

**Peace Corps**

**Congressional  
Budget Presentation**

**Fiscal Year  
1995**





Honorable David Obey  
Chairman, Subcommittee on  
Foreign Operations  
Committee on Appropriations  
United States House of Representatives  
Washington, DC 20515

March 16, 1994

Dear Mr. Chairman:

As the new Director of Peace Corps, and a former Volunteer, I am pleased to provide you with Peace Corps' FY 1995 Congressional Budget Presentation. The FY 1995 request of \$226 million is a 2.8% increase over FY 1994.

My strongest impression after five months as Director is that Peace Corps is at an important crossroads. By the end of 1994, the new programs in the former Soviet Union will have their complement of Volunteers. Establishing these programs in a region previously closed to most Americans has been an exhilarating but very difficult challenge. We will continue to work hard throughout 1994 to stabilize these programs, and provide whatever additional training and support may be necessary to help these pioneering Volunteers make the most effective contribution they can.

Even as Peace Corps addresses the challenges of new country programs, we are also undertaking a comprehensive review of all our activities around the globe. The Agency is thirty-three years old this year. It makes sense to take a hard look at our programs, to ask ourselves whether Volunteers are still needed in a country. If so, are they doing work that is most relevant to the needs of the local people? We also want to look at how we prepare our Volunteers. Is our language training first-rate? Do we provide appropriate technical and cross-cultural training for Volunteers serving in the developing world in the 1990s?

Any organization that wants to remain vibrant and effective should routinely undergo this kind of self-examination. It is even more critical in a time of serious budget constraints. My top priority is to make the Volunteer experience available to as many Americans as possible. At the same time we will reduce costs by closing operations in a few countries where continued instability has disrupted our programs and in any place where our internal review shows Peace Corps' presence is no longer appropriate.

Peace Corps will stretch its resources to the maximum, not only for the benefit of thousands of Americans who want to serve, but also for our partners in the developing world who look to Peace Corps Volunteers to help people learn to help themselves, and make the most of their potential.

Congress has been a strong partner with Peace Corps since 1961, and we look forward to your continued support.

Sincerely,

Carol Bellamy  
Director



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### Appropriations Language

For expenses necessary to carry out the provisions of the Peace Corps Act (75 Stat. 612), as amended, \$226,000,000, including the purchase of not to exceed five passenger motor vehicles for administrative purposes for use outside the United States: Provided, That funds appropriated under this heading shall remain available until September 30, 1996: Provided further, That not to exceed \$3,000,000 from amounts appropriated under this heading may be transferred to the "Foreign Currency Fluctuations, Peace Corps, Account," as authorized by section 16 of the Peace Corps Act, as amended.



The mission of Peace Corps, as written into the Peace Corps Act of 1961, contains three goals: helping people of interested countries meet their needs for trained workers, promoting a better understanding of America in other countries, and promoting a better understanding of those countries here in the United States.

In an increasingly complex world, Peace Corps' thirty-three year old mission is more relevant than ever. We are challenged as a nation to reach out, rather than look inward. Peace Corps Volunteers do just that by establishing strong personal links across national, cultural and ethnic lines. The Volunteers are flexible, resourceful, experienced and persevering. They are well suited to fulfill America's commitment to helping people of the world improve their living conditions— from the former Soviet Union to Central America to southern Africa and Southeast Asia.

Volunteers are the essence of Peace Corps. Through their efforts, Peace Corps is able to provide direct, people-to-people assistance at the grassroots level. Each Volunteer is charged to become a full participant in the life of their assigned community. In this way, each Volunteer will better transfer skills directly to local people so their work — whether it's a health, environmental, small business development, agriculture or education project—has a life beyond the Volunteer's period of service and may be sustainable over time.

When Volunteers live among, and at the level of, the people with whom they work, they are better able to fulfill the goals of cross-cultural understanding as well as technical assistance. These goals have been the same since 1961, when President Kennedy talked of sending Americans abroad to work at the grassroots level, live in local housing, speak the local language, eat the local food and work under local laws. And three years after it got off the ground, Time magazine called Peace Corps, "the greatest single success the Kennedy Administration has produced."

Peace Corps remains an example of government working well, and it's largely due to the efforts of Volunteers. They are not employees. While overseas, Volunteers receive a modest living allowance. Upon completion of service, a readjustment allowance of \$200 for each month of service is paid to help them reestablish their lives back home. Volunteers are the reason Peace Corps accomplishes its profound mission while maximizing its use of financial resources.

*"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."*

*– President Bill Clinton*

Peace Corps' FY 1995 budget request is \$226 million. This represents a 2.8% increase above its FY 1994 appropriation of \$220 million. A budget of \$226 million will allow Peace Corps to continue most of its programs at current levels, while increasing the average number of Volunteers.

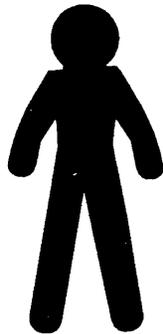
At a time when Federal resources are scarce, Peace Corps is committed to ensuring effective and efficient use of every federal dollar supporting its Volunteer programs. Now that Peace Corps has passed its 30th birthday, it is time to take a serious look at the contributions Peace Corps Volunteer programs have made as we plan for future endeavors. We believe that the majority of our programs continue to serve a vital role in helping many of the world's neediest people to improve their lives. However, there may be some Peace Corps programs which now have accomplished their purpose.

During the remainder of FY 1994, Peace Corps will be reviewing its program effectiveness worldwide. This review will include an assessment of all our programs. At the conclusion of this review, Peace Corps expects to reallocate resources to the areas of greatest need.

### Peace Corps Volunteers by State/Territory

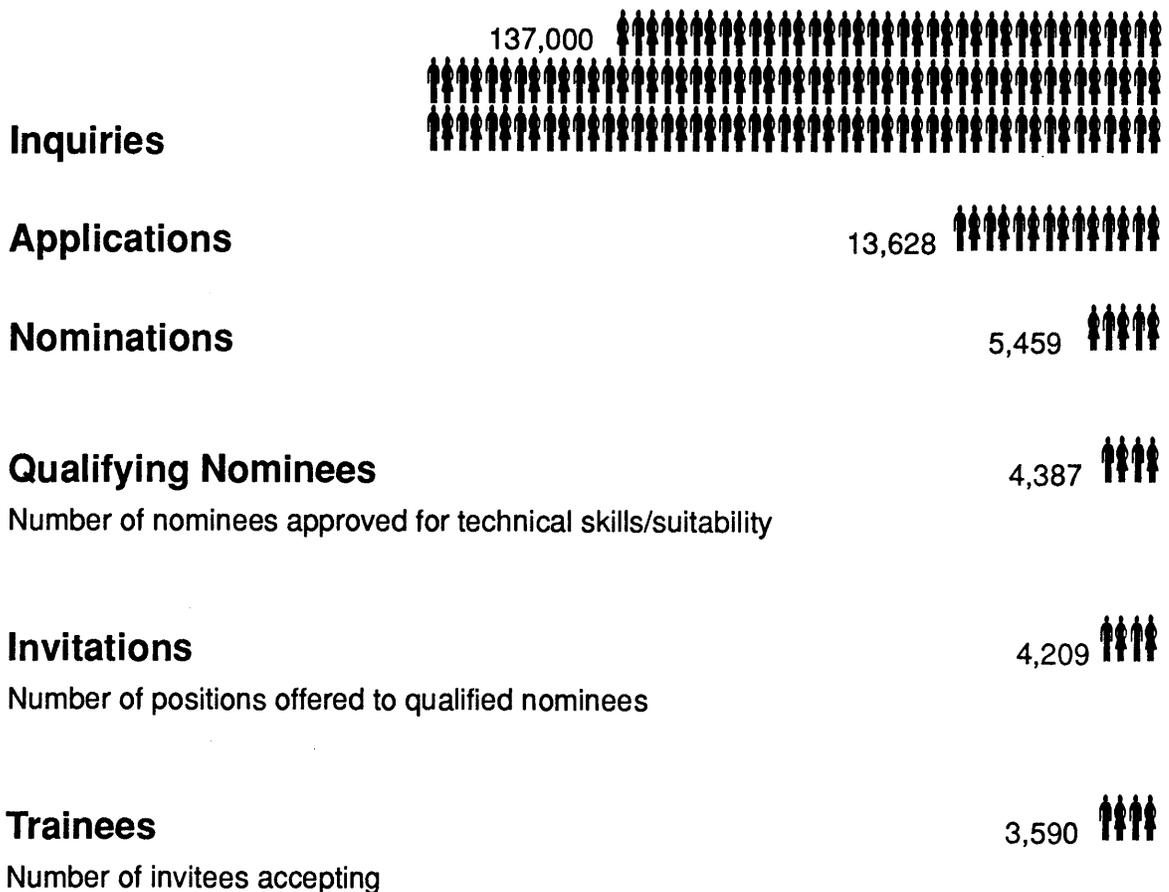
State	FY '93	Since '61	State	FY '93	Since '61
Alabama	29	733	Montana	35	540
Alaska	31	182	Nebraska	51	1,022
Arizona	70	967	Nevada	32	204
Arkansas	21	1,074	New Hampshire	56	903
California	837	18,705	New Jersey	160	4,121
Colorado	207	4,833	New Mexico	60	790
Connecticut	134	1,465	New York	369	11,950
Canal Zone	0	7	North Carolina	83	1,575
Delaware	16	318	North Dakota	20	538
Dist. of Col.	20	1,057	Ohio	281	5,509
Florida	244	2,851	Oklahoma	44	917
Georgia	86	1,168	Oregon	157	3,014
Guam	0	9	Pennsylvania	261	6,035
Hawaii	16	299	Puerto Rico	23	313
Idaho	30	620	Rhode Island	39	665
Illinois	317	6,685	South Carolina	50	574
Indiana	90	2,416	South Dakota	21	545
Iowa	99	1,093	Tennessee	60	482
Kansas	74	651	Texas	211	1,954
Kentucky	53	886	Utah	36	603
Louisiana	32	683	Vermont	60	685
Maine	55	881	Virginia	146	2,369
Maryland	140	2,443	Virgin Isl.	2	29
Massachusetts	255	5,916	Washington	242	4,371
Michigan	238	5,550	West Virginia	11	415
Minnesota	225	4,314	Wisconsin	233	4,064
Mississippi	17	305	Wyoming	8	265
Missouri	103	2,489			

### Volunteer Profile (FY 1993)



**Minorities: 12%**  
**Women: 52%**  
**Men: 48%**  
**Average age: 30 years**  
**Volunteers age 50 and over: 556**  
**Oldest Volunteer: 86 years**

#### Selection Process



Each  represents 1,000 individuals (FY 1993)

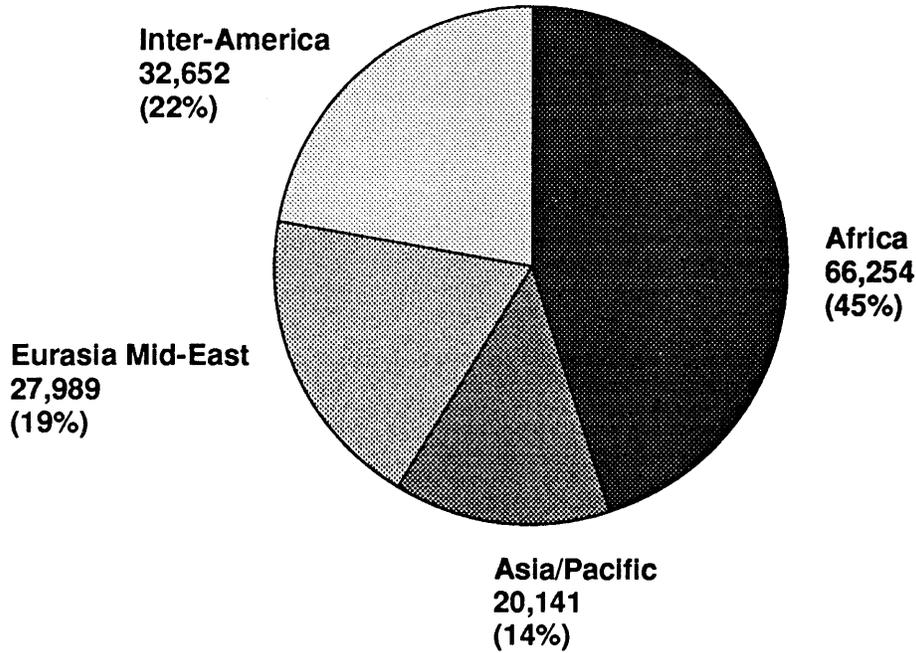
## General Statement

## Countries Served

By the end of FY 1994, approximately 7,000 Peace Corps Volunteers and trainees will be serving in 96 countries in Asia, the Pacific, Africa, the Middle East, Central and South America, the Caribbean, Central and Eastern Europe and the former Soviet Union.

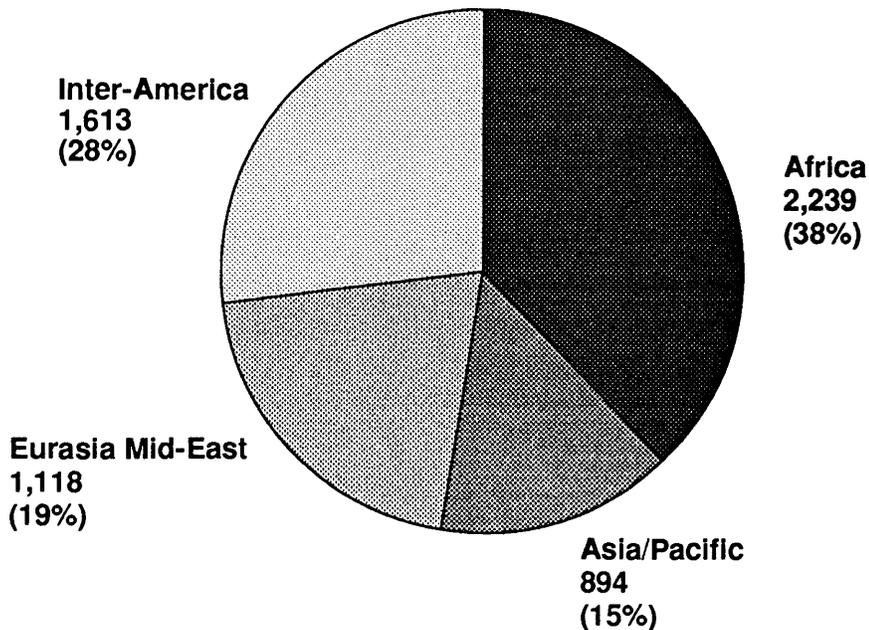
### Funds FY 1994 (\$000)

Total International Operations: \$147,036

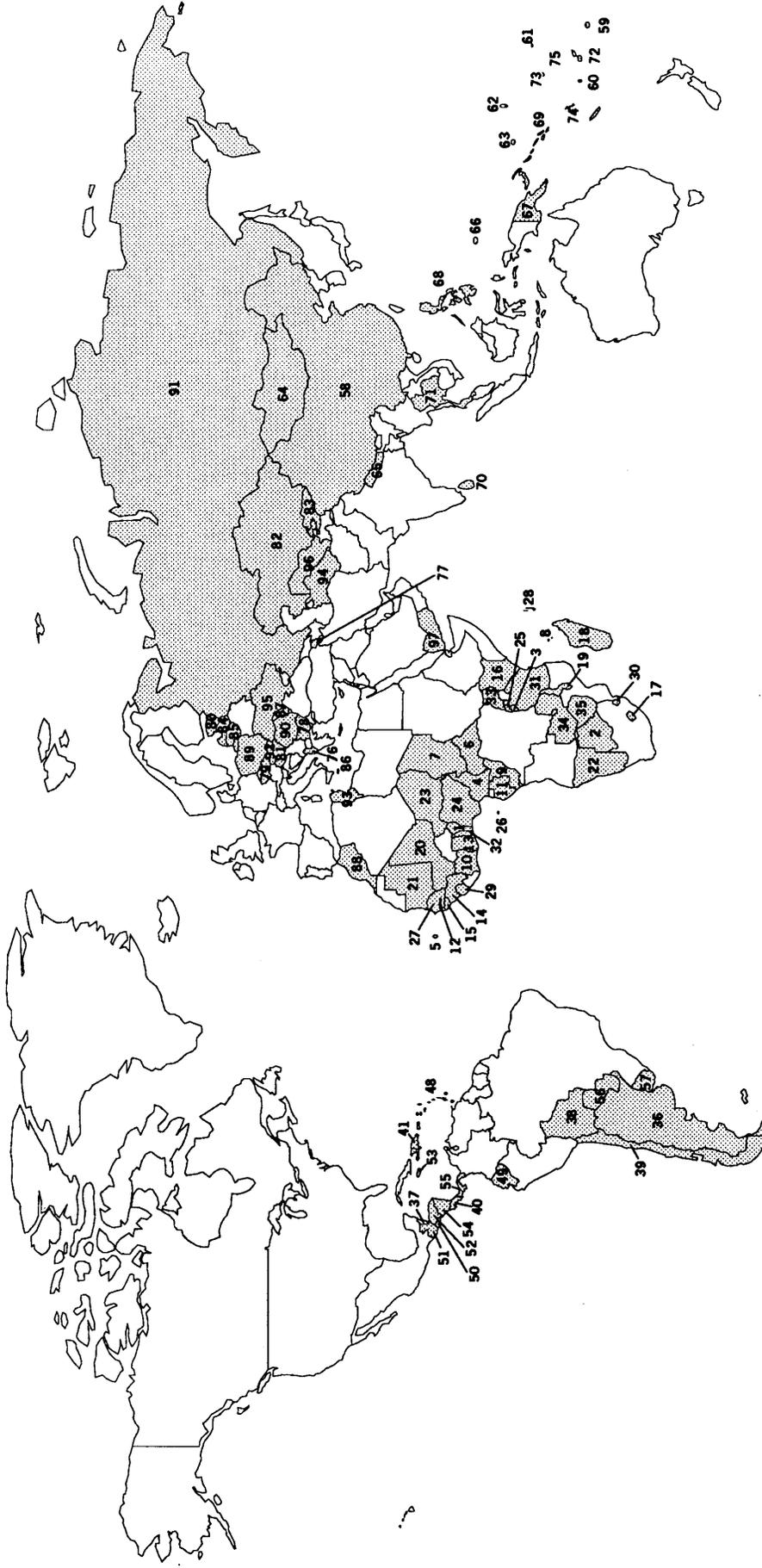


### Average Number of Volunteers FY 1994

(Does not include U.N. Volunteers)



# Countries Served by Peace Corps



## AFRICA

- Benin—1
- Botswana—2
- Burundi—3\*
- Cameroun—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
- Belize—37
- 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\*

\* By the end of FY 1994, Peace Corps Volunteers will serve in 96 countries. The Peace Corps program in Burundi is currently suspended with completion of closedown operations expected by end of March 1994.

The primary focus of Peace Corps will always be the Volunteers and their work in the field. Volunteers around the world are providing direct, people-to-people assistance at the grassroots level. They work on problems identified by the host countries themselves, and design their individual workplans in cooperation with the local community.

The Volunteers' effectiveness and job satisfaction are directly linked to the quality of their training and the quality of their assignments. Four years ago, Peace Corps instituted a Programming and Training System (PATS), requiring every project to have a statement of purpose, a problem statement, specific goals and objectives, a monitoring and evaluation plan and a written request for Volunteers from the country agency sponsoring the project.

To help Volunteers do the best job possible under often difficult conditions, Peace Corps provides several weeks of intensive language, cross-cultural and technical training in country before Volunteers head out to their sites. As Volunteers carry out their assignments, they may find the need for additional training in a particular area. This is provided at in-service training sessions during the Volunteer's two-year tour.

As the needs of Peace Corps' host countries have evolved over the past three decades, so has the work of the Volunteers. In 1961, 52 Americans arrived in Ghana to teach secondary school, the first group of Peace Corps Volunteers anywhere. By the early 1970s, Peace Corps had, in some respects, worked itself out of this job, as local Ghanaians started to replace the Volunteers in the classrooms. The Volunteer assignments then shifted to teacher training. Today, in addition to teachers, farmers and health care workers, Volunteers in Ghana work on projects in reforestation, urban sanitation, small business, youth, and women in development.

This evolution is taking place around the globe. Worldwide, Peace Corps now provides assistance in six program sectors.

### **Agriculture**

Increasing food production continues to be a major priority for many nations in Africa, Asia and Latin America. Rapidly expanding populations, changes in climate and a series of natural and environmental disasters have created serious food shortages. Most people in developing nations still practice subsistence farming, and there is a critical need for the introduction and application of sustainable agricultural techniques to villagers. Peace Corps Volunteers teach how to improve food production, storage, distribution and marketing. In Niger, Volunteers are developing village-based community projects in gardening, use of wells, water lifting devices, nurseries and food processing.

(End of FY 1993)	Africa	Inter- America	Asia/ Pacific	Eurasia Mid-East	Total
<b>Number of Volunteers &amp; Trainees</b>	392	317	89	12	810
<b>Number of Peace Corps Posts</b>	17	9	6	2	34
<b>Number of Projects</b>	17	21	11	2	51

**Education**

Education is Peace Corps' largest program sector. Over 40 percent of all Volunteers teach English, mathematics, science or business studies. They also work in special, vocational and non-formal education activities for adults and at-risk youth. In addition to classroom teaching, Volunteers work closely with community educators, sharing methodology, integrating relevant content (such as environmental and health education, including HIV/AIDS awareness) and developing resource centers and teaching materials. Volunteers in Uzbekistan, for example, are teaching English to secondary school students to improve their opportunities to participate and compete in the global economy. In addition, Volunteers are assigned to teacher training centers, where they are developing workshops to improve English teachers' fluency and confidence in spoken English.

<b>(End of FY 1993)</b>	<b>Africa</b>	<b>IA</b>	<b>AP</b>	<b>EME</b>	<b>Total</b>
<b>Number of Volunteers &amp; Trainees</b>	992	342	602	692	2628
<b>Number of Peace Corps Posts</b>	27	10	14	19	70
<b>Number of Projects</b>	38	30	35	23	126

**Environment**

Peace Corps is a leader in protecting the global environment. Our broad-based strategy focuses on community work, teaching the importance of national resource conservation along with sustainable management techniques. Much of Peace Corps' environmental work is in reforestation, forestry and watershed management. For example, Volunteers in Costa Rica are working to teach reforestation techniques to 25,000 farmers by the end of FY 1997 in an effort to address one of the highest rates of rainforest depletion in the world. Our fastest growing new project activity is environmental education, representing nearly 70 percent of the growth in environmental programming.

Peace Corps' 900 Volunteers working on environmental projects around the world constitute the largest environmental work force of any international development organization. Volunteers in Tanzania, home of the world's largest wildlife refuge, are involved in projects ranging from codifying Tanzanian Environmental Law to insure protection of exported birds, to preparing a management plan for Ileje Forestry Reserve and implementing environmental education in the schools.

<b>(End of FY 1993)</b>	<b>Africa</b>	<b>IA</b>	<b>AP</b>	<b>EME</b>	<b>Total</b>
<b>Number of Volunteers &amp; Trainees</b>	297	418	90	78	883
<b>Number of Peace Corps Posts</b>	20	15	6	5	46
<b>Number of Projects</b>	22	24	9	7	62

**Health**

Peace Corps' health Volunteers provide a wide range of primary health care services to many of the world's most needy citizens, through maternal and child health activities, nutrition, community health education, Guinea worm eradication, and water and sanitation projects. Today's Volunteers are also working in HIV/AIDS education and prevention. In Thailand, Peace Corps Volunteers have conducted surveys to help the country update its HIV/AIDS education materials. Volunteers have also organized day and weekend camps that teach students and teachers HIV/AIDS awareness and prevention through skits, games and discussion groups. In Guatemala and elsewhere, Volunteers provide health education for the prevention and treatment of diarrhea, one of the main causes of child mortality in much of the developing world.

<b>(End of FY 1993)</b>	<b>Africa</b>	<b>IA</b>	<b>AP</b>	<b>EME</b>	<b>Total</b>
<b>Number of Volunteers &amp; Trainees</b>	463	307	133	78	981
<b>Number of Peace Corps Posts</b>	22	10	6	2	40
<b>Number of Projects</b>	26	22	15	3	66

**Small Business**

Small business development Volunteers promote local economic development through self-sustaining income and employment producing practices using Peace Corps' traditional strengths: self-help, grassroots focus, and sensitivity to local customs. Working closely with local businesses, trade associations and community leaders, Volunteers teach business management, commercial banking and related skills, assisting efforts to establish free market economies. In Russia, Peace Corps Volunteers are working to establish a network of small business centers that offer training and advice to interested entrepreneurs. One Volunteer in Samara helped coordinate a Women in Business Conference, sponsored by the International Network of Women in Enterprise and Trade. Eighty Russian women attended workshops on marketing, leadership and networking.

<b>(End of FY 1993)</b>	<b>Africa</b>	<b>IA</b>	<b>AP</b>	<b>EME</b>	<b>Total</b>
<b>Number of Volunteers &amp; Trainees</b>	169	341	72	317	899
<b>Number of Peace Corps Posts</b>	11	12	11	13	47
<b>Number of Projects</b>	12	16	12	15	55

**Urban Development**

As developing countries face the challenges of increased urbanization, Peace Corps programs assist developing nations through housing, solid waste management, urban planning and urban youth development projects. Peace Corps Volunteers in Côte d'Ivoire, for example, are working with municipal officials and social service centers in seven secondary cities to develop more efficient methods for the delivery of sanitation and drainage services to underserved communities.

(End of FY 1993)	Africa	IA	AP	EME	Total
Number of Volunteers & Trainees	67	68	27	22	184
Number of Peace Corps Posts	5	8	4	2	19
Number of Projects	5	11	4	2	22

**Areas of Special Emphasis: Women in Development and Youth Development**

From the start of its work in the developing world, Peace Corps has recognized the critical role that women play in economic production, family support and the overall development process. Our Volunteers seek to promote the integration of women into the social and economic development of their countries and communities. The participation of women is emphasized throughout project planning and implementation, employing a variety of activities at both the grassroots and national levels.



*Peace Corps Volunteer in Pecs, Hungary. (Photo: Paul Conklin)*

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, struggling to survive in developing countries throughout the world. Volunteers working in all program sectors are being challenged to increase their assistance to youth. In Tunisia, Volunteers work in rural youth centers to diversify program activities and broaden the range of youth who are served, targeting females and the unemployed.

Peace Corps Volunteers, by nature of their commitment and responsibilities, traditionally work as members of a team in order to achieve mutually agreed upon goals and objectives. Through its collaborative agreements with federal agencies and ongoing cooperation and coordination with international private voluntary organizations, Peace Corps strengthens and increases its impact. This is responsible development assistance in which objectives are met and limited resources are fully utilized.

In order to maximize foreign assistance funds, Peace Corps works closely with other U.S. Government agencies in addressing mutual goals and objectives. Since 1980, Peace Corps and the Agency for International Development have worked jointly on a series of development programs that combine the technical expertise and grassroots access of Peace Corps Volunteers with A.I.D.'s technical and financial resources. This partnership is wide ranging and is conducted on a variety of levels, including centralized, regional and country-specific activities. The partnership of the two U.S. agencies mandated to assist developing nations is mutually beneficial and has resulted in the training of thousands of host country nationals in the skills required to become economically independent, healthy, participating citizens.

Although A.I.D. is a primary partner in enhancing Peace Corps' development efforts, other partners in the federal government, including the Department of Agriculture, Department of the Interior, the Environmental Protection Agency and the Department of Health and Human Services are critical to the collaborative development process. Through interagency agreements, Peace Corps is strengthening both training and programming by accessing highly skilled technical expertise and materials from all of its partner agencies. In many countries, Peace Corps is also coordinating its efforts with private voluntary organizations which also receive support from the U.S. government.

Peace Corps and its partners are committed to increasing the sustainable participatory aspects of its activities through collaboration. Efforts are being conducted in several areas of importance:

### **Environment/Natural Resources**

Peace Corps Volunteers with fiscal resources from A.I.D. and technical assistance from agencies such as the Department of the Interior/Park Service, Department of Agriculture/Forest Service and EPA are able to greatly broaden the impact of their environmental efforts. Interagency collaboration has increased Peace Corps' ability to work with local community counterparts at the grassroots level on projects to support locally based forestry, soil and water conservation, parks and wildlife, biological diversity, environmental education and other integrated programs.

### **Small Business Development/Economic Growth**

Volunteer counterparts and local entrepreneurs have benefited from training in small business development throughout the developing world. In Central Europe, the Baltics and the countries of the former Soviet Union, technical assistance and training through local public and private organizations are contributing to the development of free market economies. Support from A.I.D. has been critical to the sustainability and outreach of these efforts.

### **Health/HIV/AIDS/Population**

Working closely with the central A.I.D. Office of Health, Volunteers are enhancing their impact in child survival projects that address growth monitoring, oral rehydration, immunization, family planning, pre-and post-natal counseling, Vitamin A/micronutrient deficiencies, Guinea worm eradication and other debilitating diseases. HIV/AIDS education programs in Africa have targeted health personnel, youth and women and support Volunteers' participation in primary assignment areas and through secondary projects. The Department of Health and Human Services/Centers for Disease Control personnel provide technical assistance and materials to Volunteers in a variety of health areas and work closely through their international activities to coordinate efforts with Peace Corps.

### **Participatory Development/Capacity Building**

Peace Corps' programming system prioritizes capacity building in all sector areas and at all levels of Peace Corps' involvement with host country nationals. By combining the fiscal and technical resources of A.I.D., other partner agencies and Volunteers interacting with local organizations and communities, critical capacity building training takes place in a variety of skill areas. Through the Small Project Assistance program, A.I.D. and Peace Corps annually provide hundreds of small self-help grants to indigenous groups and, most importantly, facilitate the training necessary to allow beneficiary organizations to both manage and sustain their projects. Civic responsibility and participation are a direct result of these interventions.

The Office of Third Goal Programs was recently created to coordinate all Peace Corps programs that promote a better understanding of foreign countries here in the United States — our agency's third goal. This office works to maximize the "Peace Corps Dividend," or what America gets from Volunteers' service abroad.

There are well over 140,000 returned Peace Corps Volunteers—committed public servants, people who have seen the best and the worst of the world. Most of them wrestled with some of the most difficult problems now facing America during their Peace Corps service: race relations, education, health care delivery and economic empowerment.

The Office of Third Goal Programs works with former Volunteers to continue utilizing their experience and channeling their energies. For example, 18 universities across the country offer scholarships to former Volunteers working toward master's degrees. Thousands of elementary and secondary schools are touched by Volunteers who help make geography and social studies more fun and interesting for students in grades three through 12.

### **Returned Volunteer Services**

Returned Volunteer Services provides career, educational, readjustment information and assistance to Peace Corps Volunteers who have recently returned to the United States. Peace Corps headquarters in Washington maintains a career information center and publishes a job bulletin twice a month, helping to link those in need of skilled, enthusiastic and experienced workers with those looking for immediate work.

In addition, Returned Volunteer Services serves as Peace Corps' permanent link to the growing community of former Volunteers. Through the National Peace Corps Association and many local returned Volunteer organizations, Peace Corps works to maintain close connections and continuously tap into the energy and creativity of the family of Americans who have served Peace Corps for over 30 years. A recent joint effort to update the list of former Volunteers has been extremely successful, improving Peace Corps' ability to promote continuing service and participation in our growing domestic programs.

### **World Wise Schools**

World Wise Schools is a Peace Corps program with a domestic mission: educating young Americans about the world's many cultures, while providing them with positive adult role models actively engaged in community service. Like many successful Peace Corps programs, the basic concept is simple and cost effective: during their overseas service, Peace Corps Volunteers share their experience with classes here in the United States in a "pen pal" exchange. The correspondence is supplemented by professionally developed videotapes and study guides on the geography and culture of countries in which Volunteers serve, and by the classroom visits of former Peace Corps Volunteers. By putting a "face on a place," World Wise Schools helps American students appreciate the diverse cultures of the world and provides them with tools for understanding the diversity of our own communities.

Interest in World Wise Schools has grown rapidly — since 1989 almost 200,000 students in all 50 states, the District of Columbia, Puerto Rico and American Samoa have communicated directly with Peace Corps Volunteers in almost 100 countries. Countless other students have participated indirectly in the program through the broadcast of World Wise Schools videotapes by educational television networks and through the classroom presentations of hundreds of returned Peace Corps Volunteers. At a time when one out of seven American adults cannot locate even the United States on a world map, World Wise Schools makes a significant contribution to the education of American students, who are growing up in a decidedly global economy.

SRMS  
Sterling, Va 2217  
1276  
Mrs. Colvin's class

Dear Mr. Craft,

Thank you for taking time out of your schedule and visiting our class. I enjoyed your story about you living for a year out there. My two favorite parts were the idea of you having to boil the water before drinking it. Was that a real hassle? I also liked the part about the rat. I would have been scared to death. I admire you and the Peace Corps. I think it's a nice idea!

Sincerely,

Daniel Kennedy  
Daniel Kennedy

### Peace Corps Fellows/USA Program

The Peace Corps Fellows/USA Program is another way the Agency is meeting its goal of bringing the world back home — by bringing Volunteer experiences and skills gained through service overseas back for the benefit of the American people.

This novel program is a public-private partnership involving Peace Corps, institutions of higher education, local government, community agencies, foundation and corporate supporters.

Eighteen universities offer scholarships or lower-cost tuition to 279 former Volunteers enrolled in programs leading to master's degrees. In turn, the former Volunteers (Fellows) make two-year commitments to teach or work in a challenging setting concurrent with their studies at a university. Initially the program recruited Fellows to teach in hard-to-staff schools, but has been expanded to the fields of public health, nursing, small business, youth development, rural economic and community development.

More than 300 returned Peace Corps Volunteers have served over 40,000 students and community members since the program began in 1985. The Fellows have benefited by being employed and concurrently enrolled in a lower-cost graduate program. The universities have gained the goodwill of local communities by designing special curricula and supervision models, which provide professional guidance and preparation for the Fellows working in challenging situations. The local school districts, clinics and other agencies employing the Fellows have been able to fill challenging positions that demand the special qualities — dedication to serving the needy, adaptability, resourcefulness and multi-cultural sensitivity — nurtured by Peace Corps service. The private sector, which provides financial support, receives a better prepared work force and improved quality-of-life for its community members.

### Peace Corps Fellows By State in FY 1994

State	University	Fellows	Agency
AL	Univ. of AL/Birmingham	2	West Alabama Health Services
AZ	Northern Arizona	14	Reservation Schools
CA	San Francisco State	20	SF School District
CA	Univ. of Southern Cal.	4	LA Public School District
DC	George Washington	36	Prince Georges & DC Schools
FL	Florida Int'l	8	Dade County Public Schools
GA	Georgia College	6	Rural Georgia School Districts
IL	DePaul	15	Chicago Public Schools
KS	Wichita State	7	Wichita Public School District
LA	Tulane	4	New Orleans Public Schools
MD	Johns Hopkins	12	Various Community Clinics
MD	Univ. of MD/Towson	27	Baltimore Public Schools
MI	Univ. of MI	25	Detroit Public Schools
MS	Univ. of Southern Miss.	11	Rural Mississippi School Districts
NM	Univ. of NM	18	Gallup-McKinley School District
NY	Teacher's College, Columbia	42	New York City School Districts
PA	Temple	7	Phila. Public School District
TX	Univ. of TX/EI Paso	16	EI Paso Area School Districts
TX	Univ. of TX/EI Paso	5	EI Paso Community Health Clinics

**Office of Private Sector Relations**

Peace Corps' private sector partners support the Fellows Program and provide direct project assistance to the overseas communities in which Peace Corps Volunteers serve. Private sector partners are an important component of Peace Corps' goal to foster a better understanding by Americans of the world around them.

In FY 1993, 400 donor groups contributed materials and project support for 620 projects in over 65 countries. Donors include large corporations, schools, church groups, community service organizations and Returned Peace Corps Volunteer groups. Their donations included computers, photocopiers and business textbooks for Peace Corps' small business development programs.



Peace Corps' FY 1995 budget request is \$226 million. This represents a 2.8% increase above its FY 1994 appropriation of \$220 million. A budget of \$226 million will allow Peace Corps to continue most of its programs at current levels, while increasing the average number of Volunteers.

At a time when Federal resources are scarce, Peace Corps is committed to ensuring effective and efficient use of every federal dollar supporting its Volunteer programs. Now that Peace Corps has passed its 30th birthday, it is time to take a serious look at the contributions Peace Corps Volunteer programs have made as we plan for future endeavors. We believe that the majority of our programs continue to serve a vital role in helping many of the world's neediest people to improve their lives. However, there may be some Peace Corps programs which now have accomplished their purpose.

During the remainder of FY 1994, Peace Corps will be reviewing its program effectiveness worldwide. This review will include an assessment of all our programs. At the conclusion of this review, Peace Corps expects to reallocate resources to the areas of greatest need.

**PEACE CORPS FY 1995 BUDGET REQUEST  
(In thousands of dollars)**

**INTERNATIONAL OPERATIONS**

	<b>FY 1993</b>	<b>FY 1994</b>	<b>FY 1995</b>
	<b><u>Actual</u></b>	<b><u>Estimate</u></b>	<b><u>Estimate</u></b>
<b>AFRICA REGION</b>			
Program Support	20,380	21,016	20,316
Direct Volunteer Support	30,946	32,808	33,951
In-Service Training	903	1,218	1,387
Pre-Service Training	<u>10,212</u>	<u>11,213</u>	<u>11,166</u>
<b>SUBTOTAL, AFRICA REGION</b>	<b>62,441</b>	<b>66,254</b>	<b>66,819</b>
<b>ASIA PACIFIC REGION</b>			
Program Support	6,552	7,072	6,940
Direct Volunteer Support	8,997	9,416	9,382
In-Service Training	579	671	723
Pre-Service Training	<u>2,869</u>	<u>2,983</u>	<u>3,129</u>
<b>SUBTOTAL, ASIA PACIFIC REGION</b>	<b>18,998</b>	<b>20,141</b>	<b>20,173</b>
<b>EURASIA MIDDLE EAST REGION</b>			
Program Support	12,401	11,400	9,745
Direct Volunteer Support	10,530	11,541	13,971
In-Service Training	451	874	807
Pre-Service Training	<u>4,038</u>	<u>4,174</u>	<u>4,205</u>
<b>SUBTOTAL, EURASIA MIDDLE EAST REGION</b>	<b>27,419</b>	<b>27,989</b>	<b>28,728</b>
<b>INTER-AMERICAN REGION</b>			
Program Support	10,679	10,415	10,237
Direct Volunteer Support	15,197	15,733	15,007
In-Service Training	420	469	526
Pre-Service Training	<u>6,448</u>	<u>6,035</u>	<u>6,143</u>
<b>SUBTOTAL, INTER-AMERICA REGION</b>	<b>32,744</b>	<b>32,652</b>	<b>31,913</b>
<b>TOTAL, INTERNATIONAL OPERATIONS</b>	<b>141,602</b>	<b>147,036</b>	<b>147,633</b>

**OTHER VOLUNTEER SUPPORT**

<b>POLICY AND DIRECTION</b>	<b>2,988</b>	<b>3,625</b>	<b>3,559</b>
<b>VOLUNTEER RECRUITMENT AND SELECTION 2/</b>			
Placement	3,476	3,200	2,941
Recruitment/Communications	<u>9,157</u>	<u>10,818</u>	<u>10,739</u>
<b>SUBTOTAL, VOLUNTEER RECRUITMENT</b>	<b>12,634</b>	<b>14,018</b>	<b>13,680</b>
<b>TRAINING AND PROGRAM SUPPORT</b>			
Training and Technical Resources	4,855	5,323	5,265
United Nations Volunteers	<u>384</u>	<u>453</u>	<u>0</u>
<b>SUBTOTAL, TRAINING AND PROGRAM SUPPORT</b>	<b>5,239</b>	<b>5,776</b>	<b>5,265</b>

(cont'd.)

**Budget Activities****Budget Request****OTHER VOLUNTEER SUPPORT**

	FY 1993 <u>Actual</u>	FY 1994 <u>Estimate</u>	FY 1995 <u>Estimate</u>
<b>OFFICE OF VOLUNTEER SUPPORT /3</b>			
Medical Services	8,389	8,681	8,425
Volunteer Services	3,291	3,623	3,534
Federal Employees Compensation Allowance (FECA)	9,461	9,155	9,939
Third Goal Programs			
Returned Volunteer Services	322	462	372
PC Fellows/USA Program 1/	50	292	288
World Wise Schools	317	452	416
Private Sector Relations	<u>434</u>	<u>455</u>	<u>473</u>
<b>SUBTOTAL, VOLUNTEER SUPPORT</b>	<b>22,264</b>	<b>23,121</b>	<b>23,446</b>
<b>MANAGEMENT 3/</b>	<b>19,259</b>	<b>18,788</b>	<b>19,434</b>
<b>PLANNING, BUDGET, AND FINANCE</b>			
Operations	3,235	3,328	3,426
Centrally Shared Resources	<u>6,571</u>	<u>6,807</u>	<u>7,166</u>
<b>SUBTOTAL, PLANNING, BUDGET, AND FINANCE</b>	<b>9,806</b>	<b>10,135</b>	<b>10,592</b>
<b>INSPECTOR GENERAL</b>	<u>1,744</u>	<u>1,916</u>	<u>1,766</u>
<b>TOTAL, OTHER VOLUNTEER SUPPORT</b>	<b>73,934</b>	<b>77,378</b>	<b>77,741</b>
Foreign Service National Severance	368	123	126
<b>GRAND TOTAL AGENCY PROGRAM LEVEL</b>	<b>215,904</b>	<b>224,537</b>	<b>225,500</b>
<hr/>			
<b>APPROPRIATED RESOURCES</b>	<b>218,146</b>	<b>219,745</b>	<b>226,000</b>
<hr/>			
UNOBLIGATED BALANCE FROM PREVIOUS YEAR	4,918	5,292	0
TOTAL APPROPRIATED RESOURCES	<b>223,064</b>	<b>225,037</b>	<b>226,000</b>
UNOBLIGATED BALANCE AT END OF YEAR	-5,292	0	0
Reserve for Unrecorded Obligations and Adjustments to Prior Years	-1,868	-500	-500
ESTIMATED REIMBURSEMENTS	2,926	7,559	7,778
<b>TOTAL AVAILABLE BUDGETARY RESOURCES</b>	<b>218,830</b>	<b>232,096</b>	<b>233,278</b>

(Detail may not add due to rounding)

**Notes:**

- 1/ In FY 1993 Salaries and benefits for Peace Corps Fellows Program/USA were charged to Policy and Direction, as displayed in this chart.
- 2/ In FY 1993 Salaries and Benefits for Recruitment/Communications were charged to Placement, as displayed in this chart.
- 3/ The Office Of Volunteer Support was created on November 1, 1993. Resources for all three years are shown in this chart under that new office. In FY 1993 through 10/31/93, Medical Services, Volunteer Services, and FECA were part of the Office of Management. During the same time period, Third Goal Programs was a separate office, and Private Sector Relations were part of Policy and Direction.

## International Operations

Peace Corps' International Operations are divided into four regions: Africa, Asia and the Pacific, Eurasia and the Middle East, and Inter-America.

Resources for each of the International Regions are divided into the following major activities. Each activity includes costs borne both overseas and at headquarters.

### Program Support

Costs include the costs of regional staff salaries, benefits, travel (for both American and host country staff), rents, utilities, equipment, supplies and contractual costs related to the administration of our overseas program.

### Direct Volunteer Support

This includes the costs required to directly support our Volunteers overseas. Among these costs are:

- *Travel:* For Volunteers from their home to their country assignment and return travel at the end of their two-year tour;
- *Living Allowance:* The monthly stipend provided directly to Volunteers for their subsistence;
- *Settling-in Allowance:* Assists Volunteers in setting up their new households;
- *Readjustment Allowance:* An allowance of \$200 per month of service transferred to Volunteers upon completion of Peace Corps Service to assist them in their re-entry to life in the United States. The level of the readjustment allowance was last increased in January of 1988; and,
- *Medical Costs:* Direct costs related to supporting the medical needs of Volunteers, including the costs of in-country medical contractors, medical supplies and medical equipment.

### In-Service Training

Training is conducted during the Volunteer's service to increase the job effectiveness and job satisfaction of each Volunteer in the field. These programs are designed to address the needs of specific Volunteer assignments and may include language and technical skill training, safety and security issues.

### Staging and Pre-Service Training

Volunteers receive training before beginning their actual Volunteer Service through Staging and Pre-Service Training instruction.

- *Staging:* Before leaving for their overseas assignments, Volunteers participate in a short orientation, where they learn more about the country in which they will serve and the position to which they will be assigned. Essential administrative, medical and orientation activities are conducted immediately before departure.
- *Pre-Service Training:* Before qualifying to serve as a Volunteer, trainees must participate in pre-service training, which includes intensive language instruction, cultural information, technical skill enhancement and training in personal health and safety. This training lasts, on the average, ten to twelve weeks. Upon completion, Volunteers must demonstrate their ability to participate effectively in their assigned projects.

## **Other Volunteer Support**

### **Policy and Direction**

This program includes costs which support the decision and policy making arm of the Peace Corps. Resources support among others, the Office of the Director, General Counsel, Congressional Relations, Peace Corps' Diversity program and Equal Employment Opportunity.

### **Volunteer Recruitment and Selection**

The Office of Volunteer Recruitment and Selection reviews the technical and personal skills of applicants to carefully assess and match the most qualified persons to specific Volunteer assignments. Applicants go through a multi-faceted screening process that includes interviews, evaluations, reference checks and placements in assignments addressing specific host country needs.

### **Training and Program Support**

The Office of Training and Program Support (OTAPS) provides Volunteers with guidance in planning and achieving their specific program goals. OTAPS also ensures that Volunteers have the latest technical information available to assist them in their assignments. OTAPS administers the United Nations Volunteer program.

### **Office of Volunteer Support**

Created in November 1993, the new Office of Volunteer Support combines medical and Volunteer services under the new Associate Director for Volunteer Support. Peace Corps' domestic program initiatives: — Returned Volunteer Services, Peace Corps Fellows/USA Program and World Wise Schools — are also included here as is the Office of Private Sector Relations.

### **Management**

Peace Corps' Office of Management provides administrative support for headquarters, domestic field and international operations. Through its offices of Human Resource Management, Administrative Services, Information Resources Management, and Contracts and Procurement, the Office of Management ensures that equipment, vehicles, supplies and other necessary services (such as travel arrangements, passports, and visas for staff and Volunteers) are provided where needed.

### **Planning, Budget and Finance**

The Office of Planning, Budget and Finance maintains the financial planning and internal controls necessary to ensure that Peace Corps operates in a fiscally sound manner.

### **Inspector General**

The Office of the Inspector General is charged with reviewing Peace Corps' processes and procedures to ensure their economy, effectiveness and efficiency.



**PEACE CORPS AUTHORIZATIONS AND APPROPRIATIONS**  
**FY 1962 - FY 1995**  
(in thousands of dollars)

Fiscal Year	Authorized	Budget Request	Appropriated	a/	Trainee Input	Average # Volunteers	b/
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	c/
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/	3,590	5,414	
1994	---	219,745	219,745	f/	3,791	5,912	est.
1995	---	226,000		f/	3,821	6,482	est.

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

b/ 1962-1965 average number of Volunteers unavailable. Figures for FY62-65 represent number of individual Volunteers. Average number of Volunteers includes 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.



## Regional Development Needs

The rapidly changing economic and political environment has made the decade of the 1990s a difficult one for sub-Saharan Africans. In most countries the development gains of the post-independence period have been erased, and key socio-economic indicators have declined. In addition, many African governments are undergoing political turmoil which has contributed to a high state of insecurity throughout society. Along with these difficulties, Africans have been forced to confront the HIV/AIDS epidemic which has caused much personal hardship and loss. Peace Corps operations have been affected by this adverse climate. Since April 1990 Volunteers have been evacuated and programs remain suspended in Liberia, Zaire, Equatorial Guinea and Burundi. In many other countries programs have been subject to disruption.

Despite these problems, there are nevertheless positive signs of profound change. Among the most encouraging are peoples' desire to participate in democratic political processes at the national level and an increase in locally-driven, participatory development initiatives. Peace Corps is well-placed to appreciate and support these welcome trends given its people-centered development approach.

In several countries Africans have reached into their past to bring more people into the political process. They have appropriated the traditional institution of the *palaver* (village meeting) in the form of National Conferences and used it to create more open political processes. A small number of countries like Benin, Mali, Zambia and Madagascar have had democratic elections that have produced new governments.

Perhaps more significant is the way in which ordinary Africans at the local level are taking charge of their own development. In most countries governments are downsizing in response to deteriorating economies, and in some cases, decentralizing, with more development responsibility being conferred to the local level. As national governments find themselves incapable of playing their traditional dominant 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, neighborhood associations — that encourage community participation, serve as a training ground for the practice of democratic processes and lead to empowerment.

These changes, long overdue, are a move in the right direction. They contribute collectively to a vision for Peace Corps' mission in Africa: to add development to democracy, thereby strengthening it, and 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 sectors. Peace Corps has an important role to play to assist Africans to meet those needs, for as indicated above, its people-centered development approach is more appropriate than ever in societies that are attempting to rebuild from the bottom up. Accordingly, the Africa Region's 34 country programs will use this approach to address the following priority needs in FY 1995.

**Popular participation in the development process:** Promote development within the context of democratic values and practices by strengthening local, grassroots non-governmental organizations, such as village development committees, farmer associations, credit unions and community health organizations.

**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 maternal and child health, Guinea Worm eradication, water/sanitation and an increased emphasis on HIV/AIDS prevention.

**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 relevant and effective educational systems linked more closely to development through work in curriculum reform and development, teacher training, creation of didactic materials and the establishment 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. Integrate environmental themes into projects among all programming sectors.

**Good governance:** Promote good governance and human rights by placing Volunteer lawyers in selected African law schools through a pilot initiative.

The Africa Region's country programs will continue to use the Agency's Programming and Training System (PATS) to address these needs. As part of an Agency-wide initiative, the Africa Region will place special emphasis on the enhancement of Volunteer training. Specific goals include improving Volunteers' foreign language and cross cultural abilities. Also within the context of PATS, the Africa Region will help countries develop more appropriate monitoring and evaluation systems in order to better assess the development accomplishments of Volunteer projects.

## **Sector Summaries**

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

### **Agriculture**

While all 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. They work closely with individual farmers, village groups and local institutions. Collaboratively, they identify constraints and undertake activities to address food availability in their communities. They use an integrated approach that focuses on water resource development, gardening, animal husbandry, agro-forestry and rural cooperative projects. Volunteers in Gabon, Cameroon and the Congo are teaching farmers how to increase their family incomes and produce animal protein for dietary intake through small-scale intensive freshwater fish farming. In the Central African Republic, The Gambia, Guinea-Bissau and Sierra Leone Volunteers are improving small animal raising techniques, educating primary school students 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, occupying almost 40 percent of the Region's Volunteers. The Region's efforts to strengthen the role of Volunteers in education projects are guided by its view of the education Volunteer as an extension agent with a crucial role in sustainable development. Peace Corps and host country Ministries of Education will continue to collaborate on projects aimed at increasing student access to educational opportunities in math and science instruction, English, special education and industrial arts, as well as enhancing quality teaching and promoting educational equity for girls and women. Country programs will continue to be committed to achieving these goals through Volunteer assistance in direct classroom teaching, teacher training and materials development. In addition, there will be an emphasis on improving the school environment through increased parent, teacher, student and community participation.

Over half of the education Volunteers in Africa are math and/or science teachers. The Africa Region is increasing technical support to math and science projects with the goal of transferring innovative ideas in math and science education to the field where they can be adapted by Volunteers and host country educators.

There is an increasing demand on the part of host country ministries of education for Peace Corps to assist in upgrading skills of primary school teachers. Volunteers are establishing teacher training resource centers and developing training programs in The Gambia, Uganda, Mali and Lesotho. A number of Volunteers continue to assist in the development of resource materials. Two major textbook projects have been undertaken. Volunteers in Guinea-Bissau, with the collaboration of the Ministry of Education, have designed a secondary English curriculum and have produced *What's Up?*, a textbook for the country's secondary school system. In Cameroon, Volunteers and their counterparts will evaluate a recently produced syllabus *Teaching English for AIDS Prevention*. In Gabon, Volunteers and representatives from the government's Department of the Advancement of Women have set up a scholarship program to allow needy girls to complete their secondary education. Volunteers have set up a fundraising mechanism that awards five full four-year scholarships each year. Also in Gabon, the Rural Primary School Construction Project over the past 20 years has built over 400 classrooms and 250 teachers' houses in remote areas of the country. Approximately 700 villagers have received hands-on training in simple, appropriate construction techniques.

### Health

Two A.I.D. Participating Agency Service Agreements (PASAs) for Child Survival and HIV/AIDS Education are enabling the Africa Region to continue its commitment to 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' projects designed to increase child survival focus on growth monitoring, increased immunization coverage, oral rehydration therapy, malnutrition and improved prenatal services for mothers. USAID funding for Guinea Worm eradication allows Peace Corps to integrate the efforts of its staff, Volunteers, and their counterparts into the international campaign headed by world leaders such as former U.S. President Jimmy Carter to eradicate Guinea Worm disease by 1995. Since 1990, Volunteers have been participating in Guinea Worm eradication activities in 11 African countries where the disease is endemic. They conduct case searches, improve water sources, develop new water and sanitation projects, and promote 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 organizations such as UNICEF to develop new supplies of potable water and to utilize health education as an eradication tool. Health education activities will continue to emphasize hygiene and the use of filter fabrics for disrupting the life cycle of the Guinea Worm.

New projects are starting up in Zambia and Nigeria. The first group of Volunteers to serve in Zambia arrived in early 1994 to work on rural water and sanitation problems. They will assist communities on the construction,

rehabilitation and maintenance of hand-dug wells and the building of latrines in villages, at rural health centers and in primary and secondary schools.

Volunteers in Nigeria will help Nigerian health workers develop a program to prevent and control river blindness. They will provide training in the design and management of information systems, organized distribution of medications and health education.

The Region is increasing Volunteer assistance in HIV/AIDS prevention and education projects. In Malawi, for example, Peace Corps Volunteers help train 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. In the Central African Republic, Volunteers will incorporate HIV/AIDS awareness and prevention activities in a youth development project. A large number of Volunteers are also responding informally to the HIV/AIDS crisis by initiating secondary activities with community participation (i.e. student theatre groups and HIV/AIDS awareness campaigns). Volunteers in Côte d'Ivoire and their counterparts have developed an array of HIV/AIDS prevention materials including innovative educational games for secondary school students. Volunteers working with local teachers and health officials in Cameroon have developed instructional materials serving the dual purpose of teaching English and educating African secondary school students in HIV/AIDS awareness and prevention.

Peace Corps and A.I.D. collaborated in 1993 to produce a documentary video to describe a model health project carried out in Togo, West Africa, by Peace Corps and the Centers for Disease Control between 1985 and 1990. Thirty district-based health education teams were trained in health education skills. These teams—composed of two Togolese health professionals and one Peace Corps Volunteer—in turn trained and monitored the activities of village development committees responsible for carrying out health education at the grassroots level. These efforts were aimed at increasing vaccination coverage for children up to two years of age, controlling diarrheal disease and preventing and/or improving treatment for children with malaria. An evaluation indicated success in achieving project goals and creating a cadre of professionals and community members skilled in health education. The video will be available over the coming years to governmental and non-governmental organizations and will serve as a resource for identifying the key components of a successful and sustainable development project.

### **Environment**

Preserving biodiversity, protecting fragile environments and promoting ecotourism are the major goals of Peace Corps' environment projects. Volunteers are participating in a range of activities addressing conservation, reforestation, land reclamation, establishment of tree seedling nurseries and watershed resource development. Transferring skills to local counterparts through training is a primary goal of the environment projects. Volunteers are teaching management skills to workers in national parks, game reserves 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 counterpart park rangers working in national parks in Niger, Botswana, Malawi, Uganda, the Seychelles and Madagascar.

Community groups and school children will be the beneficiaries of an increasing number of interpretive centers in parks and reserves in both urban and rural areas. Volunteers in Botswana, for example, are working with park ranger counterparts over the next four years to develop interpretive facilities, exhibits and displays in seven reserves throughout the country. Volunteer activities in environmental education are expanding and becoming increasingly integrated in all sector projects. Math and science Volunteer teachers in Benin are incorporating environmental problem solving into their lesson plans. In the Comoros Islands, Volunteers have assisted in the

organization of a local network of environmental action clubs called *Ulanga*. These clubs undertake such projects as organizing garbage collection, painting murals with environmental messages on walls in public places, and protecting an endangered species of sea turtle.

#### **Small Business**

Volunteers with small business skills are working in eleven African countries. The majority of Volunteers work at the microenterprise level offering business advisory services to individual entrepreneurs as well as to financial institutions and small business support agencies. This assistance often includes training in credit management and basic business and accounting skills to both individuals and organizational staffs. In addition, some Volunteers assess credit availability and develop credit unions and/or revolving loan funds for small entrepreneurs.

An increase has been observed in the number of women participating in and benefitting from small enterprise development projects with Peace Corps' assistance. A Volunteer in Mauritania has organized a women's cooperative that is making and selling fencing on a sustained basis at a profit. In an effort to increase household income, a new project in Uganda will focus on improving business skills of women who care for children orphaned by the AIDS epidemic.

#### **Urban Development**

While security problems in large urban areas continue to hinder programming efforts and reduce 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 will continue to provide technical assistance and training in municipal management and planning. Their activities include 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. Influenced by the Côte d'Ivoire model project, Volunteers in Chad and Cape Verde will soon undertake similar activities to improve municipal management and planning as well as water and sanitation in urban areas.

### Peace Corps in Africa



## Africa Region

	Trainees			Average Number of Volunteers			Program Funds (\$000)		
	FY '93	FY '94	FY '95	FY '93	FY '94	FY '95	FY '93	FY '94	FY '95
Benin	49	39	39	68	76	82	2,257	2,047	2,060
Botswana	49	64	60	96	96	114	2,612	2,899	2,975
Burundi	13	0	0	24	3	0	948	236	0
Cameroon	87	78	69	144	139	139	4,011	3,892	3,764
Cape Verde	15	20	20	18	24	31	930	1,032	1,092
CAR	26	26	26	42	35	35	1,945	1,803	1,773
Chad	28	30	30	38	46	53	1,744	1,757	1,849
Comoros	0	17	17	22	19	17	628	723	677
Congo	21	36	21	21	21	36	924	1,088	1,151
Cote D'Ivoire	38	0	38	47	50	36	1,673	1,291	1,714
Equator. Guinea	0	0	0	9	0	0	327	0	0
Gabon	57	59	59	98	106	112	3,437	3,306	3,390
The Gambia	36	35	35	51	71	75	1,396	1,525	1,493
Ghana	66	69	69	93	110	111	2,476	2,755	2,903
Guinea	50	55	55	56	73	80	1,976	2,109	2,182
Guinea Bissau	15	20	20	32	37	37	1,107	1,205	1,189
Kenya	84	79	87	170	164	170	2,769	2,891	3,023
Lesotho	58	64	64	108	129	131	2,546	2,799	2,789
Madagascar	10	20	22	0	10	32	749	1,128	1,315
Malawi	54	66	66	102	96	105	1,807	2,097	2,004
Mali	80	87	87	144	144	146	4,055	4,203	4,056
Mauritania	54	20	20	64	55	48	1,984	1,511	1,364
Namibia	40	61	61	67	81	101	1,791	2,318	2,416
Niger	57	71	67	104	108	124	3,467	3,623	3,640
Nigeria	0	54	27	18	29	52	951	1,572	1,306
Rwanda	0	15	12	11	6	13	464	527	559
Sao Tome	9	13	13	17	17	15	591	762	765
Senegal	71	68	68	114	144	151	3,266	3,521	3,512
Seychelles	5	6	6	9	12	12	370	414	422
Sierra Leone	28	35	35	25	42	61	1,188	1,316	1,429
Swaziland	41	32	38	72	65	58	1,481	1,450	1,384
Tanzania	46	50	50	52	85	94	1,729	2,050	2,027
Togo	0	48	29	78	50	75	2,139	2,691	2,753
Uganda	22	30	30	24	35	45	998	1,132	1,196
Zaire	0	0	0	0	0	0	15	0	0
Zambia	0	15	15	0	7	21	412	981	1,015
Zimbabwe	31	32	32	44	56	58	1,277	1,602	1,631
<b>TOTAL*</b>	<b>1,240</b>	<b>1,414</b>	<b>1,387</b>	<b>2,084</b>	<b>2,239</b>	<b>2,469</b>	<b>62,441</b>	<b>66,254</b>	<b>66,819</b>

\* Detail may not add due to rounding.

Population: 5,042,000

Annual Per Capita Income: \$410

Number of Years Peace Corps in Country: 27

#### Peace Corps Country Overview:

Since 1968, over 700 Peace Corps Volunteers have served in Bénin, primarily in the areas of secondary education and rural development. Today, Volunteers work in the health, education and environmental sectors to address the needs of local communities with special emphasis being placed on women, children and disadvantaged populations.

Education Volunteers are addressing the shortage of mathematics and science teachers and improving educational materials in the secondary schools. In the health sector, Volunteers are coordinating country-wide campaigns to eradicate guinea worm and strengthening the maternal/child health education activities and community outreach efforts of social centers. Environmental Volunteers work with local communities to conserve and protect their natural resources while meeting the demand for wood products and improved agricultural practices.

#### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	49	39	39
Average # of Volunteers	68	76	82
Program Funds (\$000)	2,257	2,047	2,060

#### Peace Corps Projects by Sector:

##### Education (Trainees FY94: 13, FY95: 13): *Secondary Education/Math and Science*

Bénin is confronted by a serious shortage of mathematics and science teachers at the secondary level and many schools function without basic educational materials. Volunteers teach math and physics/chemistry and work with the Ministry of Education to develop comprehensive technical dictionaries, teacher guides and student workbooks. Volunteers in the villages of Djougou and Comé have helped their schools upgrade their library resources and management, while Volunteers in Lokossa and Natitingou assisted their schools in upgrading their laboratory facilities. They have also incorporated practical laboratory sessions into what was very theoretical curriculum. And, Peace Corps Volunteers are behind a national essay contest and scholarship program for deserving female students.

In 1994, Peace Corps will conduct an environmental education workshop for Volunteers and their Beninese counterparts to initiate a program to integrate environmental concerns into the national curriculum.

**Environment (Trainees FY94: 15, FY95: 0):** *Environmental Action*

Environment Volunteers teach villagers the importance of protecting their environment, and instruct them in specific techniques to produce trees for home and for economic uses, and to fight soil erosion. Volunteers are teaching villagers to establish tree nurseries to meet their needs rather than cutting down increasingly scarce forests. They also teach villagers to build fuel efficient cooking stoves, thereby decreasing the amount of firewood used. Volunteers and their counterparts also developed strategies for promoting environmental education in village grade schools, teaching the next generation of farmers about the environment.

One Volunteer demonstrated soil erosion principles to village farmers by constructing a miniature hillside featuring plowing lines running parallel to the slope, a typical practice in Bénin. By watering the small hill with a watering can to simulate rain erosion, he graphically illustrated the effects of improper plowing on their fields. Another Volunteer recruited traditional healers to show him medicinal plants he might teach villagers to grow themselves, rather than removing plants from the national forest.

**Health (Trainees FY94: 0, FY95: 26):** *Rural Community Development/Guinea Worm Eradication*

Volunteers fight childhood malnutrition and disease and family poverty in rural villages in collaboration with government health and nutrition centers. They oversee well and latrine construction to ensure clean drinking water for villagers and provide a sanitary environment. They also organize imaginative education campaigns utilizing talks, skits, songs, and theater presentations on family health. Volunteers help village groups establish a number of income generating activities to enable villagers to pay for medicines, clothes, and children's school fees.

One Rural Community Development Volunteer created a women's theater group in her town which presents popular shows on health-oriented topics and generates earnings for the women through entrance fees. Another Volunteer helped her health center organize and receive funding to train 30 villagers to teach health and nutrition topics to members of their own communities.

Peace Corps Volunteers are piloting the national expansion of the guinea worm project, by training and supervising approximately 110 commune coordinators and 1,100 village Volunteers in monitoring, surveillance, educational outreach and other project activities. Volunteers are also training Beninese counterparts to replace them and continue the eradication efforts. Song contests, first initiated by Volunteers, are now a key element of the national program. Songs and theater are traditional channels for communicating information, and the involvement of the local communities in the competition greatly expands our ability to reach a larger group. There is currently a second nationwide contest underway involving song groups from up to 300 communities.

**Small Business Development (Trainees FY94: 11, FY95: 0): *Private Sector Initiatives Development***

Following requests from the Government of Bénin, Peace Corps will initiate a small enterprise development project in FY 1994 to address the organizational and credit needs of small businesses and non-governmental organizations.

Population: 1,360,000  
 Annual Per Capita Income: \$2,790  
 Number of Years Peace Corps in Country: 27

### Peace Corps Country Overview:

Peace Corps entered Botswana just four months after its independence in 1966. Since then, approximately 1,800 Volunteers have filled a wide spectrum of manpower assistance assignments. Volunteers currently serve in education, environment, and small business development sectors.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	49	64	60
Average # of Volunteers	96	96	114
Program Funds (\$000)	2,612	2,899	2,975

### Peace Corps Projects by Sector:

#### Education (Trainees FY 94: 26, FY 95: 32):*Secondary Education*

Secondary education has historically been the largest project in Botswana. Although teaching posts are slowly being filled by qualified Botswana teachers, Volunteers continue to fill a serious manpower void. Volunteers teach English, mathematics, science, design and technology, home economics, art, agricultural science, and business courses in both junior and senior secondary schools. Starting in FY 1994, the Volunteers will work on improving 50 of Botswana's 195 secondary schools so that they include, at the minimum, a library, computer training courses, a poultry project, business clubs and full-time counseling services for the students.

#### Environment (Trainees FY 94: 21, FY 95: 10):*Park Development/Soil Conservation*

Beginning in FY 1993, Peace Corps/Botswana re-directed its parks project toward conservation through development and education within national parks, game reserves, educational reserves and surrounding zones. This enhances public awareness of the value of wildlife and aims to pre-empt or alleviate habitat conflicts between people and wildlife. Environment Volunteers serve as assistants to the game wardens who are responsible for law enforcement related to poaching and for supervision of senior game scouts and other personnel. Volunteer assignments emphasize park development, including eco-tourism with business opportunities for local rural communities, as well as environmental education.

A small initial contingent of Volunteers will launch a new project with the Ministry of Agriculture as soil conservation agents in three different locations. They will train and advise local farmers in techniques to combat soil erosion caused by wind, water and mismanagement. After refinement, the project will be replicated in other regions of the country.

**Small Business Development (Trainees FY 94: 17, FY 95: 18):***Small Business Advising and Training*

Small Business Development is projected to become Peace Corps/Botswana's largest sector. Volunteers assist in the start-up and growth of enterprises. To promote income generation and job creation, Volunteers serve as rural and urban industrial officers, business advisors, financial advisors, and business skills trainers.

Population: 5,818,000

Annual Per Capita Income: \$210

Number of years Peace Corps in Country: 11

### Peace Corps Country Overview

Peace Corps sent its first Volunteers to Burundi in 1983. Due to a military coup and ensuing serious ethnic strife, all Volunteers were evacuated in October, 1993. The Peace Corps Program in Burundi is currently suspended and Peace Corps does not anticipate the resumption of activities in the country until inter-ethnic relations and security improves. An Acting Country Director is expected to complete close down operations in March, 1994. At the time of the evacuation, 29 Volunteers were posted throughout the country working in agriculture, environment, small enterprise development and AIDS education.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	13	0	0
Average # of Volunteers	24	3	0
Program Funds (\$000)	948	236	0

### Peace Corps Projects By Sector:

#### *Agriculture: Inland Fisheries*

Volunteers worked to raise the income and nutritional status of rural farmers by teaching fish farmers improved techniques for pond construction, management and harvesting.

#### *Environment: Conservation and Park Planning*

Volunteers collaborated with the National Institute for the Environment and Nature Conservation to devise a management plan for the parks. Volunteers helped establish a structure for tourism, trained park guards, developed conservation materials and created basic inventories of the flora and fauna in each park and reserve. They also collaborated with the Chicago Field Museum of Natural History to initiate the inventory and collection of small mammals in the Kibira National Park, some of which were previously unknown in Burundi and at least one species was previously unknown to science.

**Small Business Development:***Small Business Enterprise*

Volunteers advised small and medium size enterprises in various aspects of successful business practices. A trilateral agreement between Peace Corps Burundi, USAID, and the Chamber of Commerce, Industry, Agriculture and Art enabled Volunteers to assist in the start-up and operation of the Chamber's regional offices and train private entrepreneurs in business practices. Through this program, Volunteers facilitated entrepreneurs' access to credit.

**Health:***AIDS Education*

An AIDS Education program was launched with one third-year Volunteer from Togo. The Volunteer worked to promote AIDS awareness and safe sex practices through theatrical productions and meetings.

Population: 12,245,000  
 Annual Per Capita Income: \$820  
 Number of years Peace Corps in Country: 32

### Peace Corps Country Overview:

Peace Corps began its service in Cameroon in 1962. Since then, over 3,000 Peace Corps Volunteers have served in Cameroon. Peace Corps has tailored its programs to meet the priority needs of the country: the academic and vocational education of its youth, environmentally sound agricultural development, health promotion, and general improvement in the quality of rural life.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	87	78	69
Average # of Volunteers	144	139	139
Program Funds (\$000)	4,011	3,892	3,764

### Peace Corps Projects by Sector:

#### **Agriculture (Trainees FY 94: 16, FY 95: 16):***Fisheries*

Volunteers work with Cameroonian farmers to promote the production of tilapia, an African freshwater fish. The project integrates aquaculture with other agricultural activities that farmers are already pursuing to increase the availability of fish in the local diet, to improve the management skills of farmers, and to develop fish farmer associations that are able to maintain fish production without assistance from the government or Peace Corps. Volunteers organized a three-day Aquaculture Seminar attended by 25 farmers, Ministry officials and the American Ambassador to Cameroon, and also established an aquaculture newsletter aimed at educating project farmers and Cameroonian government officials about the potential benefits of aquacultural development.

#### **Education (Trainees FY 94: 26, FY 95: 15):***Math/Science Secondary Education/English Teaching/Vocational Education*

Education Volunteers teach math, physics, chemistry, biology, geology and economics in secondary schools and work on secondary development projects as well. Volunteers have worked in the areas of community development, health/sanitation, environmental education, agriculture and income generation. The success of Volunteers' efforts in this sector is

evidenced by the fact that the yearly pass rate of students has been improving steadily by about 10%, and about 5% of math and science students are inspired to pursue math and science teaching as a future career. Similarly, about forty Cameroonian teachers a year learn improved teaching methods and techniques through organized workshops, day-to-day contacts with Volunteers, improved student instructional units, and Volunteer-developed teachers' guides.

The Teaching English as a Foreign Language project, which started in Cameroon in 1979, aims to improve Cameroonian secondary students' English skills, enhancing Cameroonian educators' teaching skills through seminars and in-service trainings, and developing teaching materials. Volunteers have helped develop a manual on Teaching HIV/AIDS Prevention in English Language Classes. The manual gives students information about HIV/AIDS while encouraging them to engage in an active battle against the epidemic. In addition, Volunteers are involved in various secondary projects such as health education, pre-natal care and nutrition. These efforts have significantly increased the health knowledge of rural pregnant women and mothers. Other Volunteers have improved their school infrastructure by establishing libraries and building additional classrooms.

Volunteers also train Cameroonian students in the country's 15 technical and vocational schools in order to meet the growing needs of industry and the government for skilled personnel. Over 6,000 students are trained in skill areas such as cabinet making, electricity, construction, technical drawing, carpentry, auto-mechanics, metal working and computer science. Volunteers also take part in community-based secondary projects including school library and Environmental Resource Center construction. Volunteers have been successful in raising funds locally to provide training materials for the various trade areas, and in making creative use of locally available materials.

#### **Environment (Trainees FY 94: 18, FY 95: 18):***Agroforestry*

Seventeen Volunteers help conduct on-farm trials of agroforestry practices that prevent erosion and improve soil fertility. This research helps to identify tree species and cultural techniques that work best under local conditions. Effective techniques are then taught to small-scale farmers—mostly women. In 1993, Volunteers trained 167 women and 66 men farmers in erosion prevention and soil fertility improvement techniques. Over 77 tree nurseries were established, and Volunteers collaborated with staff from the International Institute of Tropical Agriculture to produce flyers targeted at local farmers on new agroforestry techniques.

#### **Health (Trainees FY 94: 8, FY 95: 10):***Maternal and Child Health*

Volunteers held training workshops in 34 areas for health workers and community members and have opened 31 community co-managed pharmacies. One Volunteer's team worked with three pharmacies which have excelled and become the pilot facilities in the area of health for that province. A new redirection of the project will focus on greater community participation in health promotion and health education.

**Urban Development (Trainees FY 94: 10, FY 95: 10):***Community Development Education*

Volunteers work with village groups to determine citizens' needs and to establish priorities for community self-help projects. As group activity coordinators, Volunteers promote community self-help projects which will help increase members' income, improve health and, more importantly, increase members' capacity to assess and implement solutions to their problems independently. Volunteers have helped communities with income-generating agriculture projects and potable water projects.

Population: 389,000

Annual Per Capita Income: \$850

Number of Years Peace Corps in Country: 6

### Peace Corps Country Overview:

In 1987, the Government of Cape Verde asked Peace Corps to enter the country for the first time to assist in selected sectors of the national development plan. Since October of 1988, Volunteers have been working in the areas of English education, health and sanitation, and urban and rural development. Currently there are 24 Peace Corps Volunteers serving in Cape Verde.

### Resources:

	<b>FY 1993 Actual</b>	<b>FY 1994 Estimates</b>	<b>FY 1995 Estimates</b>
Trainees	15	20	20
Average # of Volunteers	18	24	31
Program Funds (\$000)	930	1,032	1,092

### Peace Corps Projects by Sector:

#### Education (Trainees FY 94: 9, FY 95: 9):*English Teaching*

Volunteers provide English language instruction in secondary schools while coordinating and working to improve the English teaching skills of their Cape Verdean peers. They also provide linguistic and teacher training to host country teacher trainees at a 4-year teacher training program. The first 11 Cape Verdean English teachers who were trained by Volunteers and graduated from the program in 1993 are presently teaching English in Cape Verdean schools.

#### Health (Trainees FY 94: 5 FY 95: 5):*Water/Sanitation*

Volunteers work in water quality laboratory and health education positions within a UNICEF water/sanitation project on two islands. The project goal is to improve availability and use of potable water. In 1993 four Volunteers conducted a training course in health education for primary school teachers on the two islands.

#### Urban Development (Trainees FY 94: 6, FY 95: 6):*Community Development*

The community development project has been revised to better identify an urban planning initiative and to find ways to get urban community members and municipal planners to work

together. Two types of Peace Corps Volunteers (an urban planner and a social planner) will be recruited as a team. The urban planner will work with government planners in designing urban programs, while the social planner will work with the government counterparts to mobilize poorer communities to support and be active decisionmakers in their own urban development. Volunteers will help develop self-help capacities, implement small-scale development projects and develop problem solving skills of urban and rural communities. Last year, a Volunteer organized a women's sewing association in an urban community with the help of a Small Project Assistance grant.

Population: 3,166,000

Annual Per Capita Income: \$410

Number of Years Peace Corps in Country: 22

### Peace Corps Country Overview:

Peace Corps entered the Central African Republic (CAR) in 1972, and to date over 650 Volunteers have served there. The initial program was largely centered in Education, but today Volunteers are assigned to health, agriculture and the environmental education sectors.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	26	26	26
Average # of Volunteers	42	35	35
Program Funds (\$000)	1,945	1,803	1,773

### Peace Corps Projects by Sector:

#### Agriculture (Trainees FY 94: 9, FY 95: 7):*Sustainable Agriculture*

Volunteers teach local farmers improved agricultural practices such as crop rotation, intercropping, and farm management. In order to improve Central African farmers' source of seeds, Volunteers are establishing seed banks throughout the country for both vegetables and trees. Volunteers also promote practical gardening skills. The produce from the gardens and trees improves nutrition and its sale brings much needed cash to families.

#### Environment (Trainees FY 94: 4, FY 95: 4):*Dzanga-Sangha Reserve Project*

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

#### Education (Trainees FY 94: 7 FY 95: 8):*Secondary/University Education*

CAR suffers an extreme shortage of qualified math and science teachers, so Volunteers teach math and science at the secondary level. Volunteers also teach English at the university level to train Central African English teachers for work in secondary schools.

Due to a prolonged public sector strike in the Central African Republic, Peace Corps education program was temporarily suspended in FY '93. Therefore, there is currently one education Volunteer who teaches math at the university level. With an improvement in the school situation, Peace Corps will re-enter the education sector in FY '94 with seven math, science, and English Education Volunteers.

**Health (Trainees FY 94: 6, FY 95: 7):***Community Health*

Volunteers help community members take control of their health care through preventive and curative activities. Volunteers are also involved in HIV/AIDS and sexually transmitted disease prevention. Focusing primarily on health education and condom social marketing, Volunteers work with young, disenfranchised men and women, village elders, political leaders, and social affairs agents. A number of Volunteers have worked with local youth groups to present HIV/AIDS education skits which show in an interesting fashion how HIV/AIDS is spread and how it can be avoided through condom use.

Population: 5,977,000

Annual Per Capita Income: \$220

Number of years Peace Corps in Country: 20

### Peace Corps Country Overview:

Peace Corps Volunteers first arrived in Chad in 1966. The program was suspended temporarily in 1979 due to civil war, and reinstated in 1988. Volunteers work in education, well construction, health and forestry.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	28	30	30
Average # of Volunteers	38	46	53
Program Funds (\$000)	1,744	1,757	1,849

### Peace Corps Projects by Sector:

**Health (Trainees FY 94: 14, FY 95: 22):** *Water Sanitation/Private Sector Water Supply/Child Survival*

Providing safe drinking water for all Chadians is a national priority. Volunteers assist local villagers in improving and protecting their water sources and reducing the incidence of water-borne diseases. Volunteers reinforce sanitation training conducted by Chadian government agents, increase coordination between village water committees and local pump repairers, and strengthen village water committees' organization and function. In 1993, ten Volunteers worked with over 50 water committees to improve access to potable water for approximately 25,000 people. In the village of Bébalem, a Peace Corps Partnership project was initiated that provided the tools and materials for villagers to repair and improve six traditional wells, providing clean water for 1,800 men, women and children.

Over the past two years Peace Corps Volunteers have developed a simple, inexpensive method of locally manufacturing handpumps and hand-drilling wells to allow private entrepreneurs to make affordable water supplies accessible to the general population. Sixteen artisans trained by Volunteers are now fully competent in the well drilling and pump manufacturing techniques. Two Volunteers are presently training the artisans in small business practices and helping to establish them in their own businesses. The new entrepreneurs are expected to install 250 wells and pumps over the next two years, providing potable water to approximately 125,000 people.

In 1994, the Rural Water/Sanitation program will expand to address the needs of Chad's urban population. Volunteers will train neighborhood committees in latrine construction, protection of potable water, hygiene and solid waste removal.

Nine Volunteers help the Ministry of Public Health implement the Chad Child Survival project. The Volunteers work directly with local nurses to teach management skills and train village health committees in organizing local cost recovery systems to maintain a supply of medicines. Additionally, Volunteers train village health committees in techniques of disease prevention. Seven Volunteers are presently working in six districts with 15 health committees which serve 6,000 people. A Volunteer, working with 125 women in 4 women's groups in Léré, has developed HIV/AIDS-Awareness workshops and skits that have reached over 2,000 people.

In 1994, as part of a world-wide effort to help eradicate Guinea Worm, seven new Volunteers will be assigned to endemic villages to help eliminate this debilitating parasite.

**Education (Trainees FY 94: 16, FY 95: 8):***Secondary Education/University English/Teacher Training*

Volunteers teach English in secondary schools while also encouraging and helping Chadian English teachers create appropriate English teaching materials through formal and non-formal English teaching and learning activities. Two second-year Volunteers serve as teacher-trainers for Chadian English teachers. Volunteers produced an 8th grade English teaching guide for use in Chadian public schools. Specially selected Volunteers also provide in-service training to Chadian teachers to improve the quality of instruction.

Volunteers also work as English professors and instructors in order to strengthen the English teaching program at the University of Chad and the National Teacher Training Institute, and assist in tutoring for graduating students' theses.

Population: 510,000

Annual Per Capita Income: \$510

Number of years Peace Corps in Country: 6

### Peace Corps Country Overview:

The Peace Corps program in Comoros was established in May, 1988. Volunteers are working on all three islands of the archipelago—Grande Comore, Anjouan and Moheli—on education, environment and community development projects.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	0	17	17
Average # of Volunteers	22	19	17
Program Funds (\$000)	628	723	677

### Peace Corps Projects by Sector:

#### Education (Trainees FY 94: 4, FY 95: 4): *Teaching English/Teacher Trainers*

Volunteers teach English in secondary schools throughout the country. Their goal is to increase students' knowledge and use of English as a second language. Volunteers also work alongside junior high school English teachers in a continuing effort to upgrade English teaching and language skills of Comorian teachers.

Due to ongoing school disruptions caused by political uncertainties, Volunteers who found themselves temporarily without classes to teach have gotten involved in other education-related development projects. Three Volunteers on the island of Anjouan are currently working with their communities to renovate dilapidated primary school classrooms. On Grande Comore, two Volunteers are helping former ATLAS scholarship students who studied in the U.S. create a private intensive English Language Institute for adults. One Volunteer in the capital is working with local linguists to standardize the written Comorian dialect which will be used for developing literacy education materials.

#### Environment (Trainees FY 94: 9, FY 95: 5): *Environmental Education*

Volunteers train primary and junior high school teachers in environmental awareness and introduce ways to effectively and creatively integrate environmental themes into traditional

lesson plans. Volunteers also work with community groups and environmental awareness groups to halt the deterioration of the environment and preserve existing natural resources.

Volunteers on the island of Moheli assist the National Comorian Environmental Agency in the creation and organization of the country's first marine park. Part of this project includes protecting, tagging and measuring giant sea turtles. Volunteers on the island of Anjouan are working with their communities to build village libraries which will also serve as environmental resource centers, while another Volunteer on Grande Comore is working with media specialists in developing environmental radio programs.

**Urban Development (Trainees FY 94: 4, FY 95: 8):***Community Development/Health Education*

Peace Corps/Comoros is currently developing a new project which will combine elements of both community development and health education. In addition to providing basic education in health, hygiene and nutrition to rural Comorians, Volunteers will be encouraged to initiate grassroots community development projects in the same villages which they will visit with their Ministry of Health counterparts.

Population: 2,428,000

Annual Per Capita Income: \$1,030

Number of years Peace Corps in Country: 4

### Peace Corps Country Overview:

Peace Corps Volunteers first arrived in the Republic of Congo in July, 1991 to work in fisheries. By early 1993, the Peace Corps program had expanded into agriculture, health and the environment. Programs focus on the country's need to expand access to potable water and proper sanitation and improve food security and self-sufficiency.

Heightened political and civil tension in June, 1993 led to the evacuation of Volunteers from the country. When the situation eased, eight Volunteers returned in December, 1993 to work in the agricultural sector. Peace Corps Congo anticipates expanding into Conservation Education and Parks Management.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	21	36	21
Average # of Volunteers	21	21	36
Program Funds (\$000)	924	1,088	1,151

### Peace Corps Projects by Sector:

#### Agriculture (Trainees FY 94: 21, FY 95: 7): *Freshwater Fish Culture*

Volunteers are using locally available resources and appropriate technologies to promote fish farming. They train Congolese families in sustainable management of fish ponds to improve the villagers' income and their protein intake. Volunteers helped over 30 Congolese enhance their technical expertise and skills in an intensive 30-day fish culture training program. One Congolese was able to build an aluminum roof for his house and cement his floors from funds raised after harvesting a fish pond. Ten additional fish farmers have begun production, and over 50 rural farmers are in various stages of pond construction.

#### Health (Trainees FY 94: 10, FY 95: 9): *Water/Sanitation*

Volunteers based in semi-urban areas were working on the problem of water-borne diseases through the development of proper sanitation disposal systems. In the year prior to evacuation, Volunteers organized over 110 water/sanitation community meetings, with approxi-

mately 1,100 people in attendance. Although the water and sanitation project was just eight months old at the time of the 1993 evacuation, 10 potable water sources that would serve over 2,000 people were under construction, and 14 latrines were being constructed at public institutions and private households.

**Environment (Trainees FY 94: 5, FY 95: 5):***Conservation Education and Parks Management*

Prior to evacuation, Volunteers were concentrated in the Congo Forest Conservation Project. Volunteers worked on long-term biological monitoring, park infrastructure development and conservation education. In the future, Volunteers will play a vital role in helping donors, government agencies and private organizations implement conservation education activities and natural resource management.

Population: 12,841,000

Annual Per Capita Income: \$670

Number of Years Peace Corps in Country: 24

### Peace Corps Country Overview:

After a nine year absence, Peace Corps Volunteers returned to Côte d'Ivoire in 1990. They work on health education and child survival programs and urban environmental management.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	38	0	38
Average # of Volunteers	47	50	36
Program Funds (\$000)	1,673	1,291	1,714

### Peace Corps Projects by Sector:

#### Environment (Trainees FY 94: 0, FY 95: 15): *Urban Environmental Management*

Volunteers work with local officials to design and implement improved urban waste management techniques, and to increase the capability of local governments to provide solid waste management and drainage structure maintenance. Volunteers also work with community groups to improve sanitation practices and to increase the supply of potable water. During the past year, a Volunteer living in the Ivorian town of Soubre developed a low-cost medical incinerator, after observing the routine disposal of used syringes, needles and bandages, which was endangering public health. The Volunteer marketed and sold his product to the state hospital, clinics, and private physicians. With the proceeds from these efforts he launched a public education campaign about the importance of proper medical waste disposal. As a direct result of one Volunteer's initiative, the Ivorian Ministry of Health now requires all new public hospitals and clinics to construct incinerators.

#### Health (Trainees FY 94: 0, FY 95: 23): *Health Education*

In collaboration with the Ministry of Health, Volunteers work as part of health teams to promote preventive primary health care. Volunteers work with local nurses, teachers, and community leaders to examine major health problems in communities and develop demonstration projects that address these problems. During the past year, a third year Volunteer in the town of Adzope worked with high school leaders from four local schools to develop an

HIV/AIDS education group. The Volunteer organized a series of technical sessions and field trips to teach students about HIV/AIDS transmission, peer counseling techniques, and leadership and organizational skills. This is the first high school committee of its kind in the country.

Population: 1,201,000  
 Annual Per Capita Income: \$4,450  
 Number of Years Peace Corps in Country: 24

#### Peace Corps Country Overview:

Peace Corps first entered Gabon in 1963. The program was closed in 1967, but reopened in 1973. Volunteers work on fisheries, education and health projects.

#### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	57	59	59
Average # of Volunteers	98	106	112
Program Funds (\$000)	3,437	3,306	3,390

#### Peace Corps Projects by Sector:

##### **Agriculture (Trainees FY 94: 13, FY 95: 13):***Rural Fish Culture*

Volunteers promote freshwater fish culture in order to improve villagers' income and increase protein in their diet. Volunteers are concentrating on improving the quality of construction and management techniques among farmers, while trying to incorporate other farm activities such as gardening or livestock operations into the farm system.

##### **Education (Trainees FY 94: 38, FY 95: 38):***School Desk Project/Rural Primary School Construction Project*

While constructing school furniture (desks, tables, chairs), Volunteers train counterparts in carpentry/masonry skills. During 1993, a Volunteer finished training his Gabonese counterpart who now runs the woodshop in Lambarene and supervises a staff of five employees. The Lambarene woodshop exceeded its annual goal of 1,200 desks manufactured and delivered to Gabon's rural primary schools. There are currently 2 Volunteers working in this project, both stationed at the Oyem workshop.

Other Volunteers help construct rural primary schools and teach building techniques to Gabonese. One Gabonese who received training from Volunteers has become the first independent foreman, and will be joined by two other volunteer-trained Gabonese to run school construction sites independent of Volunteer supervision this year. A third year

Volunteer who previously worked in education has been paired with a Gabonese counterpart to help finish the school in the village of Bapasso.

*Secondary English, Math and Science Teaching/Math Materials Developer*

Volunteers teach English as a Second Language, Mathematics, and Physical Science at the secondary school level. Volunteers have compiled and distributed lesson plans for 7th grade students, and have incorporated HIV/AIDS and environmental awareness issues into their lesson plans. They have also designed world maps projects, organized summer schools, taught gardening techniques, and built stoves and latrines. Volunteers on the Women In Development Committee gave out 63 scholarships to young women for academic achievement.

Volunteers are also working with the Ministry of National Education to develop better materials for the math curriculum. The THEOTIM, a hands-on tool for students to experiment with mathematical concepts, was developed by several Volunteers and distributed through workshops in Libreville, Makokou, and Lastourville. Two other Volunteers successfully conducted a Math Olympics in Booue.

One Volunteer works as an English teacher trainer at the National Teacher Training Institute. Others serve as instructors of English for Special Purposes at the National Technical University.

**Health (Trainees FY 94: 8, FY 95: 8):***Primary Health Care*

The health project has been re-designed to focus on secondary health care personnel in larger towns, on neighborhood health services, and on rural health care practiced by mobile health teams. This re-design is partially modeled on the effective work plan of two Volunteers who split their time helping midwives and nurses at local health care facilities and visiting rural villages to provide instructions on a wide range of health education topics.

Population: 929,000

Annual Per Capita Income: \$390

Number of Years Peace Corps in Country: 27

### Peace Corps Country Overview:

Peace Corps began operations in The Gambia in 1967. The first group of Volunteers served as mechanics, cooperative organizers, carpenters, construction specialists and marketing advisors. Today, Peace Corps maintains a core program of Volunteers working in the education and environmental sectors. They include math and resource center teachers, foresters, agricultural extensionists, environmental educators and, by FY 1995, health educators.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	36	35	35
Average # of Volunteers	51	71	75
Program Funds (\$000)	1,396	1,525	1,493

### Peace Corps Projects by Sector:

**Education (Trainees FY 94: 18, FY 95: 13):** *Secondary Education/Environmental Education/Resource Centers*

Volunteers teach math, science, English and social and environmental education in rural middle and high schools. There is a particular emphasis on raising math and science skills of Gambian girls. Volunteers give the girls extra lessons as needed and find funding for scholarships which can be offered to girls. Currently one-third of the available scholarships go to girls; the objective is to eventually offer girls half of the available scholarships.

With their Gambian counterparts, Volunteers organize tree planting days for the schools and encourage recycling and the use of locally available materials in their communities. Rice bags are now used as bulletin boards; recycled paper is made into cardboard teaching aids; villagers use solar cooking, fuel efficient stoves, and plant live fencing; wells have been dug for women's garden projects; and school vegetable gardens are used to augment school feeding programs.

Resource center activities developed by Volunteers have alleviated the shortage of teaching aids and materials in schools. Teachers now use teaching aids in about 50 percent of classes

taught, thus improving their methodologies and increasing student involvement in the learning process. There is also increasing demand for regional and school-based workshops on resource centers conducted by Volunteers and their counterparts.

**Health (Trainees FY 94: 0, FY 95: 5):***Maternal and Child Health*

A health project is being formulated for implementation in FY 1995. Volunteers will assist the Ministry of Health in the implementation of its primary health care system, emphasizing maternal and child health. Volunteers will help improve the skills of community health workers to better enable them to provide quality care and health education to their clients, ultimately improving the health status of women and children.

**Environment (Trainees FY 94: 17, FY 95: 17):***Forestry National Parks/Environmental Education/Agriculture Extension*

Peace Corps' priority project for the past three years has been forestry. The most successful community-level projects have been the establishment of small scale nurseries and fruit tree propagation and grafting. Live fencing has also become an important project, with a "traditional" log and post fence replaced by a fence of living trees. While the traditional fence requires constant repair, the live fence does not, and can also be used for fuel and/or animal fodder.

Volunteers also work as environmental education specialists in communities on the periphery of the Kiang West and Baboon Island National Parks. They develop and test environmental education models which can then be implemented as secondary activities by Volunteers throughout the country. As a park management specialist at Kiang West National Park, one Volunteer is assisting the administration in the establishment of park infrastructure and upgrading personnel management skills.

Volunteers also focus on women's dry season horticultural and rainy season rice production. In addition they are involved in soil conservation and fruit tree propagation, projects which have garnered the most interest and success at the community level. As a result, Peace Corps will combine the most successful aspects of these projects with those of the forestry extension project in FY 1994. The result will be an agroforestry project with a major emphasis on sustainable agriculture and forestry production.

Population: 15,824,000

Annual Per Capita Income: \$450

Number of Years Peace Corps in Country: 33

### Peace Corps Country Overview:

On August 30, 1961, 52 Peace Corps Volunteers arrived in Ghana, making it the first country in the world to welcome Peace Corps. Since then, over 3,000 Volunteers have served in Ghana. Volunteers are now working on projects in education, the environment, health and small business.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	66	69	69
Average # of Volunteers	93	110	111
Program Funds (\$000)	2,476	2,755	2,903

### Peace Corps Projects by Sector:

#### Education (Trainees FY 94: 40, FY 95: 40):*Secondary Education/Math and Science*

Volunteers teach math, science, art and vocational subjects at many of the 143 new rural secondary schools. Volunteers have written teaching resource manuals which will be published for national distribution. Volunteer teach science, math and technology through practical hands-on demonstrations and activities using locally available materials. They construct heat sources with old tin cans and kerosene, build ecosystems in a bottle and use old battery acid for vivid examples. Volunteer teachers transfer community organization and planning skills to colleagues by mobilizing their schools to build latrines, wells, dormitories, libraries and science labs. They have organized math and science clubs, built a bead factory and an art workshop, worked in health clinics, taught HIV/AIDS awareness classes, assisted environmental clubs, coached sports teams, and built basketball courts.

#### Environment (Trainees FY 94: 11, FY 95: 11):*Community Forestry*

Volunteers are managing tree nurseries to direct the growing and outplanting of over 1,000,000 seedlings each year in an effort to slow environmental degradation in the arid Sahelian zone. They train local villagers in tree nursery management and outplanting techniques with the goal of making village nurseries financially self-sustaining. Several Volunteers also teach

environmental science in secondary schools as part of Ghana's new national curriculum and conduct tree planting campaigns at schools and public places. Several Volunteers also train colleagues in beekeeping as a source of income and to aid pollination.

**Health (Trainees FY 94: 12, FY 95: 12):***Water and Sanitation*

Volunteers help rural communities build wells and latrines to reduce diseases related to poor water and sanitation systems. They also provide health education in primary health care, nutrition, HIV/AIDS prevention and Guinea worm eradication. One Volunteer teamed up with a Ghanaian artist to draw HIV/AIDS education materials and a primer which continues to be used throughout Ghana by rural health teams and secondary school teachers. A 70-year-old Volunteer mobilized her rural community to match USAID small project assistance funds to build its first ventilated pit latrines. Another Volunteer and her team of four counterparts work in 28 villages in a health education campaign to match area businesses with any individual village able to provide partial funds. The businesses have pledged millions of Cedis (local currency) to drill bore holes.

**Small Business (Trainees FY 94: 6, FY 95: 6):***Small Business Development*

Volunteers in urban and rural areas work with private sector associations, credit unions and government agencies to teach marketing, product development and credit opportunities to small-scale entrepreneurs. Two Volunteers founded the first-ever chambers of commerce with local business owners in the two most northern and often overlooked regions of Ghana in order to expand their markets and attract investment. Two Volunteers founded a women's center which operates a cooperative credit union, business classes and a vocational training center for young unemployed girls. Another Volunteer is playing a central role in Ghana's largest association of industries as they prepare and plan the first ever international trade fair dedicated solely to Ghanaian products. Other Volunteers work with local credit unions providing training in credit union management, bookkeeping, accounting and loan servicing. One Volunteer works with coastal women fish mongers to improve their market accessibility. She and a counterpart also provide literacy and health classes.

Population: 6,048,000

Annual Per Capita Income: \$510

Number of Years Peace Corps in Country: 14

### Peace Corps Country Overview:

Peace Corps had programs in Guinea from 1963 to 1966 and from 1969 to 1971, and Volunteers re-entered the country again in 1986. Today, Volunteers are working in the areas of education, health, environment and small business.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	50	55	55
Average # of Volunteers	56	73	80
Program Funds (\$000)	1,976	2,109	2,182

### Peace Corps Projects by Sector:

#### Education (Trainees FY 94: 25, FY 95: 30):*Secondary English Education/Secondary Math Education*

Volunteers serve as English teachers in secondary schools, helping students develop critical thinking skills and pass the national exam. Volunteers also collaborate with Guinean colleagues to develop lesson plans, classroom materials and share teaching techniques. In addition to their teaching duties, most Volunteers are involved in secondary projects. One Volunteer helped a youth group start a mango tree nursery and organized a commercial sewing project for a women's group. Another Volunteer taught women in eight villages to make and use mud stoves to increase cooking efficiency and reduce consumption of precious wood.

Volunteers are also teaching math in secondary schools. They work with Guinean instructors to develop appropriate curriculum and materials to complement traditional classroom instruction. In the past year, two Volunteers wrote a geometry book for Guinean teachers in collaboration with a Guinean colleague. Another Volunteer was placed in a school which had not had a math teacher in three years.

**Environment (Trainees FY 94: 6, FY 95: 7):***Natural Resources Management*

Volunteers work with USAID's Targeted Watershed Management Project in the mountainous Fouta Djallon region of Guinea, focusing on small business and agri-business development and natural resource management. During the past year, a Volunteer successfully surveyed land use practices and demographic and geographic conditions in the Kouratongo watershed. Another Volunteer in a secondary project is assisting villagers in establishing beehives and tree nurseries as small businesses.

**Health (Trainees FY 94: 18, FY 95: 18):***Community Development & Public Health*

Volunteers work in public health education and outreach in small communities. They also work with elected community councils as development agents, submitting projects proposals to donor agencies for funding and implementation of small-scale community projects such as schools, clinics, water sources and latrines. In the past 12 months, three Volunteers organized UNICEF funded training for midwives in their communities. Another Volunteer taught a course to health workers on the use of visual aids in health education.

**Small Business (Trainees FY 94: 6, FY 95: 0):***ASAP Revolving Loan Fund Project*

Volunteers in the African Small Business Assistance Program are promoting small business development in eight cities, and are working to establish credit and technical assistance to potential entrepreneurs who would normally not be eligible for credit from banks. Volunteers in this project have also provided training in management and accounting. In FY 93, one Volunteer and her loan committee granted 98 loans, of which 96% went to women.

Population: 1,022,000

Annual Per Capita Income: \$210

Number of Years Peace Corps in Country: 6

### Peace Corps Country Overview:

The first group of Peace Corps Volunteers to arrive in Guinea-Bissau in 1988 were English teachers, agriculturalists, community health workers and urban planners. The program has since expanded to include English teacher trainers and rice culture trainers.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	15	20	20
Average # of Volunteers	32	37	37
Program Funds (\$000)	1,107	1,205	1,189

### Peace Corps Projects by Sector:

#### **Education (Trainees FY 94: 10, FY 95: 10):***English Teaching/Teacher Training/Curriculum Development*

Volunteers are working as English teachers throughout the country, and as trainers at Tchico Te, the only teacher training institute in the country.

Curriculum development is an ongoing process in Guinea-Bissau, and Peace Corps has one full time and one part-time Volunteer assigned to this effort. In addition to the general course curriculum, they are also working on an environmental curriculum .

#### **Health (Trainees FY 94: 5, FY 95: 5):***Maternal/Child Health Education*

Volunteers work with rural health centers and neighboring villages to develop health education strategies to address the causes of the most common illnesses. Recognizing the importance of the Volunteers' contribution, the government has now asked them to help form health units in villages where none previously existed.

#### **Agriculture (Trainees FY 94: 5, FY 95: 5):***Rice Culture Project*

Volunteers help individual farmers, mostly women, implement new rice culture techniques in regions where there are shortages of rice. Volunteers 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. It is anticipated that over 4 years, a minimum of 350 farmers will realize a 25 percent increase in the amount of rice grown on their family plots.

Population: 25,838,000

Annual Per Capita Income: \$330

Number of years Peace Corps in Country: 29

### Peace Corps Country Overview:

Peace Corps Volunteers entered Kenya shortly after its independence in 1964. Over 4,600 Volunteers have served in the country. Today, Volunteers are providing skilled assistance in education, water sanitation, agroforestry, small enterprise development and special education.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	84	79	87
Average # of Volunteers	170	164	170
Program Funds (\$000)	2,769	2,891	3,023

### Peace Corps Projects by Sector:

#### Education (Trainees FY 94: 32, FY 95: 40): *Secondary Education/Special Education*

Certified Math, Science and Education Volunteer teachers are serving in rural secondary schools, and are working to incorporate issues such as HIV/AIDS and the environment into their schools' syllabi. In addition to introducing new ideas and teaching methods to their classrooms, Volunteers built and stocked 13 libraries and laboratories, using a wide variety of funding sources.

One Volunteer working in a small community in northwestern Kenya conducted training for teachers in her district to introduce current teaching methodologies. She also built a girls dormitory and a water tank for her school, using funds from the Peace Corps Partnership Program.

Other Volunteers are working at both local and national levels to identify hearing impaired children and increase their community's awareness of the needs of special children. Volunteers are expanding the services of assessment centers through community outreach and awareness programs, and are increasing the number of trained teachers through on-the-job and in-service training. One Volunteer is organizing an assessment center and income-generating projects for deaf girls.

**Small Business Development (Trainees FY 94: 20, FY 95: 20):*Business Training***

Volunteers are working to improve the level of business management skills among business management trainers and teachers, small business owners, youth polytechnic students and teachers, and entrepreneurial members of women's and self-help groups. Volunteers trained 2,833 participants in community-based workshops and seminars and reached 1,168 entrepreneurs.

One Volunteer selected five Kenyan participants to go through further trainings, and they are now working in their communities, conducting workshops and seminars in which they were once students.

**Health (Trainees FY 94: 10, FY 95: 10):*Water/Sanitation***

Volunteers are working to reduce the incidence of waterborne diseases by improving access to potable water. Through construction of water and sanitation facilities such as water tanks, Volunteers are also training Kenyans in the operation and maintenance of these facilities, and helping them to adopt improved sanitary and environmental practices. Volunteers built 88 facilities while assisting in many more, and trained 193 artisans and 176 community members in water tank construction.

A Volunteer from Rongai, a small community in Kenya's Central Province, built and assisted in construction of 35 ferro-cement water tank projects in his first year of service. He used a variety of funding sources including Small Projects Assistance, Peace Corps Partnership, and whenever possible, funds solely derived from the respective communities.

**Environment (Trainees FY 94: 17, FY 95: 17):*Agroforestry***

Volunteers are addressing Kenya's environmental needs by introducing agroforestry techniques to rural communities. These efforts are aimed at improving environmental protection and conservation, soil fertility and wood fuel production as well as introducing more efficient energy-use technologies like solar cookers and efficient cook stoves. By imparting these skills to 516 rural farmers and 1,467 women's groups in 1993 alone, Volunteers have ensured that these improvements will be carried on for generations to come.

One Volunteer in the Shimba Hills region of Kenya's Coast Province mobilized the people of this area to improve their crop techniques by training women as demonstration farmers. By helping them build demonstration farms using intercrop techniques, the Volunteer was able to introduce this concept to a wider audience than would otherwise be possible. When the community wanted to know more, she trained community members individually and held workshops. By establishing tree nurseries and training her community to gather seeds, she was able to keep up with the high demand for useful tree species.

Population: 1,860,000

Annual Per Capita Income: \$590

Number of Years Peace Corps in Country: 27

### Peace Corps Country Overview:

Peace Corps began service in Lesotho shortly after national independence in 1966. Peace Corps is responding to government efforts to expand the private sector by increasing the number of Volunteers in small business development. Peace Corps is also responding to the problem of environmental degradation by providing additional resources to enhance the environmental sector.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	58	64	64
Average # of Volunteers	108	129	131
Program Funds (\$000)	2,546	2,799	2,789

### Peace Corps Projects by Sector:

#### Education (Trainees FY 94: 23, FY 95: 23): *Primary and Secondary Education*

Volunteers teach English, math, science, agriculture, computer science, vocational education, and home economics to 6,000 students in 35 remote and disadvantaged secondary schools, as well as at the national College of Agriculture. In addition, these Volunteers are engaged in secondary projects at their schools, such as building libraries, classrooms, water systems, clinics, roads and footbridges. One Volunteer has started an orphanage. Another is organizing the construction of an emergency airstrip. At the primary level, 17 Volunteers are working as teachers in 75 schools to improve teaching methods, school exams, instructional materials, nutritional practices and school management. These Volunteers are also working in water systems development, classroom and library construction, and community organizations. Nearly 50 Volunteers are teaching and advising schools and community organizations on democratic organization. Forty-five Volunteers are doing secondary projects in HIV/AIDS Education with hundreds of students and adults in 112 communities.

**Agriculture (Trainees FY 94: 28, FY 95: 28):***Small-Scale Intensive Agricultural Production/School Self-Reliance*

Volunteers have helped establish 72 village gardens in 1993. They have also helped communities establish 35 productive school gardens, 13 gardens at clinics, 16 land irrigation systems, 120 special demonstration plots, and planted 697 fruit trees.

Other Volunteers are teaching food self-reliance and nutrition at 160 schools. They have established 160 gardens with irrigation systems, as well as poultry and livestock producing enterprises. Because of their efforts, thousands of students have safe drinking water and a better understanding of nutrition and the value of a balanced diet, in addition to receiving a nourishing school meal each day.

**Environment (Trainees FY 94: 5, FY 95: 5):***Community Natural Resource Management*

Environment Volunteers are working with the Ministries of Agriculture and Environment and directly with dozens of communities on land management, reforestation, soil erosion control, rationalized livestock grazing, and water system development. Seventy-seven rain water catchment systems have been established this year, in addition to numerous dams and boreholes.

**Small Business Development (Trainees FY 94: 8, FY 95: 8):***Urban Small Business and Rural Non-farm Enterprises.*

Twelve Volunteers are working directly with dozens of small businesses, business support agencies, and local financial institutions to upgrade practices and support services for local private enterprise. Volunteers are also helping individuals start small businesses in the interest of creating more employment opportunities.

Population: 12,384,000

Annual Per Capita Income: \$230

Number of years Peace Corps in Country: 1

**Peace Corps Country Overview:**

Peace Corps/Madagascar is one of the newest additions to the Africa Region. The Country Agreement was signed in June, 1992, with the first group of Peace Corps Trainees entering service in September, 1993. This first group of Volunteers are English teachers. Subsequent programming will provide Volunteers in the environmental and health sectors.

**Resources:**

	<b>FY 1993 Actual</b>	<b>FY 1994 Estimates</b>	<b>FY 1995 Estimates</b>
Trainees	10	20	22
Average # of Volunteers	0	10	32
Program Funds (\$000)	749	1,128	1,315

**Peace Corps Projects by Sector:**

**Education (Trainees FY 94: 6, FY 95: 6):***English Teacher Trainers*

Volunteers are working as English teacher trainers at the district level where they provide classroom instruction, team teach with Malagasy instructors, prepare for biannual meetings, conduct needs assessments and design/implement workshops and seminars. In the future, they will also establish English resource centers in their respective districts.

**Environment (Trainees FY 94: 14, FY 95: 8):***Forestry, Agroforestry/Parks Management*

Volunteers will work to improve conservation of Madagascar's protected forests and reserves and their associated benefits—(watershed, non-timber forest products). They will help curtail natural resource degradation resulting from unsustainable agriculture and forest product use, establish locally run income generating activities linked to the natural resources, and enhance the capacity of Malagasy personnel to manage protected forests. The first group of Environmental Volunteers are scheduled to arrive in Madagascar in September, 1994. During Peace Corps Director Carol Bellamy's visit to Madagascar in November, 1993, she signed a Memorandum of Understanding linking Peace Corps efforts with USAID. This first part of this agreement will provide approximately \$1.1 million over a three-year period for Peace Corps/Madagascar's environmental project.

**Health (Trainees FY 94: 0, FY 95: 8):*Nutrition Education***

Starting in FY 1995, Volunteers will work in child survival, health and nutrition education and possibly malaria control/surveillance.

Population: 9,085,000

Annual Per Capita Income: \$210

Number of years Peace Corps in Country: 29

### Peace Corps Country Overview:

Peace Corps entered Malawi in 1963 with education and health Volunteers, left in 1969 and returned in 1971 following a new country agreement which required the provision of more highly skilled Volunteers. Volunteers are working in environment and natural resources, health, small enterprise development, education, and urban development.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	54	66	66
Average # of Volunteers	102	96	105
Program Funds (\$000)	1,807	2,097	2,004

### Peace Corps Program by Sector:

#### Education (Trainees FY 94: 29, FY 95: 27):*Secondary Education*

Peace Corps Volunteers have taught math and science in secondary schools in Malawi for 26 years. Each Volunteer teaches between 160-250 students and most Volunteers are involved in additional activities such as sponsoring environmental conservation projects, science clubs, and sports activities. A new project in special education is being developed for FY 1994.

#### Health (Trainees FY 94: 25, FY 95: 17):*HIV/AIDS Education and Prevention*

Since Malawi is one of the countries most affected by the HIV/AIDS epidemic, Peace Corps initiated a pilot HIV/AIDS prevention project in April, 1993. By mid FY1994, this project will have 16 volunteers working as HIV/AIDS educators in each district in the country developing outreach programs and traveling extensively to local villages.

Of special interest is the drama program developed by Volunteers. Working closely with a drama student from a local college, Peace Corps Volunteers have written plays, trained villagers and developed a traveling drama group that performs entertaining educational theater featuring musical accompaniment and a marionette theater presentation.

**Small Business (Trainees FY 94: 0, FY 95: 5):***Cooperative Promotion*

Over the next three years, Volunteers will help the three regional offices of the Malawi Union of Savings and Credit Cooperatives (MUSCCO) in the areas of business management, accounting, and computer programming. Volunteers will provide assistance in the development of managerial skills and administrative systems within the organization.

**Urban Development (Trainees FY 94: 12, FY 95: 12):***Managing Urban Growth*

Initiated in 1990, this project seeks to address the myriad of problems caused by rapid urbanization in Malawi's four largest cities. Volunteer teams made up of architects, engineers, accountants and social workers are posted in each of the cities. The team concept allows Volunteers to coordinate their activities and increase the effectiveness of the various agencies to which they are assigned. In Lilongwe, a Volunteer is designing low cost traditional housing for families who previously would not have qualified for home ownership. He has been asked to replicate his work in a second city. In Blantyre, a Volunteer working as a sanitation engineer and his Malawian counterpart developed a new design in latrine technology and were invited to present their creation at the International Water Sanitation Conference in Ghana in October, 1993.

**Environment (Trainees FY 94: 0, FY 95: 5):***Parks and Wildlife/Conservation*

Peace Corps initiated an environmental project in late 1993 to integrate environmental education and natural resource conservation targeting the residents of marginal agricultural areas adjacent to or within the protected areas of national parks. One Volunteer posted along Lake Malawi at Cape Clear is utilizing his talent as a guitarist. He travels to enclave villages with his "six-strings outreach" program—educating school groups and communities by singing about environmental issues such as "kukokololoka" (erosion) and "mitengo ili abwenzi" (the trees are friends of mine). He composed three songs in Chichewa about conservation and the environment.

Population: 8,962,000

Annual Per Capita Income: \$300

Number of Years Peace Corps in Country: 23

### Peace Corps Country Overview:

The Peace Corps program in Mali began in 1971 with the arrival of 25 Volunteers. These first Volunteers worked on the devastating effects of a prolonged drought by initiating projects in poultry production, agriculture and water resource management.

In the 1990s, Peace Corps/Mali confronts the ongoing problems of drought and food scarcity with an integrated approach. Volunteers working in six different areas (agriculture, education, water resource management, natural resource management, health education and small enterprise development) are placed in close proximity to each other in the 35 targeted counties throughout Mali. Volunteers on these "teams" collaborate with and support each other, thus modeling the integrated development approach which is being promoted by the Malian government.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	80	87	87
Average # of Volunteers	144	144	146
Program Funds (\$000)	4,055	4,203	4,056

### Peace Corps Projects by Sector:

#### Agriculture (Trainees FY 94: 18, FY 95: 17): *Gardeners/Small Animal Husbandry*

Volunteers help Malian farmers produce nutritious food to supplement their diets and generate income through increased and improved primary gardening activities. Volunteers teach composting, double digging, intercropping and use of organic pesticides, introduce different kinds of vegetables, such as soybeans, and teach women how to use them in their everyday diets.

In addition to gardening activities, agriculture Volunteers are working with farmers to introduce better chicken raising techniques. Volunteers advise farmers on improved chicken coop construction, feeding and watering, chick production and better sanitation and health care. They are also introducing a sturdier variety of chickens to strengthen the local breed.

**Education (Trainees FY 94: 10, FY 95: 10):***Primary Teaching Resource Development/College Teacher Training*

Volunteers work to improve the quality and relevance of education at the primary level by enhancing teachers' skills and developing relevant materials for major subjects. Volunteers work with primary school teachers, school directors and education advisors to help teachers learn to use practical, hands-on techniques and methods in the classroom. One Volunteer is currently working with six primary schools to assess student/teacher interaction and make recommendations. Through games, songs, artwork, role playing, visual aids and various other innovative efforts, the Volunteer has increased the participation of students and helped establish a creative and exciting educational atmosphere for both the teachers and the students in his area.

There is one education Volunteer working at the teacher training college in Bamako. This Volunteer teaches advanced methodology courses in English and serves as an advisor to fourth-year thesis students.

**Environment (Trainees FY 94: 17, FY 95: 17):***Forestry*

Volunteer foresters help train the local population to better understand their environment and efficiently use and conserve their natural resources, with a particular emphasis on soil conservation and tree conservation/production. Volunteers teach Malian farmers to build rock lines to prevent soil erosion and to plant live fencing in an effort to reduce deforestation. They also teach women to make improved mud stoves which burn less wood than the traditional method. Promoting fruit tree planting is another focus. Volunteers teach grafting methods in an effort to increase fruit yield and lengthen the growing season. Formal environmental education is a new component of this sector, with Volunteers working with primary schools and other organizations to incorporate environmental awareness into the curriculum.

**Health (Trainees FY 94: 13, FY 95: 13):***Health Education /Health Communication*

Volunteers work to improve the health of children by helping rural mid-wives and first-aid workers address maternal and child health problems. In the first two years of the project, Volunteers carried out a knowledge, attitudes and practices survey in 35 villages which revealed the health problems in each village. Survey results will be used by successive Volunteers to develop activities to resolve these problems.

Volunteers also monitor child growth and teach their counterparts how to develop and present health and nutrition education lessons to needy mothers. Health education themes include proper weaning, breastfeeding, diarrhea disease control, vaccinations, HIV/AIDS prevention and family planning. Volunteers also promote attendance at pre-natal consultations and help train and supervise traditional birth attendants. Some Volunteers work with primary school teachers to incorporate health topics into the curriculum. One Volunteer works at the National

Health Center for Information, Education and Communication helping to produce radio messages on public health issues.

**Urban Development (Trainees FY 94: 15, FY 95: 15):***Well Management/Sanitation Education*

Volunteers work with rural communities to increase their capacity to develop and manage local resources, increase year-round agricultural production in garden plots, and decrease the incidence of water-borne diseases. Some Volunteers work with Malian well digging teams training them to use safer and improved techniques, such as hand augured wells, circular bricks, well covers and pump installation and repair. They also help these teams improve their management skills. Other Volunteers work in Guinea Worm endemic areas to promote such measures as water filtering and health education, and others work to promote latrine construction and teach improved construction methods.

**Small Business Development (Trainees FY 94: 14, FY 95: 15):***Enterprise Development*

Volunteers work in cities and rural towns with entrepreneurs to help start up businesses to improve management skills for existing small business projects. Volunteers provide help and training with feasibility studies, marketing surveys, inventory control, and accounting and pricing. Urban-based Volunteers provide more formal training to businesses through the Chambers of Commerce. Rural-based Volunteers work with farmers and other community members teaching them the basics of profit-making through simple value-adding techniques or better marketing.

Population: 2,082,000

Annual Per Capita Income: \$530

Number of Years Peace Corps in Country: 24

### Peace Corps Country Overview:

Peace Corps began working in Mauritania in 1967 but left that same year with the outbreak of the '67 War in the Middle East. Peace Corps returned to Mauritania in 1971 and for the next few years maintained a small number of specialist Volunteers in agriculture, health, and education projects. With the introduction of village-based agriculture and health projects in 1977, the program grew quickly, reaching 60 Volunteers. Due to the Gulf War in January, 1991 there again was a suspension of the program and all the Volunteers were evacuated. Following the end of hostilities in the region, the program was reactivated in mid-1991. Peace Corps currently has Volunteers working in Agroforestry, Health/Water Sanitation and Small Enterprise Development.

### Resources:

	FY 1993 Actual	FY 1994 Actual	FY 1995 Estimates
Trainees	54	20	20
Average # of Volunteers	64	55	48
Program Funds (\$000)	1,984	1,511	1,364

### Peace Corps Projects by Sector:

#### Agriculture (Trainees FY 94: 7, FY 95: 7): *Agroforestry*

Volunteers are promoting increased food production, improved family nutrition and slowing environmental degradation by introducing improved gardening and agroforestry techniques. Volunteers also work to slow the rate of desertification and to upgrade the skills and resources of government personnel in implementing and evaluating forestry related projects.

In the village of Mafoundou, an agroforestry Volunteer implemented a well-deepening project with funds from the Peace Corps Partnership Program. Prior to the deepening of the well, the village suffered from severe water shortages and people and animals had to compete for a limited supply of water. The water shortage limited gardening expansion and consequently affected the nutrition of villagers. Following the deepening of the well, however, the villagers

were able to plant fruit and other varieties of trees and they anticipate a good gardening season this year.

**Health (Trainees FY 94: 6 FY 95: 6):***Hygiene Education/Guinea Worm Eradication*

Volunteers are developing potable water sources and sanitation facilities, increasing community health awareness about disease transmission by water, and improving methods of treating water. Volunteers have also gotten involved in the government of Mauritania's goal of eradicating Guinea Worm by the end of 1995. One Volunteer couple worked with villagers from Teguelweza to construct the village's first well, and then the Volunteers identified funding sources for the second well in the village. Now there is enough clean water for the needs of the village and the risk of Guinea Worm has been significantly decreased.

**Small Business Development (Trainees FY 94: 7, FY 95: 7):***Urban Small Businesses/ Cooperatives*

Volunteers help small-scale entrepreneurs generate income and increase employment through improved general business management practices and the creation and expansion of new and existing businesses. One Volunteer introduced the idea of producing and selling fencing made from locally available materials to the Women's Cooperative of Boulemtar. The project was an immediate success and the women have since organized classes so that they may be able to better manage their earnings from the project.

Population: 1,529,000

Annual Per Capita Income: \$1,610

Number of Years Peace Corps in Country: 3

### Peace Corps Country Overview:

Namibia gained independence on March 21, 1990 and the first Volunteers arrived in September 1990. Peace Corps now has over 80 Volunteers working throughout Namibia in education and youth development programs. In response to the drought in southern Africa, eight Volunteers transferred to Namibia in October, 1992, launching one of the first disaster response projects the Peace Corps has undertaken in collaboration with other U.S. government agencies. This project, undertaken in collaboration with the Office of Foreign Disaster Assistance (OFDA), was completed in October, 1993, and may serve as a model for future OFDA/ Peace Corps collaborative efforts worldwide.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	40	61	61
Average # of Volunteers	67	81	101
Program Funds (\$000)	1,791	2,318	2,416

### Peace Corps Projects by Sector:

#### Education (Trainees FY 94: 51, FY 95: 51): *Secondary Education/Teacher Training/Youth Development*

Volunteers teach English, math, and science in secondary schools throughout the country. Many teachers are involved in secondary projects to improve conditions at their schools and in their communities. In Sangwali, in the Caprivi Region, a Volunteer obtained funding for tape measures, scales, vision charts, and auditory testing equipment so that his life science students can have a hands-on approach to clinical health practices, in addition to their studies in nutrition and health education. In the village of Aus, in the south, an education Volunteer introduced solar ovens which save scarce cooking fuel and help reduce deforestation. The ovens have created an income-generation project, as local tradesmen are now producing them for sale in the community.

Volunteers also serve as instructors at three teacher training colleges, teaching methodology and subjects such as English and child development. Volunteers have established Teacher

Resource Centers with books, supplies, and equipment where they conduct classes for Namibian teachers to upgrade their skills and to present new teaching methods.

Volunteers work with the Ministry of Youth and Sport in developing programs for the 40% of Namibia's youth who are out of school and unemployed. They are promoting income generation projects, skills training, and continuing education activities. They also provide health counseling services, project management expertise, and informational resources about other youth group programs.

**Health (Trainees FY 94: 10, FY 95: 10):** *Water and Sanitation*

Beginning in September, 1994, Volunteers will help Namibia's Department of Water Affairs (DWA) meet its mandate to establish a rural water supply. Volunteers will work as technical advisors with their Namibian counterparts to put in place a formal infrastructure that can meet the water resource needs of rural communities.

Population: 8,171,000

Annual Per Capita Income: \$300

Number of Years Peace Corps in Country: 32

### Peace Corps Country Overview:

The Peace Corps program in Niger began in 1962 with the arrival of seven Volunteers to teach English. Programming in the 1960s focused on secondary education but also included programs in cooperative development, mother and child health care and management of classified forests. Over the years, the Peace Corps programs expanded to include water resource development, wildlife management, fisheries and university teaching.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	57	71	67
Average # of Volunteers	104	108	124
Program Funds (\$000)	3,467	3,623	3,640

### Peace Corps Projects by Sector:

#### Agriculture (Trainees FY 94: 17, FY 95: 15): *Africa Food Systems Initiative*

Initiated in 1985, the Africa Food Systems Initiative (AFSI) project organizes Volunteers into multi-disciplinary teams which focus on development efforts in a particular geographic area. The goal is to increase food self-sufficiency by promoting local problem-solving capacities, improving food production practices and diversifying economic activities. Volunteers work with village leaders and government officials to identify ways to improve family food systems. Once methods and technologies are identified they are tested for appropriateness and acceptability, and a plan is developed to popularize their use.

Training is a major focus of the AFSI project. In 1993, Volunteers worked with the government of Niger to plan two trainings for 60 gardeners. Upon returning to their villages, each participant held mini-trainings to pass on what they had learned. Literacy training, begun in 1987, has led to the initiation of eight village libraries. In FY 1994 several literary clubs will be established for advanced readers. Other trainings in FY 1994 include a para-veterinarian training for five villages, literacy training for eight villages, tree nursery training for 25 villages and soil conservation training for 20 villages.

**Education (Trainees FY 94: 20, FY 95: 20):***Women's Community Development/Secondary Math Education*

Volunteers help improve the economic and educational opportunities for rural women so that they can raise their standard of living and that of their families. Volunteers initiate activities leading to food security, increased activities in sanitation and nutrition education, literacy and numeracy, and income generating activities. In southern Niger, a Volunteer introduced gardening to several groups of women in three villages in her area. Before her arrival, gardening in this region was an activity exclusively reserved for men. The women in the villages had no gardening experience, but now they have become successful gardeners. The Volunteer also managed a Peace Corps Partnership project which is helping the women buy materials like seeds, watering cans, seeding hoes, lifting devices and rope. Some of the produce from the gardens will be sold, thus bringing needed income for the gardeners and their families. Other produce will be conserved for consumption during the dry season in order to improve the families' diets year round.

Education Volunteers teach math to students and help enhance the teaching skills of Nigerien teachers. They also help teachers, students and schools identify ways to acquire math materials.

**Environment (Trainees FY 94: 15, FY 95: 13):***Environmental Protection/Conservation of Biological Diversity*

Volunteers work in four regions of Niger to help local communities attain food and natural resource self sufficiency by improving the management of their land, and finding ways to combine environmental conservation and rural development. One Volunteer has become West Africa's leading expert on tube well technology. Tube wells are made of PVC pipe and are the most economical type of well at shallow depths, costing as little as 20% of the price of a cement-lined well. Over the past two years the Volunteer has improved digging tool design, streamlined installation methods, and conducted several training sessions for Volunteers and their counterparts. In 1993 he installed over 40 wells, many with manually-operated water-lifting devices. More than 40 Nigeriens cultivating dry-season vegetable gardens and fruit orchards have been able to increase their production, and as a result, their income.

Volunteers also help the government and local communities adopt conservation and sustainable management practices for the land and resources. One Volunteer works with over 500 gardeners in her village of Boula Gandatie to improve the production and marketing of fruits and vegetables produced by using irrigation during the dry season. She has also arranged for a local mason to attend training in woodless building construction techniques, so that he may introduce this technology to the village. Her efforts are focused on helping the local population understand the importance of conserving their environment, both for their own benefit and as the habitat for the last remaining herd of giraffes in West Africa. This Volunteer uses her advanced knowledge of the local language and culture to provide back-up support to the team of Peace Corps wildlife biologists who are studying the habits and migration patterns of the giraffe population.

**Health (Trainees FY 94: 19, FY 95: 19):*Nutrition Education***

Volunteers help the Ministry of Health improve the nutritional status of children and pregnant and lactating women in rural Niger by educating mothers to improve their feeding and dietary practices. In the village of Dan Issa, one Nutrition Volunteer also helped create a waste disposal system for the community. Using Small Project Assistance funds, she was able to recruit the service of four villagers who would remove the waste to a designated area using donkey and pull-carts. In a country where diarrheal diseases are the third most frequent cause of morbidity, and where an average child suffers 6.9 episodes of diarrhea per year, effective waste disposal is vital to the health and well-being of the community. Villagers are continuing to implement this waste disposal system on their own initiative.

Population: 101,884,000

Annual Per Capita Income: \$320

Number of Years Peace Corps in Country: 13

### Peace Corps Country Overview:

Peace Corps began operations in Nigeria in 1961, and the first group of Volunteers served in the health and education sectors. Civil unrest caused a suspension of the programs in 1971. Twenty years later, at the request of the Nigerian Government, Volunteers returned to serve on health and agriculture projects.

### Resources:

	<b>FY 1993 Actual</b>	<b>FY 1994 Estimates</b>	<b>FY 1995 Estimates</b>
Trainees	0	54	27
Average # of Volunteers	18	29	52
Program Funds (\$000)	951	1,572	1,306

### Peace Corps Projects by Sector:

#### **Health (Trainees FY 94: 38, FY 95: 19):***Combating Childhood Diseases/Guinea Worm Eradication/Onchocerciasis Control*

Volunteers train health care staff, clinic personnel, and village health workers to combat childhood communicable diseases. They are based in local government headquarters which provide water filters and training to health workers in prevention methods and epidemiological surveillance techniques. Volunteers are also involved in providing for alternative water sources, such as deep wells and bore-holes, and train local artisans in the maintenance and repairs of these water sources.

Volunteers will also work to eradicate Guinea Worm. They will be based in state capitals and local government headquarters to provide health education, and encourage community mobilization at the local government/district/village levels. In addition, Volunteers will help with effective distribution methods and evaluate the effectiveness of the drug ivermectin for the control of river blindness disease.

#### **Agriculture (Trainees FY 94: 16, FY 95: 8):***Practical Agriculture*

In a plan developed by the National Board for Technical Education and the Federal Ministry of Agriculture, Volunteers will train students from the Colleges of Agriculture to establish

farm demonstration plots and maintain farm equipment. This 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. Volunteers will also design training workshops for the Ministry of Agriculture and private sector personnel.

Population: 7,310,000

Annual Per Capita Income: \$250

Number of years Peace Corps in Country: 19

### Peace Corps Country Overview:

Peace Corps first entered Rwanda in 1975. In February, 1993, political instability led to the evacuation of the 33 health, education and environment Volunteers. A re-entry assessment completed in November, 1993, found a significantly improved political situation in Rwanda. If the situation remains stable and a solid transitional government is established, fifteen Volunteers will return to Rwanda in June, 1994.

Education will be the primary focus of the Rwanda program. The assessment team also identified health and small business development as areas for possible expansion in the future.

### Resources:

	FY 1993 Actual	FY 1994 Actual	FY 1995 Estimates
Trainees	0	15	12
Average # of Volunteers	11	6	13
Program Funds (\$000)	464	527	559

### Peace Corps Projects by Sector:

#### Education (Trainees FY 94: 15, FY 95: 12):*Secondary Education/University Education*

Volunteers taught English, math, and science in secondary schools and assisted with materials development. Emphasis will be placed on math education for the first group of Volunteers to return in FY 1994. In FY 1995, science and university education will be added.

Volunteers placed in the Faculty of Letters at the National University of Rwanda offered courses in American literature, literary criticism and English conversation, in addition to developing other university courses. Volunteers served as professors teaching "English for Special Purposes" and also helped improve the University library. Although Volunteers had heavy teaching schedules, they formed English clubs, coached women's basketball teams, and provided schools with hands-on science laboratories.

**Small Business Development:***Enterprise Development*

One Volunteer worked with 13 artisan groups to improve marketing skills and product quality, and increase efficient use of resources. Peace Corps Rwanda is exploring potential partnerships with several Rwandan organizations to develop a small business development program in FY 1995. Special emphasis will be placed on agro-processing and marketing which will address the needs of the majority of the population who live in rural areas.

**Health (Trainees FY 94: 0):**

Prior to the evacuation last year, Volunteers worked with the Ministry of Health to staff and operate nutritional centers at rural health centers, addressing such needs as gardening, nutrition, family planning, well-child clinics and HIV/AIDS education. Volunteers provide clinics with bed sheets and other supplies. Health and science teachers compiled study guides and designed education aids with the help of Volunteers. Work continued on Project San Francisco, an HIV/AIDS research project. A physiotherapist Volunteer worked with the National Center for the Handicapped. Prior to evacuation, plans were underway for a Volunteer to work on a Population Services International social marketing project to promote condom use.

Population: 121,000

Annual Per Capita Income: \$370

Number of Years Peace Corps in Country: 4

### Peace Corps Country Overview:

The country agreement establishing Peace Corps in Sao Tome e Principe was signed in June 1990, and the first group of Volunteers began work in October of that year. Volunteers are working as teacher trainers and in FY 1994, they will begin a pilot program in community development. Volunteers will work with local associations in conjunction with another non-government organization, the Cooperative League of the USA (CLUSA).

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	9	13	13
Average # of Volunteers	17	17	15
Program Funds (\$000)	591	762	765

### Peace Corps Projects by Sector:

**Agriculture (Trainees FY 94: 13, FY 95: 13):** *Cooperatives/Appropriate Technology/Agro-Forestry/Small Animal Husbandry*

Volunteers will be living in fishing villages, plantations and local population centers to work with community associations. These associations will develop projects using local resources to generate additional income, improve health and sanitation and create community centers. Volunteers will assist on various projects as the association moves towards self-reliance. One Volunteer is currently advising on a water canal project funded by the proceeds of a community cooperative store that the association chose as its first project.

One of the challenges in Sao Tome is the severe lack of locally produced industrial materials or affordable imported supplies. Volunteers will help villagers with projects such as rain catchment systems made of bamboo and small construction, and will also work in conjunction with Forestry Volunteers to develop programs for more efficient use of natural resources such as fuel efficient stoves.

Volunteers working in small animal husbandry and forestry will be placed in regional centers to assess local practices in environmental conservation, small animal production and crop production. They will work with local Ministry of Agriculture officials to devise improved methods of production and conservation.

**Education:***Teacher Training*

For the past two years, Volunteers who completed tours in Gabon have extended their service by a year to Sao Tome. The first Volunteer taught English at the local high school. She was responsible for upper division English classes as there were no local teachers available. The current Volunteers are developing a teacher training program in conjunction with the Ministry of Education for English language teachers. As language teachers become qualified to take over the English classes, these Volunteers will begin to implement the teacher training curriculum. The course is currently offered on a voluntary basis for all language teachers on the island and incorporates elements of mandated classroom subjects such as preventive health care and environmental awareness.

Population: 7,845,000

Annual Per Capita Income: \$780

Number of Years Peace Corps in Country: 31

### Peace Corps Country Overview:

The Peace Corps began its program in Senegal in 1963 with 15 secondary school English teachers. Volunteers now work in the areas of Small Business, Agriculture, Natural Resource Management and Health. A major highlight of 1993 included the 30th anniversary celebration of Peace Corps in Senegal, marking a long and rich partnership.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	71	68	68
Volunteer Years	114	144	151
Program Funds (\$000)	3,266	3,521	3,512

### Peace Corps Projects by Sector:

#### **Agriculture (Trainees FY 94: 20, FY 95: 20):***Crop Extension*

Volunteers work closely with Senegalese farmers to implement agricultural conservation practices to improve rural resource management. Volunteers work on a variety of projects tailored to the unique geographic and ecological conditions in their climate zones, such as rice productivity enhancement, manioc re-introduction, subsistence vegetable gardening, and row crop variety trials. During the last year, Volunteers successfully increased the production and productivity of rice among targeted women farmers.

#### **Environment (Trainees FY 94: 16, FY 95: 16):***Rural Resources Management/National Parks*

Volunteers promote long-term, sustainable management of local natural resources and agricultural systems by helping rural populations with crop production and environmental protection activities. Volunteers educate Senegalese farmers and school students about protection of the natural resource base underpinning agricultural production. Volunteers assist small-scale farmers unable to afford fertilizers to gain access to alternative technologies such as composting and soil erosion control methods.

Volunteers are working to preserve Senegal's biological diversity by improving resource management within Niokolo Koba National Park. In addition, they help adjacent populations

with sustainable and ecologically compatible development activities. Volunteers collect and analyze data on elephant movement and educate local residents about conservation practices. During the last year, one park Volunteer working at the reserve developed an environmental education bulletin to sensitize students and their parents in seven villages about the necessity of protecting the reserve.

**Health (Trainees FY 94: 12, FY 95: 12):***Rural Primary Health*

Volunteers help strengthen the Ministry of Health's capacity to plan, organize, and implement a primary health care program which reaches the broadest possible segment of the Senegalese population. Volunteers work with nurses assigned to village health posts and with various community-based development groups.

**Small Business (Trainees FY 94: 20, FY 95: 20):***Rural Enterprise Development*

Volunteers provide management training and technical assistance to village groups and individual micro-enterprises so that they can emerge as self-sustaining businesses and self-reliant organizations. Last year, a Volunteer helped a women's group develop a tie-dye business which increased the group's revenues substantially. The Volunteer taught the group to conduct feasibility studies, develop business plans, determine cost and pricing, and develop marketing and financial management skills.

Population: 69,000

Annual Per Capita Income: \$5,480

Number of years Peace Corps in Country: 20

### Peace Corps Country Overview:

The Peace Corps program in the Seychelles began in 1974 with four Volunteers. Over the years, Volunteers have helped build one of the finest road systems in Africa and raised Seychellois' awareness of their natural environment. Volunteers are now working on health, water systems projects, pollution control planning and computer science.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	5	6	6
Average # of Volunteers	9	12	12
Program Funds (\$000)	370	414	422

### Peace Corps Projects by Sector:

#### Education (Trainees FY 94: 2, FY 95: 1):*Math/Computer Science*

Seychelles remains short of trained educators and technical specialists. Volunteers teach math and computer education to secondary school students and to adults who are already out in the workforce. The Volunteers work to improve the computer skills of the adult workforce for both the government and private sector. A majority of the students in many computer classes were women who have gone on to assume leadership roles in local government and business.

#### Environment (Trainees FY 94: 4, FY 95: 2):*Marine Parks/Forestry*

Because the economy of Seychelles is heavily dependent on marine fisheries and tourism, Seychelles is one of the most advanced countries in the world in terms of linking environmental planning with economic development goals. Volunteers on La Digue island have created a visitor center there. They have also conducted an inventory of threatened and unique species of birds and have helped train park rangers to continue this work. They have raised local awareness of the value of having accurate information for managing the natural areas and trained the ranger staff to continue in this work. Hundreds of ecotourists now use the information center on La Digue.

A unique and valuable natural forest once covered over 90 percent of the Seychelles Islands. Today the forested area is populated with lesser species of exotic plantation trees such as palms and cinnamon trees planted by commercial interests. To halt the decline, the first Forestry Volunteer began a program of seed collection and reforestation which will reconstruct some of the original genetic population of forest trees.

**Health (Trainees FY 94: 0, FY 95: 1):***Occupational Therapy*

The occupational health program was started by a Peace Corps Volunteer in 1985 to train local counterparts. Subsequently, these Seychellois were inspired to go overseas to pursue a university degree in Occupational Therapy. One woman has now returned to assume supervisory responsibilities in this area and a second will return in December 1994. The project represents a success story of initiating a needed service, assuring counterpart training, and then handing over the leadership to local replacements.

**Agriculture (Trainees FY 94: 0, FY 95: 2):***Crop Extension/Community Agriculture*

Starting in FY 1995, Volunteers will provide training and leadership for Seychelles agriculturists as well as field-level assistance for local farmers. The project will also provide for a more advanced communication system within the Seychelles National Agriculture Extension Program.

Population: 4,354,000

Annual Per Capita Income: \$170

Number of Years Peace Corps in Country: 32

### Peace Corps Country Overview:

Peace Corps began operations in Sierra Leone in 1962 and continued uninterrupted until the program was briefly suspended following an April, 1992 coup. Volunteers are now serving in agriculture, education, and health sectors.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	28	35	35
Average # of Volunteers	25	42	61
Program Funds (\$000)	1,188	1,316	1,429

### Peace Corps Projects by Sector:

#### **Agriculture (Trainees FY 94: 15, FY 95: 15):** *Agricultural Resource Management*

The Agricultural Resource Management (ARM) project is carried out in cooperation with the Sierra Leone Department of Agriculture, Forestry and Fisheries and the village-based Agricultural Development Association. There are two goals for the ARM project. The first goal is to increase agricultural production in each project site at a four percent annual rate. The second goal of the project is that by the end of 1998, each community served by a Volunteer will be utilizing rural empowerment strategies to solve their own development problems, independent of outside assistance.

#### *Agriculture Extension*

Most Volunteers in the ARM project work as agricultural extension agents helping farmers conduct on-farm trials for the purpose of experimentation, teaching, and demonstration. Many of the Agriculture Volunteers also provide literacy, numeracy, and technical training to farmers. Other Volunteers in this project work with farm associations to increase forested areas and tree crop nurseries.

#### *Agricultural Training Institutes*

In addition to agricultural extension agents, Peace Corps has placed three Volunteers in agricultural training institutes as livestock trainers. Two of the Volunteers serve as classroom and field instructors, while the third livestock specialist is introducing new farm implements and fertilizer production techniques as complements to traditional animal husbandry activities.

**Education (Trainees FY 94: 17, FY 95: 17):***Secondary Education*

The goal of the Education Development project is to improve the attitudes, practices, and performance of students, teachers, and parents in the education process in order to positively influence future leadership and economic development in Sierra Leone. Volunteers serve in community secondary schools as home economics and math/science teachers. They supplement their classroom instruction with other education-related activities. One Volunteer helped to establish libraries at four secondary schools in her district. Another Volunteer helped to develop an HIV/AIDS awareness manual targeted at young Sierra Leonians. Another Volunteer tutors older students who have returned to school to complete their education after several years absence.

**Health (Trainees FY 94: 3, FY 95: 3):***Maternal and Child Health*

The goal of the project is to improve the health care provided to infants, children, and women of childbearing age through better training of mid-level personnel. Volunteers in the Health Personnel Development project serve as nursing instructors in Maternal Child Health Units at local clinics and at the National School of Nursing. They help to develop lesson plans and provide instruction in pediatric and maternal care nursing. A nurse tutor based in Freetown, the capital, has worked with a USAID Refugees/Displaced Persons Specialist to assess the diets of children in camps at two locations. A second nurse tutor in Freetown works two days each week at the Marie Stopes Family Planning Clinic. She is training nurses in the appropriate use of birth control methods including Norplant, and in better case management and documentation practices.

Population: 860,000

Annual Per Capita Income: \$1,080

Number of years Peace Corps in Country: 26

### Peace Corps Country Overview:

Peace Corps celebrates 25 years of cooperation with the people of Swaziland in 1994. The program has evolved a great deal since the early years when Volunteers taught English and agriculture in secondary schools and worked in rural areas promoting agricultural cooperatives. Today, the program focuses on math and science education in the secondary schools, teacher training, and vocational and technical education. Peace Corps Swaziland is also in the process of developing a new project in Urban Environmental Management.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	41	32	38
Average # of Volunteers	72	65	58
Program Funds (\$000)	1,481	1,450	1,384

### Peace Corps Projects by Sector:

#### Education (Trainees FY 94: 29, FY 95: 26):*Secondary Education/Adult and Non-Formal Education/Vocational Training*

Volunteers teach math, science, and wood and metal working in secondary schools, reaching over 10,000 students each year. They also work to improve school facilities such as science labs, libraries, and teacher housing. In addition, Volunteers work as teacher trainers to improve the quality of teaching in the secondary and primary schools. Through seminars and workshops, teachers learn about the development of visual aids, and the establishment of school libraries. In 1993, Teacher Training Volunteers developed and distributed teaching aids for over 150 primary schools, and planned and presented eight workshops for 400 primary school headmasters and headmistresses.

Six Volunteers are developing formal and non-formal training courses for the Government of Swaziland personnel and providing direct programming and technical services to various government entities. Two technical Volunteers trained seven counterparts in database management and general computer science. They designed and taught three, eight-week courses to 64 government staff in basic computer programming. They have also completed four operating manuals for student use.

Seven Volunteers are providing hands-on-training in the development trade skills such as plumbing, construction, auto mechanics and metal working. Volunteers are placed at either the Manzini Industrial Training Centre or at the Nhlanguano Agricultural Skills Training Centre, transferring skills to nearly 100 students each year. A plumbing Volunteer taught basic and advanced plumbing techniques, and designed and implemented a borehole and pump water project for a local community through USAID Office of Foreign Disaster Assistance.

**Urban Development (Trainees FY 94: 3 FY 95: 6):***Manpower Development*

A Volunteer provided technical assistance and training in urban and regional planning in order to meet increasing demands for planning services resulting from rapid urban growth. With an annual population growth rate of 3.6 percent and an annual urban growth rate around 7 percent, the need for city, regional and national planning has grown acute. Volunteers have been working in the Ministry for the past five years, providing on-the-job training to Swazi counterparts. One Volunteer completed a commercial and residential subdivision design for two secondary cities, and updated the development codes for the capital city of Mbabane.

**Environment (Trainees FY 94: 0, FY 95: 6):***Biodiversity Conservation/Environmental Education*

In this new project, Volunteers will raise awareness of environmental deterioration in the country and will identify obstacles that impede the country's capacity for sustainable development. Volunteers will concentrate on technical and professional-level training, community organization, technology transfer and institutional development.

One Volunteer already working on environmental concerns helped the Swaziland National Trust Commission secure funding for a resource center and an Environmental Education Centre at Mlawula Nature Reserve. He helped design and develop the National Environmental Education Programme, and also assisted Peace Corps/Swaziland in developing the Urban Environmental Management Initiative which is being planned for FY 1995.

Population: 25,965,00

Annual Per Capita Income: \$110

Number of years Peace Corps in Country: 21

### Peace Corps Country Overview:

Peace Corps Volunteers first entered Tanzania in 1962, but due to political and philosophical reasons, the Peace Corps was asked to leave in 1969. Peace Corps re-established its programming in 1979 and has made significant contributions in the areas of education, fisheries and community development. The program was suspended once again when Volunteers were evacuated during the Gulf War. With stability restored, Peace Corps re-entered Tanzania in June, 1991 and has focused its development priorities in the area of secondary education.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	46	50	50
Average # of Volunteers	52	85	94
Program Funds (\$000)	1,729	2,050	2,027

### Peace Corps Projects by Sector:

#### Education (Trainees FY 94: 49, FY 95: 50):*Secondary Education*

Volunteers teach science and math in rural and secondary schools, and also organize and implement training seminars and workshops in an effort to improve the teaching skills of their Tanzanian counterparts. In addition to their primary teaching responsibilities, Volunteers are undertaking secondary projects with their schools and communities in the areas of income generation, environmental and conservation projects, and school improvement projects. Volunteers work with village communities to improve school sanitation by building latrines at their schools. Two Volunteers have helped their school near Iringa in building a chicken coop and maize mill which will provide income for the school to purchase needed supplies. On Zanzibar, Volunteers have begun an evening school teaching English to adults.

#### Environment (Trainees FY 94: 1, FY 95: 0):*Environmental Education*

Environmental Volunteers are involved in a variety of projects to preserve the world's largest wildlife refuge. In Dar es Salaam, two Volunteers are codifying Tanzanian Environmental Law and have ensured the protection of certain birds which are being exported by developing quota, handling, and endangered species protection guidelines for the Government of Tanza-

nia. These two Volunteers have prepared a management plan for Ileje Forestry Reserve. In addition, a Volunteer assigned to Ngorongoro Crater organized and trained mechanics and initiated the purchase of a community bus for people who would otherwise have to walk great distances to work in the Crater. In Arusha, a Volunteer acquired a \$100,000 grant for the Malihai Clubs of Tanzania (environmental clubs for schools) to implement wetlands education in the schools.

Population: 3,899,000

Annual Per Capita Income: \$400

Number of Years Peace Corps in Country: 32

### Peace Corps Country Overview:

The Peace Corps program in Togo was established in 1962. To date, approximately 1,760 Volunteers have served in Togo. Volunteers currently serving in Togo work on agroforestry, community health/Guinea Worm eradication, small business development, and in-land fish culture projects.

During 1993, political instability and violent confrontations, coupled with a seven-month strike resulted in the cancellation of all trainee input for 1993.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	0	48	29
Average # of Volunteers	78	50	75
Program Funds (\$000)	2,139	2,691	2,753

### Peace Corps Projects by Sector:

#### Environment (Trainees FY 94: 18, FY 95: 7):*Environmental Protection*

Volunteers work with farmers to stabilize and increase agricultural production, arrest environmental degradation, and increase supplies of animal forage and fuel wood. During the 1992 dry season, two Volunteers began 25 nurseries containing 17,000 seedlings in nine villages. Fifty thousand sacks for the various tree nurseries were purchased to plant the seedlings on farmers' lands. The agroforestry project has been successful and activities will expand into two new regions in 1994 to increase the project's impact and reach the village level.

#### Health (Trainees FY 94: 20, FY 95: 15):*Guinea Worm Eradication*

Volunteers work in this project under the direction of the Ministry of Health help communities improve local health conditions and train rural health education technicians. In FY 1993, with funds from the U.S. Agency for International Development (USAID), Volunteers trained approximately 640 village-based health workers and villagers on the eradication of Guinea Worm, the prevention of communicable diseases and malaria, basic health and hygiene, the importance of vaccinations and oral rehydration therapy, and preventing other endemic

health problems. The Volunteers have successfully developed a village-based survey which monitors the number of active Guinea Worm cases throughout the country and provides important health data to the Ministry of Health. A midterm evaluation of this project was conducted in October, 1993, which indicated that this is one of the most successful Guinea Worm eradication projects in West Africa. Due to the active involvement of Peace Corps Volunteers in this project, Global 2000 (a private non-profit U.S.-based organization) has provided funding to the National Committee for Guinea Worm Eradication to further support eradication efforts throughout the country.

**Small Business Development (Trainees FY 94: 10, FY 95: 7):***Small Business*

Begun in 1991, this is Peace Corps/Togo's newest project. Volunteers help improve basic business and entrepreneurial skills to foster opportunities for growth and job creation. Volunteers are assigned to local credit unions and offer business training and consulting to members who wish to improve their business skills. Workshops covering accounting, finance, marketing, and feasibility studies are offered to groups of tailors, retailers and vendors, and other small businesses. One Small Business Development Volunteer is helping a local farming cooperative raise chickens for meat and egg production and use the revenues generated to expand activities into vegetable raising. Volunteers also provide businesses with individualized consulting services on problems such as market identification, product pricing, cost control, quality control, and new business start-up.

**Agriculture (Trainees FY 94: 0, FY 95: 0):***Animal Traction/Inland Fish Culture*

Volunteers help improve farming methods and acreage through the use of draft animals for plowing and other farm-related work. This project was very successful in northern Togo, and modestly so in the southern part of the country. A recent project evaluation indicates that the goals of the project have largely been met, and the project was completed at the end of 1993.

Volunteers also work with farmers to introduce fish farming and small animal husbandry to increase income and to provide alternative sources of protein to rural areas of Togo. This project has generally met its goals and will be phased-out by the end of FY 1994.

Population: 17,475,000

Annual Per Capita Income: \$170

Number of Years Peace Corps in Country: 12

### Peace Corps Country Overview

Peace Corps Volunteers served in Uganda from 1964 until 1973, when the program was closed due to civil unrest. Three hundred Volunteers served in Uganda's first programs, with education as the primary focus. Smaller programs were launched in agriculture, fisheries, health, surveying, and computer programming. In 1989, Uganda extended an invitation to Peace Corps to return and operations resumed in March 1991. Volunteers now work in the areas of technical education, natural resource management, teacher training and community health nurse training. Volunteer projects are aimed at meeting Uganda's need to rehabilitate its infrastructure to pre-1971 conditions. Project plans are underway for new projects in Micro-Enterprise and Export Agriculture.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	22	30	30
Average # of Volunteers	24	35	45
Program Funds (\$000)	998	1,132	1,196

### Peace Corps Projects By Sector:

#### Education (Trainees FY 94: 10, FY 95: 12):*Technical Education/Primary Education*

Volunteers work to revitalize technical education at colleges and institutes through teaching and curriculum development. Volunteers also develop instructional materials and help start science clubs. In addition to regular teaching schedules, Volunteers have been active in other areas, particularly in up-grading school facilities.

One Volunteer secured funding to rehabilitate the Fluid Mechanics Laboratory at Uganda Polytechnic/Kyambogo. Both faculty and students participated with Volunteers to revitalize the defunct teaching facility. Another Volunteer implemented a school income-generating dairy project to improve conditions at the local school and hire additional teachers.

Volunteers also work at primary Teachers Colleges under a large-scale USAID funded project to rehabilitate and reform Uganda's educational programs. It is scheduled to expand to all 39 districts of the country by 1998, with as many as 50 Volunteers.

**Environment (Trainees FY 94: 15, FY 95: 12):***Natural Resource Management*

Volunteer activities include educating the community on environmental issues, improving the planning, extension, and maintenance capacity of national parks personnel, and launching community based forestry programs. At both the national and local levels, Volunteers have been very successful in helping Uganda revive its tourism industry.

In collaboration with the local community, one Volunteer established a community camp area in the Bwindi area, a large tourist attraction for gorilla watching. Proceeds go toward construction of a community dispensary and school which is expected to benefit nearly 2,000 people. Another Volunteer helped park rangers write a book about local wildlife and lore. Proceeds from the book sales are increasing the salaries of local guides and rangers.

A large swamp wasteland in the Kabale Forest Park area was transformed into a major source of income for the local community as a result of the work of a Volunteer. This Volunteer has worked with local community representatives to conduct a survey leading to the creation of park trails. Approximately 500 tourists participate in guided walks through the swamp area to view the wide diversity of wildlife. Proceeds have been used to restart a secondary school in the area.

**Health (Trainees FY 94: 0, FY 95: 2):***Community-Based Primary Health Care*

Under this project, Volunteers who are registered nurses will provide training for half of Uganda's nurses in such areas as community primary health care. Volunteers will supervise student practical experiences and assist in community public health clinics. The project is expected to improve community based health care, including HIV/AIDS education and prevention. Additionally, the project is intended to alleviate stress on the over burdened central medical facilities. One of the goals of the project is for trained Ugandan nurses to replace the Volunteers after four years.

**Small Business Development (Trainees FY 94: 5, FY 95: 4):***Women in Small Enterprise*

Estimates indicate that there are approximately 1.5 million orphans in Uganda, a crisis exacerbated by the HIV/AIDS epidemic. With one million of Uganda's 17 million people either infected with the HIV/AIDS virus or manifesting the symptoms of HIV/AIDS, the orphan crisis is expected to get worse. In response to the fact that families housing orphans find shortages of funds to be their most significant constraint, Peace Corps will begin working with a local NGO - the Ugandan Women's Efforts to Save Orphans. The purpose of the project is to strengthen the traditional extended family mechanism for caring for orphans by providing women with the business skills necessary to increase household incomes. Volunteers will provide business skills training and undertake feasibility studies for small scale enterprise projects.

Population: 8,589,000

Annual Per Capita Income: \$290

Number of Years Peace Corps in Country: 1

### Peace Corps Country Overview:

Shortly after Zambia's first multi-party election in 1992, its newly elected President, Frederick Chiluba, requested a Peace Corps program. The Zambian Foreign Minister and the US Ambassador to Zambia signed a country agreement in September 1993. The first 15 Volunteers arrived in January, 1994, to work on health projects.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	0	15	15
Average # of Volunteers	0	7	21
Program Funds (\$000)	412	981	1,015

### Peace Corps Projects by Sector:

#### Health (Trainees FY 94: 15, FY 95: 15): *Water and Sanitation*

The Zambian Government, UNICEF, and Peace Corps are finalizing a collaborative agreement for a village-based water and sanitation project, targeting seven districts which suffer from periodic outbreaks of cholera and dysentery in the Luapula and Northern Provinces. The project seeks to help communities solve their own water and sanitation problems and strengthen the capacity of Zambian authorities to help communities in these efforts. The initiative will support village-based efforts by providing funding, organizational and technical assistance for water and sanitation projects, including health and hygiene education.

Volunteers will provide technical assistance in construction, rehabilitation, and maintenance of hand dug wells and latrines in villages, at health centers and schools. Their work will also include health education, concentrating on the linkage between clean water and proper sanitation practices. The goal is to achieve a reduction in cholera, dysentery, and other water borne diseases.

Initial activity will be concentrated in areas around Lakes Mweru and Bangweulu, in the surrounding wetlands, and along the Luapula River Basin and Plateau. The project will expand to the North Western Province, in FY 1995.

Population: 10,352,000  
Annual Per Capita Income: \$570  
Number of years Peace Corps in Country: 3

**Peace Corps Country Overview:**

The first group of Zimbabwe Volunteers began their assignments in January 1992. The majority of Volunteers are secondary school mathematics, science and English teachers working in underserved rural areas. Initial program focus has been on education due to the Government of Zimbabwe's continuing efforts to provide educational opportunities for all of its citizens. In January 1994, Peace Corps began a Small Business Development project which will provide training in business and management skills to rural populations who have traditionally been unable to fully participate in the economic life of the country.

In addition to these two formal projects, secondary project activity among PC/Zimbabwe Volunteers has been notable, including drought intervention projects, numerous rural income generation projects, rural school development activities, and a major youth development project in the capital city aimed at the rehabilitation of street children.

**Resources:**

	<b>FY 1993 Actual</b>	<b>FY 1994 Estimates</b>	<b>FY 1995 Estimates</b>
Trainees	31	32	32
Average # of Volunteers	44	56	58
Program Funds (\$000)	1,277	1,602	1,631

**Peace Corps Program by Sector:**

**Education (Trainees FY 94: 30, FY 95: 27):***Secondary Education*

Education Volunteers are working in 47 of the most rural and needy secondary schools in Zimbabwe. They are teaching over 7,000 rural secondary school students (including over 2,500 girls) mathematics, science, and English. Volunteers are also working with over 40 Zimbabwean teachers to upgrade their teaching skills and are developing supplementary teaching materials. In addition, they are undertaking projects with their schools and communities in the areas of drought relief, income generation, and improvement of the resources and facilities at their schools. Women figure prominently in the development and implementation of these projects.

Two Volunteers, working with women's cooperatives, have started bread baking projects, which are now generating income for their members. Another Volunteer has helped to establish a poultry raising project which has been generating profits for over a year. One Volunteer has helped groups of women start up a market garden and a jewelry making project.

A Volunteer was instrumental in founding a youth development project in Harare, the capital. The organization, Street Kids in Action, is now working with over 100 street children. They have obtained a donated vehicle and have already raised sufficient funds to purchase land on which they plan to build a halfway house.

**Small Business (Trainees FY 94: 2, FY 95: 5):***Small Business Advisors*

Peace Corps/Zimbabwe has recently started a Small Business Advising program with the placement of two Small Business Volunteers in January, 1994. These Volunteers will provide business skills training to rural entrepreneurs as well as offer business extension work to rural communities. The program will expand into other rural areas of Zimbabwe with the projected arrival of five additional trainees in October 1994.

## Regional Development Needs

The Asian and Pacific countries in which Peace Corps serves face a number of development challenges in common in spite of the sprawling geography of the region. Educational systems in most of the countries lack up to date teaching materials and adequately trained teachers. Severe health problems, including the increasing prevalence of HIV/AIDS, are endemic to the area. Environmental degradation and the impact of high rates of population growth on fragile ecosystems challenge the entire region. Development of the small business sector and attention to issues of underemployment, particularly for women, are needed in many countries. In addition, countries in the region are beginning to address the complex issues affecting the quality of life in urban areas.

Many economists believe that economic growth in the Pacific Rim will dominate the global economic picture in the 21st century. This prospect of vibrant regional economic growth, however, is accompanied by a continuing pattern of inequities and regional tensions. While some countries in the region will become global economic leaders, others will struggle against frequent natural disasters, political and social unrest, and lack of investment to stimulate economic growth. Even within the more prosperous countries, regional and ethnic inequalities will continue to exist. The interrelationship of economic and political liberalization will produce tensions in many countries as they strive to develop their own patterns of democratization.

The continuing economic and political evolution of the countries of Asia and the Pacific creates unique challenges for the Peace Corps:

- how to help countries and individuals expand their capabilities while maintaining their traditional values;
- defining ways to allow Volunteers the opportunity to utilize their talents most appropriately in assisting the frequently dynamic development of the countries in which they serve; and
- recognizing ways to contribute appropriately to the democratization of development in the region.

## Program Strategy

The Peace Corps' program in Asia and the Pacific reflects the national development strategies of the countries in the region with its emphasis on the basic human needs areas of education, food production and health. These sectors represent more than 75 percent of the region's requests for Volunteers.

Education remains the largest single sector, with projects ranging from improving the quality of English teaching in Thailand and Sri Lanka, to strengthening math and science capabilities region-wide, to developing relevant vocational and business training to increase employment opportunities for youth in the Pacific Islands.

Programs in the health sector reflect the multi-dimensional nature of health care issues. Assignments include village health workers in remote villages in Papua New Guinea, nutritionists in Western Samoa, and HIV/AIDS education health trainers in Thailand. In addition, nutrition, sanitation, and general health awareness issues provide the opportunity for secondary projects for Volunteers whose primary projects are in other sectors.

The agriculture sector, although relatively small, is an important part of the region's program, with projects in 9 of the region's 17 countries. Volunteers are assisting their communities in basic food production, crop diversification, animal husbandry and aqua culture activities, all aimed at increasing food production. Community based forestry programs and soil conservation projects contribute to both the agricultural and environmental sectors.

In addition to its major program areas, the Asia and Pacific region is also emphasizing three programming initiatives for primary and secondary projects throughout the region. Building on an innovative project in Thailand, the region hopes to expand appropriate HIV/AIDS prevention and control information into projects in several countries. Similarly, Volunteers are encouraged to promote environmental consciousness, particularly by incorporating environmental issues into teaching assignments. The region's third initiative is in the area of "at-risk youth." Pacific Island posts, in particular are exploring opportunities to address the employment, training and citizenship development needs of the rapidly increasing urban youth populations of small island nations.

## **Sector Summaries**

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

### **Education**

Fifty-four 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. Many education projects have a crossover element, which allows Volunteers to address other areas through the teaching of English, science, or math, for example HIV/AIDS education, environmental education, agriculture extension, or vocational skill training.

### **Health**

Volunteers in Thailand, Nepal, Western Samoa, Papua New Guinea, and most recently in Fiji 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 classes.

Growing concern about the spread of HIV/AIDS in the region has led to the development of the HIV/AIDS Education Project in Thailand. The HIV/AIDS programming in the 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 is a major focus of Peace Corps in the Asia and the Pacific Region in the 1990s. Volunteers are encouraged to participate in secondary projects related to HIV/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, 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 crops, and plant varieties.

Volunteers in Thailand, Nepal, and Fiji work in fisheries projects to increase available sources of 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, Vanuatu 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 on income generation. Volunteers help aspiring entrepreneurs set up small businesses and help government agencies address privatization and their transition to a market economy.

#### **Environment**

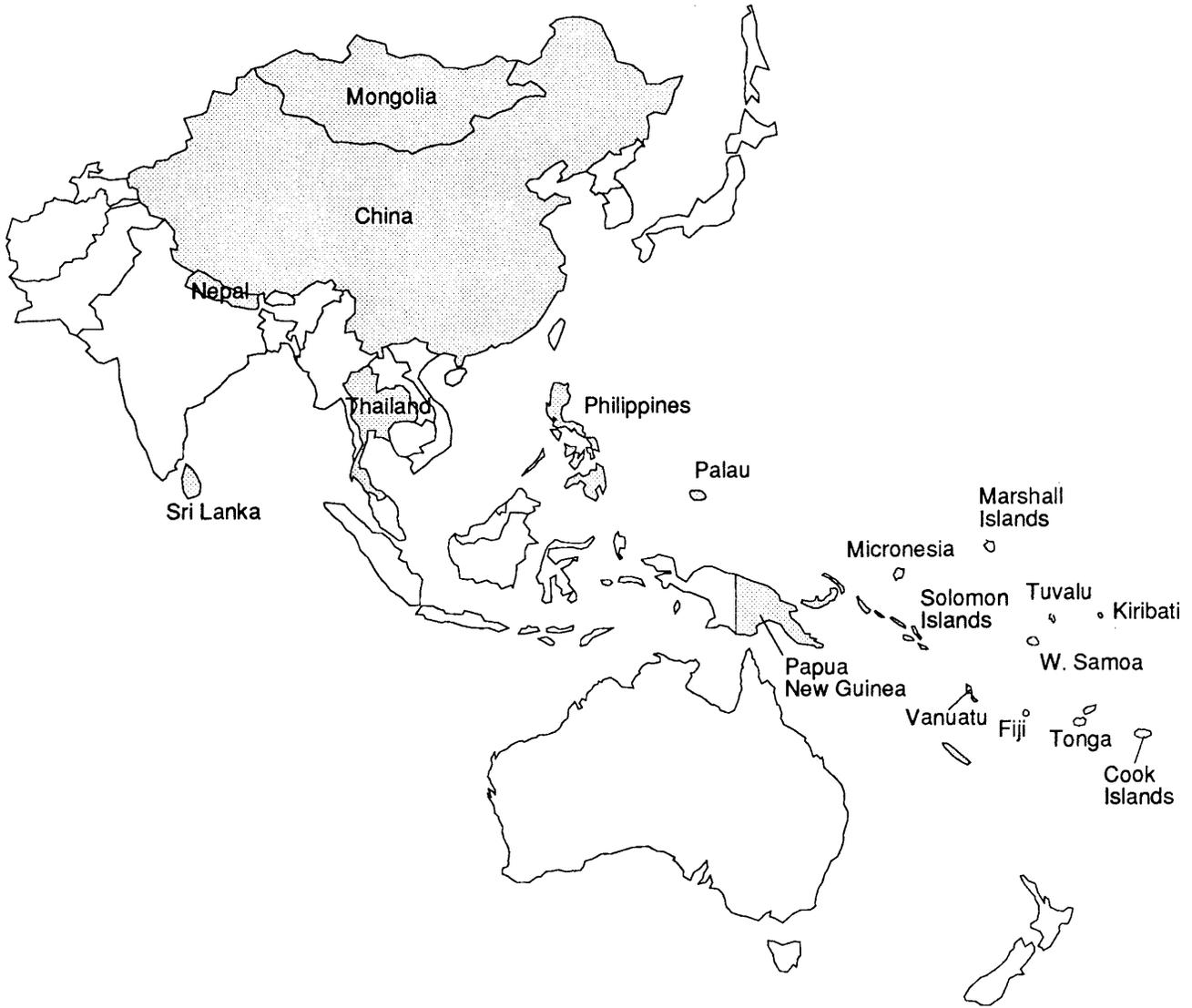
From the Himalayas to the island nations of the Pacific, countries throughout the region are challenged by an array of environmental crises that include habitat destruction, loss of natural resources, and pollution. Sparked by population growth and rapid industrialization, unsustainable practices will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

Volunteers in the Philippines work in integrated coastal resource management. This includes conservation education, marine fisheries, and improved fishing practices to prevent 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 on reforestation. Volunteers in the Philippines, Tuvalu, and Tonga seek to balance environmental and economic pressures in marine fisheries projects.

#### **Urban Development**

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

# Peace Corps in Asia and the Pacific



## Asia and the Pacific Region

	Trainees			Average Number of Volunteers			Program Funds (\$000)		
	FY '93	FY '94	FY '95	FY '93	FY '94	FY '95	FY '93	FY '94	FY '95
China	18	0	18	3	17	13	509	550	737
Cook Islands	2	5	5	6	7	9	114	146	176
Fiji	55	55	55	100	92	91	1,805	1,756	1,708
Kiribati	13	15	15	21	24	22	419	528	507
Marshall Islands	8	16	16	13	12	24	540	608	760
Micronesia/Palau	36	40	40	62	58	71	1,815	1,808	1,946
Mongolia	22	25	25	44	43	42	930	1,011	985
Nepal	87	82	73	118	128	127	2,171	2,255	2,171
Papua New Guinea	59	50	50	76	97	79	2,102	2,137	2,114
Philippines	21	25	25	23	37	38	921	1,119	1,107
Solomons	24	33	33	39	45	53	998	1,095	1,079
Sri Lanka	14	34	35	46	49	64	760	959	1,003
Thailand	88	90	81	183	180	159	3,721	3,663	3,439
Tonga	23	26	25	46	43	49	847	890	891
Tuvalu	1	2	2	4	3	3	50	53	50
Vanuatu	3	10	10	10	11	14	279	467	475
Western Samoa	27	25	25	44	50	47	1,017	1,096	1,025
<b>TOTAL*</b>	<b>501</b>	<b>533</b>	<b>533</b>	<b>836</b>	<b>894</b>	<b>903</b>	<b>18,998</b>	<b>20,141</b>	<b>20,173</b>

\* Detail may not add due to rounding.

Population: 1,166,144,000  
 Annual Per Capita Income: \$380  
 Number of years Peace Corps in Country: 1

### Peace Corps Country Overview:

The first Peace Corps Volunteers to serve in China arrived in June, 1993. Volunteers are teaching English in five colleges in less developed areas of Sichuan province. Their posts are located anywhere from 40 to 325 km from Chengdu, the provincial capital, where the Peace Corps' office is located.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	18	0	18
Average # of Volunteers	3	17	13
Program Funds (\$000)	509	550	737

### Peace Corps Projects by Sector:

#### Education (Trainees FY 94: 0, FY 95: 18): *Teaching English as a Foreign Language*

The goal of this project is to increase the English speaking and writing language ability of Chinese in the Sichuan Province. Volunteers serve as English instructors at the college level. They use the best possible training methods to teach their colleagues, future teachers assigned to teach in rural areas of the province, and regular college students. As China continues to develop, there is a great need for better English teachers to create a large number of persons able to communicate in the primary international language. Volunteers work at Chengdu Teachers College, Leshan Teachers College, Mianyang Teachers College, North Sichuan Medical College, and Sichuan Institute of Animal Husbandry and Veterinary Medicine.

Population: N/A  
 Annual Per Capita Income: N/A  
 Number of years Peace Corps in Country: 12

### Peace Corps Country Overview:

A country agreement with the Cook Islands was signed in May, 1981. The first group of Volunteers arrived in March, 1982. Peace Corps assists the government in two main areas of development—agriculture and small business. The Peace Corps Cook Islands program is administered from the Peace Corps office in Apia, Western Samoa.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	2	5	5
Average # of Volunteers	6	7	9
Program Funds (\$000)	114	146	176

### Peace Corps Program by Sector:

#### Agriculture (Trainees FY 94: 2, FY 95: 1): *Agriculture Extension*

Volunteers work with the Ministry of Agriculture as partners with host country extension staff. Volunteers train local farmers, students, and other groups in techniques for developing vegetable and fruit gardens for local and commercial use. Volunteers are also involved in improving soil conservation practices and planting trees.

One Volunteer, the only veterinarian in the Cook Islands, is working on a comprehensive study of all the livestock in the country.

#### Small Business (Trainees FY 94: 2, FY 95: 1): *Small Business Advisory Units*

Volunteers are developing and advising small businesses on the main island of Rarotonga through the Small Business Advisory Unit. This unit was created under the Department of Trade, Labor and Transport for direct training by Volunteers for extension services to outer island businesses of entrepreneurs and Cook Island advisors.

**Non-Project Assignments (Trainees FY 94: 1, FY 95: 3)**

Peace Corps Cook Islands makes every effort to place Volunteers in projects that have pre-established goals and objectives. Exceptions to this practice are made when a request is received that is consistent with the Government of Cook Island's development goals and Peace Corps country program objectives, but does not fit neatly into an existing project. Peace Corps has been asked to provide science and math teacher trainers for the Teacher Training College in FY 1995 and a youth sports advisor for FY 1994.

Population: 750,000  
 Annual Per Capita Income: \$2,010  
 Number of years Peace Corps in Country: 26

### Peace Corps Country Overview:

Peace Corps Volunteers began serving in Fiji in 1968. Volunteers work on education programs (secondary education and teacher training), urban and youth development, small business development, and agriculture.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	55	55	55
Average # of Volunteers	100	92	91
Program Funds (\$000)	1,805	1,756	1,708

### Peace Corps Program by Sector:

#### Agriculture (Trainees FY 94: 4, FY 95: 1): *Fisheries*

Volunteers assigned to the Government Department of Fisheries work to develop and manage freshwater fish farms among rural populations. Their work involves extension work, pond construction and maintenance, spawning and harvesting fish, and management and marketing advising.

A fisheries Volunteer has developed freshwater Tilapia fish ponds with the residents of Nararavou village, located deep in the interior of the main island of Viti Levu. The goal is to improve the diet of the people in Nararavou and nearby villages, and to generate income for the village residents. Over \$2,500 of annual income for the village is expected from this activity.

#### Education (Trainees FY 94: 31, FY 95: 34): *Secondary Education*

Volunteers teach secondary sciences (physics, chemistry, biology), math, and accounting throughout Fiji. Peace Corps is helping Fiji build its educational capacity by assigning Volunteers as teacher trainers at the Fiji College of Advanced Education. Peace Corps also is working with the Ministry to integrate environmental information into the existing secondary school curricula.

Education Volunteers often take on projects outside the classroom. For example, one Volunteer who is teaching chemistry at a rural, predominately Indian school on Fiji's principal island of Viti Levu has organized a rain-water catchment project which will benefit about 300 people in the Fijian village of Vutia.

**Health (Trainees FY 94: 7, FY 95: 7):** *Health Education and Nutrition*

This will be a new project for Peace Corps Fiji. Volunteers will work in health education and nutrition throughout the islands. Volunteers will assess the efficacy of current education and training methods, develop materials, facilitate trainings at the village level, and train local health educators. Volunteers for this project will arrive for training in late FY 1994.

**Small Business (Trainees FY 94: 6, FY 95: 6):** *Business Management*

Volunteers work in several ministries and with the Fiji Development Bank, providing basic business management advice and training for owners and managers of small businesses. Efforts are being focused on three main beneficiary groups: the poor, youth and women. Volunteers work with the Poverty Alleviation Unit to establish income-generating activities for people at or below the poverty level. Volunteers also work through Junior Achievement and the Ministry of Youth, Employment Opportunities and Sport. Although women are targeted in all small-business advising activities in this project, Volunteers also work directly with the Department of Women and Culture to assist women in their business endeavors.

One Volunteer is the founder and Interim Executive Director of the Junior Achievement Society of Fiji. With the American organization "Peddles for Progress," he has helped Junior Achievement members manage a program to obtain repaired bicycles from the United States and sell them to low-income Fijians at a reduced cost. Junior Achievement uses the funds to support other income-generation projects.

**Urban Development (Trainees FY 94: 6, FY 95: 6):** *Urban Planning*

In response to a government initiative to revitalize local public administration, Volunteers work as Management Planning Advisors at the provincial level for the Ministry of Fijian Affairs. The purpose of this project is to strengthen indigenous Fijians' capabilities to manage and plan their social and economic development by developing appropriate skills among provincial, tikina, and village level administrators and community leaders. Volunteers travel around the province organizing planning and management workshops, developing planning aids, and monitoring and evaluating systems. A Volunteer developed a database of villages and settlements in Naitasiri Province to improve emergency relief after Cyclone Kina in 1993. The database is now being used as a model throughout the country.

**Non-Project Assignments (Trainees FY 94: 1, FY 95: 1)**

Peace Corps Fiji makes every effort to place volunteers in projects that have pre-established goals and objectives. Exceptions to this practice are made when a request is received that is consistent with the Government of Fiji's development goals and Peace Corps country program objectives, but does not fit neatly into an existing project.

Fiji currently has three non-project Volunteers. A Volunteer in Suva is compiling a National Dairy Herd database, using software donated by dairy and computer corporations in the U.S. She is also training counterparts in dairy farm management and computer science. Another Volunteer works as a youth sports advisor to train Fijians in sports psychology, coaching, organizing sporting events, and team management. The third Volunteer is a pediatrician assigned to the Fiji School of Medicine as a pediatrics lecturer. She works with doctors and other staff at the Colonial War Memorial Hospital in Suva.

Population: 75,000

Annual Per Capita Income: \$700

Number of Years Peace Corps in Country: 21

### Peace Corps Country Overview:

The Peace Corps' presence in The Republic of Kiribati began with a single Volunteer in 1973, and was administered by the Peace Corps office in the Solomon Islands until 1988. With the arrival of the first Country Director in 1988, Peace Corps established an independently administered post on Tarawa, the capital of the Republic of Kiribati. The program currently focuses on primary and secondary education.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	13	15	15
Average # of Volunteers	21	24	22
Program Funds (\$000)	419	528	507

### Peace Corps Projects by Sector:

**Education (Trainees FY 94: 12, FY 95: 15):** *Secondary Education/Teaching English as a Second Language Primary Education*

The demand for secondary education in Kiribati has increased at a strong rate over the past few years, and Volunteers have been asked to help Kiribati address serious manpower shortages in the secondary schools. They teach math, science, English, and social studies in church supported secondary schools, and assist in staff development and training of their fellow educators.

Primary Education Volunteers work with Kiribati English teachers in the primary schools. Their principal objective is to improve Kiribati English teaching skills so that students will get a better grasp of the English language. Additionally, Volunteers are involved in curriculum development, lesson planning, and classroom material development. For example, a Volunteer at the NIKierere Primary School on the Outer Island of Marakei, is responsible for upgrading the English teaching skills of 9 Kiribati teachers at her school. She does this by conducting twelve workshops a year, four during each of the three terms. She follows up by co-teaching with each teacher twice a week.

**Other Assignments (Trainees FY 94: 1, FY 95: 0): *Pharmacist***

The Volunteer in this project shares the management of the pharmacy at the only hospital in the country. The government of Kiribati requested a Volunteer because there was no trained pharmacist in the country. An Kiribati pharmacist will take over the hospital pharmacy in January, 1995.

**Other Assignments (Trainees FY 94: 2, FY 95: 0): *Accounting Advisor***

The Government of Kiribati requested Small Business Development Advisers to train current bank staff to meet the developing financial needs of the country. The bank's objective is to expand and develop the credit facilities and loan management capabilities provided by the Development Bank of Kiribati.

Population: 50,000

Annual Per Capita Income: \$1,686

Number of Years Peace Corps in Country: 28

### Peace Corps Country Overview:

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."

In 1984, the newly formed government of the Republic of the Marshall Islands requested that Peace Corps establish a program independent from the rest of Micronesia to make Peace Corps programming more responsive to the country's needs. An independent post was established in 1986, and education is the foundation of the program. Most Volunteers work with Marshallese teachers in outer island elementary schools, while the remainder serve as vocational instructors at the secondary level.

### Resources:

	FY 1993 Actual	FY1994 Estimates	FY1995 Estimates
Trainees	8	16	16
Average # of Volunteers	13	12	24
Program Funds (\$000)	540	608	760

### Peace Corps Projects by Sector:

#### Education (Trainees FY 94: 16, FY 95: 16): *Primary and Secondary Education Teacher Trainers*

Only fifty percent of Marshallese elementary school teachers have a degree beyond high school. The Asian Development Bank has recently given the Ministry of Education a five year, eight million dollar loan to improve educational facilities and increase the number of teachers with at least an Associates Degree. The Peace Corps program plays a significant role in these efforts. For example, in one Volunteer's first year she replaced a Marshallese teacher who could then enroll in courses at the College of the Marshall Islands. In the Volunteer's second year, the teacher returned and the Volunteer was freed from her teaching responsibilities to take on the role of teacher trainer. She has organized and facilitated trainings focusing on teaching techniques, classroom discipline, learning theory, and lesson planning.

Secondary Education Volunteers work in the vocational and home economics departments at the Jaluit High School on Jabwor Island, Jaluit Atoll. Similar to the Primary Education Project, Volunteers replace Marshallese teachers during their first year, and then work one-on-one with them when they return after completing courses at the College of the Marshall Islands.

Population: 108,000

Annual Per Capita Income: \$1,686

Number of Years Peace Corps in Country: 28

### Peace Corps Country Overview:

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 soon followed by a group of legal advisers. In 1986 Micronesia became an independent nation and entered into a new relationship with the U.S. Palau remained a trustee country until last year.

Current programming in Micronesia focuses on English education, agriculture extension and small business development.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	36	40	40
Average # of Volunteers	62	58	71
Program Funds (\$000)	1,815	1,808	1,946

### Peace Corps Projects by Sector:

#### **Agriculture (Trainees FY 94: 4, FY 95: 5): *Agricultural Extension***

This project began in response to the Yap State Government's concerns about the decrease in agricultural products and the increased consumption of imported foods of low nutritional value. Volunteers help existing extension agents develop and carry out community level subsistence and small scale commercial agriculture plans. Volunteers also expand their extension work to the schools to have an impact on students at an early age.

#### **Education (Trainees FY 94: 23, FY 95: 35): *Secondary Education/Teacher Trainers***

Education is the backbone of the Peace Corps program across Micronesia, accounting for more than half of Volunteer assignments. Volunteers in each of the four States of Micronesia and Palau serve as English teachers, teacher trainers, and library development workers. One Volunteer works on a remote outer island where resources are so scarce that many families do not have kerosene for their lanterns. The Volunteer buys kerosene for two lanterns and opens her house to all the school's students.

**Small Business (Trainees FY 94: 13, FY 95: 0): *Small Business Development Advisors***

The major non-government sources of income are the sale of imported goods and the non-cash subsistence economy of agriculture and fishing. These are generally small family businesses which frequently fail. To address the business needs of Micronesians, Volunteers are working in Palau and Pohnpei to develop business curricula and training materials, establish resource centers and assist local small businesses with accessing financial resources and developing business and marketing plans. Volunteers also conduct workshops and provide one-on-one training to budding entrepreneurs.

One Volunteer has worked with some 40 businesses, mostly "mom and pop stores," to help them with bookkeeping and ordering procedures. His work and the work of his counterparts not only help owners understand business practices, but also help them understand better their roles and potential as businessmen.

Population: 2,311,000

Annual Per Capita Income: \$1,686

Number of years Peace Corps in Country: 3

### Peace Corps Country Overview:

In 1989, Mongolia started the transition from a centrally planned economy to a market economy. In early 1990, the Government of Mongolia asked for Peace Corps Volunteers and a Country Agreement was signed in August, 1990. Volunteers work in English Education and Small Business Development.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	22	25	25
Average # of Volunteers	44	43	42
Program Funds (\$000)	930	1,011	985

### Peace Corps Program by Sector:

**Education (Trainees FY 94: 13, FY 95: 20):** *Teacher Training/Teaching English as a Second Language (TESL)*

The goals of the English education program are to increase the quality and quantity of English language instruction by helping the Ministry of Education train qualified English teachers, develop and improve English language education programs in secondary schools, and provide English language instruction to professionals. Volunteers are currently teaching in 10 secondary schools, 4 colleges, and 6 institutes. There is also one deaf education Volunteer teaching American Sign Language at a special secondary school.

**Small Business (Trainees FY 94: 12, FY 95: 5):** *Small Business Development*

Peace Corps Volunteers strengthen existing government and public institutions by providing training in business to teachers and students at colleges, institutes, and private microentrepreneurs. Business Volunteers are currently working at 4 institutes, 2 colleges, 1 municipality, 2 universities, 2 banks and 1 ministry. One Volunteer working with colleagues at the Economics College in Ulaanbaatar developed and broadcast a three part video program explaining a market economy and its affect on the person on the street. They also planned and staged a marketing competition where teams of marketing students developed a hypothetical new product and presented their marketing strategies to a panel of judges.

Population: 19,892,000  
 Annual Per Capita Income: \$170  
 Number of Years Peace Corps in Country: 32

### Peace Corps Country Overview:

Peace Corps/Nepal celebrated its 30th Anniversary in September, 1992. The Volunteers of 1962 trained their national counterparts in building infrastructure and improving basic programs in agriculture and education. Peace Corps/Nepal's efforts today have grown to include such diverse programs as Community Forestry, Urban Planning, and Nursing Education.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	87	82	73
Average # of Volunteers	118	128	127
Program Funds (\$000)	2,171	2,255	2,171

### Peace Corps Programs by Sector

#### **Agriculture (Trainees FY 94: 9, FY 95: 4):** *Agriculture and Natural Resource Management/Fisheries*

Agriculture and natural resources management are priority concerns of the Nepalese. The fisheries extension project aims at income generation and protein enhancement. Other projects include horticulture and seed production. Two Volunteers working on horticulture extension in the hills of Western Nepal also help area coffee producers with packaging and marketing to improve income generation. Another horticulture extensionist has been helping plant strawberries and other cash crops on flood-damaged land.

#### **Environment (Trainees FY 94: 11, FY 95: 10):** *Community Forestry and Soil Conservation*

Peace Corps efforts in the environment sector are centered on Community Forestry and Soil Conservation. Community Forestry aims at helping user groups, which must include women, develop management plans for their forest tracts. One Volunteer has gone a step beyond, assisting local women to develop a community center in which they can meet to map their goals and plan their group activities. Another Forestry Volunteer worked many hours with community members on a gravity-feed water system.

As marginal hill farmers must make increasingly better and wiser use of terraced farm land and forest areas to earn their livings and protect their resources, the new Soil Conservation Volunteers and their Nepalese counterparts will concentrate on Agro-forestry training and other initiatives.

**Urban Development (Trainees FY 94: 5, FY 95: 5): *Urban Planning***

Volunteers work at the local municipality level in the lowland Terai and inner-Terai regions formulating programs to control drainage and sanitation, and to design bus parks, land use maps, and town master plans. Rapid population growth in the Terai makes this a vital program for the Department of Housing and Urban Development. One Volunteer has worked with colleagues in the Benepa municipality to ban from the town limits highly-polluting small vehicles.

The urban planning project will soon be augmented by community development Volunteers who will work in poorer town neighborhoods to help local residents take better advantage of basic services offered by many municipalities.

**Education (Trainees FY 94: 36, FY 95: 34): *Secondary Education/ Teacher Training***

This sector engages the largest number of Volunteers in Nepal. During their first year, Volunteers teach mathematics, science, and English as a Foreign Language in secondary schools in selected districts across the country. During their second year, Volunteers work as Teacher Trainers in primary and secondary education development projects with Nepalese project field staff. One education Volunteer also worked with highland students on a book about their lives, area, and culture. Copies of this book were sold at recent craft fairs in Kathmandu to earn income for school supplies. Several Volunteers have worked with local community groups to repair, enlarge, or equip local schools. Materials and labor come from the community and from private donations from the U.S.

**Health (Trainees FY 94: 21, FY 95: 20): *Water Sanitation/ Nurse Education/Community Health***

Water and Sanitation engineers have surveyed, designed, estimated, and helped construct community water systems and spring protection schemes throughout the hill areas of Nepal. More recently, these Volunteers have worked to train user groups and technical staffs in the maintenance and sanitation aspects of these water projects.

In another health project, Volunteers work as nursing educators in a collaborative program with the Nepal Institute of Medicine, the British Volunteer Services Overseas, and the Danish volunteer organization. Volunteers serve as tutors and clinic coordinators in Nepali nursing schools.

The newest health project is Community Health. Female Volunteers live in remote areas to help local Nepalese community health Volunteers promote better hygiene, well baby care, and nutrition among village women. One community health Volunteer has expanded her work to include female literacy. Over 100 women in her area have successfully completed literacy classes.

Population: 4,055,000

Annual Per Capita Income: \$950

Number of years Peace Corps in Country: 13

### Peace Corps Country Overview:

The first group of nine Volunteers arrived in Papua New Guinea in September 1981. Volunteers now serve in nearly every province in Papua New Guinea. They work in health, secondary education, youth-at-risk, and rural community development projects.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	59	50	50
Average # of Volunteers	76	97	79
Program Funds (\$000)	2,102	2,137	2,114

### Peace Corps Program by Sector:

#### Education (Trainees FY 94: 36, FY 95: 36):

*Rural Community Development:* The purpose of this project is to help rural communities develop a sense of empowerment in the areas of agricultural diversification, economic well-being, health, and literacy. Volunteers work to improve the self-sufficiency and earnings of agrarian communities by expanding production of marketable vegetables and food crops, and by promoting community involvement in village-based development activities.

*Secondary Education:* Volunteers teach core subjects to students at the 7th through 10th grade level. Subjects include math, science, English, social studies, vocational agriculture, and business. There is also emphasis placed on integrating environmental education into math, science, and English lesson plans.

In addition to their classroom work, Volunteers teaching business studies help students run the school canteen. It is both a money-making venture for the school and a learning experience for the students who are trained in all aspects of managing a small enterprise. One Volunteer and his students took their canteen from a \$6,000 debt to a \$20,000 yearly profit at their school on Karkar Island.

*Youth Development:* One of the most serious problems faced by Papua New Guinea is that of unemployment and unlawful activity among young people who have been pushed out of the

educational system. These youth lack the skills to compete for the limited number of available jobs. Peace Corps has started a new project in which Volunteers train young people in small enterprise activities and agricultural practices. Volunteers will be training the youths in such small-scale income generating projects as poultry and swine production.

**Health (Trainees FY 94: 14, FY 95: 14): *Community-Based Child Survival***

Volunteers work in rural areas to improve health conditions, particularly those affecting mothers and children. The goals of the project are to improve the diets of mothers and children, encourage greater use of prenatal care programs, and improve water sanitation.

Population: 64,187,000

Annual Per Capita Income: \$770

Number of Years Peace Corps in Country: 32

### Peace Corps Country Overview:

The Philippine Government invited Peace Corps Volunteers to the country in 1961.

In June, 1990, Peace Corps suspended its program due to concerns about Volunteer safety. At that time, 260 Volunteers were working in eight regions in the Philippines. Peace Corps was able to return to the Philippines in 1992. Volunteers are assigned to projects in agriculture, coastal resource management, and health.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	21	25	25
Average # of Volunteers	23	37	38
Program Funds (\$000)	921	1,119	1,107

### Peace Corps Program by Sector

#### Environment (Trainees FY 94: 25, FY 95: 25):

*Small Islands Development Project:* One of the most pressing development problems in the Philippines is providing services for the nine million people living on approximately five thousand small islands where transportation, infrastructure and resources are in short supply. In this project, a total of thirty-five Peace Corps Volunteers are presently assigned to seven different island provinces in a variety of agriculture, coastal resource management, water/sanitation and health activities. Two Volunteers recently helped a local fishing cooperative obtain a grant to buy nets and other equipment for deep sea fishing. This effort is designed not only to provide additional income for poor fisherman and their families, but also to decrease reliance on the destructive fishing techniques (use of dynamite and cyanide) that are damaging the reefs and rich marine life of the Philippines.

*Integrated Protected Areas Management Project :* Four Peace Corps Volunteers have been assigned to the new Integrated Protected Areas Management Project, an effort of the Philippine Government to develop a system of national parks and protected areas to conserve some unique natural resources. Volunteers in this project are assigned to Sibuyan Island, El Nido and St. Paul Marine Parks on Palawan, and Subic National Forest in Zambales. They are

cataloguing flora and fauna, designing parks and park management systems, and helping surrounding populations, some of them indigenous peoples, with income earning projects which could serve as an alternative to such destructive practices as illegal logging and fishing. The Volunteer posted at the Subic National Forest is working with local officials and the World Wildlife fund to develop an ecological education and training center at one of the few tropical hardwood forests remaining in the Philippines.

Population: 335,000

Annual Per Capita Income: \$710

Number of years Peace Corps in Country: 23

### Peace Corps Country Overview:

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. There are now 44 Volunteers working in villages all over the country. In the Solomon Islands, Peace Corps programming centers on Secondary Education and Rural Community Education.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	24	33	33
Average # of Volunteers	39	45	53
Program Funds (\$000)	998	1,095	1,079

### Peace Corps Program by Sector:

**Education (Trainees FY 94: 33, FY 95: 33):** *Secondary Education/Rural Training Center Instructors/Rural Community Educators*

Volunteers provide educational instruction in mathematics, science, and business to 1,500 secondary students attending national or provincial schools throughout the country. In response to a request by the Ministry of Education, Peace Corps and the Japanese Overseas Volunteer Corps (JOVC) have joined forces to develop an environmental education program that produced a video in Pidgin that will soon be distributed throughout the Solomon Islands' school system. Peace Corps looks forward to continuing this collaborative effort with the JOVC and the Ministry of Education. Peace Corps Volunteers also help train Solomon Islands teachers to teach such subjects as math, science, and business studies.

Rural Training Centers are vocational schools designed for students who do not advance to the secondary school level. These schools provide educational opportunities to young people who would otherwise be pushed out of the educational system. The curriculum at each Rural Training Center focuses on practical instruction in small engine mechanics, woodworking, agriculture, crafts production, and small business management. The Peace Corps currently has eight Volunteers working as teachers in Rural Training Centers in remote villages.

Other Volunteers help rural communities in health and environmental education and small enterprise development. These Volunteers organize and manage informal education programs for adults. Training is provided in health awareness, rural water sanitation, small business development, and malaria control and prevention.

Population: 17,396,000

Annual Per Capita Income: \$540

Number of Years Peace Corps in Country: 16

### Peace Corps Country Overview:

Peace Corps was invited to resume operations in Sri Lanka in 1983, after a thirteen year absence. Volunteers currently serve in the central, southern, and western parts of the island nation. These Volunteers work in two areas, Education and Agriculture/Small Business. A pilot project in the Environment will get underway in FY 1994.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	14	34	35
Average # of Volunteers	46	49	64
Program Funds (\$000)	760	959	1,003

### Peace Corps Program by Sector

**Education (Trainees FY94: 18, FY 95: 18):** *District English Language Improvement Centers(DELIC)/ Teaching English as a Second Language/Teacher Trainer*

As Sri Lanka improves its performance in the international marketplace, the need for a greater English speaking population has increased dramatically. In addition, English provides a link language between the Tamil and Sinhalese populations, to bridge the cultural and communication gaps that separate these two peoples.

The DELIC project is designed to upgrade the quality of English language skills on a national basis as quickly as possible. Volunteers teach students in a one-year intensive language course that prepares them for entrance into teacher training colleges and/or direct teaching positions in rural primary or secondary schools.

The Teaching English as a Second Language/Teacher Training project places Volunteers in several Sri Lanka institutions engaged in two year teacher training courses. These institutions include colleges of education, affiliated university colleges, teacher training colleges, and English Teacher Training Colleges. Volunteers work with the Sri Lankans to provide quality English language improvement instruction and training to students.

**Environment (Trainees FY 94: 2, FY 95: 2):** *Coastal Habitat Conservation Pilot Project (Began 4th QTR FY93)*

The Volunteers in this pilot project will work with a local environmental organization to protect valuable mangrove swamp habitats, and also help to start a turtle hatchery to repopulate different turtle species in the mangrove swamp area. Volunteers will arrive for training in April of 1994, and begin their assignments in late July.

**Agriculture/Small Business (Trainees FY 94: 14, FY 95: 15):** *Agriculture Productivity Village (APV)*

While the industrial, textile, and service sectors are rapidly changing, agriculture, which has always played a major role in the economy of Sri Lanka, has gained little ground. Meeting basic human needs through community development activities, and assisting rural farmer families with small business and marketing skills are just a few ways that Peace Corps Volunteers are helping Sri Lanka to address this problem. The APV project encourages farmers to become more self-reliant through cooperative community activities. Volunteers help villagers identify local needs and resources, and develop community based activities in meeting their desired goals.

Two Volunteers working in the APV Project are teaching basic bookkeeping skills, organic gardening techniques, and the safe use of pesticides. With their assistance, villagers have repaired irrigation canals, started cash crops in cashews, chilies, and other vegetables, and have developed small businesses in brick-making and rope-making.

Population: 57,992,000

Annual Per Capita Income: \$1,840

Number of years Peace Corps in Country: 32

### Peace Corps Country Overview:

Since the first group of Volunteers arrived in country in January, 1962, more than 3,800 Volunteers have served throughout Thailand. Their impact has been felt in projects such as HIV/AIDS and filariasis control (otherwise known as Elephantiasis), water and soil conservation, English language education, community development, agriculture production, nutrition, national forestry, fresh water fisheries, and youth development.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	88	90	81
Average # of Volunteers	183	180	159
Program Funds (\$000)	3,721	3,663	3,439

### Peace Corps Program by Sector:

#### Agriculture (Trainees FY 94: 10, FY 95: 13): *Soil and Water Conservation/Diversified Farming*

This project improves soil and water conservation by assisting farmers in their plans for the construction of broad based terraces and erosion control structures. Volunteers work with farmers to reclaim marginal lands as well as promote crop rotation, green manure cropping, and the extensive use of compost to reduce dependence on chemicals while increasing organic matter in the soil.

A Volunteer in the Soil and Water Conservation project worked closely with a farmer whose land was located on a very steep slope where soil erosion is a major problem. Working together, the two developed an alley cropping project, planting fruit trees, pigeon peas, and corn, to control soil erosion while also improving soil conditions, crop yields, and farm income. The site is now a model for alley cropping in the area and many local farmers have followed this example.

The goal of the diversified farming project is to promote improved utilization of existing water resources to produce a variety of crops, rather than traditional single cash crop production. These crops include horticulture and tree crops, in combination with small animal production.

This project also develops new sources of income and occupational alternatives for rural villagers.

**Education (Trainees FY 94: 32, FY 95: 30):** *TEFL Crossover*

TEFL crossover Volunteers teach English in rural middle schools. Through teacher training and team teaching, Volunteers share teaching methods and expertise with their Thai co-workers. The crossover component consists of a secondary project chosen by each Volunteer in conjunction with the school. Past and current projects include fish ponds, poultry and cattle raising, tree planting, composting, HIV/AIDS education, small machine repair, and small business development.

One Volunteer, currently assigned to a rural community, has set up an English camp with a focus on HIV/AIDS and how to prevent it. Through the use of "English" role plays, exhibitions and activities, the teachers and students reinforce their English skills, plan, organize and present events. The people in the community and teachers/students from surrounding schools gain vital HIV/AIDS knowledge easily and enjoyably.

**Environment (Trainees FY 94: 18, FY 95: 11):** *National Park Development/Park Interpretations/Soil and Water Conservation/Community Forestry Extension*

The goal of the National Park Development project is to preserve the natural resources found in the national parks of Thailand. Volunteers concentrate on environmental education related to non-destructive use of these resources.

A Volunteer working in the National Parks Development project on an island off the southern coast became concerned about the harvesting of wild sea turtle eggs along the beaches in his area. Since the park was already educating local villagers in methods to protect these endangered species, the Volunteer proposed to the Royal Forestry Department a national policy coordinating sea turtle nurseries and conservation. As a result of this effort, the Volunteer and a Thai park superintendent attended the ASEAN Symposium/Workshop on Marine Turtles held in Manila in December, 1993.

The soil and water conservation project emphasizes the environmental aspects of proper resource management. Volunteers work with schools and farmers groups on activities which demonstrate the benefits of composting, mulching, and other low-input methods of agriculture production.

Through the Community Forestry project, Volunteers provide technical assistance to farm families for both communal and individual tree plots. Native hardwoods, multi-purpose, and economic tree crops are planted using environmentally beneficial methods while diversifying farm income sources.

**Health (Trainees FY 94: 30, FY 95: 27):** *Water Resource Development/HIV/AIDS Prevention and Control/Filariasis Control/Nutrition*

Since 1974 Volunteers have assisted with water resource development and water sanitation projects from the provincial to the village level. They have focused on transferring basic engineering skills to Thai workers and encouraging long-term planning, better maintenance systems and community participation. Volunteers assist in the design and construction of small dams and reservoirs, weirs to divert water to areas in need, and water quality improvement projects.

Volunteers assigned to the HIV/AIDS Prevention and Control project help with the development of more innovative and effective HIV/AIDS Education methods and materials. Their work with truck drivers, married women, and civil servants contributes to the country's current strategy for slowing and reducing the rate of HIV/AIDS transmission. Materials produced by these Volunteers have been requested by many organizations within Thailand and abroad.

Volunteers working in Filariasis Control are posted at centers to determine endemic areas, control parasitic carriers in the community, conduct applied field research for epidemiology, and provide education to vulnerable populations.

Volunteers in the nutrition project are placed at district hospitals, health centers and primary schools to provide health and nutrition education to patients, villagers, and students. They are involved in identifying and treating malnourished children, improving sanitary conditions in homes and at school, encouraging community interest and participation in health improvement, and supporting the implementation of self-sustaining school lunch programs.

Population: 101,000

Annual Per Capita Income: \$1,350

Number of years Peace Corps in Country: 27

### Peace Corps Country Overview:

Peace Corps Volunteers have served in Tonga since 1967, and are currently the only official United States presence in the kingdom. Volunteers are assigned to teacher training at the primary level, secondary science (physics, biology, chemistry) and industrial arts, small business development, environmental education and planning, and agriculture/forestry research. A new Youth Development project is expected to begin in late FY 1995.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	23	26	25
Average # of Volunteers	46	43	49
Program Funds (\$000)	847	890	891

### Peace Corps Program by Sector:

#### Education (Trainees FY 94: 17, FY 95: 17):

*Secondary Science and Technical Training:* This program concentrates on secondary/technical subjects. Volunteers serve as high school science (biology, chemistry and physics) and industrial arts teachers. Peace Corps promotes counterpart teacher training by placing Volunteers in rural middle schools where they can train other teachers in basic science concepts. Second year Volunteers provide teacher training when their class load permits. Currently, three experienced science teachers in their second year are acting as full-time teacher trainers. Beginning in FY 1995, all science teachers will serve one year directly teaching students and will spend the second year of their tour as teacher trainers.

*TESL (Teaching English as Second Language) Teacher Training:* TESL teacher trainers will be involved in implementing a new national literacy curriculum at the primary level. Volunteers will work directly with teachers and their supervisors to increase faculty English skills, broaden teaching techniques and ensure uniform standards for the new subject matter and teaching methods. The teacher trainers, working in teams, will travel to different school districts doing teacher evaluations, trainings, and workshops.

**Environment (Trainees FY 94: 2, FY 95: 0): *Environmental Extensionists***

Volunteers have worked in the planning, implementation, and maintenance of renewable energy and energy conservation projects, as well as developing and maintaining habitats and parks. Three Volunteers work as environmental officers within youth groups and associations. Another serves as an alternative energy Volunteer, installing solar panels in Vava'u.

One environment Volunteer, building on the efforts of previous Volunteers, arranged for a visit by a team of Smithsonian Institution scientists who surveyed the marine resources of the different island groups in the Kingdom. Volunteers and their co-workers hope to use the survey in future environmental planning.

**Small Business (Trainees FY 94: 7, FY 95: 0): *Small Business Development***

Several Volunteers work as small business advisors and accountants for the Tonga Development Bank (TDB). This project currently has four Volunteers advising Bank clients in developing business plans, accounting systems, and marketing strategies. Volunteers also train TDB staff in business advisory skills, accounting, auditing, and loan management.

**Urban Development/Youth Development (Trainees FY 94: 0, FY 95: 8):**

Peace Corps Tonga hopes to expand its role in providing unemployed or at-risk youth with educational and developmental opportunities. Starting in late FY 1995, Volunteers will work as sports advisors, small business/vocational skills advisors, and environmental educators. In the meantime, environmental education Volunteers work with youth organizations.

Population: N/A

Annual Per Capita Income: N/A

Number of years Peace Corps in Country: 17

**Peace Corps Country Overview:**

Peace Corps began in Tuvalu in 1977. Volunteers serve on the principal island of Funafuti. The Peace Corps Tuvalu program is administered out of the Peace Corps Office in Suva, Fiji.

**Resources:**

	<b>FY 1993 Actual</b>	<b>FY 1994 Estimates</b>	<b>FY 1995 Estimates</b>
Trainees	1	2	2
Average # of Volunteers	4	3	3
Program Funds (\$000)	50	53	50

**Peace Corps Program by Sector:**

**Non-Project Assignments (Trainees FY 94: 2, FY 95: 2):**

Peace Corps Volunteers work in marine fisheries, community architecture, and national energy planning. The next group of Volunteers will include a computer advisor and trainer to train Tuvaluan government personnel.

One Volunteer, a Marine Fisheries Advisor, works with a local counterpart to survey and restore marine life in the waters around Funafuti, and to develop the commercial fishing industry while preserving the environment. He oversees a sanctuary for giant clams, monitors the introduction of Trochus snails (used for mother-of-pearl), and surveys the various types of sea cucumbers for possible harvesting. The Volunteer is also involved in studying the feasibility of establishing a commercial fishery for deep water snappers.

Population: 155,000

Annual Per Capita Income: \$1,220

Number of years Peace Corps in Country: 4

### Peace Corps Country Overview:

Peace Corps operations in the Republic of Vanuatu began in January of 1990 with three Volunteers working exclusively with secondary schools in the areas of math and science. In January 1991, Peace Corps diversified its operations by developing a collaboration with the Development Bank of Vanuatu in which three Volunteers were assigned to branch banks. In November 1991, Peace Corps again expanded its program when one Volunteer was assigned to work with the Foundation for the Peoples of the South Pacific in Vocational Education projects.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	3	10	10
Average # of Volunteers	10	11	14
Program Funds (\$000)	279	467	475

### Peace Corps Program By Sector:

**Education (Trainees FY 94: 8, FY 95: 7):** *Secondary Education Teachers /Rural Training Center Instructor*

Vanuatu is experiencing a shortage of teachers in various subject areas. Peace Corps provides skilled educators in math, science, industrial arts, and business studies until Vanuatu-trained teachers can take the place of the Peace Corps Volunteers. Volunteers teach in bilingual schools in which both French and English are mediums of instruction.

In addition to carrying out their regular duties as teachers, many of the Volunteers become involved in secondary projects that benefit the larger community. In the past year, Volunteers organized an HIV/AIDS Awareness day and secured funding for a children's playground at a local primary school.

Rural Training Centers were established in 1976 to address the problem of limited access to higher educational opportunities. The aim of the training centers is to provide basic practical skills to "school leavers" so they can raise their living standards after they return to their villages, thus stemming the tide of rural to urban migration. Volunteers provide vocational

training in carpentry, plumbing, electrical wiring, and wood-working to 6th grade "school leavers" who have received a minimum level of education but have not received skills specific enough to earn a livelihood in their communities.

One community to which a Volunteer was assigned decided to expand the scope of the Rural Training Center to include continuing education programs for adults, particularly women. Through the Peace Corps Partnership Program and the financial assistance of donors from a school in Illinois, the Volunteer was able to help the village build and equip a Community Training Center. It is expected that an adult literacy program will start this year.

**Small Business (Trainees FY 94: 1, FY 95: 3): *Small Business Advisor***

In conjunction with the Development Bank of Vanuatu, Volunteers help local entrepreneurs develop and secure financing for micro-enterprise ventures, and they provide training in accounting and other business skills. They also deliver on-the-job training in project appraisal, supervision, and monitoring to bank employees. One Volunteer assigned to the Development Bank of Vanuatu on the Island of Santo helped install a new computer system and train bank personnel in its use.

**Agriculture (Trainees FY 94: 1, FY 95: 0): *Agricultural Marketing Specialist***

The Government of Vanuatu wants to increase the production of crops to meet local demand and producing enough for export. One Volunteer was recruited to work with the Tafea Local Government Council as an agricultural marketing specialist. This Volunteer provides technical expertise in marketing agricultural produce and assists farmers in crop development.

Population: 162,000

Annual Per Capita Income: \$940

Number of years Peace Corps in Country: 27

### Peace Corps Country Overview:

Peace Corps Volunteers first arrived in Western Samoa in 1967. Volunteers are mainly assigned to projects in education, health, small business, and youth development.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	27	25	25
Average # of Volunteers	44	50	47
Program Funds (\$000)	1,017	1,096	1,025

### Peace Corps Program by Sector:

#### Education (Trainees FY 94: 18, FY 95: 20): *Secondary School Teachers*

Peace Corps/Western Samoa has in recent years reduced and re-focused its assistance within the education sector. Emphasis has shifted from junior secondary schools to senior secondary schools. Education activities include secondary-level math, science, and business studies and, a teacher-training component has been added to develop Western Samoa's ability to provide qualified instructors.

One Volunteer working at the Samoa College secondary school developed the first Economics curriculum for grades 12-13.

#### Health (Trainees FY 94: 2, FY 95: 0): *Primary Health and Nutrition*

The Government of Western Samoa has identified primary health care as a priority, and has begun to focus its resources on nutrition and dietary education. Volunteers work as Health Educators for the Health Department.

#### Small Business Development (Trainees FY 94: 2, FY 95: 0): *Management Training*

The goal of the Peace Corps business development project is to increase the number of successful income-generating activities in rural areas by increasing the management capabilities of managers and entrepreneurs. Volunteers are working with the Western Samoa

Development Bank in this effort. One business Volunteer also writes a weekly business column in the local newspaper.

**Youth Development (Trainees FY 94: 0, FY 95: 2):** *Youth Vocational Training*

A major problem in Western Samoa is the growing number of unemployed youths. Volunteers are responsible for teaching motor mechanics, metal-work, and wood work to 15-25 year olds.

**Non-Project Assignments (Trainees FY 94: 3, FY 95: 3):**

Peace Corps provides assistance to the Western Samoan people through a variety of single assignments. Two Volunteers work as coordinators for Women in Development programs with the government and in a non-governmental organization. Western Samoa has also requested an agriculture education Volunteer and Volunteers to survey government-held lands for privatization and development. One Volunteer who works for the Society for the Prevention, Rehabilitation, and Education of the Blind, has conducted a village level survey of all visually impaired people on the island of Savaii.

## 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 former Soviet Union. Peace Corps was at the forefront of the development initiative in Central and Eastern Europe and the former Soviet Union as the collapse of communism and the move to a market economy began. Peace Corps' initial development phase in the former communist countries began in 1989 and has continued with the most recent new country entry being completed in September of 1993.

At this writing the EME region has established country programs in all of the former Soviet Republics with the exception of Belarus, Tajikistan, Georgia, and Azerbaijan. Peace Corps is also meeting the needs of Central and Eastern European countries with programs in all but the former Yugoslavia. The Middle East subregion comprises one of the oldest Peace Corps' programs. Peace Corps' presence there offers important opportunities for Americans to gain knowledge of Islamic cultures while assisting in technical projects.

## Program Strategy

Over the past year, the EME region has concentrated its efforts in the former communist bloc on three main areas of development: English language education, small and medium size business development and environmental protection. In the coming year Peace Corps staff and host country nationals will continue to work hard to empower fledgling non-governmental and private voluntary organizations. Volunteers will become more involved in helping these organizations to develop sustainable management structures and will move away from working with centrally controlled programs.

This strategy will be implemented through increased emphasis on Volunteer and staff training, a re-emphasis on the high language proficiency of staff and Volunteers and a re-emphasis on cross-cultural training. The greatest challenge the region faces is creating ways to effectively utilize highly skilled Volunteers in constantly shifting social, economic and environmental settings. We believe the renewed emphasis on working with smaller, community based groups rather than central ministries exclusively will continue to invigorate the agency and maximize use of available resources.

Countries in Central and Eastern Europe and the former Soviet Union continue to experience profound social and economic change. The economic situation in the former Soviet Union is particularly unstable and has caused dramatic increases in operating costs of Peace Corps programs. Should the costs of directly supporting Volunteers continue to rise at present rates, Peace Corps would need to reevaluate its ability to continue programs in the former Soviet Union at current levels. Close monitoring of these programs by headquarters is central to the region's strategy for continued success.

## Sector Summaries

Following are summaries of the EME region's project activities in Peace Corps' programming sectors: business development, education, environment and health.

### Business Development

The transition to a free and democratic society in which relevant technical information is readily available is vital to the economic health of Central and Eastern Europe and the newly independent states of the former Soviet

Union. The region's projects in small and medium size business development recognize the immediate needs of people to support their families and communities. Peace Corps Volunteers represent an on-going presence which symbolizes positive change.

Peace Corps Volunteers working in the Business sector provide assistance and training at the municipal, county and regional level on economic development, municipal finance, small business assistance, regional promotion, and tourism development. In some countries this assistance takes the form of cooperation with municipal governments to establish business centers. The centers have been instrumental in providing business advice to local and municipal governments in the development of public policies which support entrepreneurs. They also provide business training and workshops, access to marketing and trade information, advice to companies and entrepreneurs in the development of business plans, and assistance to small scale privatization programs. Volunteers have linked small business advisory services with development funds to provide entrepreneurial opportunities for the unemployed. One Volunteer and his Polish counterpart have been instrumental in establishing 46 small businesses with no-interest loans from the local government and only a 6% default rate. In the Volga River basin of Russia, Peace Corps sponsored an International Trade Conference which was attended by over 200 Russian business representatives. They participated in seminars with foreign business leaders (such as DuPont, Sprint, Apple Computers, General Motors, etc.) currently in Russia. These types of activities illustrate just two of the many successes Peace Corps has realized in a very short period of time in this region of the world.

### **Education**

The initial request for Volunteers from the majority of host governments in the region has been for teachers of English as a foreign language. Proficiency in English is critical to the development of economies in the emerging democracies of the region. Ministries of Education have worked closely with Peace Corps to develop education programs that address their needs at various levels of education.

At the secondary level, Volunteers teach English to secondary school students. However, English is merely the medium of communication. The content of these English classes range from environmental and social issues to American culture. In addition, Volunteers are using materials and techniques which encourage the development of critical thinking and problem solving skills. Secondary school English teachers are also beneficiaries of these projects. Volunteers facilitate workshops and discussion groups which provide teachers with an opportunity to increase their proficiency in English and share modern methods of language teaching.

Volunteers working in teacher training colleges and universities are training future English teachers, teaching language and methodology courses and participating in the development of course curricula. All Volunteers are involved in facilitating the development and/or improvement of the English language section of the school libraries. This includes both audio and print materials.

In addition to their formal education responsibilities, Volunteers initiate secondary education projects. In Hungary, for example, Volunteers documented a gypsy community through on-site interviews, and then published a bilingual awareness-raising book about gypsies for distribution to government agencies, educators and business leaders.

### **Environment**

The region is expanding the amount of programming it does in the area of environmental protection. New requests for environmental programs are coming in from the Central Asian countries, and the Agency is responding with the first arrival of Central Asian environmental Volunteers expected in June of 1994.

The existing environment projects are in Central and Eastern Europe. Volunteers are involved in various activities. A major focus is the organizational development of non-government organizations (NGOs) that have an environmental focus. Volunteers help develop and manage a board of directors, design projects, devise comprehensive fund-raising programs, and assist with long-term planning and training staff. Other Volunteers assist the national park service in landscape planning, biodiversity projects, and management of small nature preserves. They also help district offices incorporate nature protection practices into routine project planning and management. One Volunteer, working in Sumava National Park, initiated the use of the Geographic Information System database, which allows national parks (and other environmental entities) a means for networking to gather information on the flora and fauna indigenous to the region.

Volunteers also help district and regional government environmental protection offices apply sound waste management, water protection, pollution control, and nature-protection practices. One Volunteer, working with over 100 Bratislava residents, planted an "urban forest" in the municipality of Petrzalka. The Volunteer also arranged for the purchase of seven wooden benches and ten garbage containers, effectively transforming the area into a small park.

### **Health**

In two of the oldest country programs administered by the EME Region—Morocco and Yemen—Volunteers are working on maternal and child health programs, water sanitation and health education. Their efforts are aimed at improving prenatal and postnatal care, and preventing diarrhea, waterborne diseases and parasitic infections which pose such a serious health threat to rural communities, and are particularly deadly to young children.

### Peace Corps in Eurasia and the Middle East



## Eurasia and Middle East Region

	Trainees			Average Number of Volunteers			Program Funds (\$000)		
	FY '93	FY '94	FY '95	FY '93	FY '94	FY '95	FY '93	FY '94	FY '95
Albania	13	30	30	23	27	46	816	962	968
Armenia	39	25	40	21	30	55	1,020	987	1,220
Baltics*	61	60	60	65	102	103	1,767	1,943	1,782
Bulgaria	30	25	50	41	39	79	949	830	1,064
Czech/Slovak Rep.	47	65	60	76	93	108	1,946	2,203	2,115
Hungary	69	50	75	105	113	118	2,541	2,374	2,417
Kazakhstan	45	50	50	7	48	89	1,224	1,262	1,548
Kyrgyzstan	20	25	25	3	20	34	737	704	882
Malta	0	4	4	4	4	5	55	72	77
Moldova	25	25	25	3	23	42	690	761	865
Morocco	64	75	75	80	100	111	2,391	2,229	2,121
Poland	96	100	100	175	164	177	3,630	3,394	3,032
Romania	25	40	40	25	37	57	917	1,101	1,275
Russia/Moscow	0	0	0	0	0	0	254	250	243
Russia/Saratov	50	25	50	29	48	74	1,195	1,290	1,353
Russia/Vladivostok	51	25	25	28	36	40	1,213	1,112	951
Tunisia	41	48	48	37	62	82	1,458	1,499	1,481
Turkmenistan	0	50	25	0	21	45	607	938	995
Ukraine	77	50	50	32	70	90	1,455	1,518	1,468
Uzbekistan	54	30	50	26	34	79	1,108	1,011	1,267
Yemen	38	47	47	31	47	73	1,446	1,550	1,604
<b>TOTAL**</b>	<b>845</b>	<b>849</b>	<b>929</b>	<b>812</b>	<b>1,118</b>	<b>1,504</b>	<b>27,419</b>	<b>27,989</b>	<b>28,728</b>

\* Includes Estonia, Latvia and Lithuania.

\*\* Detail may not add due to rounding.

Population: 3,338,000

Annual Per Capita Income: \$1,686

Number of Years Peace Corps in Country: 2

### Peace Corps Country Overview:

The Country Agreement establishing Peace Corps/Albania was signed on November 19, 1991. In June, 1992 the first group of English education Volunteers arrived in the country. The following year, these teachers were joined by Volunteers who work on small business/agribusiness projects.

### Resources:

	FY1993 Actual	FY1994 Estimates	FY1995 Estimates
Trainees	13	30	30
Average # of Volunteers	23	27	46
Program Funds (\$000)	816	962	968

### Peace Corps Projects by Sector:

#### Education (Trainees FY 94: 15, FY 95: 15): *University and Secondary Education*

Volunteers in the Secondary Education project teach English as a second language in schools throughout the country. Volunteers working at the University level conduct classes for English majors and assist in linguistics, methodology and literature courses. Volunteers have also initiated many noteworthy secondary projects such as assisting in the establishment of Albania's first private radio station, setting up English language centers at their schools, initiating activities with youth in their communities and assisting in the much-needed refurbishing of their schools. One Volunteer conducted a summer English program for Albanian government officials in Tirana.

#### Small Business Development (Trainees FY 94: 15, FY 95: 15): *Agribusiness Advisors*

The majority of the Volunteers in this project work in Regional Business Agencies (RBAs) or Private Business Associations. The RBAs are organized by the European Community to assist in the development of small and medium-sized enterprises. Volunteers assist in the establishment and management of these centers and provide basic skills training to entrepreneurs. In conjunction with other local institutions and organizations, Volunteers organize and conduct trainings on topics such as cash management, accounting, marketing, transportation, advertising and tourism.

Population: 3,499,000

Annual Per Capita Income: \$780

Number of Years Peace Corps in Country: 2

### Peace Corps Country Overview:

The Country Agreement establishing Peace Corps in Armenia was signed on September 24, 1992. The first group of Volunteer arrived in December of that year. In an effort to help Armenia integrate into the world economy, Volunteers work as English teachers and teacher trainers and on small enterprise development projects.

### Resources:

	FY1993 Actual	FY1994 Estimates	FY1995 Estimates
Trainees	39	25	40
Average # of Volunteers	21	30	55
Program Funds (\$000)	1,020	987	1,220

### Peace Corps Projects by Sector:

#### Education (Trainees FY 94: 13, FY 95: 20):*Secondary Education /Teacher Training*

The English Education project in Armenia includes Volunteers who teach at the secondary school level and at institutes of higher education, primarily technical colleges. They teach English as a Foreign Language (TEFL) and introduce communicative methodology to the teachers. They also collaborate with faculty to improve English language resource centers. And, Volunteers work with faculty members to advance their English proficiency and language learning methodology. In addition to teaching at a secondary school, one Volunteer is working to establish an FM radio station in Yerevan. Other Volunteers in Stepanavan have started a very successful Little League team as a secondary project.

#### Business (Trainees FY 94: 12, FY 95: 20):*Economic Development and Planning/Privatization/ Assistance to Small Enterprises*

Volunteers provide assistance to municipal officials in the areas of local planning and economic development. One Volunteer has worked with the World Bank in Yerevan to assist with reconstruction in the earthquake zone. Other Volunteers provide assistance in the formulation and implementation of local privatization strategies and programs, with priority given to smaller enterprises. Volunteers also advise local officials on procedures for making

commercial principles available to private entrepreneurs. They advise on ways to facilitate small business start-ups and assist local small business associations in their own institutional development. One Volunteer assists small businesses with their business plans, book keeping, and resource management. Another Volunteer in Yerevan has worked with Junior Achievement to provide business and economics lessons to Armenians.

Population: 8,952,000

Annual Per Capita Income: \$1,330

Number of Years Peace Corps in Country: 3

### Peace Corps Country Overview:

The Country Agreement between the Government of Bulgaria and the Peace Corps was signed on September 27, 1990. The first group of Volunteers arrived in Sofia in June 1991. Peace Corps' programs in Bulgaria focus on English language education and small business development.

### Resources:

	FY1993 Actual	FY1994 Estimates	FY1995 Estimates
Trainees	30	25	50
Average # of Volunteers	41	39	79
Program Funds (\$000)	949	830	1,064

### Peace Corps Projects by Sector:

#### Education (Trainees FY 94: 13, FY 95: 25): *English Teaching and Curriculum Advancement*

The English teaching project is designed to improve the long-term effectiveness of English language instruction in Bulgaria. Volunteers teach in secondary schools and are responsible for a variety of activities to facilitate the English language development of both students and colleagues. Other Volunteers teach English at the university level and train English teachers at teacher training colleges.

#### Small Business Development (Trainees FY 94: 12, FY 95: 25): *Project Enterprise*

Volunteers work with small business owners and entrepreneurs to provide business skills training and resource information. Most of the Volunteers are assigned to one of six Multi-Link Resource Centers in cities throughout Bulgaria. These centers, conceived of and developed by Peace Corps/Bulgaria, are clearinghouses for information about small business development, environmental protection and English teaching. This project was one of the first of its kind to be established in Central and Eastern Europe. The centers are equipped with computers, training equipment and a library and are easily accessible to citizens at the local level. Volunteers assigned to municipal offices provide seminars as well as individual assistance to entrepreneurs and are also working to organize satellite business centers.

In the short time they have served in Bulgaria, Volunteers have developed 42 courses, seminars and presentations, which have reached over 1,700 people. Over 1,000 individuals and businesses have received management, financial and/or business planning consulting from Volunteers, and 14 different marketing and promotional materials were developed for clients using software provided by Peace Corps/Bulgaria.

Population: 10,383,000 (Czech Rep.); 5,346,000 (Slovakia)  
 Annual Per Capita Income: \$2,440 (Czech Rep.); \$1,920 (Slovakia)  
 Number of Years Peace Corps in Country: 4

#### Peace Corps Country Overview:

During the first visit of Czechoslovakia's President Vaclav Havel to Washington in 1990, President Havel joined President Bush in announcing that Peace Corps Volunteers would be in his country by the end of the year. The first group of English education Volunteers arrived in November. The Peace Corps program has now expanded to include the teaching program, an environmental program and a small business program.

With the split of the former Czechoslovakia into two independent nations, Peace Corps is moving to create separate programs for the Czech Republic and Slovakia. Peace Corps expects to have the new Slovakia program fully operational by the Spring of 1994.

#### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	47	65	60
Average # of Volunteers	76	93	108
Program Funds (\$000)	1,946	2,203	2,115

#### Peace Corps Program by Sector:

**Education (Czech Republic Trainees FY 94: 10, FY 95: 0; Slovakia Trainees FY 94: 10, FY 95: 15):** *Secondary English Teaching/Teacher Training*

Volunteers teach English in secondary schools throughout the country. In addition to their teaching assignments, Volunteers carry out a variety of tasks including improvement of the language capabilities of fellow faculty members, sponsoring English clubs, and giving lectures on American culture. One Volunteer spent over a year working on a secondary project to organize, fund and stock the first English language library at the centuries-old gymnasium (high school) where he teaches. This summer the town's mayor presided at the official opening of the library which received very positive coverage in the local press. Plans are underway to expand the library into a resource for the entire community.

Volunteers also teach English in universities and teacher training colleges. Like their Volunteer colleagues who work at the secondary level, these Volunteers help improve the language capabilities of fellow faculty members, sponsor English clubs, and give lectures on American

culture. In an unusual but creative secondary project involving university level English learners, one Volunteer and his students engaged in a philosophical debate in English over the universality of communication and other concepts. Under this Volunteer's guidance, the students have written and performed completely non-verbal dramas using images such as light and dark, life and death, to express their views. The production received rave reviews from the local media.

**Environment (Czech Republic Trainees FY 94: 15, FY 95: 15; Slovakia Trainees FY 94: 0, FY 95: 0):***National Parks and Wildlife/Environmental Protection Advisors*

Volunteers assist the national park service in landscape planning, biodiversity projects, and management of small nature preserves. They also help district offices incorporate nature protection practices into routine project planning and management. One Volunteer, working in Sumava National Park, initiated the use of the Geographic Information System (GIS) database which allows national parks (and other environmental entities) a means for networking to gather information on the flora and fauna indigenous to the region. This Volunteer has also been teaching English to park rangers, assisting the Tourism Department in planning bicycle and cross-country trails throughout the park and providing English language translations for visitor information brochures.

Volunteers also help district and regional government environmental protection offices in applying sound waste management, water protection, pollution control, and nature-protection practices. One Volunteer, working with over 100 Bratislava residents, planted an "urban forest" in the municipality of Petralka. The residents planted 70 trees and 100 bushes in an area along the canal. The Volunteer also arranged for the purchase of seven wooden benches and ten garbage containers, effectively transforming the area into a small park.

**Small Business Development (Czech Republic (Trainees FY 94: 15, FY 95: 15; Slovakia Trainees FY 94: 15, FY 95: 15):**

In January, 1994, Volunteers began to serve as advisors to regional business centers to assist with small business start-ups and management.

Population: 1,554,000  
 Annual Per Capita Income: \$2,750  
 Number of Years Peace Corps in Country: 2

### Peace Corps Country Overview:

Peace Corps was formally invited to Estonia in the fall of 1991. The first Volunteers arrived in June, 1992. Volunteers in Estonia work in English education programs and on small business development projects.

### Resources: (Estonia, Latvia, Lithuania)

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	61	60	60
Average # of Volunteers	65	102	103
Program Funds (\$000)	1,767	1,943	1,782

### Peace Corps Projects by Sector:

#### Education (Trainees FY 94: 10, FY 95: 10):*Secondary English Teaching/English Teacher Training*

Nineteen Volunteers are presently teaching in secondary schools and teacher-training schools to help improve the English skills of students and teachers. In addition to their formal teaching responsibilities, Volunteers work with Estonian English teachers to improve their English skills and knowledge of other cultures, and spend one day a week visiting other secondary-level classrooms to demonstrate modern teaching methods.

#### Small Business Development (Trainees FY 94: 10, FY 95: 10):*Agribusiness Advisor*

Volunteers provide business advice to individual farmers and to farmers participating in state and cooperative farms, and work through Agricultural Training Centers to assist in the development of management, economics and marketing curricula.

Population: 10,202,000

Annual Per Capita Income: \$3,010

Number of years Peace Corps in Country: 4

### Peace Corps Country Overview:

Peace Corps Hungary was the first Peace Corps post established in the former Eastern Bloc. The first group of English education Volunteers arrived in January, 1990. The Peace Corps program has since expanded to include the English Teaching Program, Environmental Management and Education, and Small Business Development.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	69	50	75
Average # of Volunteers	105	113	118
Program Funds (\$000)	2,541	2,374	2,417

### Peace Corps Projects by Sector:

**Education (Trainees FY 94: 35, FY 95: 50):** *University English Teaching/Teacher Training/Secondary English Education*

Volunteers assigned to colleges and universities teach English to prospective educators and assist their colleagues in their professional development. A primary goal of the project is to promote communicative-based teaching methodology for use in Hungarian schools. Volunteers have also been involved in developing teaching designs for English for Specific Purposes.

Volunteers teaching English at the secondary or junior high level also help fellow English teachers improve their English language competence through language enrichment activities. Volunteers have also initiated several special projects.

In one case, Volunteers documented a Gypsy community through on-site interviews, and then published a bilingual awareness-raising book about Gypsies for distribution to government agencies, educators and business leaders. In another case, Volunteers launched a National English Drama Festival which drew more than 1000 students from 70 schools last year. Volunteers also work in Bosnian refugee communities to organize weekend activities, start integrative activities and provide an educational fund for the purchase of school supplies.

**Environment (Trainees FY 94: 5, FY 95: 15):***Environment Education/Environmental Management Advisor/NGO Advisor*

Volunteers compile environmental information for communities, organize media projects focusing on the environment, and develop environmental education materials. One Volunteer has received funding to build a mobile display case to use for environmental education in secondary schools. Other Volunteers assist municipal governments throughout Hungary in environmental protection planning, assessing near-term capabilities and identifying potential sources of external support for environmental projects. Volunteers also advise and assist non-governmental organizations in organizing offices, developing and managing a board of directors, designing projects, developing strategic plans and comprehensive fund-raising programs, and training staff.

**Small Business Development (Trainees FY 94: 10, FY 95: 10):***Small Business Management and Education*

Volunteers are advisors at business centers and associations throughout the country. They work closely with Hungarian counterparts to organize office information systems, provide one-on-one technical assistance to entrepreneurs, and conduct short courses and seminars on such topics as business law, import-export regulations, marketing, database development, accounting and bookkeeping.

Population: 16,954,000

Annual Per Capita Income: \$1,680

Number of Years Peace Corps in Country: 1

### Peace Corps Country Overview:

In December 1992, the country agreement establishing Peace Corps/Kazakhstan was signed, and the first group of Volunteers arrived in June, 1993. Their projects focus on Teaching English as a Second Language and Small Business Development.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	45	50	50
Average # of Volunteers	7	48	89
Program Funds (\$000)	1,224	1,262	1,548

### Peace Corps Projects by Sector:

#### Education (Trainees FY 94: 34, FY 95: 34):*Secondary English Education/Teacher Training*

One group of Volunteers teaches English as a Foreign Language to students aged 15 to 17. Classroom content focuses on environmental issues and comparisons of American and Kazakhstani culture and civilization, and is designed to facilitate the development of critical thinking, problem solving and decision making skills. Other Volunteers teach English as a Foreign Language to prospective English teachers, help develop and conduct teacher training workshops and assist in the development of English language resource centers. Volunteers have also taken on a broad range of secondary projects.. These include working with Health Care Alliance to help doctors improve their communication skills before entering a training program in the United States, setting up an e-mail project to link Kazakhstani school children with American children, coaching a hockey team and making plans for a baseball team in the summer, starting a drama club, working on an English radio program, and writing, directing and acting in a weekly TV program for learning English.

#### Business (Trainees FY 94: 16, FY 95: 16):*Small Business Development*

Peace Corps has placed Volunteers in eight regional capitals to advise and consult with new and prospective business owners. They are working to establish business centers with the help of Kazakhstani counterparts. New services and materials are being developed such as resource libraries, business newsletters, conferences, case studies and bilingual teaching

materials covering basic areas such as accounting, financial management, business planning and marketing. Volunteers are also teaching business courses in local institutions of higher education and writing newspaper columns on various aspects of business.

Population: 4,472,000

Annual Per Capita Income: \$810

Number of Years Peace Corps in Country: 1

### Peace Corps Country Overview:

The country agreement establishing a Peace Corps program in Kyrghyzstan was signed in 1992. The first group of English education Volunteers arrived in June, 1993.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	20	25	25
Average # of Volunteers	3	20	34
Program Funds (\$000)	737	704	882

### Peace Corps Projects by Sector:

#### Education (Trainees FY 94: 25, FY 95: 25): *Secondary English Education/Teacher Training*

One group of Volunteers works in secondary schools teaching English as a Foreign Language to students ages 15 to 17, using new teaching methodology and integrating relevant content, including information about Kyrghyzstani history and culture, ecology, agriculture, health and the arts. Particular emphasis is given to themes promoting the natural environment. Other Volunteers are English Education Teacher Trainers, teaching future English teachers ages 18-22. In addition to working with students, Volunteers help faculty members improve their English proficiency and language teaching methodologies, and develop resources and curricula for specialized institutions of higher education. Secondary projects include the organization of a country-wide drama festival, teacher trainer workshops, and the creation of English teacher associations.

Population: 2,617,000

Annual Per Capita Income: \$1,930

Number of Years Peace Corps in Country: 2

### Peace Corps Country Overview:

Peace Corps was formally invited to Latvia in the fall of 1991, and the first Volunteers arrived June, 1992. The Peace Corps program in Latvia focuses on English education and small business development.

### Resources: (Estonia, Latvia, Lithuania)

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	61	60	60
Average # of Volunteers	65	102	103
Program Funds (\$000)	1,767	1,943	1,782

### Peace Corps Projects by Sector:

#### Education (Trainees FY 94: 10, FY 95: 10): *Secondary English Teaching/English Teacher Training*

Twenty-one Volunteers are presently teaching in secondary and teacher training schools to help improve the English skills of students and teachers. In addition to their regular teaching responsibilities, Volunteers work with English teachers to improve their English skills and knowledge of other cultures, and spend one day a week visiting other secondary-level classrooms to demonstrate modern teaching methods.

#### Small Business Development (Trainees FY 94: 10, FY 95: 10): *Agribusiness Advisors*

Volunteers live and work directly with farmers, and work through local farmers' unions to teach business technical and management skills that are applicable to an agricultural environment. Special concentration is placed on business planning, financial analysis, marketing, costing, and recordkeeping.

Population: 3,754,000

Annual Per Capita Income: \$1,310

Number of Years Peace Corps in Country: 2

### Peace Corps Country Overview:

Peace Corps was formally invited to Lithuania in the fall of 1991, and the first Volunteers arrived June, 1992. The Peace Corps program in Latvia focuses on English education and small business development.

### Resources: (Estonia, Latvia, Lithuania)

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	61	60	60
Average # of Volunteers	65	102	103
Program Funds (\$000)	1,767	1,943	1,782

### Peace Corps Projects by Sector:

#### Education (Trainees FY 94: 10, FY 95: 10):*Secondary English Teaching/English Teacher Training*

Volunteers are teaching in secondary and teacher training schools to help improve the English skills of students and teachers. In addition to their formal teaching responsibilities, Volunteers work with English teachers to improve their English skills and knowledge of other cultures, and spend one day a week visiting other secondary-level classrooms to demonstrate modern teaching methods. Peace Corps Volunteers who have specialized in the training of English teachers have been assigned to new national pedagogical institutes.

#### Small Business Development (Trainees FY 94: 10, FY 95: 10):*Business Advisors*

Small Business Advisors provide business advice, establish networking databases, conduct management workshops, and are working to establish a network of governmental and non-governmental organizations to facilitate support for entrepreneurs working in commercial manufacturing, service and trade.

Population: 360,000  
 Annual Per Capita Income: \$7,280  
 Number of years Peace Corps in Country: 11

### Peace Corps Country Overview:

At the request of the Government of Malta, Peace Corps reopened a program in that country in 1990. There are Volunteers working in Large Animal Husbandry, Special Education, and Small Business. In 1994, Volunteers will also begin an environment project.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	0	4	4
Average # of Volunteers	4	4	5
Program Funds (\$000)	55	72	77

### Peace Corps Program by Sector:

#### Agriculture (Trainees FY 94: 1, FY 95: 4):*Animal Husbandry/Agriculture Professor*

The Animal Husbandry Volunteer works with farmers, dairy cooperative members and veterinary technicians to improve herd health practices and increase milk and beef production. The project's aim is to ensure adequate food supplies, stabilize producer and consumer prices, and improve agriculture's contribution to trade. Beginning in 1994, an Agriculture Professor Volunteer will lecture in Crop Husbandry at the University of Malta, assist in planning future courses, and participate in extension services to Maltese farmers.

#### Education (Trainees FY 94: 1, FY 95: 0):*Special Education*

The Special Education Volunteer works with the mentally disabled and with educators of the mentally disabled. In addition to working directly with the disabled population, he is also training teachers in teaching techniques and curriculum development, with a focus on adult vocational education.

#### Small Business (Trainees FY 94: 1, FY 95: 0):*Business Consultant*

This Volunteer, drawing on years of experience in farm production, product improvement and marketing, works as a business consultant for the newly developed Department of Consumer Affairs.

**Environment (Trainees FY 94: 1, FY 95: 0):***Waste Management/Landfill Specialist*

In 1994, Volunteers will be assigned to the Solid Waste Treatment Plant and Sewage Treatment Plant to work with the general manager to review and analyze current methods, assess the plant's performance, and define the necessary modifications to reach optimum performance. In addition, the Volunteer will help improve environmental education and awareness.

Population: 4,359,000

Annual Per Capita Income: \$1,260

Number of Years Peace Corps in Country: 1

### Country Overview:

The first Volunteers arrived in Moldova in June, 1993 to teach English. They are working in village secondary schools throughout Moldova, and in universities or institutes in the larger cities.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	25	25	25
Average # of Volunteers	3	23	42
Program Funds (\$000)	690	761	865

### Peace Corps Projects by Sector:

**Education (Trainees FY 94: 25, FY 95: 25):** *Primary TEFL Teacher/Trainer; Secondary TEFL Teacher*

This is a village-based program. Volunteers are teaching English and introducing communicative methodology to middle and high-school level students at secondary schools, gymnasi-ums, lyceums, and pedagogical institutes.

Volunteers also have plans for a regional English language resource center, a joint English language summer camp, a solar energy project, teacher training workshops, and several school and community libraries.

Population: 26,262,000

Annual Per Capita Income: \$1,040

Number of years Peace Corps in Country: 31

### Peace Corps Country Overview:

Peace Corps marked 30 years of friendship with the Moroccan people at an anniversary celebration in November 1993. Peace Corps Volunteers have worked with Moroccans to improve the quality and access to health care and education for both urban and rural populations. Years of drought have resulted in population movement toward cities, and an increased awareness of the needs of the rural population. Volunteers are assigned to projects in education, health, the environment and agriculture in rural mountain and desert communities, and in cities like Casablanca and Marrakesh.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	64	75	75
Average # of Volunteers	80	100	111
Program Funds (\$000)	2,391	2,229	2,121

### Peace Corps Program by Sector:

#### Agriculture (Trainees FY 94: 17, FY 95: 2):*Large Animal Husbandry/Veterinary Extension*

Large Animal Husbandry Volunteers work with farming families in rural areas and small towns to improve livestock conditions and agricultural methods. They provide information on everything from breeding livestock to improved family health care. One volunteer helped bring a consultant farmer to Morocco to conduct training sessions on proper goat milking methods and herbal remedies for animal maladies.

Volunteers also work in collaboration with veterinary laboratories and departments to implement Morocco's national program for fighting rabies and diseases among farm animals. Five Volunteer Veterinarians conduct dog ecology studies and investigate the public's attitudes and perceptions regarding risk and prevention of disease. This project is in the process of being phased out as Morocco privatizes veterinarians and begins to meet its own veterinary needs. Greater concentration will then be placed on the Large Animal Husbandry project.

**Education (Trainees FY 94: 21, FY 95: 36):***English for Specific Purposes/University Teaching/Orientation and Mobility*

Volunteers focus their efforts on formal and non-formal adult language instruction in the English for Specific Purposes Project. They teach English language at several government ministries to enhance the language skills of directors, technicians, instructors, and students who require a proficiency in English to effectively perform their jobs. Volunteers also teach English at the university level and collaborate with colleagues to develop curricula and departmental resource centers. Future assignments will focus on the development of University resource centers and libraries. In addition, 9 Volunteers work in regional schools for the blind to educate and prepare the blind and low-visioned students for integration into the community and marketplace. They teach and develop curricula designed to enhance students' mobility and orientation, improve hygiene and develop basic life skills like taking the bus and shopping in the market.

**Environment (Trainees FY 94: 7, FY 95: 8):***Parks, Wildlife, and Environmental Education*

The Moroccan government has grown increasingly interested in environmental protection as its natural resources are threatened. With the financial support of The World Bank, The Forestry Directorate is developing a national strategy for national parks and biological reserves. Fifteen Volunteers work on teams at four priority sites on rural development, environmental education and wildlife biology. One Volunteer has helped start a recycling project in Rabat, and the funds gained are used to fund other small environmental projects in Morocco.

**Health (Trainees FY 94: 30, FY 95: 29):***Maternal and Child Health/Health and Sanitation*

Morocco's initiative to reduce maternal mortality by 25% has led to the development of Peace Corps' Maternal Child Health project. Volunteers are placed in rural communities to address pregnancy/birth health care, nutrition and child growth, post-natal care and the prevention of diarrheal diseases. Two volunteers work at the Ministry of Public Health with the manager of the Maternal Health Program to provide support to Volunteers in the field. Volunteers in the field play a particularly significant role because they are able to gain access to the homes of rural women who are seldom seen by male itinerant nurses. Health and Sanitation Volunteers work with rural communities to increase safe water supplies through teaching of proper sanitation methods. They also provide health training on hygienic behavior to reduce episodes of diarrhea, waterborne diseases and parasitic infections.

Population: 38,365,000

Annual Per Capita Income: \$1,960

Number of Years Peace Corps in Country: 4

### Peace Corps Country Overview:

The Government of Poland contacted the Peace Corps in September, 1989, and Peace Corps was established in Warsaw in March, 1990. The first group of English education Volunteers arrived in June, 1990. The Peace Corps program in Poland now includes English education, small business development and an environment program.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	96	100	100
Average # of Volunteers	175	164	177
Program Funds (\$000)	3,630	3,394	3,032

### Peace Corps Projects by Sector:

#### Education (Trainees FY 94: 57, FY 95: 60):*Secondary Education/Teacher Training*

Volunteers work in secondary schools throughout Poland to teach English courses, train teachers, establish resource centers, sponsor English clubs, facilitate counterpart development and work with the local community. One Volunteer who teaches practical English skills, including grammar, listening, and speaking also organized the very first Model U.N. conference held in Poland. Due to its success, Model U.N. conferences are now being held all over Poland, with students from five other countries participating. And, in cooperation with the Ministry of Education, the secondary school, and a Polish counterpart, this Volunteer also helped implement an entirely new curriculum system based on student-chosen course electives. If the system proves successful, it will be replicated in pilot schools all over Poland.

Volunteers are also working in newly established three-year teacher training colleges where they teach advanced courses, help fellow faculty members improve English competency and provide English lessons to their communities. One of these Volunteers has also organized Women In Development (WID) projects in Warsaw and has been working with a local high school to produce plays.

**Environment (Trainees FY 94: 13, FY 95: 12):***National Parks Advisors/Non-governmental Organization Advisors*

Volunteers work as National Park Advisors to improve the distribution of environmental information, increase general awareness of the parks among the public, and enhance organizational practices and public relations in the national parks. One Volunteer assists with a computer literacy project among staff at Kampinos National Park near Warsaw, and has also been instrumental in teaching the Geographic Information Systems (GIS) to staff from all of Poland's national parks. As a secondary project, he helped form an organization that helps orphan children learn more about the environment.

Volunteers also help local environmental organizations improve their effectiveness by teaching them improved management practices and systems, public awareness campaigns, membership development, and by facilitating coordination, liaison and cooperation. One Volunteer helped the Service Office for the Environmental Movement (SOEM) improve its organization, structure and functions, and also provided support for the successful formulation and submission of funding proposals. Now the group has secured funding for a one-year project designed to help other organizations do the same.

**Small Business Development (Trainees FY 94: 30, FY 95: 28):***Municipal Advisors/Business Training/Privatization*

Volunteers provide assistance and training at the municipal, county and regional level on economic development, municipal finance, small business assistance, regional promotion, and tourism development. One Volunteer helped expand a business start-up project, coordinated the opening of a visitors center, and helped city and province leaders introduce 180 visiting Polish-American travel agents to his region. He also helped to coordinate tourism and establish foreign contacts for the city of Szczecin's 750-year anniversary celebration.

All Small Business Development Volunteers teach business-related courses during their two years in Poland, either as a primary or secondary assignment. They also help establish business schools by providing technical assistance and training on curricular development, school management and long-term planning. One Volunteer teaching at a business school was instrumental in nominating six Polish women to the Forum Intercultural Communication Training and three other women to participate in an education and training project sponsored by U.S.A.I.D. She also conducted Career Development Seminars and taught English to children at two local orphanages.

Other Volunteers are assigned to Regional Development Agencies, Chambers of Commerce, or specific state-owned enterprises to provide technical assistance and training for regional economic development and small business start-ups. Working with the Ministry of Labor, Volunteers have linked small business advisory services with development funds to provide entrepreneurial opportunities for the unemployed. One Volunteer and his Polish counterpart have been instrumental in establishing 46 small businesses with no-interest

loans from the local government and with a default rate of only 6%. Their program is now being replicated in other regions of Poland with great success. The Volunteer also assisted with the formation of "Help the Helpers" Foundation to train the unemployed in basic business skills.

Population: 22,865,000

Annual per capita income: \$1,090

Number of years Peace Corps in Country: 3

### Peace Corps Country Overview:

The first group of Volunteers arrived in Romania in February, 1991. The Peace Corps program in Romania focuses on English Education, Urban Youth/Social Work Education and Small Business Development.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	25	40	40
Average # of Volunteers	25	37	57
Program Funds (\$000)	917	1,101	1,275

### Peace Corps Projects by Sector:

#### Education (Trainees FY 94: 18, FY 95: 18):*Secondary English Education*

Volunteers teach English at schools throughout the country and have initiated secondary projects such as English language camps and teacher training seminars. Some Volunteers have also worked part-time in orphanages. One Volunteer has initiated publishing and distribution of a national magazine for students of English.

#### Youth Development (Trainees FY 94: 7, FY 95: 7):*Urban Youth*

Volunteers work as vocational counselors and community services consultants to support the growth of non-governmental organizations by developing staff positions, initiating job training activities, developing board and membership training programs and establishing office management systems. Volunteers have also been assigned to Romania's first schools of social work to help develop a social work curriculum.

#### Small Business Development (Trainees FY 94: 15, FY 95: 15):*Small Business Development/Agribusiness*

Volunteers are providing one-on-one assistance and training to help Romanians adapt to a market economy. The focus for Volunteers is on enterprise development and improving the business management of small and medium sized businesses, giving particular attention to the

business aspects of agricultural production, marketing and sales. Volunteers work in business centers organizing and conducting workshops on subjects such as business start-up, planning, marketing, accounting, record keeping, pricing and business management.

Population: 148,920,000

Annual Per Capita Income: \$2,680

Number of Years Peace Corps in Country: 2

### Peace Corps Country Overview:

In July, 1992, the country agreement establishing Peace Corps/Russia was signed, and the Volunteers arrived in November of that year. All Volunteers in Russia are Small Business Volunteers. Many have ten to fifteen years of business experience and degrees in law or business.

Half of the Volunteers work out of business centers in cities along the Volga River, including Nizhny Novgorod (a city about 250 miles outside of Moscow), Samara, Togliatti, Saratov, Volgograd and Rostov-on-Don. The other half of the Volunteers are stationed in the Russian Far East and work out of four business centers: two in Vladivostok, one in Arteum, and one in Khabarovsk. The Far East program also has volunteers in the port city of Nahodka (south of Vladivostok) on the island of Sakhalin and scattered in smaller cities and towns between Vladivostok and Khabarovsk.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	101	50	75
Average # of Volunteers	57	84	114
Program Funds (\$000)	2,662	2,652	2,547

### Peace Corps Program by Sector:

#### Small Business Development (Trainees FY 94: 50, FY 95: 75): *Business Advising*

Volunteers work with Russians in municipal administrations to establish small business development networks. They have also developed business centers for Russians to learn more about small enterprise development. Volunteers in the business centers provide business advice to local and municipal governments (for example, to help develop public policies which support entrepreneurs), conduct business training and workshops, provide access to marketing and trade information, assist companies and entrepreneurs in developing business plans, and assist small-scale privatization programs.

The Volunteers' efforts are mainly directed toward the development and growth of business at the regional and local levels. For example, Peace Corps sponsored an International Trade

Conference in Nizhny Novgorod attended by over 200 Russian business representatives from along the Volga River, who participated in seminars with foreign business leaders currently in Russia (such as DuPont, Sprint, Apple Computers, General Motors, etc.). And Volunteers in Vladivostok were instrumental in sending Russian bankers to a Russian-American Bankers Forum sponsored by the New York Federal Reserve. Volunteers have also set up banking conferences focusing on Generally Accepted Accounting Principals (GAAP), establishing electronic transfer of funds, commercial banking regulations and legislation, credit analysis in theory and in practice. These banking conferences have featured speakers from Chase Manhattan Bank and the World Bank.

Population: 8,405,000

Annual Per Capita Income: \$1,740

Number of years Peace Corps in Country: 31

#### Peace Corps Country Overview:

Peace Corps/Tunisia is one of Peace Corps' oldest programs. Volunteers work in Youth Development, Urban Development, and Education.

#### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	41	48	48
Average # of Volunteers	37	62	82
Program Funds (\$000)	1,458	1,499	1,481

#### Peace Corps Program by Sector:

##### Youth (Trainees FY 94: 15, FY 95: 15): *Youth Development*

Tunisia's high unemployment rate, coupled with growing disillusionment and low self-esteem among youth, led to the creation of a Peace Corps Youth Development program in 1990. Volunteers work in rural youth centers to diversify program activities and broaden the range of youths participating by targeting females, the unemployed, and rural youth. Volunteers are also involved in a campaign by the Ministry of Agriculture to plant trees in rural communities. One Volunteer worked with youth club members to plant over 100 trees in October 1993. To help generate funds for the young club, this Volunteer is also working with unemployed women in the community to design and market cloth knapsacks.

##### Education (Trainees FY 94: 24, FY 95: 24): *University English Teaching/Special Education*

Ten Volunteers teach English at universities throughout the country and serve as teacher trainers for Tunisian colleagues within the university system. This project is undergoing some changes to better respond to the needs of the University system and to provide increased skills transfer through training and resource development. Several Volunteers recently participated in a training session to identify resources and develop libraries at their schools. One Volunteer received a donation of over 100 English literature resource books which will be made available to Tunisian universities.

Nearly 75% of Tunisian teachers working with the mentally and physically handicapped have little or no formal training in Special Education. As a result, Peace Corps places Volunteers at schools and associations for the disabled to train non-degreed Tunisian special educators in teaching techniques and curriculum development. Twenty-three Special Education Volunteers also work with counterparts, students, and families to disseminate information on the care of disabled children and the potential of the disabled population within Tunisian society. Volunteers have been able to slowly phase out of their leadership role in organizing a National Sports Day for the disabled, and at the 1993 Special Olympics held on the Tunisian island of Jerba, Volunteers were able to take a peripheral role as Tunisian counterparts took the lead in planning the event.

**Urban Development (Trainees FY 94: 9, FY 95: 9):***Self-Help Housing and Community Development*

Tunisia's urban areas are growing rapidly as a result of a high population growth rate and migration to urban areas as families seek better job opportunities for themselves. To address the housing needs of the urban poor, 12 Volunteers live in communities to help provide access to decent and affordable housing. Volunteers provide both technical and management advice to help families secure loans, build homes, adapt to home ownership and develop strong communities. Each Volunteer builds a demonstration house during their first year of service as a tool to instruct community members how to build. One Volunteer built and moved into his three room electrified home, which will be used by his community as a prototype after his close of service.

Population: 3,852,000

Annual Per Capita Income: \$1,270

Number of Years Peace Corps in Country: 1

### Peace Corps Country Overview:

Turkmenistan requested Peace Corps assistance in 1993. The first Volunteers arrived to teach English in October, 1993.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	0	50	25
Average # of Volunteers	0	21	45
Program Funds (\$000)	607	938	995

### Peace Corps Projects by Sector:

**Education (Trainees FY 94: 50, FY 95: 25):** *Secondary English Education/University English Teaching*

Volunteers work in secondary schools teaching English as a Foreign Language to students ages 13 to 17. Volunteers are using modern teaching methodologies with an emphasis on cooperative learning, student interaction, the development of critical thinking skills, problem solving, and decision-making skills. English language lessons incorporate relevant content such as environmental issues and American and Turkmenistani culture and civilization. Volunteers teaching English at the University level also give lectures on various aspects of American culture and develop and implement workshops designed to introduce new teaching methodologies.

Population: \$52,118,000

Annual Per Capita Income: \$1,670

Number of Years Peace Corps in Country: 2

**Peace Corps Country Overview:**

In May of 1992 the country agreement was signed establishing a Peace Corps program in Ukraine. Volunteers arrived in November of that year. They work in twenty-six cities on English Education and Small Business Development projects.

**Resources:**

	<b>FY 1993 Actual</b>	<b>FY 1994 Estimates</b>	<b>FY 1995 Estimates</b>
Trainees	77	50	50
Average # of Volunteers	32	70	90
Program Funds (\$000)	1,455	1,518	1,468

**Peace Corps Projects by Sector:**

**Education (Trainees FY 94: 35, FY 95: 15):***English Teaching/Teacher Training/Curriculum Development*

Since the beginning of the 1993 school year, 23 Volunteers have been teaching English to language instructors and students in language institutes, secondary schools, and institutes of higher education.

**Small Business Development (Trainees FY 94: 15, FY 95: 35):***Business Advising/Entrepreneur Committee Advising/Information Services*

Forty-four Volunteers, who generally have five years of mid-senior level management experience in the United States and hold graduate university degrees, work with state, regional and municipal governments on privatization issues. They provide small business consulting and work with banks and credit systems. They also train entrepreneurs in planning, economics, financial analysis, marketing, and record keeping. One Volunteer has assisted the Director of the City Property Fund in organizing and implementing the city's small scale privatization program. They sell small enterprises (e.g.. cafes, book stores, shops) through auctions. Another Volunteer broadcasts a country-western/talk radio show called "The American Cowboy in Kiev."

Population: 21,285,000

Annual Per Capita Income: \$860

Number of Years Peace Corps in Country: 2

### Peace Corps Country Overview:

Peace Corps Volunteers arrived in the newly independent state of Uzbekistan in February, 1993. Their projects currently focus on Teaching English as a Foreign Language and Small Business Development.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	54	30	50
Average # of Volunteers	26	34	79
Program Funds (\$000)	1,108	1,011	1,267

### Peace Corps Projects by Sector:

#### Education (Trainees FY 94: 20, FY 95: 35): *English Education/Teacher Training*

Volunteers are teaching in secondary schools, universities, and institutes in the capital city of Tashkent and across the republic. Besides teaching and extra-curricular activities to promote development of communication skills, Volunteers are involved in professional and language skill development activities for teachers. These activities include introducing modern teaching methodology and integrating such subjects as environmental issues and American culture and civilization. Uzbek government entities have also requested help from Volunteers in training employees and officials in English. Volunteers are doing so on a part-time basis or during the summer months at the Cabinet of Ministers, the State Committee on Privatization, the Ministry of Higher Education, and the Ministry of Foreign Affairs.

#### Small Business Development (Trainees FY 94: 10, FY 95: 15): *Business Advising/University Business Teaching*

There are 15 Volunteers working as university business teachers and as consultants to small businesses, non-governmental organizations, business associations, and new governmental agencies. The Volunteers are conducting business seminars, delivering classroom lectures, developing profit making activities for charitable organizations, networking with funding agencies, advising on grant proposals and teaching free market business skills. Volunteers are

working with museums in three cities, with ballet and opera theaters, and with the Association of Business Women to develop tourist, artisan and other profit-making activities. Volunteers are also creating links with new Western humanitarian funding agencies in the country in order to extend opportunities for grants and foreign exchange into the provinces and to those who are not within the usual power structure. One such project will link the local business associations in the provinces with E-mail.

Population: 13,128,000

Annual Per Capita Income: N/A

Number of years Peace Corps in Country: 21

### Peace Corps Country Overview:

Yemen is the only Middle Eastern nation currently hosting Peace Corps Volunteers. Volunteers serving there have a unique opportunity to learn about one of the Arab World's oldest societies. The unification of North and South Yemen, and the return of many Yemeni nationals from Saudi Arabia since the Gulf War has resulted in a greatly increased need for basic education, training and health services. Peace Corps is providing teacher trainers and health care professionals to both rural and urban sites throughout the country.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	38	47	47
Average # of Volunteers	31	47	73
Program Funds (\$000)	1,446	1,550	1,604

### Peace Corps Program by Sector:

#### Education (Trainees FY 94: 21, FY 95: 18):*English Teacher Training*

Volunteers work as English Teacher Trainers at schools throughout Yemen. These Volunteers teach English grammar, writing, and literature to Yemen's future English teachers. One Volunteer has written and produced taped English language lessons with one of her Yemeni colleagues, and has distributed copies of these tapes to other University English departments in Yemen for reproduction and distribution to students.

#### Health (Trainees FY 94: 26, FY 95: 29):*Maternal and Child Health and Health Education*

Twenty-eight Volunteers work in health education and maternal and child health care in rural communities. They serve as nurse/midwives, lab technicians, and managers in clinics, many of which are under-stocked in health supplies such as latex gloves, sterilization pads, and needles. Three Volunteers, together with their Yemeni counterparts, are working with the Peace Corps Office of Private Sector Relations to secure donations of much needed health supplies to the Ministry of Health.



The 1990s mark the resurgence of the Peace Corps in Latin America. Since 1990, Peace Corps has developed new programs with eight democratically elected governments: Bolivia, Argentina, Chile, Nicaragua, Panama, Uruguay, El Salvador and Haiti (suspended following the 1991 coup d'état).

The regional staff has moved aggressively to streamline programs and projects and to develop strategies to maintain core project areas. Efforts to maximize available resources will continue in order to direct the greatest support possible to Volunteer activities and increase their contributions to the host countries.

President Clinton has stated, "Too often in our history, we have turned our attention to Latin America in times of crisis, and we have turned our back when the crisis passes. That is short-sighted and self-defeating. My administration will not make that mistake. I am committed to forging a true partnership of the Americas—a Western Hemisphere Community of Democracies—to strengthen democratic institutions, to defend human rights, to fight for social justice, to support economic reform, and to protect the environment."

Peace Corps Volunteers have a unique contribution to make to building this partnership.

### Regional Development Needs

There are more poor people in need of basic services in Latin America and the Caribbean today than in the 1960s. The need for Peace Corps' traditional programs remains undiminished. At the same time, economic growth and the emergence of technologically advanced countries in the region create new challenges and opportunities, giving rise to new program emphases. In addition, the lessons of more than 30 years of development experience suggest program innovations to respond more effectively to development problems in middle-income and poor countries alike. All of these factors influence the Region's programming as we look ahead to FY 1995.

Addressing basic human needs and serving the poorest of the poor have always been at the heart of the Peace Corps' mission in this region of the world. Accordingly, the Region will continue to make Volunteers available to poor communities in the traditional areas of health, education, and agriculture.

### Program Strategy

However, in response to the development needs of the 1990s in Latin America and the Caribbean, we are expanding into new program areas—not to ignore the problems of poverty and basic human needs, but precisely to address them more effectively. These areas include environmental protection, business, and urban and youth development. Volunteers will assist in arresting the degradation of natural resources, and will work to enhance opportunities for small business, cooperatives, and the thousands of micro-entrepreneurs in the informal sector. In response to the tremendous need to address the serious social and economic problems of the urban areas, we are piloting programs targeted at urban youth.

Peace Corps in Inter-America is also broadening its programming to meet the development needs of more technologically advanced countries, such as Argentina, Chile, and Uruguay, which require more sophisticated approaches. In these countries, we are promoting vertical program integration that links grassroots, community-based needs with government ministries and intermediary organizations that provide relevant services. Since this approach works for all levels of development, we hope to apply the experience to the poorer countries.

In summary, Peace Corps will work in Inter-America to: reduce environmental degradation, increase food production, sources of employment and income generation, improve primary health care and educational services; and reduce socio-economic problems in urban areas. We will continue working to include women's concerns and youth in each of our program sectors.

## Sector Summaries

The following are summaries of the Inter-American Region's project activities:

### Agriculture

The Inter-American Region's agriculture sector consists of 13 projects in seven countries: Agriculture projects are designed to increase and diversify rural employment opportunities and activities while increasing income among farm families. There is a broad range of goals among the projects in the agriculture sector. In Honduras, Volunteers train farmers in sustainable agricultural practices such as soil conservation techniques, integrated pest management, and the use of organic fertilizers that lead to significant increases in crop yields. This hillside extension project continues to show excellent results in higher production yields and renewed self-confidence among rural farmers. One Volunteer in Paraguay helped twelve farmers establish a factory for processing the starch from the "Paraguayan potato," manioc. With her assistance, the farmers secured a loan, purchased the necessary equipment and built the factory. The project is a true success in that it involves the production of a value-added commodity, thus diversifying the farmers' income.

### Education

The Inter-American Region has 27 education projects. The purpose is to increase students' knowledge, skills, experience and motivation, emphasizing locally determined, appropriate subject matter. In the Eastern Caribbean island of St. Vincent, twelve Volunteers are involved in classroom teaching, teacher training and establishing local resource centers for science and mathematics. In Ecuador, Volunteers are improving education for the physically and mentally challenged. They are training teachers in the special needs of these students and developing strong organizations such as clubs and associations for deaf individuals. Sign language courses have been given to parents, teachers and students, and a festival for the deaf was organized with associations from around the country. A significant feature of this program is the success achieved by the physically challenged Peace Corps Volunteers who have worked on this project.

### Environment

Volunteers are working to improve environmental conditions in 14 countries in the Inter-American Region. In Panama, a pilot reforestation project initiated by a Volunteer with members of his community within the perimeter of Soberania National Park (part of the Panama Canal watershed) has prompted Panama's Institute for Renewable Resources to adapt its park use policies to allow local communities to create buffer zones along park borders. These buffer zones integrate the planting of trees in fire breaks with the cultivation of subsistence crops. The pilot project is being replicated in four communities and is having a major impact on the creation of effective buffer zones around the park. Typical of the environmental education projects in the region, Honduran Peace Corps Volunteers have been actively involved in developing and field-testing an environmental education manual and course materials for use in primary schools. Other curriculum guides are being developed for use in Honduran secondary schools and teacher training colleges. Volunteers are also providing support to an emerging national network of non-governmental organizations engaged in a wide range of environmental projects.

### Health

Volunteers participate in projects to improve the health status of the host communities. In Jamaica, Volunteers are educating health professionals such as nurses, physical therapists, social workers and cardiac technicians, as well as upgrading staff at two hospitals through in-service training. One Volunteer who is a physical therapy tutor coached the Jamaican paraplegic team which participated in the Para Olympic Games in Barcelona and brought home several gold medals. In Guatemala, community health Volunteers work primarily in indigenous communities. One Volunteer in the community of Quetzaltenango, where almost 100% of the women are

illiterate, designed a picture book of recipes to help rural families prepare nutritious foods and improve their diets. This book will be distributed to other Volunteers and their Guatemalan counterparts who work in rural areas.

### **Small Business Development**

Volunteer small business projects work to increase income and employment. Volunteers promote the establishment, development and survival of microenterprises and small businesses. In the town of Rivera, Uruguay, two Volunteers are working with a non-governmental organization(NGO) specializing in small business development. The NGO had capital for loans but no systems or controls in place to implement a successful loan program. In the past year the Volunteers, working with the staff of the NGO, have established credit regulations, evaluation criteria and technical assistance capacity and made this a nationally recognized program. In Nicaragua, Volunteers are helping local agencies by developing a sustainable system which can provide small credit and technical assistance to micro-entrepreneurs. Volunteers also help small groups, including cooperatives and microenterprises, improve their business management skills, thereby creating employment opportunities for the poorest people in urban and rural areas.

### **Urban Sector**

In the Inter-American Region, Volunteers are working to enhance and increase services to urban populations, especially by improving housing stock. In the future, more emphasis will be placed on additional urban services, including water/sanitation, municipal management, and local tax authority.

Volunteers in Chile will provide technical assistance and training to the employees of approximately ninety municipal governments in local economic development, environmental sanitation, administration of primary health care and education, public housing and basic infrastructure like potable water, sewage systems and rural electrification.

In Belize, the focus is more on urban youth. Volunteers are training youth in business basics and job-related skills. They also work with Junior Achievement and in HIV/AIDS education and child abuse prevention.

# Peace Corps in Inter-America



## Inter-American Region

	Trainees			Average Number of Volunteers			Program Funds (\$000)		
	FY '93	FY '94	FY '95	FY '93	FY '94	FY '95	FY '93	FY '94	FY '95
Argentina	14	18	18	20	34	31	830	912	835
Belize	24	29	29	49	43	39	1,237	1,197	1,164
Bolivia	44	50	50	92	87	81	2,166	2,196	2,160
Chile	29	30	30	41	53	68	1,441	1,682	1,768
Costa Rica	67	70	70	150	114	107	2,264	1,980	1,755
Dominican Republic	89	90	90	154	146	137	2,584	2,571	2,394
Eastern Caribbean	74	71	71	106	118	112	3,121	3,113	3,061
Ecuador	106	106	106	185	190	184	3,234	3,220	3,067
El Salvador	0	25	25	1	23	33	364	741	854
Guatemala	124	110	110	196	213	207	3,245	3,317	3,285
Haiti	0	0	0	0	0	0	49	0	0
Honduras	148	117	117	194	171	190	3,372	2,982	3,024
Jamaica	66	66	66	134	105	97	2,305	2,121	1,999
Nicaragua	26	30	30	29	42	49	894	992	1,069
Panama	37	40	40	41	52	63	1,032	1,199	1,231
Paraguay	102	100	100	187	178	170	3,024	2,960	2,763
Uruguay	34	20	20	53	44	39	1,583	1,468	1,486
<b>TOTAL*</b>	<b>984</b>	<b>972</b>	<b>972</b>	<b>1,629</b>	<b>1,613</b>	<b>1,606</b>	<b>32,744</b>	<b>32,652</b>	<b>31,913</b>

\* Detail may not add due to rounding.

Population: 33,099,000

Annual Per Capita Income: \$6,050

Number of Years Peace Corps in Country: 2

### Country Overview:

The Peace Corps program in Argentina opened in 1992. Volunteers are assigned to environment and small business projects.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	14	18	18
Average # of Volunteers	20	34	31
Program Funds (\$000)	830	912	835

### Peace Corps Projects by Sector:

**Environment (Trainees FY 94: 10, FY 95: 10):** *Forestry/Park Planning/Environmental Education/Environmental Planning/Wildlife*

- Volunteers provide technical expertise to the forestry sector in Argentina. They work in such areas 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 working to establish interpretive trails, visitors centers, and general park planning/management in parks throughout the country.
- Environmental Education Volunteers are working to improve the technical ability of local organizations to create public awareness of environmental problems, plan solutions to these problems, and implement long term management practices designed to protect the Argentine biophysical environment.
- Peace Corps/Argentina has begun recruiting Environmental Planning Volunteers with skills in computer modeling (Geographic Information Systems) to help public and private organizations improve their technical expertise.
- Volunteers in the Wildlife project help their counterpart organizations in the study of endangered species, as well as the rational exploitation of game species.

**Small Business Development (Trainees FY 94: 8, FY 95: 8):**

The Argentine government announced at the beginning of 1993 that a new social reform plan will be implemented during President Menem's term. This plan will give priority to raising the living standards of those who suffered the most during the years of a shrinking economy. The overall goal of Peace Corps' new Small Business Advisor project is to strengthen and support the small enterprise sector by developing the institutional capacity of local business organizations.

Population: 200,000  
 Annual Per Capita Income: \$2,210  
 Number of Years Peace Corps in Country: 32

**Peace Corps Country Overview:**

Peace Corps Volunteers have served in Belize since 1962. They provide technical assistance in environmental education, rural primary education and urban youth development.

**Resources:**

	<b>FY 1993 Actual</b>	<b>FY 1994 Estimates</b>	<b>FY 1995 Estimates</b>
Trainees	24	29	29
Average # of Volunteers	49	43	39
Program Funds (\$000)	1,237	1,197	1,164

**Peace Corps Projects by Sector:**

**Education (Trainees FY 94: 19, FY 95: 5):*Rural Primary Education/Rural Community Development***

- Rural Primary Education Volunteers work as teacher trainers to improve the language arts and mathematics skills of rural teachers. Volunteers assist their counterparts with the design and implementation of workshops aimed at enhancing teaching skills and improving curriculum. Construction Volunteers upgrade school facilities and assist in building water and sanitation facilities.

- In order to improve the quality of health and education in communities affected by refugees and immigrants, Peace Corps Volunteers, in cooperation with the United Nations High Commission on Refugees, provide training in English as a second language and promote income-generating and community development projects. In one community served by a Volunteer, twenty-seven families obtained loans from a Credit Union to build water tanks, resulting in the completion of 54 water tanks.

**Environment (Trainees FY 94: 5, FY 95: 3):*Environmental Education***

Peace Corps Volunteers serve as environmental educators in various capacities. They work on curriculum development for elementary schools, develop management plans for protected areas and design environment projects for buffer zone communities of protected areas.

Environment and Primary education teacher trainers have worked together on the development of Pesticide Management and Safety resource materials, lesson plans, skits and puppet shows. A skit promoting environmental preservation has been carried out in more than thirty schools.

**Urban and Youth Development (Trainees FY 94: 5, FY 95: 21):***Sports for Youth/Youth Enhancement Services/Vocational Education*

- Working with the National Sports Council, Volunteers help improve the mental and physical development of youth through the presentation of physical education activities. These sports projects offer youth healthy options to the temptations presented them in an increasingly drug-infested society. Volunteers provide technical expertise in curriculum development, teacher training in physical education and role modeling to youth.

- To improve the social and economic prospects of Belizean youth aged 12 to 24, Volunteers, in coordination with the Ministry of Social Services and Community Development, train youth in business basics and job-related skills. Volunteers work with Junior Achievement, HIV/AIDS education, and child abuse prevention. Last year, twenty-five girls began training in cooking, catering, gardening and social life skills at the Youth Enhancement Services Center, an institution where abused girls receive counseling and training

- In an effort to provide marketable skills to unemployed youth-at-risk in Belize, Peace Corps Belize entered into a partnership with the Vocational Technical Training Unit of the Ministry of Education. Vocational Education Volunteers provide technical expertise and assist in curriculum design in various Vo-tech subject areas, including building trades, auto-mechanics, electronics repair, welding, machine and agriculture equipment repair and hospitality management. One auto-mechanics Volunteer not only taught teachers and students, but was also instrumental in the creation of the Center for Employment Training in Belize City. The center is a pilot technical trades training facility that opened in September, 1992 to provide training to meet the demand for technical trade skills in Belize City.

Population: 7,527,000

Annual Per Capita Income: \$680

Number of Years Peace Corps in Country: 12

### Peace Corps Country Overview

Bolivia is the least developed country in South America, especially in its rural areas. Basic infrastructure such as roads, schools and health clinics are lacking. The standard of living is low. There is a high infant mortality rate, shorter life span, and minimal per capita income. Peace Corps Volunteers are working in agriculture, health, forestry, small business development and cooperative promotion.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	44	50	50
Average # of Volunteers	92	87	81
Program Funds (\$000)	2,166	2,196	2,160

### Peace Corps Projects by Sector:

#### **Agriculture (Trainees FY 94: 15, FY 95: 18):***Agricultural Extension*

Rural Bolivian families are quite poor, and struggle to maintain a subsistence standard of living. Volunteers focus on two-faceted technical assistance. Community Agriculture Extensionists work in gardening, nutrition, animal husbandry, and community organization. Crop Extensionists focus on crop production, soil conservation and community organization. Through training, technical assistance and community participatory techniques, small farmers and their families are improving agricultural techniques while preserving natural resources, and increasing family income and nutrition.

#### **Small Business Development (Trainees FY 94: 16, FY 95: 14):***Cooperatives, Business Education*

Volunteers focus on developing good management and accounting skills, marketing, improved productivity, and development of new industries. They have been assigned to work with rural agricultural associations, mothers' clubs, artisan groups, and youth development organizations.

**Environment (Trainees FY 94: 9, FY 95: 10):*Soil Conservation/Environmental Education***

Soil conservation practices, watershed management, and youth education are the primary focus of this project. The project has been very effective instilling conservation awareness in youth by introducing these issues into school curricula. Several Volunteers were also helping develop an adequate management and protection system to preserve protected areas of Bolivia and train conservation professionals, field staff and buffer zone communities in environmental education practices.

**Health (Trainees FY 94: 10, FY 95: 8):*Rural Water/Sanitation***

Water is a scarce resource in the High Valley regions of Bolivia. Rural families often walk long distances daily to obtain water during the dry season, yet during the rainy season, flash flooding of streams and creeks is not an uncommon occurrence. To help alleviate this difficult situation, Volunteers are working with their communities to construct, operate, and maintain potable water systems and sanitary latrines.

Population: 13,599,000

Annual Per Capita Income: \$2,730

Number of Years Peace Corps in Country: 23

**Peace Corps Country History:**

Peace Corps Volunteers returned to Chile in 1991. Volunteers work on environment, small business, and urban development projects. Although Chile is recognized as an “advanced developing country,” a significant proportion of its population lives in poverty. The emphasis is on “capacity building” where Volunteers transfer their skills directly to the host country agency. Many Volunteers also work directly with the poor population through secondary projects.

**Resources:**

	<b>FY 1993 Actual</b>	<b>FY 1994 Estimates</b>	<b>FY 1995 Estimates</b>
Trainees	29	30	30
Average # of Volunteers	41	53	68
Program Funds (\$000)	1,441	1,682	1,768

**Peace Corps Projects by Sector:**

**Small Business Development (Trainees FY 94: 11, FY 95: 11): *Small Business Assistance***

Micro, small, and medium businesses in Chile face different problems with marketing, accessing credit, and outdated technology. Volunteers are addressing these issues by developing the institutional capacity of host country agencies. For example, one Volunteer developed a database on assistance programs offered by NGOs in the Santiago area for micro, small and medium businesses.

**Environment (Trainees FY 94: 11, FY 95: 11): *Environmental Education/Forestry/National Parks***

• While economic growth has pushed Chile into new levels of prosperity and opportunity, the price has been high in terms of environment damage and a skewed distribution of income. Volunteers working in environmental projects are involved in research and technical assistance and/or advocacy to support Chile’s goals in conservation of the environment. Some activities include writing technical manuals on environment and natural resources, planning/presenting university-level courses, and implementing awareness programs for endangered species.

**Urban (Trainees FY 94: 8, FY 95: 8):Municipal Management**

In recent years, greater responsibilities are being assigned to Chile's municipal governments in such areas as education, health, welfare, economic development, public housing and environmental protection. Peace Corps' municipal management program was initiated in December, 1993. Volunteers will provide technical assistance and training to approximately 90 municipal governments in local economic development, environmental sanitation, administration of primary health care and education, public housing, and basic infrastructure (potable water, sewage systems, and rural electrification).

Population: 3,135,000

Annual Per Capita Income: \$2,000

Number of Years Peace Corps in Country: 31

### Peace Corps Country Overview

Volunteers have served in Costa Rica since 1963. PC/Costa Rica concentrates its projects in areas of the environment, small business development, urban development, and education.

### Resources:

	<b>FY 1993 Actual</b>	<b>FY 1994 Estimates</b>	<b>FY 1995 Estimates</b>
Trainees	67	70	70
Average # of Volunteers	150	114	107
Program Funds (\$000)	2,264	1,980	1,755

### Peace Corps Projects by Sector:

#### **Environment (Trainees FY 94: 18, FY 95: 18):***Environmental Education/Forestry Extension*

- This project was initiated in 1979 with a focus on the planning of national park facilities, the training of park personnel, and the conservation of biological diversity. It was redesigned in 1991 to promote environmental education in the schools and among community groups. During FY 1993, the environmental education curriculum guide was used by Volunteers as a training and teaching tool with some 3,200 primary and secondary school students and over 1,000 teachers across Costa Rica. By the end of FY 1998, this education project hopes to reach 25% of all rural schools in Costa Rica

- Costa Rica has one of the highest rates of deforestation of any country in the world. This project's purpose is to increase reforestation of the most critically deforested areas in Costa Rica by 150,000 acres and to train 25,000 farmers in reforestation practices by the end of FY 1997. During FY 1993, Volunteers provided training and technical assistance in forestry management, soil conservation, pesticide safety, and environmental education.

#### **Small Business Development (Trainees FY 94: 11, FY 95: 11):***Small Business Development*

Initiated in 1984, the Business Education 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 business skills of 1,000 microentrepreneurs and small farmers by the end of FY 1998. In FY 1993, the project developed an educational program in Basic Business Skills for secondary students, this has now been adapted for use by Volunteers in the Adult Education project.

**Education (Trainees FY 94: 31, FY 95: 30):***Integrated Community Development/Adult Education/Literacy Education/Integrated Child Development*

- The purpose of the Integrated Community Development project is to improve the quality of life in 125 rural Costa Rican communities by giving residents access to better education, increasing income opportunities for women, and strengthening local community organizations. In FY 1993, this project was especially successful in supporting the establishment of numerous kindergartens and women's groups in rural Costa Rica.

- Adult and Literacy Education Volunteers address the problem of high illiteracy rates in rural Costa Rica. The goals of the project are 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 FY 1999.

- Child Development Project is primarily an early childhood (pre-school) development project, directed toward training parents in early infant stimulation. In FY 1993, this project registered substantial success in training preschool teachers and establishing preschools for Costa Rican children (ages 3 to 6 years).

**Urban Development (Trainees FY 94: 10, FY 95: 11):***Urban Youth*

There is a large and growing population of urban youth at risk in Costa Rica (estimated to number 50,000 in 1990). The Peace Corps Urban Youth project was begun in 1990 to provide educational, vocational, and recreational services to at-risk youth in larger Costa Rican towns and marginal urban zones. Volunteers have begun to work with at-risk youth through the development of community groups, such as microenterprises and sports teams, and to help these at-risk kids gain access to essential social services. One Volunteer, living in the community of Cieneguita near the port city of Limon on Costa Rica's Caribbean coast recently organized a basketball tournament for teams from 11 surrounding communities. Various community organizations in Limon donated funds for the tournament. This Volunteer has also established a health group for teen-age girls in Limon to address various women's health issues such as pregnancies, HIV/AIDS, and other sexually transmitted diseases.

Population: 7,321,000

Annual Per Capita Income: \$1,040

Number of Years Peace Corps in Country: 31

**Peace Corps Country Overview:**

Peace Corps has provided assistance to the people of the Dominican Republic since 1962. Over 3,000 Volunteers have served in the fields of agriculture, urban/rural development, environment, small business development, health and education.

**Resources:**

	<b>FY 1993 Actual</b>	<b>FY 1994 Estimates</b>	<b>FY 1995 Estimates</b>
Trainees	89	90	90
Average # of Volunteers	154	146	137
Program Funds (\$000)	2,584	2,571	2,394

**Peace Corps Projects by Sector:**

**Agriculture (Trainees FY 94: 18, FY 95: 18):** *Crop Extension/Community Ag Extension*

The goal of the Crop Production Project is to improve the technical knowledge of small farmers so they will adopt more efficient and sustainable management practices. The project seeks to increase production on the farmers' lands by establishing demonstration plots to teach new practices and techniques, providing on-farm technical assistance, and training farmer leaders who will serve as role models and extensionists for other local farmers.

A Volunteer in the southern region has worked for three years with a 50-member farmers' association developing a 500-acre irrigation project. Together they have conducted technical and feasibility studies, raised funds and solicited government assistance. They are currently constructing the system. The project has utilized various Peace Corps resources including Gifts in Kind, Peace Corps Partnership and two visits from a Farmer to Farmer irrigation specialist. Conclusion of this project is expected by June, 1994.

**Education (Trainees FY 94: 18, FY 95: 18):** *Community Education*

The Community Education Project works to upgrade primary education at the local level through the implementation of simple, easily replicated, low-cost improvements, such as development and distribution of locally produced materials, on-the-job teacher training,

improvement of physical facilities, and the start-up and strengthening of parent associations. Volunteers assist Parent Associations to plan, oversee, and improve the physical infrastructure and human resources of the educational system and organize training workshops to impart new teaching practices to teachers.

A Volunteer in the mountainous community of Jarabacoa is coordinating a district wide school garden program. The project, which involves the private sector, has established gardens in numerous schools. These projects are established through the Parent Teachers Association and are maintained through community support.

**Environment (Trainees FY 94: 18, FY 95: 18): *Forestry/Environmental Awareness Education***

The Agroforestry Project is aimed at reversing the process of soil erosion and environmental degradation on the lands of 1,000 low-income, rural farmers in four areas of the Dominican Republic through reforestation activities and the introduction of appropriate agroforestry and soil conservation techniques. Volunteers are also helping five Dominican organizations improve their capabilities to train small farmers in seedling production, establishment of fruit tree production, multiple-use tree plots, live and dead barriers, contour planting, and alley cropping.

- Environment Volunteers and their Dominican counterparts delivered 40 one-day workshops on Buffer Zone Management for non-governmental organizations.

The Environmental Awareness Education Project is creating awareness among Dominicans about positive human interaction with the environment. Issues addressed are littering, appropriate waste disposal, water contamination, deforestation, soil conservation, watershed protection, protection of marine resources, appropriate energy use, air quality, noise and safety procedures, and demographic effects on the environment. To accomplish this, Volunteers are working with the Ministry of Education to develop and implement environmental education modules which will train teachers to incorporate environmental issues into their curriculum. Community leaders also receive training and technical support to develop and implement community projects which incorporate environmental concepts and practices and promote environmental protection.

A Volunteer has established an environmental education program in the Municipality of Oviedo, an urban community surrounding a national park, in which he has incorporated women, the Farmers Association, and the Ecological Society. He has also helped create a group of Voluntary Park Guards, made up of young men and women, and established environmental education programs in the public school to train teachers and students. It is estimated this Volunteer is reaching a population of 1,000 people.

**Health (Trainees FY 94: 18, FY 95: 18): *Child Survival/Water Sanitation***

- The Child Survival Project works to reduce the risk of infant mortality among low-income families in rural and marginal urban communities. Volunteers are assigned to the Ministry of

Public Health or one of four private voluntary organizations and assist health supervisors to improve and sustain basic health practices and services. The project focuses on the key causes of infant mortality: diarrhea, respiratory infections, and malnutrition.

- The Environmental Sanitation Project, which is scheduled to begin in July, 1994, will work to reduce the risk of infant mortality by increasing the number of communities that have immediate access to potable water, improved waste disposal and sanitation conditions, and trained community members to operate and maintain their water and sanitation systems. This project, like the Child Survival Project, will focus on low-income families with children under 5 years of age who live in rural and marginal urban communities. Volunteers will also help three private voluntary organizations to improve their abilities to plan, implement and evaluate environmental sanitation projects.

**Small Business Development (Trainees FY 94: 18, FY 95: 18):**

The goal of the Micro Enterprise Development project is to increase the availability of credit and improve the quality of management in 30 organizations serving micro- and small entrepreneurs in rural areas. Volunteers are assigned primarily to savings and loan cooperatives and provide technical assistance so that the cooperatives can effectively serve their rural membership on a sustained basis. Volunteers work predominantly at the organizational level to improve business institutions, and balance that work by trouble shooting on the business problems of individual micro-entrepreneurs. The technical assistance focuses on appropriate managerial procedures or systems in the areas of finance, accounting and controls, credit and collections, planning, human resources and group processes, marketing, and computerization.

Population: 551,000  
 Annual Per Capita Income: \$3,096  
 Number of Years Peace Corps in these Countries: 33

**Peace Corps Country Overview:**

The Peace Corps Eastern Caribbean program serves seven island nations - Antigua, Montserrat, St. Kitts/Nevis, St. Vincent, Dominica, St. Lucia, and Grenada. Volunteers are placed on ten islands spanning a 350 mile archipelago and work on community development, education, and health.

**Resources:**

	<b>FY 1993 Actual</b>	<b>FY 1994 Estimates</b>	<b>FY 1995 Estimates</b>
Trainees	74	71	71
Average # of Volunteers	106	118	112
Program Funds (\$000)	3,121	3,113	3,061

**Peace Corps Projects by Sector:**

**Education (Trainees FY 94: 34, FY 95: 46):**

Volunteers work as resource teachers in physical education, language arts, maths, science, and art at the primary, secondary and higher levels of education.

**Environment (Trainees FY 94: 6, FY 95: 11): *Environmental Awareness***

Volunteers work in environmental education as teachers, foresters and community resource persons to identify environment based economic development opportunities. One Volunteer on Grenada is helping to develop a series of ecotourism sites on the island. He provides technical assistance to the Managers of the Levera National Park Project and trains Grenadians to design trails and make interpretive signs. He also works with local community groups located in the buffer zones around the park to deal with conservation and employment issues. Another Volunteer is working with Grenada's Forestry Department to establish forest preserves throughout the island. The US Forest Service recently provided PC/Eastern Caribbean with a \$21,000 grant to develop the forest preserves, which will function as a conservation project and a tourist attraction.

**Health (Trainees FY 94: 3, FY 95: 10):**

Volunteers are working 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 work to upgrade a nation's rehabilitative services. Volunteers on St. Lucia are working on a new Blood Services Project designed to increase the quantity and quality of blood to approximately 5000 units per year and to upgrade blood quality control mechanisms. Volunteers are responsible for the reorganization of the island's Blood Bank procedures, for coordinating and facilitating workshops with staff of the Blood Bank and also with Physicians and Phlebotomists. They also give presentations as requested to various community groups.

**Urban (Trainees FY 94: 28, FY 95: 4):**

Volunteers are working in community development programs in the areas of substance abuse, counseling, parenting skills and sports programs. A Volunteer working as a Substance Abuse Counselor for a social services center in St. Vincent is also developing public education pamphlets and tapes on substance abuse, and is establishing a research program on St. Vincent's substance abuse problems.

Population: 11,028,000

Annual Per Capita Income: \$1,070

Number of Years Peace Corps in Country: 32

**Peace Corps Country Overview:**

More than 4,500 Volunteers have served in Ecuador in the past 32 years. Peace Corps' work in Ecuador is centered mainly in the rural areas. Volunteers are assigned to projects in environment, public health, rural infrastructure, special education, animal husbandry and youth development. They provide technical training and assistance to improve the health and well-being of the poorest of the poor and to maximize the use of scarce land resources.

**Resources:**

	<b>FY 1993 Actual</b>	<b>FY 1994 Estimates</b>	<b>FY 1995 Estimates</b>
Trainees	106	106	106
Average # of Volunteers	185	190	184
Program Funds (\$000)	3,234	3,220	3,067

**Peace Corps Projects by Sector:**

**Environment (Trainees FY 94: 16, FY 95: 16):***Sustainable Use of Natural Resources*

Approximately 30 Volunteers are working in projects to restore, manage, and conserve trees, forests, natural areas and urban vegetation in at least 60 rural and urban communities. Through environmental education, agro-forestry, and urban forestry, Volunteers are introducing economically and ecologically sound alternatives aimed at restoring and conserving natural resources. In the past year, 70 Ecuadorian women participated in agro-forestry extension training and were provided with information on planting trees to provide firewood near the home and improve the soil for subsistence crops.

**Health (Trainees FY 94: 30, FY 95: 37):***Rural Public Health/Rural Infrastructure:/Water Sanitation*

- Acute respiratory illnesses, parasites, dehydration caused by diarrhea, and malnutrition are the leading causes of death for children under the age of five. The Rural Health Project has approximately 30 Volunteers assigned to work in clinics in rural communities in the four provinces of Los Rios, Pastaza, Esmeraldas and Zamora where currently no other national or international organization is addressing the health needs of the population. Rural health nurses and extensionists provide health education to improve hygiene practices, nutritional content of meals, and the use of oral rehydration treatment solutions. Visiting five households

a day, Volunteers identify and register families of children at risk under the age of five. This year, mothers of over 2,000 children received "Road to Health" growth monitoring charts and learned to understand and interpret the growth monitoring curve of their children.

- Scarcity of water is an important issue in Ecuador. The majority of the rural population does not have access to potable water, latrines or adequate waste and garbage disposal systems. Volunteers are not only constructing sanitation services but also educating the population in improved hygiene practices and better, more rational use of water. As testimony to this project's impact, when Ecuador was struck by a cholera epidemic in 1991, there were no reported cases of cholera in sites where Volunteers were working in rural sanitation projects.

#### **Small Business Development (Trainees FY 94: 9, FY 95: 9):**

Given the difficult economic situation in Ecuador, micro-enterprise development has become an important avenue for providing employment and generating income. Approximately 10 volunteers are providing technical assistance to micro and small entrepreneurs involved in metalwork, clothing, food production, woodwork, small general stores, and artisanry. Volunteers have helped local entrepreneurs develop three handicrafts catalogs for products in Cuenca, Saraguro and Riobamba and organize four craftsmen fairs in communities.

#### **Agriculture (Trainees FY 94: 27, FY 95: 27):***Alternative Agriculture/Commercialization/Large Animal Husbandry/Small Animal Husbandry*

- Traditionally small farmers grow only one crop that has adapted to the conditions of the environment. When their farming techniques do not improve production, there is increased use of pesticides and expensive fertilizers. The Volunteers involved with this project focus extension efforts on small and medium farmers to increase crop and animal production per hectare while minimizing environmental degradation, and increasing the nutritional value of the products grown.

- A variety of causes are to blame for the slow growth of herds in Ecuador— sickness, nutritional deficiencies, lack of appropriate management, and poor use of raw materials and natural resources. In addition to increasing the production levels of meat and dairy products through vaccination, parasite control, and improved animal nutritional practices, Volunteers' efforts promote the efficient use of natural resources, through silvo-pastoral practices and pasture rotation practices. Additionally, Volunteers have provided technical assistance and support for 30 women to participate in an agro-industry course on cheese-making.

- During the last 20 years the sheep population in Ecuador has decreased by 50% causing a deficit in wool and meat production. Volunteers are providing training in sheep production, marketing of wool and meat, pasture management, and the establishment of silvo-pastoral systems to improve production and increase the income level of sheep products. Eight Volunteers help small sheep growers improve animal health practices, reproductive techniques, nutrition and sheep management. Volunteers held sheep expositions in four communities.

**Urban (Trainees FY 94: 15, FY 95: 9):*Youth Development***

This project is designed to assist low-income youth ages 10 to early 20's in projects which will prepare them to participate in the economic, social and cultural development of the country. Volunteers help community-based organizations with vocational counseling and orientation programs geared at providing more professional and personal support to youth at risk. Some accomplishments of Volunteers include a night basketball league in Esmeraldas, a weekly radio program on health ("Greeting Basic Health Issues"), and environmental education activities that included ecological talks and cleaning community areas.

**Education (Trainees FY 94: 9, FY 95: 8):*Special Education/Rehabilitation***

To increase the mobility and independence of the mentally and physically challenged, this project focuses on job training special education teachers in both rural and urban settings. Volunteers helped develop strong organizations, such as clubs and associations, for deaf individuals. Volunteers also developed language courses for parents, teachers and students and organized a festival for the deaf that grouped several associations from all over the country.

Population: 5,387,000

Annual Per Capita Income: \$1,170

Number of Years Peace Corps in Country: 16

### Peace Corps Country History:

Peace Corps suspended operations in El Salvador in 1977 due to concerns about security. Volunteers returned in 1993 and now work on environment, health, and small business projects.

### Resources:

	<b>FY 1993 Actual</b>	<b>FY 1994 Estimates</b>	<b>FY 1995 Estimates</b>
Trainees	0	25	25
Average # of Volunteers	1	23	33
Program Funds (\$000)	364	741	854

### Peace Corps Projects by Sector:

#### **Environment (Trainees FY 94: 9, FY 95: 9):***Agro-Forestry/Soil Conservation*

The objectives of this project are to increase acreage that uses sustainable agro-forestry techniques, increase the availability of on-farm fuel wood, establish sustainable agro-forestry programs in targeted areas, and train individuals or groups on environment related issues.

#### **Health (Trainees FY 94: 8, FY 95: 8):***Water/Sanitation*

The goals of this project are to increase access to potable water, to increase the use of sanitary waste disposal systems, train rural communities to implement, operate, and maintain water and sanitation projects, and to train individuals or groups in good hygiene practices and the relationship between health and water quantity/quality.

#### **Small Business (Trainees FY 94: 8, FY 95: 8):***Small Business Consultants*

This project has two major objectives: 1) to assist local community groups and cooperatives to develop income generating activities such as the sale of artisan goods; 2) to assist municipalities to manage development projects under the national reconstruction program. Volunteers will be assigned to national and international non-governmental organizations providing technical assistance to Salvadoran groups.

Population: 9,746,000

Annual Per Capita Income: \$980

Number of Years Peace Corps in Country: 31

### Peace Corps Country Overview:

More than 2,500 Volunteers have provided community development and technical assistance in rural and poor areas of Guatemala since 1963. Currently Volunteers are working throughout Guatemala on projects in agriculture, health, environmental education, and small business development.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	124	110	110
Average # of Volunteers	196	213	207
Program Funds (\$000)	3,245	3,317	3,285

### Peace Corps Projects by Sector:

**Agriculture (Trainees FY 94: 51, FY 95: 47):** *Agricultural Diversification/Integrated Agricultural Systems/Fisheries and Small Animal Husbandry/4-H Clubs/Livestock Development/Improved Grain Seed Production & Post-Harvest Management*

- Volunteers help Guatemalans improve the production, consumption and marketing of native or introduced fruits and vegetables. The goal is to improve the nutrition and incomes of rural families in 84 communities. They also promote integrated systems of fish culture and small animal production to increase the incomes and protein consumption of rural families.

- Since 1978, Volunteers have worked with 432 male and female clubs and a total of 6,480 4-H club members throughout the country. Their goal is to improve the living conditions of rural youth by assisting in the development of organizational and technical skills relevant to rural family/community needs. Many of the 4-H club activities include income generation and conservation projects.

One farmer who implemented a new method of seed selection introduced by a PCV stated that the corn grown by the method was not only higher in quality but its seeds enabled the farmer to double the yield produced by other selection methods. In addition, due to the introduction of cement silos, post harvest loss due to rain has been significantly reduced. One farmer stated

“ Before, we used to finish eating the corn around March or April. Now it lasts my family and me until August or September.”

**Environment (Trainees FY 94: 19, FY 95: 36):***Conservation of Natural Resources/Environmental Management/Appropriate Technology*

- Volunteers help Guatemalans better manage and conserve natural resources. They promote agroforestry systems, erosion control, community nurseries and resource management education, with the purpose of guaranteeing their survival and improving income.
- Volunteers also promote environmental education programs and natural resource conservation such as mangrove reforestation, and turtle and iguana hatcheries. One Volunteer working in Alta Verapaz worked with the Ministry of Education on three training workshops in which 125 primary school teachers received an introduction to environmental education techniques.
- Other Volunteers promote the use of appropriate technologies to help with firewood conservation, health improvements, 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.

Environment Volunteers trained 775 farmers in six different training courses including: organization, seed recollection, nurseries, reforestation, soil conservation and agroforestry techniques. In addition, Volunteers trained thirty-three Guatemalan counterparts on the implementation of individual farm management plans.

**Health (Trainees FY 94: 22, FY 95: 12):***Community Health/Nutrition*

- Volunteers provide health education for the prevention and treatment of diarrhea, one of the main causes of child mortality in Guatemala. They are working in the departments of Alta and Baja Verapaz. Volunteers work in the departments of Alta and Baja Verapaz.
- Nutritionists assigned to the Ministry of Agriculture promote the incorporation of nutrition education into agricultural extension services. Nutrition Volunteers work in the Highland departments of Solola, Huehuetenango, Totonicapan, and Quetzaltenango.

One Community Health Volunteer works in an indigenous community in Quetzaltenango where almost 100% of the women are illiterate. To increase her effectiveness, she designed recipes graphics to help rural families prepare the nutritious recipes she introduced. A recipe book will be prepared, printed and distributed among other Volunteers and Guatemalan counterparts.

**Small Business Development (Trainees FY 94: 18, FY 95: 15):**

Volunteers work with members of production and service cooperatives to identify business opportunities, and train producers and Guatemalan counterparts in all activities related to business development, including financial analysis, credit, management and marketing.

Population: 5,418,000

Annual Per Capita Income: \$580

Number of Years Peace Corps in Country: 32

### Peace Corps Country Overview

Peace Corps entered Honduras in 1962. Volunteers work on projects in agriculture, health, education, environment, and small business development.

#### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	148	117	117
Average # of Volunteers	194	171	190
Program Funds (\$000)	3,372	2,982	3,024

#### Peace Corps Projects by Sector:

##### Agriculture (Trainees FY 94: 20, FY 95: 20):*Hillside Farming Extension*

Honduras continues to experience seasonal shortages of basic grains as a result of insufficient production and increased demand for human and industrial consumption. To address this problem, Peace Corps' Volunteers are training farmers in sustainable agricultural practices such as soil conservation techniques, integrated pest management, and the use of organic fertilizers that lead to significant increases in crop yields.

##### Health (Trainees FY 94: 37, FY 95: 38):*Child Survival/Water Sanitation*

- Infant and child morbidity and mortality are among the most serious public health problems in rural Honduras. This health project was initiated in 1991 to improve conditions in 150 rural communities, especially for infants and children under 5 years. Additionally, Volunteers have initiated an HIV/AIDS education program in several communities which have experienced sharp increases in HIV/AIDS cases.

- Honduras lacks the resources to increase the potable water supply to meet the needs of the rural population, and to improve sanitary conditions for rural residents. Since 1990, Volunteers have been working in public education and extension efforts in proper hygiene practices and sanitary waste disposal. They have also organized community water associations and initiatives to enhance the quality and quantity of water sources.

**Education (Trainees FY 94: 14, FY 95: 15):***Primary Education Improvement*

Initiated in 1991, this project assigns Volunteers to train first through third grade teachers in strategies to address problems affecting primary education in Honduras. In the past year, project Volunteers have developed various publications to help teachers and students. These include "How to Write" — a program which assists students in grades 4-6 and their teachers to pace the learning of writing skills, "How to Plan My Life" — a program which serves as a teacher training and planning tool, and "How to Play" — a manual for preschool and first grade teachers.

**Environment (Trainees FY 94: 31, FY 95: 31):***Wildlands/Protected Areas Management/Education*

- Begun in 1990, the purpose of this environmental initiative is to secure and maintain wildlands and protected areas of Honduras. The project focuses on overcoming environmental degradation, emphasizing soil conservation and pesticide management techniques. By FY 1997, Honduras hopes to establish and train 20 priority protected areas management teams across Honduras. Volunteers are also working to expand an integrated buffer zone management program near 20 priority protected areas.

- Volunteers have been actively involved in developing and field-testing an environmental education manual and course materials for use in primary schools. Other curriculum guides are being developed for use in Honduran secondary schools and teacher training colleges. PC/Honduras is also providing support to an emerging national network of NGOs engaged in a wide range of environmental education projects.

**Small Business Development (Trainees FY 94: 15, FY 95: 13):**

Begun in 1991, the small business development project addresses the problem of unemployment by encouraging self-employment primarily in the informal sector. This project identifies markets and resource institutions where newly trained entrepreneurs (largely female artisans) can survive and thrive. By FY 1996, Volunteers will have helped in creating 600 micro-enterprises providing 1,000 self-sustaining jobs. The small business development project has enjoyed a precedent-setting degree of field-level collaboration with A.I.D. and the Honduran Council of Private Enterprise. Another highly successful aspect of this project has been the rapid growth of the Junior Achievement program to teach basic small business skills to impoverished Honduran secondary students.

Population: 2,394,000  
 Annual Per Capita Income: \$1,340  
 Number of Years Peace Corps in Country: 32

**Peace Corps Country Overview:**

Peace Corps opened a program in Jamaica in 1962. Volunteers work on agriculture, education, environment, health, and small business development projects.

**Resources:**

	<b>FY 1993 Actual</b>	<b>FY 1994 Estimates</b>	<b>FY 1995 Estimates</b>
Trainees	66	66	66
Average # of Volunteers	134	105	97
Program Funds (\$000)	2,305	2,121	1,999

**Peace Corps Projects by Sector:**

**Agriculture (Trainees FY 94: 7, FY 95: 7):**

Volunteers provide technical assistance to government and other agency programs. The goal is to benefit small farmers as part of a drive for national self sufficiency in food, dairy products, honey and meat.

Many small farmers operating on some of the most highly erodable hillsides of the eastern section of the island have been working collaboratively to build terraces, barriers and ditches on their farms. This area suffered serious flooding, land slides, crop and soil loss during heavy rains last May. Farmers are now taking the necessary precautions to prevent another major disaster. Two Volunteers who are assigned to that area have been helping farmers institute appropriate soil conservation measures.

**Education (Trainees FY 94: 15, FY 95: 18):***Math and Science Education/Technical and Vocational Education/Special Education*

- Volunteers teach classes and conduct teacher training workshops in secondary math and science, and develop remedial programs. Non-formal education programs include work with the handicapped, disabled, and community groups.

- The severe shortage of people with the technical and vocational skills to fill the growing demand for skilled workers has become a matter of concern for educators and employers. The

Government of Jamaica has initiated a number of technical and vocational education programs, but there is a lack of suitably qualified teachers to implement the programs. Volunteers are helping to meet this need.

- Volunteers are also working to integrate Special Education into the Jamaican school framework.

**Environment (Trainees FY 94: 9, FY 95: 9):**

Volunteers work in environmental education programs, parks development, forestry conservation and wildlife management to help Jamaicans reduce the loss of natural resources. Deforestation, pollution of the air and water, over-fishing, illegal sand mining, coral destruction, wetland destruction, and endemic species loss are all environmental issues Volunteers in Jamaica are working on.

A Volunteer assigned to the Marine Park collaborated with the Canadian Cooperation Agency to buy and install mooring buoys in the park. These buoys are invaluable in the preservation of the reefs. Operators of glass bottom boats who formerly dropped anchors on the reefs, are now able to use the buoys without damaging the reefs.

**Health (Trainees FY 94: 15, FY 95: 18):***Primary Health Care/Health Training*

Volunteers work with the Ministry of Health to strengthen primary and secondary health care services, and assist in the training of health care professionals. Volunteers help promote behavioral changes which result in the prevention, early detection, and proper management of such health problems as cancer of the breast and cervix, diabetes, STDs, etc.

**Small Business Development (Trainees FY 94: 20, FY 95: 14):***Small Business Advisors/Skills Development*

Volunteers help entrepreneurs and businesses develop successful enterprises and strengthen the technical capabilities of small business agencies and credit institutions. Volunteers also work with youth and women to improve their living skills and prospects for future employment.

Two Volunteers were involved in a community based project designed to gauge the effectiveness of individual outreach credit consulting. The Volunteers were able to put together credit proposals for a combined total of 160 persons in their communities.

Population: 3,916,000  
 Annual Per Capita Income: \$410  
 Number of Years Peace Corps in Country: 13

### Peace Corps Country Overview:

The first Peace Corps Volunteers arrived in Nicaragua in 1968. The program was suspended in 1978 due to the civil war.

The elections in 1990, paved the way for Peace Corps' return in 1991. Volunteers are working on small business, health, and environment projects.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	26	30	30
Average # of Volunteers	29	42	49
Program Funds (\$000)	894	992	1,069

### Peace Corps Projects by Sector:

#### Small Business (Trainees FY 94: 11, FY 95: 11):

Volunteers are helping local agencies to develop a sustainable system in Nicaragua which can provide small credit and technical assistance to micro-entrepreneurs. Volunteers also aid small groups, including cooperatives and microenterprises, in the development of improved business management skills, thereby creating employment opportunities for the poorest of the population living in rural and urban areas. In FY 1993, three Volunteers worked through Nicaraguan micro-enterprise support agencies to train 14 small entrepreneurs in marketing.

#### Health (Trainees FY 94: 11, FY 95: 10):

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. The preventative health education program focuses on informing community members about cholera, malaria, nutrition, drug and alcohol abuse, HIV/AIDS, maternal/child care, vaccination, first aid and oral rehydration.

A Health Volunteer in Somoto addresses women's health issues weekly in a radio program. This same Volunteer has also started a yoga class for local women which gives participants the opportunity to discuss women's health issues in a comfortable atmosphere.

**Environment (Trainees FY 94: 8, FY 95: 9):**

Peace Corps plans to send its first group of environment Volunteers in December 1994. These Volunteers are expected to work in such areas as environmental education, reforestation, conservation of protected wildlife areas/refuges, and national parks and marine reserves management.

Population: 2,514,000  
 Annual Per Capita Income: \$2,440  
 Number of Years Peace Corps in Country: 12

### Peace Corps Country Overview:

Peace Corps Volunteers first served in Panama from 1963 to 1971. The program was reopened in 1990, and Volunteers are working on environmental education, and agro-forestry projects.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	37	40	40
Average # of Volunteers	41	52	63
Program Funds (\$000)	1,032	1,199	1,231

### Peace Corps Project by Sector:

#### Environment (Trainees FY 94: 40, FY 95: 40): *Integrated Natural Resources / Agro-Forestry / Education*

- Activities in this project are directed to altering traditional slash-and-burn practices and promoting sustainable agricultural systems and increased forest cover. There is some emphasis on the Panama Canal watershed and other areas of high environmental impact. Due to the success of a pilot reforestation project initiated by a Volunteer within the perimeter of Soberania National Park, INRENARE (Panama's Institute for Renewable Natural Resources) has adapted its park use policies to allow local communities to create buffer zones along park borders. The zones integrate the planting of trees in fire breaks with the cultivation of subsistence crops. The pilot project is being replicated in four communities and is having a significant impact on the creation of effective buffer zones.

- Environment Volunteers have been involved in providing a wide range of agro-forestry training to beneficiaries including soil conservation, integrated pest management, hillside farming technologies, extension training, nursery development, and reforestation techniques.

- In FY 1994-96, Volunteers and teachers involved in environmental education will review materials and methodology. This project will move from the pilot phase toward full implementation in schools and in training curriculum. Volunteers collaborating with the Ministry of Education have developed activity guides for grades four through six and for grades one through three that integrate environmental themes into the existing primary school curriculum.

Population: 4,519,000

Annual Per Capita Income: \$1,340

Number of Years Peace Corps in Country: 27

### Country Overview:

The first Peace Corps Volunteers, who arrived in early 1967, were agricultural extension agents. 26 years later, Peace Corps/Paraguay is not only working in Agriculture, but in Small Business Development, Health, Education, and Natural Resources also.

### Resources:

	<b>FY 1993 Actual</b>	<b>FY 1994 Estimates</b>	<b>FY 1995 Estimates</b>
Trainees	102	100	100
Average # of Volunteers	187	178	170
Program Funds (\$000)	3,024	2,960	2,763

### Peace Corps Project by Sector:

**Agriculture (Trainees FY 94: 17, FY 95: 17):***Community Agriculture/Crop Extension/Beekeeping Extension*

Peace Corps is collaborating with the Agricultural Extension Service in the areas of soil conservation, agro-industry, marketing and rational pesticide use. Volunteers train farmers in soil conservation, rational pesticide use, and vegetable production.

One crop extension Volunteer helped 12 farmers begin a factory for processing the starch from the "Paraguayan potato," manioc. With her assistance, the farmers secured a loan, purchased the necessary equipment and built the factory.

**Small Business (Trainees FY 94: 11, FY 95: 11):***Cooperative Promotion/Small Business Promotion*

Peace Corps provides assistance in management, administration, credit, financial analysis, and marketing. Volunteers work with cooperatives to increase the number and quality of services they provide to members through improved financial planning and administration, and appropriate organizational, educational and control techniques.

During 1993, a small business Volunteer helped develop a handbook on Rural Women's Leadership. The handbook contains a methodology for training women in identifying problems, setting goals and implementing action plans for community development projects. The handbook is now used to conduct Leadership Training Workshops.

**Health (Trainees FY 94: 33, FY 95: 33):***Rural Nursing/Rural Health Extension/Environmental Sanitation Inspectors*

The goal of this project is to reduce the incidence of maternal and infant mortality and morbidity, acute diarrhea, respiratory infections, parasitic infections, and malnutrition in women and children. Volunteers are working with farm families to improve the health care of pregnant and lactating women, the sanitary conditions in the home, and the family diet.

Through the assistance and coordination of one Maternal/Child Health Volunteer, a rural community has begun its first high school health course with 32 students. The Volunteer has also arranged for a small library in Paraguay to receive donated books from the United States and local foundations.

**Education (Trainees FY 94: 17, FY 95: 17):***Early Childhood Education/Primary Education/Special Education*

- This project works with teachers and supervisors to develop teaching methodology, plan demonstration classes for teacher counterparts, organize workshops for teachers on improving preschool curricula, create effective lesson plans, and participate in forming parents' groups to support local efforts.

- Special Education Volunteers work in rural schools throughout eastern Paraguay introducing teaching techniques, developing learning materials and approaches that can be adapted to Paraguay, organizing parents' groups and activities such as Special Olympics, and promoting awareness of the needs of special children.

**Environment (Trainees FY 94: 17, FY 95: 17):***Agro-forestry Extension/Environmental Education*

- Volunteers assist Paraguayan forestry and agriculture agencies to identify the highest priority resource problems among rural small-tract farmers and introduce agroforestry techniques. The Volunteers also support the National Parks Directorate in activities related to management of national parks, reserves, and other protected areas.

- Environmental Education Volunteers focus on training local teachers and government extension workers to prepare environmental education classroom presentations. The Volunteers also support activities of the National Parks Directorate.

With the assistance of Agroforestry Volunteers, farmers and students in buffer zone communities planted over 24,000 seedlings. The trees were principally for the production of citrus, Yerba mate (Paraguayan tea), forage, and fuel. This environmentally sound diversification of their production provides farmers a means of reducing their dependency on cotton monoculture and increases the sustainability of their farming systems.

**Urban (Trainees FY 94: 5, FY 95: 5):*Cooperative Shelter Promotion***

This project has been established with assistance from the Cooperative Housing Foundation, CREDICOOP and CONAVI (the Paraguayan Housing Bank). The two main objectives are to enhance the ability of the cooperatives to provide credit services for housing to its members, and to train cooperative managers in the design and implementation of shelter programs through cooperatives.

One Volunteer in shelter promotion was posted to a troubled cooperative which was reorganized and taken over by an entirely new board of directors. Starting from scratch, the Volunteer taught the new employees every aspect of cooperative management, budgeting, credit lending and recuperation, cooperative promotion, etc. With the help of this Volunteer, the cooperative is once again back on its feet, servicing over 200 members.

Population: 3,131,000  
 Annual Per Capita Income: \$3,340  
 Number of Years Peace Corps in Country: 15

### Country Overview:

Peace Corps Volunteers began to serve in Uruguay in 1963. The program was suspended in 1974 due to budget constraints. Three years ago, Volunteers were able to return to Uruguay to work on small business and environmental projects.

### Resources:

	FY 1993 Actual	FY 1994 Estimates	FY 1995 Estimates
Trainees	34	20	20
Average # of Volunteers	53	44	39
Program Funds (\$000)	1,583	1,468	1,486

### Peace Corps Projects by Sector

**Environment (Trainees FY 94: 10, FY 95: 10):** *Parks and Wildlife Management/Environmental Education*

- Volunteers in the Parks and Wildlife Management project are conducting or orchestrating biological inventories, consolidating already-completed research, elaborating on and executing management plans, training park guards, designing trails, and developing policy.

- Volunteers contribute to increased environmental awareness by working with local schools, park guards and community groups surrounding protected or fragile areas. Peace Corps Volunteers help train personnel in eco-tourism, scientific studies, promotion of youth conservation groups and management of wild lands currently threatened by non-sustainable use.

One Environment Volunteer has been instrumental in raising environmental awareness throughout the northwestern region of the country. He has worked with the Comisión Asesora de Flora y Fauna and with a local non-governmental organization to initiate a series of public environmental workshops on forests and wildlife, and to launch the first census of birds and mammals in the area. Particularly noteworthy is that the workshops and census, although initiated by the Volunteer, are coordinated by local Uruguayans.

**Small Business (Trainees FY 94: 10, FY 95: 10):***Small Business Advisors*

Volunteers work to strengthen small businesses through direct technical assistance to entrepreneurs and through organizational development. They conduct activities in such areas as basic business operations, business administration, accounting, formation and execution of business plans, business cost analysis, marketing strategies and assistance with post-loan entrepreneurs.

When two Volunteers began work with a local small business development organization (CRADES) in the town of Rivera, CRADES, had capital for loans, but no systems or controls in place to implement a successful small business loan program. Within a year, the Volunteers, working with the staff of the NGO, established credit regulations, evaluation criteria, and a technical assistance capacity that have resulted in the formation of a nationally recognized program.

<b>AFSI</b>	Africa Food Systems Initiative
<b>A.I.D.</b>	Agency for International Development
<b>AP</b>	Asia and the Pacific Region
<b>CAR</b>	Central African Republic
<b>CIS</b>	Commonwealth of Independent States
<b>EFL</b>	English as a Foreign Language
<b>EME</b>	Eurasia and the Middle East Region
<b>ESL</b>	English as a Second Language
<b>ESP</b>	English for Special Purposes
<b>FECA</b>	Federal Employees Compensation Act
<b>FSM</b>	Federated States of Micronesia
<b>GSA</b>	General Services Administration
<b>HCN</b>	Host Country National
<b>IA</b>	Inter-American Region
<b>ICE</b>	Information Collection and Exchange
<b>NGO</b>	Non-governmental Organization
<b>OFDA</b>	U.S. Office of Foreign Disaster Assistance
<b>OTAPS</b>	Office of Training and Program Support
<b>PASA</b>	Participating Agency Service Agreement
<b>PATS</b>	Programming and Training System
<b>PCPP</b>	Peace Corps Partnership Program
<b>PVO</b>	Private Voluntary Organization
<b>RPCV</b>	Returned Peace Corps Volunteer
<b>RVS</b>	Returned Volunteer Services
<b>SBD</b>	Small Business Development
<b>SPA</b>	Small Project Assistance
<b>TEFL</b>	Teaching English as a Foreign Language
<b>TESL</b>	Teaching English as a Second Language
<b>UNICEF</b>	United Nations International Children's Education Fund
<b>UNV</b>	United Nations Volunteer
<b>USAID</b>	United States Agency for International Development
<b>USDA</b>	United States Department of Agriculture
<b>VRS</b>	Volunteer Recruitment and Selection
<b>WID</b>	Women in Development

**Peace Corps Consulting Services**

(obligations in thousands of dollars)

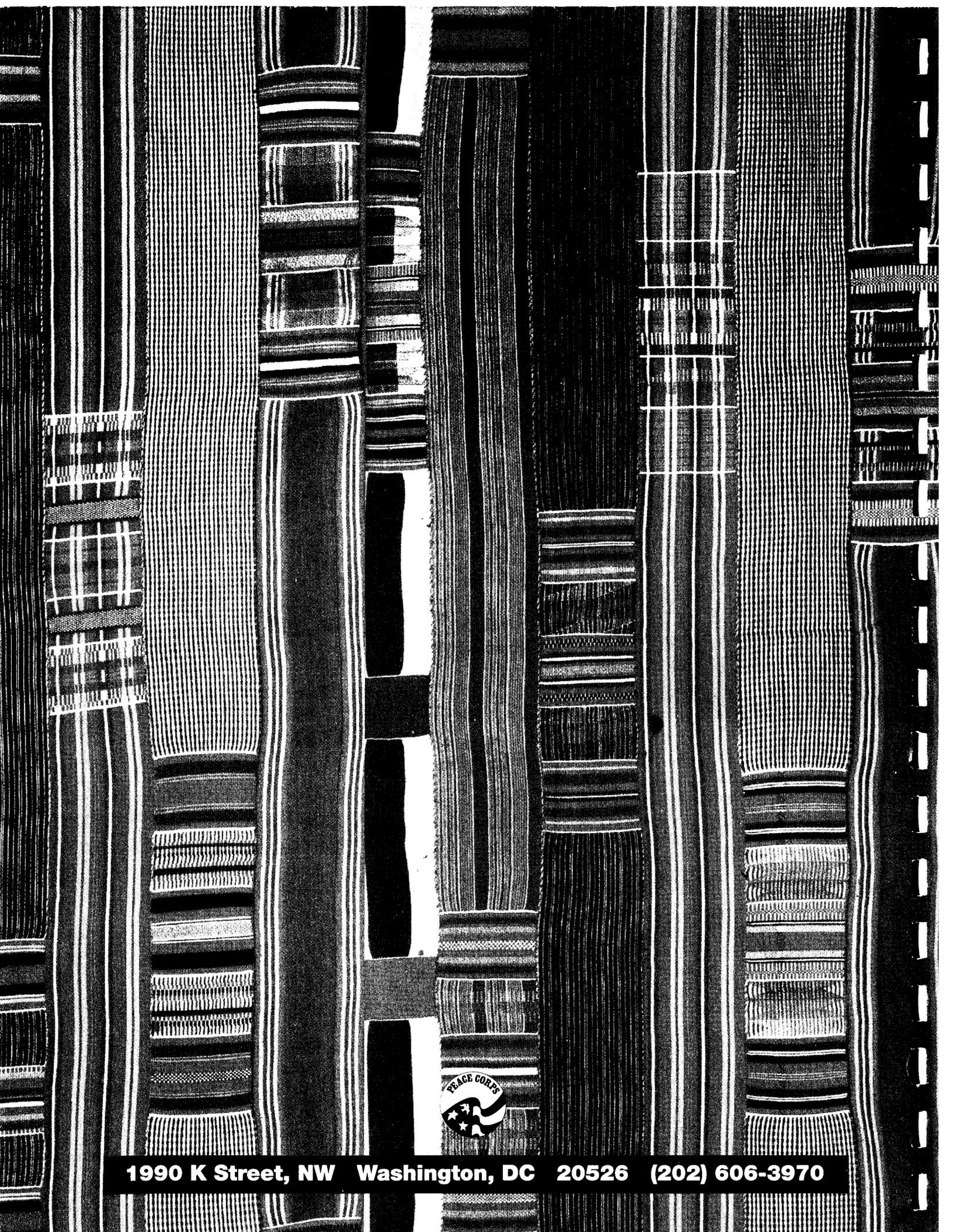
<b>Account Title and Symbol</b>	<b>FY 1993 Actual</b>	<b>FY 1994 Est.</b>	<b>FY 1995 Est.</b>
Salaries and Expenses: Account No. 11-0100-0-1-151			
I. Management & Professional Support Services	\$298	\$323	\$332
II. Studies, Analyses & Evaluations	\$515	\$557	\$573
III. Engineering & Technical Services	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Total	\$813 <1>	\$880	\$905

**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.

Note: <1> FY 1993 actuals have been revised per more accurate final data.





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