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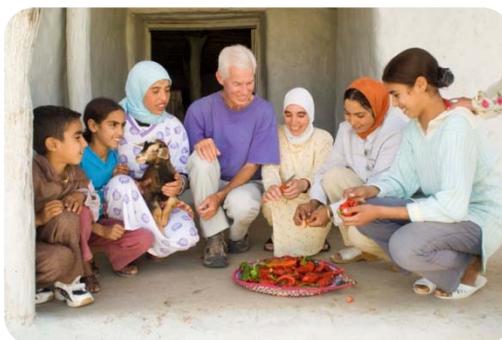
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*Note: Data based on information gathered in end-of-year reports for 2010.
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Environment & Agriculture

- Globally in FY2010, over **8,600** Volunteers served in all Sectors in the Peace Corps in over **70** posts.
- **15 percent** of current Volunteers work in the environment and agriculture sectors.



Environment: Global Overview

The conservation of natural resources is crucial to communities' well-being, especially in developing countries where people are directly dependent on their local environments for drinking water, fuelwood, or land for farming. Peace Corps Volunteers are leaders in grassroots efforts to protect

the environment, including producing and cultivating trees, improving soils, and protecting fields from erosion.

Volunteers work in and around national parks and other protected areas, helping to promote conservation and improved natural resource management. They collaborate with schools and other organizations to promote environmental education through classes, clubs, camps and awareness campaigns. Volunteers help develop income generation activities such as ecotourism and crafts that create incentives for conservation of natural resources. Volunteers also help manage solid waste, promote energy saving technologies, and help communities adapt to climate change.

Environment Volunteers work in one or more of the following thematic areas:

- Environmental Education and Awareness
- Forestry & Agroforestry
- Waste Management
- Watershed Management & Natural Resource Planning
- Natural Resource Management
 - Soil
 - Water
- Ecotourism
- Parks and Wildlife
- Renewable Energy

FY 2010 Environment Project Beneficiaries, by Type of Beneficiary and Region

Region	Individuals	Organizations	Communities
Africa	70,460	1,184	2,945
Europe, Mediterranean, and Asia (EMA)	33,375	997	1,160
Inter-Asia and Pacific Region	160,288	3,866	5,193
Total	264,123	6,047	9,298

*Note: Data based on information gathered in end-of-year reports for 2010.
Prepared by the Office of Overseas Programming & Training Support (OPATS)*



Agriculture: Global Overview

Agriculture is the primary economic activity of most of the world's people. Peace Corps Volunteers are assisting communities' food security efforts by helping them produce adequate supplies of healthy food focusing on implementing sustainable practices, promoting the diversification of crops, and encouraging production of more nutritious foods. Many Volunteers help families improve household food production through gardens and *perma*-gardens and practices such as composting. They also work with men and women on their field crops, small animal husbandry efforts, small-scale fisheries, beekeeping and honey production.

Volunteers work with the men and women farmers of their communities to identify and promote new and successful methods of increasing the long-term productivity of their fields and woodlands.

Volunteers promote tree planting and agroforestry, in particular, which exploit the multiple benefits of trees, such as sources of food, fodder, manure, and nitrogen. Volunteers help people meet the demand for trees, bushes, and other plants through seed collection and storage, grafting techniques, and nurseries.

Volunteers assist in improving storage of agricultural products. They help communities transform agricultural products by adding value to products and extending their usability. They help farmers and groups improve their business skills and find new markets for their products.

Volunteers strengthen the links between government extension agents, NGOs, and research institutions and the populations they serve, employing participatory, grassroots methods to extend practices such as composting, erosion control, water conservation and small-scale irrigation.

Agriculture Volunteers work in one or more of the following thematic areas:

- Crop Extension
- Post-Harvest Activities
 - Storage
 - Value-added Processing
 - Market Access
- Home, School, and Community Gardens
- Beekeeping
- Freshwater and Marine Fisheries
- Small Animal Husbandry



FY 2010 Agriculture Project Beneficiaries, by Type of Beneficiary and Region

Region	Individuals Assisted	Organizations Assisted	Communities Assisted
Africa	38,141	518	1,234
Europe, Mediterranean, and Asia (EMA)	0	0	0
Inter-Asia and Pacific (IAP)	36,726	783	1,513
Total	74,867	1,301	2,747

*Note: Data based on information gathered in end-of-year reports for 2010.
Prepared by the Office of Overseas Programming & Training Support (OPATS)*



Food Security

In FY2010, over **8,600** Volunteers served in all sectors in over 70 posts around the world. **4,086** have primary assignments contributing to food security and another **3,000** implement secondary food security projects in addition to their primary assignments with Youth and Education.



Fish farmers in Zambia with Volunteer

Volunteers work with at least one and sometimes all of food security’s four core aspects: availability, access, utilization, and resiliency.

In the agriculture and environment sectors, Volunteers are engaged in the availability dimensions of food security, contributing through: crop and farm diversification; family, community, and school gardens; agroforestry and soil conservation; small

animal husbandry; farmer group organization; aquaculture, and many other activities.

Volunteers work on the access component of food security by creating opportunities to increase incomes. Volunteers help cooperatives and associations improve their business practices, assist with microcredit programs and village savings and loan associations, and facilitate or teach business and financial literacy workshops, courses, and camps. Volunteers help people launch or expand businesses, including small-scale agribusiness (fruits, vegetables, and small livestock). They also help small businesses develop market linkages, and use websites and social media for product marketing.

Volunteers also contribute to food utilization through community health outreach. Through nutrition education, Volunteers help people learn to properly use the food they produce or buy to build healthier futures. Also, by helping people prevent common diseases, people can be more productive while ensuring better harvests or the ability to earn income.

Food security work is undertaken with a variety of partners including individuals, farm groups, youth and women’s groups, cooperatives, local and international NGOs, governments, CBOs, local and national governments, USAID and other international organizations. Peace Corps is an integral part of the U.S. Feed the Future initiative.

Food Security Beneficiaries by Type of Beneficiary and Region

Region	Individuals Assisted	Organizations Assisted	Communities Assisted
Africa	963,124	10,846	20,978
Europe, Mediterranean, and Asia (EMA)	97,985	7,045	7,246
Inter-America and Pacific Region (IAP)	654,159	11,174	15,671
Total	1,715,268	29,065	43,895

*Note: Data based on information gathered in end-of-year reports for 2010.
Prepared by the Office of Overseas Programming & Training Support (OPATS)*



Small Enterprise Development

- Globally in FY2010, over **8,600** Volunteers served in all Sectors in the Peace Corps in over 70 Posts.
- **18 percent (1,252)** of current Volunteers work in small enterprise development (i.e., business, community, and NGO organizational development)
- Volunteers have graduate or undergraduate degrees and experience in government, business, not-for-profits, organizational development, computer sciences and liberal arts

management, monitoring and evaluation, networking, and advocacy.

Volunteers are often catalysts for change and define their particular role in response to their host communities. Community development projects may encompass a combination of disciplines that respond to local priorities and engage local resources.

Business Development

Volunteers train and advise entrepreneurs and managers in business planning, marketing, financial management, product design and distribution, and customer service. They counsel cooperatives, assist with microcredit programs and village savings and loan associations, and teach business and financial literacy workshops, courses, and camps. Volunteers help people launch or expand businesses, including small-scale agribusiness (fruits, vegetables, and small livestock) and ecotourism ventures. Volunteers help small businesses develop market linkages, and use websites and social media for product marketing.



Community Development

Volunteers focus on empowering communities to address their issues at a local level with their own resources by facilitating community mobilization, needs assessments, project design, resource

NGO Organizational Development

Volunteers work with local and national nongovernmental organizations (NGOs) to increase their organizational capacity and sustainability; create strategic and funding plans; raise public awareness; promote volunteerism; develop mission statements, bylaws, and other NGO governance; fundraise; increase the NGOs' outreach and improve services.

FY 2010 Small Enterprise Development Project Beneficiaries By Region

Region	# of Projects	# of Volunteers	Individuals Assisted	Organizations Assisted	Communities Assisted
Africa	12	290	43,914	1,666	1,763
Europe, Mediterranean, & Asia (EMA)	14	457	160,201	5,277	5,351
Inter-America & Pacific (IAP)	17	505	95,648	2,543	2,524
Global Total	43	1,252	299,763	9,486	9,638

*Note: Data based on information gathered in end-of-year reports for FY2010.
Prepared by the Office of Overseas Programming & Training Support (OPATS)*



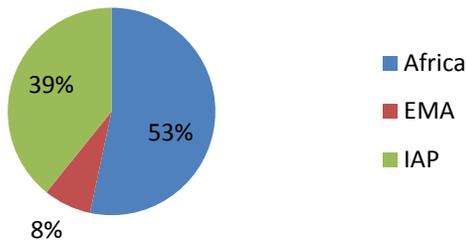
Information and Communications Technology

The Global Initiative

Information and Communications Technology (ICT) was established as an Agency Global Initiative in 2000. In FY 2010, Peace Corps Volunteers around the world continued to explore and develop the integration of ICT across all sectors and at all levels of project planning and implementation. Throughout FY 2010, a total of **255** (77 Female and 178 Male) Volunteers specifically recruited to serve as ICT Volunteers in various sectors served in **34** countries.

benefited **3,803 organizations**, and reached **261,498 people**, half of which were women. As a majority of these beneficiaries were under 24 years of age (68%), this underscores the natural inclination of this audience to embrace new technologies and “edutainment” media. Using mass media, such as radio and video broadcasts, Volunteers working with counterparts reported reaching over 27 million individuals with development-themed messages.

ICT Volunteers per Region



In addition to these ICT Volunteers, most Volunteers come to Peace Corps well-versed in various uses of ICTs, including radio, video, computers, Internet and mobile phones. This is evidenced by the fact that Posts reported over **4,200 Volunteers** conducting ICT-related activities throughout the year. Beyond their English language proficiency, the second general “language” of most Volunteers is that of technology, indeed using technologies for information collection, collation and dissemination.

Cross-Cutting

ICTs are intended to be integrated across all programming and training activities. While there are no stand-alone technology projects, Volunteer ICT activities supported development objectives in all sectors. Peace Corps projects that referenced ICT at the goal or objective levels were most commonly found within three main areas:

Quick Facts

Globally, posts reported that 4,285 Volunteers were involved in ICT Activities. These activities directly

- Education
- Business
- Community development

Some of the common themes across sectors included, computer literacy, computer equipment, video, radio,

Note: Data based on information gathered in end-of-year reports for 2010. Prepared by the Office of Overseas Programming & Training Support (OPATS)

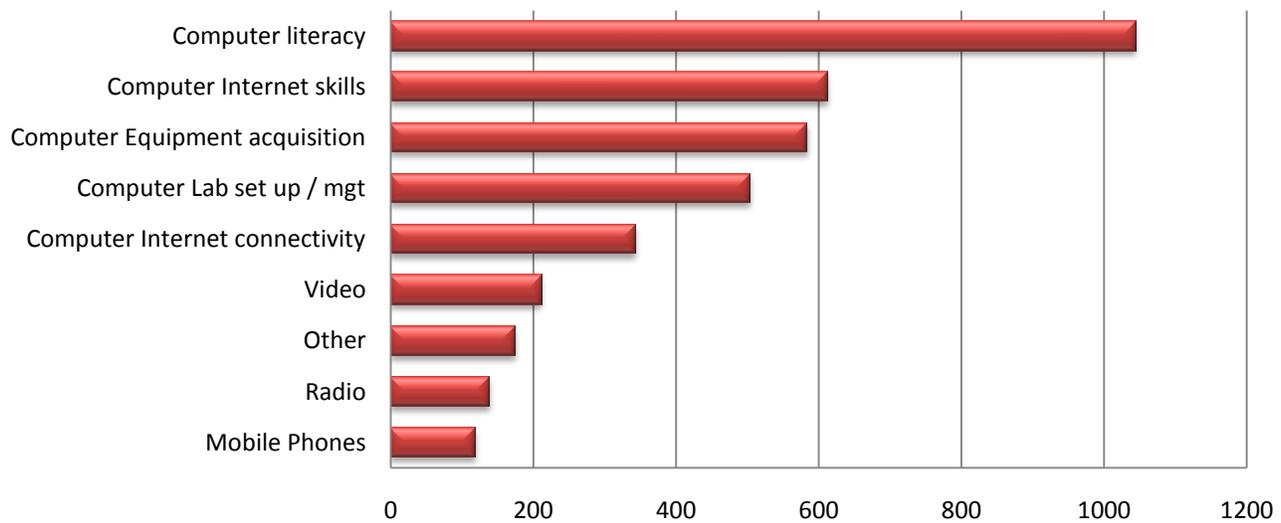


internet access and teaching internet, sourcing computers. With the exception of video and radio, all of the common themes were computer related.

Computer Literacy – The most consistent ICT-supported Volunteer activity was supporting counterparts in delivering basic computer literacy instruction as a foundation skill (e.g., typing, MS

Office applications, such as Word, PowerPoint and Excel) for individuals, schools, businesses, and community organizations. 97% of posts reporting Volunteer ICT activities reported some activity conducted by Volunteers involving computer literacy.

Types of ICT Activities Conducted by Number of Volunteers



Fiscal Year 2010 ICT Initiative Beneficiaries, by Type of Beneficiary and Region

Region	Individuals Assisted	Service Providers Assisted	Organizations Assisted	Communities Assisted
Africa	173,242	6,709	1,400	1,335
Europe, Mediterranean and Asia	29,700	4,031	1,196	903
Inter-America and Pacific	58,556	3,652	1,207	1,526
Total	261,498	14,392	3,803	3,764

Note: Data based on information gathered in end-of-year reports for 2010. Prepared by the Office of Overseas Programming & Training Support (OPATS)



Youth Development

Youth development is a stand-alone project area, with 18 projects worldwide. Youth development is also a global agency initiative in which Volunteers in all sectors seek to promote positive youth development.

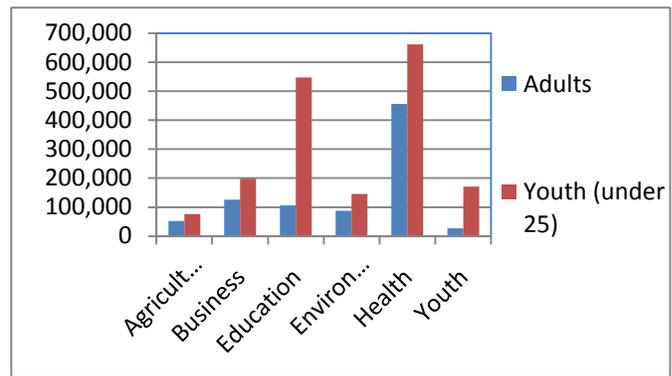
- **Eight percent** (570) of all current Volunteers work in 18 stand-alone youth development projects.
- According to the 2010 Volunteer Survey, **53 percent** of respondents (2,793 Volunteers) indicated that working with youth is the one of the primary activities of their work assignment.
- Volunteers in all sectors reached over **1.75 million** young people under the age of 25 in their work in 2010; accounting for **67 percent** of all Peace Corps beneficiaries.

Volunteers in the youth development sector work in schools, the community, camps and clubs. Volunteers work with youth in challenging circumstances, including those living in institutions, orphaned and vulnerable due to HIV/AIDS, or out-of-school young people. Volunteers in all sectors build on youth assets in activities that address the following themes:

Developing Healthy Lifestyles and Preparing for Family Life: Common activities include life skills training, health and nutrition education, HIV/AIDS prevention and awareness, school and community gardening, arts, sports and recreation. Most activities involve personal development that increases self-worth of young people and empowers them to work towards future personal goals.

Civic Engagement & Volunteerism: Volunteers help mobilize young people to improve their communities. Many activities use service learning approaches. Others involve environmental stewardship or use camps as a vehicle for leadership training. Some Volunteers and their partners work to advocate for human and children’s rights, end domestic violence and child abuse, anti-trafficking in persons, and to raise awareness about people with disabilities.

Table 1. Total Project Beneficiaries by Sector and Age



Preparation for the World of Work: Activities under this theme include ICT-related activities for education or employment, educational enhancement through tutoring, literacy and remediation. Skills development also occurs in employability or entrepreneurial training. Volunteers in some projects support technical training to prepare young people for future livelihoods.

FY 2010 youth project beneficiaries by region

Region	Number Projects	Number PCVs	Individuals Assisted				Organizations Assisted	Communities Assisted
			Men	Women	Boys	Girls		
EMA	8	264	4,354	8,869	36,225	39,269	2,793	3,221
IAP	10	306	6,687	11,476	48,528	53,821	2,484	2,889
Total	18	570	11,041	20,345	84,753	93,090	5,277	6,110

Africa does not have any stand-alone youth development projects, but 32 current projects indicate a strong youth focus

Note: Data based on information gathered in end-of-year reports for 2010. Prepared by the Office of Overseas Programming & Training Support (OPATS)



Education

Peace Corps Volunteers' Work in Education

- In FY2010, approximately **2,427** Volunteers served in **55** Projects in **50** Posts around the world. In addition, **98** Peace Corps Response Volunteers worked on activities closely related to this sector. Globally in FY2010, over **8,600** Volunteers served in all Sectors in the Peace Corps in over 70 Posts.
- Education Volunteers represent **34 percent** of the total Volunteer population.
- Volunteers have degrees and experience in primary education, teacher training, secondary education, special education, math, science, and English.

Education: Overview

Education Volunteers work with local teachers to teach math, science, English as a foreign language (TEFL), information and communication technologies (ICT), special education, and literacy/numeracy. They work as teachers or team-teachers in primary or secondary schools and as teacher trainers in universities or teacher-training centers. Volunteers work with teachers to improve participatory teaching methodologies, classroom management, authentic assessments, parental involvement, and gender equity in the classroom. The request for English teachers is continually increasing as teachers and students strive to meet the demands in a competitive world. Equally important, is the work Volunteers provide to prepare students and educators to think critically and to use technology to meet academic and employment needs in the global community.

To meet the needs of the goals of Education For All (EFA) in developing countries, Peace Corps trains Volunteers and local teachers in universities, regional education centers and in remote areas. In Girls Education, Volunteers work with schools and

community members to increase access and retention for girls through special programs. Volunteers model differentiated instruction so all learners are engaged at an appropriate level and they work with special education programs in many countries to bring new opportunities to children and adults with special needs.



Regional Differences

There are certain general differences in the day-to-day experiences of Education Volunteers around the world due to the way schooling has developed in the different regions – Africa; Europe, Mediterranean and Asia (EMA), or Inter-America and Pacific (IAP).

In Africa and the Pacific, many Volunteers are in the classroom directly teaching English, Mathematics, Science and/or ICT due to a shortage of teachers, especially in rural areas. To support teachers in adding more interactive student-centered teaching strategies, Volunteers conduct in-service trainings with and for their colleagues. There are a few community-based education projects where Volunteers work with in and out-of-school youth or support teachers in a cluster of schools. There are also a few places where Volunteers teach at the local teacher training college.

*Note: Data based on information gathered in end-of-year reports for FY2010.
Prepared by the Office of Overseas Programming & Training Support (OPATS)*



In EMA countries, local teachers tend to be more qualified with advanced degrees and teaching certifications. Volunteers in EMA countries are often in co-teacher or team-teaching roles, and usually only in TEFL classrooms. They share classroom responsibilities with an experienced local teacher, providing a native English-speaker and enrichment activities to the curriculum as well as creating new and exciting after-school options. Only Volunteers with teaching certification and substantial prior teaching experience are put in the role of teacher training, most often at the university level.



In Latin America and the Caribbean, for the most part, there is not so much a shortage of teachers, but a lack of qualified teachers. Many teachers have no more than a high school diploma, especially in the rural areas. Younger teachers are especially eager for more in-service education and welcome training opportunities. Some posts have reached agreements with Ministries of Education to allow teachers to receive credit toward salary increases for participating in Volunteer-initiated trainings. Volunteers in the IAP region work in teaching English,

ICT for Education, Special Education, Early Childhood Education, and especially for the English-speaking Caribbean countries, Literacy/Numeracy.

Teaching English as a Foreign Language

Teaching English as a Foreign or Second Language (TEFL/TESL) was a growing area for the Peace Corps in 2010. Indonesia, Samoa, Costa Rica, and Colombia all added new TEFL Education projects last year. Indonesia and Colombia started new posts with TEFL as their first focus. All around the globe, Volunteers teach conversational English, English as a foreign language, or content-based English in primary, middle, and high schools through team or co-teaching with a Host Country Teacher, or do direct instruction in their own classroom. Volunteers teach English as a vehicle for personal and professional development among students and teachers.

The TEFL Core Curriculum

The TEFL Core Curriculum is a standardized training program designed to help new Volunteers with little or no language teaching knowledge or experience become sufficiently effective EFL teachers. It provides a base in general teaching skills and knowledge, English teaching skills and knowledge, and relationship building among teachers. Because every Peace Corps post has different teaching contexts, TEFL Core Curriculum sessions will always be taught through the lens of local needs and conditions, and be supplemented with country specific information. The Core Curriculum provides a solid practicum with opportunities for practice teaching and peer observation.

Education Project Beneficiaries

	# of Projects	# of Volunteers	Males above 24	Females above 24	Males 15-24	Females 15-24	Males under 15	Females under 15	# of Orgs.	# of Comm.
Africa	23	1,862	33,880	32,638	69,959	64,952	38,180	37,551	3,513	7,382
EMA	20	2,382	16,817	41,520	47,800	66,238	49,916	58,451	5,782	6,466
IAP	12	610	7,706	12,049	10,192	11,716	21,116	23,362	1,650	2,556
Totals	55	4,854	58,403	86,207	127,951	142,906	109,212	119,364	10,945	16,404

*Note: Data based on information gathered in end-of-year reports for FY2010.
Prepared by the Office of Overseas Programming & Training Support (OPATS)*



Teaching English as a Foreign Language (TEFL)



From its inception, Peace Corps' first Volunteers were teachers. Today there are 2,427 Education Volunteers in 50 countries working within 55 Education Projects.

TEFL (Teaching English as a Foreign Language) Programs exist in over half of these countries, accounting for an estimated 60-70 percent of the Education Volunteers. TEFL is the Peace Corp's largest "growth" area, with 12 additional countries requesting TEFL programs in the next couple years.

Growth in TEFL

Peace Corps TEFL programs are driven by the highly responsive efforts of host-country governments to meet rapidly escalating demands for English proficiency. The region consisting of Europe, the Mediterranean, and Asia (EMA) has the largest current number of TEFL Volunteers, more than 1,000 in 2010, and has a strong history of TEFL education. Ukraine has the largest number of Peace Corps Volunteers, close to 300 of them working in the TEFL program alone.

Inter-America and Pacific Region (IAP) is the largest current "growth" area, with Peace Corps posts in such countries as Panama, Costa Rica, and El Salvador

requesting new TEFL programs or re-focusing existing ones. Recently IAP added a TEFL Regional Advisor who is based out of Costa Rica and supports new and existing English education projects.

Africa has strong Education sectors. It is the region with the greatest number of Content-Based TEFL Programs, where TEFL may be taught in a context of mathematics, science (chemistry, biology, physics), environmental education or business. The Rwandan Ministry of Education has announced an ambitious plan to switch its entire education system to English. Peace Corps Ethiopia has signed a \$3 million agreement with USAID to cover 180 TEFL Volunteers over a five year period.



Volunteer placements and responsibilities.

Volunteers with teaching certification and advanced degrees often do teacher training and may be placed at national teachers colleges, Ministry of Education offices or vocational colleges.

Most Peace Corps TEFL Volunteers teach at the secondary school level, although each year more requests come from countries wishing to start English at the elementary school level. These Volunteers tend to be generalists with a BA in any discipline plus

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additional English, world language, or literacy tutoring experience. In the classroom, Volunteers have a Counterpart Teacher who works with them, often in a Co-Teaching or Team-Teaching framework. Volunteers bring many communicative activities to TEFL classrooms, initiate English clubs and summer camps, develop teacher workshops, and enhance teachers' confidence to speak English and to try new methodologies.



Materials development.

Peace Corps has produced TEFL materials over the years that have been and continue to be used by Volunteers around the world. Currently, Peace Corps is developing a Teach English Prevent AIDS curriculum, based on a successful content-based TEFL curriculum in use in Cameroon since the 1990s. Posts are eager to receive new materials and TEFL guidance. Peace Corps is also developing a proprietary TEFL curriculum consisting of more than 40 session plans.

Sustainable development in a context of global friendship.

Peace Corps Volunteers live in rural villages, regional market towns and crowded cities, as neighbors to the people they serve. They learn a local language and traditional and contemporary culture during their 27-month commitment. In addition to their TEFL assignment, Volunteers' community projects may focus on girls' education, HIV/AIDS or malaria prevention, youth leadership, or work with marginalized populations.

Peace Corps currently works in 76 countries. 2011 marks the agency's 50th Anniversary. There are over 200,000 Returned Peace Corps Volunteers worldwide.



*Note: Data based on information gathered in end-of-year reports for 2010.
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Health

Quick Facts

Approximately **24** percent of Volunteers serving worldwide work in the area of public health. In fiscal year 2010, **1,770** Volunteers serving in **46** countries and a total of 51 health projects, helped over **1,220,000** individuals. In addition, **six** Peace Corps Response Volunteers worked on activities closely related to this sector. Globally in 2010, Peace Corps had over 8,600 Volunteers and trainees serving in **70** Posts.

Support to Global Initiatives

In 2010, Health Volunteers continued to collaborate with key partners on major health initiatives, including the President's Emergency Plan for AIDS Relief (PEPFAR) and the President's Malaria Initiative (PMI). In addition, several Peace Corps posts participated in US agency country teams to discuss and develop country plans for the Global Health Initiative (GHI). Volunteers across a number of sectors are also supporting Global Alliance for Clean Cookstoves.

What Volunteers Do

Peace Corps Volunteers across the world support a variety of different types of health activities. These include maternal and child health, nutrition promotion and rehabilitation, family planning, adolescent sexual and reproductive health, male involvement, support for orphans and vulnerable children and people living with HIV/AIDS, vector control, environmental health, water and sanitation, support for healthy living, and the prevention and management of non communicable diseases.

Volunteer contributions to improved health include the following:

- increasing knowledge and promoting social and behavior change through classroom education, camps, community group sessions, patient education, mural competitions, theater performances, radio, television, puppet shows;
- building and strengthening the technical capacity of community members, traditional service providers, health workers, and community based organizations;
- strengthening linkages between communities, organizations and health facilities; and
- helping families and communities to acquire and maintain equipment and structures that reduce disease transmission.

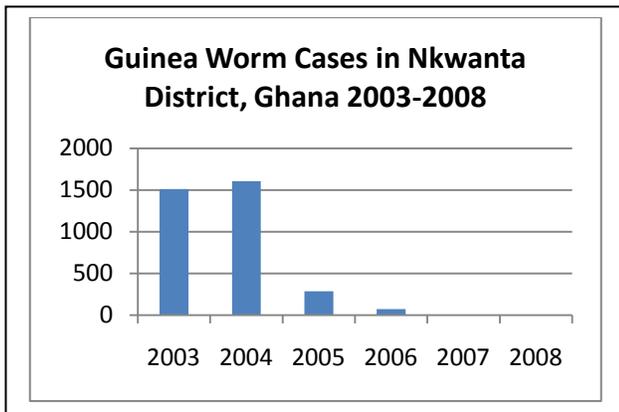


*Note: Data based on information gathered in end-of-year reports for 2010.
Prepared by the Office of Overseas Programming & Training Support (OPATS)*



Demonstrating Results

Guinea Worm Eradication: In January 2011, the government of **Ghana** and the Center for Disease Control announced that Ghana has finally conquered Guinea worm disease. The U.S. Peace Corps assisted the country's Guinea Worm Eradication Program by providing health education and social mobilization at the village level. Results from one district where Volunteers worked are indicated in the chart below.



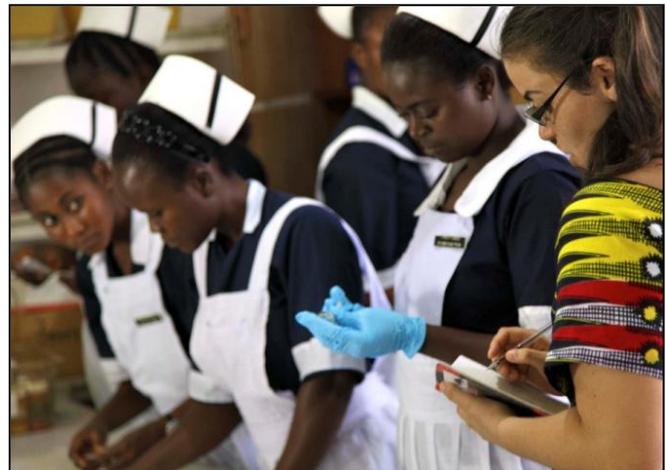
Malaria Control: In **Senegal**, the Ministry of Health reported a dramatic decrease from 40 percent to 7 percent in children under five malaria cases between

Malaria: As a result of the universal bed-net distribution campaign initiated by the Peace Corps, the government of Senegal and the President's Malaria Initiative adopted the Peace Corps distribution approach and supported 2010 universal coverage efforts in the four regions of Senegal with the highest prevalence of malaria.

2001 and 2007. Peace Corps has been playing an instrumental role in a village-by-village follow up campaign to ensure continued success.

Infant and Young Child Nutrition: Since 2002, Peace Corps Volunteers serving in Africa have been implementing the Positive Deviance/Hearth Nutrition Model, aimed at addressing malnutrition among children and changing infant and young child nutritional practices.

Nutritional rehabilitation results collected by Peace Corps in **Mali, Burkina Faso** and **Guinea** reveal that on average, 42 percent of children gain at least 200 grams during the 12 day Hearth period. At one month from the initial start date, 66 percent of children gained at least 200 grams; with the average weight gain being 448 grams.



Health Volunteer in Liberia, 2009

Fiscal Year 2010 Health Project Beneficiaries, by Type of Beneficiary and Region

Region	Individuals Assisted	Service Providers Assisted	Organizations Assisted	Communities Assisted
Africa	810,609	19,565	6,695	15,036
Europe, Mediterranean and Asia	48,409	2,854	771	735
Inter-America and Pacific	361,497	21,372	3,982	6,441
Total	1,220,515	43,791	11,448	22,212

Note: Data based on information gathered in end-of-year reports for 2010. Prepared by the Office of Overseas Programming & Training Support (OPATS)



Water, Sanitation and Hygiene Promotion

Quick Facts

Approximately 24 percent of Volunteers serving worldwide work in the area of public health. In fiscal year 2010, the Peace Corps addressed water and sanitation through:

- 51 health projects; virtually all of which include promotion of improved hygiene within their objectives. Approximately 1,800 Volunteers served in these projects.
- 12 projects that include water and sanitation infrastructure within their objectives; approximately 356 Volunteers served in these projects.
- Community service activities; at least 100 Volunteers, across a variety of projects, in collaboration with their communities, developed activities that address water and sanitation infrastructure.



Promoting improved hygiene habits

Volunteers across all regions promoted changes in hygiene habits, including proper household water storage, household water treatment, adult and child feces disposal, and hand washing with soap. Volunteers enthusiastically participated in Global Handwashing Day (October 15th). Volunteers particularly targeted women, who are the traditional food preparers and child caregivers, as well as children, to help them establish ingrained habits. Volunteers adapt proven methodologies for hygiene promotion, such as those promoted by the United Nations and the World Bank, reflecting the extensive research that has been conducted in this area.

After 15 Years of Support to Rural Water in the Dominican Republic... In 2010, a Volunteer systematically visited 40 water committees formed or strengthened with Volunteer assistance, 35 of whom participated in a meeting of water committees. All of the 35 water systems are working, have functioning committees, and are collecting tariffs. Several have repaired their systems with their own funds.

Facilitating improved management, operation and maintenance

Volunteers helped build communities' capacity to manage watersheds and water committees, including financial management. Volunteers also helped build technical skills in areas including watershed mapping, water system operation and maintenance, and water system repair.

*Note: Data based on information gathered in end-of-year reports for 2010.
Prepared by the Office of Overseas Programming & Training Support (OPATS)*



Facilitating simple system planning and construction

Volunteers helped communities to plan and implement of water and sanitation infrastructure projects, for schools and for communities, most often those small communities whose infrastructure needs are not being met by others due to resource limitations. Volunteers facilitated the financing and construction or repair of community and school gravity-flow water systems, rainwater catchment systems, wells, soak away pits and latrines. They also trained local masons in techniques including ferrocement tank construction.



Who Benefitted From the Work of Peace Corps Volunteers and Where

This table summarizes the beneficiaries of Peace Corps Volunteer work with communities.

Region	Beneficiaries with improved sanitation access	Beneficiaries with improved safe water access	Participants educated on improved hygiene	Total Beneficiaries
Africa	30,400	96,300	810,600	937,300
Europe, Middle East, North Africa and Asia	4,800	39,200	48,400	92,400
Americas and the Pacific	10,900	37,500	361,500	409,900
TOTAL	46,100	173,000	1,220,500	1,439,600

This table lists the countries where our health and water/sanitation projects were active in 2010.

Region	All health projects / health projects including water/sanitation infrastructure
Africa	Benin, Botswana, Burkina Faso, Cameroon, Ethiopia, Ghana , Guinea, Kenya, Lesotho, Madagascar, Malawi, Mali , Mozambique, Namibia, Niger, Rwanda, Senegal , South Africa, Swaziland, Tanzania, The Gambia, Togo, Uganda, Zambia
Eastern Europe, Middle East, North Africa and Asia	Albania, Armenia, Kyrgyz Republic, Moldova, Mongolia, Morocco, Turkmenistan
Americas and the Pacific	Belize, Dominican Republic , Ecuador, El Salvador, Fiji, Guatemala , Guyana, Honduras , Jamaica , Nicaragua, Panama , Paraguay , Peru , Suriname , Vanuatu

*Note: Data based on information gathered in end-of-year reports for 2010.
Prepared by the Office of Overseas Programming & Training Support (OPATS)*



HIV/AIDS Global Summary

Common Programming Themes

Since 2004, Peace Corps has been an active partner in the President’s Emergency Plan for AIDS Relief (PEPFAR), the largest international health initiative to fight a single disease. As of September 30, 2010, Peace Corps received PEPFAR funds totaling approximately \$89.1 million to expand and strengthen the agency’s HIV/AIDS interventions in 50 overseas posts.

Peace Corps Volunteers in 60 countries respond to the epidemic by integrating HIV projects into their work. They organize a range of activities such as training communities in low-labor agricultural techniques to improve the nutrition of people living with HIV/AIDS (PLWA), establishing income-generating activities for orphans and vulnerable children (OVC), training caregivers to improve care for PLWA and OVC, integrating HIV/AIDS content into education alongside life skills training. Volunteers increasingly engage men and boys to promote gender equity, reduce HIV vulnerability, and build healthy families and communities.

Most Volunteers work in prevention education with the general population, but in 30 posts they also reach populations engaged in high-risk behaviors, such as drug users or commercial sex workers. Volunteers work with traditional and non-traditional service providers, including peer educators. They also used information technology and mass media to reach nearly 2.8 million individuals.



Notable Activities & Promising Practices

Volunteers work in 45 **health** projects, addressing HIV and key public health issues such as malaria, tuberculosis and maternal & child health. Volunteers in **Burkina Faso** work with traditional healers. In **Ecuador** and **Fiji** they work in clinics and health centers. **Agriculture and environment** Volunteers conduct HIV awareness campaigns targeting farmers, and, in **Tanzania**, **South Africa** and **Mozambique** provide bio-intensive gardening training for PLWA and OVC. **Small business development** Volunteers work with affected populations on income generating activities, build the management capacity of HIV/AIDS-focused organizations, and help businesses to create HIV workplace programs. In **Swaziland**, Volunteers work with child-headed households and conduct positive-living workshops. **Education** Volunteers, like those in **Georgia**, work not only with teachers, but also host youth camps clubs to provide HIV/AIDS education to in-school and out-of-school youth.

2010 Programming & Training Results by Region

	Africa	EMA	IAP	Total
# Volunteers Involved in HIV/AIDS Activities	1,442	339	663	2,444
# Beneficiaries Reached	452,084	69,464	89,766	611,314
# Service Providers Trained	25,503	5,950	6,545	37,998
# Organizations Assisted	4,119	1,019	1,929	7,067
# Communities Assisted	6,489	2,375	985	18,749

Note: Data as of September 30, 2010; Prepared by the Office of AIDS Relief (OAR)



WID/GAD



Peace Corps Volunteers' Work Women in Development/Gender and Development

- In FY10, of the **64 posts** reporting, **75 percent** confirmed having a WID/GAD committee. These committees are typically run by Volunteers with the support of a staff member.
- **Eighty six percent** of posts that submitted reports use the Participatory Analysis for Community Action (PACA) approach, and most posts combine PACA with Gender Analysis.
- **More than half** of posts with a GAD committee report using Volunteer committee members to present information regarding WID/GAD, Gender and Youth Development (GYD) and/or an Anti-Trafficking in Persons (A-TIP) to Volunteers during Pre-Service Training (PST) and In-Service Trainings (IST).

WID/GAD: Overview

The Peace Corps Act was modified in 1974 to include language that mandated the promotion of “programs, projects, and activities which tend to integrate women into the national economics of developing countries, thus improving their status and assisting the total development effort.” Peace Corps staff, Volunteers, and their host-country counterparts have long been committed to incorporating a gender-sensitive approach to all

aspects of programming and training. This has resulted in more effective programming that addresses the gender-specific needs of all members of the communities in which Volunteers work.

Volunteers and their host country counterparts took gender roles into account when planning and implementing projects. This gender-sensitive approach resulted in activities that more effectively addressed the needs of all members in the communities where Volunteers work.



Girls' and Boys' Camps

One of the most frequently initiated activities in 2010 was youth camps. At some posts, Camp GLOW (Girls Leading Our World) and Camp TOBE (Teaching our Boys Excellence-or some variation) are the highlight of WID/GAD activities. **More than two thirds** of posts reported some type of camp for youth, including both girls' and boys' empowerment camps, and camps focusing on sports and healthy lifestyles, HIV/AIDS prevention and sex education, the environment, business education, leadership, goal-setting, breaking down negative gender stereotypes, preventing gender-based violence, and community building. Volunteers work with NGOs,

*Note: Data based on information gathered in end-of-year reports for FY2010.
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teachers or other organizations to co-facilitate sessions and assist administratively to ensure sustainability. Volunteers have learned that camps are most effective when the campers return to their communities and/or schools to recreate activities and/or establish clubs for their peers. Part of the camp program provides lessons on how to bring these messages back home.

Working with Men as Partners

Volunteers have organized trainings on male leadership that focuses on men as partners and behavior change. Some Posts work with men so that they can advance women’s inclusion in projects and economic opportunities, as in **Malawi** and **Zambia**, where Volunteers promote collaboration between women and men in decision making so that women can engage in income generation activities such as fishing and bee keeping, traditionally male domains. **Kenya, Lesotho** and **Togo** reported that they were using the *Men as Partners* materials designed by EngenderHealth that promotes healthy relationships and lifestyles by working with men to promote gender equity.

Education

Ninety percent of posts with education programs reported that Volunteers designed materials and

lessons for English language education in the classroom and/or English clubs that focused on gender topics (human trafficking, gender roles in society, leadership, domestic violence, HIV/AIDS) and gender perspectives (equity in the classroom, gender awareness and gender sensitive language. Volunteers provide homework and after school clubs to help girl students improve their study skills and work with communities to promote Girls’ Education and Empowerment (**Benin, Botswana, Cameroon, Cape Verde, Mali, Malawi, Niger, Togo, Uganda** and **Zambia**).

Environment

Many Volunteers took the opportunity to integrate gender equity messages into their environmental programs. In **Morocco**, Volunteers introduced gender equitable use and proper management of resources. In **Panama**, Volunteers discussed the importance of community members having equal roles in the care of the environment.



WID/GAD Project Beneficiaries

Region	Individuals Assisted						Service Providers					
	Females over 24	Males over 24	Females 15 to 24	Males 15 to 24	Females under 15	Males under 15	Females over 24	Males over 24	Females 15 to 24	Males 15 to 24	Females under 15	Males under 15
Africa	25,985	54,442	34,118	39,763	21,554	25,115	2,787	4,618	851	1,307	353	644
EMA	6,943	17,052	15,916	27,255	8,867	9,244	1,512	1,956	730	991	171	312
IAP	8,017	20,155	6,350	12,733	6,814	9,724	1,065	2,490	393	597	63	157
Totals	40,945	91,649	56,384	79,751	37,235	44,083	5,364	9,064	1,974	2,895	587	1,113
Average	13,648	30,550	18,795	26,584	12,412	14,694	1,788	3,021	658	965	197	371

Note: Data based on information gathered in end-of-year reports for FY2010. Prepared by the Office of Overseas Programming & Training Support (OPATS)



ICE and IRC Global Summary

Global Overview

Information Collection and Exchange (ICE) manages the selection, acquisition and distribution of training publications to Volunteers; coordinates the development of additional publications to fill unique Peace Corps training needs; and supports a network of Information Resource Centers (IRCs) at posts worldwide.

ICE Publications Used at PSTs and ISTs

ICE produces the key publications used by all posts at PST (pre-service training) and IST (in-service training) training events. The top ten ICE publications in FY2010, ranked by the percent of posts who indicated they used the publications in either PST or IST training were as follows:

1	<i>PACA Idea book</i>	M0086	97.0%
2	<i>Culture Matters</i>	T0087	94.0%
3	<i>Roles of the Volunteer in Development</i>	T0005	91.0%
4	<i>Life Skills Manual</i>	M0063	89.6%
5	<i>Non-Formal Education Manual</i>	M0042	88.1%
6	<i>New Project Design and Management Training Manual</i>	T0107	86.6%
7	<i>Classroom Management Idea Book</i>	M0088	79.1%
8	<i>Host Families Matter: The Home stay Manual</i>	T0106	76.1%
9	<i>Working with Youth: Approaches for Volunteers</i>	M0067	73.1%
10	<i>Volunteer On-going Language Learning Manual</i>	M0064	71.6%

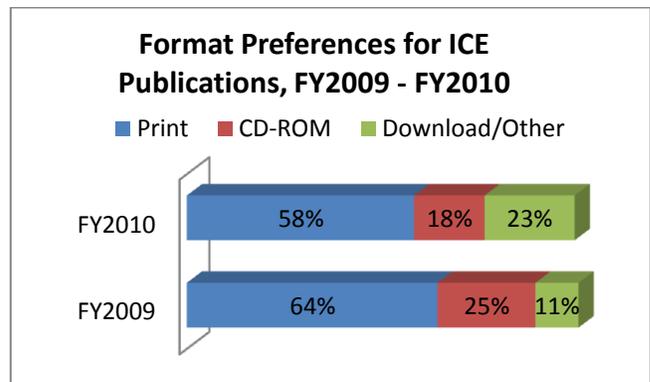
The *ICE Catalog* is the primary vehicle for Information Collection and Exchange (ICE) to promote and distribute training books, CD-ROMs, and other resources to Volunteers and staff in the field. The *ICE Catalog* includes both publications produced by

Peace Corps ICE, as well as purchased commercial publications. Statistics for the distribution of *ICE Catalog* publications in FY2010 are as follows:

Number of requests from posts: **454**

Adjusted number of *ICE Catalog* publications distributed to posts: **34,907**

ICE distributes publications in print and digital formats. Although print is still the preferred format for the majority of posts, digital format preferences are shifting with the changing technologies – from CD-ROM to downloading, USB drives and other options. Many posts also indicate a need to have publications available in all formats, to cover all eventualities, including unreliable electricity or costly and slow Internet access.



ICE collaborates with specialists in other offices to develop and update materials that support programming and training at posts. During FY2010, ICE revised or updated seven titles, including RE014K *Sharing Promising Practices*, a CD-ROM with over 160 ICE publications now in full-text PDF format. These CD-ROMs are being distributed to all Volunteers.



Information Resource Centers (IRCs)

Information Resource Centers (IRCs) and IRC managers greatly benefit Peace Corps posts by providing access to high-quality information resources that support the work of Volunteers and staff.



While nearly all posts have an IRC, the IRC may vary from a few bookshelves in a staff office, to a complete library with a collection of ICE and other books, as well as workspace and computers with Internet access. Most posts are not able to fund a full-time IRC manager but designate a staff person who holds another position – often Program Assistant, Executive Assistant, or Language and Cross-Cultural Facilitator – to take on the duties of IRC management in addition to other responsibilities.

To assist with IRC projects, many IRC managers establish an IRC Committee of Volunteers. An active IRC Committee ensures that Volunteers are engaged in maintaining an IRC that meets their information needs. An IRC manager or the IRC Committee can also promote the IRC and ICE resources at PST, IST, and other training events, as well as through email announcements and newsletters. Some IRCs also use technologies such as SharePoint, wikis, or internal

websites to share information resources and publications with Volunteers and staff.

Information Collection & Exchange (ICE) staff supports Information Resource Centers (IRCs) with resources, guidance, and both on-site and distance training. A collection of manuals and tip sheets are maintained on an internal file-sharing space dedicated to IRC management. During FY2010, ICE facilitated one on-site workshop and supported an IRC manager in facilitating another. ICE also developed and conducted Dewey Decimal training sessions which were offered via WebEx. A total of 27 posts attended at least one of these sessions.

ICE welcomes the opportunity to support the Information Resource Centers as they continue to provide valuable information services to Volunteers and staff in the field.





Renewable Energy and Climate Change

Quick Facts

Volunteers are promoting renewable energy and addressing climate change by:

- Serving worldwide in the areas of environment or agriculture (**1,068** in fiscal year 2010). Their work has a significant impact on raising awareness of environmental issues and in changing behaviors that often are directly related to climate mitigation and adaptation.
- Seeking opportunities to work with communities to: 1) increase communities' awareness of renewable energy, climate mitigation and climate adaptation; 2) enhance the availability of businesses and micro-financing to support renewable energy technologies; and, 3) support community-led renewable energy, climate mitigation and climate adaptation projects under Peace Corps Energy and Climate Partnership of the Americas supported by the U.S. State Department. There are eleven countries (1,553 Volunteers in fiscal year 2010) that are participating in this initiative.
- Engaging in environmental education activities and other secondary activities related to renewable energy and climate change, including Volunteers in over 20 countries, primarily in Latin America and Africa, who are promoting the use of fuel-efficient cookstoves.

Environmental Education

As environmental awareness has increased in both the U.S and in countries where Peace Corps works, there has been a related increase in both the supply of Volunteers motivated to work in this area and demand from countries that recognize the risks associated with climate change and the vital role the environment plays in development. Volunteers raise awareness about increased risks posed by climate change, including hurricanes, sea level rise, droughts,

and spread of disease. They educate people on the science behind climate change, as well as appropriate and practical measures that communities, towns, and governments can take to adapt to change and mitigate future change. These are essential first steps for initiating climate mitigation and adaptation activities at the local level and beyond. Volunteers work with teachers, students, community groups and NGOs to conduct education and outreach activities.

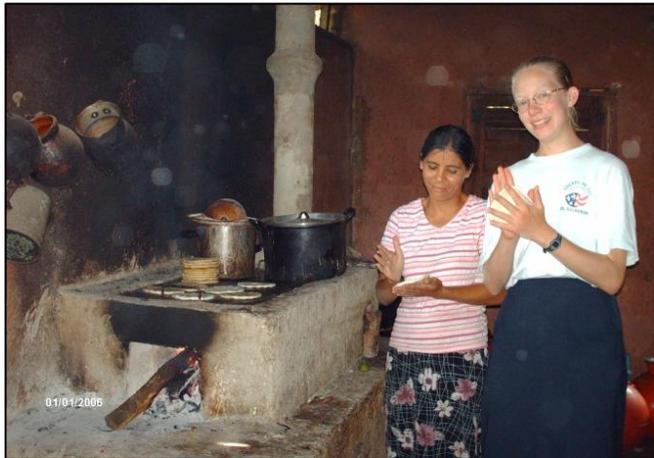


Natural Resources Management and Climate Adaptation

Volunteer work with communities and farmers in the following areas related to natural resources management and climate adaptation:

Tree Planting and Reforestation. Volunteers work with local communities to plant trees, and foster natural regeneration. They train communities, students, and farm families to establish tree nurseries and plant trees on farms, in towns, and in communal areas. They work with protected area managers and local governments to reforest degraded lands and help communities diversify their income through tree products.

*Note: Data based on information gathered in end-of-year reports for 2010.
Prepared by the Office of Overseas Programming & Training Support (OPATS)*



Soil and Water Conservation / Crop Diversification.

Climate change will cause increased variability in rain events such as flooding and droughts. Volunteers help communities to adapt to these changes by working with local community members (farmers, students, and others) to promote live and dead fences or barriers, conservation tillage, contour planting, and terracing and cover crops to reduce soil loss. Volunteers also promote rainwater catchments and reservoirs and improved irrigation systems. Volunteers also help communities diversify crop bases, promoting alternative and native crops that are better adapted to climate variations.

Environmental Planning and Coastal Management.

Climate change is already impacting communities, particularly those along coastlines where it is affecting the survival of coral reef ecosystems and the frequency and intensity of natural disasters. Volunteers help governments and local communities gather data on the current state of their environment, as well as vulnerabilities, through GPS/GIS, remote sensing, and other land use mapping initiatives. Volunteers support natural disaster preparedness planning, and management, as well as coastal planning and management, which can include coastal wetland protection, mangrove management, marine protected areas, shoreline stabilization, and reef and fisheries management.

Fuel-Efficient Cooking

In September of 2010, Secretary of State Hillary Clinton announced the establishment of the Global Alliance for Clean Cookstoves, a public-private partnership led by the United Nations Foundation that will work toward the goal of 100 million homes adopting new clean stoves and fuels by 2020. This alliance aims to reduce exposure to indoor air pollutants by women and children exposed to smoke from open fires or old and inefficient stoves in small kitchens and poorly ventilated houses, and the 2 million deaths per year estimated that this exposure causes. Peace Corps Volunteers are contributing to this initiative by education and promotion of affordable options of improved efficiency stoves and ovens for low-income families, as well as alternatives to wood-burning stoves, such as solar ovens and biogas.



Other Renewable Energy Technologies

Volunteers have facilitated access to renewable energy, most often solar (photo-voltaic), but also hydro-electric, for powering school computers, lighting community centers, community tourism centers, small businesses, and homes. Through its participation in the Energy and Climate Partnership of the Americas, Peace Corps' is building its technical expertise in this area and encouraging innovation of promise for communities less dependent on fossil fuels.

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Volunteer Training

Overview

Peace Corps Volunteers commit to 27 months of service, approximately three months of which is training. While the longest training event occurs when Volunteers first arrive in country, they participate in a number of additional training and professional development opportunities during their service. Peace Corps uses a competency-based training approach throughout this ‘continuum of learning’ that supports trainees from arrival in the country of service, to their departure.

Continuum of Learning

Pre-Service Training (PST) is the first event within this continuum of learning and ensures that Volunteers are equipped with the knowledge, skills, and attitudes to effectively perform their jobs. Pre-service training is conducted in the country of service by Peace Corps staff, most of whom are locally hired trainers. The length of pre-service training varies, usually ranging from 8 to 12 weeks, depending on the competencies required for the assignment.

Peace Corps staff measure achievement of learning and determine if trainees have successfully achieved competencies, including language standards, for swearing-in as a Peace Corps Volunteer. On average, 9 out of 10 trainees are sworn-in as Volunteers.

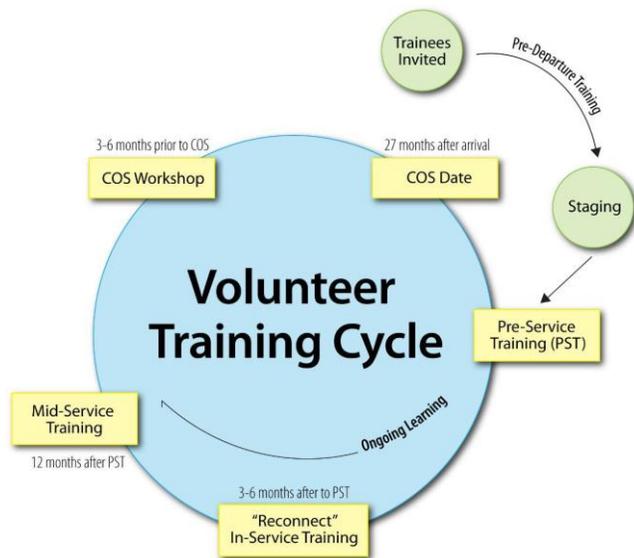


Volunteers also participate in In-Service Training (IST) events to further develop their skills during their service. A few months prior to the end of service, a Close of Service (COS) event gives Volunteers a chance to reflect on their service and plan next steps.

Community-Based Training

Integrating into the community is one of the core competencies Volunteers strive to achieve both in PST and during the first several months of service. Successful sustainable development work is based on the relationships Volunteers build by respectfully integrating into the host country community and culture.

Trainees are prepared for this through a ‘home-stay’ experience, which often requires trainees to live with host families during PST. Integration into the community fosters language and cross-cultural learning and ensures Volunteers’ health, safety, and security.



Prepared by the Office of Overseas Programming & Training Support (OPATS)



Language Learning

The ability to communicate in the host country language is critical to being an effective Peace Corps Volunteer. So basic is this precept that it is spelled out in the Peace Corps Act:

“No person shall be assigned to duty as a Volunteer under this Act in any foreign country or area unless at the time of such assignment he (or she) possesses such reasonable proficiency as his (or her) assignment requires in speaking the language of the country or area to which he (or she) is assigned.”

In 2010, Peace Corps trained Volunteers to speak 187 distinct languages.

Technical Skills

Depending on the project to which Volunteers are assigned, Volunteers receive technical training to prepare them for work in a particular sector:

- Agriculture
- Environment
- Business
- Education
- Health
- Youth

Volunteers learn how to conduct a participatory community needs assessment and then work in cooperation with their community partners to meet those needs.

Volunteer Health & Safety Training

Peace Corps provides training to ensure Volunteers are healthy and safe during their service. Volunteers learn about how to maintain their personal health and well-being in the context of the host country. They also learn about safety concerns –how to minimize risk, respond appropriately to a concern, and reach out for support.

Training Approach

Peace Corps training is designed and delivered within the framework of the Training Design and Evaluation System. This framework calls for a thorough systematic analysis and identification of core and project-specific training needs, and the design and delivery of integrated training throughout the 27 months of service.

Peace Corps training incorporates widely accepted principles of adult learning and is structured around the Experiential Learning Cycle. Successful training results in competence in various technical, linguistic, cross-cultural, health, and safety and security areas.





V2 Volunteerism

- In 2010, **23** Peace Corps posts reported receiving requests from host country agencies, including government ministries, NGOs or other partners for Peace Corps' assistance in supporting or launching their own volunteer programs.
- **32** posts reported engaging in some sort of volunteerism-supporting activities.
- Volunteers worked with over **1.75 million** young people under the age of 25. In addition, they trained over **45,000** young people as "service providers," or as facilitators of change.
- **52** percent of Volunteers indicated that their work mobilizes host country nationals to volunteer.

What is V2?

The Peace Corps, through its *V² Volunteerism Initiative*, aims to build on the mandate articulated in the Peace Corps Act and President Obama's call to service to support existing and new host country civic engagement, volunteer and social innovation efforts. When appropriate, *V²* efforts aim to build service-learning components into education and community development activities. As a result:

- Millions of host country community members, especially youth, will have greater opportunity, capacity, and motivation to engage in voluntary activities.
- Through service, community members, especially youth, will build stronger communities, meet real development priorities and build relevant skills and capacities in the process.

Support of national service corps or programs: In several countries, Peace Corps staff and Volunteers are playing a role in helping to develop or support national service corps programs or national volunteering initiatives. Posts may set up knowledge sharing or partnership opportunities with local service corps members. In other countries, staff serve on steering or planning committees.

*Note: Data based on information gathered in end-of-year reports for FY2010.
Prepared by the Office of Overseas Programming & Training Support (OPATS)*

Helping young people lead community

development: Volunteers and their partners work with youth groups to design and implement community projects. Young people develop planning, mobilizing and leadership skills while they work to improve schools, communities and their own lives. The Peace Corps' resource, the [V² Volunteerism Action Guide](#) supports Volunteers and their partners in facilitating this process.



Using service learning to strengthen education:

Some posts have incorporated service learning into school or community based education programs. This may include working with teachers to strengthen the quality of existing service requirements, civic education, or introducing service learning into vocational or other educational programs.

Days of service or community building events:

Global Youth Service Day, World AIDS Day, Earth Day, and other local events can serve as important launching points or celebrations of volunteerism, youth service and leadership in the community. Posts partner with NGOs, health, environment, or international partners such as UNV to identify young leaders, and well as to plan and organize community mobilizing events.