan Ministry of Health and UNICEF, 1,280 mothers and 4,000 children received health and nutrition education, vaccinations, and other maternal and infant assistance.
- Volunteers provided assistance to 316 farmers to implement soil conservation and "green manure" (made from decayed vegetation) systems to grow marketable vegetable crops and to plant and care for various tree crops.
- Through a low-interest loan program with funds provided by the Corporate Housing Foundation, 405 low-income families made various improvements on their modest homes.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<u>Program</u>			
Trainee Input (TI)	101	102	102
Volunteer Years	175	184	180
<u>Funding (\$000)</u>			
Appropriated	2,318	2,584	2,479

PARAGUAY

Host Country/Peace Corps FY 1993-1995 Initiatives:

An integrated effort to promote sustainable resource management around the Mbaracayu Nature Reserve was initiated in late 1992, with the assignment of Volunteers to promote agro-forestry, environmental education, and income diversification (e.g., bee-keeping and honey production). This reserve was purchased with funding from the Nature Conservancy, USAID, the World Bank, and other donors. The threatened reserve is one of the few remaining regions of diverse natural resources. Work in this area will have an impact on the management of other protected areas in Paraguay and throughout the region.

In support of the Ministry and non-governmental organizations' efforts, Peace Corps will focus the empowerment of Paraguayan women and the development of its youth. Women and youth development will be emphasized in the areas of small business promotion, health extension, environmental education, teacher training, special education, and primary education.

Additionally, in the next three years, the agriculture sector will strengthen its role in soil protection and income diversification. Volunteers in this sector will help protect and improve the soil of about 1,200 farm families, and will develop income-generating projects with 500 families.

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Agriculture	17	17
<i>Crop Extension</i> This project focuses on two important areas of agricultural and environmental concern: proper soil conservation and pesticide use.		
<i>Bee-keeping</i> Volunteers train bee-keepers in the effective management of bees and their by-products as income-generating activities.		
Education	17	17
<i>Early Childhood Education</i> Volunteers focus the establishment of "head start" programs in their communities.		
<i>Special Education</i> Volunteers focus training teachers of the handicapped, as well as promoting community awareness and support.		
<i>Teacher Training</i> Volunteers work in teachers' colleges to help the future teachers of Paraguay implement the national educational curriculum.		

PARAGUAY

Number of Trainees FY93 FY94

Environment

17

17

Agro-forestry Extension

Volunteers focus the promotion of agro-forestry systems, the establishment and management of nurseries in rural areas, and extension efforts with rural farmer groups.

Environmental Education

Volunteers assist in the design of curricula for schools and communities and promote buffer zone management in selected parks, and protected areas.

Health

34

34

Rural Nursing Environmental Sanitation, Rural Health Extension

Volunteers in these projects develop their activities in an integrated manner, concentrating on child survival and parasite prevention.

Small Business

17

17

Cooperative Promotion and Small Business Promotion

Volunteers work to strengthen national institutions that provide support services to cooperatives and small business entrepreneurs throughout the country.

Shelter Promotion

Volunteers provide technical assistance to local institutions in order to develop affordable home improvement credit packages and appropriate technology for housing design.

URUGUAY

Population: 3,110,000
Annual Per Capita Income: \$2,860
Number of Years Peace Corps in Country: 14

Peace Corps Country History:

The Government of Uruguay and Peace Corps signed a joint agreement on July 31, 1963. Between 1963 and 1974, approximately 200 Peace Corps Volunteers served in Uruguay, working in rural community development, youth development, and agriculture. Peace Corps suspended operations as a result of budgetary constraints and a world wide reduction of programs. Approximately 15 years later, Uruguay expressed an interest in re-establishing the Peace Corps program and opened negotiations leading to the return of the Peace Corps.

In March 1991, a new Country Director officially re-opened the Peace Corps office. The first group of Volunteers arrived in May 1991. Currently Volunteers work in the areas of environment and small business.

Program Highlights & Accomplishments:

- Participation in the 1992 Global Forum in Rio de Janeiro. Volunteers set up a Peace Corps booth and attended many sessions addressing the environment.
- Assistance with local ministries in developing strategies for addressing critical environmental challenges.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<u>Program</u>			
Trainee Input (TI)	19	20	20
Volunteer Years	33	55	49
<u>Funding (\$000)</u>			
Appropriated	1,094	1,317	1,333

Host Country/Peace Corps FY 1993-1995 Initiatives:

During FY93-FY95, Peace Corps will continue to address Uruguay's development needs in the areas of small business development and natural resources management. These initiatives directly coincide with the government's stated development initiatives.

URUGUAY

Peace Corps Projects by Sector:

	<u>Number of Trainees</u>	
	<u>FY93</u>	<u>FY94</u>
Environment	8	7

Parks and Wildlife Management

The objective of this project is to introduce and strengthen environmental awareness in a number of Uruguay's public and private resource management institutions. Volunteers will be involved with conducting or orchestrating biological inventories, consolidating already-completed research, executing management plans, training park guards, designing trails, and developing policy.

Environmental Education

Volunteers will work to increase environmental awareness with local schools, park guards, and community groups living in areas surrounding protected or fragile regions. Volunteers will assist in the training of personnel in eco-tourism and with youth conservation groups.

Small Business	12	13
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Small Business Advising

Volunteers work to strengthen small businesses through both direct technical assistance to entrepreneurs and organizational development. Volunteers conduct activities in areas such as basic business operations, business administration, accounting, formation and execution of business plans, business cost analysis, marketing strategies, and assistance to entrepreneurs who have been granted loans.

UNITED NATIONS VOLUNTEERS

Number of years Peace Corps in Program: 22

Program History:

The United Nations Volunteers (UNV) program was established in 1970 by the U.N. General Assembly to serve as an operational partner in international development at the explicit request of any U.N. member state. Since its inception, more than 8,000 United Nations Volunteers in a wide variety of technical, economic, and social fields, have worked in over 100 countries offering practical responses to their development needs. The UNV program offers motivated, highly skilled U.S. citizens and Returned Peace Corps Volunteers an opportunity to serve with a multilateral voluntary service organization, and presents them with the opportunity to serve in countries where there are no established Peace Corps programs.

Since 1971, Peace Corps has supported the UNV program by processing and evaluating applications of all U.S. citizens, interviewing prospective candidates, and preparing Volunteers for departure to overseas assignments. Peace Corps covers the costs of the pre-departure and close of service medical examinations, transportation to and from country of assignment, medical evacuation, and readjustment allowances. The UNV program covers the in-country costs, such as Volunteer settling-in allowance, monthly living allowance, housing, health and life insurance. Since costs are divided between Peace Corps and UNV program, U.S. applicants must meet the criteria of both programs in order to be considered.

United Nations Volunteers co-sponsored through the Peace Corps are technically Peace Corps Volunteers assigned to the UNV program. They take the Peace Corps oath, are bound by most of the Peace Corps conditions of service, and are counted in the overall Peace Corps Trainee input numbers.

Program Highlights & Accomplishments:

Over the past 22 years, Peace Corps has sponsored over 425 U.N. Volunteers. There are currently 63 American United Nations Volunteers serving in 38 countries, 11 of which have no established Peace Corps programs: Afghanistan, Bhutan, Cambodia, Guyana, Hong Kong, Indonesia, Laos, Mozambique, Niue, Sudan, and Zambia. More than 50 percent of the American U.N. Volunteers presently serving are Returned Peace Corps Volunteers.

Peace Corps has offered additional assistance to the UNV program in the form of a grant to the UNV Special Voluntary Fund, which assists with the costs of sponsoring Volunteers from developing countries. In the past years, Peace Corps has consistently donated \$100,000 to the UNV Special Voluntary Fund. The amount of contribution is determined by Peace Corps' own budgetary considerations and the administrative costs of the program.

Resources:

	<u>FY 1992</u> <u>Actual</u>	<u>FY 1993</u> <u>Estimates</u>	<u>FY 1994</u> <u>Estimates</u>
<u>Program</u>			
Trainee Input (TI)	24	23	23
Volunteer Years	54	59	52
<u>Funding (\$000)</u>			
Appropriated	410	435	454

UNITED NATIONS VOLUNTEERS

UNV/Peace Corps FY 1993-1995 Initiatives:

Peace Corps will support and co-sponsor American Volunteers, and will continue to explore new ways of integrating the UNV program into Peace Corps objectives and initiatives.

The UNV program will continue to expand efforts under the Humanitarian Relief Unit, which provides assistance in the areas of emergency relief, reconstruction, rehabilitation, and disaster preparedness. Peace Corps supports this program through information dissemination, and applicant screening and interviewing for American candidates to Humanitarian Relief Unit. Peace Corps does not provide financial support for Americans in this particular program, and unlike other UN Volunteers, they are not counted in the overall Peace Corps Trainee input numbers.

Americans also serve under the United Nations Transitional Authority for Cambodia (UNTAC), entrusted with the task of organizing and conducting free and fair general elections. In FY92, Peace Corps assisted in the screening and interviewing of 28 Americans who are serving as district electoral supervisors in Cambodia. Peace Corps will continue to assist in meeting UNTAC's FY93 recruitment demands. However, safety concerns may lead to evacuation of Volunteers from Cambodia. As in the previous example, Americans participating in this program are not financially sponsored by Peace Corps and are not counted in the overall Peace Corps Trainee input numbers.

Peace Corps-sponsored U.N. Volunteers by Country:

<u>Volunteers</u>		<u>Volunteers</u>	
<u>Country</u>	<u>FY 92</u>	<u>Country</u>	<u>FY92</u>
Afghanistan	1	Mauritania	1
Belize	1	Micronesia	1
Botswana	2	Mongolia	3
Bhutan	1	Morocco	1
Cambodia	2	Mozambique	3
Chad	1	Nepal	1
China	9	Niue	1
Cook Islands	2	Pakistan	1
Fiji	2	Papua New Guinea	2
Gambia	1	Poland	4
Guyana	1	Sierra Leone	1
Haiti	1	Solomon Islands	1
Hong Kong	1	Sudan	1
Indonesia	1	Thailand	2
Jamaica	1	Tokelau	1
Kiribati	1	Uganda	3
Laos	1	Western Samoa	3
Lesotho	1	Zambia	1
Malawi	1	Zimbabwe	1

WORLD WISE SCHOOLS

Peace Corps History:

World Wise Schools is a multifaceted program of global education offered to students throughout the United States. It operates within the framework of Peace Corps' third goal, which directs the Agency to promote a better understanding of other peoples on the part of the people of the United States. As part of the program, students across the nation correspond with Volunteers overseas; returned Volunteers address United States classes; and classroom teachers use World Wise Schools' supplemental curriculum materials.

Program Highlights & Accomplishments:

- **Increased Teacher, Volunteer, and Returned Peace Corps Volunteer Participation** - By preparing and distributing information, networking with educational organizations, and coordinating efforts with returned Volunteer groups across the country, an increasing number of potential program participants have chosen to take advantage of the opportunities provided by World Wise Schools. Working with the Office of Minority Recruitment, World Wise Schools has also initiated a pilot project that specifically reaches out to minority students in disadvantaged schools.
- **A Broader Reach** - In FY93, World Wise Schools initiated its efforts to serve students who are not formally enrolled in the current program. "Destination" videotapes were broadcast to millions of potential viewers through an agreement with "The Learning Channel". A grant from the Longview Foundation allowed World Wise Schools to investigate potential broadcasting of its videotapes through the Public Broadcasting System satellite system. (A pilot project to this end is scheduled to begin in September 1994).
- **Development of Systems** - As World Wise Schools begins its fourth year, its basic operating systems are well in place. Databases have been developed for Volunteers, teachers, and returned Volunteers so that matches can be easily made and tracked. Regular communication has been established with the Offices of Recruitment, Placement, and Staging to ensure that Volunteers are apprised of the logistics of the program before their departure overseas. Educational materials are regularly developed in collaboration with participants and host country nationals. These same materials are also actively reviewed by a committee of classroom teachers and educators to ensure that they are of sound educational value.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimate</i>	<i>FY 1994 Estimate</i>
<i>Funding (\$000)</i>			
<i>Appropriated</i>	443	382	380

WORLD WISE SCHOOLS

FY 1993-1995 Program Initiatives:

World Wise Schools will focus the following key goals in the next two years:

- Providing more students and teachers with access to both active and returned Volunteers by increasing the number of Volunteers enrolled in the program;
- Maintaining the broadcast and educational quality of materials;
- Providing more students and teachers with access to World Wise Schools videotapes and study guides through such vehicles as electronic bulletin board systems (print materials), commercial and public broadcasting networks (videotapes), and the World Wise Schools State system (both); and
- Increasing the number of students and teachers participating from disadvantaged areas.

PEACE CORPS FELLOWS/USA PROGRAM

Peace Corps History:

Since 1985, the Peace Corps Fellows/USA Program has been one way this agency addresses its third goal - - to bring the Volunteers' expertise and skills gained through service overseas back to the American people. This program is a public-private partnership consisting of Peace Corps, institutions of higher education, local government and community agencies, and foundation and corporate supporters.

This program offers scholarships or low-cost tuition to former Volunteers who enroll in a program leading to a master's degree. In turn, the Volunteers make a two-year commitment to teach or work in a challenging setting concurrent with their studies at a university. Responsible for the professional development of the former Volunteers, the universities are designing special curricula and supervision strategies to prepare and support the Fellows enrolled in this program. Peace Corps facilitates the development and maintenance of the programs, and assists in the recruitment of former Volunteers for participation. All of the Fellows/USA programs are administered by the colleges and universities, in collaboration with a local hiring agency (such as a school district), and are funded by the private sector.

Initially the model program recruited former Volunteers to teach in hard-to-staff schools in New York City through a program at Teachers College, Columbia University, in New York City. The program is now expanding to the fields of public health, nursing, social services, and small business-community development. Currently, there are 18 operating programs, primarily in education, throughout the United States with more than 200 returned Volunteers participating. Approximately 10,000 public school students will be taught by Peace Corps Fellows this year.

Program Highlights & Accomplishments:

- **Programs** - The majority of Fellows Program participants began work in 1991 or 1993. Currently, there are 18 operating programs primarily recruiting teachers for hard-to-staff schools in urban and rural settings and Indian Reservations. Other programs are in public health and nursing. An estimated 300 former Volunteers will be participating in the programs during FY94. A 1989 survey indicated that 90 percent of graduates are still in the teaching profession.
- **Returned Volunteer Participation** - Since 1985, more than 400 former Volunteers have participated in the programs and approximately 50,000 public school students have been taught by Peace Corps Fellows.
- **External Support** - More than \$9 million has been granted or pledged by foundations, corporations and other sources to the Peace Corps Fellows/USA Programs since 1990. In January 1993, the Dewitt Wallace-Reader's Digest Fund donated \$1.3 million to cover scholarships and part of Peace Corps' administrative costs of the program over the next four years.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimate</i>	<i>FY 1994 Estimate</i>
<i>Funding (\$000)</i>			
<i>Appropriated</i>	168	100	102

PEACE CORPS FELLOWS/USA PROGRAM

FY 1993-1995 Program Initiatives:

More than 3,000 Volunteers return home every year. About one-third of the Volunteers formally taught overseas. The other two-thirds were involved in fields from agriculture to youth development. Discussions are underway with local public and Indian housing authorities to place Fellows in housing projects throughout the nation. These new programs will be in fields such as public health, community development, social work, and micro-business enterprise. In the next two years, more than 10 new community enhancement programs, in professions other than teaching, are expected to be operational and will accommodate 200 additional returning Volunteers. By the end of FY95, approximately 500 returned Volunteers each year will find opportunities to continue their service in the United States and their own professional growth through the Peace Corps Fellows/USA Program.

OFFICE OF PRIVATE SECTOR RELATIONS

Peace Corps History:

The Office of Private Sector Relations was created in 1982 to encourage private sector support of Peace Corps initiatives, programs, and projects. The Office of Private Sector Relations works within the parameters of the Peace Corps' gift authority which allows the Peace Corps to educate potential donor organizations about its initiatives and needs. Through the activities of the office, individuals, organizations, corporations, and foundations support such projects as the 29-year old Peace Corps Partnership Program, the ten-year old Gifts-in-Kind Program, and the seven-year old Peace Corps Fellows/USA Program.

Program Highlights & Accomplishments:

- During FY92, the American private sector donated over \$4.3 million in materials, services, and financial support to the work of the Volunteers in the program initiatives of small business development, education, environment, urban development, health, agriculture, and youth development.
- Through the Gifts-in-Kind Program, nearly 200 donors provided Volunteers in 65 countries with over \$2,000,000 in material support, such as books, seeds, and medical equipment for Volunteer projects.
- Nearly 160 individuals and groups, namely schools, churches, businesses, and service organizations, participated in the Peace Corps Partnership Program, providing \$200,000 to fund 70 community-based projects in 31 countries.
- Returned Peace Corps Volunteers benefited from over \$1,000,000 donated by foundations and corporations to the Peace Corps Fellows/USA Program, one of Peace Corps' third goal programs.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i>Funding (\$000)</i>			
<i>Appropriated</i>	346	384	387

FY 1993-1995 Program Initiatives:

The Office of Private Sector Relations will continue to build partnerships with the private sector to support and enhance Peace Corps initiatives in health, education, youth, and urban development, English teaching, small business development, environment, minority outreach, and global awareness.

OFFICE OF RETURNED VOLUNTEER SERVICES

Peace Corps History:

Returned Volunteer Services (RVS) was created in the 1960s to meet the re-entry needs of the first group of returning Volunteers by providing career, educational, and readjustment information and support. Once returned Volunteers have readjusted, found employment, or continued their education, they are better able and more motivated to participate in Agency initiated third goal activities such as the World Wise Schools program. The third goal of Peace Corps is to promote a better understanding of other peoples among the American people.

In 1990, the position of Returned Peace Corps Volunteer Liaison was incorporated into Returned Volunteer Services in support of increased efforts to improve communication and collaboration with the Returned Peace Corps Volunteer (RPCV) community. In 1992, the position of World Wise Schools/RPCV Coordinator was transferred into Returned Volunteer Services to improve the marketing and coordination of this program with RPCV groups, individual RPCVs, educators, and librarians.

Program Highlights & Accomplishments:

Throughout 1992, RVS provided readjustment, career, and educational counseling, information, and support. This support included publishing a bi-weekly job/education opportunities newsletter, *Hotline*, and expanding contacts with private and public sector employers and other organizations to raise awareness of the availability of uniquely skilled returned Peace Corps Volunteers as potential employees. Returned Volunteer Services publications continued to promote initiatives such as World Wise Schools and the Fellows/USA programs. In July 1992, RVS collaborated with the National Council of Returned Peace Corps Volunteers to conduct the annual Career Fair held at its 31st Peace Corps Anniversary Conference in Fayetteville, Arkansas. Approximately 40 private sector and government employers participated. RVS has continued to enhance communications and relations with the RPCV community through regular publication of newsletters, collaboration with the National Council, expansion of RPCV participation in the World Wise School program, and assistance in assisting the start-up and expansion of RPCV groups.

Resources:

	<i>FY 1992 Actual</i>	<i>FY 1993 Estimates</i>	<i>FY 1994 Estimates</i>
<i>Funding (\$000)</i>			
<i>Appropriated</i>	222	309	309

FY 1993-1995 Program Initiatives:

- **Career Counseling and Information Support.** Readjustment, career, education counseling, and a resource center in Washington D.C. are provided. RVS also will continue producing accurate, current information through existing and new publications.
- **Expanding Services Beyond Washington.** Plans to increase the availability of readjustment, career, and educational resources outside the Washington D.C. area through collaboration with the National Council of Returned Peace Corps Volunteers and/or other RPCV groups is planned in FY93. RVS also plans to coordinate the annual Career Fair with the National Council and the Northern California Council of RPCVs at the 32nd Peace Corps Anniversary Conference, which will be held at the University of California in Berkeley.

OFFICE OF RETURNED VOLUNTEER SERVICES

In 1993, more Volunteers possess business skills or other technical abilities than in previous years. The age and overall experience levels of existing Volunteers and of returned Volunteers continues to rise. The increase in the total number of Volunteers and the expansion of Peace Corps into new countries and program areas has increased and changed opportunities for returned Volunteers to put their unique experience and skills to work in the United States.

As these Volunteers return, new publications and other resources must be developed and expanded to assist them in pursuing their careers, continue their education, and encourage them to participate in Peace Corps' third goal. More outreach to business employers will be undertaken to facilitate placement of those RPCVs with the requisite business and cross-cultural skills, foreign language capabilities, and international experience needed by those organizations wishing to enter or expand in overseas markets. Returned Volunteer Services also will continue to collaborate among other domestic program offices at Peace Corps and the Returned Peace Corps Volunteer community to ensure that Returned Peace Corps Volunteers have the information needed to make a smooth transition back to the United States in order that they may continue to serve America.

APPENDIX

PEACE CORPS CONSULTING SERVICES (obligations in thousands of dollars)

<u>Account Title and Symbol</u>	1992 <u>actual</u>	1993 <u>est.</u>	1994 <u>est.</u>
Salaries and Expenses: Account No. 11-0100-0-1-151			
I. Management & Professional Support Services	\$1,462	\$1,106	\$922
II. Studies, Analyses & Evaluations	\$124	\$94	\$78
III. Engineering & Technical Services	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Total	\$1,586	\$1,200	\$1,000

Narrative Justification

Peace Corps uses consulting services to improve the management of programs which support our Volunteers when technical programming and expertise is not fully available within the Agency.