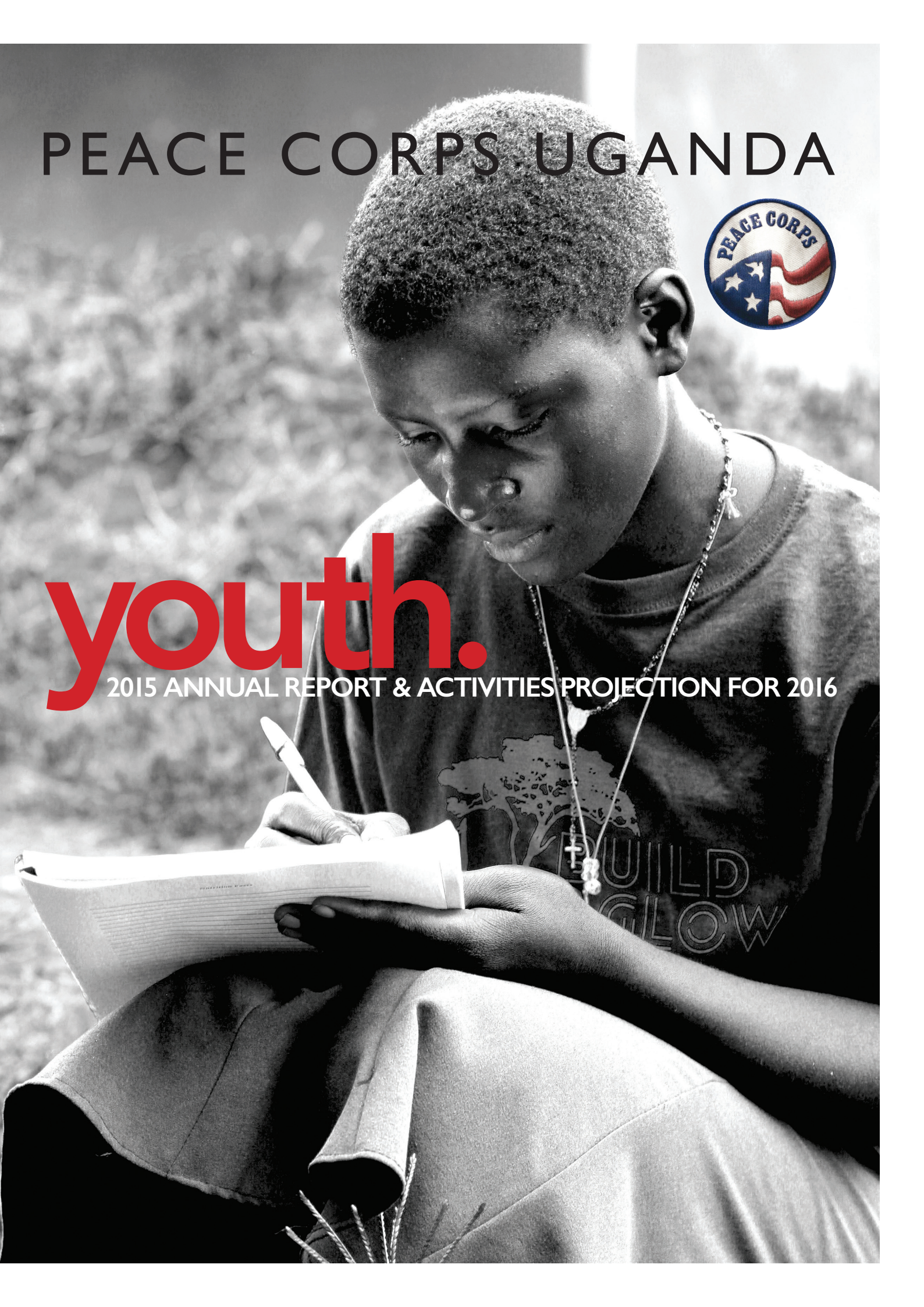


PEACE CORPS UGANDA



youth.

2015 ANNUAL REPORT & ACTIVITIES PROJECTION FOR 2016



"He craved the knowledge, and he intended to be a good teacher, but he needed someone to take the time to show him what that meant."

pg. 13

"Over 1,400 girls are reached in monthly health talks regarding menstrual health, early pregnancy, sanitation, hygiene, HIV/AIDS and life skills, and girls from each school are trained by the peer education program."

pg. 15

"These invaluable skills not only helped save a patient's life, but are now important lessons the medical students will be able to use in addressing clinical acute care situations in the future."

pg. 17

"As a result of this training, youth participants gained a better understanding of how they can contribute to their families' coffee farms, and the opportunities that exist for employment in the coffee value chain."

pg. 19

"One of the campers wrote that Camp GLOW strengthened her belief 'that educating women is educating the world.' There is no better feed back than that."

pg. 22



PEACE CORPS UGANDA

2015 ANNUAL REPORT & ACTIVITIES PROJECTION FOR 2016

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All photos in this report were created by Peace Corps Uganda Volunteers

ACRONYMS AND ABBREVIATIONS

AIDS: Acquired Immune Deficiency Syndrome
ARV: Anti-Retroviral
DEAR: Drop Everything and Read
GEF: Global Education Framework

GHSP: Global Health Service Partnership
GLOW: Girls Leading Our World
HIV: Human Immunodeficiency Virus
PEPFAR: President’s Emergency Plan for AIDS Relief
USAID: United States Agency for International Development
US: United States

From the Country Director

LOUCINE HAYES



One of Peace Corps' early calls for the Americans to join Peace Corps reads: "We need someone with the boldness of a pioneer, the resourcefulness of an inventor and the faith of a sword swallower." I have to say, I have the best job in the world because every day I get to witness the fruits of the labor of our Volunteers who truly embody the boldness of a pioneer, carry the resourcefulness of an inventor and have the faith of a sword swallower to work hand in hand with our Ugandan partners, serving from the remotest corners of Kisoro in south west to Pajule to Yumbe in the north and northwest respectively, to create true opportunities for especially the young people. Uganda is a nation predominately of young people carrying so much potential in their young minds, so much passion and resolve in their young hearts and so much power in their young hands. We have over 170 Volunteers in Uganda who bring and share so much wealth of knowledge, commitment and resolve with these young people; inspire and spark the curiosity of their young minds and thus lay a foundation of sound knowledge and skills to forge real plans and opportunities that harness the immense potential that Uganda has in Agriculture to feed most of East Africa, to enable the young people to make healthy choices, to enable the remote communities to have access to much needed medical care and support and to help literacy to be attainable for every child. When it comes to the people of Uganda, especially the youth, I believe there is no limit to what one can achieve. Peace Corps Uganda is looking to this very possible bright future and working very hard through so many programs that bring so much needed resources to Uganda to make that very possible future, a reality.

Ugandans say there is a certain magic with Peace Corps and the work the Volunteers do. Peace Corps Volunteers too say that there is certain magic to Uganda. For most that magic brings out the best in all of us. Every time when it is Close of Service and I have to say good bye to our Volunteers they always share that one of the things they will always cherish and that will always bring warmth and smiles to their hearts is the amazingly true and deep love of Ugandan people. Ugandan people build true bridges of friendship with our Volunteers, for most, these friendships are for life. Quite often when I mention Peace Corps, our Ugandan partners will proudly say, "Oh yes, Peace Corps! I had this amazing Volunteer and this is what they taught me..." and so goes the story. One of those remarkable stories is the story of the Honorable Chief Justice of Uganda, Bart Katureebe. It will truly inspire you if you follow the link to view the story.

www.youtube.com/watch?v=ACFrVXsySM8

I always say we are in this together. That is the spirit of truly making a difference and I was thrilled to hear that President Obama referred to that very spirit of "Harambee" in Swahili while addressing Kenyan people in Nairobi. We are in this together and my gratitude to all of the Ugandan partners for their commitment and the American people for their support. Please enjoy reading this wonderful issue of the Annual Report, continue to care and make a difference like someone who has the boldness of a pioneer, the resourcefulness of an inventor and the faith of a sword swallower.



agency



History of the Peace Corps

PEACE CORPS ACROSS THE GLOBE

Peace Corps is an independent agency of the United States Government. It was founded in 1961 by President John F. Kennedy during his political campaign tour at Michigan University. His vision was to have an organization composed of Americans who would promote peace, friendship, and development.

Since then, the Peace Corps has sent over 200,000 American Volunteers to live and serve in 138 countries all over the world.

The Three Goals of Peace Corps

GOAL 1	To help the people of interested countries meet their need for trained men and women.
GOAL 2	To promote a better understanding of Americans on the part of the peoples served.
GOAL 3	To promote a better understanding of other peoples on the part of Americans.

Peace Corps Development Approach

Peace Corps focuses on individual and organizational capacity building, empowerment of communities and grassroots/community based development. Peace Corps Volunteers typically live and work with rural communities for 2 years. The Volunteers learn the local language and culture and adapt to the local conditions including food.

It is now 54 years since Peace Corps was formed. The countries in which Volunteers serve have changed over time, the players have changed and their methods revised but the Peace Corps goals and development philosophy are still the same.

PEACE CORPS IN UGANDA

In 1964, Peace Corps established a presence in Uganda at the request of the Ugandan Government. On November 16th, the first group of thirty eight Peace Corps Volunteers arrived for a 2-year service, working with Secondary Schools. Since then, Peace Corps Uganda has had interruptions in service twice in 1973 and 1999. To date, 1,445 Peace Corps Volunteers (PCVs) have served in Uganda in the sectors of Education, Health, Community Economic Development and Agriculture.

The Peace Corps Uganda program comprises of 4 projects in 3 sectors: Primary Literacy Project (Education), Health Project (Health), Global Health Service Partnership Project (Health) and Community Agribusiness Project (Agriculture). As of August 2015, there are 175 Volunteers in Uganda. The Volunteers are serving in all the 5 regions of Uganda except Karamoja. The table below shows the distribution of Volunteers by region:

Number of Peace Corps Volunteers by Region

REGION	ED	HE	AG	TOTAL
NORTH	15	17	7	39
WEST	19	9	9	37
SOUTH WEST	5	13	9	27
CENTRAL	24	10	3	37
EAST	15	12	8	35
TOTAL	78	61	36	175

As of August 2015, Peace Corps Uganda headquarters operates with a diverse team of 53 staff and 2 interns. The team is comprised of 45 Ugandans (from all the 5 regions) and 9 Americans. The staff's primary mission is to support Volunteers.

A New Strategic Direction

HONORING OUR LEGACY, DESIGNING OUR FUTURE

Peace Corps Uganda adopted a new vision plan in May 2015. The plan includes a new vision and mission statement and six strategic priorities to guide Peace Corps staff and Volunteer activities for the next 5 years. The Plan also provides an integrated mission support system to ensure agency focus on successful accomplishment of the vision and mission. The plan was developed in a collaborative process of several meetings of Peace Corps staff with the Volunteer Advisory Committee that represents Uganda Peace Corps Volunteers. Peace Corps is

reinventing itself. Peace Corps Uganda is a leading part of that reinvention.

Peace Corps Uganda Strategic Plan Direction

Vision Statement

Hand in hand for peace and prosperity for Uganda.

Mission Statement

Provide leadership in capacity-building for community-driven solutions for development and inter-cultural understanding through the selfless service of Peace Corps Volunteers, staff and community partners.

Volunteer Support Model



Strategic Priorities

Acknowledge the Volunteer as our most important resource.

Identify meaningful Volunteer jobs that respond to community needs.

Facilitate innovative and high impact sustainable community transformation through the work of Volunteers and their Ugandan counterparts.

Provide timely training and development services for Volunteers, staff and Ugandan counterparts.

Demonstrate diversity and inclusion in all activities.

Model the values of respect, honesty, loyalty and commitment to the 3 Peace Corps Goals.

HOW WE MANAGE

Peace Corps Uganda's annual retreat reviewed activities and progress toward agency goals of 2014 and refined the goals and objectives to inform activities in 2015 – "Moving Forward".

Peace Corps Uganda is a service agency. Peace Corps Volunteers are the service providers to the communities and citizens of Uganda. The relationship between staff and Volunteers is a key element in the achievement of Peace Corps goals, program objectives, and a professionally and personally rewarding experience for all Peace Corps Volunteers.

Management focus is concentrated in three areas: Volunteer training, Volunteer support and staff development. Volunteer training is a continuous process over a Volunteer's 27 month period of service. The training process is conducted by highly qualified staff, subject matter experts and experienced Volunteer trainers. All training is integrated into a dynamic evaluation system and continuous improvement process.

Volunteer support is a critical element of daily Peace Corps activities. This support provides the vital communication link among staff, Volunteers and the communities served. Peace Corps Uganda implemented the Champion System as a "gateway" for comprehensive Volunteer support. Each Volunteer has an assigned Champion. The Champion is an advocate for effective service support and guidance to the Volunteer. Each Champion manages and supports between 5 – 15 Volunteers. The Champions provide: technical support; guidance for counterpart and supervisor relationships; oversight of job duties, housing

and living issues; and support and guidance as Volunteers adjust to life in Uganda.

Project Advisory Committees composed of community stakeholders meet semi-annually to provide input and feedback regarding Volunteer program activities and outcomes. Volunteers have formed a variety of think tanks, clubs and committees to provide both program support and individual Volunteer support. An All-Volunteer Conference is held annually to support teamwork and communication among Volunteers and staff.

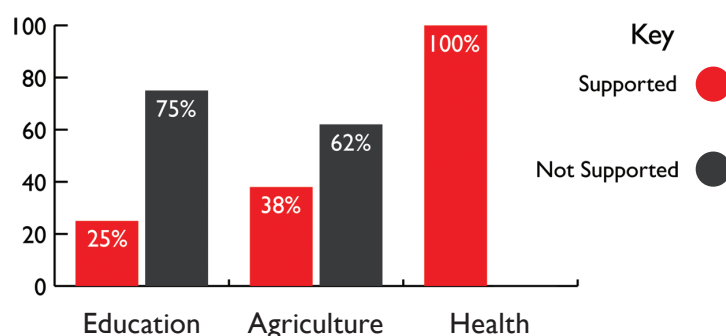
Staff development is designed to equip staff members with the knowledge, skills and ability to support all elements of current Peace Corps operations and to develop capabilities to meet the technological challenges of the future.

President's Emergency Plan for AIDS Relief

SUPPORT

President's Emergency Plan for AIDS Relief (PEPFAR) supports Volunteers in all the three sectors: Agriculture, Education, Health, and HIV/AIDS activities such as awareness on control and prevention, care and support for affected and infected persons with HIV/AIDS, control and prevention of opportunistic infections such as Malaria. The graph below illustrates PEPFAR's support to Volunteers by sector:

Volunteer Support by Sector



NEW STRATEGIC DIRECTION AND PEACE CORPS UGANDA ALIGNMENT

Beginning fiscal year 16, PEPFAR will scale up HIV/AIDS interventions within geographical locations of high HIV prevalence and high HIV burden in the country. Cur-

PEPFAR Target District Map



rently, there are 61 districts marked out as priority districts (blue highlight on the map), 41 districts for maintenance (green highlight) of HIV/AIDS interventions and in 10 districts (purple highlight) PEPFAR will be phasing out over a one year period. In the priority districts, the scale up of interventions will be targeted to priority/key populations which include; female sex workers, truck drivers, fisher folks, uniformed forces, prisoners and uncircumcised males aged 15-49.

Due to these shifts, Peace Corps Uganda HIV/AIDS program will focus on training key stakeholders at district level on the minimum package for each priority population. This plan is expected to be rolled out in phases as stated below:

PEPFAR Rollout Outline

PHASE 1	Focus on fact finding through district assessment in order to identify potential partners available, hot spots mapping, identification of barriers and gaps that exist
PHASE 2	Actual delivery of training to relevant/key stakeholders including priority populations
PHASE 3	Focus on a follow-up plan through the district and other stakeholders including Peace Corps Volunteers, and Village Health Teams

Partnerships

Peace Corps Uganda engages a variety of development partners. We extend our gratitude to our partners for their ongoing support to programs. Note that neither Peace Corps nor any of the below listed partners has authority to bind or act on behalf of the other.

PARTNERS BY SECTOR

Education

Ministry of Education, Science, Technology and Sports (i.e. public and private primary teacher colleges, primary schools, and national teacher colleges) government and private primary teachers, USAID-Global Education Framework, National Curriculum Development Center, Mango Tree, School Health and Reading Program, Uganda National Examinations Board, Kyambogo University, Reading Association of Uganda, Kings Volunteers, Raising Voices, Japan's Cooperation -Uganda, Books for Africa, Uganda Spelling Bee, Parents Brigade, Kampala Capital City Authority, and NTV-Uganda.

Health

Seed Global Health, Ministry of Health (public and faith-based health centres), Non-Governmental Organizations, Faith Based Organizations, Community Based Organizations, Mbarara University of Science and Technology, Gulu University, Lira University College, and AIDS Information Center.

Agriculture

Ministry of Agriculture, Animal, Industries and Fisheries, USAID-Feed the Future, Non-Governmental Organizations, Faith Based Organizations, Community Based Organizations, and Grassroots Farmers' Cooperatives.

Cross Sector Programing Priorities

Young African Leaders, Adventure Learning and Community Development Initiative, AIDS Information Center-Arua, African Youth Initiative Network, Center for Creativity and Capacity Development, Century Entrepreneurship Development Agency, Child Care and Youth Empowerment Foundation, Chimpanzee Trust, Days for Girls, Eco Shamba, Galaxy Dance Project Uganda, Health Care Foundation Uganda, International Research and Exchanges Board, International Youth Empowerment Network, Kadama Widows Association, Kyalinga Child Development Center, Kyirinda Youth Environment Management and Poverty Alleviation Program Uganda, Komo Learning Center, Magahinga Community Development Organization, Nakaseke Hospital, Nakaseke Multipurpose Community Telecenter, National Youth Council, Northern Uganda Hip Hop Culture, Northern Uganda Youth Empowerment Network, Partners for Youth Empowerment, Reproductive Health Uganda, Rwenzori Foundation for Community Development, Rwenzori Special Needs Foundation, The S7 Project, Serena Hotel, SPRING Nutrition, Straight Talk Foundation, Success Chapter Uganda, Twerfano Orphans Community Initiative, Uganda Child Charitable Trust, Uganda Olympic Committee, Uganda Special Olympics Committee, Uganda Youth Network, Uganda Youth Development Link, UNICEF, Vision I Uganda, Waste Management Education Program, Winning Choices, World Wildlife Clubs, Youth and Women's Empowerment Foundation, Young African Leadership Initiative Uganda, Youth at Work Initiative, Youth in Empowering Leadership Development, Restless Development - Uganda, and Zukuka.

Supporting Volunteers

IMPROVED TRAINING

Overview of Volunteer Training

Training events fall in the 27 month cycle: Pre-Service Training (10 weeks for 2 year Volunteers and 3 weeks for Doctors and Nurses)-In-Service Training (3-4 months on placement, for 2 weeks)-Mid Service Training (only for 2 year Volunteers)-Close of Service (after 1 year for Doctors and Nurses and 2 years after placement for regular Volunteers). Experiential learning is a key training component.

Just In Time Trainings are conducted after In-Service Training and before Close of Service to respond to identified learning needs during the Volunteers' service. Peace Corps Uganda has developed the following unique training models:



“Boot Camp” Model

Each of the three sectors has its own unique “Boot Camp” Model. Each model takes into account the experiential learning cycle. The key concepts of the model include: intensive, hands on, research based practices, performance, and systematic, immediate constructive feedback, evaluative, assessment based and reflective.

Satellite Model

The satellite model integrates the language and intercultural component. Trainees committed to serving for 27 months, spend a month in the regions of Uganda where they will work - staying with Ugandan Homestay families to continue learning and practice language and start on their journey to integrating in Ugandan communities. Doctors and Nurses serving with the 11 month Global Health Service Partnership Project, spend 8 days of training under the Satellite Model.

Assessing Learning and Training

Assessment of Trainee learning towards achievement of terminal learning objectives is carried out using a variety of methods: Language Proficiency Interview, practice

observation and feedback and round table assessment. Trainees assess training and render constructive feedback to inform on the effectiveness of the training.

Using the models, improvement in trainings and Volunteer satisfaction has been realized. The table below illustrates the performance in Local Language Proficiency Interviews and satisfaction with training:

Progress and Trainee Satisfaction for 2 Recent Intakes

TRAINING ITEM	JUNE '14	NOV. '14
NUMBER OF TRAINEES	38	38
LANGUAGE TRAINING HOURS	115.5	128.5
LANGUAGE PASS RATE	89.5%	97.4%
PST TRAINING RATED VERY GOOD	67%	85%
BOOT CAMP RATED VERY GOOD	N/A	88%
TECH TRAINING RATED VERY GOOD	78%	100%

Going forward, the Training unit will raise the bar higher by continuing to integrate feedback of the Trainee and Volunteer learners, conduct research on best practices, learn novel approaches to meet current and emerging training needs, innovate and experiment to determine what works best, and utilize resources in the most efficient way possible while preparing Volunteers for productive service.

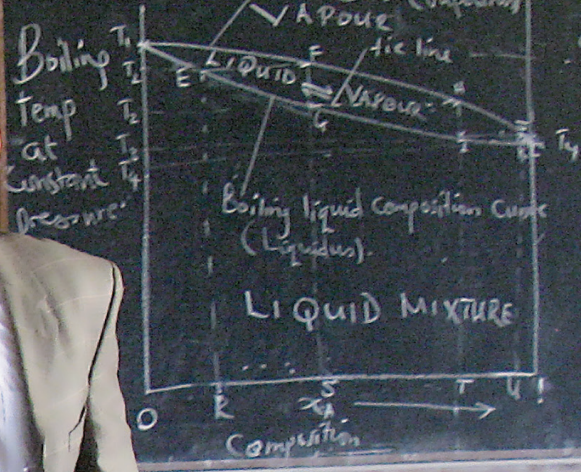
IMPROVED OPERATIONS

The administration unit supports Volunteers' financial and logistic needs. Medical unit supports Volunteers with all their medical needs to ensure they are all healthy during their two years of service. The Safety and Security unit supports Volunteers by committing to ensure that safety and security risks are mitigated during their service in Uganda. The safety and security commitment is achieved through sharing timely safety and security information, providing appropriate risk mitigation strategies, effectively responding to incidents and preparing for emergencies among other ways.

URE - COMPOSITION
AN IDEAL MIXTURE OF
volatile)

BOILING POINT COMPOSITION / LIQUID - VAPOUR
PHASE DIAGRAM FOR AN IDEAL LIQUID
MIXTURE OF A & B AND FRACTIONAL
DISTILLATION

P_{in}
At $80^{\circ}C$ the
of benzene and toluene
95% molar and 5%
Find the:



- i) total vapour pressure of mixture containing mole of toluene
- ii) the composition

anniversary



"LIVING 50" PHOTO SHOOT

ACTIVITIES

A number of events were organized to commemorate the 50th Anniversary which included the following:

50 Stories for 50 days

Development stories on Peace Corps activities in Uganda were collected from Volunteers that served as far back as 1970 to 2014. Prior to the main event, 15 of the stories were featured on Peace Corps Uganda website page and Peace Corps 50th Anniversary Facebook page.

50th Anniversary Song

A Peace Corps Uganda 50th Anniversary rap song was composed and video recorded as part of celebration events.

Tongue Twisters

Six tongue twisters in Luganda and Acholi, two of the local languages where Peace Corps Volunteers are serving, were recorded and played during the main event. View them at:

www.youtube.com/watch?v=CE7SnzXNiig

"Singa senga yasenga e Singo singa sesiimye?"

"Would not I be proud if my auntie had settled in Singo?"

"Daudi da e Buddo obudde obudda e Buddo butuuse".

"David go back to Buddo, it's time to go to Back"

"Living 50" Photo

123 Volunteers and Staff produced a *living* number 50.



50 Years of Friendship

INTRODUCTION

This document provides information on the Peace Corps Uganda's 50th Anniversary celebrations that were organized by region with a main event and attended by a total of 534 people including dignitaries from Uganda Government, partners, Peace Corps Volunteers and Staff. The anticipated outcomes for the celebrations included the following:

PROJECTED ANNIVERSARY CELEBRATION OUTCOMES

Increased appreciation and knowledge of Peace Corps' legacy in Uganda since 1964.

Increased understanding about Peace Corps and the work of its Volunteers in Uganda on the side of Ugandan partners and government.

Increased partnerships and collaborations with various stakeholders in the areas of Education, Health, and Agriculture.

Background

2014 marked the 50th Anniversary for Peace Corps Uganda since the first cohort of thirty eight Peace Corps Volunteers working in the Education sector, teaching English, mathematics, science, and life skills arrived for a 2-year service. For the period 1964-2014, Peace Corps has had interruption in its service in Uganda twice (1976 and 1999). Since then, over 1,400 Volunteers have served in Uganda in various fields of: secondary, primary, and vocational education; in community health; in fisheries and agricultural development; in small business development; in environmental protection, and myriad other areas where the Government of Uganda believes their skills can make a difference in the lives of Uganda's citizens.

EVENTS

South West, North, and East Region Events

A series of regional Volunteer lead events in the North, South West and East were organized to commemorate the 50th Anniversary and attended by a total of 284 people that included partners, Peace Corps Volunteers and staff. In addition to cultural exchange, Peace Corps Volunteers and their Ugandan counterparts came together to celebrate their work by running booths on all the sectors of Education, Health and Agriculture.

Regional events also encouraged networking and relationship building with Government officials, partners and potential partners.



NORTH | Gulu



SOUTH WEST | Kisoro

"LIVING 50" PHOTO



EAST | Tororo

Central Region Main Event

Regional celebrations culminated into a main event that was held in Kololo, Kampala on October 16th, 2014 and officiated by the US Ambassador to Uganda Scott DeLisi. A total of 250 participants: 180 partners, 30 Peace Corps Volunteers and 40 staff attended. At the event, Peace Corps Uganda celebrated the legacy of its Volunteers throughout the years, and highlighted the strong bond Americans and Ugandans share. The event included exhibitions by Volunteers from the 3 sectors. In attendance were: Peace Corps Director for Africa Region Dick Day, partners and important dignitaries from Uganda Government whose lives have been touched by Peace Corps Volunteers. Other participants included return and current Peace Corps Volunteers. The main event was manned by a team of 10 Peace Corps staff with support from Embassy staff.



Estimated Attendance by Region

DATE	REGION	LOCATION	NATURE OF EVENT	PARTNERS	VOLUNTEERS	STAFF	TOTAL
10/01/14	North	Gulu	Volunteer Spotlight	30	15	6	51
10/07/14	Southwest	Kisoro	Volunteer Spotlight	100	45	12	157
10/10/14	East	Tororo	Volunteer Spotlight	51	20	5	76
10/16/14	Central	Kampala	Main Event	180	30	40	250
TOTAL				361	110	63	534



APPRECIATION

Our sincere appreciation to:
 Our partners for sparing time to join us celebrate the 50th Anniversary.

Partners for proving venues for the regional and main events and drinks for the main event.

All Peace Corps Volunteers and staff as well as US Embassy staff for organizing and coordinating all the events.



programs

The Education Sector

Background

In 1996, the Government of Uganda introduced Universal Primary Education. Following this new move in education, gross enrolment in primary schools increased from 3.1 million in 1996 to 8.4 million in 2013. The high demand for teachers was not met, leading to high dropout rates, an unsustainable pupil to teacher ratio, poor teacher welfare, insufficient funds, and poor facilities and infrastructure. These factors contribute to poor performance in UPE schools.

According to the National Assessment of Progress in Education Report by Uganda National Examinations Board (2010), of the 1,098 primary three and primary six pupils randomly selected from all districts in Uganda for the assessment, the findings revealed that overall 57.6% of pupils reached were proficient in Literacy in English. Reading comprehension, was cited as one of the problems pupils encountered.

Uganda has the youngest population in the world. Of the population, 48.7% is aged 0-14 and 21.2% is aged 15-24 (Uganda Demographics Profile 2014). Only 25.7% of the population is aged 25-54. It is critical that the younger generation is empowered as one of the strategies for enhancing national development.

Focus Area

The Primary Literacy Project was introduced in 2012 to address these issues. The primary focus is to enhance reading among pupils.

Details of the Primary Literacy Project

Education Volunteers work either as Teacher Trainers at Primary Teachers' Colleges or as Literacy Specialists at Primary Schools. They engage teachers and pupils in various literacy interventions.

Purpose

Pupils, pre-service and in-service teachers in Uganda will gain access to personal, professional, and academic opportunities through literacy.

Goals

The Education Sector's Primary Literacy Project has three goals: to improve teaching through use of effective, learner centered literacy techniques, to increase pupil literacy success through improved literacy and leadership skills and co-curricular activities, and to improve the school community's participation in and support for learning literacy.

FOCUS ON YOUTH

Volunteers touch the lives of youth at primary schools and Primary Teachers' Colleges. Volunteers placed at primary schools reach out to pupils with reading interventions that include providing reading assessment and remedial lessons. Volunteers placed at Primary Teachers' Colleges train and demonstrate to pre-service teachers how to teach using learner-centered literacy instruction methods and how to design low-cost literacy instructional materials. Volunteers provide technical field support and guidance to pre-service teachers during teaching practice. Clubs are promoted at both primary schools and Primary Teachers' Colleges to engage youth in activities such as Life Skills, reading among others.

KEY ACCOMPLISHMENTS FOR 2015

2015 Education Sector Accomplishment Data

ACTIVITIES AND ACHIEVEMENT

29 PCVs have supported 3,084 pre-service teachers
33 PCVs have supported 264 in-service teachers
PCVs have created and supported 20 new libraries and information technology resources, reaching 19,177 learners
36 PCVs have supported 3,488 Primary 4 pupils in reading
48 PCVs have engaged 85,093 community members

Drop Everything and Read

Held March 5, 2015, the second National Drop Everything and Read (DEAR) Day initiative reached a total of 80,261 people, more than doubling the number reached in 2014. Participants included pupils, teachers, community members, staff, and diplomats such as United States Ambassador to Uganda. Participants from 167 institutions and 44 districts, "dropped everything and read" for 20 minutes in a campaign to promote reading culture among Ugandans.

My Language Spelling Bee

My Language Spelling Bee competitions were conducted in six local languages at school, district and regional levels. Over 20,000 pupils from 487 schools were reached. Of the Primary 3 pupils, over 1,000 participated in district level competitions and 57 qualified for regional level competitions which produced 7 Primary 3 Regional Language Champions.

National My Language Spelling Bee Figures

LANGUAGE	PUPILS	SCHOOLS	QUALIFIERS
ACHOLI	2,100	21	5
LUGBARATI	77	77	5
LUSOGA	600	1	5
LUGANDA	4,400	224	10
RUNYOORO	500	5	-
RUNYANKORE	15,900	159	32
TOTAL	23,577	487	57



Education Volunteer Lindsey Carerra Teaching Student Teachers

Teaching One, Teaches One Hundred | by Jenna Marcotte

Each year in Uganda, students in their final year of Primary Teachers' College make the trek to nearby primary schools to conduct their school practice. These students do their student teaching during the first and third term of school, where their performance is critiqued and supported by their tutors. Tutors can be quick to criticize and slow to encourage. One of my goals during my service was to help build an environment at my primary school where the students in school practice received constructive criticism and praise for good work through observation of lessons and one-on-one feedback sessions.

During the first term, I remember slid to the back of the classroom just as student teacher began a social studies lesson. I watched him slowly tape up a hand drawn chart of the map of Uganda. He turned and asked the class, in a soft voice, to copy the map in their notebooks. That was his lesson. Patrick and I met that evening. Instead of trying to find the good and the bad in his lesson, I took the time to explain to him the components of a well-planned lesson. After that, Patrick came to me almost every day to go over his lesson plan and get my opinion on his ideas. He was the first to show up at workshops I held for all of the student teachers. He craved the knowledge, and he intended to be a good teacher, but he needed someone to take the time to show him what that meant.

Third term came and with it brought Patrick again. Once more, I slipped into the back of the classroom. Patrick wrote an assortment of numbers on the board, and in a voice that clearly reached me in the back of the classroom, asked, "Who can tell me what we talked about in our Math lesson yesterday?" I could not believe the change in the classroom environment. Almost every pupil raised their hand in the air, anxiously waiting on the edge of their seat for Patrick to call their name. I have no doubt that he will take the knowledge he gained during school practice to his own classroom one day. Patrick will most likely teach in a classroom with over 100 pupils, and though he is just one teacher, the thought of his passion for teaching now reaching class after class makes me excited for the future of Uganda.



"He craved the knowledge, and he intended to be a good teacher, but he needed someone to take the time to show him what that meant."

EDUCATION PLANS FOR 2016

The Primary Literacy Project will continue with large-scale literacy activities such as National Drop Every Thing and Read (DEAR) Day to enhance the reading environment in schools. My Language Spelling Bee, a local language spelling bee for Primary 3 learners will roll out across 9 language groups this year, and Literacy Month in October is on track to provide literacy activities to 70 schools across Uganda.



Making Reusable Menstrual Pads



The Health Sector

Background

The current population for Uganda stands at 34.9 million (Uganda Bureau of Statistics, 2014). Young people below the age of 15 constitute 52% of the Ugandan population (UNPA, 2014). Uganda's population growth rate is estimated at 3.24% (Uganda Demographics Profile 2014).

HIV/AIDS prevalence in Uganda increased from 6.4% in 2004-2005 to 7.3% in 2011 among Ugandans aged 15-49 (Uganda AIDS Survey, 2011). Overall, 3.7% of young women and men aged 15-24 are HIV-positive. For young people aged 18-24, HIV is more prevalent among women (average 5.2%) compared to young men (average 2.5%). The prevalence for young women aged 20-24 is about 7%. The central region has the highest prevalence (average 9.8%), followed by mid northern region (8.3%), followed by mid-western region (8.2%) and south western (8.0%) (Uganda AIDS Indicator Survey, 2011).

To address the challenge of HIV/AIDS in Uganda, Peace Corps Uganda is redesigning and realigning its Health Project.

Focus Area

HIV prevention with priority populations mainly focusing on the Youth in general, young women, orphans and vulnerable children, in particular.

Project Purpose

Ugandans living in rural, peri-urban, and urban areas will foster healthy behaviors to improve their health status.

Goals

The project has three goals focusing on: HIV/AIDS mitigation, foster improved maternal and child health and malaria prevention, water, sanitation and hygiene promotion.

FOCUS ON YOUTH

Various interventions have been implemented targeting youth. These include: Life skills training, reproductive health training e.g. Reusable Menstrual Pads, sensitization on HIV prevention that focuses mainly on condom use, Voluntary Counselling and Testing campaigns e.g. World HIV marathon, Income Generating Activities e.g. gardening, crafts, Malaria prevention through indoor residual spray, use of insecticide treated nets, sensitization on water, sanitation and hygiene that targets young mothers and people living with HIV/AIDS.

KEY ACCOMPLISHMENT AREAS FOR 2015

2015 Health Sector Accomplishment Data

ACTIVITIES AND ACHIEVEMENT

12,291 people including 7,599 youth (4,655 female and 2,944 male) reached with HIV/AIDS prevention interventions

55 HIV testing Campaigns in the communities organized reaching 30,069 people (25,782 female and 4,287 male) including 4,479 youth (2,532 female and 1,947 male)

2,882 people including 1,767 youth (1,124 female and 643 male) aged 10-24 trained to build hand washing stations and to correctly clean their hands with soap and water at the station

1,134 Community Mobilizers (454 female and 680 male) trained to promote malaria prevention and health seeking

Working Towards Keeping Girls in School

by Katelyn Wigmore

In the Republic of Uganda, girls might miss up to 15 days (about 128 hours of instruction) a term (3 months) and around 45 days (383 hours of instruction) a school year due to the lack of sanitary pads available in their villages. In addition to absenteeism, many young girls in remote villages suffer from menstruation stigmatization - lacking information or education on the menstrual cycle for girls and their communities.

In Western Uganda, about a 90 minute drive from east of the Rwenzori Mountains, lies Kasiisi Village. It is a small village on one of the main roads in the Kibale National Park and Crater Lakes region. The Kibale Forest Schools Program, and The Kasiisi Project, began looking at the community's needs and realized that girls health was a major concern. Kibale Forest Schools Program provides over 400 girls with a monthly supply of sanitary pads in five of the 14 primary schools that the program works with. Pads are supplied to girls whose families cannot afford them.

Senior Women Teachers work alongside Peace Corps Health Volunteer Katelyn Wigmore (2014-2016), who has been serving for the last year with the program as their Girls Health Coordinator. Female teachers help lead monthly activities and are available for the girls to contact if they are in need of sanitary pads or have questions. They also encourage girls and their families to purchase sanitary pads during the holiday breaks when the program does not provide them. Over 1,400 girls are reached in monthly health talks regarding menstrual health, early pregnancy, sanitation, hygiene, HIV/AIDS and life skills, and girls from each school are trained by the Peer Education Program. As a result, girl learner absenteeism at school, due to menstruation, has been reduced from 45 days (383 hours of instruction) a year to zero. The program has seen a rise of girls as highest performing in class from five to 10 out of 20. The girls in the program have reported being more confident in class, school and at home. Girls bring the information back to their families and ask that their parents provide sanitary pads to keep at school. Some of the girls have reported that their parents have started supporting them with sanitary pads; especially during holidays. Finally, the girls transfer the acquired knowledge and skills to other girls who do not have access to the program.

One strategy to further ensure sustainability, will be to introduce Reusable Menstrual Pads into targeted schools for the end of 2015 and beginning of 2016. The cost of a Reusable Menstrual pad is roughly 3,500 shillings (\$1), lasts up to a year, and is environmentally friendly, versus the 4,500 shillings (\$1.3) monthly for a pack of 10 industrially produced sanitary pads that last for about a month.

Batrice Kyakyo, one of the Senior Women Teachers noted, "Kate's service is really good, helpful and should continue as our learners have benefited a lot." Desire Nyakaisiki, a pupil in Primary Seven suggests, "Do not stop the service because it is helping us."



Kasiisi Girl's Lesson by Health Volunteer Katelyn Wigmore

"Over 1,400 girls are reached in monthly health talks regarding menstrual health, early pregnancy, sanitation, hygiene, HIV/AIDS and life skills, and girls from each school are trained by the peer education program."

HEALTH PLANS FOR 2016

The Health Project will implement HIV/AIDS activities targeting Youth, Orphans and Vulnerable Children (OVCs) and priority populations in the geographical areas with high disease burden and HIV prevalence. Volunteer focus will include the following:

PLANNED ACTIVITIES FOR 2016

Condom education and distribution

Linkage to HIV services by training and empowering Village Health Teams as resource persons

Conduct home visits to ensure HIV/AIDS clients adhere to treatment by Village Health Teams and community resource persons

Social mobilization of key populations for voluntary medical male circumcision, HIV testing and counseling, and prevention of mother to child transmission

Support development and distribution of HIV/AIDS materials

Technical support to service providers at health facility to improve tracking of anti-retroviral drugs

Conduct life skills training through residential camps, youth clubs, and peer groups



The Global Health Service Partnership (GHSP) Project

Background

Uganda is a country where less than 3,000 practicing doctors are available to treat 34.9 million people. There is a doctor to patient ratio of 1 per 24,725 people and a nurse to patient ratio of 1 to 11,000 people (NDP 2010/11). Trained medical workers who travel and work in other countries or urban centers complicate the efforts of meeting medical needs of Ugandans.

Focus Area

Improve the quality of medical and nursing practitioners through building human resource capacity in nursing and medical schools.

Details for the GHSP Project

The Global Health Service Partnership is an innovative PEPFAR funded private-public partnership between Peace Corps and Seed Global Health. The partnership was launched in July 2012 and has been implemented in Uganda, Malawi and Tanzania. Seed Global Health supports recruitment and provides technical support while Peace Corps deploys the Volunteers as Peace Corps Response Volunteers. Based on local needs, American nurses and physicians are deployed as educators at Ugandan medical/nursing schools for one year working hand in hand with local faculty, transferring skills and teaching the next generation of health care providers. The needs are reviewed on an annual basis and positions back stopped accordingly. The Volunteers also support curriculum development activities and provide clinical care in a teaching context.

Project Purpose

To help increase clinical care capacity and strengthen health systems in Uganda by cultivating the next generation of local doctors and nurses.

Goal

To build capacity and strengthen the quality of medical and nursing education, ultimately enhancing the quality of clinical care in Uganda.



FOCUS ON YOUTH

The program focuses on education of young doctors and nurses at the university level. The majority of the beneficiaries are young men and women aged between 19-25. GHSP Volunteers work to improve education and build capacity within the health care system. They do this through mentorship of local faculty, training new generations of health care professionals and improving education models.

KEY ACCOMPLISHMENT AREAS FOR 2015

2015 GHSP Project Accomplishment Data

ACTIVITIES AND ACHIEVEMENTS

13 Volunteers; 6 Doctors, 7 nurses were placed at three institutions for one year

Volunteers taught 697 students (351 medical students and 346 nursing students) at three public Universities

Nursing and medical students benefited from 7,641 clinical and didactic hours

100 new doctors and nurses graduated having been taught by a GHSP Volunteer

New and improved teaching methods adopted and higher student grades were realized as a result of improved quality of instruction/teaching following the modelling by GHSP Volunteers

Resource centers established e.g. skills laboratories and promoted e-learning

A Moment in the Life of a GHSP Volunteer

by Jean Menz

One of our staff had the chance recently to visit a GHSP Physician Volunteer working in northern Uganda where she taught medical students both at the bedside and in the classroom. During the visit, our staff shadowed her as she led a team of eight third year medical students and a medical officer rounding in the High Dependence Unit (HDU). Suddenly, one of the patients' breathing pattern changed and shortly thereafter he stopped breathing. The team immediately started resuscitation; the medical officer grabbed an oxygen concentrator and two students grabbed the bag valve mask and tubing. For five minutes, everyone worked tirelessly to resuscitate the patient, but it seemed to be to no avail.

One of the team members asked to call off the resuscitation. Reluctantly expressing, "We may not get him back," he removed his gloves and walked away. The GHSP Volunteer calmly chimed in, "I think I can still feel a pulse. Let's give it one more try." She asked the medical officer if he could get adrenaline as she and the students worked together to reposition the patient. As she placed the mask on the patient's face, she instructed one of the trainees on how to bag. When the medical officer arrived two minutes later with the adrenaline, the patient had already regained a strong pulse and was breathing on his own.

The team proceeded to discuss the treatment plan and pathology of the patient. He was 25 years old, HIV positive, and had just started his anti-retroviral (ARV) treatment one month ago. He was reacting to two of the drugs and was also showing signs consistent with tuberculosis. His brother was taking care of him, but financial constraints and poor nutrition were concerning factors in his health prognosis. A note was written to a nearby military hospital to change his ARV therapy and address some of the socioeconomic constraints as possible. The team planned to meet the next day, process the experience, and formulate a cardiopulmonary resuscitations (CPR) code that could be adopted in the HDU.

Witnessing this, and similar experiences, reinvigorates our commitment to the GHSP Program. The Volunteer was able to deliver clinical care in a teaching context, model holistic patient care, and exhibit clinical leadership. These invaluable skills not only helped save a patient's life, but are now important lessons the medical students will be able to use in addressing clinical acute care situations in the future. High quality health worker pre-service training forms the foundation for strong health systems and healthy populations. In Uganda, a country with 14 physicians, nurses, and midwives for every 10,000 citizens, we need to invest in training the next generation of health professionals for the future health of the population. Through GHSP Project and similar programs, we can make this significant and critically needed long-term investment.



GHSP Volunteer, Dr. Jean Menz Teaching in Northern Uganda

"These invaluable skills not only helped save a patient's life, but are now important lessons the medical students will be able to use in addressing clinical acute care situations in the future."



GHSP Volunteer David Baure Instructing on a Procedure

GHSP PLANS FOR 2016

The GHSP Project will continue to work with five institutions across the country, strategically focusing on capacity building in five areas with the highest need and within GHSP's recruitment niche. These areas are nursing, midwifery, internal medicine, pediatrics, obstetrics and gynecology, and family medicine.



The Agriculture Sector

Background

In Uganda, youth and agriculture are similarly significant. Over 80% of the population work as subsistence farmers and over 75% of the population is under the age of 30. These facts illustrate the great need to engage youth in agricultural pursuits and to enable those already in agricultural ventures to be increasingly profitable.

The Community Agribusiness Project addresses key underlying gaps affecting food and income security. Uganda's climate is extremely favorable for agricultural production. Uganda could be the bread basket for the entire East African region, with most of the country enjoying two full rainy seasons. The challenge, however, is less about growing food and more about creating a robust economy that responds to supply and demand. Ugandans know how to grow food. What farmers struggle with is utilizing improved technologies, accessing markets, and understanding the basic principles of business management and financial literacy. From a consumption standpoint, achieving a balanced nutritional diet is also a challenge.

Focus Area

Community Agribusiness

Project Purpose

Ugandan community members enjoy sustainable livelihoods in vibrant local economies.

Goal

The project has three goals: Business Development and Personal Money Management, Improved Agribusiness Practices, and Improved Child Nutrition.

FOCUS ON YOUTH

The Community Agribusiness Project systematically engages youth in an effort to groom a generation of entrepreneurs. Volunteers work to engage youth through youth-focused clubs and camps. In 2014, Peace Corps partnered with a local coffee cooperative and facilitated the first Youth Coffee Camp, which empowered 70 youth to seek employment opportunities within the coffee value chain. In 2016, this model will be replicated and customized to other geographical areas and expanded to engage out-of-school youth.

KEY ACCOMPLISHMENT AREAS FOR 2015

2015 Agribusiness Sector Accomplishment Data

ACTIVITIES AND ACHIEVEMENTS

1,835 micro, small, and medium enterprises reached with business development services

1,392 individuals (708 female and 684 male) received agricultural sector productivity or food security trainings

2,798 people (1,741 female including young mothers and 1,057 male) were trained in children health nutrition

81 micro, small, and medium enterprises, including farmers, received assistance to access loans

14 Volunteers conducted 75 climate change adaptation surveys

71 food security private enterprises, producer organizations, water use associations, women's groups, trade and business associations, and community-based organizations applied new technologies or management practices



Agriculture Volunteer Sarah Castagnola Demonstrating Washing at Camp

Strengthening Youth & Gender in Agriculture

by Sarah Castagnola

In rural Western Uganda lies the Kasese District, where job opportunities for youth are few and far between. The majority of youth come from coffee farming households, although most look for jobs outside of agriculture. My Volunteer assignment was to assist the Bukonzo Joint Cooperative Union which is located in the town of Kyarumba at the foothills of the Rwenzori Mountains. The Cooperative works with over 5,000 fair-trade and organic-certified Arabica coffee farmers. Bukonzo Joint recognized the importance of gender equality and the potential of engaging youth in coffee to support their family farms, as well as to encourage them to learn more about other employment opportunities along the coffee value chain. To address these interests, we organized a week-long camp dedicated to promoting youth leadership in agriculture.

The camp attracted 70 participants recruited from the various washing stations of the membership. They were guided to recognize and appreciate their strengths and achievements and mentored to develop their visions for positive change. The youth were trained on coffee processing, production, marketing, roasting and export. As a result of this training, youth participants gained a better understanding of how they can contribute to their families' coffee farms, and the opportunities that exist for employment in the coffee value chain.

Bukonzo Joint is committed to improving the living standards of the rural poor through agriculture, and ensuring that they are active participants in the economic, social and political development of their communities. "We need the youth to be leaders", said Managing Director of Bukonzo Joint Paineto Baluku, "they are our future."



Girls Building a Grain Sack Garden

"As a result of this training, youth participants gained a better understanding of how they can contribute to their families' coffee farms, and the opportunities that exist for employment in the coffee value chain."

AGRICULTURE PLANS FOR 2016

The Community Agribusiness Project will continue its strong focus on engaging youth in agribusiness and increasing household level food security. The project is also anticipating a continued growth to nearly 50 Agribusiness Volunteers projected by 2016, who will work in over 30 districts across the country.

The Cross Sector Programming Priorities Unit

Background

Peace Corps Uganda focuses on two cross-sectoral programming priorities: Youth as Resources and Gender Equity and Women's Empowerment. The unit works to involve each Volunteer in Peace Corps Uganda's three sectors (Health, Agriculture, and Education) by integrating these priorities throughout their service. The unit does so through the ongoing training of Volunteers and Staff, Volunteer technical support, and site development.

FOCUS ON YOUTH

Peace Corps Uganda's approach to youth development reflects an understanding that youth develop skills over time through experience, repeated exposure and practice. The Cross Sector Programming Priority Unit is striving to promote a deeper understanding of best practices in positive youth development, gender equity and girls' education and empowerment. One promising model is a youth-adult partnership in support of youth clubs. This model leverages peer interaction with adult support, using clubs as the ongoing organizing mechanism.

Peace Corps Volunteers in all projects are well positioned to implement and / or support school and community-based clubs with technical and organizational development know how. The training and skills development offered through the clubs can directly contribute to primary and Volunteer-identified project objectives. Volunteers also work with local partners to host week long, community based camps that offer an array of knowledge, skills, and social youth development experiences. Camps focus on a range of topics including agribusiness, technology, science, and conservation depending on a community's needs. Each year Volunteers also host regional and national Girls Leading Our World and Boys Reaching Out camps which focus on promoting leadership skills and gender equity.

LET GIRLS LEARN

As part of the United States Government's commitment to Let Girls Learn, First Lady Michelle Obama and the Peace Corps have formed a powerful collaboration to expand access to education for adolescent girls around the world. The Let Girls Learn initiative will support Peace Corps Uganda Volunteers across all sectors working to build



pathways and break down barriers to girls' education and empowerment in the communities they serve. Forty percent of Peace Corps Volunteers are assigned to the education sector and over 80% of Volunteers take on a secondary community project, many with a gender or youth focus.

Peace Corps Uganda plans to provide enhanced capacity-building training for Volunteers and local leaders in target communities related to leadership and community mobilization, gender analysis and intercultural training, as well as linking Volunteers to a broader community of educational and local leaders, tools, resources and best practices.

YOUTH TECHNICAL TRAININGS (YTT)

Peace Corps Uganda invested in training 230 people: 58 Volunteers, 58 Counterparts, 114 youth aged 10-24, and over 30 regional and national partners, on "Developing Youth-Adult Partnerships in Uganda through the establishment of Community Clubs". Over 60 trainers, 36% of whom were females, participated in a 4-day training of trainers workshop designed to strengthen their skills in positive youth development, and to build their capacity to rollout the Youth-Adult Partnership model.

Regional rollout workshops

As a result of the first training, four regional, 5-day workshops were then organized across the country reaching about 114 youth, 46% females, to build their capacity to create community and school-based clubs to promote youth development in their communities.



Participants at the Regional Youth Technical Trainings

REGION	FEMALE	MALE	TOTAL
CENTRAL	13	13	26
EAST	15	17	32
NORTH	10	15	25
SOUTH WEST	15	16	31
TOTAL	53	61	114

Clubs established

Following the regional rollout, 40 active clubs with a membership of over 1,000 youth (with approximately 70% aged 13-25 and about 50% female) have been established and focus on the following:

Focused Clubs from Youth Technical Trainings

CLUB FOCUS AREAS	
HEALTH (HIV, MALARIA, ETC)	AGRICULTURE / NUTRITION
LIFE SKILLS	GENDER BASED VIOLENCE
LEADERSHIP	WATER AND SANITATION
SPORTS	ENVIRONMENT

The club members meet weekly, biweekly and monthly. About 95% of the clubs have weekly meetings. 15 partners and 32 counterparts are actively engaged.

Mini Camps

At each of the seven satellite training sites for Peace Corps Uganda Trainees, Volunteers along with local part-



Geology Session at a Science and Technology Camp for Girls

ners and youth leaders who attended the Youth Technical Training prepared and hosted local one-day mini Girls Leading Our World/Boys Reaching Out camps i.e. one-day camps that are condensed versions of a typical week long camp. This provided experiential learning experience for 46 Peace Corps Trainees during their pre-service training in their respective language regions.

KEY ACCOMPLISHMENT AREAS FOR 2015

2015 CSPP Unit Accomplishment Data

ACTIVITIES AND PARTICIPANTS

1,039 youth (approximately 50% female) reached through clubs

309 youth (150 female and 159 male) reached through 7 camps conducted (Peace Camp, Kuseka Camp for Special Needs, National Girls Leading Our World, Information Communication Technology Camp, Hip Hop Camp, Conservation Camp and Coffee Camp



Male and Female Campers at a Youth Leadership Camp

National Camp Glow | by Kate Rosche

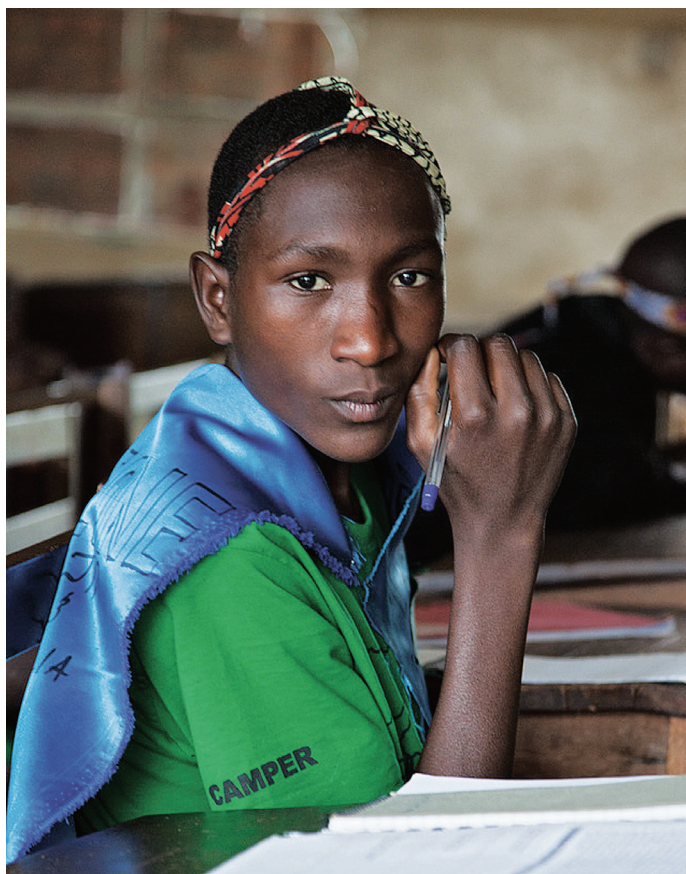
National Camp GLOW 2015 was the first of its kind. It was not the first National Camp GLOW, but it was the first national camp to extend invitations only to girls who have attended a regional camp before. It brought together 35 girls from all over the country to further develop their leadership, communication and conflict resolution skills, and then take these skills and share them with their schools and communities. National Camp GLOW also collaborated with Centre for Creativity and Capacity Development, Restless Development and Days for Girls to enhance the campers' experiences.

Throughout the week the campers participated in a myriad of activities to strengthen and develop these young leaders of tomorrow. Camp opened up with a session on helping others to "find their GLOW." In the session, the campers decorated a page and wrote their name to create our GLOW Wall: a place where campers and staff could write positive messages about each other to help each other "find their GLOW." The GLOW wall provided everybody a chance to feel good about themselves and to show others they are "GLOWing". At times, the campers had to be pulled away from the wall. They wanted to write about all their new friends. At the end of the week, when the wall came down, there were tears and smiles as the campers finally read them. Each morning, the campers would gather to hear the morning message for the day. One of the sessions of this day was on Girl Child Education. It was led by one of the Restless Development facilitators. The campers talked about this session for the rest of camp. The facilitator led the campers through a discussion about Girl Child Education, and then opened up the class for a debate. The campers

could not stop talking about how interesting the debate was. Another afternoon, when it was really hot, we decided to have water relays. "Family" groups (teams of youth with an assigned counselor) were instructed to use a sponge to transfer water from one end of a field to the other into a basin. The families were instructed that the point of the races was not to be the first family to finish, but to have the most water. The first race was just racing to the other side and emptying the sponge filled with water. The second race was more about teamwork. Families had to work together and pass the water-logged sponge overhead and under legs to the opposite end. Some families forgot that part of the game and came up a little short. But it was close between two families. One of the families was the last to finish; they took their time carefully passing the sponge down the field. In the end, the other family eeked out a win, but this was more about working together to achieve a goal which all families in the end achieved.

During one of the nights, we had an activity called Late Nite Art. It is a chance for everybody to bring out their inner artistic talent, and have fun while doing so. One of the most touching moments for everybody at camp was at the end of Late Nite Art. Everybody was instructed to close their eyes and think about someone at camp. Then, think of one wish for that person and draw it using crayons, markers or paint. After, everybody has drawn or painted their wish, they were instructed to find the person whom the wish was for and share it with her or him. It is a wonderful feeling to be able to share a wish for someone and even more so to receive one or sometimes more than one.

One of the nights of camp was impromptu talent show. Girls



showcased their tribal dances, hip-hop dancing skills and even a bit of poetry. Mary, one of the quietest girls at camp throughout the week, volunteered herself to dance. She surprised everybody with her superior hip-hop dancing skills. Sometimes, even empowered girls can surprise and impress you.

On the last day of camp, we had a traditional Camp GLOW Uganda game. It is called Flour, Water, Air. It is similar to musical chairs except the chairs do not move, just the “supplies”. Participants chose to either sit in a chair and be dumped on or be the dumpers. The campers enjoy being able to dump on their favorite staff members and their fellow campers. There is always a lot of laughter and sometimes relief while playing this game.

At the end of camp, from a combination of all the sessions taught that week, the campers left camp feeling more confident in their leadership skills and a belief that “what a boy can do a girl can do also.” My hope is that the girls from this camp go out and teach others. I want them to one day be able to host their own Camp GLOW. They have the skills and knowledge to do so. Since the campers had all attended a camp before, there was another layer of camp that had been missing from others. These campers were already empowered from the other camp(s) that they attended but by the end of the week these girls had become even more empowered. I have no doubt that these girls will become great leaders in their schools and communities. I cannot wait to see the change that they make in Uganda. One of the campers wrote that Camp GLOW strengthened her belief “that educating a woman is educating the world.” There is no better feedback than that.



Late Nite Art at Education Volunteer Kate Rosche's Camp GLOW

“One of the campers wrote that Camp GLOW strengthened her belief ‘that educating women is educating the world.’ There is no better feed back than that.”

CSPP PLANS FOR 2016

The youth cross sectoral effort will include strategic programming and training support through all projects to reach and expand gender, youth development, and club organizational development trainings for Peace Corps staff, Trainees and Volunteers and host country partners under the Let Girls Learn umbrella. Continued support will be provided to Volunteers to engage youth through camps. Young African Leaders Fellows will continue to be engaged as interns by Peace Corps Uganda.

About This Report

Uganda is a country of young people. This report focuses on Ugandan youth who are reached by 170 Volunteers serving in all 4 of its “primary” projects for which Volunteers are recruited - Education, Health, Agribusiness, physician and nurse training. Peace Corps Volunteers also identify “secondary” projects that are responsive to the communities where they live and utilize the unique passions of each Peace Corps Volunteer. Many secondary project activities support youth through camps and clubs. Additionally, Peace Corps Uganda is part of the Let Girls Learn US Presidential Initiative, spearheaded by the office of First Lady Michelle Obama. These activities reflect the range of interventions Volunteers engage in to make a positive impact on Ugandan youth. We are pleased to document these efforts in this report.

The figures represent activities performed from October 1, 2014 to July 30, 2015.

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