

# ANNUAL REPORT 2021



**Peace  
Corps**  
PERÚ

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# Peace Corps in the world

## Central America and The Caribbean

- \* Costa Rica
- \* Guatemala
- \* Mexico
- \* Nicaragua
- \* Panama
- \* República Dominicana
- \* Dominica
- \* Granada
- \* Saint Lucia
- \* Saint Vincent and the Grenadines
- \* Jamaica
- \* Belize

## Asia

- \* Cambodia
- \* Indonesia
- \* Mongolia
- \* Nepal
- \* Philippines
- \* Sri Lanka
- \* Thailandia
- \* Timor-Leste

## The Pacific Islands

- \* Fiyi
- \* Samoa
- \* Tonga
- \* Vanuatu

## Latin America

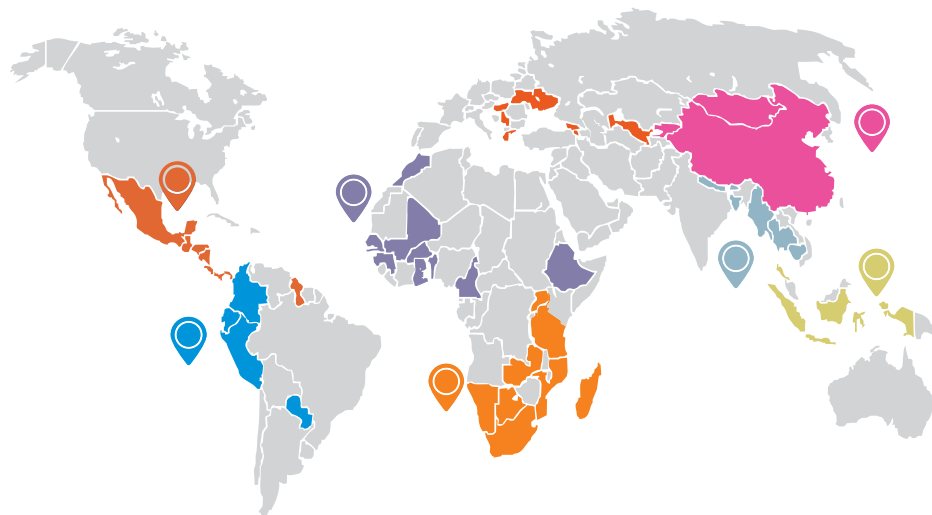
- \* Colombia
- \* Ecuador
- \* Paraguay
- \* Peru

## Africa

- \* Benin
- \* Botswana
- \* Cameroon
- \* Comoros
- \* Ethiopia
- \* Ghana
- \* Guinea
- \* Kenya
- \* Lesotho
- \* Liberia
- \* Morocco
- \* Madagascar
- \* Malaui
- \* Mali
- \* Tanzania
- \* The Gambia
- \* Togo
- \* Uganda
- \* Mozambique
- \* Namibia
- \* Nigeria
- \* Rwanda
- \* Senegal
- \* Sierra Leone
- \* South Africa
- \* Zambia

## East Europe and Central Asia

- \* Albania
- \* Armenia
- \* Georgia
- \* Kosovo
- \* Montenegro
- \* Ukraine
- \* Kyrgyz Republic
- \* North Macedonia
- \* Moldova





## Words from our National Director

2021 was the second year of the pandemic during which it was not possible to bring our Volunteers to serve in person in Peruvian communities. However, the new mode of virtual service which we began as a pilot program in 2020 with only six participants on line, is working out to be an alternative form of volunteer service to support our host organizations in the development of capacities to respond to specific needs.

Thanks to this new modality, and to the service of 30 online participants from the United States, up to now we have had the opportunity to give support in many different ways. Some examples are the training of teachers in community projects lead by youth, supporting the health sector in Ancash to improve the communication of its reports of water quality by way of social media in order to promote prompt action from local authorities to respond to the need for safe water in Ancash communities, developing training materials for environmental education for students in the area of the Huascarán National Park, training leaders from public diners in applying health protocols when serving the public, training teachers from rural areas (Yachachiqs) in social skills in order to offer better support to community members, and in the use of new technologies to apply for help from the National Government, and so on. These and other examples can be read in greater detail in the report that follows.

This pilot program of online service has allowed us to stay current with the needs of our Peruvian allies and to give support by way of the service of United States citizens who have the technical qualifications necessary for training to respond to needs in their efforts to achieve sustainable development. The Peace Corps has learned a great deal about this mode of service in this year and a half of the pilot program during the pandemic, and PC is arranging to officially offer this modality of online service to our partners in the development of Peru.

In a parallel fashion, during 2021 we were dedicated to preparations for the return in person of our Volunteers to Peru. We are proud to report that as of May 2022, we will receive our first group of post-pandemic Volunteers for the Community Economic Development and Water, Sanitation and Hygiene Programs. After a period of Pre-Service Training, at the end of August they will begin their two-year service in communities of the Ica and Lima Provinces. In addition, we will receive our first groups of Peace Corps Response in June and August, and later in September, Volunteers from the Programs of Community Health Promotion and Youth Development. We hope to count on approximately 46 Volunteers at the end of 2022.

It is with pride that we present our Annual 2021 Report, with thanks to each of our allies, partners, counterparts, communities and our staff who make these accomplishments possible.

**Attentively,**  
**Stuart Jablon, National Director – Peace Corps Peru**





## Peace Corps in the World

**The Peace Corps** is a network of international service made up of Volunteers, community members, host country organizations and Peace Corps personnel motivated by the mission of this organization: to promote world peace and friendship.

At the invitation of governments around the world, Peace Corps Volunteers work together with community members on projects of local priority in the sectors of education, health, environment, agriculture, community economic development, and youth development.

By way of their service, members of the Peace Corps network develop transferable skills and perfect their intercultural competency, which positions them to be the next generation of world leaders.

From the time that President John F. Kennedy created the Peace Corps in 1961, more than 240,000 United States citizens have served in 142 countries around the world.

The Peace Corps works in 67 countries and has sent an average of 7000 Volunteers per year.



## The Peace Corps mission

Promote world peace and friendship through the following goals:

- Help people of interested countries respond to their needs by capacity building.
- Promote better understanding of the culture of the United States for citizens of the host country.
- Promote better understanding of host country cultures for people in the United States.



## Where we work

Until March of 2020 we worked in:

- Piura
- Amazonas
- Cajamarca
- San Martín
- Loreto
- La Libertad
- Ancash
- Lima
- Junín
- Pasco







## Who are Peace Corps Volunteers?

PCVs are United States citizens, graduates of United States universities, coming from different States and from different ethnic origins, religions, sexual orientations, and socio-economic levels. There are Volunteers of all ages, varying in range from 20 to 85 years old.

Upon arriving in Peru, and before beginning service at their assigned sites, the Volunteers participate in approximately 12 weeks (2.5 months) of training in order to live and work within a different culture, language and environment, in some cases very unlike what they know and are accustomed to. After this training they are assigned to different communities in the host country for a two-year period of service in different projects. During this time they live with the people they work with as one more member of that community.

The main role of the Volunteer is to support people so that they can be proactive in their own community development. With this objective, and according to each community's needs, Volunteers carry out activities together with community members, according to the requests of the organizations with which the Volunteers serve.



## Projects in Peru:



**YD**

Youth Development



**CED**

Community Economic  
Development



**CHP**

Community  
Health Promotion



**WASH**

Water, Sanitation  
and Hygiene



**PCR**

Peace Corps  
Response

“

*“Peace Corps’s presence in Peru began in 1962, one year after the Agency started throughout the world.”*



## Peace Corps in Peru



At the invitation of the Peruvian Government, Peace Corps was in Peru from 1962 until 1975, when Peace Corps left Peru due to political and social instability. During this first stage, more than 2,600 Volunteers served in the areas of education, agriculture, small businesses and infrastructure.

Again at the Peruvian government’s invitation, Peace Corps returned to Peru in 2002, signing an agreement of cooperation between the two governments in March of that same year. Since that time Peace Corps has renewed its commitment to community development in Peru, and it continues to work toward strengthening the ties of friendship between the two countries.

In this second stage more than 1300 US citizens came to Peru to serve as Volunteers. Peace Corps Peru planned to return to eight regions: Loreto, Ancash, La Libertad, Junin, Pasco, Cajamarca, Piura and Amazonas. But in March of 2020 due to the Covid 19 pandemic, almost 200 Volunteers had to be evacuated from the communities where they were serving, and were returned to the USA. Currently, after two years of the pandemic, Peace Corps Peru is planning for a gradual return of Volunteers in 2022.

Peace Corps Peru Volunteers work in five different projects: Community Health Promotion; Water, Sanitation and Hygiene; Community Economic Development, Youth Development and Peace Corps Response. In addition to the tasks proper to their assigned project, Volunteers also carry out activities to promote gender equity, the empowerment of women, and social development led by youth as agents and resources for their own community. Volunteers also carry out activities to promote reading, sports, learning English and computer skills.

The work and support of Peace Corps Volunteers over the years have made a significant contribution to the development of important social sectors in Peru.





# The Evacuation and Return of Volunteers

## Evacuation

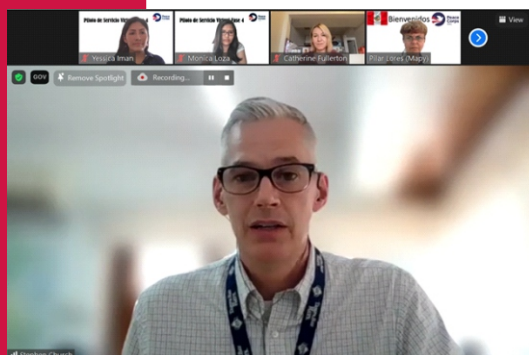
- In March 2020, Peace Corps carried out a global evacuation of its almost 7000 Volunteers worldwide for the first time since it was created in 1961.
- In Peru, 187 Volunteers located in 10 regions were evacuated. They initially traveled to Lima a few days before the Peruvian Government decreed the first quarantine with inter-regional and international travel restrictions. This operation, which took seven days, signified sending the Volunteers to the United States, the first group on Friday, March 20 and the second on Monday, March 23.
- To achieve the logistics of such an event we counted on the support of local authorities such as the Peruvian National Police, and the United States Embassy. The Volunteers had to leave their communities in a hurry, and leave their host families and community partners with little explanation at a time when they felt that their presence was relevant to help face the pandemic. It was a difficult moment with mixed emotions.



## The Return of the Volunteers

- At present (early 2022), with greater availability of vaccines in the United States and Peru, Peace Corps Headquarters has begun a plan to return Volunteers on a global level, and the hope is that the first Volunteers will be returning to their host countries before the end of this year.
- United States citizens continue applying to Peace Corps and headquarters continues recruiting Volunteers to be ready when the time comes.
- During the pandemic of 2020-2021, Peace Corps Peru trained its personnel in the priorities for re-initiating operations, adopted protocols for serving in a safe way during these times of Covid 19, maintained contact with the organizations and community partners.
- Peace Corps Peru has been planning to receive Volunteers when conditions are safe and appropriate for the Volunteers as well as for the host communities. In this way we are programming the return of a small group in May/June 2022, to work in the Ica and Lima regions, hoping to count on more than 60 Volunteers in the field at the end of this year.





## Virtual Service (Pilot)

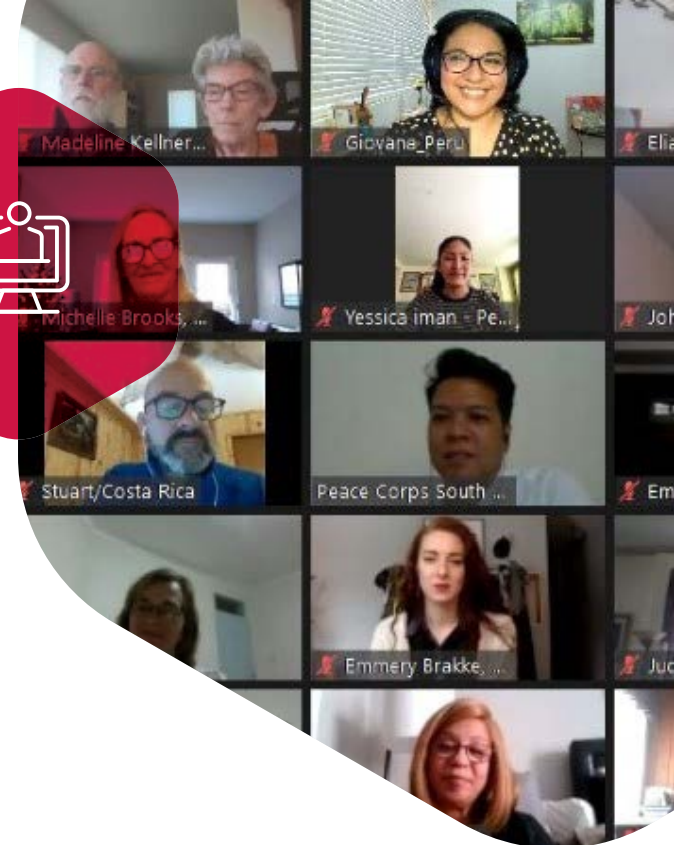
### What is Peace Corp's Virtual service?

This is a new opportunity for cooperation offered by the Peace Corps to counterpart organizations for them to count on virtual support from former PCVs in order to contribute to accomplishing the organization's objectives.

Currently this mode of service is in an experimental phase, and Peru is one of the participating countries in this pilot program, allowing us to co-design together with our partners for the future of this virtual volunteer experience.

### How does it work?

1. Interested organizations identify a need in one of their development projects their organization is implementing, and they fill out a form for Virtual Service (SOVE) indicating, among other things, the professional profile of the virtual participant.
2. Peace Corps Peru translates these requests to English and sends them to the USA headquarters where this opportunity is published on the Peace Corps web page. Former Volunteers who apply go through a rigorous selection process for choosing the best candidates.
3. Peace Corps invites the selected candidates to participate in a training process for the online virtual service. After that an orientation workshop is offered to the requesting organizations receiving a virtual participant, and together they develop work plans for the virtual service which could last for a period of 3 to 6 months.



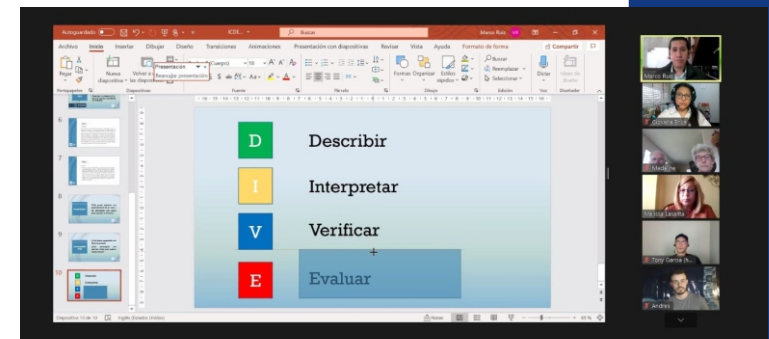
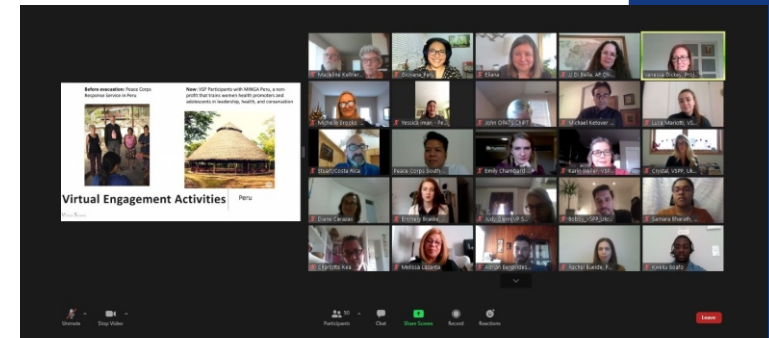
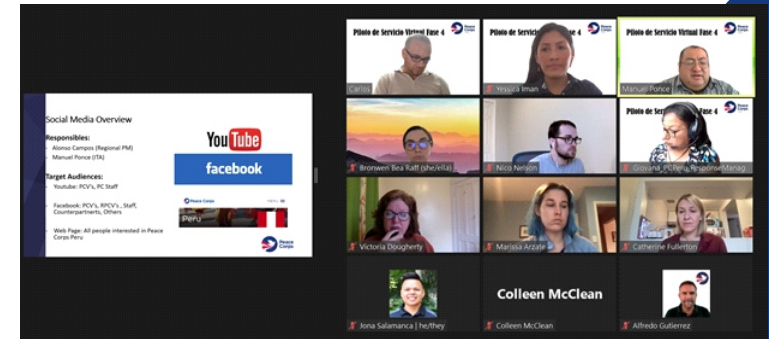


## Characteristics of the Service

- From October 2020 when we began, this new mode of Virtual Volunteers has functioned as a pilot, but we are preparing the way to make it official.
- We are working with government Organizations and NGOs in Loreto, Piura, La Libertad, Ancash, Junín, Pasco y Lima.
- This mode of service at present can last from 3 to 6 months of joint work with a commitment on the part of the virtual participants to dedicate between 5 to 15 hours a week.
  - The host organization should assign a team of at least 2 to 3 people to work with the virtual participant.
  - The virtual participants are known as VSPP (initials in English).



If you are interested in receiving a virtual participant, get in touch with any of the following Project Managers described below.





## THE YOUTH DEVELOPMENT PROJECT



### Achievements in the past few years

- **9812 youth trained** in life skills, 6370 in job employability and 2226 in financial education.
- **48 job fairs, 32 panels of professionals in schools and a 5% increase** in students having access to technical institutions and university.
- **4 workshops for project design and management led by youth**, 80 community partners trained who carried out 505 replicas leading to the implementation of 61 youth projects. One of these achieved a year of **0 adolescent pregnancies** in the community.
- **1391 parents were trained** in effective communication skills for their adolescent children.
- **5 Community Youth Development** committees implemented and integrated by local authorities committed to solving problematic situations for youth.



### Focus for the new cycle of the Project

With Youth Development Volunteers

- Strengthen the implementation of the Ministry of Education's national strategy for student participation "We are peers", as well as the initiatives "In High School you do it", Student City Hall, and "Ideas in Action".
- Train 9000 youth in vocational orientation during homeroom sessions in the schools, hold 300 vocational fairs and panel discussions with professionals.
- Train 750 tutors from educational institutions in project design and management for youth projects
- Train 2250 parents in how to better communicate with adolescents during sessions of Schools for Parents.
- Support the local government Social Development Management offices in the implementation of summer school programs.



### Main Partners:

- The Ministry of Education-MINEDU team responsible for the national strategy of "We are peers"
- Specialists in tutoring and school life from the local school administration units (UGEL) The Regional Government Offices of Education in Ancash, Amazonas, Cajamarca, Junin, Pasco and La Libertad
- Coordinators of tutoring and psychologists from High Schools in the communities where we work
- Other private and public organizations that work with youth





## Virtual Service in Youth Development

In collaboration with our partners in the “Divino Maestro de Agocucho” school in Cajamarca, Virtual Service participants of the Youth Development Program accomplished the following:

- Online training for a group of five youth from the Junín province to carry out a situational diagnostic for identifying the needs of youth in the area, which could be incorporated into Junín’s municipal strategic plan.
- The training of 11 district youth groups from the province of Pasco about Project Design and Management of youth projects. As a result, two of these, developed by youth leaders, were presented to their district authorities.

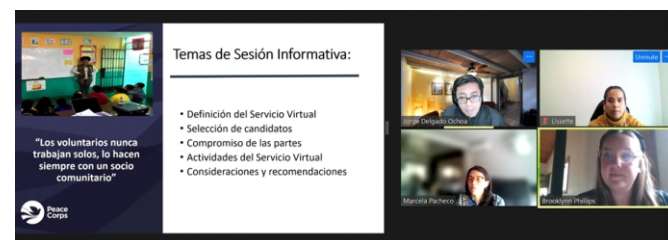
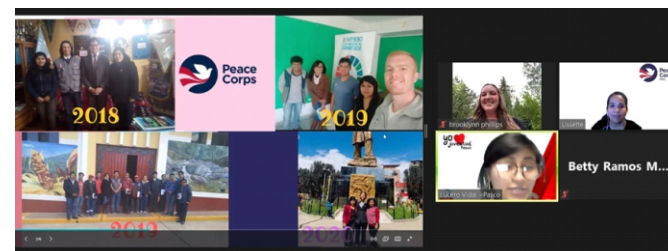
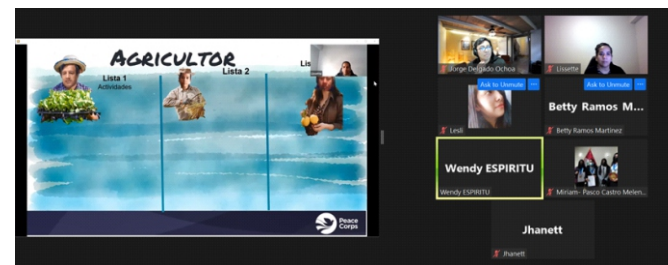


### Testimony

*“I can do no more than thank and recognize the benefit we received from Peace Corps which helped us in the training about Project Design and Management for our institution. This has allowed us to detect problems and propose concrete solutions which we can implement this year.”*

*I would like to especially recognize Jorge Delgado and Lissette Carranza for their great support, and all those who are behind this organization, so that they may continue to generate these projects in a sustainable way for all of Peru. Many thanks.”*

**Professor Enrique Ordoñez**  
Director of “Divino Maestro”, Agocucho, Cajamarca





## COMMUNITY ECONOMIC DEVELOPMENT



### Achievements in the past years

- **1063 small businesses** received consultant help according to need, in order to improve the business.
- **7558 Peruvian youth** were trained developing business plans that promoted competencies for entrepreneurship and offering business skills for the future.
- **5375 participants**, the majority being women from grass root organizations and youth, learned how to manage personal finances with courses in Financial Education.
- **3817 people**, mostly women, saved a total of S/. 1,997,046.00 (Peruvian currency) in 306 community banks they themselves formed.



### Focus for the new cycle of the Project

Develop capacities in members of Peruvian rural and peri-urban communities in order to expand their economic opportunities with inclusion and gender equity, thus improving their quality of life and reducing poverty by way of the following three objectives:

- Manage personal finances through financial education and the promotion of savings by way of community banks or savings clubs.
- Youth entrepreneurship through the Education for Work courses in high schools and other centers of education, and courses coordinated by municipal authorities to develop business skills in students and teachers.
- Economic empowerment for women through personal development workshops and the use of business skills to start a business or improve and existing one. This is directed to women belonging to social programs and grass root organizations (Mothers' Clubs, Milk Programs, community food kitchens, neighborhood committees and others).



### Main Partners:

- The Ministry of Education
- The social development programs "JUNTOS" and "FONCODES"
- The Ministry of Exterior Commerce and Tourism
- The Ministry of Production
- The Ministry of Women and Vulnerable Populations
- The Superintendence of Banking, Insurance and Pension Funds
- Regional governments of Ancash, Amazonas, Cajamarca, Junin, Pasco and La Libertad





## Virtual Service in Community Economic Development

In collaboration with our partners of FONCODES and the “Red Salesiana del Perú” (the Salesian network) the participants of Virtual Service of the CED program achieved the following:

- The development and implementation of an intensive workshop for teachers of the “Red Salesiana” of CETPROs (Centers for Technical Production) regarding the United Nations Agenda 2030 for Social Entrepreneurship, Business Skills and how to transfer this knowledge to students. The workshop was offered in 9 two-hour virtual sessions. 32 teachers from five regions received additional hours of mentoring and technical assistance online. Five teams of teachers presented their projects of sustainable social entrepreneurship.
- Training, together with personnel from FONCODES (Fund for Social Development Cooperation) and MIDIS (the Ministry for Development and Social Inclusion), for 24 teachers from rural areas “Yachachiqs” in the development of social skills for working in their assigned zones. Each “Yachachiq” offers assistance to 40-60 urban users regarding entrepreneurship and income-generating activities. In addition, they developed guides and help for incorporating new technologies to apply in the future, together with a continuing development of their social skills.
- Strengthen the capacities of the team of principals and teachers of four CETPROs from the “Red Salesiana del Perú” in youth entrepreneurship, business plans, the management of productive projects and social entrepreneurship. In addition, they developed the bases for the future contest for business plans of the “Red Salesiana” of Centers for Technical Production.



### Testimony

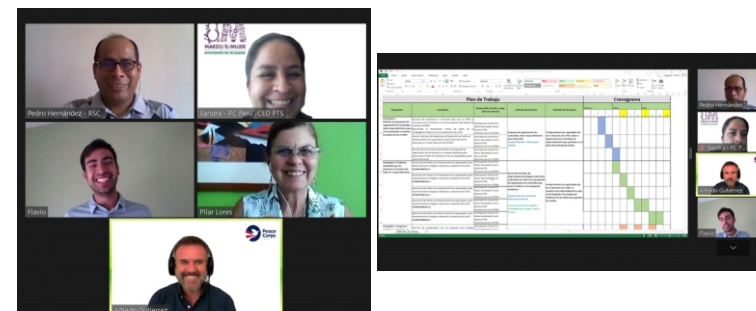
*“Among the significant achievements of the “Red Salesiana” thanks to the Peace Corps Virtual Service, I can mention the following:*

- *We have teams of principals and teachers with strengthened entrepreneurship skills*
- *Peace Corps gave us their manual in digital and physical form to be used in the teaching process of our network. As an important teaching tool, this manual will be printed to be given to all the network teachers.*

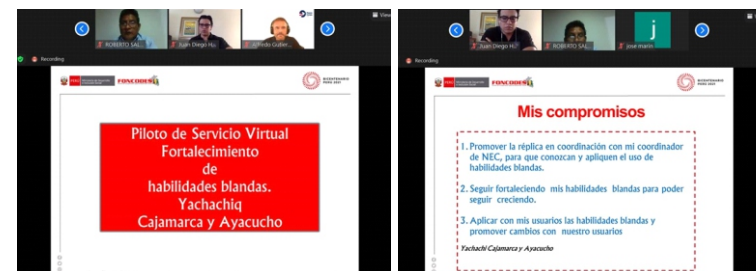
*Because of this valuable support from the Peace Corps Virtual Participants, the “Red Salesiana” of Centers for Technical Production recommends that this type of service continue, and we invite different public and private institutions to join efforts with Peace Corps Peru.”*

**Pedro Hernández Morales**  
National Coordinador, Red Salesiana de CETPROs

**Phase 2:** Virtual meeting for monitoring with “Red Salesiana de CETPROs” (RSC) and VSPP Flavio Cabrera.



**Phase 2:** Meeting with FONCODES and VSPP Juan Diego Hernandez:



**Phase 3:** Virtual meeting for monitoring with “Red Salesiana de CETPROs” (RSC) and VSPP Elma Gely.





# COMMUNITY HEALTH PROMOTION



## Project Achievements 2014--2021

- **2337 Mothers** and care givers learned how to use the CRED card through which it was verified that 1562 children improved their early development and acquired abilities that corresponded to their age level.
- **2672 sessions** for the preparation of nutritious balanced meals were offered, making 1813 mothers and care givers aware of how to give children healthy meals, starting from six months.
- **291 children** under the age of five gained weight appropriate to their age and 342 grew to the appropriate height after interventions in the promotion of health and coordinated actions with health workers in training processes and follow up of healthy feeding practices.
- **9385 adolescents** were trained in sex and reproductive education along with teachers and health personnel. Of these, 7551 demonstrated knowledge of ways to prevent pregnancy.
- **1889 youth** were trained in the program of peer educators, of which 1120 finished the process of facilitation in the classroom along with the assigned teacher.



## Focus for the new cycle of the Project

With the support of Community Health Volunteers we hope to develop capacities in Peruvian rural community health providers, focusing on:

- Motivating coordination between the health and education sectors in order to achieve effective results for family health.
- Promoting activities of prevention and promotion that involve the active participation of health personnel along with the education sector to generate sustainable changes.
- Supporting the national strategy to counter chronic childhood malnutrition through training activities for community health workers and first level health personnel.
- Carrying out coordinated activities with the education sector to join the efforts of the national strategy for sex education and planning.



## Main Partners:

- The Ministry of Health - MINSA
- The Ministry of Education - MINEDU
- The social program "Cuna Mas" from the Ministry of Development and Social Inclusion
- Regional governments of Ancash, Amazonas, Cajamarca, Junin, Pasco and La Libertad





## Virtual Service in Community Health Promotion

In collaboration with our partners from Complementary Social Services of MIDIS (Ministry of Development and Social Inclusion) Virtual Service participants from the Community Health program achieved the following:

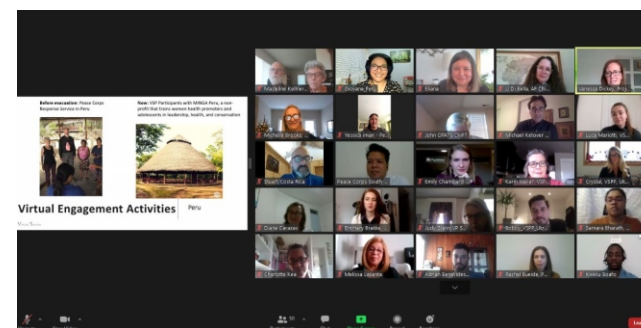
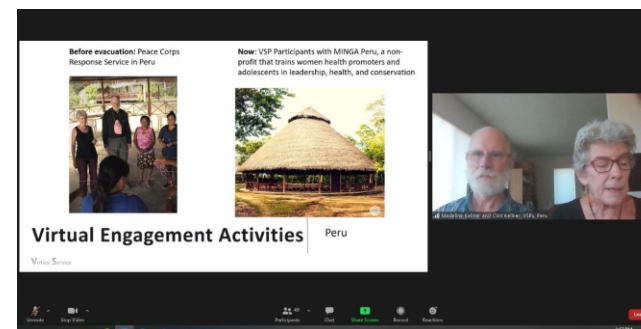
- Strengthening the capacities of 11 leaders of community soup kitchens in the topics related to treatment and handling of food, hygiene practices, and attention to the public using COVID-19 prevention protocols.
- Finalizing the training, each participant replicated the workshop for members of the social organization, using the resources learned during the training sessions, including the technical aspects and teaching techniques.
- At the end of this edition, two additional virtual participants have been assigned to continue the work started with the Office of Complementary Social Services by replicating this workshop on a larger scale with the help of the leaders who had been trained before, and innovating with technologies for distance training for vulnerable populations.



### Testimony:

*"Team work is the fuel which allows us to achieve extraordinary success; and in this sense, the coordinated work of the Office of Complementary Social Services of MIDIS and the Peace Corps has allowed us to offer knowledge to the women who are leaders of base social organizations which make up the Inter-institutional Committee, and to achieve empowerment in topics related to the prevention of COVID-19, the prevention of violence, managing popular soup kitchens, and others. All this is thanks to the dedication and willingness of the Virtual Participants and the technical team of Peace Corps."*

**The Technical Team of the Office of Complementary Social Services of MIDIS.**





## WATER, SANITATION AND HYGIEN



### Project Achievements 2014 - 2021

- **7051 families** trained in methods of proper hand washing and of treating water for drinking.
- **1,404 Water Committees** improved their abilities in the administration, operation and maintenance of water systems and services for the community.
- **41,988 people** were benefitted with access to chlorinated water upon installing **383 rural chlorination systems**.



### Focus for the new cycle of the Project

The aim of this project is the development of capacities in rural populations to better manage water resources and sanitation services, focusing on the following priorities:

#### Plans for Water Security

- Strengthen the capacities of community-level leaders for identifying areas of risk, for establishing mitigation strategies among sectors, and thus assuring water quality and adequate sanitation services.

#### Administration, Maintenance and Operation of Water and Sanitation Services

- Empower the providers of rural sanitation services (Water Committees, etc.), improving their technical, leadership and organizational skills to guarantee adequate services.

#### Sanitation education and Assessment of Water and Sanitation Services

- Strengthen the capacities of local authorities to develop facilitation skills for sanitary education at all levels, promoting hygiene and safe water practices.

**The program will promote the assessment and sustainability of the sanitary services with a focus on gender and capacity building.**



### Main Partners:

- The Ministry of Health - MINSA
- The Ministry of Housing, Construction and Sanitation - VIVIENDA
- The National Program for Rural Sanitation
- The National Water Authority - ANA
- The National Superintendence of Sanitary Services - SUNASS
- General Management of Environmental Health DIGSA, from the Ministry of Health
- The NGO Water for People
- Regional governments of Ancash, Amazonas, Cajamarca, Junin, Loreto, Pasco and La Libertad





## Virtual Service in Water, Sanitation and Hygiene

In collaboration with our partners from the Management of Environmental Health from the Regional Office of Ancash, the Virtual Service participants from the Water, Sanitation and Hygiene program achieved the following:

- More than 30 meetings during which capacities for planning, organization and monitoring were strengthened in technical teams made up of 15 workers responsible for environmental health and monitoring water quality in the region of Ancash.
- Developing activities with 412 workers on the level of operations, and 15 on the management level responsible for the monitoring of water quality.
- Developing workshops about the design of strategies, non-formal education techniques, teamwork and instruments for evaluation, among others.
- Promoting participative leadership for the technical teams of the six health networks in Ancash
- Giving impulse to the regional pilot program “ALERTA DEL AGUA” (water alert), which transmits the results of the evaluation of field parameters of water quality in the mass media and social networks, thus promoting governing and actions on the part of authorities and the general population.
- Thanks to the support of the Virtual Service participants the topic of water quality was placed on the public agendas of local governments and rural communities.



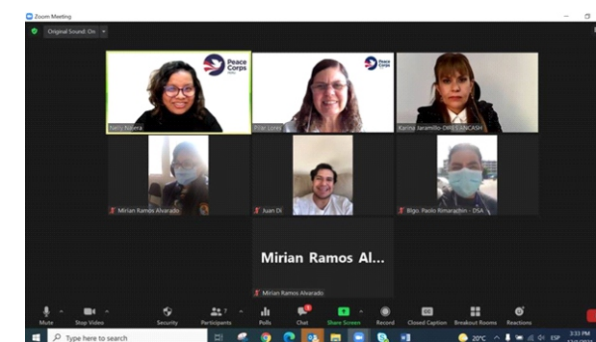
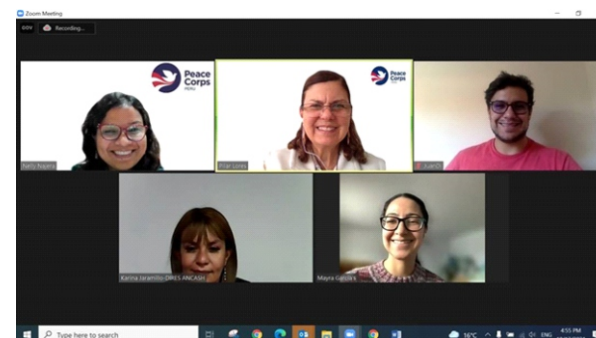
### Testimonie

*“I learned to look for solutions in the face of adversities in our region such as a lack of connectivity to the internet, the sending of information and coordination with other entities. The most important part of this experience was being able to transmit knowledge about the quality of the water we consume daily to all institutions and the population in general.”*

**Biologist Paolo Yordano Rimarachin Varas,**  
Technical team DSA-PVICA / DIRESA ANCASH

*“I am thankful for the experience with the Peace Corps Virtual Service Participants who taught us to work better as a team, meeting with us weekly, to respect our ideas, reach a consensus, and better manage our differences. Many thanks.”*

**Biologist Karina Jaramillo**  
Executive Director of DESA, ANCASH  
Executive Director of DESA, ANCASH



Ceremony to launch the pilot program “Alerta del Agua”





# PEACE CORPS RESPONSE



## Project Achievements 2017- 2021

During this period 26 Volunteers served with 22 public organisms and NGOs, each for a term of one year in the sectors of Environmental Conservation, Youth Development, Community Economic Development and Water, Sanitation and Hygiene. They were able to train host organizations in the following:

- **Eco-tourism plans and strategies for positioning** in order to promote sustainable tourism in highland and jungle communities.
- **Marketing tools for 20 local businesses** managed by women to increase sales.
- **Coaching techniques** in crisis situations, working with more than 200 children and adolescents.
- **Sustainable management of natural resources** and assessment of services in eco systems to raise consciousness of the people living in natural reserves buffer zones.
- **Review and revision of radio programs for community health and wellness** which transmit daily to more than 50 communities in the Amazon jungle.



## Focus for the new cycle of the Project

Peace Corps Response works with organizations who seek to optimize the impact of their social projects by way of improving their internal processes and the strengthening of the technical and professional capacities of their collaborators. Independently of their assigned sectors, Peace Corps Response Volunteers work on the following:

- The identification of areas for growth in organizational management.
- The design and implementation of tools for internal management.
- Strategies for effectively reaching a target population
- The development of alliances and practices of organizational networking.
- Strengthening the technical capacities of personnel according to their project.
- Strengthening professional capacities such as project management, strategy planning, written and oral communication skills.



## Main Partners:

Volunteers are assigned to two kinds of organizations:

### 1. Public Organisms

- Educational institutions from the Ministry of Education
- The National Program for Family Welfare - INABIF from the Ministry of Women and Vulnerable Populations
- The National Superintendence of Sanitary Services SUNASS from the Presidential Council of Ministers
- The National Service of Natural Protected Areas SERNANP from the Ministry of the Environment
- The National Institute of Glacier and Mountain Ecosystem Research from the Ministry of the Environment
- The Regional Governments of Ancash, Loreto and Piura
- The Technological Institute of Production - ITP from the Ministry of Production

### 2. NGOs

- MINGA Peru in Loreto
- Peru Dignity in Loreto
- CIPCA - Center for Research and the Promotion of "Campesinos" in Piura
- Progreso: The Association of the Promotion of Rural Economic and Social Management in Piura
- CARE Peru in Piura





## Virtual Service in the Peace Corps Response program

In collaboration with our partners, Peace Corps Virtual Service Participants achieved the following

- Help with the revision of a training manual for leadership and life skills utilized for empowering women health promoters in native communities from Iquitos in the Amazon region.
- Improve communication and networking skills in the NGO "MINGA" to attract investment in their development projects in the Peruvian Amazon area
- Train forest park rangers the private conservation area of Copallín (Amazonas) in strategies and tools for the management of natural resources that help with the conservation of protected flora and fauna
- Identify threats to species in danger of extinction in the National Reserve of Junín, accomplishing the decree of a Regional Resolution for the conservation of the giant frog of Junín.
- Help in the writing of an environmental education manual for the National Park of Huascarán, in collaboration with the DRE Ancash and SERNANP (The National Service of Natural Protected Areas), which will serve for the revision of the joint environmental education manual for SERNANP and the Regional Office of Education, Ancash, to educate students in the care of the National Park of Huascarán.
- Help with designing the digital marketing strategy for INAIGEM (The National Institute of Glacier and Mountain Ecosystem Research) so that neighboring communities will know about the importance of the research regarding the glaciers in their area in order to improve conservation strategies



### Testimony

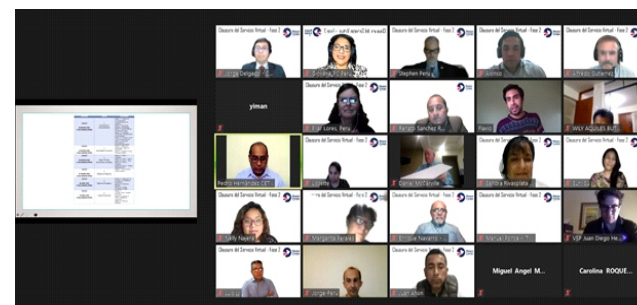
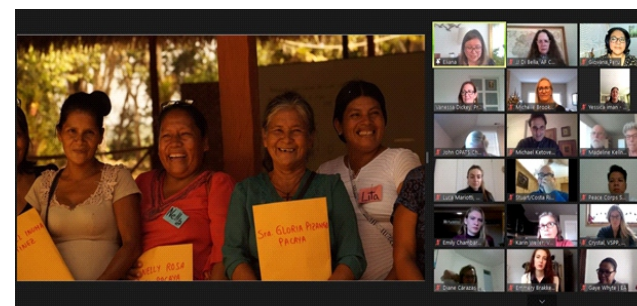
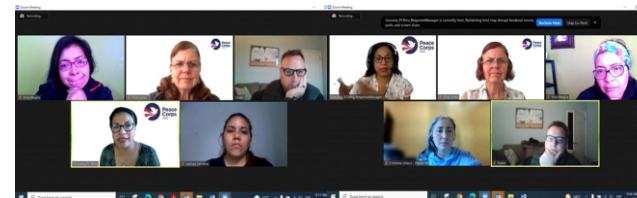
*"When we found out about the Peace Corps Virtual Participant program, it seemed like an interesting opportunity, and we were immediately motivated to apply. The application process was fluid, and the steps to follow were clear, and we could count on the constant support of the Peace Corps professionals in case of any questions we might have.*

*During the stage of the selection of the Virtual Participant we also received information about how it was developing, and that made us feel part of the process and not just passive receivers. This program is beneficial for our Institution, as it has offered consultation from high level personnel, with much experience and knowledge of different tools and methodologies, and most of all able adjust that knowledge to our own reality.*

*I would definitely recommend this to other Peruvian entities, and in the name of INAIGEM thank PC for this excellent opportunity, hoping to continue with this fruitful collaboration."*

**Cristiana Leucci**  
Counterpart of the National Institute of Glacier and Mountain  
Ecosystem Research (INAIGEM)

### Phase 3: Meetings for monitoring with INAIGEM and VSPP Slater Matzke:







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