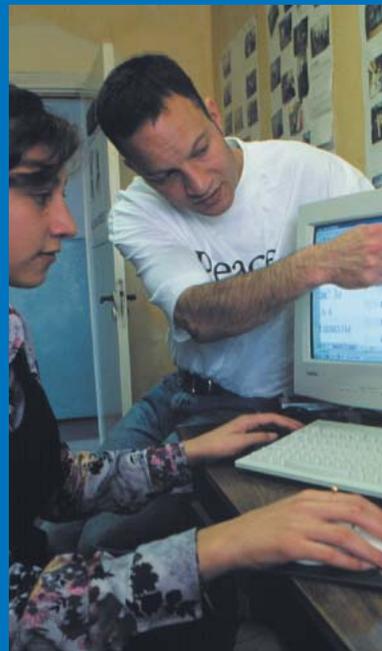
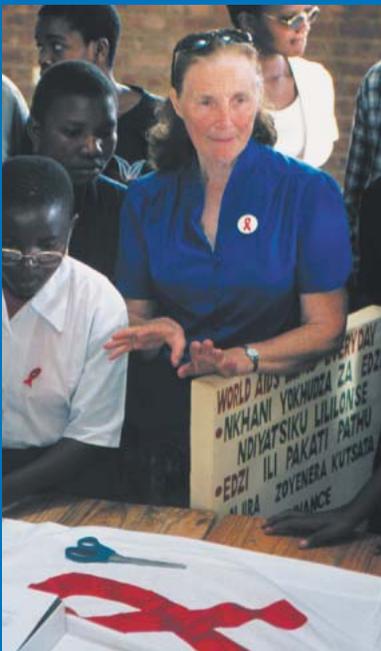


Peace Corps Congressional Budget Justification Fiscal Year 2004



Promoting ^A Spirit
of Service
Throughout The World

Peace Corps
Congressional Budget Justification
Fiscal Year 2004



Promoting ^A Spirit
of Service
Throughout the World

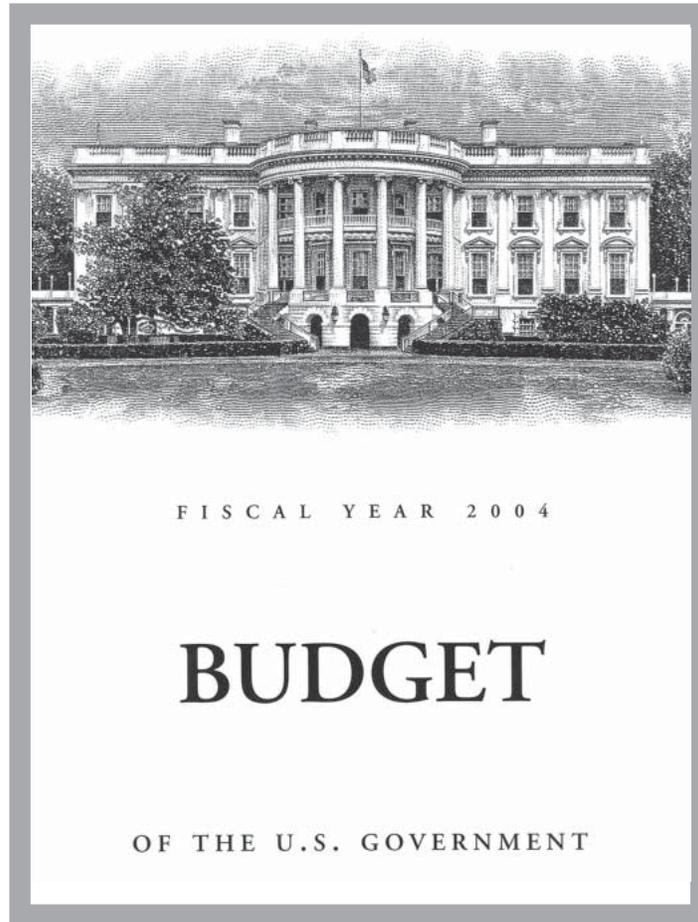
Front cover:

The women and men who serve as Peace Corps Volunteers reflect the rich diversity of America and represent some of the finest characteristics of the American people.

From left to right: Volunteers in Malawi, Panama, Benin, and Moldova.

CONTENTS

Letter From the Director	
The Peace Corps: Promoting a Spirit of Service Throughout the World	1
Priorities for the Peace Corps in FY 2004	2
Blueprint to Meet the President's Challenge	4
Conclusion	10
Budget Information	11
Safety and Security: The Overarching Priority	19
The Volunteer	23
Program Priorities: How Peace Corps Volunteers Serve Around the Globe	24
Volunteer Statistics	28
Number of Peace Corps Volunteers Working in HIV/AIDS Activities FY 2002	29
Countries Where Peace Corps Volunteers Serve	30
Languages Spoken by Peace Corps Volunteers Across the World	31
The Phases of the Volunteer	34
Office of Domestic Programs: "Bringing the World Home"	36
The Peace Corps Domestic Dividend	38
The Peace Corps' Educational Partnerships in the United States	39
Home States of Peace Corps Volunteers	41
Regional Summaries	43
Africa Region	43
Inter-America and the Pacific Region	46
Europe, Mediterranean, and Asia Region	49
Country Profiles	52



Peace Corps FY 2004 Budget Request

The Peace Corps budget request for FY 2004 is \$359,000,000—an increase of \$62,000,000 over the FY 2003 Appropriation of \$297,000,000¹. The FY 2004 request will enable the Peace Corps to increase the number of Americans serving abroad to 10,000 by September 30, 2004; provide for the safety and security of the Volunteers and staff; and broaden and strengthen the activities and strategies initiated in 2003 to recruit the trainees needed over the next several years in order to reach the President's goal of 14,000 Volunteers by FY 2007.

¹ *The FY 2003 Appropriations of \$297,000,000 was reduced by a rescission of \$1,930,500*

THE DIRECTOR OF THE PEACE CORPS
WASHINGTON, D.C.

Dear Member of Congress:

On behalf of Peace Corps Volunteers currently serving in 71 countries around the globe, I am honored to submit the Peace Corps' fiscal year 2004 budget request of \$359 million.

While times have changed since the inception of the Peace Corps 42 years ago, the mission of the agency—to promote world peace and friendship—has not. Now more than ever, Americans are interested in humanitarian service and host countries are eager for our Volunteers. Peace Corps applications are up by 15 percent over last year's levels and more than 20 countries have pending requests for Peace Corps Volunteers. With your continued support for our funding request, the Peace Corps can continue our on-going commitment to double the number of Volunteers in the field to 14,000 by 2007.

The work of the Peace Corps has never been more relevant. Peace Corps service has emerged as a successful model for encouraging sustainable development at the grass-roots level. Whether teaching children in Bulgaria, educating people about HIV/AIDS in Botswana, creating economic opportunities in Bolivia, or connecting communities to the Internet in Honduras, Peace Corps Volunteers are doing work that is valued by the people of other nations.

An example of Peace Corps' powerful impact is Peruvian President Alejandro Toledo who, during his historic visit to Peace Corps Headquarters, shared the role that Peace Corps Volunteers played in his life. Toledo explained, "The Peace Corps opens a window to the world for many people, I went through that window and became President of my country."

I am particularly thankful for the consistent bipartisan support for the Peace Corps and look forward to working with you during the upcoming appropriations process.

Sincerely,

A handwritten signature in black ink, appearing to read "G. Vasquez", written in a cursive style.

Gaddi H. Vasquez
Director



The Peace Corps: Promoting a Spirit of Service Throughout the World

“America needs citizens to extend the compassion of our country to every part of the world. So we will renew the promise of the Peace Corps, double its Volunteers over the next five years, and ask it to join a new effort to encourage development and education and opportunity.”

President George W. Bush
State of the Union Address, January 29, 2002

In his 2002 State of the Union address, President George W. Bush called on Americans to extend the compassion of our country to every part of the world. He renewed the promise of the Peace Corps to turn caring into action around the globe. Whether teaching children, educating people about HIV/AIDS, creating economic opportunities, or connecting communities to the Internet, Peace Corps Volunteers are doing work that is valued by the people of other nations.

The Peace Corps provides practical assistance to developing countries by sharing America’s most precious resource—its people. The close interaction between Volunteers and local communities has allowed the Peace Corps to establish an admirable record of service that is recognized around the world. For 42 years, more than 168,000 Volunteers, serving in 136 countries, have helped build the path to progress for people who want to build a better life for themselves, their children, and their communities. Around the world, Peace Corps Volunteers continue to bring a spirit of hope and optimism to the struggle for progress and human dignity.

While times have changed since the Peace Corps’ founding in 1961, the agency’s mission has not. The

three core goals of the Peace Corps are as relevant today as they were 42 years ago:

- To help the people of interested countries in meeting their need for trained men and women.
- To help promote a better understanding of Americans on the part of the peoples served.
- To help promote a better understanding of other peoples on the part of Americans.

The work of Peace Corps Volunteers has emerged as a successful model for encouraging sustainable development at the grass-roots level. Volunteers work with teachers and parents to improve the quality of, and access to, education for children. They work with communities to protect the local environment and to create economic opportunities. Volunteers work to prevent the spread of HIV/AIDS and to increase food security and access to potable water. Increasingly, they are training students to use computers and helping communities obtain Internet access.

The Peace Corps, however, is much more than a development agency. Its larger purpose is to empower people in developing countries to take charge

of their future and to strengthen the bonds of friendship and understanding between Americans and the people of other countries. The on-the-ground, people-to-people relationships that Volunteers forge with host country colleagues and communities serve as a crucial foundation for international peace and understanding.

Representing American Values and Diversity

The men and women who serve as Peace Corps Volunteers reflect the rich diversity of America and represent some of the finest characteristics of the American people: a strong work ethic, a generosity of spirit, a commitment to service, and an approach to problems that is both optimistic and pragmatic. They often live in remote, isolated communities. They speak the languages and adapt to the cultures and customs of the people they serve, and in the process, Volunteers share and represent the culture and values of the American people, earning respect and admiration for our country among people who often have never met Americans.

Preparing America's Workforce With Overseas Experience

Peace Corps training and service provide skills that are increasingly important to America's participation in the international economy. Volunteers worldwide learn more than 180 languages and dialects, and receive extensive training that enables them to function effectively at a professional level in different cultural settings. Returned Volunteers often use this experience to enhance their careers and make further contributions in virtually every sector of our society—Congress, the executive branch, the Foreign Service, education, business, finance, industry, trade, health care, and social services.

Educating Young Americans

Through the Paul D. Coverdell World Wise Schools program, thousands of current and returned Volunteers share their Peace Corps experiences with American students, helping them learn about the people of other countries and providing them

with positive role models for public service. These exchanges encourage students—especially those who have not had the opportunity to travel or experience another culture—to gain a global perspective and to realize that they can make a difference in their communities and in the world.

Contributing to America's Legacy of Service

Encouraging service and volunteerism among the American people is part of a long tradition in the United States. Over 100,000 people contact the Peace Corps each year seeking information about serving as a Volunteer. After completing their overseas service, many Volunteers continue their commitment to volunteerism by offering their time and skills to community programs across the United States.

Priorities for the Peace Corps in FY 2004

Safety and Security: The Overarching Priority

Safety and security issues are fully integrated in all aspects of Volunteer recruitment, training, and service, with emphasis on taking personal responsibility at all times and assimilating into communities. Information provided throughout the process—to recruiters, on the recruitment website, in printed application materials and informational booklets, and during a new two-day pre-departure orientation and the three-month in-country training—includes the key message that being a Volunteer involves risk. Volunteers can and are expected to adopt safe lifestyles, and the Peace Corps has an effective safety support system in place.

The Peace Corps uses four key elements in establishing and maintaining its safety and security framework for Volunteers and staff: research, planning, training, and compliance. Safety and security information is tracked and analyzed on an ongoing basis. The data analysis is used to enhance existing policies or develop new policies and procedures, as

needed. After careful planning, changes are integrated throughout the agency. The training of Volunteers includes the most up-to-date safety and security information available. Last, compliance is essential to ensure that safety and security measures are adhered to and remain a top priority over the course of time. Each of these components helps create a framework to safeguard the well-being of Volunteers and staff, enabling them to carry out the Peace Corps' mission.

Section 270 of the *Peace Corps Manual* is the core of the Peace Corps' safety and security system and defines specific activities and measurable outcomes pertaining to:

- Country director responsibilities
- Volunteer/trainee responsibilities
- Monitoring, assessing, and disseminating information
- Training
- Selection and monitoring of sites
- Incident reporting and response
- Emergency action plans, which are regularly updated and tested

The chief compliance officer ensures compliance with mandatory and regulatory safety and security requirements. A new associate director for safety and security, who reports to the director, is now in place. In addition to the associate director and the chief compliance officer, a safety and security data analyst, four additional subregional safety and security

officers, and three safety and security desk officers have been added in fiscal year 2003. In addition, safety and security coordinators at each Peace Corps post will be fully in place by September 2003.

Unlike employees of other federal agencies, Peace Corps employees are permitted to work only for a maximum of five years, with few exceptions. Recently, Congress recognized that it takes time to establish appropriate safety and security networks in each host country and gave the director of the Peace Corps the authority to waive the five-year rule for jobs that involve safety and security. This new authority for positions that involve safety and security, both overseas and at headquarters, is being applied as a helpful tool to enhance continuity and stability in this crucial area.

Volunteer Growth

By the end of FY 2004, approximately 10,000 Americans will be serving in the Peace Corps. Given the changing political, economic, and social realities in the countries where Volunteers serve, the Peace Corps will continue to monitor its global presence to ensure that Volunteers are able to respond effectively to countries' development needs. The Peace Corps will broaden and strengthen the activities and strategies initiated in 2003 to recruit the trainees needed over the next several years to reach the president's goal of 14,000 Volunteers in the field by FY 2007.

"Our mission to promote world peace and friendship is as vital today as it was in 1961 when the Peace Corps was created. By living and working among different cultures around the world, Peace Corps Volunteers, Peace Corps staff, and returned Volunteers possess a unique perspective on cross-cultural understanding."

Peace Corps Director
Gaddi H. Vasquez

The Peace Corps Blueprint to Meet the President's Challenge

Safety and Security:
The Overarching Priority

1

Reacquaint the American people
with the mission of the Peace Corps

2

Expand recruitment efforts
and increase the diversity of
Volunteer applicants

3

Expand into new countries,
optimize the number of Volunteers
and staff currently working in each
country, ensure a viable and productive
job for every Volunteer, and
expand the Crisis Corps

4

Explore new ideas and
innovative partnerships

5

Strengthen and expand the scope of
the Peace Corps' domestic programs

6

Strengthen agency management
and financial performance

7

Use world-class technology to
provide high-quality training
and programming



Blueprint to Meet the President's Challenge

The Peace Corps continues to employ a thoughtful and methodical framework to meet the president's challenge to double the size of the Volunteer corps while maintaining the highest standards of safety and security for Peace Corps Volunteers.

The agency's core mission and values endure unchanged. The Peace Corps will continue its efforts to increase the visibility of Peace Corps service among Americans and to select qualified, committed individuals who best represent America. As the agency sends an increasing number of Volunteers around the world, ensuring the safety and security of Volunteers remains the highest priority, running through everything the agency does, from recruitment to placement to service in the field. The following outlines the seven components that guide the agency's response to the president's call to action.

1

Reacquaint the American people with the mission of the Peace Corps

In a bold effort to reacquaint Americans with the Peace Corps, the agency established a threefold campaign to highlight awareness of the Peace Corps and its mission. Using technology, proven marketing techniques, and the efforts of staff, the Peace Corps began the process of telling its story through multiple venues. From a redesigned website to exploring new recruitment opportunities and working more closely with the returned Peace Corps volunteer community, awareness of the contributions of the Peace Corps continues to spread throughout America's diverse population.

The agency's endeavors have been enhanced by President Bush's formation of the USA Freedom Corps, an interagency initiative to advance volunteerism across the country. In numerous speeches, television interviews, and proclamations, the president, First Lady Laura Bush, and cabinet

officials reminded Americans about the president's "Call to Service," often citing the Peace Corps as one of the best opportunities to serve America internationally.

On February 28, 2003, more than 7,000 returned Peace Corps Volunteers shared their overseas experiences with 525,000 students in the United States. Peace Corps Day 2003 served as an excellent opportunity for students, neighbors, and colleagues throughout the United States to benefit from the experiences of former Volunteers.

Forty-five governors, 22 mayors, and nine county boards of supervisors issued proclamations recognizing Peace Corps Day, many holding proclamation ceremonies. Additionally, 12 members of Congress made remarks recognizing the important work of Volunteers; these remarks were published in the *Congressional Record*. Many members honored Volunteers currently serving from their home states or districts. This outpouring of support by national and local leaders, coupled with the former Volunteers' commitment to share their experiences with Americans around the country, is unprecedented in the history of Peace Corps Day and made this year's anniversary celebration the largest ever. Such dedication and enthusiasm will continue to aid the Peace Corps in its efforts to reacquaint Americans with its mission.

2

Expand recruitment efforts and increase the diversity of Volunteer applicants

Numerous steps are underway to reach out to a cross section of America. In addition to recruiting traditional Volunteers in their 20s, the Peace Corps is expanding its outreach to married couples, seniors, and the scores of men and women in their 30s, 40s, and 50s who are currently in the workforce or between jobs and looking to make a meaningful contribution.

In 2002, 13 new recruiters were hired, bringing the total number of full-time recruiters, dispersed

among 11 regional recruiting offices, to 80. Nine new part-time campus recruiters were also added, increasing the total number of on-campus recruiters to 48. All new recruiters attend an intensive, weeklong training conference in Washington, D.C., to understand the Peace Corps' unique mission and build the skills needed to reach potential Volunteers from diverse audiences. A new goal-setting and planning system has standardized and improved the effectiveness of recruitment activities and placement of Volunteers overseas.

In the fall of 2003, a new marketing campaign for recruitment will debut. Its goal is to increase the national awareness of the Peace Corps, and it will include a call to action to join the Peace Corps as a Volunteer. The new campaign will reach out to a cross section of American society and show the work of the Volunteer as a life-enhancing experience that meets the needs of communities around the world. Stepping beyond the traditional public service announcements for television, radio, and print, the Peace Corps plans to forge alliances with media partners to gain a larger share of donated media and cross-promotional opportunities.

The new recruitment tools, including a video, collateral materials, posters, and print, radio, and television ads, will inspire viewers to take the next step in the recruitment process and talk with recruitment staff. Recruiters have expressed the need for a fresh approach as they reach into nontraditional, diverse markets that are less knowledgeable about the work of the Peace Corps.

A thorough review was carried out to identify the obstacles that people face when applying to become a Volunteer. This six-month, agencywide evaluation produced a number of tangible ideas, such as better integration of applicant data via information technology, expansion of programming options, increasing current loan deferment options, and creation of new recruiting venues. These ideas, along with others, have been streamlined and prioritized for implementation—some immediately, others over the next two to three years.

In addition to its traditional campus recruitment, the Peace Corps is collaborating with the

3

American Association of Community Colleges to recruit significantly more community college students into service as Volunteers. By implementing strategically targeted and stronger recruitment efforts on campuses that have programs relevant to the Peace Corps' project areas, the Peace Corps is reaching beyond its traditional recruiting grounds to forge essential new partnerships. The Peace Corps is also providing materials about community colleges to posts as they plan future Volunteer requests.

Additionally, the Peace Corps places a high priority on increasing the number of Volunteer and staff applicants who reflect America's diversity. As a result, not only do Volunteers themselves gain the opportunity to work with Americans from diverse backgrounds, but diversity among Volunteers working overseas demonstrates America's pluralism and helps dispel stereotypes.

A Diversity Task Force was formed to build a Peace Corps that increases awareness around the world of our nation's unique cultural background. The task force serves as a focal point for diversity issues in recruitment. The task force's first assignment was to assemble people from various ethnic groups in roundtables to discuss how the Peace Corps can better reach individuals of different backgrounds. The task force then developed a four-tiered plan to implement recruiting and training goals, including a comprehensive awareness campaign, national and regional events for different ethnic groups, and an expanded number of recruiting locations.

Recruiting more diverse Volunteers will continue to require even more creativity. Recruitment visits beyond college campuses, to locations such as work sites, places of worship, shopping malls, and community centers, are now underway. The review of recruitment techniques, the national awareness campaign, and collateral materials are specifically intended to attract a greater number of minority candidates as part of an expanded overall recruitment effort.

Expand into new countries, optimize the number of Volunteers and staff currently working in each country, ensure a viable and productive job for every Volunteer, and expand the Crisis Corps

Headquarters receives inquiries on a regular basis from the international community about the Peace Corps and how countries can be beneficiaries of Peace Corps programs. Volunteers are currently serving in 71 countries and have worked in 136 nations since the Peace Corps began.

In FY 2002, the Peace Corps reentered Peru at the invitation of its new president, Alejandro Toledo, after a 27-year absence. The Peace Corps also reentered Botswana and Swaziland with programs focused entirely on the HIV/AIDS epidemic. On June 20, 2002, 19 Volunteers departed for the brand-new country of East Timor. They were among the first Americans to arrive in this newly independent nation of the 21st century. The Volunteers are assisting the East Timorese in local governance promotion and community health.

The Peace Corps established four new programs in 2003, reentering Albania, Chad, and Fiji and launching a new program in Azerbaijan. The agency may complete one additional new country entry or re-entry later this year. The Peace Corps maintains its desire to increase the placement of Volunteers in Muslim cultures to foster more peaceful relationships with citizens of Muslim nations. Therefore, 60 percent of its planned entries or reentries will be in predominantly Muslim countries (defined as those with a Muslim population of 40 percent or greater), provided that appropriate safety and security measures are in place.

Another important step in expanding the number of Volunteers is to optimize the placement opportunities in countries where Peace Corps programs currently exist. Over the past year, the Peace Corps has sought advice from each country

director about the possibilities for growth. In the Inter-America and Pacific region, for example, new pilot programs are underway in Guatemala and Jamaica to increase the placement of married couples.

The Peace Corps also seeks to expand the size of the Crisis Corps, a program that mobilizes returned Volunteers to help countries address critical needs on a short-term basis. Volunteers reenroll in the Peace Corps for Crisis Corps assignments that typically range from three to six months. Because of their prior service, they have the language, technical, and cross-cultural skills needed to make an effective contribution in very challenging environments. Crisis Corps Volunteers generally receive the same allowances and benefits as Peace Corps Volunteers, including round-trip transportation, living and readjustment allowances, and medical care. Like Peace Corps Volunteers, they must be medically and legally cleared for service.

In the past year, the Crisis Corps completed disaster reconstruction efforts in Belize and El Salvador. Post-conflict efforts in Bosnia and Herzegovina were a success and are now complete as well.

To date, over 500 Crisis Corps Volunteers have served in 31 countries in Latin America, Africa, the Pacific, Asia, and eastern Europe. The Crisis Corps is currently recruiting Volunteers to work in Guinea, Kenya, Malawi, Namibia, and Tanzania on HIV/AIDS-related activities and other humanitarian projects worldwide.

4

Explore new ideas and innovative partnerships

The Peace Corps has a constant infusion of new personnel, often arriving directly from the field, who bring with them fresh viewpoints and new ideas. Last summer a joint working group was established to increase collaboration with the returned Peace Corps Volunteer community and explore ways to make better use of their collective talents. The group is developing a cooperative agreement among local, regional, and national returned Peace Corps

Volunteer groups. The agency will continue to consider expansion of its current alliances with organizations such as the Centers for Disease Control and Prevention, the Gates Foundation, and the AOL Time Warner Foundation, and will build on the new partnerships with Habitat for Humanity International and the National Geographic Society Education Foundation established in 2002.

In September 2002, the Peace Corps and Habitat for Humanity International signed a memorandum of understanding to formalize their relationship in selected regions of the world. The agreement allows Peace Corps Volunteers to join forces with Habitat for Humanity on projects in countries where they both work. Volunteers from each organization will work side by side to construct houses throughout the developing world. While Peace Corps Volunteers form unique bonds with the local communities they serve, Habitat for Humanity provides its expertise in construction and finance to housing projects. The first Volunteer under this agreement traveled to Samoa to begin a partnership with Habitat for Humanity in October 2002. Similar partnerships will begin in several countries in the Inter-America and Pacific region, such as El Salvador, Guatemala, and Belize, in 2003.

In a cutting-edge partnership for the Africa region, the Peace Corps is collaborating with the U.S. Department of Commerce, the U.S. Agency for International Development, private sector businesses, and the Senegalese government in the Digital Freedom Initiative. It is aimed at bringing innovation to Senegal's small and medium enterprise economy to increase productivity and enhance competitiveness. Peace Corps Volunteers will be involved in teaching information technology skills to Senegalese that will enable them to apply technology to promote economic growth and opportunity. This initiative will assist Senegal with expanding the potential business and human capacity of over 12,000 telecenters and 300 cybercenters across the country. If successful in Senegal, the DFI partners will expand to other countries in Africa.

5

Strengthen and expand the scope of the Peace Corps' domestic programs

The Peace Corps continues to strengthen programs that help educate Americans about other countries, providing domestic dividends for Peace Corps service. No other organization has accumulated such a breadth of knowledge and experience from working overseas at the local level. The Peace Corps now has more than 1.8 million Volunteer years of experience from over 42 years of service. More than ever before, this global knowledge must be harnessed and made available to the American public.

The Paul D. Coverdell World Wise Schools program, which began in 1989, has helped more than 2 million U.S. students communicate directly with Peace Corps Volunteers all over the world. Currently, about 6,000 Peace Corps Volunteers are relating their experiences through correspondence with approximately 375,000 students in all 50 states.

A curriculum based on Volunteer stories is being used in elementary and secondary schools, helping cultivate familiarity with the work of Volunteers and understanding of the cultures of other countries. As the students in these schools grow older, they become a “farm team” of possible recruits—and are more likely to consider Peace Corps service.

In December 2002, the Peace Corps unveiled its online library, providing interested parties with access to a multitude of documents and publications via the Internet. The library offers cultural resources and language manuals for teaching English as a second language, teaching resources on environmental studies and life skills training, community development resources, and planning materials for natural disasters. The library serves individuals and groups not only in the United States but all over the world.

Another domestic program is Master's International, established in 1987 to meet two needs: the increasing demand from overseas posts for Peace Corps Volunteers with high levels of education and

technical expertise, and the desire of universities in the United States to provide substantive, internationally focused experiences for their students. As MI program participants, graduate students combine their academic pursuits with a two-year Peace Corps tour. Typically, students complete all or nearly all academic course work on campus before beginning their Peace Corps service. After the Peace Corps, students return to campus for a final semester in which they are able to share their skills and experiences gained through Peace Corps service with the university community. There are currently 114 MI students serving as Volunteers.

The Peace Corps' Fellows/USA program, established in 1985, is another valuable domestic resource. This program develops and maintains educational partnerships that place returned Volunteers in internships in high-need U.S. communities as they pursue a graduate degree.

Each year approximately 300 returned Volunteers become Peace Corps Fellows to pursue graduate studies at more than 30 partner universities throughout the United States. The Fellows study at reduced tuition rates underwritten by the universities and private donors. While meeting academic requirements, Fellows work as public school teachers or as interns with nonprofits on projects of critical importance to local communities. Fellows/USA engages former Volunteers both in university communities and at the grass roots of urban and rural America, where they share the knowledge and use the skills they developed during their Peace Corps service to benefit fellow Americans.

Fellows/USA programs currently serve communities in 19 states and the District of Columbia. Since its inception, more than 1,800 Peace Corps Fellows have worked to enhance the lives and the international awareness of thousands of Americans.

In 2002, the Peace Corps and the National Geographic Society Education Foundation entered into a groundbreaking partnership that supported the production and wide distribution of a new publication called *Building Bridges: A Peace Corps Classroom Guide to Cross-Cultural Understanding*. It contains lessons designed to help students in the

United States understand the perspectives of other cultures, leading to increased respect for those who are different from them—in the classroom and worldwide. The National Geographic Society Education Foundation is distributing more than 40,000 copies of *Building Bridges* to geography and social studies teachers through its network of alliances. Through this partnership, the Peace Corps has the potential to reach more than 2 million students in sixth through 12th grade. *Building Bridges* is available in print as a 48-page softcover volume and in downloadable form on the Peace Corps' website.

6

Strengthen agency management and financial performance

To further the agency's compliance with the *President's Management Agenda*, the Peace Corps will continue to strengthen its management practices, financial performance, and budget execution. It will also extend its commitment to workforce reengineering in the context of responding to the president's mandate to double the number of Volunteers worldwide.

The Peace Corps will continue to focus on workforce efficiency and customer service in FY 2004 with several long-term proposals, such as improving the processes the agency uses to recruit, select, and place Volunteers (the "Volunteer delivery system"); continuing to assess security functions in the agency; and evaluating appropriate overseas staffing levels to ensure the safety and security of and effective support for Volunteers in the field.

The most significant efforts in the finance and budget arena are in the phased rollout of a new financial management system. The Peace Corps has undertaken a multiyear, multiphase project to implement an integrated finance and administration management system. The phases occur in two branches: overseas and domestic. The first phase of the overseas rollout will be completed by the end

of the fourth quarter of 2003, with overseas posts using a fully automated tool for financial reporting. The completion of the first phase of domestic implementation, also in the last quarter of 2003, will allow conversion of legacy data, and go live in the first quarter of 2004.

7

Use world-class technology to provide high-quality training and programming

Peace Corps training is being assessed and redesigned to support an expanded Volunteer corps and to ensure that Volunteers are prepared. A new curriculum will allow invitees to take advantage of training opportunities prior to their overseas departure and throughout their term of service.

Since most agency employees are limited to five years of service, it is important to preserve acquired institutional knowledge. The Peace Corps will expand its efforts to establish a knowledge management system to highlight best practices, identify staff expertise, connect information seekers to knowledge sources, support online discussion groups, and disseminate programming and training information to staff and Volunteers. The migration of overseas posts to the Windows platform, which will be completed in FY 2003, will provide every post with a comprehensive, up-to-date infrastructure. The agency has also started establishing an enterprise-wide information architecture to ensure that employees worldwide are working with an interactive set of tools. The enterprise-wide approach will also guide the management of the agency's security information technology portfolio.

The Peace Corps' website is being updated to provide a more efficient application process. Over 60 percent of current applicants use the online process. A new section of the website called Volunteer Life aims to improve applicant retention and offer a more informative interaction. Communication between the Peace Corps and potential Volunteers will

be enhanced with the creation of portals for nominees and invitees, improved technology for publishing and updating country pages, and national outreach efforts. The invitee and nominee portals will integrate the online status check for applicants and offer improved content to invitees.

Conclusion

The Peace Corps has a clear mission that has served the agency well for the past 42 years. The president's emphasis on Volunteer service and his proposal to double the number of Peace Corps Volunteers serving overseas in the next five years have created renewed interest in the Peace Corps worldwide. The budget request funding level will allow the Peace Corps to expand its global presence to 10,000 Volunteers and trainees, as well as maintain a high standard of Volunteer support. The safety and security of Volunteers will remain the

overarching focus in establishing new programs in at least four new countries and reestablishing suspended posts. The agency will also continue to implement enterprise-wide information technology. Finally, the Peace Corps will continue to strengthen its vital relationships with one of its greatest assets—returned Peace Corps Volunteers—bringing the lessons they learned abroad back home and applying them to careers in business, communications, international development, education, and public service.

The renewal of the Peace Corps has never been more critical. As Americans answer the call to extend the compassion of our country to every part of the world, the Peace Corps remains a vital part of the equation. Whether teaching children, educating people about HIV/AIDS, or connecting communities to the Internet, Peace Corps Volunteers continue to promote a spirit of service throughout the world—one person and one community at a time.



Peace Corps Volunteer with Guatemalan woman cultivating plants.



Budget Information

Peace Corps Appropriations Language

For necessary expenses to carry out the provisions of the Peace Corps Act (75 Stat. 612), \$359,000,000, including the purchase of not to exceed five passenger motor vehicles for administrative purposes for use outside of the United States: Provided, that none of the funds appropriated under this heading shall be used to pay for abortions: Provided further, that funds appropriated under this heading shall remain available until September 30, 2005.

Peace Corps FY 2004 Budget Request by Program Operations

(in thousands of dollars)

Direct Volunteer Operations

	FY 2002 Actual	FY 2003 Estimate	FY 2004 Request
Overseas Operational Management¹			
Africa	53,714	60,042	79,992
Europe, Mediterranean, and Asia	38,517	43,986	55,028
Inter-America and Pacific	45,604	49,515	59,933
Crisis Corps	916	2,582	2,147
United Nations Volunteers	250	206	198
Subtotal, Overseas Operational Management	139,002	156,331	197,298
Overseas Operational Support			
Volunteer Support Operations	7,732	7,128	7,382
Volunteer Safety and Security ¹	0	2,162	3,343
Federal Employees' Compensation Act	10,760	10,888	10,923
Medical Services Centrally Shared Resources ²	12,651	9,192	13,939
The Center for Field Assistance and Applied Research	5,529	6,172	6,897
Volunteer Recruitment and Selection	13,090	14,934	15,948
Private Sector Initiatives	395	619	728
Centrally Processed Overseas Equipment and Supplies	5,107	6,482	6,588
International Financial Operations	2,899	3,591	2,487
Volunteer Readjustment Allowance	19,595	20,129	25,384
Reimbursements to Department of State	4,627	6,090	6,479
Subtotal, Overseas Operational Support	82,385	87,387	100,098
SUBTOTAL, DIRECT VOLUNTEER OPERATIONS	207,887	219,842	250,415

Volunteer Operations Support Services

Third Goal Programs

Paul D. Coverdell World Wise Schools	569	561	679
Fellows/USA Program	315	301	406
Returned Volunteer Services	529	672	627

Subtotal, Third Goal Programs	1,413	1,534	1,712
--------------------------------------	--------------	--------------	--------------

Agency Administration

Director's Office, General Counsel, and Congressional Relations	2,753	3,888	3,884
Communications	2,046	2,612	2,805
Office of Planning, Budget and Finance (OPBF)	11,024	11,488	12,830
OPBF Centrally Managed Resources	1,714	1,708	1,615
Office of the Chief Information Officer ³	0	9,917	9,885
Information Technology Centrally Managed Resources ³	0	10,020	6,477
Office of Management	13,591	5,696	6,018
Office of Management Centrally Managed Resources	17,945	15,408	14,804
Inspector General	1,796	2,195	2,106

Subtotal, Agency Administration	50,869	62,932	60,424
--	---------------	---------------	---------------

SUBTOTAL, VOLUNTEER OPERATIONS SUPPORT SVCS	52,282	64,466	62,136
--	---------------	---------------	---------------

	FY 2002 Actual	FY 2003 Estimate	FY 2004 Request
TOTAL AGENCY PROGRAM LEVEL	273,669	308,184	359,533
EMERGENCY RESPONSE FUND	808	6	
GRAND TOTAL AGENCY	274,477	308,190	359,533
APPROPRIATED RESOURCES	275,000	297,000	359,000
RECISSION	-200	-1,931	
EMERGENCY RESPONSE FUND	3,900		
TOTAL ENACTED	278,700	295,069	359,000
UNOBLIGATED BALANCE FROM PREVIOUS YEAR	11,595	12,782	
UNOBLIGATED BALANCE FROM EMERGENCY FUND	1,324	4,410	4,404
TOTAL APPROPRIATED RESOURCES	291,619	312,261	363,404
MISCELLANEOUS RESOURCES	856	1,133	1,133
RESERVE FOR UNRECORDED OBLIGATIONS	-800	-800	-600
ESTIMATED UNOBLIGATED BALANCE AT END OF YEAR	-17,198	-4,404	-4,404
TOTAL AVAILABLE BUDGETARY RESOURCES	274,477	308,190	359,533

(Details may not add due to rounding.)

Notes:

- ¹ Office of Safety & Security for FY 2002 is included in Volunteer Support Operations.
- ² During FY 2002, \$3.4 million was obligated to partially fund FY 2003 Volunteer managed medical care contract.
- ³ In FY 2002, the Office of the Chief Information Officer and the Information Technology Centrally Managed Resources are contained in the Office of Management and the Office of Management Centrally Managed Resources.

Description of the Peace Corps' Operational Areas

Direct Volunteer Operations

Overseas Operational Management

Regional Operations

Overseas operations are organized and administered through a regional structure composed of three offices: Africa; Europe, Mediterranean, and Asia; and Inter-America and the Pacific. These offices provide general oversight and direction to Peace Corps country programs, or posts. Post budgets include Volunteer allowances (living, settling-in, and leave), training for Volunteers, in-country travel for Volunteers and staff, return travel for Volunteers, and in-country medical costs, including the health unit. Before qualifying to serve as Volunteers, trainees must participate in a pre-service training of 10 to 12 weeks. This training includes intensive language instruction, cultural information, enhancement of technical skills, and procedures for maintaining personal health and safety. Volunteers also receive training during service to increase their job effectiveness and satisfaction.

In addition, regional budgets cover the costs of maintaining posts: local staff, rents, communications, utilities, supplies, and equipment. They also cover the costs to headquarters of managing overseas operations. These costs include salaries and benefits of overseas Americans and headquarters regional staff, assignment travel for staff and Volunteers, and certain pre-service training costs borne by headquarters.

Crisis Corps

The Crisis Corps sends extending and former Volunteers on short-term assignments to assist with disaster relief and humanitarian response efforts.

United Nations Volunteers

The Peace Corps participates in the United Nations Volunteer program by recruiting American Volunteers and providing them with some financial and logistical support.

Overseas Operational Support

Volunteer Support

This office provides medical support for Volunteers, medical screening oversight for applicants, and initial and ongoing training for medical contractors.

Volunteer Safety and Overseas Security

This new office, formerly part of Volunteer Support, coordinates all efforts to ensure the safety of Volunteers worldwide. Costs include support of regional safety and security officers posted overseas, monitoring compliance with agency policies, and development of programs and materials to train Volunteers in maintaining their safety.

FECA

Under the Federal Employees' Compensation Act, the Peace Corps reimburses the Department of Labor for disability payments and medical costs for returned Volunteers and staff who experience service-related injuries or sickness. A vast majority of these costs relate to Volunteers' claims; staff claims are a small proportion.

Medical Services Centrally Shared Resources

These are direct Volunteer medical expenses, including care and travel for medical evacuations and the costs of pre- and post-service physical examinations.

The Center for Field Assistance and Applied Research

This office identifies and disseminates best practices in Volunteer programs and training, collects and analyzes data from Peace Corps projects, applies technology to the promotion of innovation and learning, manages partnerships and reimbursable agreements with other agencies, provides training and development opportunities to overseas field staff, and manages the pre-departure orientation Volunteers receive in the United States before leaving for pre-service training overseas.

Volunteer Recruitment and Selection

This office oversees the recruitment of Volunteers through 11 offices across the United States. It assesses the technical and personal skills of applicants and matches qualified persons to specific Volunteer assignments. Applicants go through a multifaceted and competitive screening process that includes interviews, evaluations, and reference checks.

Private Sector Initiatives

This office manages private sector funds and in-kind contributions received by the Peace Corps. These funds are used to support Volunteer projects.

International Financial Operations

This division of the Office of Planning, Budget, and Finance provides direct financial management support to overseas posts.

Centrally Processed Overseas Equipment and Supplies

Overseen by the Office of Management, this account funds the purchase of vehicles for overseas Volunteer support and supplies for Volunteers such as medical kits, eyeglasses, and mosquito nets.

Volunteer Readjustment Allowance

An allowance of \$225 per month of service is provided to Volunteers upon termination of service to assist them when they return to the United States.

Reimbursements to the Department of State (ICASS)

These are payments the Peace Corps makes to the Department of State for administrative support. Some financial management support is also included here, although the Peace Corps has directly provided most financial management support to its overseas posts since the end of fiscal year 1998.

Volunteer Operations Support Services

Third Goal Programs

Paul D. Coverdell World Wise Schools

This program allows current and former Peace Corps Volunteers to share their overseas experiences with American schoolchildren. More than 2 million students in all 50 states have communicated directly with Volunteers serving in 100 countries since the program's inception in 1989.

Peace Corps Fellows/USA Program

This program is a public-private partnership that provides university-level scholarships to returned Volunteers who make a two-year commitment to work in underserved U.S. communities.

Returned Volunteer Services

This office assists Volunteers with the readjustment process when they return to the United States by providing job and other practical information. It also serves as a liaison with private returned Volunteer groups and with Peace Corps offices that collaborate with former Volunteers.

Agency Administration

Director's Office, General Counsel, Congressional Relations, Compliance Officer, and Press Office

These offices provide general policy direction, legal advice, and compliance verification to the agency. They also coordinate all external communications and serve as a liaison to Congress and other federal agencies. The Director's Office also includes the American Diversity Program and the Office of Planning, Policy, and Analysis.

Office of Communications

This office manages all official internal communications, marketing and advertising, video production and photography, the external website, and agency publications. In addition, the office produces recruitment tools which support the Office of Volunteer Recruitment and Selection.

Office of Planning, Budget, and Finance

This office maintains the financial planning, oversight, and internal controls necessary to ensure that the agency operates in a fiscally sound manner.

*Office of Planning, Budget, and Finance
Centrally Managed Resources*

These resources are primarily for staff costs such as unemployment compensation, severance pay, terminal leave payments, and overseas staff medical evacuation.

Office of Management

This office provides administrative support for headquarters, U.S. field, and international operations through its offices of Human Resource Management and Administrative Services.

*Office of Management Centrally Managed
Resources*

These funds include General Services Administration rent for headquarters and domestic recruiting offices, employee MetroPool benefits, mail services, and building maintenance and security services.

Office of the Chief Information Officer

This office provides leadership for and management of the development and application of information technology resources and methodologies in support of the Peace Corps' mission at headquarters, U.S. regional offices, and overseas posts. It serves as the primary source of information technology advice and counsel to the agency director.

*Information Technology Centrally Managed
Resources*

These funds include the costs of telecommunications, data center operations, mainframe and distributed computing environments, disaster recovery, and enterprise information architecture.

Inspector General

This office fulfills the mandates of the Inspector General Act of 1978, as amended.

Peace Corps Authorizations and Appropriations FY 1962-FY 2004

(thousands of dollars)

Fiscal Year	Authorized	Budget Request ^{a/}	Appropriated ^{a/}	Trainee Input	Volunteers and Trainees On Board ^{b/}
1962	\$40,000	\$40,000	\$30,000	3,699	N/A
1963	63,750	63,750	59,000 ^{c/}	4,969	N/A
1964	102,000	108,000	95,964 ^{c/}	7,720	N/A
1965	115,000	115,000	104,100 ^{c/}	7,876	N/A
1966	115,000	125,200	114,000	9,216	N/A
1967	110,000	110,500	110,000	7,565	N/A
1968	115,700	124,400	107,500	7,391	N/A
1969	112,800	112,800	102,000	6,243	N/A
1970	98,450	109,800	98,450	4,637	N/A
1971	94,500	98,800	90,000	4,686	N/A
1972	77,200	71,200	72,500	3,997	6,632
1973	88,027	88,027	81,000	4,821	6,194
1974	77,000	77,000	77,000	4,886	6,489
1975	82,256	82,256	77,687	3,296	6,652
1976	88,468	80,826	81,266	3,291	5,825
Transition Qtr	27,887	25,729	24,190	—	—
1977	81,000	67,155	80,000	4,180 ^{d/}	5,590
1978	87,544	74,800	86,234	3,715	6,017
1979	112,424	95,135	99,179	3,327	5,723
1980	105,000	105,404	99,924	3,108	5,097
1981	118,531	118,800	105,531	2,729	4,863
1982	105,000	121,900	105,000	2,862	4,559
1983	105,000	97,500	109,000	2,988	4,668
1984	115,000	108,500	115,000	2,781	4,779
1984/5 Supp	2,000	2,000	2,000	—	—
1985	128,600	115,000	128,600	3,430	4,828
1986	130,000	124,400	124,410 ^{e/}	2,597	5,162
1987	137,200	126,200	130,760	2,774	4,771
1987/8 Supp	7,200	—	7,200	—	—
1988	146,200	130,682	146,200	3,360	4,611
1989	153,500	150,000	153,500	3,218	5,214
1990	165,649	163,614	165,649 ^{f/}	3,092	5,241
1991	186,000	181,061	186,000	3,076	4,691
1992	—	200,000	197,044	3,309	4,927
1993	218,146	218,146	218,146	3,590	5,414
1994	219,745 ^{g/}	219,745	219,745 ^{h/}	3,541	5,644
1995	234,000	226,000	219,745 ^{i/ j/}	3,954	5,884
1996	—	234,000	205,000 ^{k/ m/}	3,280	6,086
1997	—	220,000 ^{l/}	208,000 ^{n/}	3,607	5,858
1998	—	222,000	222,000 ^{o/}	3,551	5,757
1999	—	270,335	240,000 ^{p/}	3,835	5,729
2000	270,000 ^{q/}	270,000	245,000 ^{r/}	3,919	7,164
2001	298,000	275,000	267,007 ^{s/ t/}	3,191	6,643
2002	327,000	275,000	278,700 ^{u/ v/}	4,047 ^{w/}	6,636
2003	365,000	317,000	297,000 ^{x/}	4,500 est.	7,617 est.
2004	—	359,000	—	6,500 est.	10,000 est.

NOTES:

- a/ Starting in FY 1992, funds to remain available for two years.
- b/ For FY 1972 through FY 1999, this is the average number of Volunteers throughout the year. For FY 2000 through FY 2004, this is the number of trainees and Volunteers on board on 30 September of the fiscal year, including Crisis Corps and United Nations Volunteers.
- c/ Includes re-appropriated funds in 1963 (\$3.864 million), 1964 (\$17 million) and 1965 (\$12.1 million).
- d/ Includes Trainee Input from Transition Quarter.
- e/ Excludes \$5.59 million sequestered under the Balanced Budget and Emergency Deficit Control Act of 1985 (P.L. 99-177).
- f/ Excludes \$2.24 million sequestered under the Balanced Budget and Emergency Deficit Control Act of 1985 (P.L. 99-177) and a \$725 thousand reduction related to the Drug Initiative (P.L. 101-167).
- g/ Authorization included report language of a \$15 million transfer to Peace Corps from assistance funds for the Newly Independent States (NIS).
- h/ In addition, Peace Corps received a transfer of \$12.5 million for assistance to the NIS.
- i/ In addition, Peace Corps received a transfer of \$11.6 million for assistance to the NIS.
- j/ Appropriation of \$219,745 thousand was later reduced by a rescission of \$721 thousand.
- k/ In addition, Peace Corps received a transfer of \$13 million for assistance to the NIS. An additional \$1 million of NIS funds, intended for FY 1996, was received in FY 1997.
- l/ In addition, the President requested a transfer of \$5 million for assistance to the NIS .
- m/ Appropriation of \$205,000 thousand was later reduced by a rescission of \$296 thousand.
- n/ In addition, Peace Corps received a transfer of \$12 million for assistance to the NIS. An additional \$1 million of NIS funds, originally intended for FY 1996 in addition to the \$13 million received that year, was received in FY 1997.
- o/ In addition, Peace Corps received a base transfer of \$3,581 thousand from the Department of State for Peace Corps' participation in International Cooperative Administrative Support Services.
- p/ Appropriation of \$240,000 thousand was later reduced by a rescission of \$594 thousand. In addition, Peace Corps received a transfer of \$1,269 thousand from Economic Support Funds for security; \$7,500 thousand from the FY 1999 Emergency Appropriations Act (\$7,000 thousand for security and \$500 thousand related to the Kosovo conflict); \$6,000 thousand from the Central American and Caribbean Disaster Recovery Fund; and \$1,554 thousand from the Business Continuity and Contingency Planning Fund for Y2K preparedness.
- q/ Four year authorization bill by Congress, FY 2000 of \$270M, FY 2001 of \$298M, FY 2002 of \$327M and FY 2003 of \$365M.
- r/ Appropriation of \$245,000 thousand was reduced by a rescission of \$931 thousand.
- s/ Appropriation of \$265,000 thousand was reduced by a rescission of \$583 thousand.
- t/ Peace Corps received a transfer of \$2,590 of Emergency Response Fund monies in support of program evacuations in four countries and the relocation of the New York city regional recruiting office.
- u/ Peace Corps received a transfer of \$3,900 of Emergency Response Fund monies in support of potential future evacuations.
- v/ Appropriation of \$275,000 thousand was reduced by a rescission of \$200 thousand.
- w/ Due to the September 11th events, the departure of 417 trainees was delayed from late FY 2001 to early FY 2002.
- x/ Appropriation of \$297,000 thousand was reduced by a rescission of \$1,930.5 thousand.



Safety and Security: The Overarching Priority

“Recognizing that Peace Corps Volunteers are working on the cutting edge in an ever-changing world, it is essential that we continue to make their safety and security our number one priority. The Peace Corps has strong research, planning, training, and compliance systems in place so that Volunteers can do what they signed up to do—effectively carry out their mission of training men and women and building cross-cultural relationships.”

Gaddi H. Vasquez
Peace Corps Director

Over the past few years, the increase in security threats and their unpredictability have resulted in increased agency attention to and support for safety and security. Safety and security issues are fully integrated into all aspects of Volunteer recruitment, training, and support and are constantly reinforced to Volunteers. The Peace Corps does everything possible to give Volunteers and staff members the tools they need to ensure the safest and most secure environment possible, including facilitating their assimilation into the local communities where they live and work.

The Peace Corps has taken steps to reinforce the emphasis on safety and security agencywide. During the Volunteer recruitment process, recruiters discuss safety and security in initial interviews and give applicants and their families an overview of the Peace Corps’ safety and security procedures. The agency has added and updated related information on its website and in printed materials such as the welcome books for trainees.

Before departing from the United States, all trainees participate in a two-day orientation (“staging”) designed specifically to reinforce personal responsi-

bility and stress the importance of adopting host country norms of behavior. The staging emphasizes to the Volunteers the importance of adhering to safety precautions and security principles and how that is integral to achieving the Peace Corps’ service goals.

The key messages to Volunteers during staging and their subsequent three months of in-country language, cross-cultural, technical, and health training are: 1) being a Volunteer involves risk; 2) Volunteers can and are expected to adopt safe lifestyles; and 3) the Peace Corps has an effective safety support system in place.

In order to ensure that Volunteers understand the risks involved and know how to adopt their lifestyle accordingly, they need to understand the system Peace Corps has developed to ensure their safety and security. This involves becoming familiar with the policies and procedures as outlined on the following page. These include the responsibilities of both Peace Corps and the Volunteer. Compliance with these measures is verified by each country director.

The *Peace Corps Manual* includes specific compliance measures regarding safety and security:

- **Country Director Responsibilities**
 - Puts in place all post-specific safety and security policies.
 - Attends U.S. Embassy Emergency Action Committee meetings.
 - Clearly defines staff safety and security roles and responsibilities.
- **Volunteer/Trainee Responsibilities**
 - Understands cultural norms and adapts daily conduct accordingly.
 - Understands personal safety risk factors and safe lifestyle choices.
 - Agrees to specific safety and security procedures.
- **Emergency Action Plan**
 - The post's emergency action plan (EAP) is developed, revised, and tested annually.
 - Both staff and Volunteers are trained in how to execute the EAP.
 - The EAP is incorporated into the U.S. Embassy's overall emergency planning.
- **Monitoring, Assessing, and Disseminating Information**
 - Annual risk assessments are required.
 - The security environment is continually monitored.
 - Volunteers are regularly updated on safety and security changes.
- **Incident Reporting and Response**
 - Established procedures are in place for incident reporting and response.
 - Incident reporting data is analyzed and shared with Peace Corps safety and security officers.
- **Training**
 - Safety and security issues are integrated into the language, cross-cultural, and health components of pre-service training.
 - Safety and security competencies must be met prior to completion of pre-service training.
 - Safety and security training is provided throughout Volunteer service.
 - Safety and security training is provided for staff.
 - Post staff have in-service training every two years.
 - Recruitment, staging, regional, and Volunteer support staff have in-service training at least every two years.
 - All staff orientation is conducted twice a year.
 - All new and existing overseas staff receive training at regularly scheduled regional conferences.
- **Selection and Monitoring of Sites**
 - Site selection criteria and procedures are stringent.
 - Volunteers are routinely visited by Peace Corps staff.
 - Systems are in place for maintaining site history files and Volunteer site locator forms.

The position of chief compliance officer was created in June 2002 to ensure agency compliance, with an emphasis on improving the safety and security infrastructure of the agency. This position focuses on safety and security but also ensures compliance with mandatory and regulatory requirements, follows up on inspector general reports and findings, and enforces the director's policy directives.

The chief compliance officer has established a comprehensive system for identifying compliance issues and verifying compliance. All posts' emergency action plans are regularly updated and tested and are reviewed to verify full compliance with policy directives. This officer also ensures compliance with *Peace Corps Manual* sections regulating use of facilities, existence of appropriate housing, and other issues related to the safety and security of Volunteers; ensures implementation of recommendations by the General Accounting Office; and works on both the agency's strategic plan and the GPRA (Government Performance and Results Act) submissions to ensure continuity and synergy.

Adequate staff and resources in the area of safety and security are critical. A new associate director for safety and security, who reports to the agency director, is now in place. In addition, Congress recently recognized the importance of time in establishing appropriate safety and security networks in each host country, as well as developing staff expertise in the area of safety. Earlier this year, new authority was given to the director by Congress to waive the "five-year rule," which limits the service of Peace Corps employees to five years, for jobs that involve the safety of the Volunteer. This new authority for positions that involve safety and security, both overseas and at headquarters, is being applied as a helpful tool to enhance continuity and stability in this crucial area.

The following is a list of positions related to safety and security that are in place or will be added by the fourth quarter of FY 2003.

Now in place:

- Associate director for safety and security (new)
- Chief compliance officer (new)
- Volunteer overseas safety and security coordinator
- Safety and security specialist
- Safety and security data analyst (new)
- Nine overseas subregional Peace Corps safety and security officers (four new)
- Peace Corps safety and security desk officers located at headquarters for each of the three regions (new)

To be fully in place by September 2003:

- Safety and security coordinator at every post

In addition, the agency is formalizing and strengthening its response to emergency situations, particularly those that require evacuation of Volunteers. To better manage emergencies as they arise, a fully equipped "situation room" at headquarters will be dedicated to emergency situations. The room will include emergency contact information and descriptions of roles and responsibilities for emergency task force members. Staff training for handling emergencies has been completed, using material drawn from the agency's extensive experience with emergency situations and based on the Peace Corps' *Emergency Evacuation Guide*. A "virtual situation room" with the emergency information is now available through the Intranet both to those in the situation room and to those at required outside locations. This virtual situation room, along with the redundant communications systems that have been established, enables uninterrupted support of post operations in the event of an emergency at Peace Corps headquarters.

Safety and security considerations are incorporated into every decision made at the Peace Corps, and their importance is reinforced during each step of the recruiting, training, and service process. The Peace Corps works to ensure that all Volunteers are given the knowledge and tools to perform their service safely and in a secure environment.

“How can we not listen more to expatriates who are willing to share our everyday concerns for two years?”

“They eat what you eat, they drink what you drink, they teach you to love your own country by showing you ways to love it!”

Madagascar Ministry of Education Official

*Photo:
Trainees in Malawi
receive instruction
in the local dialect.*



The Volunteer



Program Priorities: How Peace Corps Volunteers Serve Around the Globe

The most important person in the Peace Corps is the Volunteer. While the Peace Corps' visibility increases at home and abroad, it is the Volunteer who best reflects the meaningful work of the agency. Volunteers—who become familiar with a community's cultural traditions, learn the local language, and respond to the community's needs—are involved in a wide variety of programs, working in both primary and secondary projects. The following six sectors best describe the Peace Corps' program priorities.

Agriculture

Producing food is the primary economic activity for most of the world's people. However, the inability of many countries to produce adequate supplies of healthy food contributes to poor nutrition, particularly among children. Moreover, many communities employ farming practices that contribute to soil erosion and deforestation.

Peace Corps Volunteers strive to improve agricultural production in developing countries by working directly with farmers and their families. They teach men and women to diversify their crops, prevent soil erosion, and reduce the use of harmful pesticides. Volunteers assist farmers with small animal husbandry and fisheries projects to increase protein consumption in the local community. They collaborate with farmers to grow gardens with fruits and vegetables that are high in nutrients to alleviate iron, iodine, and vitamin A deficiencies among children.

They work with schools to produce healthy food for student meals. Volunteers introduce crops that improve soil conditions in land that has suffered from "slash and burn" agriculture. As communities adopt more sustainable and productive agricultural practices, Volunteers promote income growth by advising farmers on finding new markets for their products. Volunteers help strengthen household food security by integrating activities in health, agriculture, and business. In FY 2002, Volunteers provided agricultural assistance in 21 programs.

Business Development

In many countries where Volunteers serve, governments and local communities face impediments to economic growth such as high unemployment, rapidly increasing populations, unskilled workforces, and lack of private sector investment. Volunteers have a long history of working with individuals and communities to promote economic opportunities at the grass-roots level. Their activities focus on four major areas: (a) increasing family income, (b) improving the environment for businesses, (c) educating young people to enter the workforce and participate in the market economy, and (d) helping businesses find markets for traditional and value-added products.

Business Volunteers focus on community economic development at many levels, for example, helping artisan cooperatives in rural Africa market their handmade goods, helping women's groups gain

access to credit, and training people in Central Asia to take advantage of new free-market practices. Volunteers support microenterprise development in both rural and urban areas by training entrepreneurs in marketing, business planning, and book-keeping. Business education is a growing sector for Volunteers, who teach marketing and management skills at secondary schools and universities and train out-of-school youth to increase their job opportunities. More business Volunteers are now integrating information technology into their activities and working with local nongovernmental organizations to improve their management capabilities and sustainability. In FY 2002, business Volunteers helped strengthen the local economy in more than 30 programs.

Education

Education is fundamental to human progress, enabling individuals and communities to acquire skills and knowledge essential for improving their quality of life. Yet in much of the developing world, access to basic education is limited. Educational systems suffer from a lack of resources, both human and financial, and many students, particularly girls, are unable to attend school beyond the elementary level.

Education remains the Peace Corps' largest program sector, with Volunteers serving as teachers of English, math, science, and business. They also provide vocational training and design nonformal education activities for adults and youth. While the majority of education Volunteers teach in primary and secondary schools, some are engaged in early childhood development, special education, and higher education teaching. Many help build libraries and resource centers, promote adult literacy, and encourage parents and communities to become more involved in the education of their children.

Volunteers have been making significant contributions in the area of girls' education as well. They promote activities that help expand girls' educational opportunities in both formal and nonformal settings. While the gender gap has narrowed in re-

cent years, women and girls continue to have far lower rates of school enrollment and literacy than men and boys, and economic opportunities for women continue to lag well behind those of men. Volunteers conduct summer leadership camps for girls, promote community awareness of girls' achievements and potential, encourage girls' participation in the classroom, establish safe environments for after-school study, and organize career fairs for women.

Through this broad range of activities, Volunteers strive to improve the professional expertise of host country teachers, increase access to teaching resources and educational materials, advise on curriculum planning, and offer support for individual achievement, problem solving, and civic responsibility. In FY 2002, Volunteers in the education sector participated in 57 programs worldwide.

Environment

Depletion of forests, threats to fragile biodiversity, pressures on national parks and public lands, and severe reduction of natural resources affect communities worldwide. In many developing countries, people are directly dependent on their local environment, and its degradation can have enormous and unintended consequences for their livelihood. In response, Volunteers are actively engaged in activities that promote environmental education, natural resource management, sustainable agroforestry, and responsible national park development. Volunteers' work is rooted in the direct involvement of local communities and focuses on human needs, sustainable alternatives, and lasting change through education. It also reflects the growing consensus that environmental protection can go hand in hand with economic development. To prevent deforestation, for example, Volunteers help establish forest conservation plans, lead tree-planting projects, and promote alternatives to wood as a source of fuel. They collaborate with schools, nongovernmental organizations, and youth groups to promote environmental education, which includes training young people in preservation and parks development. To

strengthen understanding about the environment. Volunteers help communities make informed choices to protect precious natural resources. In FY 2002, environment Volunteers conducted 40 projects worldwide.

Health and HIV/AIDS

Resources for basic health care are severely limited in many developing countries. In some communities, the lack of safe drinking water and inadequate sanitation expose children to life-threatening, but often preventable, illnesses. Many pregnant women do not have access to prenatal and postnatal care. By focusing on prevention, human capacity building, and education, Volunteers help improve basic health care at the grass-roots level, where their impact can be the most significant and where health needs are most pressing.

Volunteers continue to work to improve nutrition, especially among women and children, help communities expand their access to safe drinking water, and help meet communities' sanitation needs by digging and maintaining latrines. Volunteers conduct education programs about the importance of immunizations, the control of parasites, and the prevention of communicable diseases. In FY 2002, Volunteers helped nearly 816,500 individuals, primarily community members and schoolchildren, learn about healthy behaviors. Health Volunteers also trained nearly 20,500 service providers, including community health workers, teachers, and other community members, benefiting more than 5,500 communities in 53 projects worldwide.

Volunteers have been actively engaged in efforts to address the devastating social, economic, cultural, and health effects of the HIV/AIDS epidemic from the inception of the federal government's commitment to global action. Peace Corps Volunteers and staff, in tandem with local communities, governmental and nongovernmental organizations, and private donors, have greatly intensified their efforts and expanded the scope of existing HIV/AIDS activities, particularly in Africa. Volunteers are uniquely suited to work in HIV/AIDS prevention and

education because they live and work in local communities and are able to present information in culturally sensitive ways.

The Peace Corps is training all Volunteers who serve in Africa, the Caribbean, eastern Europe, and Central Asia as advocates and educators on HIV/AIDS prevention and care. To enhance Volunteers' training, the agency produced a *Life Skills Manual* to aid in teaching adults and peer educators how to address issues like self-esteem, communication, decision-making skills, and HIV prevention. The manual has been translated into Kiswahili, French, Russian, and Spanish and its content has been modified for other cultures. Using these resources, Volunteers have trained youth as peer educators, collaborated with religious leaders to develop appropriate educational strategies, provided support to children orphaned by HIV/AIDS, and developed programs that provide emotional and financial support to families and communities affected by the disease.

Beginning in FY 2000 and continuing into FY 2003, the Peace Corps' efforts to combat HIV/AIDS have been considerably strengthened with additional funding and program support from the U.S. Agency for International Development and the Centers for Disease Control and Prevention, as well as generous grants from the Gates and Packard foundations. With this broad support, Volunteers are making important progress in the fight against HIV/AIDS. The Peace Corps will expand its commitment to HIV/AIDS programs in FY 2003 and FY 2004.

Information Technology

New technologies are reaching the world's most remote communities and providing new tools for development. Schools with Internet access, clinics with online medical information, and community information centers that function like public libraries all were unimaginable just a few years ago. More governments are requesting assistance in building technological skills, particularly of youth, to prepare people for the information age. Volunteers in all sectors build local capacity to use new technolo-

gies effectively. They help establish school computer labs, integrate information technology into university curricula, create databases that enable farmers cooperatives to track market trends, encourage communities to establish “telecenters,” and train youth for future employment in computer maintenance. By working with schools, nongovernmental organizations, and community-based groups, Volunteers ensure that local communities have the

skills they need to sustain and expand the benefits of information technology. In FY 2002, more than 31,000 individuals directly benefited from Volunteers’ work in information technology in 63 programs. Recognizing the significant contribution Volunteers are making in this area, the Peace Corps has identified information technology as a priority focus for the future.

“We will only send abroad Americans who are wanted by the host country—who have a real job to do—and who are qualified to do that job. Programs will be developed with care, and after full negotiation, in order to make sure that the Peace Corps is wanted and will contribute to the welfare of other people.”

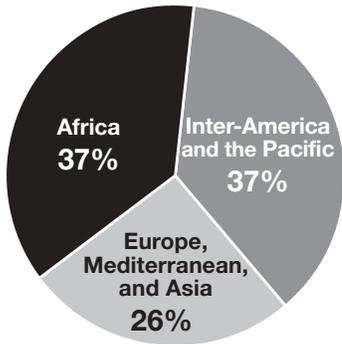
President John F. Kennedy
March 1, 1961



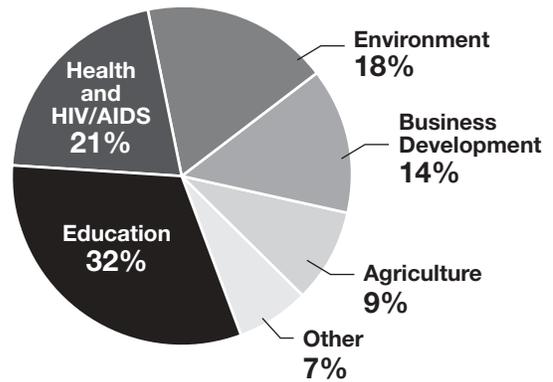
Peace Corps Volunteer teaching students in Turkmenistan.

Volunteer Statistics

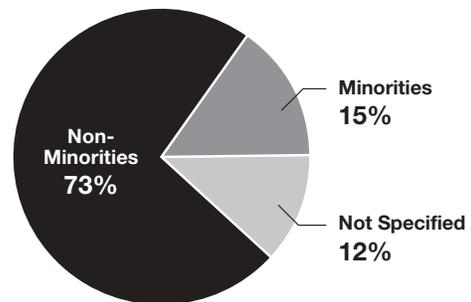
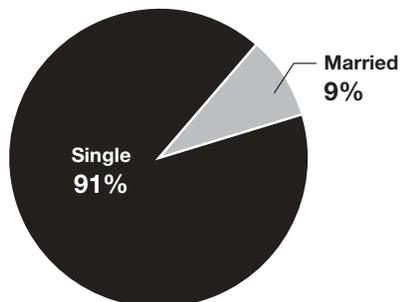
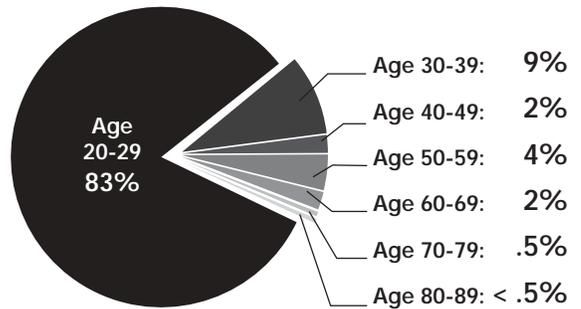
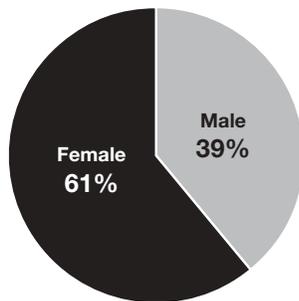
Volunteers by Region



Volunteer Projects*



Volunteer Profile*

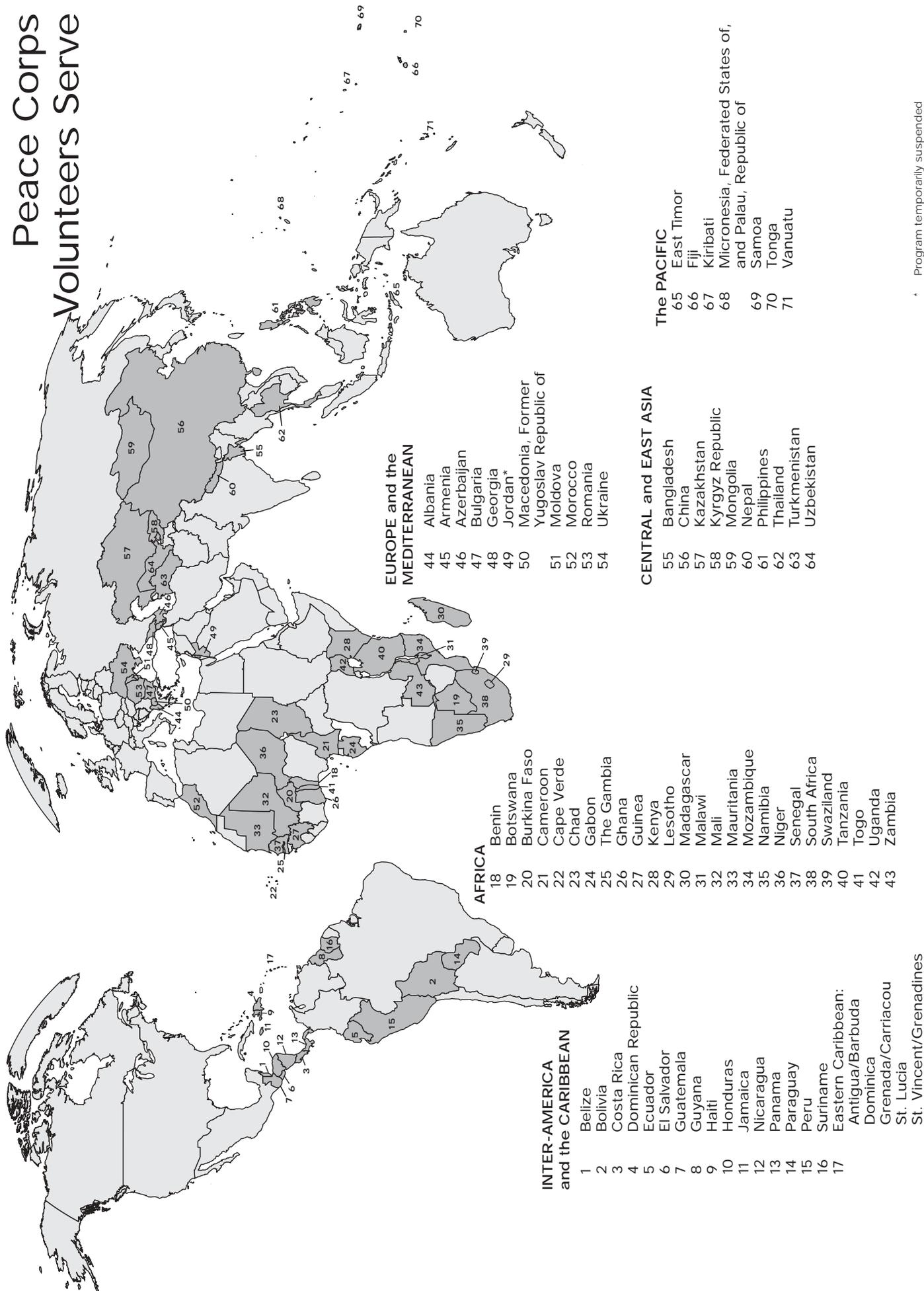


*Totals may not add to 100 percent because of rounding. Data current as of January 2003.

Number of Peace Corps Volunteers Working in HIV/AIDS Activities FY 2002

Africa		Inter-America and the Pacific		Europe, Mediterranean, and Asia	
Country	Volunteers	Country	Volunteers	Country	Volunteers
Benin	32	Belize	12	Armenia	5
Burkina Faso	88	Costa Rica	20	Bulgaria	21
Cameroon	107	Dominican Republic	38	China	2
Cape Verde	54	Eastern Caribbean	30	Georgia	4
Côte d'Ivoire	57	Ecuador	56	Kazakhstan	13
Gabon	30	Guatemala	1	Moldova	52
The Gambia	32	Guyana	25	Mongolia	16
Ghana	52	Haiti	48	Morocco	18
Guinea	77	Honduras	38	Nepal	32
Kenya	117	Jamaica	32	Philippines	4
Lesotho	83	Kiribati	4	Romania	5
Madagascar	65	Micronesia	2	Thailand	12
Malawi	95	Nicaragua	63	Ukraine	22
Mali	23	Paraguay	29	TOTAL	206
Mauritania	24	Samoa	33		
Mozambique	51	Suriname	1		
Namibia	35	Tonga	23		
Niger	31	Vanuatu	7		
Senegal	55	TOTAL	462		
South Africa	102				
Tanzania	60				
Togo	85				
Uganda	44				
Zambia	61				
TOTAL	1,460			Grand Total:	2,128

Countries Where Peace Corps Volunteers Serve



* Program temporarily suspended

Languages Spoken by Peace Corps Volunteers Across the World

Africa

Benin

Adja
Bariba
Dendi
Ditemari
Fon
French
Goun
Gourmatche
Ife
Kotafon
Mina
Naténi
Yom
Yoruba (Nagot)

Botswana

Setswana

Burkina Faso

French
Fulfulde
Gulmancema
Jula
Lobiri
Mooré

Cameroon

Bulu
Creole (English based)
French
Fulfulde
Ghom alà
Kako

Cape Verde

CV Criolo
Portuguese

Chad

Chadian Arabic
French

Gabon

Fang
French
Mitsogo
Nzebi
Obamba
Punu
Teke

The Gambia

Creole
Jola
Mandinka
Pulaar
Wolof

Ghana

Buli
Guruni
Dagare
Dagbani
Dangme
Ewe
Fanté
Ga
Gonja
Hausa
Kasem
Kusaal
Mampruli
Moar
Sisaali
Twi

Guinea

French
Guerzé
Maninka
Pulafuta
Soussou

Kenya

Kalenjin
Kenyan Sign Language
Kikuyu
Kiswahili
Luo
Luyha

Lesotho

Sesotho

Madagascar

French
Malagasy

Malawi

Chichewa
Chilomwe
Chisena
Chitonga
Chitumbuka
Chiyao

Mali

Bambara
Dogon
French
Fulfulde
Malinke
Minianka
Senoufou
Songhay

Mauritania

Arabic
French
Hassynia
Pulaar
Soninke
Wolof

Mozambique

Portuguese

Namibia

Damara>Nama
Ju/'hoansi
Khoekhoegowab
Oshikwanyama
Oshindonga
Otji Herero
Rugciriku
Rukwangali
Silozi

Niger

French
Fulfulde
Hausa
Kanuri
Zarma

Senegal

French
Jaxanke
Mandinka
Pulaar
Seereer
Wolof

South Africa

Isi Ndebele
Isi Zulu
Sepedi
Setswana
Siswati
Northern Sotho
Venda

Swaziland

Siswati

Tanzania

Kiswahili

Togo

Akposso
Bassar
Cotocolis
Ewe
French
Gourma
Ife (Ana)
Kabiye
Komkonba
Lamba
Mina
Moba
Naodem (Losso)
Tchamba
Tchokossi

Uganda

Ateso
Luganda
Lugwere
Lumasaaba
Runyakore
Runyoro
Uhopadhola

Zambia

Bemba
Kaonde
Lunda
Nyanja
Tonga
Tumbuta

Languages Spoken by Peace Corps Volunteers Across the World

Europe, Mediterranean, and Asia

Albania	Albanian	Morocco	Arabic French Tamazight Tarifit Tashelheet	Romania	Hungarian Romanian
Armenia	Armenian	Nepal	Nepali	Thailand	Thai
Azerbaijan	Azerbaijani (Azeri) Russian	Philippines	Aklanon Asi Bikol-Albay Bikol-Naga Bikol-Norte Bikol-Viracnon Bonloc Cebuano Hiligaynon Idalou Ifugao-Ayangan Ifugao-Banaue Ifugao-Kalanguya Iyatan Northern Kankanaey Southern Kankanaey Kinaray-a Perohanon Sorsoganon Tagalog Waray-waray	Turkmenistan	Russian Turkmen
Bangladesh	Bangla	Ukraine		Uzbekistan	Russian Uzbek
Bulgaria	Bulgarian				
China	Mandarin				
Georgia	Georgian				
Jordan	Arabic				
Kazakhstan	Kazakh Russian				
Kyrgyz Republic	Kyrgyz Russian				
Macedonia, FYR	Albanian Macedonian				
Moldova	Romanian Russian				
Mongolia	Mongolian				

Inter-America and the Pacific

Belize	Creole English Spanish	Haiti	French Haitian Creole	Peru	Quechua Spanish
Bolivia	Ayamara Quechua Spanish	Honduras	Miskito Spanish	Samoa	Samoan
Costa Rica	Spanish	Jamaica	Creole (Patois) English	Suriname	Dutch Ndjuka Saramaccan Sranan Tongo
Dominican Republic	Spanish	Kiribati	I-Kiribati	Tonga	Tongan
Eastern Caribbean	Caribbean English Dialect French Creole (Kweyol)	Micronesia and Palau	Chuukese Halls Island Kapingamarangi Kosraean Namonuito Nukuoro Palauan Pingilapese Pohnpeian Sapwuafik Satawalese Ulithian Woleain Yapese	Vanuatu	Bislama
East Timor	Tetun	Nicaragua	Spanish		
Ecuador	Quechua Spanish	Panama	Spanish		
El Salvador	Spanish	Paraguay	Guarani Spanish		
Fiji	Fijian				
Guatemala	Cakchiquel Kek'chi Spanish				
Guyana	Creole				

Applicant

Recruitment

Regional recruiters use marketing strategies to identify and encourage a diverse pool of qualified Americans to apply to the Peace Corps.

Application

Recruiters interview applicants to assess their motivation, emotional maturity, cultural adaptability, and technical skills.

Clearances

Peace Corps staff ensure that superior candidates meet legal and medical requirements.

Placement

Placement officers match candidates to countries and projects based on their skills, experience, and interests.

Trainee

Orientation (Staging)

Staff conduct a two-day staging before trainees depart for their overseas assignments. Safety and security training is woven throughout the orientation.

Pre-Service Training

Staff prepare trainees for service by conducting 10 to 12 weeks of training in language, technical skills, and cross-cultural, health, and personal safety issues. After successful completion of training and testing, trainees are sworn in as Volunteers.

The Phases of the Volunteer

How the Peace Corps Supports Volunteers From Recruitment Through Their Two-Year Service and Beyond

Volunteer

Site Selection

The Peace Corps' in-country staff ensure that Volunteers have suitable assignments and adequate and safe living arrangements.

Living Allowance

The Peace Corps provides Volunteers with a monthly allowance to cover housing, utilities, household supplies, food, clothing, and transportation.

Health

The Peace Corps' in-country medical officers provide Volunteers with health information, immunizations, and periodic medical exams.

Volunteer Security

Peace Corps headquarters and post staff work with the State Department to assess and address safety and security risks and ensure Volunteers are properly trained in safety and security procedures.

In-Service Training

Post staff conduct periodic training to improve Volunteers' technical and language skills and to address changing health and safety issues.

Links With U.S. Students

Through the Paul D. Coverdell World Wise Schools correspondence program, Volunteers communicate with schools to expand students' awareness of other countries and cultures.

Links With the Private Sector

Headquarters staff match interested Volunteers with potential donors of textbooks, sports equipment, and other resources.

Service Extension

A limited number of Volunteers who have unique skills and an outstanding record of service may extend for an additional year.

Returned Volunteer

Career Planning

Information on careers and higher education is distributed to Volunteers three to six months before the end of service.

Readjustment Allowance

At the end of service, Volunteers receive \$225 per month served to help finance their transition to careers or further education.

Health Insurance

Volunteers are covered by a comprehensive health insurance plan for the first month after service and can continue the plan at their own expense for up to 18 additional months.

Returned Volunteer Services

Each of Peace Corps' 11 regional offices are equipped with computers and other resources to assist Volunteers and returned Peace Corps Volunteers in obtaining career and educational information. The Peace Corps also publishes the "Hotline," a bi-weekly jobs bulletin. A Career Information Consultants directory offers Volunteers access to the expertise of returned Peace Corps Volunteers from various professions.

Crisis Corps

Headquarters staff recruit, train, and place experienced Volunteers in short-term disaster relief and humanitarian response positions.

Office of Domestic Programs: “Bringing the World Home”

In 1989, in pursuit of the third goal of the Peace Corps—to help promote a better understanding of other peoples on the part of Americans—then Peace Corps Director Paul D. Coverdell established the World Wise Schools program, which now carries his name. The program seeks to give American schoolchildren a chance to learn about the world’s diverse peoples, cultures, and geography from currently serving Peace Corps Volunteers through a correspondence match program. The program pairs Volunteers serving overseas with U.S. classrooms, facilitating the exchange of letters, photographs, artifacts, and telephone calls, as well as visits from the Volunteers once they have returned to the United States.

The Coverdell World Wise Schools program produces educational materials for U.S. classrooms that are designed to promote cross-cultural understanding and the ethic of community service. World Wise Schools offers not only an award-winning series of country-specific videos with accompanying teachers guides but also Volunteer-written literature and culture-based lesson plans based on those writings. These materials are published in book form and are also available on the Web for free downloading. Some of the titles available: *Insights From the Field: Understanding Geography, Culture, and Service*; *Voices From the Field: Reading and Writing About the World, Ourselves and Others*; and *Building Bridges: A Peace Corps Classroom Guide to Cross-Cultural Understanding*.

Since its inception, the Coverdell World Wise Schools program has helped more than 2 million U.S. students communicate directly with Peace Corps Volunteers all over the world. Currently, about 6,000 Volunteers are relating their experiences through correspondence exchanges, and approximately 375,000 students, in all 50 states, are benefiting from some aspect of the program.

Peace Corps Fellows/USA

Fellows/USA develops and maintains educational partnerships that place former Volunteers in internships in high-need U.S. communities as they pursue graduate degrees. Approximately 300 returned Volunteers pursue graduate studies annually as Peace Corps Fellows at 32 partner universities throughout the United States. Fellows study at reduced cost with fellowships provided by the universities and private funders.

During their studies, Fellows work as public school teachers, or as community or economic development, nursing, or environmental education interns with local nonprofits, on projects of critical importance to local communities. Fellows/USA engages former Volunteers both in university communities and at the grass roots of urban and rural America, where they share the knowledge and use the skills and competencies they developed during their Peace Corps service to benefit their fellow Americans.

Fellows/USA programs currently serve communities in 19 states and the District of Columbia. Since the inception of the program in 1985, more than 1,800 Peace Corps Fellows have worked to improve the lives and the international awareness of thousands of Americans.

Master’s International Program

Through partnerships with more than 40 colleges and universities across the United States, the Master’s International (MI) program offers people the opportunity to incorporate Peace Corps service into a master’s degree program. Participating graduate schools establish and monitor academic requirements, and the Peace Corps places MI students overseas as Volunteers. Students apply to both the Peace Corps and a participating graduate school and must be accepted by both. Requirements vary by school. MI students complete one or, in a few cases, two years of course work before starting a Peace Corps assignment overseas. Assignments are developed by overseas Peace Corps staff at the request of host countries.

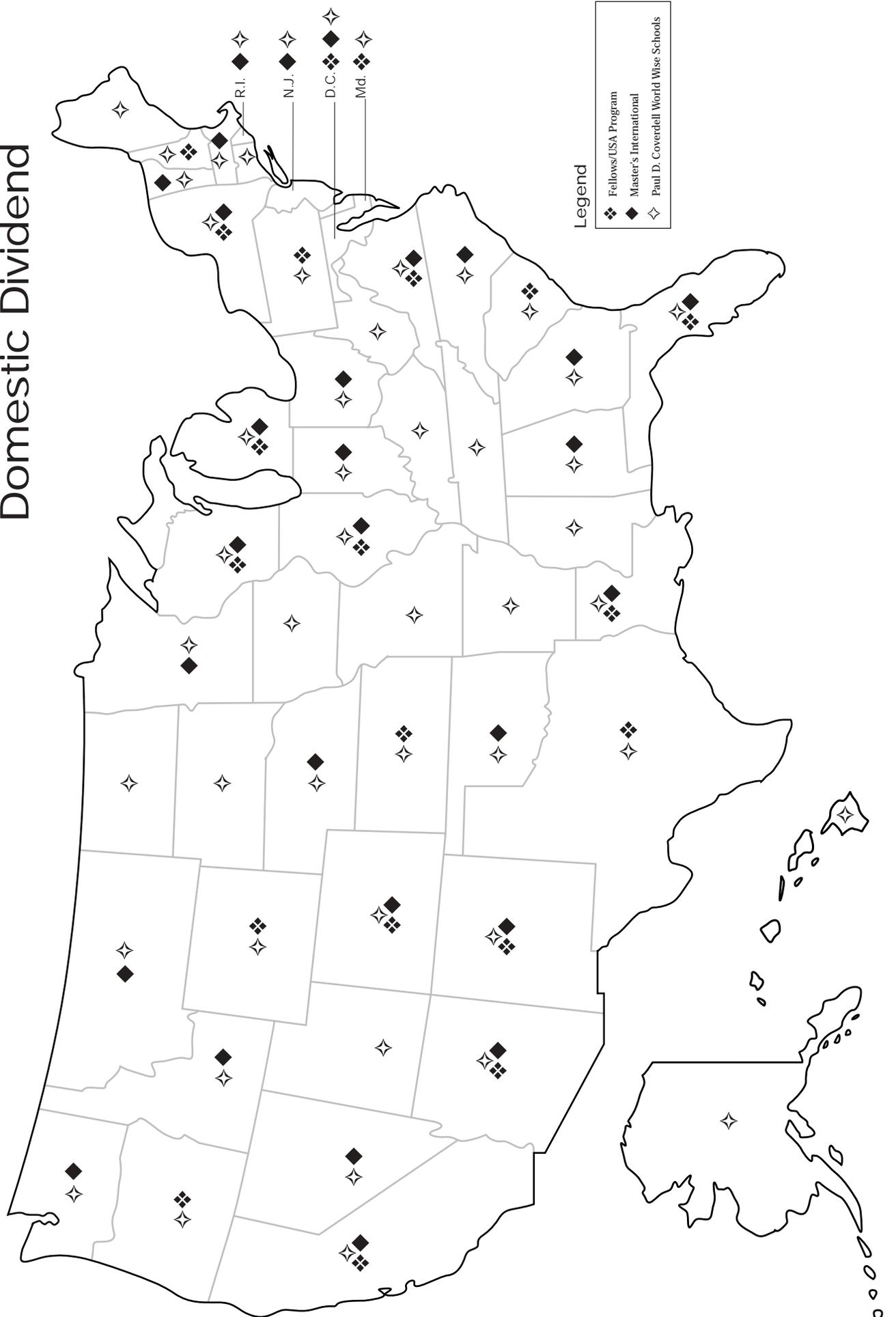
During Peace Corps service, Volunteers participating in the MI program work on a thesis, professional paper, or other culminating project under the direction of the school's faculty and with the approval of Peace Corps overseas staff. Participating faculty recognize that while serving overseas, an MI student's primary responsibility is his or her Volunteer duties. Rather than determining a research topic in advance, MI students allow their Volunteer assignment to shape the fulfillment of their overseas academic requirement.

The Peace Corps provides MI students with a unique opportunity to apply what they learn on campus to benefit a host country community. Like all Volunteers, MI students seek ways to creatively apply their knowledge and skills to the assignment in which they are placed. MI students graduate with a unique combination of an advanced degree and two years of substantive professional experience in an international setting.



Peace Corps Volunteer working with children in Belize.

The Peace Corps Domestic Dividend



The Peace Corps' Educational Partnerships in the United States

States	Master's International Colleges/Universities	Fellows/USA Colleges/Universities
Alabama	University of Alabama	
Arizona	Arizona State University Northern Arizona University University of Arizona	
California	California State University–Sacramento Humboldt State University Loma Linda University Monterey Institute Santa Clara University University of California–Berkeley University of California–Davis University of the Pacific	
Colorado	Colorado State University University of Denver	University of Denver
Florida	Florida A&M University Florida International University Florida State University	Florida Institute of Technology
Georgia	Emory University Georgia State University University of Georgia	
Hawaii	University of Hawaii	
Idaho	University of Idaho	
Illinois	Illinois State University	DePaul University Illinois State University Western Illinois University
Indiana	Purdue University	
Kansas		Wichita State University
Louisiana	Tulane University	University of New Orleans
Maryland		Johns Hopkins University University of Maryland–Baltimore
Massachusetts	Boston University	
Michigan	Michigan Technological University Western Michigan University	Michigan State University Michigan Technological University

The Peace Corps' Educational Partnerships in the United States

States	Master's International Colleges/Universities	Fellows/USA Colleges/Universities
Minnesota	University of Minnesota	
Montana	University of Montana	
Nebraska	University of Nebraska	
Nevada	University of Nevada–Las Vegas	
New Hampshire		Southern New Hampshire University
New Jersey	Rutgers University	
New Mexico		Western New Mexico University
New York	Cornell University	Columbia University New School University
North Carolina	North Carolina State University	
Ohio	Ohio State University	
Oklahoma	Oklahoma State University	
Oregon		University of Oregon
Pennsylvania		Carnegie Mellon University Duquesne University Temple University
South Carolina		University of South Carolina
Texas		University of North Texas University of Texas–El Paso
Vermont	St. Michael's College	
Virginia	Virginia Polytechnic Institute	George Mason University
Washington	University of Washington Washington State University	
Wisconsin	University of Wisconsin–Madison University of Wisconsin–Stevens Point	Marquette University University of Wisconsin–Milwaukee
Wyoming		University of Wyoming
District of Columbia	American University George Washington University	George Washington University

Home States of Peace Corps Volunteers

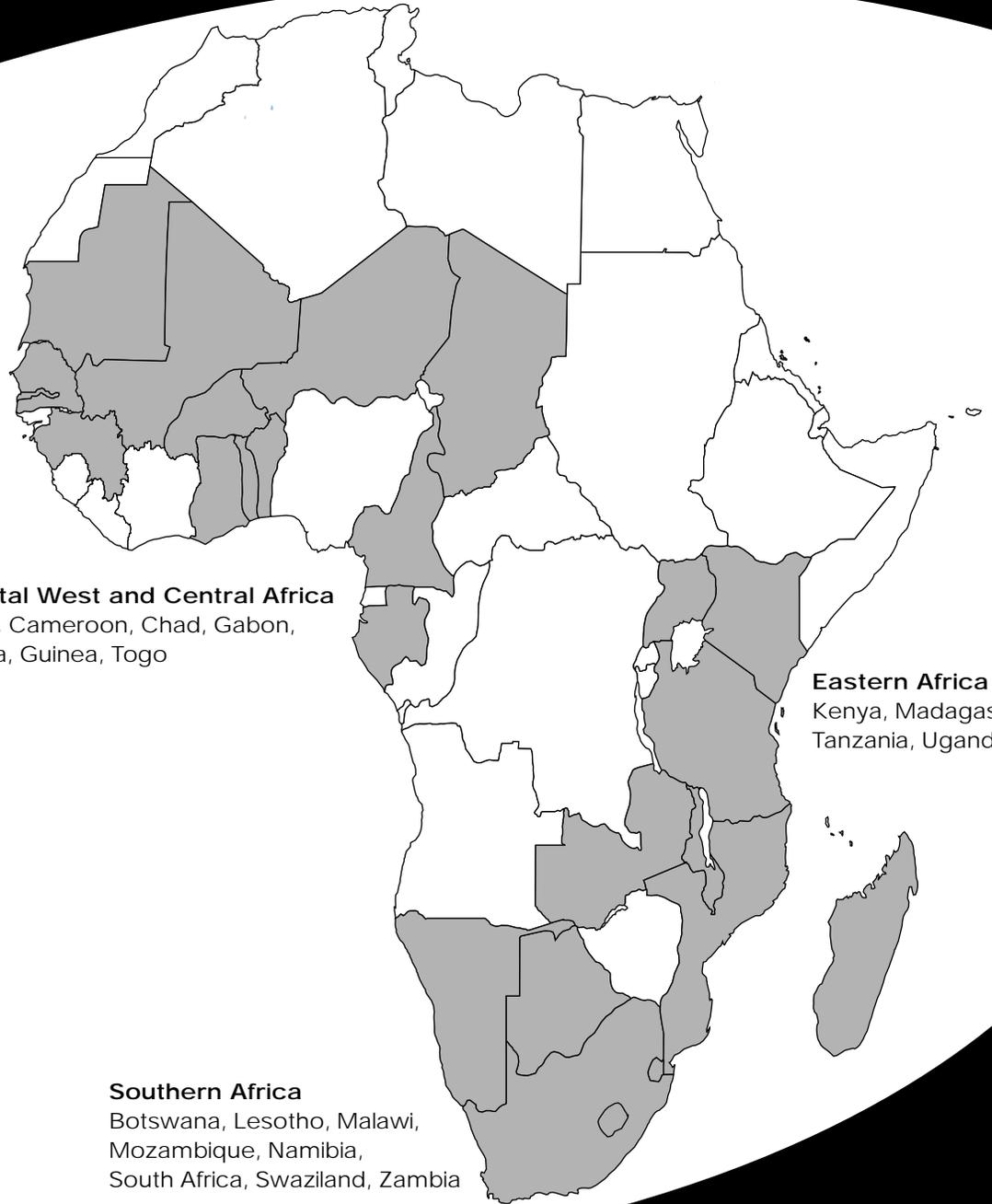
as of September 30, 2002

State	Today	Since 1961	State	Today	Since 1961
Alabama	35	738	Montana	44	1,024
Alaska	35	855	Nebraska	53	907
Arizona	107	2,814	Nevada	33	694
Arkansas	29	721	New Hampshire	57	1,170
California	760	23,577	New Jersey	139	3,617
Colorado	232	5,515	New Mexico	53	1,909
Connecticut	127	2,410	New York	348	10,781
Delaware	15	309	North Carolina	182	2,941
District of Columbia	32	2,963	North Dakota	23	401
Florida	235	5,831	Ohio	262	4,791
Georgia	115	2,431	Oklahoma	37	864
Guam	1	87	Oregon	192	4,764
Hawaii	21	1,218	Pennsylvania	302	5,631
Idaho	42	952	Puerto Rico	8	329
Illinois	307	6,130	Rhode Island	33	778
Indiana	102	2,141	South Carolina	69	971
Iowa	88	1,485	South Dakota	14	451
Kansas	58	1,087	Tennessee	66	1,136
Kentucky	51	1,038	Texas	297	5,087
Louisiana	31	930	Utah	36	772
Maine	69	1,342	Vermont	37	1,219
Maryland	188	4,882	Virginia	266	5,762
Massachusetts	210	6,916	Virgin Islands	0	76
Michigan	281	4,969	Washington	294	7,190
Minnesota	227	4,882	West Virginia	21	490
Mississippi	13	362	Wisconsin	238	4,117
Missouri	100	2,323	Wyoming	21	356

This page was intentionally left blank.

Regional Summaries

Africa Region



Sahel

Burkina Faso, Cape Verde,
The Gambia, Mali, Mauritania,
Niger, Senegal

Coastal West and Central Africa

Benin, Cameroon, Chad, Gabon,
Ghana, Guinea, Togo

Eastern Africa

Kenya, Madagascar,
Tanzania, Uganda

Southern Africa

Botswana, Lesotho, Malawi,
Mozambique, Namibia,
South Africa, Swaziland, Zambia

“With the scarcity of teachers in our secondary schools, especially in remote rural areas, [Peace Corps] Volunteers are considered as diamonds.”

—Ministry of Education Official

Africa Region

Since the arrival of the first group of Peace Corps Volunteers in Ghana in 1961, over 63,000 Americans have served in 46 African countries. The Peace Corps continues to enjoy strong cooperation with the people of this region. At the end of fiscal year 2003, 2,682 Volunteers and trainees will be on board and working in 26 countries in all six of the agency's sectors: agriculture, business development, education, the environment, health and HIV/AIDS, and information technology.

The Africa region of the Peace Corps is poised for substantial growth and expansion. In 2003, the Peace Corps will send groups of Volunteers to Chad and Swaziland. Assessments have been conducted for entry into Ethiopia, Eritrea, and Djibouti.

The safety and security of Volunteers continues to be the number one priority for the Africa region. The region's commitment to safety and security is underscored by the recent appointment of sub-regional safety and security officers and the recruitment of a desk officer at headquarters specifically dedicated to ensure effective communication and compliance relating to issues of safety. Most important, all Volunteers and staff undergo safety and security training throughout their service, and Peace Corps staff continue to cooperate with local leaders and officials to help make Volunteers safe.

Information technology is making leaps into Africa. Internet cafes can be found in virtually all national capitals, and e-mail capacity is quickly making its way into isolated areas that only a few years ago had no basic telephone service. Volunteers across the continent are being called upon to serve as experts to bridge the technology gap. They are teaching their counterparts basic keyboarding skills, Internet and computer lab management and maintenance skills, hardware and software troubleshooting, and website design. In Cameroon, small business development Volunteers are teaching microfinance, basic computer skills for spreadsheets, record keeping, and accounting. In Kenya and Senegal, Volunteers are helping local artisan groups develop websites to attract customers. Throughout Africa, Volunteers have been instrumental in helping communities and schools obtain computer equipment

and Internet connectivity. Volunteers are also using radio technology to provide forums for addressing health issues such as HIV/AIDS prevention.

The Peace Corps is partnering with the U.S. Department of Commerce, the U.S. Agency for International Development, private sector businesses, and the Senegalese government in the Digital Freedom Initiative. It is aimed at bringing innovation to Senegal's small and medium enterprise economy to increase productivity and enhance competitiveness. Peace Corps Volunteers will teach information technology skills to Senegalese that will enable them to apply technology to promote economic growth and opportunity. This initiative will help Senegal expand the potential business and human capacity of over 12,000 telecenters and 300 cybercenters across the country. If successful in Senegal, the DFI partners will expand to other countries in Africa.

An additional growth sector is business development. Volunteers in 10 African countries teach basic business skills to youth, farmers, artisans, small non-governmental organizations, credit institutions, business schools, and universities. Promoting small business training for girls and women is an important focus of these efforts. In Benin, Volunteers have helped counterparts create a microfinance database to track clients. In Ghana, they are teaching entrepreneurs marketing strategies and website design to market ecotourism, and in Mali, they are using radio and distance learning to teach business and marketing skills.

Africa remains an epicenter of the AIDS epidemic, and the Peace Corps has intensified its role in the global effort to fight HIV/AIDS by training all Volunteers bound for Africa in HIV/AIDS prevention and education. All Volunteers, staff, and projects are equipped to play a role in addressing the multiple health, social, and economic problems related to HIV/AIDS. Project Panther in Benin has significantly increased youth involvement in HIV/AIDS education. In Ghana and Mali, Volunteers work with youth who travel countrywide in drama groups and puppet theaters to provide HIV/AIDS education at community gatherings and traditional councils. In Lesotho, Volunteers have helped people form networks to identify common myths and misperceptions about the disease.

Education is the Peace Corps' largest program sector in Africa, with over 36 percent of all Volunteers in Africa participating in education projects in 19 countries. These projects place greater focus on cross-sector collaborations such as girls' education, information technology, HIV/AIDS prevention, and environmental education. Special education for students with special needs is also a growing area of intervention. In Tanzania, Volunteers worked with the U.S. Embassy to implement a \$75,000 scholarship fund for girls and young women in need of financial assistance. In South Africa, Volunteers collaborated with counterparts for "SHOUT," a seminar that brought girls, boys, women, and men together to discuss the realities of sexual violence in their communities. In Togo, Volunteers helped a community build a day-care center, enabling children to get a head start on their schooling and assisting mothers who do income-generating work in support of their families.

The Peace Corps continues its long-standing tradition of improving basic health care, potable water, and sanitation services for communities in Africa. Volunteers help villages and small towns take respon-

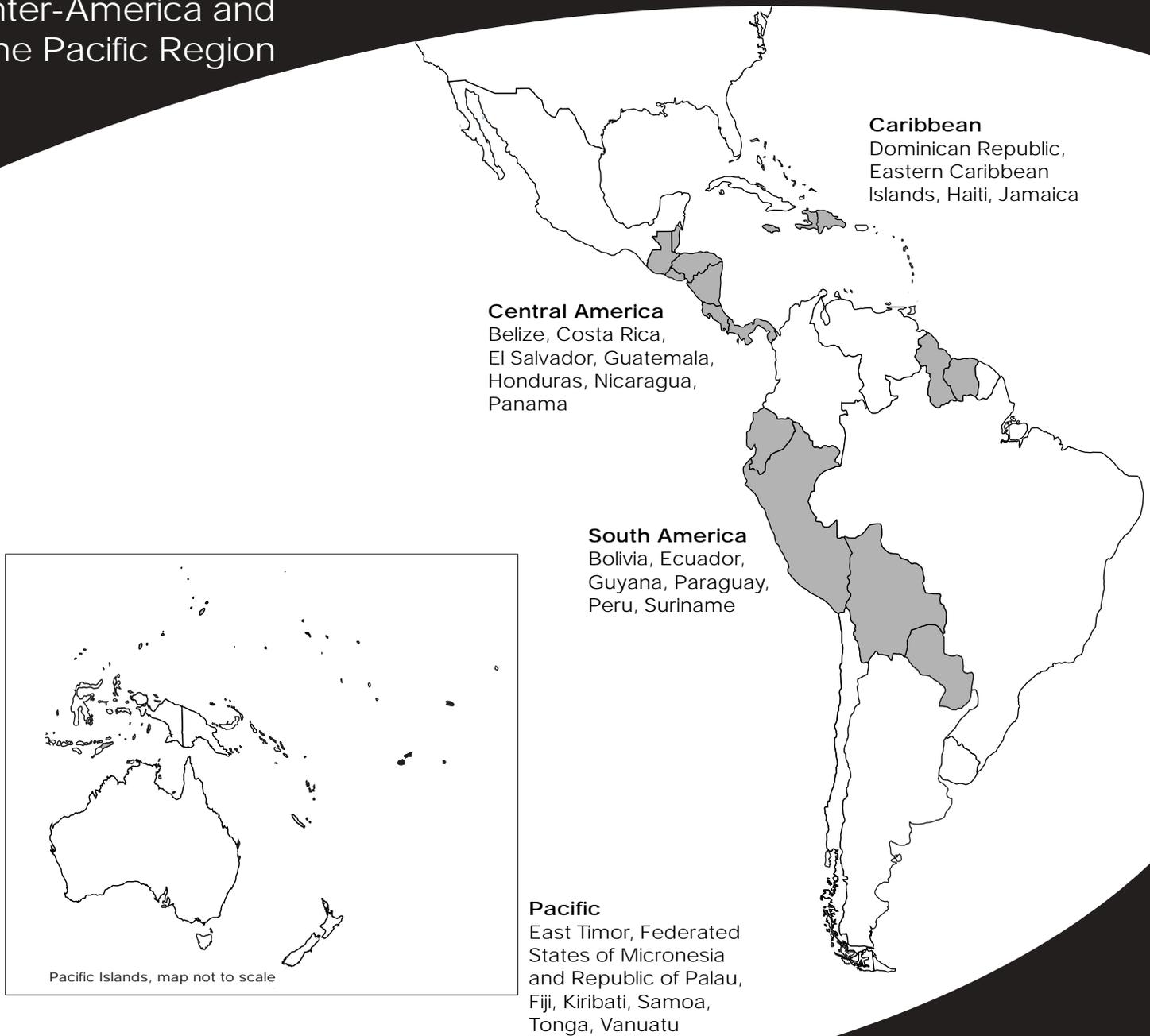
sibility for their health care and form committees to expand the services offered by a limited number of trained health care professionals. In addition to their concerted effort to promote HIV/AIDS education throughout the continent, health and water/sanitation Volunteers are working to prevent ill effects of Guinea worm, polio, and other diseases.

Volunteers and their counterparts address environmental issues by promoting environmental education in schools and by encouraging environmentally responsible agricultural practices among farmers. Volunteers also work to improve food security in rural areas and introduce unique community-based approaches to natural resource management such as ecotourism. Maintaining consistent food supply sources and protecting environmental health have emerged as important aspects of integrated agricultural and environmental programming. Volunteers teach counterparts and their families how to improve agricultural production and earn income to supplement their food supply. Increasingly, agriculture and environment projects incorporate small business development skills as an objective.



Malawi Peace Corps Volunteer chatting with a local woman.

Inter-America and the Pacific Region



“Though I began working as a small business development Volunteer, I found myself drawn to working with health....Though the obstacles are daunting, I feel that I have made a difference—and for me, this is what the Peace Corps is all about.”

—Haiti Volunteer, Health Sector

Inter-America and the Pacific Region

Since the Peace Corps' inception in 1961, over 75,000 Volunteers have served in the Inter-America and Pacific (IAP) region, working in 32 countries in the Inter-Americas and 16 countries in the Pacific Islands. At the end of fiscal year 2003, 2,636 Volunteers will be working in 24 countries in all six of the agency's sectors: agriculture, business development, education, the environment, health and HIV/AIDS, and information technology.

One of the region's strategic goals is growth based on sound project design combined with grass-roots development. To respond to compelling needs in the IAP region, Volunteers' work emphasizes the areas of youth development, information technology training, income generation, and HIV/AIDS prevention.

IAP began operations in two countries in 2002: East Timor, the first nation to gain independence in the 21st century, and Peru, where President Alejandro Toledo first came to know the United States through Peace Corps Volunteers who lived and worked in his hometown when he was a child. Nineteen Volunteers arrived in East Timor in June 2002 to begin work in local governance and health, partnering with newly formed government ministries as well as nongovernmental organizations like Oxfam International. In 2002, President Toledo invited the Peace Corps to return to his country to work in community health and small business development. The region is reentering Fiji in 2003 and has conducted an assessment to determine the feasibility of returning to St. Kitts and Nevis in the Eastern Caribbean.

In addition to expanding through new-country entries, IAP is actively seeking creative programming and new partnerships. At the Peace Corps director's initiative, a new pilot program is underway to increase the placement of married couples in Guatemala and Jamaica. In support of the agency's recent memorandum of understanding with Habitat for Humanity, IAP has successfully promoted collaborative efforts with Habitat in Belize, the Eastern Caribbean, El Salvador, Guatemala, Paraguay, and Samoa. In Haiti and the Dominican Republic, the

Peace Corps is developing new cross-border programs to improve inter-island dialogue and to provide market opportunities for small businesses. Throughout the region, Volunteers work with host government organizations, nongovernmental organizations, and community-based organizations. In countries such as Ecuador and Paraguay, where the Peace Corps has a long-standing presence, IAP tends to work more with indigenous associations rooted in the community.

Peace Corps programming adapts Volunteer assignments to accommodate countries' changing needs. In the Dominican Republic, for example, 21 Volunteers are teaching teachers to incorporate information technology into the classroom. In rural El Salvador, a Volunteer is helping to bring water to village homes so that people do not have to rely on one communal well. In the Nicaraguan countryside, Volunteers are establishing information centers so that farmers can use the Internet to find better prices for their crops in more distant markets. After years of centralized government, many countries in Central America are allowing municipal governments to make more decisions, creating a greater need to engage Volunteers in grass-roots development at the local level.

Safety and security issues remain a top priority agencywide. To complement the regional safety and security officer based in El Salvador, IAP hired a safety and security desk officer, at headquarters, to assist in monitoring safety and security policies overseas. An important component of Volunteer safety is integration into the local community. Thus, community-based training continues to play a critical role by allowing overseas staff to review safe behaviors with Volunteers in their new cultural settings.

The Peace Corps has introduced new concepts and techniques in many countries. In Honduras, a Volunteer revolutionized his village by recommending new crops after he spoke to a local supermarket manager who indicated that his customers wanted bok choy and Chinese broccoli. After a one-year pilot project, 10 out of 20 families in his village have

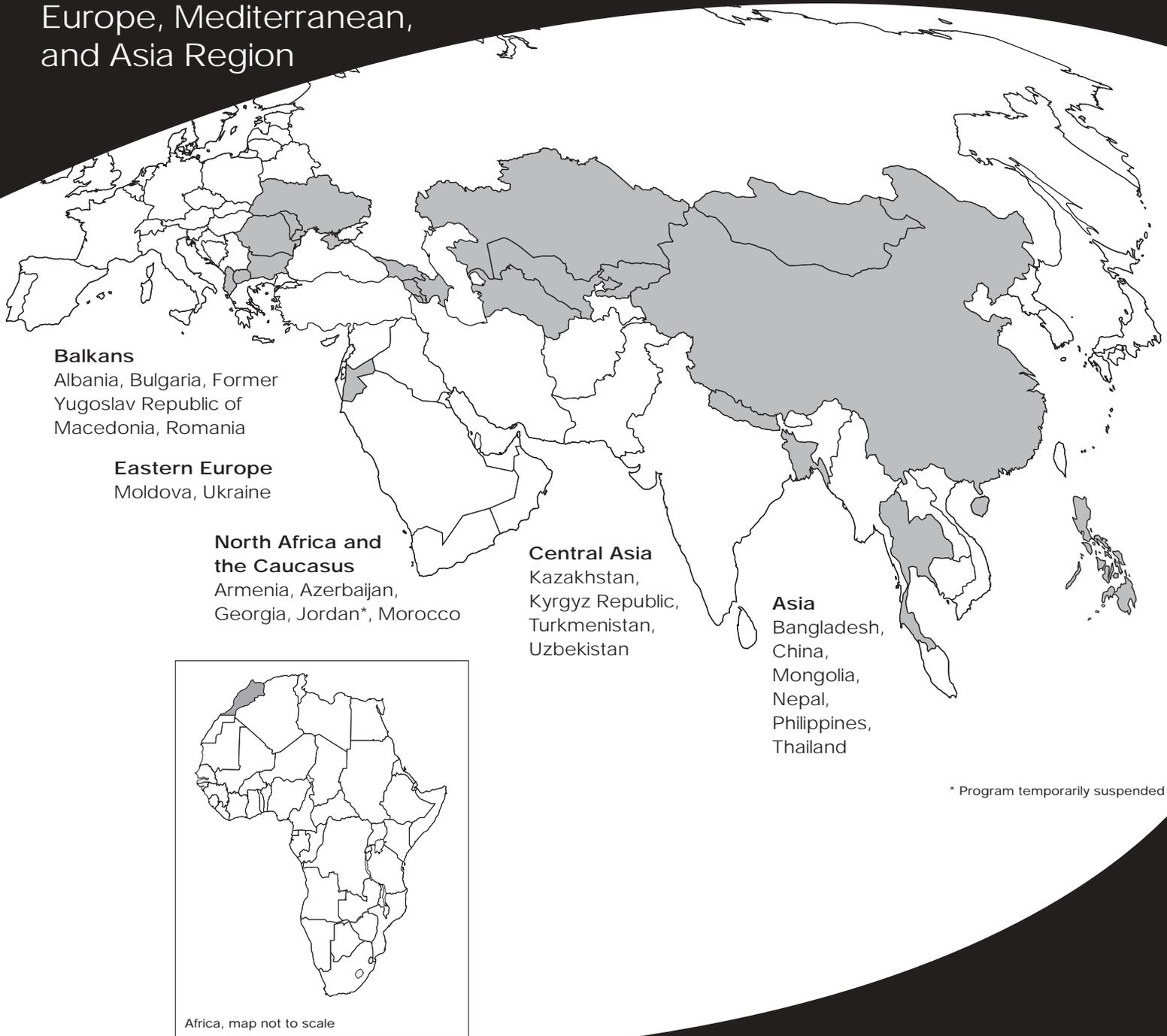
continued to plant and harvest these new vegetables, nearly doubling their family income. In Haiti, a Volunteer received support from the Echo Foundation to plant the *moringa* (“spinach tree”) to supplement a diet deficient in protein and other nutrients, prompting other villagers to plant the tree in their own backyards.

The IAP region is prone to natural disasters, especially earthquakes and hurricanes. Educating Volunteers and their communities through disaster preparedness and mitigation training is also a priority. As in all Peace Corps capacity-building endeavors, the goal of Volunteers is to lead by example in teaching local communities how to manage natural disasters.



Agriculture sector Peace Corps Volunteer working in Guatemala.

Europe, Mediterranean, and Asia Region



"Peace Corps Volunteers [fill] an important gap. They [are] really winning friends. They come from afar to live within the community as one of our own people, not beyond the means of the local community, sharing the level of poverty of the Nepalese people. What the Peace Corps [has done is] extraordinary."

—Former Nepalese Ambassador to the United States, Bekh Bahadur Thapa

Europe, Mediterranean, and Asia Region

Over 30,000 Volunteers have served in the Europe, Mediterranean, and Asia (EMA) region since 1961. At the end of fiscal year 2003, EMA will have 2,299 Volunteers and trainees on board and working in 21 countries, most of which are undergoing rapid economic and social changes. In many of these countries, Peace Corps Volunteers work with governments, local organizations, and entrepreneurs to support the transition from centrally planned economies to market-driven systems. In other parts of the region, Volunteers help strengthen the capacity of local communities to address changing needs in education, health, business, agriculture, and the environment. Throughout the region, particularly in nations that were long isolated from Western democracies, Volunteers share important technical expertise, promote civic responsibility, and help local citizens better understand Americans. The Peace Corps continues to emphasize sound safety and security practices by all Volunteers in the region, recognizing that their safety is best ensured when they are integrated into their local communities, valued and protected as extended family members, and viewed as contributors to development. Each country in the region continually monitors safety and security according to agency guidelines. Adverse safety and security conditions led to the suspension of the Jordan post in November 2002. Favorable safety and security assessments resulted in the reentry of the Macedonia post in November 2002 and the reentry of the Albania post in the winter of 2003.

The agency will also enter one new country, Azerbaijan. Volunteers in Azerbaijan will follow the lead of other country programs in the Caucasus by strengthening the English language skills of Azeri youth.

Many countries in the region are limited by the lack of local institutions and business skills required in a free-market economy, even though they have made considerable strides toward adjusting to a new economic system. In addition, investment is discouraged by unstable monetary systems, by in-

dustries that rely on outdated technology, and by inconsistent legal and business practices. Faced with these pressing economic needs, governments are unable to provide adequate financial support to other important sectors, such as English education, environmental protection, and health education. Volunteers address the needs of these sectors by helping to provide practical business skills, revitalize English language teaching, create environmental awareness, and improve health systems.

In the business sector, Volunteers disseminate information about new economic laws to microentrepreneurs and local businesses, introduce youth to business basics, and explain marketing concepts to entrepreneurs. Volunteers have helped to strengthen the management of local chambers of commerce and nongovernmental organizations, which are becoming increasingly important as central governments delegate responsibility to the local level. Volunteers also offer training in how to strengthen the infrastructure of local institutions and how to use the Internet to access resources.

For example, Volunteers in Bulgaria, Kazakhstan, and Morocco work with artisans and nonprofit associations to print brochures and product catalogs and design and build websites to promote product sales. In Moldova, Volunteers work with farm and dairy cooperatives to create local farm stores and expand the farmers' markets into neighboring villages and cities. In Ukraine, five new Biznet business centers and four International Finance Corporation business support centers are now 100 percent self-supporting. These centers offer Ukrainian business people advice on tax law and registration requirements and provide computer training. Three years ago, there was serious doubt that these centers would survive over the long term without substantial subsidy.

Although many countries identify English language proficiency as an important aspect of full participation in the global economy, they often suffer from a critical shortage of qualified English teachers and educational materials. Volunteers respond to these needs by serving as English teachers, helping to develop the professional skills of local teachers, implementing curriculum reforms, and expanding

access to improved teaching materials. They have established libraries and resource centers for students and teachers, helped create English language radio and television programs, and organized summer English camps. In addition, Volunteers integrate into course content community development issues such as girls' access to education, environmental awareness, and HIV/AIDS prevention.

Throughout the region, Volunteers work with schools and local organizations to increase awareness of the quality of the environment and its relationship to public health. To ensure greater sustainability of their efforts, Volunteers help environmental groups gain access to technical information and to long-term funding opportunities. Volunteers also work with community groups and students to protect national and community parks and organize environmental restoration projects. In China, Volunteers and teachers designed environmental education programs for 14 school districts. In the Philippines, Volunteers addressed sanitation issues by working with counterparts to build a landfill and recycling center in one community.

Volunteers in the region address women's and girls' development needs in a variety of ways. They use participatory community development tools to increase community members' (especially women and youth) participation in decision-making processes that affect their lives. Programs give special

focus to empowerment of girls, who are often more disadvantaged than boys. In 2002, more than 1,200 girls in 13 countries participated in leadership camps that taught life skills such as conflict resolution, negotiation skills, choosing a career, legal rights, self-confidence, and self-esteem. The Peace Corps recognizes that men's and women's lives are interconnected and that both men and women need to be involved in the development process. Therefore, over 10 posts in the region target men and boys in health projects aimed at increasing women's access to maternal and child health services. Volunteers also work with local and international organizations to increase awareness regarding trafficking of women and girls in certain high-risk countries and help with campaigns to reduce domestic violence.

Because of international recognition of the significant progress made by some countries in the region, the Peace Corps closed its programs in the Baltics and the Slovak Republic in June 2002 and closed its Russia program in March 2003. In these countries, Volunteers taught English, business skills, and environmental awareness to tens of thousands of students, helping to expand employment and educational opportunities and leaving a legacy of service, community development, and cross-cultural exchange that will enable communities to continue their development efforts.



Two students of a Peace Corps Volunteer in Mongolia.

"One of my students told me that because of me, she now knows that Americans are kind people. It's a true privilege to be able to meet so many Chinese people. It's clear to me that bridges of friendship are being built and that the doors of understanding are being opened."

**China Volunteer
Education Sector**

Country Profiles



Table of Contents

Albania	53	Macedonia,	
Armenia	55	Former Yugoslav Republic of	127
Azerbaijan	57	Madagascar	129
Bangladesh	59	Malawi	131
Belize	61	Mali	133
Benin	63	Mauritania	135
Bolivia	65	Micronesia, Federated States of,	
Botswana	67	and Palau	137
Bulgaria	69	Moldova	139
Burkina Faso	71	Mongolia	141
Cameroon	73	Morocco	143
Cape Verde	75	Mozambique	145
Chad	77	Namibia	147
China	79	Nepal	149
Costa Rica	81	Nicaragua	151
Dominican Republic	83	Niger	153
Eastern Caribbean	85	Panama	155
East Timor	87	Paraguay	157
Ecuador	89	Peru	159
El Salvador	91	Philippines	161
Fiji	93	Romania	163
Gabon	95	Samoa	165
The Gambia	97	Senegal	167
Georgia	99	South Africa	169
Ghana	101	Suriname	171
Guatemala	103	Swaziland	173
Guinea	105	Tanzania	175
Guyana	107	Thailand	177
Haiti	109	Togo	179
Honduras	111	Tonga	181
Jamaica	113	Turkmenistan	183
Jordan	115	Uganda	185
Kazakhstan	117	Ukraine	187
Kenya	119	Uzbekistan	189
Kiribati	121	Vanuatu	191
Kyrgyz Republic	123	Zambia	193
Lesotho	125		

The statistical data in the following country profiles come primarily from the World Bank's *World Development Indicators 2002*. Additional sources are CARE, the Organization of Eastern Caribbean States, the Pan American Health Organization, SIL International, UNAIDS, UNICEF, the United Nations Conference on Trade and Development, the U.S. State Department, and the World Health Organization.



Albania

Capital	Tirana
Population	3.5 million
Annual per capita income	\$1,230
GDP growth	6.5%
Adult illiteracy rate	Male: 7.5% Female: 22.2%
Infant mortality rate	20 per 1,000 live births
Immunization rate	DPT: 97% Measles: 85%
Foreign direct investment	\$143 million
Access to safe water	97%
HIV/AIDS prevalence	0.01%
Major religions	Islam: 70% Albanian Orthodoxy: 20% Roman Catholicism: 10%
Official language	Albanian

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	30	66
Program funds (\$000)	1,211	1,463

Country Overview

Program dates	1992–1997 2003–present
Program sectors	Business Development Education Health and HIV/AIDS

Albania has started on a path to a democratic, pluralistic system, but much work remains to be done. There is a general distrust of government and institutions at all levels. Irregularities in the 1996 parliamentary elections and executive interference in the judiciary demonstrated the frailty of Albania's governing structures. The country overwhelmingly approved a new Constitution in 1998, which was a major step toward strengthening democracy. In 1999, a peaceful political process replaced a prime minister who lost his party leadership. Local elections in 2000 marked significant progress toward institutionalizing democratic practices. The international donor community, along with international and domestic non-governmental organizations, is active in economic and trade development and democracy building.

Albania is very poor by European standards but is beginning to make the transition to a more open market economy. The new government is taking measures to curb crime and revive economic activity and trade. Remittances from Albanians working abroad (\$400 million to \$600 million annually) supplement the economy and help offset a large foreign trade deficit. Most agricultural land has been privatized to help improve the incomes of traditional farming families. Nearly half of Albania's GDP and employment derives from agriculture, but shortages of fertilizer and seed, deteriorating infrastructure, and isolation from the other sectors of the economy are barriers to production. Lack of sufficient fertile land, land disputes, the remoteness of schools and health centers, lack of agricultural equipment, and very limited rural credit have led to urban migration, especially among the younger population. Poor educational facilities and a shortage of teachers in rural areas also contribute to migration to urban and coastal areas.

Program Focus

The Peace Corps initiated a program in Albania in 1992, and by 1997 73 Volunteers were serving in Albania, assisting in the areas of secondary English teaching, small business development, and agroforestry development. In 1997, some fraudulent pyramid savings schemes collapsed, causing many Albanian investors to lose their life savings. The resulting breakdown in civil order and public safety led the Peace Corps to evacuate its Volunteers and American staff members in March 1997 and suspend the program in the summer of 1997.

The current programming strategy was derived from a Peace Corps assessment conducted in April 2002. The assessment team recommended that the Peace Corps reopen its program in Albania with a municipal development project to help improve the organizational and management capacities of municipal government staff and village leaders. The project will also facilitate the development of collaborative activities with community organizations, businesses, and citizen groups.

"I see this country as an excellent candidate for a Peace Corps program. Tremendous improvements have been made in the support capabilities and political climate of the country."

**Peace Corps Regional
Safety and Security Officer**

Volunteer Focus

Business Development

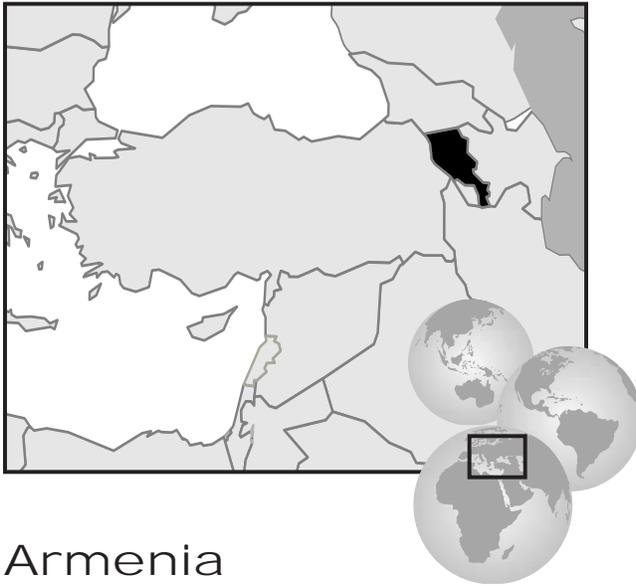
In 2003, Volunteers will work as development advisors in partnership with municipal governments to improve the organizational and management capabilities of municipal government staff and village leaders. Volunteers will also facilitate the development of collaborative activities with local nongovernmental organizations, businesses, and citizen groups; assist all sectors of the community in project design and management; and support the development of nongovernmental organizations, local businesses, and youth groups, depending on locally identified needs.

Education

Beginning in 2004, Volunteers will work in Albania's public secondary schools and universities. They will also develop and implement extracurricular and community activities, such as math and science clubs, computer classes, art workshops, HIV/AIDS awareness classes, and sports, to promote the use of conversational English.

Health and HIV/AIDS

Also beginning in 2004, Volunteers will work with local clinics, schools, and community groups to provide education on maternal and child health, water and sanitation, drug awareness, and other local health issues. Volunteers will also help develop and implement health education programs and materials, primarily at the local level.



Armenia

Capital	Yerevan
Population	3.3 million
Annual per capita income	\$3,350
GDP growth	9.6%
Adult illiteracy rate	Male: 1% Female: 2%
Infant mortality rate	15 per 1,000 live births
Immunization rate	DPT: 1% Measles: 91%
Foreign direct investment	\$140 million
Access to safe water	Not available
HIV/AIDS prevalence	0.01%
Major religion	Armenian Apostolic Christianity
Official language	Armenian

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	78	92
Program funds (\$000)	1,663	1,989

Country Overview

Program dates	1992–present
Program sectors	Business Development Education Health

Armenia voted overwhelmingly for independence from the Soviet Union in 1991. At that time, fighting with Azerbaijan over the region of Nagorno-Karabakh escalated. By the 1994 cease-fire, the economies of both sides had been hurt. In 1999, political instability followed the assassination of eight Parliament officials, an unsuccessful effort to force Prime Minister Robert Kocharian to resign. The government's goal for a Western-style democracy has been questioned by observers; although there have been improvements in fairness and efficiency, the government has yet to meet international standards. Armenia's record on human rights is weak in the areas of religious freedom, police civility, and treatment of some minority groups.

Armenia is the second most densely populated of the former Soviet republics. It previously exchanged manufactured goods with fellow republics in return for raw materials and energy. Armenia has switched to small-scale agriculture that requires updated technology and investment. The economic effects of the 1988 earthquake—which killed 25,000 people and left 500,000 homeless—are still being felt. The continuing blockade along the country's borders as a result of the conflict with Azerbaijan has devastated the economy because of Armenia's dependence on external supplies of energy, food, and raw materials. In 1994, Armenia launched an International Monetary Fund-sponsored economic program that has resulted in positive growth rates; privatization of small and medium-size enterprises; improvements in the agriculture, transportation, health, and education sectors; and ongoing rehabilitation in the earthquake zone.

Program Focus

Armenia, the smallest of the former Soviet republics in area, is in the midst of historic change. Despite a decade that has included war, blockades, political turmoil, a devastating earthquake, and chronic shortages of power, the country is slowly

making progress in its transition to a market economy and democratic society. Private sector activities are beginning to emerge, and wide-scale entrepreneurship needs to be supported through training and education. Armenians recognize the importance of English fluency in linking them to economic, educational, and technological opportunities in their region. In addition, more attention is being given to health education and prevention as an alternative to the traditional curative approach practiced since the Soviet era. The Peace Corps is supporting the country's ability to confront its many developmental challenges with programs in business development, education, and health.

Volunteer Focus

Business Development

The Republic of Armenia has embarked on an ambitious program to convert its economy to one governed by a free market. The small business sector has largely been privatized, while the process is still underway for larger, state-owned companies. Twelve Volunteers were consultants for local businesses in the areas of marketing, business plan writing, strategy planning, organizational development, and information technology. Seven Volunteers taught classes in management, marketing, and business English at local universities and higher education institutions. Another group of Volunteers taught classes at schools and ecology camps addressing environmental issues.

Education

The English education project assists Armenia in its goal of working effectively in the global community by increasing the language ability of English speakers through direct teaching of English to students and teacher training in educational facilities. Sixteen Volunteers taught English in secondary schools, institutes of higher education, and several NGOs. Volunteers have also provided English instruction through English language clubs and a variety of nonformal educational activities. The instructees range from lower elementary school students to adult learners. One Volunteer organized and conducted an English course through a local television program, *Constellation of Languages*, which

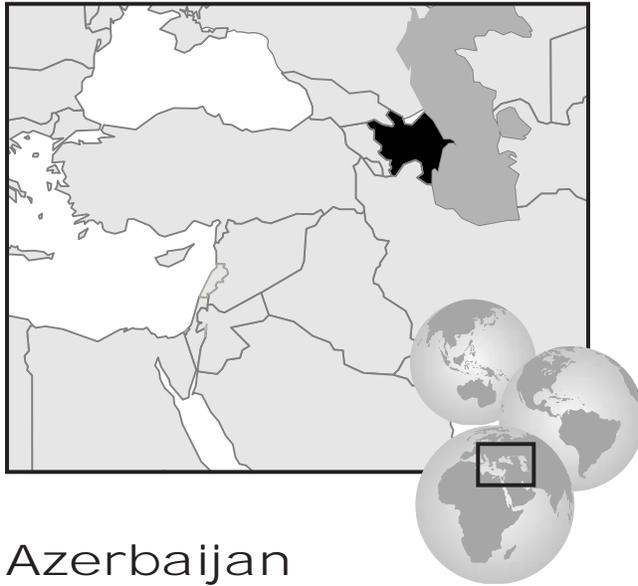
was regularly broadcast throughout Armenia. Two Volunteers worked with the World Learning NGO to strengthen programs and teach English to the NGO leaders in their communities.

Health

Volunteers in the community health education program increased the awareness of public health issues and the practice of preventive health measures at the community level throughout Armenia. They organized health classes, clubs, community and professionally focused lectures, discussion groups, and seminars on health and hygiene, women's health, self-esteem and life planning, nutrition, exercise, physical therapy, and massage. In addition, health Volunteers worked with nurses and medical staff in clinics and hospitals on nursing history, physical assessment, and human physiology. They also participated in seminars about the country's health care system. One Volunteer assisted in translating a questionnaire for collecting basic health information.

"I have had several great cultural experiences in the past few months. In March I returned to the village where I lived during training. It was great to see 'my family' and share all the experiences that I have had in Armenia. It was like coming home. I have been invited to a family wedding in the fall and look forward to going back for it."

**Armenia Volunteer
Health Sector**



Azerbaijan

Capital	Baku
Population	8.1 million
Annual per capita income	\$650
GDP growth	9%
Adult illiteracy rate	3%
Infant mortality rate	13 per 1,000 live births
Immunization rate	DPT: 99%
	Measles: 99%
Foreign direct investment	\$130 million
Access to safe water	78%
HIV/AIDS prevalence	0.1%
Major religions	Islam: 93.4%
	Russian Orthodoxy: 2.5%
	Armenian Orthodoxy: 2.3%
	Other: 1.8%
Official languages	Azerbaijani

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	29	68
Program funds (\$000)	1,139	1,388

Country Overview

Program dates	2003–present
Program sector	Education

Azerbaijan's political environment is relatively stable. Elections are scheduled for the fall of 2003, and expectations are that the ruling New Azerbaijan Party, under the continuing leadership of Heydar Aliyev, will remain in power. A substantial number of opposition parties exist, but they lack significant backing. Azerbaijan's conflict with Armenia over that country's 1994 seizure of the Nagorno-Karabakh enclave and adjoining territory has yet to be resolved. This loss of 20 percent of its territory and the concomitant burden of supporting some 750,000 refugees and internally displaced persons remain key issues driving political debate in the republic. Another important issue is the yet-unfulfilled promise of the nation's large petroleum reserves. U.S. petroleum companies are playing a significant role in developing these reserves, slated to come fully on line within the next five years.

Oil dominates Azerbaijan's economy. The republic has registered significant gains in production over the past four years. Construction of the long-awaited Baku-Tbilisi-Ceyhan pipeline is now well underway, providing additional jobs in construction. Oil-based revenues, however, have yet to impact the society as a whole. The education, health, and environment sectors continue to struggle for resources. Once a major supplier to the Soviet Union, Azerbaijan's agricultural and agribusiness sector has suffered significantly over the past decade. The republic is seeking assistance in expanding the potential of this sector, but for the foreseeable future, management of its oil wealth will dictate its development potential.

Program Focus

The first group of Peace Corps Volunteers to serve in Azerbaijan is set to arrive in the summer of 2003. The government of Azerbaijan requested the assistance of the Peace Corps in a wide array of services, including teaching English as a foreign language, small business and microenterprise development, agribusiness development, health sup-

port, and support for refugees and internally displaced persons. However, negotiations among the U.S. Embassy, the government of Azerbaijan, local officials, and a Peace Corps assessment team resulted in an agreement to focus initially on providing support with teaching English as a foreign language. The first group of 30 Volunteers will consist of secondary school instructors and teacher trainers. Because most of the country's educational resources are directed to schools in Baku, the capital, Volunteers will serve in cities, towns, and villages elsewhere in the republic.

Volunteer Focus

Education

Most Azerbaijani English language instructors have never had native speakers as teachers. To strengthen their teaching skills, Volunteers in secondary schools will team-teach with Azerbaijani counterparts. Volunteers at the university level will train teachers in education departments at regional universities. In addition to their teaching duties, Volunteers will work in their communities to develop English clubs, informal education services, computer classes, sports leagues, and health education. In this capacity, they will work closely with community-based and national nongovernmental organizations, as well as with international development assistance providers.

"We are excited for the opportunity to have Peace Corps Volunteers working with our teachers and students in Azerbaijan."

Elmar Mamedyarov
Counselor at the
Embassy of Azerbaijan



Bangladesh

Capital	Dhaka
Population	133.4 million
Annual per capita income	\$1,750
GDP growth	6%
Adult illiteracy rate	Male: 48% Female: 70%
Infant mortality rate	60 per 1,000 live births
Immunization rate	DPT: 72% Measles: 71%
Foreign direct investment	\$280 million
Access to safe water	97%
HIV/AIDS prevalence	0.02%
Major religions	Islam: 88% Hinduism: 11% Other: 1%
Official language	Bangla

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	58	113
Program funds (\$000)	1,070	1,487

Country Overview

Program dates	1998–2001 2002–present
Program sector	Education

Bangladesh is one of the most densely populated countries in the world, and the needs of its people are substantial. Efforts to improve the standard of living are hampered by political instability, corruption, cyclones, and floods. Nonetheless, positive indicators of development include self-sufficiency in rice production and a significant decline in infant mortality. The government also continues to support women's participation in political processes and girls' education. As a result, primary school enrollment has increased considerably, with girls constituting two-and-a-half times as many students as they did in 1971.

Bangladeshi politics have been characterized by a continual struggle between the current ruling party, the Bangladesh Nationalist Party, and the main opposition party, the Awami League, which was voted out of office in the October 2001 parliamentary elections. Each of the parties has frequently resorted to denunciations, intermittent strikes, and occasional violence as means of discrediting the other. Still, Bangladesh is one of the most democratic states in the Muslim world and a leading voice among the least developed countries. In addition, it has taken on an increasingly active role in international peacekeeping operations.

The country has experienced steady economic growth in the past five years. The agriculture sector continues to support the majority of the population. While rice and jute are the primary crops, wheat and tea are assuming greater importance. Approximately 80 percent of the country's export earnings come from manufacturing of ready-made garments, which provides employment for more than 1.5 million people, many of them women. Aided by microcredit loans, the Bangladesh Rural Advancement Committee, small nongovernmental organizations, and other innovative credit systems, women provide about one-quarter of the country's earned income. Although the industrial sector is growing, unemployment and underemployment (of college-educated individuals working at minimum wage) remain serious problems.

Program Focus

The first group of Volunteers in Bangladesh arrived in November 1998 as English teacher trainers. The program was expanded the following year to include assignments at technical training centers and youth training centers. As a result of election-related violence and the increased concern for the safety of Americans abroad after the events of September 11, 2001, the Peace Corps suspended operations in Bangladesh on October 20, 2001. In August 2002, a group of 11 trainees arrived to resume operations as youth development workers in government youth development centers. In fiscal year 2003, the Peace Corps will initiate a new English teaching project.

Volunteer Focus

Education

After Bangla was declared the country's official language in 1971, school curricula have been taught in Bangla, decreasing teachers' and students' opportunities to study and work in English. However, the government of Bangladesh recognizes that English is essential for integrating the country into the global economy and a rapidly changing technological world. Beginning in April 2003, Volunteers will provide English instruction in government secondary schools and serve as resources and support for Bangladeshi English teachers.

Thirty percent of Bangladesh's population is in the 15-to-18 age group, and the government has begun to acknowledge that youth need to play a major role in the social and economic development of the nation. Volunteers in this sector are assigned to youth development centers, where they work closely with Bangladeshi counterparts and local youth clubs in community development activities. These activities include identifying community needs and assets, designing projects, and mobilizing and managing development resources. Additionally, through the youth centers, Volunteers focus on engaging previously disenfranchised groups—such as youth, women, and the poor—in the local decision-making process.

"There is an enormous [number] of people who have accepted me for who I am. One of my moments of triumph is returning to my site from Dhaka and a little neighbor boy shouting, 'The American is back!'"

**Bangladesh Volunteer
Education Sector**



Country Overview

Program dates	1962–present
Program sectors	Education Environment

Belize, which encompasses approximately the same land area as El Salvador, is the most sparsely populated nation in the Central American peninsula. Belize has historically focused its development on export of tropical crops but has recently begun to shift its focus to include ecotourism. Yet the country currently has only a few people qualified to conduct environmental education and outreach.

The Pan American Health Organization, recognizing the steady increase in HIV/AIDS cases in Belize, has designated it as the country with the highest number of people affected by HIV/AIDS in Central America. This sparked the government's creation of the National AIDS Commission, which is charged with coordinating Belize's strategic plan for HIV/AIDS eradication.

In the past year, Belize, with the assistance of the Organization of American States, brokered a long-awaited compromise with Guatemala over their shared border.

Belize's Caribbean coastline is annually affected by tropical storms. The government has been struggling to address the impact of this constant cycle of natural disasters on the growing rural population, which has left poor immigrants from surrounding Central American countries without equal access to basic services. With the national focus moving toward ecotourism, there has been a push to ensure that communities living close to national parks are incorporated into planned income-generating activities.

Belize

Capital	Belmopan
Population	249,800
Annual per capita income	\$2,913
GDP growth	8.2%
Adult illiteracy rate	Male: 6.7% Female: 6.4%
Infant mortality rate	22 per 1,000 live births
Immunization rate	DPT: 87% Measles: 82%
Foreign direct investment	\$17.7 million
Access to safe water	76%
HIV/AIDS prevalence	2%
Major religions	Roman Catholicism: 60% Anglicanism/Methodism: 40%
Official language	English

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	62	76
Program funds (\$000)	1,534	1,768

Program Focus

In response to the diverse issues facing Belize, Peace Corps programming focuses on a wide variety of projects in the two main sectors: youth education and environmental education. Peace Corps/Belize recently began to move away from placing Volunteers exclusively with government agencies and toward placement in community councils. This has increased both the safety and the satisfaction of Volunteers and has enabled them to become more integrated into their communities.

Volunteer Focus

Education

The Peace Corps recently redirected its education programming toward information technology training and HIV/AIDS education in response to governmental initiatives. To keep up with the global rise in information technology, the Ministry of Education launched a computer literacy program in August 2000. Since 2000, Volunteers have trained over 600 schoolteachers in 50 communities in basic computer literacy.

In addition, Peace Corps/Belize is expanding its role in HIV/AIDS within the framework of Belize's existing national plan. Pilot projects organized by former Volunteers have formalized HIV/AIDS education and prevention activities within the education sector. As three currently serving Volunteers prepare to leave, 12 new Volunteers have arrived to

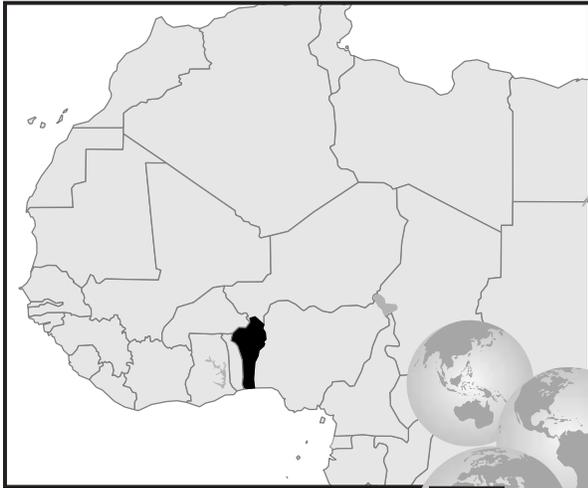
continue their work. These Volunteers will provide assistance to the National AIDS Commission, district AIDS committees, the School Health and Physical Education Services (SHAPES) of the Ministry of Education, and local NGOs.

Environment

For a small country, Belize boasts a diverse natural resource base, from tropical forests to the second largest barrier reef in the world. Peace Corps/Belize has been an active participant in the start-up of a national environmental education program focusing on primary schools. It is also supporting new conservation NGOs in focusing their energies on environmental education and community co-management of protected areas. Volunteers have worked with 15 NGOs and 35 schools to train over 350 youths and 2,000 adults in improved environmental practices.

"One of my closest friends is my counterpart, a Belizean teacher. He is typical of the Belizeans: warm, friendly, and extremely receptive to my ideas, while forgiving and understanding of my mistakes."

**Belize Volunteer
Education Sector**



Country Overview

Program dates	1968–present
Program sectors	Business Development Education Environment Health and HIV/AIDS

Benin, formerly known as Dahomey, has emerged as a beacon of democracy and one of the most stable countries in Africa. The country has held three consecutive presidential elections that were generally perceived to be free and fair. The government continues its efforts to reform the educational system, provide opportunities for private economic initiatives, improve health care delivery, and decentralize governmental functions.

While Benin has experienced economic growth over the past few years, it remains among the world's poorest countries. The government has managed to reduce fiscal expenditures and deregulate trade, initiate the privatization of key energy and telecommunications infrastructures, and implement a broad liberalization program in the cotton sector, a primary source of foreign exchange. With a GDP growth rate of approximately 5 percent each year, Benin's economic and financial performance remains broadly satisfactory.

Benin

Capital	Porto-Novo
Population	6.8 million
Annual per capita income	\$370
GDP growth	5.8%
Adult illiteracy rate	Male: 48% Female: 70%
Infant mortality rate	87 per 1,000 live births
Immunization rate	DPT: 79% Measles: 79%
Foreign direct investment	\$30 million
Access to safe water	Urban: 74% Rural: 55%
HIV/AIDS prevalence	2%
Major religions	Indigenous beliefs: 50% Christianity: 30% Islam: 20%
Official language	French

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	133	122
Program funds (\$000)	2,631	2,710

Program Focus

Although the government of Benin has demonstrated success in its commitment to improving the well-being of the Beninese people, the country's human and material resources are often insufficient to provide quality teaching for schoolchildren, provide adequate health care for families, preserve and restore the natural environment, and promote business skills. Peace Corps Volunteers are addressing these needs with a broad range of activities in business development, education, the environment, and health and HIV/AIDS. It is important to note that all Volunteers, regardless of sector, are trained in how to promote HIV/AIDS awareness.

Volunteer Focus

Business Development

Local nongovernmental organizations and micro-entrepreneurs need assistance with basic management skills. At the government's request, Volunteers work directly with entrepreneurs, village associations, women, and NGOs to teach marketing, accounting, business management, and organizational techniques. In 2002, Volunteers trained 198 Peulh women, a marginalized minority, in basic accounting using materials tailored to their needs and vision. The beneficiaries learned to use symbols to represent the various kinds of local currency in order to create an accounting system that would track the results of their income-generating activities. Volunteers also conducted training-of-trainers courses for women's association leaders in order to sustain these training activities.

Education

This project continues to evolve to meet the government's needs for qualified educators for an increasing student population. Volunteers work in secondary schools teaching English, and incorporating HIV/AIDS education and prevention into their lessons. Volunteers also transfer innovative and participatory methodologies to their colleagues, and 18 Beninese teachers now include development themes in their lesson plans. Volunteers partnered with NGOs and individual Beninese to help them identify and plan activities beneficial to their schools and communities. In 2002, 15 communities were able to identify and establish connections with potential project partners.

Environment

Seventy percent of the population works in agriculture, and Benin faces serious environmental consequences as a result of deforestation and rapid reduction of soil fertility. In response, the Peace Corps has strengthened its environmental action project and expanded its scope to include environmental education. In 2002, Volunteers trained 400 community members on how to construct fuel-efficient mud stoves. They have partnered with schools and community groups to establish and maintain

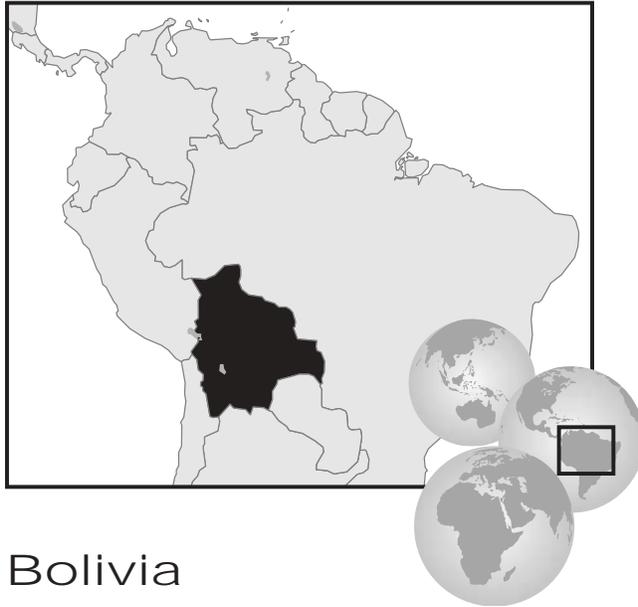
75 environmental clubs. One such club in Perere-Gourou has over 100 members who regularly meet to collect seeds from the forest, maintain their expansive tree nursery, and plant new trees.

Health and HIV/AIDS

Rural communities in Benin face a myriad of health issues. Volunteers collaborate with social service centers throughout the country to conduct health education, particularly on maternal and child health issues. Peace Corps/Benin's "Project Panther" has significantly increased youth involvement in HIV/AIDS education. Volunteers work with their communities to select two youth peer educators (one female, one male) and a community advisor to conduct a variety of HIV/AIDS education activities targeting youth who do not attend school. This year, Volunteers trained peer educators to educate approximately 6,800 youth about HIV/AIDS through informal discussions, skits, videos, games, and other presentations.

"Your Volunteers offer to the citizens of my country a model and another view of what they themselves can contribute to the development of the Republic of Benin. The reports I receive from the people, as well as from the ministers of my government, bear witness to the need and the durability of Peace Corps activities in Benin's development."

**Beninese President
Mathieu Kérékou**



Bolivia

Capital	La Paz
Population	8.3 million
Annual per capita income	\$990
GDP growth	2.4%
Adult illiteracy rate	Male: 8%
	Female: 21%
Infant mortality rate	57 per 1,000 live births
Immunization rate	DPT: 78%
	Measles: 79%
Foreign direct investment	\$733 million
Access to safe water	79%
HIV/AIDS prevalence	0.1%
Major religion	Roman Catholicism
Official language	Spanish

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	155	157
Program funds (\$000)	2,917	2,996

Country Overview

Program dates	1962-1971 1990-present
Program sectors	Agriculture Business Development Education Environment Health

Bolivia experienced political change in 2002. The new government is focusing on economic reactivation, anticorruption efforts, and social inclusion.

Bolivia's main exports are tin, gold, and timber. Although the nation has experienced macroeconomic stability over the past 15 years, it remains one of the least developed countries in South America, with about 60 percent of the population living in poverty. Rural Bolivia suffers from one of the highest child mortality rates in Latin America, along with an average life expectancy that is among the lowest in the Western Hemisphere. The economy grew by 1 percent in 2001, and inflation is estimated at about 4 percent.

Program Focus

From 1962 through 1971, approximately 1,550 Peace Corps Volunteers served in Bolivia. On December 14, 1987, after an absence of nearly 16 years, the Peace Corps received a formal request from the government of Bolivia to return. The Peace Corps resumed operations in 1990 with 11 Volunteers. Currently, approximately 165 Volunteers work in five sectors. Where appropriate, the Peace Corps integrates information technology into Volunteer projects to expand technology access to Bolivian youth, farmers, entrepreneurs, and municipalities.

Volunteer Focus

Agriculture

Bolivia's farmers face serious challenges in meeting their basic needs for adequate income and nutrition. The Peace Corps' agriculture Volunteers help farmers gain skills in sustainable agricultural and soil conservation techniques. Their project focuses on both traditional agricultural extension, and business

and marketing, assisting farmers in increasing family income through improved farm management and commercialization of their agricultural products. In 2002, Volunteers trained 943 Bolivians in integrated agricultural techniques.

Business Development

To address endemic rural poverty, Volunteers assist communities in the development of income-generating activities and business skills training. They help create greater economic opportunities for poor people in rural and peri-urban areas by improving basic microenterprise practices, including training local artisans and teaching business skills. In 2002, Volunteers trained over 900 Bolivians in basic business techniques, including marketing, quality control, and customer service.

Education

Volunteers focus on reducing high child mortality rates caused by poor sanitary habits and lack of basic hygiene knowledge through hygiene and sanitation education. Their project also integrates nutritional education aimed at improving family health. Volunteers work directly with women and children in rural areas, promoting family gardens and nutrition. In addition, the Peace Corps is working to strengthen Bolivia's educational reform efforts through work with schools and school districts.

Environment

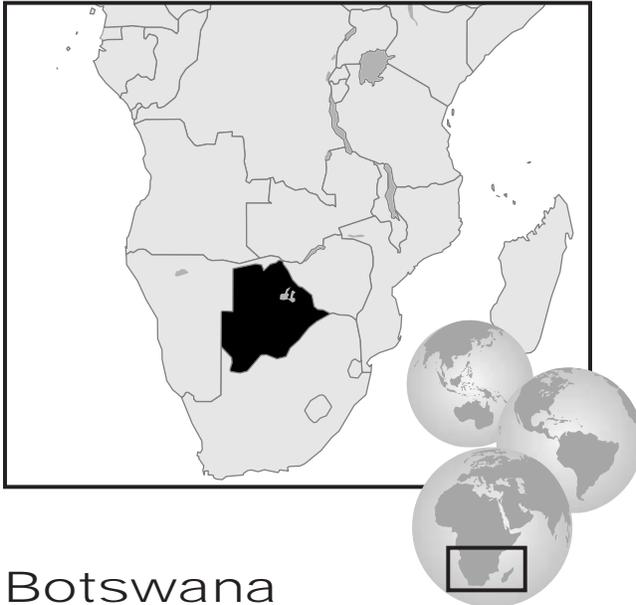
Bolivia faces rapidly deteriorating natural resources, resulting partly from mineral extraction and agricultural practices that deplete soil and water resources. The natural resources management project aims to protect the environment and create an ethic of environmental stewardship. Volunteers work with local communities on soil conservation, watershed management, and revegetation activities, simultaneously expanding the role of environmental education. In 2002, Volunteers trained over 600 Bolivians in water management techniques, helped establish and strengthen eight youth ecology clubs, and assisted six communities in preparing proposals to municipal governments.

Health

Access to potable water and latrine systems is a major development challenge in Bolivia. Partnering with a range of local and national organizations, Volunteers work to improve rural sanitary conditions by strengthening the ability of municipalities to provide potable water to poor communities and constructing latrines. Additionally, they work in communities to organize and train local water boards in the administrative, health, and environmental protection issues associated with potable water. Volunteers helped more than 3,000 people obtain access to safe drinking water and have been instrumental in the construction of latrines in ecotourism locations.

"I am making a difference, I tell myself, when farmers have paid attention to my classes and now know how to use a pipe wrench, or when water rushes for the first time from a faucet and the community celebrates this occasion all week. Hope remains alive in those times."

**Bolivia Volunteer
Health Sector**



Botswana

Capital	Gaborone
Population	2 million
Annual per capita income	\$3,300
GDP growth	4.7%
Adult illiteracy rate	Male: 25% Female: 20%
Infant mortality rate	58 per 1,000 live births
Immunization rate	DPT: 90% Measles: 86%
Foreign direct investment	\$30 million
Access to safe water	Urban: 100% Rural: 91%
HIV/AIDS prevalence	36%
Major religions	Christianity: 60% Indigenous beliefs: 40%
Official language	English

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	19	58
Program funds (\$000)	1,155	1,392

Country Overview

Program dates	1966-1997 2003-present
Program sector	Health and HIV/AIDS

The Republic of Botswana is a multiparty democracy with a stable and progressive political climate. Botswana has four main political parties and numerous minor parties. National politics is dominated by the Botswana Democratic Party, which has won every presidential election since independence in 1966. Seretse Khama, Botswana's first president, was elected under the banner of the BDP. Quett Ketumile Masire, who retired in March 1998, succeeded him in an orderly transition. The country's current president is Festus Mogae.

Botswana has maintained one of the world's highest economic growth rates since independence. Through fiscal discipline and sound management, Botswana has transformed itself from one of the poorest countries in the world to a middle-income country. Diamond mining has fueled much of this economic expansion. Other important economic activities include tourism, agriculture (especially beef production), food processing, and light industrial manufacturing. Despite its high GDP, Botswana suffers from high unemployment and income disparity.

The government has managed the country's resources prudently and has kept its recurrent expenditures within its revenue, allowing for investment in human and physical capital improvements. The government's revenue from diamonds, and profits from large foreign exchange reserves of the Bank of Botswana, have largely cushioned Botswana from the recessions that have hurt most countries in the region. While Botswana has experienced extremely high rates of growth, it has also experienced the most acute ravages of the HIV/AIDS epidemic. HIV/AIDS is much more than a health problem in Botswana; it is a development problem that will impact all aspects of Botswanan life for years to come.

Program Focus

Health and HIV/AIDS

From 1966 to 1997, Peace Corps projects touched nearly all aspects of Botswana's development, with Volunteers serving as teacher trainers, nursing tutors, entomologists, game wardens, teachers, and small business advisors. Volunteers filled significant gaps in human resources and, in many cases, have made important contributions to the steady and remarkable progress of Botswana. There are many leading figures in Botswana today who have been positively influenced by a Peace Corps teacher or counterpart. Because of Botswana's economic success, a decision was made in 1997 to close the Peace Corps program. It was with a heavy heart that the Peace Corps ended one of its earliest programs.

In 1998, the government of Botswana declared HIV/AIDS a national crisis and President Mogae dedicated his first five years in office to fighting HIV/AIDS, poverty, and unemployment. The president leads the national strategic plan by serving as chairman of the National AIDS Council. Such public acknowledgment of the development threat posed by HIV/AIDS and the commitment to action by a head of state have given momentum to Botswana's war on AIDS. The government has enlisted the aid of civil society, international agencies, other govern-

ments, and volunteer organizations to help the Batswana address the HIV/AIDS pandemic.

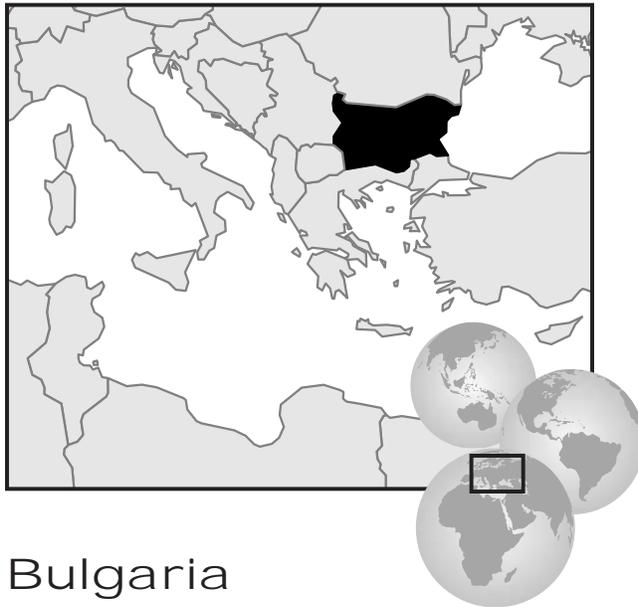
In April 2002 a Peace Corps assessment team visited Botswana to determine how Volunteers could assist. The assessment team found that the overwhelming effects of AIDS on Botswana's infrastructure demanded immediate as well as varied assistance. The areas in which the Peace Corps feels it can best assist the people of Botswana include the following:

- Train community members in life skills directed toward HIV/AIDS prevention.
- Sensitize community members and initiate programs on HIV/AIDS prevention.
- Help communities form alliances with organizations dealing with the epidemic.
- Strengthen the bonds between leaders of HIV/AIDS intervention initiatives and their targeted communities.
- Sensitize people about and motivate support for AIDS orphans.
- Assist counterparts and communities in planning, organizing, conducting, and evaluating AIDS-related activities.

Twenty-five HIV/AIDS Volunteers arrived in Botswana on March 17, 2003, to reestablish the Peace Corps/Botswana program.

"The projects Volunteers have undertaken at Botswana's request touched nearly every part of its development."

**Botswana Volunteer
Environment Sector**



Bulgaria

Capital	Sofia
Population	7.6 million
Annual per capita income	\$6,200
GDP growth	4.5%
Adult illiteracy rate	Male: 1% Female: 2%
Infant mortality rate	13 per 1,000 live births
Immunization rate	DPT: 96% Measles: 96%
Foreign direct investment	\$1 billion
Access to safe water	100%
HIV/AIDS prevalence	0.01%
Major religions	Bulgarian Orthodoxy: 83.5% Islam: 13.0% Other: 2.0% Roman Catholicism: 1.5%
Official language	Bulgarian

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	147	183
Program funds (\$000)	2,836	3,684

Country Overview

Program dates	1991–present
Program sectors	Business Development Education Environment

Bulgaria continues to work toward transformation of its political, economic, and social systems to create stability, prosperity, and opportunity. In 2002, a significant milestone in Bulgaria's movement toward integration with Europe and the West was its invitation to become a member state of the NATO alliance. Western integration remains a fundamental priority of the Bulgarian government and continues to guide the Peace Corps in determining how best to address Bulgaria's developmental priorities over the next few years.

Economic development and structural reform have been slow to recover since an economic crisis in 1996. Over the past few years, inflation rates have been reduced and the growth in gross domestic product has been slow but steady. Despite this moderate recovery, many Bulgarians continue to experience high rates of unemployment and poverty. Thirty-five percent live below the poverty line, and the unemployment rate was an estimated 17.5 percent in 2001. The leading sectors contributing to Bulgaria's GDP are industrial production (27.8 percent), service industries (22.8 percent), and agriculture (14.5 percent).

Program Focus

Bulgaria's efforts at reform provide compelling opportunities for Peace Corps involvement. Demand for English fluency continues to increase. High levels of unemployment and recent setbacks in the privatization process continue to hinder the structural adjustment of the economy to meet global challenges. The environment continues to suffer the adverse effects of unrestricted industrialization during the communist era.

The Peace Corps best serves Bulgaria in three principal areas: English language education, the environment, and community economic development. The Peace Corps will also begin a new program in youth development in response to the country's changing developmental priorities.

Volunteer Focus

Business Development

Peace Corps/Bulgaria has provided support for business development since 1992. Thirty-three Volunteers are assigned to Bulgarian municipal administrations and nongovernmental organizations. Volunteers work with local governments and NGOs to instill project viability, to promote economic progress, and to strengthen citizens' participation in community business activities. Volunteers also assist entrepreneurs in improving their products and services by translating business plans, developing market surveys, designing brochures, and gathering loan information that can be systematized and distributed to local entrepreneurs.

In 2002, community economic development Volunteers supported 85 projects in 47 communities, working in municipal and district governments, agribusiness and business centers, schools, hospitals, retirement homes, museums, libraries, tourist associations, and Junior Achievement student companies. Consulting and technical training in business development were provided to 240 individuals and 32 business-support organizations.

Education

As Bulgaria continues its economic reforms, the need for English language fluency has increased significantly. Volunteers work in the school system to improve students' and teachers' English language skills. They are also involved in community projects such as youth camps, adult English courses, and fundraising, which teaches students basic business skills and offers them opportunities to reach out to their communities.

In 2002, Volunteers taught 8,600 primary and secondary students in 58 schools and established nine English language centers. They also helped upgrade existing language resource centers and equip them with books and other materials.

Environment

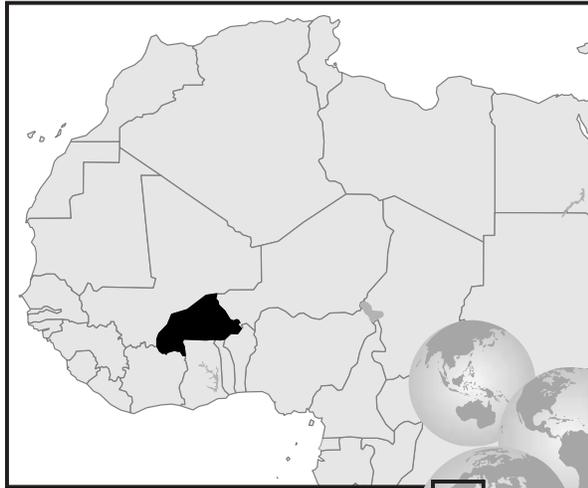
Bulgaria has experienced deforestation, wetlands destruction, and general environmental degradation for many years. The Peace Corps began its environmental management and training program in 1995. Currently, 29 Volunteers work with local administrations, nongovernmental organizations,

park directorates, and municipal youth centers and schools. They educate and empower communities to address environmental problems and to develop community-based environmental initiatives. Volunteers facilitate cooperation between NGOs and environmental organizations to develop a network for environmental information exchange and technical assistance.

In 2002, Volunteers helped organize environmental awareness celebrations, such as Earth Day, in 24 communities. They conducted 40 training-of-trainers sessions in primary and secondary schools that incorporated environmental education into the curriculum and developed environmental extracurricular activities for 1,140 students.

"I honestly believe that this project would not have been successful if it was my idea and if I was too much of a 'self-starter' at my workplace. Our co-workers know how to accomplish things in their own system, and the sustainable practice of showing them different ways of doing things or motivating them a bit can pay off exponentially in the long run. Patience is a virtue."

**Bulgaria Volunteer
Environment Sector**



Burkina Faso

Capital	Ouagadougou
Population	11 million
Annual per capita income	\$240
GDP growth	4.9%
Adult illiteracy rate	Male: 66% Female: 92%
Infant mortality rate	104 per 1,000 live births
Immunization rate	DPT: 42% Measles: 53%
Foreign direct investment	\$10 million
Access to safe water	Urban: 84% Rural: 50%
HIV/AIDS prevalence	6%
Major religions	Indigenous beliefs: 40% Islam: 40% Christianity: 20%
Official language	French

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	96	137
Program funds (\$000)	2,537	3,336

Country Overview

Program dates	1966–1987 1995–present
Program sectors	Business Development Education Health and HIV/AIDS

Burkina Faso, then known as Upper Volta, gained independence from France in August 1960. In 1966 the civilian government was overthrown by a military coup, which characterized the mode of government in Burkina Faso for the next 25 years. In 1984, the country's name was changed to Burkina Faso, which means "Country of the Upright/Honorable People." In 1991, a former military ruler, Blaise Compaore, was the sole candidate and won the presidency; he was reelected in 1998 with nearly 90 percent of the vote. Since 1991 the country has experienced a high level of stability.

Like other countries in the region, Burkina Faso is one of the poorest countries in the world, ranking 169 out of 172 on the 2002 UN Human Development Index. The majority of its population is engaged in subsistence agriculture, which is hampered by frequent droughts. Foreign investment and private sector development are increasing, but health care remains inadequate and conditions such as malaria and malnutrition are endemic.

Program Focus

The Peace Corps entered Burkina Faso in 1966, and approximately 1,500 Volunteers have served there to date. Major projects included forestry extension, education for young farmers, small enterprise development, secondary education (math, science, and English language), well construction, agricultural extension, arts and crafts, basketball coaching, and park development. In 1986, the government asked the Peace Corps to cease sending Volunteers because they no longer coincided with Burkina Faso's development goals; the last group completed service in 1987. Volunteers returned in 1995 as part of a newly established health project. One year later, the Peace Corps established a secondary education project in response to the government's urgent request for teachers. Currently, nearly 90 Volunteers work throughout the country, primarily in rural areas, and all Volunteers, regardless of sector, are trained in how to promote HIV/AIDS awareness.

Volunteer Focus

Business Development

In September 2003, Peace Corps/Burkina Faso will expand into the environment and small enterprise development sectors. Burkina Faso has a number of areas that are unique for tourism and rich in arts and crafts. Volunteers in these sectors will work with entrepreneurs and cooperatives to market crafts as well as cultural tours and ecotourism. Environment Volunteers will work with tour operators and park managers to develop interpretive information.

Education

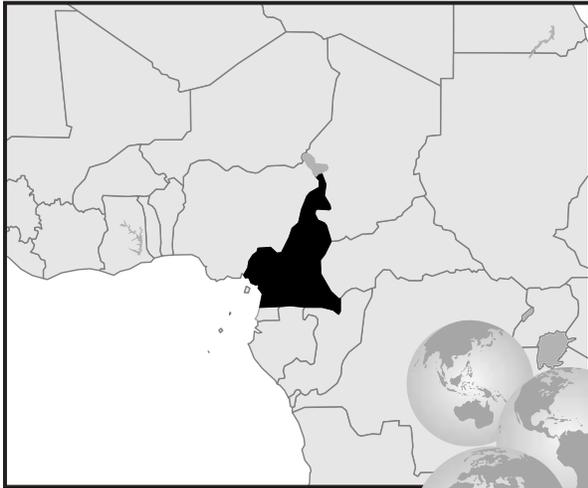
Volunteers in the education sector are assigned to the Ministry of Education to work in underserved middle and high schools as math, science, and TEFL teachers. Teachers typically have large classes, sometimes with over 100 students, and are expected to teach up to 25 hours per week. Education Volunteers conduct secondary projects during school breaks, in collaboration with their communities and schools. They encourage girls to excel in mathematics and science, subjects traditionally limited to boys. Counterparts and Volunteers work together to increase awareness of basic human rights for women and girls and of the importance of their access to education, health care, and mobility.

Health and HIV/AIDS

The health project responds to the government's priority of revitalizing its primary health care system through the Bamako Initiative. This initiative emphasizes achieving full community participation in the management and financing of health services. Volunteers are assigned to village-level health and social promotion centers and work with communities to strengthen local health management committees and to develop health promotion programs in areas such as childhood communicable diseases, malaria, HIV/AIDS education, and Guinea worm eradication. Volunteers frequently supplement their health projects with enrichment activities for girls and women, including a weeklong summer camp titled "Self-esteem and HIV/AIDS Education for Girls," attended by 60 girls.

"With the scarcity of teachers in our secondary schools, especially in remote rural areas, Volunteers are considered as diamonds."

Ministry of Education Official



Cameroon

Capital	Yaounde
Population	16.2 million
Annual per capita income	\$580
GDP growth	4.9%
Adult illiteracy rate	Male: 18%
	Female: 31%
Infant mortality rate	76 per 1,000 live births
Immunization rate	DPT: 48%
	Measles: 62%
Foreign direct investment	\$31.4 million
Access to safe water	Urban: 82%
	Rural: 42%
HIV/AIDS prevalence	8%
Major religions	Christianity: 53%
	Indigenous beliefs: 25%
	Islam: 22%
Official languages	French, English

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	150	196
Program funds (\$000)	2,967	3,599

Country Overview

Program dates	1962–present
Program sectors	Agriculture Business Development Education Health and HIV/AIDS

Cameroon, an independent republic, has a National Assembly of 180 members, who serve for five-year terms. A multiparty system has been established and elections continue to grow more competitive. The presidential term was recently changed from five years to seven years. Cameroon is representative of the general wind of change and drive for political reforms and democracy sweeping the African continent.

Agriculture is the mainstay of Cameroon's economy. It provides a living for 80 percent of the population and accounts for about one-third of gross domestic product and more than one-half of all export earnings. Cocoa and coffee are the main cash crops. Other exports include timber, aluminum, cotton, natural rubber, bananas, peanuts, tobacco, and tea.

Program Focus

The Peace Corps entered Cameroon in 1962 with 20 Volunteers who came as math and science teachers. Peace Corps/Cameroon's program grew and diversified to include inland fisheries, credit union and cooperatives education, English, community forestry, health, and community development. Since then, more than 4,000 Volunteers have served in Cameroon.

Currently, four robust projects are being executed throughout the 10 provinces of Cameroon: English, math, and science education, health and water/sanitation, agroforestry, and small business development. The common themes that run through all Peace Corps/Cameroon projects are impact, focus, counterpart involvement, Volunteer competence, and organizational professionalism.

Volunteer Focus

Agriculture

As a result of population growth and increasing competition for land in Cameroon, some farmers have begun to cultivate on steep hillsides and in ecologically important forested areas. Volunteers in the humid highland zone and the Sahel region are working to establish a network of farmer leaders who will understand the benefits of agroforestry and permanent farming systems and will teach these activities to other farmers. Volunteers and their counterparts trained farmers in agroforestry techniques by establishing demonstration plots on their farms. The positive result was that 34 farm families adopted at least one agroforestry technique on 43 model farms.

Business Development

This project links Volunteers with credit and savings organizations by providing entrepreneurs with credit and then teaching them the skills necessary to effectively use that credit. In 2002, 224 males and 314 females participated in meetings, workshops, or other forms of training that Volunteers organized to improve and transfer business skills to bank members and the general population. As a result, 36 male and 16 female bank staff members are better able to provide management and credit counseling to entrepreneurs.

Education

Providing the ever-expanding school-age population with a quality education remains a challenge for the government of Cameroon. Volunteers help improve the quality of education through classroom instruction in English, math, and science, and by developing teaching materials applicable to Cameroonian society. Students' classroom knowl-

edge is supplemented with health and environmental education curricula integrated into daily lessons.

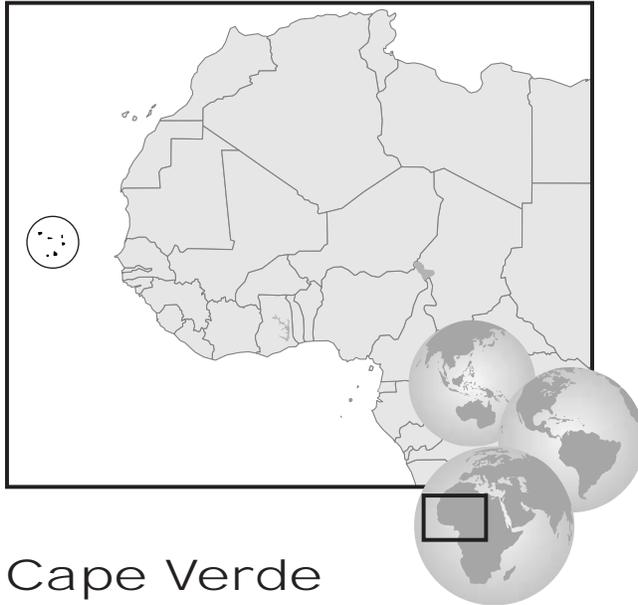
Math and science Volunteers in the teacher skills upgrade project taught math and science skills and knowledge to a total of 4,795 (1,235 men and 3,560 women) student teachers in teacher-training colleges in 2002. Volunteers note that approximately 23 percent more females have indicated increased interest in math compared with the previous year. In the TEFL project, Volunteers and their counterparts have developed transferable educational materials, including a manual for teacher skill upgrading.

Health and HIV/AIDS

The HIV/AIDS pandemic has emerged as one of the most pressing public health concerns, with up to 17 percent of the population infected in certain urban areas. Volunteers have trained over 500 peer educators on HIV/AIDS and STD transmission, prevention, and mitigation. All peer educators demonstrated significant understanding in the subject areas. Pretests and post-tests indicated that at least 80 percent of youth understood and retained the material presented. In addition, Volunteers worked on preventive activities that encourage communities to identify local health and water/sanitation problems, prioritize these concerns, and identify appropriate methods of intervention. In collaboration with counterparts, Volunteers trained technicians and community groups to construct 61 latrines, 10 wells, and two spring boxes using local labor and participatory community approaches. Communities now have access to potable water and appropriate sanitation facilities. All Volunteers, regardless of sector, are trained in how to promote HIV/AIDS awareness.

"The image that many people all over the world have of America is gained through meeting Peace Corps Volunteers. Therefore, it is one of Peace Corps' goals to show the world that Americans are of all colors, of all faiths, of all backgrounds and origins."

**Peace Corps Director
Gaddi H. Vasquez**



Cape Verde

Capital	Praia
Population	453.9 million
Annual per capita income	\$1,310
GDP growth	3.3%
Adult illiteracy rate	Male: 15% Female: 33%
Infant mortality rate	31 per 1,000 live births
Immunization rate	DPT: 78% Measles: 72%
Foreign direct investment.....	\$10 million
Access to safe water	Urban: 64% Rural: 89%
HIV/AIDS prevalence	0.04%
Major religions	Protestantism Roman Catholicism
Official language	Portuguese

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	46	48
Program funds (\$000)	1,373	1,396

Country Overview

Program dates	1988–present
Program sectors	Education Information Technology

Cape Verde is a stable and transparent democracy. The African Party for Independence of Cape Verde governed the country as a one-party state from the time of its independence in 1975 until its first democratic elections in 1990. The Movement for Democracy won the 1990 and 1995 elections, but was defeated in 2000, when the African Party won the elections.

Cape Verde has a low per capita GDP resulting in large part from a poor natural resource base, including serious water shortages caused by periods of long-term drought. The economy is service-oriented: Commerce, transport, and public services account for almost 70 percent of GDP. Agriculture represented only 13 percent of GDP in 1998, although nearly 70 percent of the population lives in rural areas. The potential of fishing has not been fully exploited, and about 90 percent of Cape Verde's food supply is imported. Cape Verde annually runs a high trade deficit, which is financed by foreign aid and emigrant remittances. These remittances constitute a supplement to GDP of more than 20 percent. Economic reforms launched in 1991 are aimed at developing the private sector and attracting foreign investment to diversify the economy. In 1998, the Constitution was changed to remove state control from all sectors of the economy (except the central bank) and open the economy to foreign and domestic investment.

Program Focus

The government of Cape Verde initially invited the Peace Corps to participate in the nation's development efforts in 1987. The first group of Volunteers arrived in 1988, working on all nine inhabited islands. Volunteers now work on eight islands because of the closure of an island airport. Cooperating closely with the government's stated development goals, Volunteers work in education and information technology projects with an emphasis on small business and community development. In addition, all Volunteers, regardless of sector, are trained in how to promote HIV/AIDS awareness.

Volunteer Focus

Education

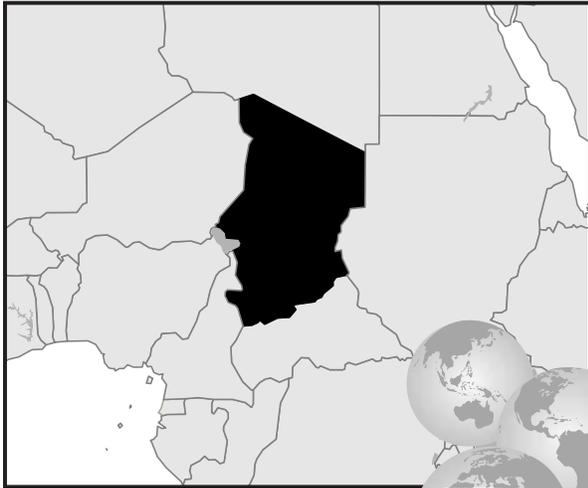
The goal of the TEFL project is to assist the Ministry of Education in providing quality TEFL instruction to secondary school students and teachers. Volunteers are involved in both classroom teaching and pre-service and in-service teacher training. They also assist in preschool education, in training of Cape Verdian preschool employees, and in vocational education, helping increase the employability of young Cape Verdians who do not attend school because of the cost or family needs.

“Without the presence of the Peace Corps in Cape Verde, we could be severely handicapped in reaching our goal of securing Cape Verde’s place in the process of globalization.”

Ministry of Education Official

Information Technology

Since the government’s shift toward decentralization, municipalities and local communities have had difficulty identifying community needs and developing solutions to community problems. In an effort to develop and implement sustainable, small-scale community development projects, Volunteers continue to promote the use of information technology as a tool for development. They also advise small business entrepreneurs with the aim of increasing the profitability and viability of businesses. In 2002, a Volunteer designed and implemented an exchange between rural teenage girls and teenage girls from the capital city over three weekends. The exchange was a resounding success: The rural girls gained increased self-esteem and access to health and HIV/AIDS information, and developed friendships with the more dynamic urban girls. The groups were able to provide one another with new experiences in diverse socioeconomic and geographic spheres and better understand the importance of academic success in achieving upward mobility.



Chad

Capital	N'Djamena
Population	9 million
Annual per capita income	\$200
GDP growth	0.6%
Adult illiteracy rate	Male: 48%
	Female: 66%
Infant mortality rate	101 per 1,000 live births
Immunization rate	DPT: 21%
	Measles: 30%
Foreign direct investment	6.3%
Access to safe water	Urban: 31%
	Rural: 26%
HIV/AIDS prevalence	3%
Major religions	Islam: 55%
	Christianity: 35%
	Indigenous beliefs
Official languages	Arabic, French

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	18	62
Program funds (\$000)	967	1,172

Country Overview

Program dates	1966–1979
	1987–1990
	1990–1998
	2003–present
Program sectors	Education
	Health and HIV/AIDS

Chad, a French colony until 1960, endured three decades of ethnic warfare as well as invasions by Libya before a semblance of peace was finally restored in 1990. The government eventually suppressed or came to terms with most rebel political and military groups, settled a territorial dispute with Libya on terms favorable to Chad, drafted a democratic Constitution, and held multiparty presidential and National Assembly elections in 1996 and 1997, respectively. In 1998 a new rebellion broke out in northern Chad, which continued to escalate until the government and the rebels signed a peace agreement in January 2002. The agreement provides for the demobilization of the rebels and their reintegration into the political system. Despite movement toward democratic reform, however, power remains in the hands of a northern ethnic oligarchy.

Over 80 percent of the population relies on subsistence farming and the raising of livestock for its livelihood. Chad's primarily agricultural economy will be boosted by the major oil field and pipeline projects that began in 2000. Cotton, cattle, and gum arabic currently provide the bulk of Chad's export earnings, but the country will begin to export oil in 2004. The economy has long been handicapped by Chad's landlocked position, high energy costs, and history of instability. The government of Chad is now proactive in maintaining civil order and internal security, especially with regard to the high-profile oil pipeline project.

Program Focus

The Peace Corps is well known for its assistance in Chad. Since the program began in 1966, Volunteers have provided support in education, health, water supplies, and forestry. Peace Corps operations were suspended three times—in 1979–1987, 1990, and 1998—over concerns for Volunteers' safety. Before the last suspension in 1998, 32 Vol-

unteers were in Chad working in water and sanitation, community health, and agroforestry projects. Despite these suspensions Volunteers created a strong bond with the Chadian people. That bond and a more secure environment are the impetus behind the Peace Corps' return.

The government of Chad has expressed a strong need for TEFL teachers, and the Peace Corps will reestablish its program initially with a TEFL project. This project will provide a structural framework for Volunteers and their Chadian counterparts to follow, facilitating the development of future initiatives. In addition, the Peace Corps expects the Ministry of Education to provide support and advocacy at the ministerial level for future initiatives. All Volunteers in Chad, regardless of sector, will also be trained in how to promote HIV/AIDS awareness.

Volunteer Focus

Education

Approximately 20 Volunteers will be recruited to teach English at the secondary school level in the Kanem, Lac Chari-Baguimi, Mayo Kebbi, Tandjile, and Guéra prefectures. These regions are within a day's drive of N'Djamena, contain well over one-third of the total population, and exhibit good relations with the current government, headed by Idriss Deby.

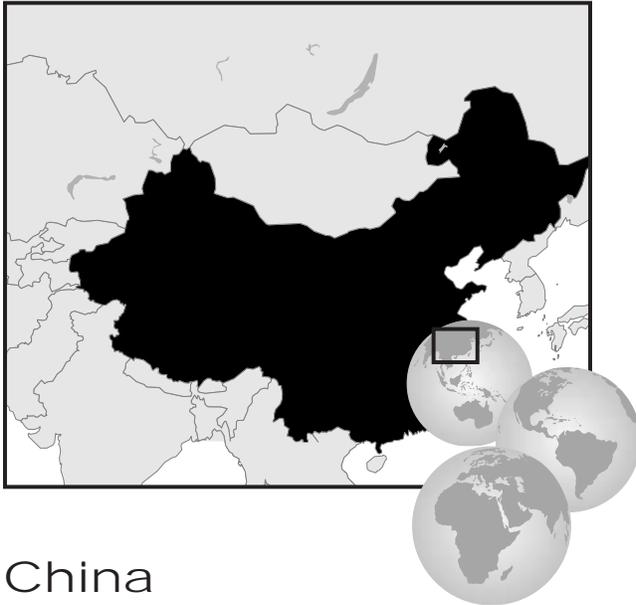
After six to eight months of experience in Chad, the Peace Corps program should be able to branch out with into strategic planning for addressing community sanitation problems. Many of the deep wells with mechanical hand pumps installed by a variety of organizations are in various states of disrepair. A goal of the Ministry of Environment and Water Resources is to assess the number and location of these pumps and to determine the repairs or replacements and materials needed to bring them back into operation.

Health and HIV/AIDS

The government of Chad has identified maternal and child health as one of the three areas of critical need. Additionally, the financial wealth that the oil pipeline will bring has the potential to increase the prevalence of HIV/AIDS in the country. The highest rates are around the capital and areas close to the pipeline project.

"People don't have the true picture of our country. And one way to make sure they do is to have compassionate citizens go into communities all around the world to teach—to teach all kinds of things. But the most important lesson they teach is that we're a loving country, that we care deeply about the citizens of the world."

President George W. Bush



China

Capital	Beijing
Population	1.3 billion
Annual per capita income	\$4,300
GDP growth	7.3%
Adult illiteracy rate	Male: 8% Female: 24%
Infant mortality rate	32 per 1,000 live births
Immunization rate	DPT: 90% Measles: 90%
Foreign direct investment	\$38.4 billion
Access to safe water	75%
HIV/AIDS prevalence	0.07%
Major religions (<i>officially atheist</i>)	Buddhism Christianity Islam Taoism
Official language	Mandarin

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	113	91
Program funds (\$000)	2,180	1,280

Country Overview

Program dates	1993–present
Program sectors	Education Environment

Since 1979, China has been engaged in an effort to reform its economy. The Chinese leadership has adopted a pragmatic perspective on many political and socioeconomic problems, and has sharply reduced the role of ideology in economic policy. Political and social stability, economic productivity, and public welfare are considered paramount. The government has emphasized raising personal income and consumption, as well as introducing new management systems to help increase productivity. It also has focused on foreign trade as a major vehicle for economic growth.

The dramatic economic and political reforms of the past decade have helped open the country to global markets. But rapid development and reforms have left behind many Chinese people who do not have the skills to participate in the new economy. The rapid pace of economic development also has exacerbated China's environmental problems, especially air pollution and soil erosion.

Program Focus

To assist in addressing these challenges, Volunteers are assigned to teach English and environmental education, areas in which the Chinese government has identified a need for increased technical skills. The government first expressed interest in establishing a Peace Corps program in 1988. The Peace Corps then worked with the Chinese Education Association for International Exchange and the State Department to finalize an agreement satisfactory to both sides. The first group of 18 Volunteers arrived in 1993 as part of a pilot education project in Sichuan province. At that time, Volunteers were referred to as "U.S.-China Friendship Volunteers." In 1998, an official country agreement was signed that resulted in the program's expansion into more areas. Peace Corps/China enters its 10th year with Volunteers serving in Sichuan, Guizhou, and Gansu provinces and the Chongqing municipality.

Volunteer Focus

Education

Development of English language skills is an integral part of China's plan to modernize and participate in the global community. Learning English allows greater access to information available internationally and provides better opportunities to learn technical skills, conduct business, and complete research projects. Peace Corps/China provides this desperately needed training to both educators and students.

The primary goal of Volunteers in the English education project is teaching English to students who are training to become middle school English teachers in rural areas. Volunteers also introduce American culture, history, and literature, attempt to stimulate critical thinking, and enhance problem-solving skills among their students. Volunteers work closely with Chinese colleagues to exchange ideas and teaching methodologies. Daily contact with native English speakers helps Chinese teachers become more proficient in English and more confident in their ability to use English in the classroom.

In addition to their regular classroom activities, Volunteers have organized and facilitated workshops for Chinese English teachers, started English language drama clubs for their students, and offered community lectures on American culture.

Environment

The purpose of the environmental education project is to bring about improvements in the health and living conditions of Chinese people by increasing their knowledge concerning the protection of the environment and sustainable development. Environmental education Volunteers are posted at universities, colleges, and middle schools and work with Chinese teachers of English, biology, chemistry, and other topics relevant to the environment. They teach students, train Chinese teachers, and help develop curriculum for environmental education classes.

In addition to their regular classroom activities, they plan activities such as Earth Day and tree-planting Days, which help raise awareness about the environment and promote attitudes and behavior that serve to protect local ecosystems. One Volunteer, who served as an environmental studies instructor at Sichuan University, designed and implemented a summer outdoor education course that centered on ecotourism. His university was so pleased with the success of the course that it now offers a semester-long course focused on developing students' outdoor survival skills.

"With support and help from the Peace Corps, more and more students dare to speak English and communicate with foreigners. They become more interested in American culture, society, and history. ...This project has helped to promote the mutual understanding of American and Chinese people."

**Wang Chunyang
Director of China's
Foreign Affairs Office**



Costa Rica

Capital	San Jose
Population	3.8 million
Annual per capita income	\$3,810
GDP growth	1.7%
Adult illiteracy rate	Male: 4%
	Female: 4%
Infant mortality rate	10 per 1,000 live births
Immunization rate	DPT: 86%
	Measles: 88%
Foreign direct investment	\$409 million
Access to safe water	98%
HIV/AIDS prevalence	0.5%
Major religions	Roman Catholicism: 70%
	Evangelical Protestantism: 18%
	None: 8%
	Other: 4%
Official language	Spanish

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	69	108
Program funds (\$000)	1,173	1,454

Country Overview

Program dates	1963–present
Program sectors	Business Development Education

Costa Rica has developed steadily and has maintained democratic institutions and an orderly, constitutional system for leadership succession. Several factors have contributed to this stability, including enlightened government leaders, comparative prosperity, flexible class lines, educational opportunities that have created a stable middle class, and general access to potable water, electricity, and basic health services.

Costa Rica's major economic resources are fertile land, a well-educated population, and location in the Central American isthmus, which provides easy access to North and South American markets and direct ocean access to the European and Asian continents. One-fourth of Costa Rica's land is dedicated to national forests, often adjoining picturesque beaches, which has made the country a popular destination for affluent retirees and ecotourists. The number of tourists increased from 780,000 in 1996 to more than 1.1 million in 2001. In recent years, Costa Rica has attracted important investments by companies such as Intel Corporation, Procter and Gamble, Abbott Laboratories, and Baxter Healthcare.

Program Focus

Since 1963, over 2,000 Peace Corps Volunteers have served in Costa Rica in a variety of projects in the health, education, environment, agriculture, and small business development sectors. The Peace Corps' program has changed to respond and adapt to the needs and challenges of Costa Rica and its people. In the 1990s, the focus changed to support economic liberalization, community education, and environmental issues; and more recently, the problems of youth at risk.

Consistent with the priorities expressed by the Costa Rican government, a new rural community development project was initiated in 2002 to address the needs of the poorest 20 percent of the population. Throughout the program's history in Costa Rica, Volunteers have been consistently well received by the Costa Rican people and counterpart agencies.

Volunteer Focus

Business Development

Volunteers in this sector will conduct project planning and development in collaboration with Dirección Nacional de Desarrollo de la Comunidad (the national community development agency) as a primary partner. Initial site identification and development began in October 2002 and should be completed by May 2003. The poorest rural provinces of Guanacaste, Puntarenas, and Limón and the region of Huetar Norte are the areas targeted for development. Volunteers and their Costa Rican counterparts will conduct activities to address goals and objectives in three general areas: (1) organizational development of local associations and other governmental and nongovernmental organizations, including women's and youth groups; (2) income generation for small businesses and households; and (3) formal and nonformal education.

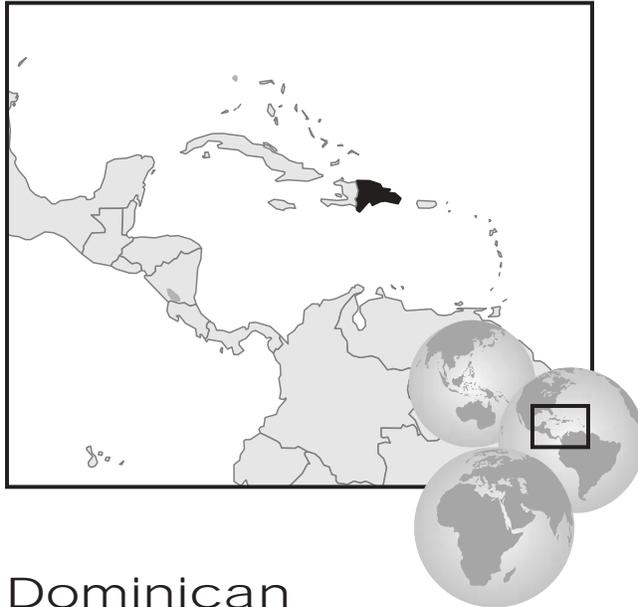
Education

Volunteers assigned to this project address the needs of youth and families living in marginal communities. The project's overall purpose is to promote a national culture in which all children, youth, and families, including those living in conditions of risk, are respected and granted basic human rights. Volunteers provide skill-building and remediation programs to students and family members through the educational system and existing community organizations; strengthen the capacity of Patronato Nacional de la Infancia (Costa Rica's child welfare agency), as well as marginal communities, by developing projects that address the needs of youth and families; and provide information and training to increase awareness of the rights of children and the needs of youth and families.

One Volunteer worked weekly with two homes for abused, abandoned, and neglected children. She organized artistic, cultural, and recreational activities for 30 children and youth (ages three to 19), focusing on self-expression.

"Everyone says there's no such thing as a typical Volunteer. But I think I was a little different than most—I was the only Latina Volunteer in my training group and only one of about three Hispanic Volunteers in the country. I also come from a family of immigrant farmworkers. I joined the Peace Corps because I was brought up with the idea that we were lucky to be Americans and ... therefore had an obligation to serve. Serving in the Peace Corps allowed me to experience, in a small way, what my parents must have gone through when they came to the United States as immigrants. Serving as a Volunteer taught me to have even greater respect for my parents and their ability to adapt to a foreign culture—an experience I would never had understood had I not served."

**Costa Rica Volunteer
Education Sector**



Dominican Republic

Capital	Santo Domingo
Population	8.4 million
Annual per capita income	\$2,130
GDP growth	7.8%
Adult illiteracy rate	Male: 16% Female: 16%
Infant mortality rate	39 per 1,000 live births
Immunization rate	DPT: 73% Measles: 96%
Foreign direct investment	\$953 million
Access to safe water	79%
HIV/AIDS prevalence	3%
Major religion	Roman Catholicism
Official language	Spanish

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	162	185
Program funds (\$000)	3,192	3,742

Country Overview

Program dates	1962–present
Program sectors	Agriculture Business Development Education Environment Health and HIV/AIDS

The Dominican Republic shares the island of Hispaniola with Haiti. The Dominican Republic itself has a relatively stable political environment. In the recent past, the country has experienced peaceful transitions of democratically elected governments, the last of which occurred in August 2000, bringing President Hipólito Mejía of the Dominican Revolutionary Party to power.

While the Dominican economy continues to grow at a strong rate, significant human development needs remain. The country suffers from marked income inequality. The poorest half of the population receives less than one-fifth of the GNP, while the richest 10 percent receives 40 percent of the GNP.

Program Focus

Since 1962, some 3,600 Volunteers have provided development assistance to the people of the Dominican Republic. Volunteers work in five sectors in rural and marginalized urban areas. Youth is a common focus of all sectors.

The Peace Corps enjoys a great deal of support from the government of the Dominican Republic, not only because of Volunteers' commitment but also because Volunteers contribute to the areas identified by the government as priorities, namely assisting the rural poor and striving for improvements in agriculture, health, and education.

Volunteer Focus

Agriculture

Volunteers assist in improving the technical knowledge of small farmers, encouraging them to adopt more efficient and sustainable agricultural management practices, such as soil conservation, integrated pest management, organic farming, water management, and crop diversification. Additionally, Volunteers promote improved nutrition and

income generation among women and youth by providing support in small animal production and organic gardening. Volunteers and counterparts trained over 100 women and 120 youth in organic gardening and over 60 women and 20 youth in small animal production.

Business Development

Volunteers assist farmers associations, micro-finance institutions, and rural communities by strengthening their institutional capacity and providing training in business and information technology. Volunteers also develop and conduct business and leadership training for youth. One Volunteer assigned to a farmers association successfully identified the need for an agricultural products store and assisted his community in establishing the store.

Education

In February 2001, information technology became the primary focus of the education sector. Volunteers train teachers and students in basic computer skills and provide assistance in improving the quality of education by incorporating technology into the classroom. Volunteers also create technology youth groups and help schools develop ways in which the community can access these facilities. A large number of Volunteers are assigned to communities on the Haiti border, one of the poorest areas of the country.

In addition, Volunteers work to create awareness among teachers and the community about the needs of special students, promote awareness of the importance of an adequate education for all students, and train teachers in techniques to identify special-

needs students and methodologies to provide special-needs students with a quality education. Volunteers this year wrote and distributed hundreds of newsletters in their communities containing articles on activities, news, and suggestions on how to work with special-needs children.

Environment

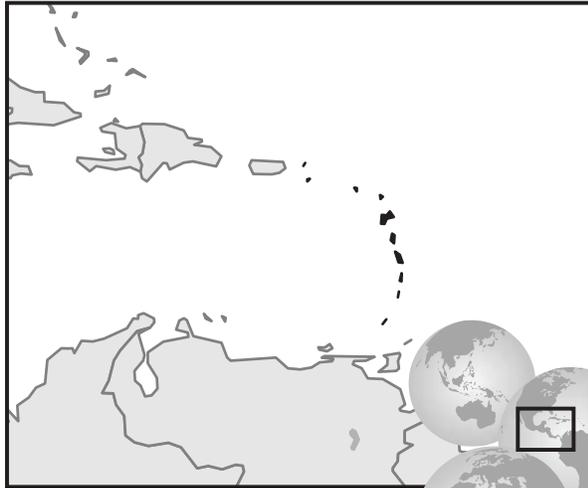
Volunteers work with project partners to address the problems of deforestation and general deterioration of the environment. Volunteers helped plant 3,350 trees of various varieties and worked to establish tree nurseries whereby 20 percent of the members of one community increased their income by selling grafted seedlings from the community nursery. Also, since 1987, Volunteers have been training rural schoolteachers in environmental education and integrating this subject into the curriculum. The project has evolved to reach rural community leaders, nongovernmental organizations, and the urban poor, and to include work in protected areas with a focus on ecotourism and biodiversity.

Health and HIV/AIDS

Volunteers provide assistance in improving sanitation, reducing diarrhea (the leading cause of child mortality), and increasing HIV/AIDS awareness and education. The World Health Organization ranks the Dominican Republic as ninth in the world in the rate of HIV infection. Therefore all Volunteers, regardless of sector, are trained in how to promote HIV/AIDS awareness. This year, Volunteers trained 2,290 youth in HIV/AIDS awareness and 92 youth as trainers in HIV/AIDS prevention

“Nothing compares to the feeling of seeing teachers and parents learn how to more effectively support [special needs] children. There is definitely an opportunity for special education Volunteers to make a significant impact here.”

**Dominican Republic Volunteer
Education Sector**



Eastern Caribbean

Capital	Antigua and Barbuda: St. John's Dominica: Roseau Grenada/Cariacou: St. George's St. Lucia: Castries St. Vincent and the Grenadines: Kingstown
Average population	101,382
Annual per capita income	\$6,038
GDP growth (<i>excluding St. Vincent</i>)	0.22%
Adult illiteracy rate	8%
Infant mortality rate	25 per 1,000 live births
Immunization rate	DPT: 92% Measles: 93%
Foreign direct investment	\$31 million (<i>excluding Antigua</i>)
Access to safe water	94% (<i>excluding Dominica</i>)
HIV/AIDS prevalence	1.4%
Major religions	Protestantism Roman Catholicism
Official language	English

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	109	153
Program funds (\$000)	2,478	3,111

Country Overview

Program dates	1961-present
Program sectors	Business Development Education Health and HIV/AIDS

One major advantage to the Peace Corps of working in the Caribbean is the ability to operate in an environment of political stability. Though various attempts to unite the islands politically have failed, the islands were successful 20 years ago in establishing the Organization of Eastern Caribbean States, a nine-member group that promotes unity and solidarity among the member states. They were also successful 30 years ago in establishing CARICOM, a union that governs trade in the region.

All of the governments of the Eastern Caribbean are committed to providing social services such as free primary and secondary education and health services. The five nations that make up Peace Corps/ Eastern Caribbean face special development challenges because of their small domestic markets, the scarcity of trained labor, the absence of raw materials, and their vulnerability to natural disasters. In addition, with a combined population of approximately 500,000, the per capita cost of economic and social infrastructure is very high in each island nation. Hurricanes and floods regularly reverse economic gains by destroying fixed investments and disrupting economic activities, particularly in the agriculture and tourism sectors. The loss of European quota preferences on banana exports further threatens the development of these single-crop economies.

Program Focus

The Peace Corps began working in the Eastern Caribbean in 1961, when St. Lucia became one of three pilot posts worldwide. Since then, some 3,000 Volunteers have served on various islands in the region. Volunteers were initially assigned to work in education, agriculture, forestry, fisheries, business, and health. However, given the many social and economic problems facing Eastern Caribbean youth, who make up about 60 percent of the population, the program was redesigned to focus on the

educational, health, employment, and life skills needed by youth at risk. Volunteers work under the umbrella of one youth and community development project in five subsectors: special education, health and HIV/AIDS, information technology, small business development, and community development.

Volunteer Focus

Business Development

Volunteers focus on transferring business and management skills to individuals and community groups. They also collaborate with government agencies; nongovernmental organizations such as Junior Achievement, whose mission is to promote youth-owned microenterprises; and community-based organizations that provide services to youth or work to improve society's ability to support youth development. Volunteers help these organizations strengthen governance, improve efficiency and accountability, attract local volunteers, write successful grant applications, and develop management and communication systems.

One Volunteer has been providing business education to young women working in a natural soap business, which was then able to expand its production and distribution to the point where there is now a growing regional demand for the product.

Education

Volunteers collaborate with the Ministry of Education to meet the special needs of students with learning and other disabilities by training teachers in appropriate teaching methodologies, working with parent groups, establishing resource centers, and strengthening the ministry's institutional capacity.

Volunteers also provide support to the Ministry of Education, vocational institutions, youth skills centers, and other nongovernmental organizations. They train teachers and other service providers on how to introduce technology into the curriculum, on how to use computers, and on equipment maintenance and repair.

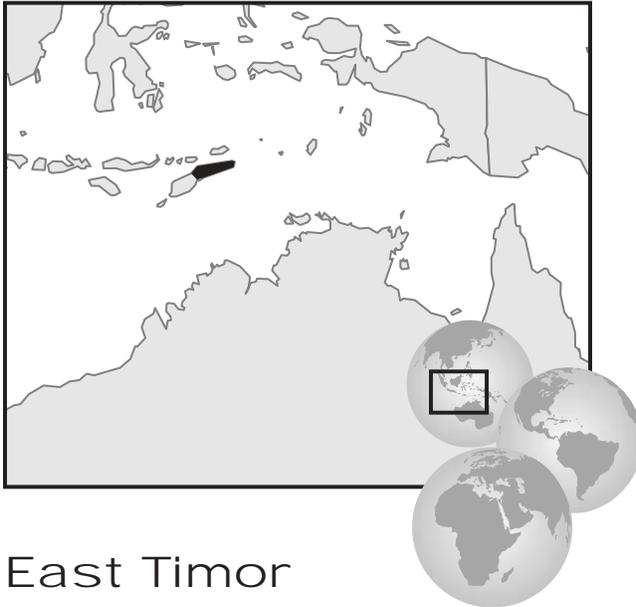
Health and HIV/AIDS

Volunteers provide support to the Ministry of Health and nongovernmental organizations by training staff on service delivery and developing school, workplace, and community outreach programs on HIV/AIDS and other sexually transmitted diseases. As part of an agreement with USAID, Volunteers collaborate with Family Health International by strengthening networks of nongovernmental organizations working on HIV/AIDS education and prevention throughout the Eastern Caribbean.

Volunteers on St. Vincent are assisting the Ministry of Health in implementing a national HIV/AIDS strategic plan and are working with that ministry and NGOs to set up HIV/AIDS information and prevention booths around the country. Twenty such booths have been set up so far.

"I have done my job here on St. Vincent when I know that I have affected one person by empowering them with the knowledge to save their lives. This is the belief that keeps me going from day to day."

**St. Vincent and the Grenadines Volunteer
Health Sector**



East Timor

Capital	Dili
Population	737,000
Annual per capita income	Not available
GDP growth	Not available
Adult illiteracy rate	Not available
Infant mortality rate	52 per 1,000 live births
Immunization rate	Not available
Foreign direct investment	Not available
Access to safe water	Not available
HIV/AIDS prevalence	Not available
Major religions	Roman Catholicism: 91.4%
	Protestantism: 2.6%
	Islam: 1.7%
	Hinduism: 0.3%
	Buddhism: 0.1%
Official language	Portuguese

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	32	79
Program funds (\$000)	1,179	1,235

Country Overview

Program dates	2002–present
Program sectors	Business Development Health

East Timor achieved independence on May 20, 2002 after three years of governance by the United Nations Transitional Administration in East Timor, whose mandate was to help the Timorese form their own government. While that mission was largely accomplished, the United Nations still plays a significant supporting role under the United Nations Mission in East Timor. Although the nation is fully independent, the special representative to the secretary-general of the United Nations holds advisory powers and, together with remaining UN-funded project managers, still has considerable influence.

East Timor's domestic economy is slowly being created based on the cultivation of coffee (for export) and rice (for both local consumption and export). Among the poorest nations in the world, East Timor in 2002 ranked as the poorest nation in eastern Asia. Over 50 percent of the population lives below the poverty line, with an average income of \$1 or less per day. However, it should be noted that in a subsistence economy, dollar income may be a poor measure of quality of life. The Timorese are pinning most of their hopes on the considerable gas and oil deposits found offshore, midway to neighboring Australia. At a minimum, the East Timorese government should be able to recover nearly \$180 million per year in royalties from oil sales in five years' time, although treaties with the Australian government are still being negotiated. There is also evidence of oil and gas deposits on the island itself, but so far no economically exploitable fields have been identified.

Program Focus

The first group of 19 Volunteers arrived in East Timor on June 21, 2002, and began working in local governance and community health services promotion, which were identified as the first two development sectors to be addressed. Peace Corps/East Timor will soon expand the health sector to include a project in water and environmental sanitation. This will allow the Peace Corps to pursue an integrated

rural health strategy whereby Volunteers in the health extension project complement the work of Volunteers working to provide safe drinking water and improved domestic sanitation systems.

Volunteer Focus

Business Development

Volunteers in this sector focus on municipal development and help emerging local governments establish efficient administrative and management practices in providing basic services to communities. One Volunteer, for example, organized village chiefs and other leaders behind a proposal to completely rehabilitate the administrative center of the community. The rehabilitation plan includes reconstruction or refurbishment of the subdistrict administration office, the women's center, the youth

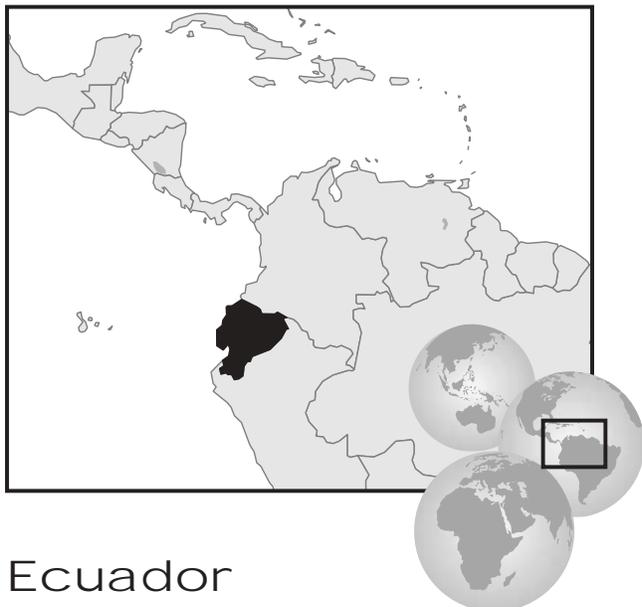
center, the middle school, residences for police to give them a 24-hour presence in the community, and the residence of the health center coordinator to enable permanent health center coverage.

Health

The target populations of health extension Volunteers are primarily youth and women (and their young children). Volunteers teach general health education in coordination with existing programs; assist teachers, especially in primary schools, in the design of lesson plans and the creation of didactic materials for health care education; investigate the availability of local resources for health promotion; and promote the activities of existing health systems in communities. One Volunteer is involved in the design and publishing of a series of illustrated booklets in Tetun for K-2 youngsters. The first booklet focuses on personal hygiene; subsequent booklets will cover other aspects of health education for young children.

"It is amazing to see what Peace Corps Volunteers can do. One Volunteer, who has not even been here for a year, not only looks Timorese but speaks perfect Tetun! We are very happy with our Peace Corps Volunteers."

Constancio Pinto
Charge d'Affaires
Embassy of East Timor
Washington, D.C.



Ecuador

Capital	Quito
Population	12.6 million
Annual per capita income	\$1,210
GDP growth	2.3
Adult illiteracy rate	Male: 7% Female: 10%
Infant mortality rate	28 per 1,000 live births
Immunization rate	DPT: 80% Measles: 99%
Foreign direct investment	\$710 million
Access to safe water	71%
HIV/AIDS prevalence	0.3%
Major religion	Roman Catholicism
Official language	Spanish

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	156	188
Program funds (\$000)	2,813	3,434

Country Overview

Program dates	1962–present
Program sectors	Agriculture Business Development Education Environment Health and HIV/AIDS

The new government elected in Ecuador's peaceful 2002 elections is focusing on poverty alleviation, economic reforms, and anticorruption efforts. It faces an array of challenges, including the need for serious fiscal reforms and the impact of Colombia's civil war on its national security.

The Ecuadorian economy is based on petroleum production and exports of bananas, shrimp, and other primary agricultural products. The economy has chronic problems of underdevelopment and experienced a severe economic and financial crisis in 1999. Large sectors of the population suffer from nutritional deficiencies and a high infant mortality rate. An estimated 88 percent of the rural population lives at the poverty level.

Program Focus

Since 1962, more than 5,000 Volunteers have served in this Andean nation. In response to the economic crisis facing the majority of Ecuadorians, the Peace Corps has redoubled its efforts in the areas of agriculture, animal production, health, youth, and the environment and has integrated income generation activities into all of its projects.

Volunteer Focus

Agriculture

Volunteers train farmers to adopt land use practices that are more environmentally sound. In addition, Volunteers train farm families in small animal husbandry to help meet their nutritional and economic needs. To address the eroding incomes of rural families, Volunteers also assist farmers and cooperatives in improving their business and marketing skills.

In 2002, Volunteers worked with Ecuadorian communities to perform 52 feasibility studies on various products and 62 marketing activities that identified new domestic and international markets.

Business Development

In 2002, Volunteers expanded an innovative community banking project that has helped over 100 communities. In this project, microbanks teach people how to save and manage their own finances and provide loans from the available funds to rural families to start their own businesses.

Education

Volunteers work with youth and families at risk to address high school dropout rates, illiteracy, drug abuse, gangs, and unemployment. They create and strengthen youth organizations and provide youth with employment and leadership training.

In 2002, Volunteers coordinated a range of activities that directly reached more than 18,000 at-risk youth. They worked to improve the reading skills, self-esteem, and critical-thinking skills of youth and trained youth and families at risk on HIV/AIDS prevention. Volunteers also helped young people develop and strengthen their microenterprises and encouraged them to participate with their families in community banking projects.

Environment

To address the high rate of environmental degradation in Ecuador, Volunteers work in three key areas: sustainable community management of trees and natural areas, environmental education, and income generation activities that address economic needs and promote the sustainable use of natural resources. In 2002, Volunteers promoted environmental education in schools, land management by farmers with arable land adjacent to protected forests, soil conservation, and income-generating activities that benefited 5,000 Ecuadorians.

Health and HIV/AIDS

Volunteers provide communities with training on nutrition and family gardens, which addresses the critical problem of malnutrition among 60 percent of Ecuadorian children under age five. Volunteers in this sector also provide HIV/AIDS education in their communities.

In 2002, Volunteers provided education on HIV and other sexually transmitted diseases to more than 1,300 high school students. Classes on micronutrients, in conjunction with family gardening, have enhanced the nutritional intake of many families.

“On Mondays and Tuesdays, another Volunteer and I have two mothers groups and two youth groups in the neighborhoods. ... We teach about HIV/AIDS, cancer, self-esteem, family planning, violence awareness, and family nutrition, as well as give cooking demonstrations. We have clearly seen positive results from our work. Our goal is to integrate community banking into our mothers groups, which we feel will empower the women.”

**Ecuador Volunteer
Health Sector**



El Salvador

Capital	San Salvador
Population	6.3 million
Annual per capita income	\$2,000
GDP growth	2.0%
Adult illiteracy rate	Male: 18%
	Female: 24%
Infant mortality rate	29 per 1,000 live births
Immunization rate	DPT: 86%
	Measles: 86%
Foreign direct investment	\$185 million
Access to safe water	74%
HIV/AIDS prevalence	0.6%
Major religion	Roman Catholicism
Official language	Spanish

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	156	169
Program funds (\$000)	2,385	2,958

Country Overview

Program dates	1962–1979 1993–present
Program sectors	Business Development Environment Health and HIV/AIDS

The government of El Salvador is currently pursuing a program of decentralization, which places more responsibility on leaders at the municipal level. As part of this effort, the government has requested the Peace Corps' assistance in improving municipal services and increasing community awareness and participation. Volunteers coordinate with local municipalities, nongovernmental organizations, and community groups to develop better water systems, make health and sanitation improvements, provide environmental education, and assist municipal development projects. In the aftermath of earthquakes, Volunteers have played a key role in providing damage assessments of their sites, which have assisted the government and local NGOs in distributing resources to the most affected communities.

As the smallest and most densely populated country in Central America, El Salvador faces tremendous economic, social, and environmental challenges. In addition to chronic deforestation and poor land management, disasters such as Hurricane Mitch in 1998 and major earthquakes and aftershocks in 2001 resulted in the further loss of fertile topsoil, decreased crop yields, and the displacement of communities. These natural disasters have further limited access to health care and potable water by damaging major roads, contaminating water sources, and destroying latrines and waste management systems.

Program Focus

The program in El Salvador was one of the Peace Corps' earliest efforts. Since then over 1,500 Volunteers have served in the country. The program was closed in 1979 because of civil war and reopened in 1993 after the war ended. Currently, there are approximately 150 volunteers working in the areas of business development, environmental education and agroforestry, and health.

Volunteer Focus

Business Development

The progress of municipal development in El Salvador has been stalled by low levels of formal education, a lack of administrative experience, low revenues, and an unstructured tax base. As decentralization continues throughout the country, Volunteers are helping municipal governments improve service delivery to citizens through public awareness activities, strategic planning, budget development, and utilization of information technology.

Environment

Deforestation and the resulting soil erosion have affected over 80 percent of the nation's territory, according to El Salvador's Hydrological Census Service, and have thus decreased the availability and sustainability of arable land. Volunteers are involved in environmental education and agroforestry activities to educate farmers about sustainable soil conservation and integrated pest management practices that incorporate environmentally friendly applications, diminish the use of chemicals, and improve organic fertilization.

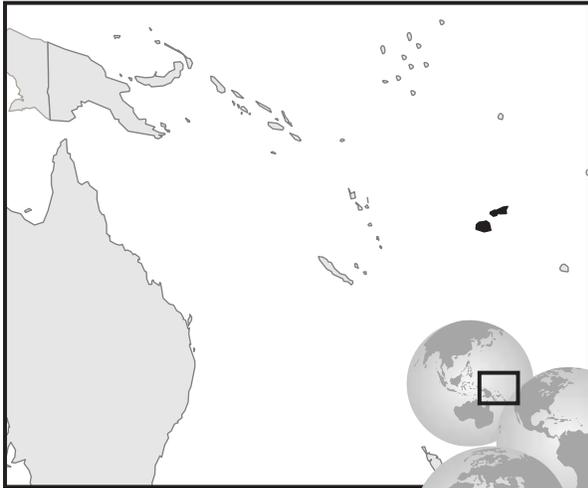
Health and HIV/AIDS

Volunteers work to increase access to potable water and improve sanitation for rural residents by building and maintaining water systems. Community groups have been formed to strengthen monitoring and educational interventions. These groups continue to be the primary method by which Volunteers educate people on the maintenance and management of water systems and latrine projects. Volunteers work with the groups to expedite communication and cooperation with several national and international agencies for future sustainable efforts.

El Salvador is at potentially high risk for HIV/AIDS because of increasing rates of prostitution, limited education, and its proximity and accessibility to Honduras, which has an alarmingly high HIV/AIDS infection rate. To address these concerns, HIV/AIDS has been added as a formal component of the water sanitation project. Working with rural health promoters from the Ministry of Health and local NGOs, Volunteers develop educational materials, provide organizational support, conduct house visits, and assist with seminars on reproductive health and HIV/AIDS prevention.

"For every success I have five failures. At first that might seem like a depressing ratio, but at the end of the day, or at the end of two years for that matter, my neighbors and friends are better because of that one success and I have learned from the lessons of five failures."

**El Salvador Volunteer
Health Sector**



Fiji

Capital	Suva
Population	823,500
Annual per capita income	\$2,490
GDP growth (2001)	6.6%
Adult illiteracy rate	Male: 4.8%
	Female: 8.8%
Infant mortality rate	14.5 per 1,000 live births
Immunization rate	Measles: 75%
Foreign direct investment (1997)	\$16 million
Access to safe water	47%
HIV/AIDS prevalence	Not available
Major religions	Christianity: 52%
	Hinduism: 35%
	Islam: 7%
Official language	English

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	22	75
Program funds (\$000)	937	941

Country Overview

Program dates	1968–1998 2003–present
Program sectors	Education Environment

For several years following its independence from Britain in 1970, Fiji was a model for human rights and multiracial democracy in the Pacific region. However, a succession of coups in 1987 and in May 2000 left Fiji struggling to regain its political and economic stability. Much of the turmoil is tied to ethnic tensions between indigenous Fijians and the Indo-Fijian descendants of indentured laborers. The indigenous Fijians control land rights and are guaranteed political authority by the nation's Constitution. The Indo-Fijians' major voting bloc consists of sugar cane farmers, who have used widespread boycotts of the sugar industry as leverage to gain political influence. However, the rule of law is firmly established, and both sides are working to reconcile their political differences and reinvigorate the economy.

Though Fiji has one of the most developed economies in the Pacific region, political instability and fluctuations in world sugar markets have impeded economic growth. Since the coups, Fiji has suffered a high rate of emigration of skilled and professional personnel, resulting in shortages in sectors such as education and health care. A recent study found that 50 percent of the population lives below or close to the poverty line, particularly in rural areas. Overfishing and environmental degradation have reduced traditional sources of food.

While revenues from tourism, sugar, and garment exports remain the largest contributors to the economy, Fiji also has timber and mineral reserves. Fishing is also important as an export sector and for domestic consumption. Long-term problems include low foreign investment rates and uncertain property rights.

Program Focus

The Peace Corps has a long history of service in Fiji, with over 2,300 Volunteers serving between 1968 and 1998. During those 30 years, Volunteers worked in education, rural development, health, small business, agriculture, organizational strengthening, and fisheries. The people of Fiji continue to praise the contributions made by former Volunteers. The government has asked the Peace Corps to reopen its program, and the Peace Corps will return to Fiji in 2003. Based on preliminary assessments and conversations with Fijian government officials, the Peace Corps will assign 22 Volunteers in the summer of 2003. Ample programming opportunities exist, but projects will initially address environmental and nonformal education needs in the coastal resource management and youth sectors.

Volunteer Focus

Education

Nonformal education activities will focus on youth development. Volunteers will partner with local service organizations to engage Fijian youth in activities that enhance life skills for their future roles in their families, communities, and society. Specific areas of skills development will include leadership, decision making, healthy lifestyles, information technology, career planning, civic responsibility, and income generation. Volunteers will also concentrate on building the organizational capacities of and improving the outreach conducted by youth-related service providers.

Environment

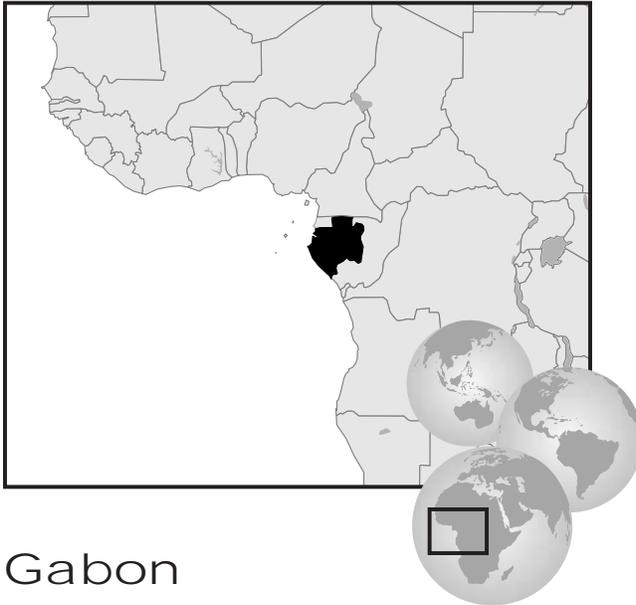
Volunteers will assist coastal communities in managing their coastal resources more effectively. Predominant concerns are overfishing and the degradation of the marine and terrestrial environment, which are jeopardizing traditional food supplies. Long-term environmental stewardship and management of these coastal resources will result in increased food security, improved diet and nutrition, and greater income generated from the sale of marine products.

"[An unforgettable experience was] participating in a beach picnic with the Women of Rakiraki [group].... After teaching me how to use seafood, seaweed, and roots as a source of sustenance, they taught me the *meke* (a Fijian dance) and I taught them the jitterbug, which has become part of their folklore."

**Fiji Volunteer
Education Sector**

"The Peace Corps provided me with the skills and insights needed for the job. Now, in my own village, I identify the needs and then encourage the people to participate together. ... [They] know that each one of us has a role and responsibility for our individual betterment and for the betterment of the community. All that through the Peace Corps experience."

**Emosi Racule
Development Planning Officer
Ministry of Cooperatives**



Gabon

Capital	Libreville
Population	1.2 million
Annual per capita income	\$3,190
GDP growth	2.5%
Adult illiteracy rate	Male: 26% Female: 47%
Infant mortality rate	58 per 1,000 live births
Immunization rate	DPT: 37% Measles: 55%
Foreign direct investment:	\$150 million
Access to safe water	Urban: 73% Rural: 55%
HIV/AIDS prevalence	4%
Major religions	Christianity Indigenous beliefs Islam
Official language	French

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	69	81
Program funds (\$000)	2,391	2,860

Country Overview

Program dates	1963–1967 1973–present
Program sectors	Education Environment Health and HIV/AIDS

Ruled by autocratic presidents since independence from France in 1960, Gabon introduced a multiparty system and a new Constitution in the early 1990s that produced a more transparent electoral process and subsequent reforms of governmental institutions. Abundant natural resources, a small population, and considerable foreign support have helped make Gabon one of the more prosperous African countries.

Gabon enjoys a per capita income more than 12 times that of most nations of sub-Saharan Africa, with a per capita purchasing power parity estimated at \$6,400. This has led to a sharp decline in extreme poverty; yet, because of income inequality, a large proportion of the population remains poor. Gabon was dependent on timber and manganese for revenue until oil was discovered offshore in the early 1970s. The oil sector now accounts for 50 percent of GDP. Gabon continues to face fluctuating prices for its oil, timber, and other exports. Gabon is not self-sufficient in food production and imports large quantities of food from France and neighboring countries.

Program Focus

The government of Gabon is implementing sustainable development efforts. The emphasis is on human capacity building in conservation of forest and soil resources, and tackling health problems related to HIV/AIDS transmission, diarrheal diseases, and malnutrition. Improving education is also a government priority. The educational system continues to experience acute shortages in trained teachers, resources, and curriculum appropriate to the lives of Gabonese youth. Peace Corps Volunteers are helping Gabon address these issues through education, health, and environmental education projects. All Volunteers, regardless of sector, are trained in how to promote HIV/AIDS awareness.

Education

At the request of the government of Gabon, the Peace Corps started a new education program in June 2002. Twelve TEFL Volunteers are posted to secondary schools throughout the country. The TEFL project exposes Gabonese teachers and students to quality integrated English teaching and life skills material, such as building self-esteem and career planning.

Environment

Environmental education Volunteers work with primary school teachers and students to incorporate environmental awareness themes into the classroom and organize environment clubs in secondary schools. In addition, they work with communities to address environmental issues and promote HIV/AIDS awareness. Volunteers have partnered with local and international NGOs (such as ECOFAC, the World Wildlife Foundation, Ibonga, and Wildlife Con-

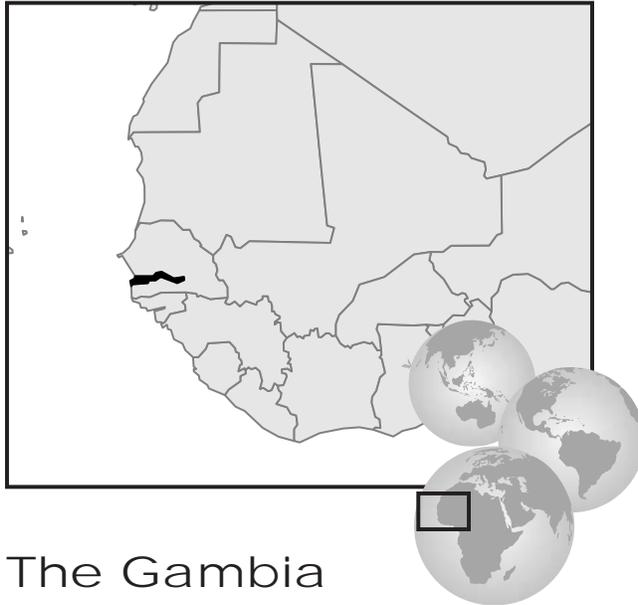
servation Society) to promote ecotourism in Gabon. These partnerships have resulted in an increase in the number of tourists and researchers visiting Gabon to study wildlife.

Health and HIV/AIDS

Volunteers work in clinics, schools, towns, and villages to educate people on prevention and awareness of HIV/AIDS and other sexually transmitted diseases, reproductive health, nutrition, and child health. Health Volunteers are also involved in establishing peer educator groups and organizing vaccination campaigns, seminars for village health workers, and gardening and nutrition workshops. In 2002, Volunteers and their counterparts taught health lessons to 1,285 male and 1,423 female students in 25 public schools throughout the country. Post-test questionnaire responses indicated student comprehension and retention rates to be more than 70 percent.

“If I can convert only one person in the town to try out this new approach and improve his family income and quality of life, it would all be worth my while.”

**Gabon Volunteer
Environment Sector**



The Gambia

Capital	Banjul
Population	1.3 million
Annual per capita income	\$340 million
GDP growth	3.1%
Adult illiteracy rate	Male: 56% Female: 71%
Infant mortality rate	73 per 1,000 live births
Immunization rate	DPT: 88% Measles: 88%
Foreign direct investment	\$14 million
Access to safe water	Urban: 80% Rural: 53%
HIV/AIDS prevalence	2%
Major religions	Islam: 92% Christianity: 4% Animism: 3%
Official language	English

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	118	128
Program funds (\$000)	2,009	2,656

Country Overview

Program dates	1967–present
Program sectors	Education Environment Health and HIV/AIDS

The Gambia has had a series of stable governments since its independence from Great Britain in 1965. This stability was momentarily interrupted by a military coup in 1994, which overthrew the party that had been in power since independence. President Yahya Jammeh first ruled as the head of the military junta. He then retired from the military and ran and won as a civilian in democratic elections in 1997. He won a subsequent democratic poll in 2001. The next election is scheduled for 2006.

The Gambia has no important mineral or other natural resources and has a limited agricultural base. Seventy-five percent of the population depends on the agricultural and natural resource sectors for its livelihood, but over the past two decades, production of cash and food crops has steadily declined. This decline is directly attributable to environmental degradation. Small-scale manufacturing features the processing of peanuts, fish, and hides. There has also been a decline in the tourism industry.

Program Focus

Peace Corps/The Gambia regularly assesses its programming strategy to maintain its alignment with the Gambian government's development objectives and to keep its project portfolio within the management capacity of a small in-country staff. The Peace Corps' development priorities, as determined by the government, are girls' education and information technology. In addition, all Volunteers, regardless of sector, are trained in how to promote HIV/AIDS awareness.

Volunteer Focus

Education

Volunteers function as teachers, conduct teacher-training workshops, promote girls' education, and establish resource centers and libraries at schools. In fiscal year 2002, a Volunteer was part of a mentor

program for primary-teacher certification at Gambia College. She was a member of the national task force established to address issues connected with the program. She bridged the gap between the teachers in the field and the college administration located at the other end of the country. Her responsibilities included the distribution of materials, the collection of completed documents, and ensuring the delivery of these documents to the college. The system she and her counterpart set up is still being maintained and, by all indications, will be sustained.

Environment

Volunteers work with schools and community groups on a variety of environmental education projects. Some Volunteers work with community groups to establish tree nurseries and fruit orchards and to construct windbreaks and live fences (vegetation used to keep predators out of small gardens). Others work extensively with women on commu-

nity garden projects. In FY 2002, a Volunteer held a girls' education workshop in which male and female members from 13 communities, government officials, village elders, headmasters, teachers, and students discussed the benefits of girls' education beyond grade 6. This cross-sector activity generated awareness and encouraged much-needed discussion and action planning.

Health and HIV/AIDS

Volunteers work in rural areas, where more than 50 percent of the population does not have access to safe drinking water. An estimated 75 percent of the population falls below the food poverty line during the rainy season when food is scarce. In FY 2002, a Volunteer extended her service to work at the country's main referral hospital, Royal Victoria. She helped hospital management set up an infection control unit, develop policies and procedures, and train staff.

"Volunteers' unique experiences and fraternal interactions at the grass-roots level of Gambian society can only add to a greater understanding and good relations between the two peoples, and we urge them to continue their roles as American ambassadors of peace, understanding, partnership, and progress."

Ministry of Education Official



Georgia

Capital	Tbilisi
Population	4.9 million
Annual per capita income	\$3,100
GDP growth	4.5%
Adult illiteracy rate	1%
Infant mortality rate	17 per 1,000 live births
Immunization rate	DPT: 90% Measles: 80%
Foreign direct investment	\$131 million
Access to safe water	76%
HIV/AIDS prevalence	0.01%
Major religions	Georgian Orthodoxy: 65% Islam: 11% Russian Orthodoxy: 10% Armenian Apostolicism: 8% Other: 6%
Official language	Georgian

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	50	75
Program funds (\$000)	1,502	1,798

Country Overview

Program dates	2001–present
Program sector	Education

President Eduard Shevardnadze survived 1995 and 1998 assassination attempts and declared an ambitious reform agenda. Ethnic separatist movements in Abkhazia and South Ossetia, poor governance, and the presence of Russian military bases have prevented the government from exerting effective control over the entirety of its internationally recognized territory. Because of conflicts in the region, Georgia has a large internally displaced population. The Parliament has instituted wide-ranging political reforms supporting higher human rights standards, including religious freedoms, but violence against religious minorities, detainment of suspects before trial, and corruption continue.

Georgia's main economic activities are agriculture (producing tea, nuts, citrus fruits, and spring water), manganese and copper mining, small industry, tourism, telecommunications, and transport. The country imports the bulk of its energy but has plans for an oil and gas pipeline that will bring much-needed investment and job opportunities to the region. Economic activity in Georgia remains below potential because of a poor fiscal situation, pervasive corruption, and arbitrary regulation implementation. Foreign direct investment has declined in recent years, and many donors are shifting the focus of their assistance from humanitarian to technical and institution-building programs with an emphasis on key sectors such as energy.

Program Focus

The Peace Corps began operations in Georgia in 2001 with a project in the education sector. The Ministry of Education, individual schools, and communities recognize that English language skills can provide Georgian citizens with many advantages: possibilities to further education and advance careers, the ability to access information and technology, the chance to forge closer relationships with Western democracies, and the ability to understand new business practices and stay abreast of developments in various fields. In response to this need,

and in cooperation with the Ministry of Education and other community partners, the Peace Corps established a secondary education English teaching project in which Volunteers provide English language instruction to students, collaborate with English teachers on language skill development and new teaching methodologies, and assist community partners in identifying and prioritizing needs and designing projects to meet those needs. Despite its infancy, the project has a strong foundation, and Volunteers and their partners have made great strides toward project goals.

Volunteer Focus

Education

Placed in rural communities throughout the country, Volunteers provide quality English language instruction to Georgian students and community members, working with English language teachers in provincial and rural schools managed by the Ministry of Education. Their primary activities include team teaching with Georgian colleagues, initiating and implementing extracurricular activities for the school community, collaborating with counterparts to develop curricula, and instituting alternative teaching methods.

As a result of the Peace Corps' work in Georgia, secondary school students are more motivated and excited about learning English and demonstrate increased confidence in using the language. Approximately 25 local English teachers have been trained as trainers with the assistance and support of Volunteers in their region. Over two-thirds of Volunteers have assisted their Georgian counterparts by incorporating new and alternative Ministry of Education-approved English textbooks into the fifth-, sixth-, and seventh-grade curricula. Six Volunteers have worked with community partners to establish girls soccer teams in their communities. Several Volunteers coach basketball and other sports as well. These activities teach sportsmanship, leadership skills, and fitness, and develop confidence in Georgian youth.

“When I first entered the classroom, it was like looking at a picture, beautiful but one-dimensional. In time, the unknown faces began to represent individual voices, personalities, and values. Now I’m part of the picture. My words and actions have as great an effect on my pupils and counterparts as theirs have on me. In the classroom, we’re all teachers and learners.”

**Georgia Volunteer
Education Sector**



Ghana

Capital	Accra
Population	19 million
Annual per capita income	\$340
GDP growth	4%
Adult illiteracy rate	Male: 19% Female: 36%
Infant mortality rate	58 per 1,000 live births
Immunization rate	DPT: 72% Measles: 73%
Foreign direct investment	\$110 million
Access to safe water	Urban: 87% Rural: 49%
HIV/AIDS prevalence	4%
Major religions	Christianity: 35% Indigenous beliefs: 31% Islam: 27% Other: 7%
Official language	English

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	160	196
Program funds (\$000)	2,459	3,347

Country Overview

Program dates	1961–present
Program sectors	Business Development Education Environment Health and HIV/AIDS

On a continent filled with political instability, Ghana is considered to have a relatively stable political environment. The presidential elections in late 2000 were peaceful and are leading Ghana into a new direction. The government remains committed to maintaining stability by extending and strengthening democratic institutions at the community level. These measures are an incentive for the continued presence and operation of international development and donor agencies.

Ghana's main exports are cocoa, gold, and timber. Although politically stable, Ghana continues to face impediments to economic growth. The economy grew by less than 4 percent in 2001, the lowest growth rate in a decade, and inflation is estimated at over 30 percent. Nearly 40 percent of the population lives below the national poverty line. As a result of these economic and social constraints, there continues to be a large deficit of teachers in mathematics, science, and computer technology, particularly in rural areas. Deterioration of the environment, from factors such as deforestation and drought, has also had a negative impact on social demographics.

Program Focus

Ghana was the first country to welcome Peace Corps Volunteers. The first group arrived in Ghana on August 30, 1961, and since then, more than 3,000 Volunteers have served in this West African nation. The work of Volunteers continues to be regarded by the government as a significant contribution to Ghana's efforts to achieve community and national development.

The Peace Corps' current programming strategy is derived from a government economic recovery program initiated in 1983. This program, along with various enhancements made by the government over the years, has served as the basis for the Peace Corps' participation in Ghana's economic recovery and rehabilitation of its human resources.

Volunteer Focus

Business Development

Volunteers in this sector are assigned to work with private sector associations, credit unions, and government agencies in both urban and rural areas. They focus on training in financial management, marketing, product development, and credit availability for small entrepreneurs. Two Volunteers founded the first-ever chambers of commerce supporting local business owners, and another Volunteer is playing a central role in Ghana's first-ever international trade fair dedicated solely to Ghanaian products.

Education

Volunteers work in 15 percent of Ghana's public senior secondary schools. They teach science, mathematics, and visual arts to over 7,600 students and work closely with Ghanaian counterparts in the development of subject resource manuals. The Volunteers often relate their lessons to the world around them, motivating their students to acquire life skills relevant to their community's and nation's priorities. In addition to serving in the classroom, education Volunteers organize math and science clubs, establish computer classes, conduct art workshops, work in health clinics, teach HIV/AIDS awareness classes, coach sport teams, and build basketball courts.

Environment

Volunteers in this sector partnered with five governmental and nongovernmental agencies to reduce environmental degradation—characterized by deforestation, diminished soil fertility, erosion, and disappearance of naturally occurring bodies of water—a constant issue in this region of the world. As tree nursery managers, Volunteers have directed the planting of over 1 million seedlings each year. They have developed sustainable organizational structures and income generation activities in 27 community tree nurseries and have successfully transferred managerial control of 13 of these nurseries to local communities.

Health and HIV/AIDS

Volunteers collaborate with community water and sanitation committees to promote behavioral change and help communities understand how they can resolve their own water and sanitation problems. In 2002, Volunteers assisted 36 communities with training in construction of water wells and boreholes and maintenance of sanitation facilities. One 70-year-old Volunteer mobilized her community, tapping limited resources, to build its first ventilated pit latrines. Volunteers have also conducted conferences on HIV/AIDS awareness, reaching over 400 men, women, and children, and have integrated local groups of People Living With AIDS into their educational programs. All Volunteers, regardless of sector, are trained in how to promote HIV/AIDS awareness.

"To watch my community understand that they now have the tools, techniques, and confidence to maintain a clean water supply for their families has been the most rewarding aspect of my service."

**Ghana Volunteer
Environment Sector**



Guatemala

Capital	Guatemala City
Population	11.4 million
Annual per capita income	\$1,680
GDP growth	3.3%
Adult illiteracy rate	Male: 24% Female: 39%
Infant mortality rate	39 per 1,000 live births
Immunization rate	DPT: 78% Measles: 83%
Foreign direct investment	\$230 million
Access to safe water	92%
HIV/AIDS prevalence	Male: 1.2% Female: 0.9%
Major religions	Protestantism Roman Catholicism Traditional Mayan
Official language	Spanish

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	249	249
Program funds (\$000)	4,185	4,370

Country Overview

Program dates	1963–present
Program sectors	Agriculture Business Development Environment Health

Guatemala is a democratic republic with separation of powers and a centralized national administration. Reforms essential to implementing the 1996 peace agreement with rebel groups still await legislative action. The judiciary is independent. In 2001, the government raised several tax rates, increasing its tax burden to 12 percent of GDP; however, it still one of the the lowest in the region.

Guatemala is one of the most culturally and biologically diverse countries in Central America. It continues to struggle to meet the challenges of providing for people's basic needs while also creating economic growth and preventing environmental degradation. About two-thirds of the population lives in poverty; many are of Maya origin and live at the margins of modern society. Lack of access to safe drinking water, proper waste disposal, and proper nutrition in rural areas has led to high rates of disease and malnutrition.

Program Focus

The program in Guatemala, which began in 1963, is one of the Peace Corps' oldest. Since the program started, close to 4,000 Volunteers have served in Guatemala. Approximately 240 Volunteers now work in agriculture, business development, the environment, and health.

Volunteer Focus

Agriculture

The use of slash-and-burn agriculture throughout Guatemala is leading to high levels of soil erosion. At the same time, the indiscriminate use of chemical pesticides is threatening biodiversity and farmers' health. Poor understanding of marketing basics and improper grain storage are limiting farmers' income and causing high levels of spoilage and crop loss. Volunteers are helping over 2,000 farmers improve their crops with ecologically friendly

pest management methods. In 2002, a Volunteer and his counterpart provided weekly technical assistance to people using solar greenhouses in tomato, pepper, and flower production.

Business Development

Many Guatemalan small business entrepreneurs have little or no business management knowledge, which hinders income generation and minimizes employability. Since the end of the country's 36-year civil war, the central government has struggled to provide basic services in health, education, housing, and infrastructure to the interior of the country, especially in rural areas. Since much of the burden of administering these services has been shifted to municipal governments, Volunteers are working with NGOs to support municipal governments' efforts to improve the delivery of public services and to train citizens to make better use of resources and services.

Environment

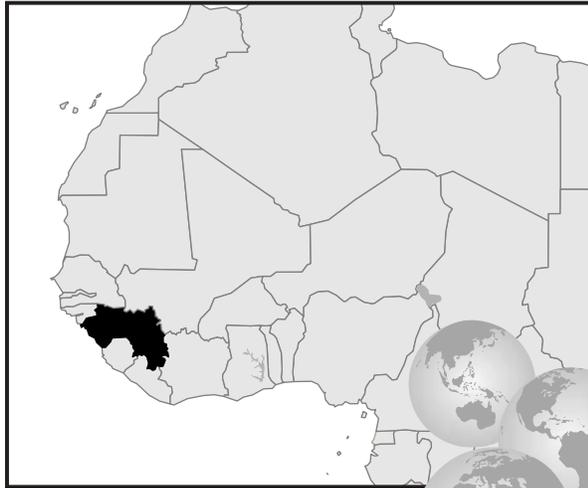
Deforestation and poor land management in communities near watersheds and protected areas are threatening biodiversity and causing widespread environmental degradation. Volunteers help farmers develop sustainable farm management plans that promote soil conservation, reforestation, and improved waste disposal techniques. Agroforestry Volunteers work with communities to establish stable, environmentally friendly land-use practices that minimize the impact on delicate ecosystems and increase economic opportunities for the rural poor.

Health

Poor personal hygiene, malnutrition, skin infections, and oral and gastrointestinal diseases have led to a lack of school attendance, an increase in the number of school dropouts, and limited educational opportunities for Guatemalan youth. Volunteers train teachers, students, and their parents to practice healthy habits, including basic hygiene and nutrition, and to use appropriate technologies. In 2002, 201 of the 225 teachers (89.3 percent) who completed "Healthy Schools" training consistently taught the health education curriculum to their students.

"After a year in the country, I am still perplexed by the word 'sustainability.' I have no idea if environmental education will stick. However, I do see relationships as a sustainable investment—the glow in a child's eyes, and witnessing human dignity on an unprecedented level. Tolerance, and learning to be patient, are the greatest virtues. Yes, I guess something out of these two years will stick."

**Guatemala Volunteer
Environment Sector**



Guinea

Capital	Conakry
Population	7 million
Annual per capita income	\$450
GDP growth	4.3%
Adult illiteracy rate	Male: 50%
	Female: 78%
Infant mortality rate	95 per 1,000 live births
Immunization rate	DPT: 46%
	Measles: 52%
Foreign direct investment	\$63.4 million
Access to safe water	Urban: 72%
	Rural: 36%
HIV/AIDS prevalence	2%
Major religions	Islam: 85%
	Christianity: 8%
	Indigenous beliefs: 7%
Official language	French

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	90	113
Program funds (\$000)	2,507	3,179

Country Overview

Program dates	1962–1966 1969–1971 1985–present
Program sectors	Education Environment Health and HIV/AIDS

Guinea was the first colony in Africa to gain its independence from France, which occurred in 1958 under the leadership of Sekou Touré. Soon after President Touré's death in 1984, a military coup led by a colonel of the Guinean Army, Lansana Conté, took charge in the midst of a political dispute among high-ranking officials over succession. Conté subsequently became president and has held this position ever since. A constitutional committee was established in 1988, and proposals for a new constitution were put to a popular vote at the end of 1990. The proposals received an overwhelming endorsement, ending the first phase of the transition to a democratically elected government. In 1991, a multiparty system was legalized, and a timetable for future elections was set. In 1993, President Conté was elected in the country's first multiparty elections. Since June 2001, the main political issue has been the extension of the president's mandate, which currently is limited to two terms and is scheduled to expire in 2003.

Despite mineral wealth, Guinea is one of the poorest countries in the world. The tropical country's economy depends primarily on agriculture. Leading crops are coffee, bananas, palm kernels, and pineapples. Rich deposits of iron ore, gold, and diamonds exist, but Guinea's underdeveloped infrastructure prevents them from being exploited.

Guinea's industrial and commercial sectors are in the early stages of development. Mining is the most dynamic and important source of foreign exports, providing more than 90 percent of the export revenues for much of the 1980s. Guinea possesses about 30 percent of the world's known bauxite reserves, ranks second only to Australia in ore production, and is the world's largest exporter of bauxite.

Program Focus

From the initial group in 1962 to the present, over 1,000 Americans have served as Volunteers in Guinea. The program today responds to the government of Guinea's top priorities: education, the environment, and health. The Peace Corps enjoys strong support from all levels of the government and people of Guinea, and an increasing number of international, national, and local NGOs as well as other private organizations are interested in collaborating with Volunteers. Volunteers are much in demand by schools, health centers, and rural communities; the demand for Volunteers regularly exceeds the supply. All Volunteers, regardless of sector, are trained in how to promote HIV/AIDS awareness.

Volunteer Focus

Education

Volunteers have been working in Guinean secondary schools since 1986. In line with the country's priorities, Peace Corps/Guinea's education sector intervenes in four areas: fostering students' access and performance, building teachers' capacity, improving school resources, and enhancing communities' self-reliance. Volunteers teach TEFL and math to nearly 5,000 students at 33 schools and the University of Kankan. Almost all of the education Volunteers incorporate the equal value of men and women in their daily teaching or give remedial instruction to girls in their schools. Many do secondary projects that help females cope with educational and developmental problems they face.

Environment

Approximately 80 percent of Guineans derive their living from agricultural activities. Traditional slash-and-burn practices and heavy rains, coupled with pressures from the growing population and refugees from neighboring countries, have impacted negatively on the environment. Volunteers work with their counterparts, water and forest technicians, and primary-school teachers to raise communities' awareness of environmental issues, promote sound agroforestry practices, and better the lives of rural people. The focus is on community participation at the grass-roots level to address top priorities of the rural population: boosting farm yields, food security, income generation, and environmental protection.

Health and HIV/AIDS

Volunteers work as public health extension agents in small rural communities. Their overall task is defined broadly as health promotion with specific intervention that directly supports the Ministry of Health priority activities (reproductive health, diarrheal control, malaria control, and nutrition). The Volunteers' work focuses on identifying problems by doing community needs assessments and then transferring assessment skills as well as health education and project management skills to Guinean counterparts. Volunteers and their counterparts participate in annual HIV/AIDS workshops that provide participants with tools to carry out effective health education work.

"The people inspire me, worry over me, feed me, and teach me. I go to sleep to crickets and wake up to doves cooing and roosters crowing. I read every day and write, paint, or draw. I greet everybody when I pass, and I exchange jokes and gossip. I eat with my hands and bathe from a bucket. I teach little girls the alphabet and give them confidence, hope, and encouragement. I miss my village when I'm away, and upon arrival after the two-hour bumpy, dusty taxi ride, I step out of the car, take a deep breath, and say, 'Ah, I made it home.'"

**Guinea Volunteer
Environment Sector**



Guyana

Capital	Georgetown
Population	723,673
Annual per capita income	\$824
GDP growth	-1.4%
Adult illiteracy rate	3.5%
Infant mortality rate	72 per 1,000 live births
Immunization rate	DPT: 64%
	Measles: 55%
Foreign direct investment	\$67 million
Access to safe water	94%
HIV/AIDS prevalence	2.7%
Major religions	Christianity: 57%
	Hinduism: 33%
	Islam: 9%
	Other: 1%
Official language	English

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	52	85
Program funds (\$000)	1,288	1,510

Country Overview

Program dates	1966-1971
	1995-present
Program sectors	Education
	Health and HIV/AIDS

A period of social unrest followed Guyana's March 2001 general elections, and 2002 was marked by a rise in violent crime. Guyana's society and political parties are divided along racial lines, and that division represents one of its greatest challenges.

Agriculture and mining are the most important economic activities, with sugar, bauxite, rice, and gold accounting for roughly 70 percent of export earnings. As one of the poorest countries in the hemisphere, Guyana continues to face major impediments to economic growth. The economy grew by an estimated 2.8 percent in 2001. Significant emigration since the 1960s has resulted in critical shortages of teachers and health care workers, among other groups.

Program Focus

At the request of the Guyanese government, the Peace Corps returned to Guyana in 1995 after a 24-year absence. Since the initial opening of the program in 1966, over 300 Volunteers have served in Guyana.

Guyana wants to improve its health care system in rural communities and respond to a growing youth population with limited employment and educational opportunities. Volunteers address these needs by providing community health education and youth development in collaboration with relevant ministries and nongovernmental organizations. They assist existing efforts to facilitate community involvement, train service providers, and introduce new training and teaching methodologies. The education project now incorporates an information technology component that addresses a request from the Ministry of Education for enhancement of computer training for students and educators.

Volunteer Focus

Education

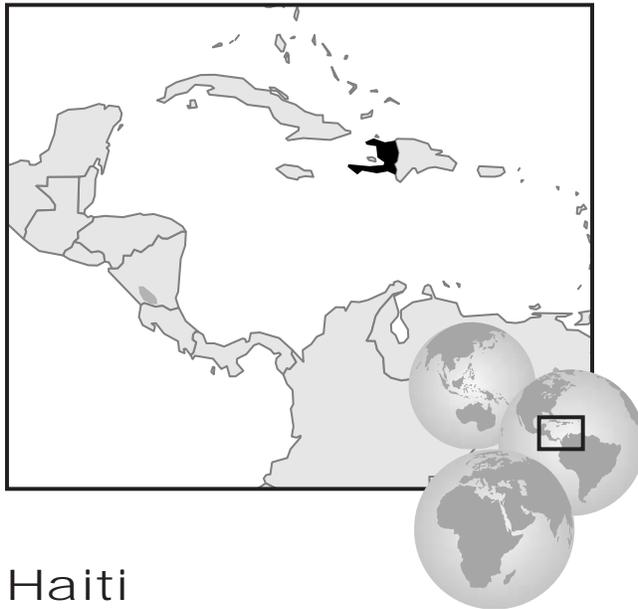
Volunteers work with youth organizations and the Ministry of Education to provide at-risk youth with educational, personal, and life skills development opportunities, enabling these youth to meet the challenges of adolescence and contribute positively to their communities. In 2002, Volunteers provided life skills education to more than 1,500 youth. Through teacher-training activities, Volunteers also work with educators on participatory teaching methods and life skills training. In addition, they provide computer literacy training to youth and teachers.

Health and HIV/AIDS

Volunteers work directly with health centers and communities to help them identify local and national resources, facilitate community health assessments, design and implement health education projects, and train health center staff and community leaders. In their training and outreach efforts, Volunteers collaborate with nongovernmental organizations to address the country's high HIV/AIDS rates. In 2002, Volunteers provided health education on HIV/AIDS prevention and reproductive health to more than 1,000 youth.

"I find that I am learning as much as I am teaching, receiving as much as I am giving. As someone who has spent most of his life in the business world, I would never have imagined that teaching and working with youth would be such a growing and gratifying experience. I am very pleased with my assignment and extremely hopeful that my presence will make a difference in my community."

**Guyana Volunteer
Education Sector**



Haiti

Capital	Port-au-Prince
Population	8 million
Annual per capita income	\$510
GDP growth	1.1%
Adult illiteracy rate	Male: 48%
	Female: 52%
Infant mortality rate	73 per 1,000 live births
Immunization rate	Measles: 85%
	DPT: 43%
Foreign direct investment	\$13 million
Access to safe water	46%
HIV/AIDS prevalence	5%
Major religions	Roman Catholicism: 80%
	Protestantism: 16%
	Voodoo
Official languages	Creole, French

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	92	121
Program funds (\$000)	1,548	1,903

Country Overview

Program dates	1982–1987
	1990–1991
	1996–present
Program sectors	Agriculture
	Business Development
	Health and HIV/AIDS

Disputes resulting from the election of Jean-Bertrand Aristide as president in 2000 led to the withholding of millions of dollars in international aid to the government of Haiti. Because of continuing disputes between the government and the opposition, political, social, and economic conditions in Haiti continue to deteriorate. Although the Organization of American States recently resumed support of international aid to the government, poverty remains a serious problem.

With approximately 80 percent of the population living below the poverty line and unemployment estimated at 70 percent, Haiti's social and economic indicators are similar to those of many sub-Saharan African countries, making it one of the poorest countries in the world. The economy still suffers from negative annual growth rates, declining per capita income, and double-digit inflation.

Nearly 70 percent of all Haitians live in rural communities and depend on agriculture for their livelihood. Most farmers engage in small-scale subsistence farming. Urbanization, expansion of crop cultivation, and the burning of wood for fuel have accelerated deforestation and soil erosion. As a result, agricultural production has steadily declined, and the country's forest cover has been almost completely eliminated.

While the government struggles with complex development challenges and democratic reform, millions of Haitians support themselves through microenterprise in Haiti's vast informal-sector economy. Over 90 percent of working-age Haitians, the majority of whom are women, earn income by selling goods in the streets or in crowded urban markets. Few have access to credit.

Program Focus

The Peace Corps program has grown since re-summing operations in 1996, and the work of Volunteers is well known and respected in the country. The Peace Corps continues to enjoy an excellent relationship with the Ministry of Planning, whose former head has frequently remarked in public that the Peace Corps is the best assistance the U.S. government provides to Haiti. In the past six years, Peace Corps/Haiti has set about to establish a sustainable development program that meets the needs of the Haitian people and, at the same time, ensures the safety and security of Volunteers.

Volunteer Focus

Agriculture

Volunteers help address poverty, unemployment, and environmental degradation by assisting NGOs with programs in agroforestry, agricultural extension, agribusiness, microcredit, and community development. In 2002, Volunteers helped identify and mobilize resources for the production, distribution, and planting of 60,000 fruit and forest tree seedlings.

Business Development

Volunteers help create and sustain small business opportunities for the rural poor and improve their access to financial services by strengthening the institutional and managerial capacities of existing microfinance institutions and encouraging the creation of new ones. They train credit union members on financial controls, management skills, accounting procedures, and systems for improving lending policies and decision making. Volunteers trained a youth group to develop their arts, crafts, and business skills. As a result, the group was able to produce and market crafts in a provincial capital that generated over \$1,000.

Health and HIV/AIDS

Volunteers promote health education and raise health standards by teaching communities how to fight chronic malnutrition, stressing the importance of immunizations, sanitation, child and maternal health, and the prevention of HIV/AIDS. In collaboration with health agencies, Volunteers work primarily with women and children. Volunteers and their project partners taught reproductive health to 2,200 community members to reduce people's risk of contracting sexually transmitted diseases, including HIV/AIDS.

“Though the obstacles are daunting, I feel that I have made a difference—and for me, this is what the Peace Corps is all about.”

**Haiti Volunteer
Health Sector**



Country Overview

Program dates	1963–present
Program sectors	Agriculture Business Development Environment Health and HIV/AIDS

Since the late 1960s, the armed forces have been the principal political force in Honduras, governing directly, influencing general policy, or controlling national security affairs. The private enterprise sector, laborers, farmers, teachers, and professionals are all highly organized, however, and actively pursue their own interests through a variety of means, including media, personal contact with officials, rallies, and demonstrations.

Ricardo Maduro Joest of the National Party was elected president on November 25, 2001, outpolling the Liberal Party candidate, Rafael Pineda Ponce, by 8 percent. The elections were peaceful and were considered free and fair. During his campaign, Maduro promised to reduce crime, reinvigorate the economy, and fight corruption.

Honduras is one of the poorest and least developed countries in Latin America. Plummeting world coffee prices in 2001 caused coffee export revenues to fall by 50 percent that year. Poverty and food insecurity are exacerbated by the effects of natural disasters such as Hurricane Mitch, Hurricane Michelle, and a recent drought in which southern Honduras suffered a 100 percent grain loss. In addition, damaged and poorly protected water sources have placed millions at risk for malnutrition and disease.

Honduras

Capital	Tegucigalpa
Population	6.4 million
Annual per capita income	\$860
GDP growth	4.8%
Adult illiteracy rate	Male: 25%
	Female: 25%
Infant mortality rate	35 per 1,000 live births
Immunization rate	DPT: 95%
	Measles: 98%
Foreign direct investment	\$282 million
Access to safe water	90%
HIV/AIDS prevalence	2%
Major religion	Roman Catholicism
Official language	Spanish

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	257	260
Program funds (\$000)	4,157	4,309

Program Focus

The Peace Corps has enjoyed a long history in Honduras, with over 5,000 men and women having served as Volunteers since the program's inception in 1963. Peace Corps/Honduras is currently the largest program in the Peace Corps with over 250 Volunteers, who work in agriculture, child survival and health, business development, management of protected areas, water and sanitation, and municipal development.

Volunteer Focus

Agriculture

Excessive use of slash-and-burn agriculture and poor soil conservation techniques on the hillsides of Honduras is causing a severe loss of quality topsoil, which, in turn, is diminishing crop yields. This situation is exacerbated by a lack of crop diversification, poor management skills, and few small-scale agribusiness initiatives. Consequently, farmers have difficulty generating and effectively managing extra sources of income or food for their families. Volunteers train farmers in sustainable production techniques to improve soil conservation and increase and diversify crops for greater food security and higher family incomes.

Business Development

Lack of basic business skills has limited economic growth for many low-income Hondurans. Volunteers assist people in the poorest communities by identifying local employment opportunities, improving business management practices, and training microentrepreneurs in basic business skills. Volunteers are also developing training programs in information technology for municipal employees.

As a result of decentralization, Honduran municipalities have a critical need to improve the delivery of public services and strengthen community organizations. Volunteers train municipal employ-

ees to increase the capacities of municipal governments to provide services.

Environment

Honduran forest reserves are at risk of over-exploitation. Urbanization poses a major threat to watersheds and protected areas throughout the country. Environment Volunteers work with the national forest service and local nongovernmental organizations to promote environmental awareness, sound micro-watershed management practices, and ecotourism among farmers and schools in communities adjacent to protected areas.

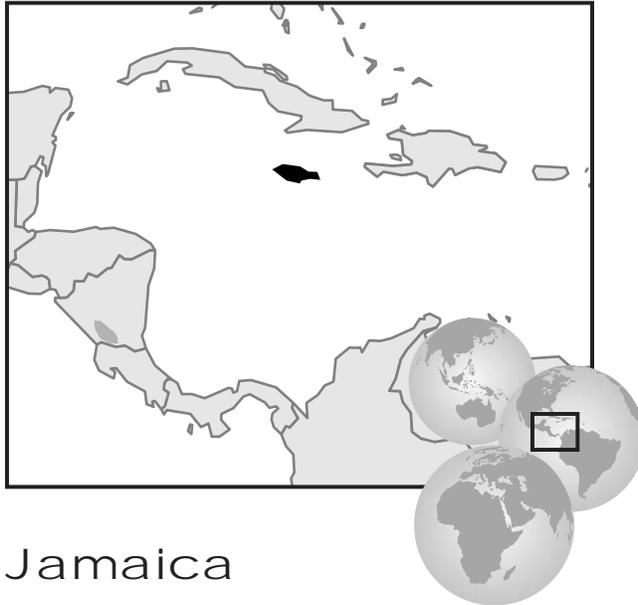
Health and HIV/AIDS

In rural areas, poor knowledge of proper hygiene practices, sanitary waste disposal, and the protection of water sources is causing widespread health problems, disease, and malnutrition. Volunteers train communities on water source rehabilitation, expansion, and construction, as well as on the construction of fuel-efficient wood-burning stoves. In addition, they are responding to the critical need for health education and accessible health care by providing education on infant care, vaccination programs, and nutrition. Volunteers are increasingly involving women and youth in their projects. In 2002, Volunteers, community health workers, and youth leaders educated 304 adults from eight communities on HIV/AIDS issues.

"My goal is not only to promote healthy living habits but to help the community take pride in its members and responsibility for sustained development...."

Seeing youth and health care workers realize the opportunity their community has to grow is the most rewarding of my experiences in the Peace Corps."

**Honduras Volunteer
Health Sector**



Jamaica

Capital	Kingston
Population	2.6 million
Annual per capita income	\$2,610
GDP growth	0.80%
Adult illiteracy rate	Male: 17% Female: 9%
Infant mortality rate	20 per 1,000 live births
Immunization rate	DPT: 84% Measles: 96%
Foreign direct investment	\$456 million
Access to safe water	71%
HIV/AIDS prevalence	0.5%
Major religions	Judaism Rastafarianism Protestantism Roman Catholicism
Official language	English

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	113	151
Program funds (\$000)	2,356	2,799

Country Overview

Program dates	1962–present
Program sectors	Education Environment Health and HIV/AIDS

In 2002 Jamaicans went to the polls to elect new parliamentary representatives, resulting in the continued power of the People's National Party. The historical election violence in urban areas did not occur, and the elections were deemed fair and just by international observers.

Pressures on the land and the rapid expansion of mining, tourism, and farming have caused significant degradation of watersheds, pollution of ground and surface water, and urban sprawl. Less than 25 percent of Jamaica is now under forest cover. Ongoing hillside farming contributes to continued soil erosion.

Jamaica is striving to strengthen its economy and escape from a burden of debt by providing the services and education that are needed to improve its standard of living and promote productive enterprise. Between 30 and 35 percent of the population lives below the poverty line, and providing opportunities to marginalized youth is a main concern, especially in urban areas. Increased poverty resulting from inadequate educational programs, urbanization, and a sluggish economy has had a tremendous impact on youth.

Program Focus

While Jamaica is famous for its green mountain landscapes, beaches, coral reefs, and unusual biological diversity, the country continues to grapple with many of the problems of underdevelopment, unemployment, environmental degradation, marginalization of young people (especially males), a high rate of HIV/AIDS infection, lack of potable water, and poor sanitary practices. Despite high enrollment rates in primary and lower secondary schools, there has been a drastic decline in enrollment rates among 17-to-19-year-olds. High levels of crime, violence, and drug trafficking, especially in inner-city garrison communities, further deteriorate living conditions and negatively impact investment and tourism on the island.

In response to Jamaica's development priorities, the Peace Corps is addressing these issues through programs in environmental education, health and sanitation, and education focusing on youth at risk. To take advantage of new development opportunities, a new pilot project focusing on information technology was created.

Volunteer Focus

Education

Volunteers have been assigned to the education sector since the beginning of the program. While some of the challenges have changed, the population of at-risk youth continues to grow. In response, Volunteers in the youth project focus on four main activities in both rural and urban areas: HIV/AIDS education and prevention, information technology education, youth development, and small business development.

Volunteers are involved in projects such as organizing the Jamaica Kidz Cup, an under-16 football league for street kids islandwide. The league consists of 15 NGOs and has involved over 250 youths. Other Volunteers have assisted agencies in building computer laboratories and developing curricula to integrate computer education into remedial-learning and after-school programs in schools and alternative programs for school dropouts and street kids.

Environment

The principal focus of the Peace Corps' activities is increasing awareness of environmental issues such as solid waste management, recycling, watershed degradation, overfishing, removal of coral reef, and damaging hillside-farming practices. One Volunteer worked with a local community college in establishing an ecotourism organization to educate primary-school students on environmental awareness. Community college students give tours of protected areas to local schoolchildren to increase awareness and involve students in the conservation of Jamaica's environment.

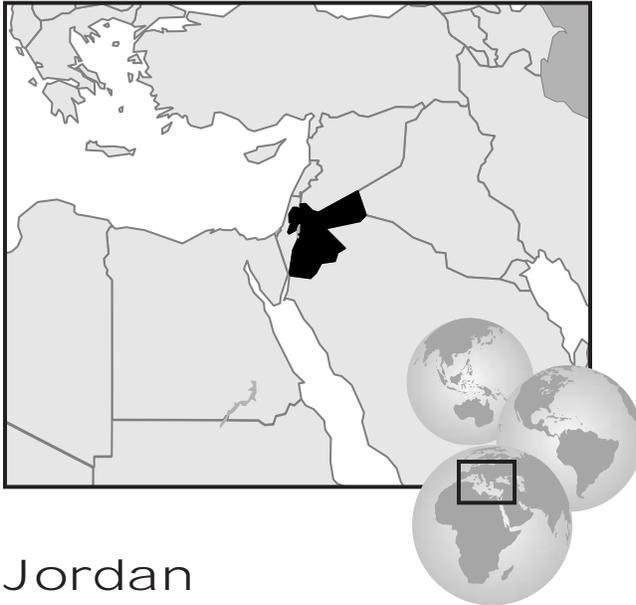
Health and HIV/AIDS

The health project addresses two critical issues: the increasingly inadequate sanitation system, which contributes to poor water quality, and the need for HIV/AIDS education and prevention. Volunteers work in rural and urban squatter settlements to facilitate community development activities and strengthen community-based organizations that support health projects.

Environmental engineer Volunteers assist the Ministry of Health in assessing current wastewater treatment facilities and rural water supplies. Their main focus is establishing sustainable operations and maintenance and implementing information technology management solutions.

"You may find your way to do good within days of arrival at your site, as I did, or it may take weeks or months or even a year. But I can assure you that if you truly want to help, you can get involved."

**Jamaica Volunteer
Education Sector**



Jordan

Capital	Amman
Population	5.3 million
Annual per capita income	\$4,200
GDP growth	4.2%
Adult illiteracy rate	Male: 5% Female: 16%
Infant mortality rate	25 per 1,000 live births
Immunization rate	DPT: 97% Measles: 94%
Foreign direct investment	\$558 million
Access to safe water	96%
HIV/AIDS prevalence	0.02%
Major religions	Islam: 94% Christianity: 6%
Official language	Arabic

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	0	52
Program funds (\$000)	566	1,274

Country Overview

Program dates	1997–2002 <i>(suspended November 2002)</i>
Program sector	Education

King Abdullah II succeeded his father, King Hussein, following Hussein's death in February 1999. The government continues to focus on economic reform, a burgeoning population, and a more open political system. In 2001, the king dissolved Parliament and held new elections.

Jordan is a small country with limited natural resources. Agricultural production has been impacted by a three-year drought and the lack of arable land. Traditionally, Jordan's economy has centered on phosphates, potash, fertilizer derivatives, overseas remittances, tourism, and foreign aid. In 2001, Jordan became the fourth nation to enter into a free trade agreement with the United States, and it has signed trade liberalization agreements with the European Union. As elsewhere, tourism has been affected by the combination of political tension in the region and the events of September 11, 2001. A heavy debt burden and a large public sector continue to be challenges to economic growth in Jordan.

Program Focus

Since its inception in 1997, the Peace Corps program has consistently received favorable coverage from the Jordanian media and has enjoyed equally strong support from both the Jordanian government and members of the royal family. As the only development organization in Jordan that places Volunteers throughout the country to both live and work at the grass-roots level, the Peace Corps is uniquely situated to address the development needs of the Hashemite kingdom. Volunteers collaborate with Jordanian institutions in predominantly rural settings, focusing their efforts on community development initiatives, microenterprise development for women, environmental management and awareness, and teaching English as a foreign language.

On November 23, 2002, the program in Jordan was temporarily suspended after Peace Corps officials evaluated the security situation and determined that suspension was appropriate. The Jordanian government has been extremely supportive of the

Peace Corps, and the agency looks forward to returning Volunteers to Jordan. In December 2002, the director of the Peace Corps met with King Abdullah II to reaffirm the Peace Corps' commitment to this Middle Eastern nation. The paragraphs that follow outline the sectors in which Volunteers were active prior to their departure.

Volunteer Focus

Education

Volunteers in Jordan work in three distinct projects under the umbrella of the education sector: English teaching and training, special education, and youth and community development.

English Teaching and Training

Volunteers enabled Jordanian students, educators, and community members to improve their English language proficiency. As a result, Jordanian students have been able to increase their opportunities for higher education and employment as well as to promote understanding between Jordan and other countries. Twenty female students wrote a children's story, complete with illustrations, to be published as part of an education Volunteer's writing project. Another education Volunteer facilitated a production of Shakespeare's *A Midsummer Night's Dream* by 25 students. And one Volunteer conducted a story-reading contest in her community for 35 secondary school students who took part in a reading project for six weeks.

Special Education

One Volunteer assisted the program director of a local association in implementing a support group for six to eight parents of infants and toddlers with visual impairment, along with some children who had multiple handicaps. Volunteers provided ideas and encouragement to parents without other resources. Another Volunteer organized and implemented a two-week training course for workers from Yemen and Iraq on the basics of audiology, hearing aid use, and ear impressions. One Volunteer mentored and strengthened the relations and communication between staff and the administration, and between parents and teachers, at the learning center. She established bimonthly staff meetings to give teachers and administrators an opportunity for open communication.

Youth and Community Development

In March 2002, Volunteers designed and conducted a one-day event celebrating International Women's Day. Over 60 female youth from several rural communities came together on the University of Jordan campus to hear female leaders discuss potential career options and leadership. Volunteers and counterparts assigned to youth centers in conjunction with the Higher Council of Youth participated in a series of nine workshops held by the British Council that focused on building the skills of youth center supervisors and youth service providers. Volunteers conducted three workshops with NGOs and the Royal Scientific Society on proposal writing and project management. More than 50 professionals attended the workshops.

"Lessons from our region show that peace must be built between peoples. It derives from understanding, trust, and a sense of working toward a shared destiny. It arises only out of mutual and equitable exchange of skills, of ideas, of cultural values. Peace Corps Volunteers—going where they are invited; bringing open minds, dedication, and enthusiasm; living and working side-by-side with their hosts; and returning with new perspectives to share with those at home—are among the best examples of how that peace will be achieved."

**Queen Noor Al Hussein
September 1998**



Kazakhstan

Capital	Astana
Population	14.8 million
Annual per capita income	\$1,506
GDP growth	13.2%
Adult illiteracy rate	Male: 1% Female: 2%
Infant mortality rate	21 per 1,000 live births
Immunization rate	DPT: 98% Measles: 99%
Foreign direct investment	\$1.3 billion
Access to safe water	91%
HIV/AIDS prevalence	0.04%
Major religions	Islam: 47% Russian Orthodoxy: 44% Other: 7% Protestantism: 2%
Official languages	Kazakh, Russian

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	113	169
Program funds (\$000)	2,613	3,366

Country Overview

Program dates	1993–present
Program sectors	Business Development Education Environment Health and HIV/AIDS

In its 11th year of independence, Kazakhstan continues to rely heavily on the production of oil and natural gas, which controls its economy and, consequently, many of its policies. Kazakhstan is a constitutional republic with a strong presidency led by Nursultan Nazarbayev, the republic's only president to date. In December 2001, President Nazarbayev met with President George W. Bush in Washington, D.C., to develop a commitment to long-term partnerships on several fronts. In 1997, the capital was moved from Almaty to Astana, but many businesses and foreign organizations still operate out of the commercial district to the south.

Recognized by the United States as the first free-market country in the Commonwealth of Independent States, Kazakhstan has struggled with its transition since independence and is working to reform its enterprises, social services, and educational system. However, financial support, technology, and managerial skills are limited. The country has emphasized the importance of privatization and is working to strengthen its small business sector, actively encouraging investment and development assistance from the West. In addition to an abundance of petroleum resources, there is considerable agricultural potential throughout its vast steppe lands, which can be ideal for grain and livestock production.

Program Focus

Kazakhstan has declared education a high priority, but most schools have inadequate teaching staff, outdated textbooks, and limited resources to teach English. Public concern is growing regarding environmental and public health issues such as HIV/AIDS. Over 400 Volunteers have served throughout the country since 1993.

Volunteer Focus

Business Development

Volunteers in Kazakhstan focus on business education in secondary schools and universities. They provide training in subjects necessary for integrating Kazakhstan into the international commercial community, including international economics, computers, investment analysis, and banking. In 2002, Volunteers taught basic economics, marketing, business planning, diversity, and business English to over 4,200 Kazakh students and teachers. Volunteers continue working with local entrepreneurs, micro-finance institutions, and nongovernmental organizations to improve their operations by creating business plans, conducting seminars and workshops, and providing individual consultations.

One Volunteer has helped form new NGOs to assist disadvantaged and underprivileged people. Another Volunteer helped to create the Career Development Center at the Kokshetau Institute of Economics and Management, now a student-managed association. A third Volunteer assisted a local agricultural business in supplying high-quality farm products from more industrialized countries.

In addition, two environmental education Volunteers received AOL Peace Pack grants to build public resource centers and to provide Internet access to the local communities. Through one of the grants, a local NGO began producing a quarterly magazine highlighting developmental issues across Kazakhstan for a relatively young NGO.

Education

Volunteers provide English language instruction, establish English language resource centers, develop and conduct workshops for teacher training, and facilitate the formation of both local and national organizations of English teachers. In 2002, Volunteers taught over 2,800 students and introduced new communicative language teaching methods to over 100 teachers. Seventeen new English teacher associations were created and strengthened throughout the country.

Outside the classroom, Volunteers organize summer camps, sponsor clothing drives for orphanages, conduct English drama festivals and talent shows, co-host English-speaking radio shows, and organize

community sports teams. One Volunteer received funding from the U.S. Embassy to organize a Children's Information Center to promote community outreach. Another Volunteer initiated a school newspaper that reports in three languages—English, Russian, and Kazakh.

Environment

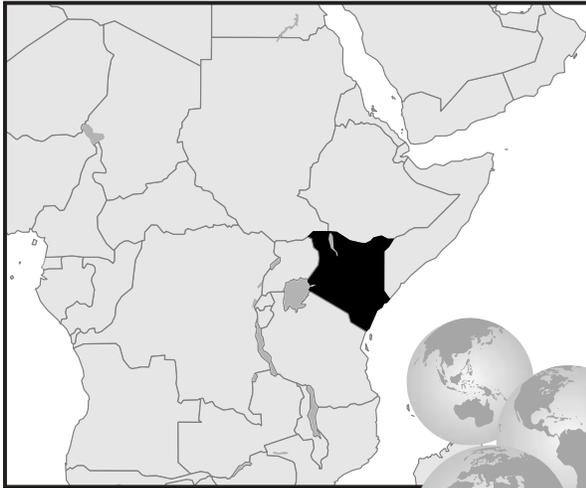
Most Volunteers work with educational institutions and environmental education nongovernmental organizations. They form partnerships with local teachers, students, scientists, and community members to raise the public's awareness of environmental issues, establish local and international networks, and organize environmental resource centers. Volunteers develop education curricula, present lectures, introduce practical methods of teaching environmental issues, and support the implementation of the Global Learning and Observation to Benefit the Environment (GLOBE) Project, an international scientific educational program.

Outside the classroom, Volunteer activities include establishing ecology clubs and organizing environmental summer camps. They organize students to lead cleanups at national parks, riverbanks, and park areas. Volunteers helped several schools celebrate Earth Day and taught over 3,200 students in 28 schools and two universities. Volunteers also helped more than 10 NGOs in their search for new local and international partnerships to provide technical expertise, information, and financial assistance.

Health and HIV/AIDS

The health project focuses on improving maternal and child health and preventing HIV/AIDS and other sexually transmitted diseases. Activities emphasize health behavior changes, especially among women, youth, and children. Volunteers conduct seminars in regional AIDS centers, health NGOs, and medical education institutes.

In 2002, Volunteers taught health education to almost 2,800 students. They also led World AIDS Day events and summer camps. One Volunteer organized a "Tar Wars" antismoking campaign in 16 schools throughout Kzylorda in central Kazakhstan. Another Volunteer in the northern town of Petropavlovsk worked with physically disabled children and helped construct wheelchairs out of local materials.



Kenya

Capital	Nairobi
Population	30 million
Annual per capita income	\$350
GDP growth	-0.2%
Adult illiteracy rate	Male: 11% Female: 24%
Infant mortality rate	78 per 1,000 live births
Immunization rate	DPT: 98% Measles: 99%
Foreign direct investment	\$111 million
Access to safe water	Urban: 87% Rural: 49%
HIV/AIDS prevalence	14%
Major religions	Protestantism: 40% Roman Catholicism: 30% Islam: 20% Indigenous beliefs: 10%
Official languages	English, Swahili

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	201	218
Program funds (\$000)	3,152	4,292

Country Overview

Program dates	1965–present
Program sectors	Business Development Education Health and HIV/AIDS

Kenya attained independence from Britain in 1963. The country's first president and liberation struggle icon, Jomo Kenyatta, served until his death in 1978, when President Daniel arap Moi took power in a constitutional succession. Presidential elections in late December 2002 resulted in a successful transfer of power for the first time since Kenya's independence. The leader of the opposition party National Rainbow Coalition, Mwai Kibaki, was freely elected to serve a five-year term.

Kenya's economy has declined in the past two decades. Foreign investment that might turn the economy around has been hampered by political and economic conditions, inadequate infrastructure, and the state of the banking system. In 2001, the GDP growth rate was -0.2 percent, compared with a rate of 6.5 percent in the 1970s. About 50 percent of the population lives below the poverty level. Agriculture is Kenya's most important economic activity, and although only 20 percent of Kenya's land is suitable for cultivation, approximately 60 percent of the population is engaged in farming. Kenya is the world's third largest exporter of tea, which, together with coffee and horticultural products, constitutes 45 percent of the country's merchandise exports.

Program Focus

Since 1965, the Peace Corps has assisted the people and government of Kenya in meeting their development needs by providing Volunteers in a variety of disciplines. The work of Volunteers is well regarded by government officials at both the national and district levels, NGOs, and community members. Peace Corps/Kenya has adapted its projects over the years to fit Kenya's changing needs. Across all three project sectors, Volunteers are involved in HIV/AIDS education, girls' education, and information technology education.

Volunteer Focus

Business Development

Volunteers help Kenyans address unemployment through upgrading business skills of those involved in income-generating activities and helping them improve the quality of their products, expand their markets, and gain access to credit. Business Volunteers also teach computer skills to organizations and community members at local colleges. One Volunteer works with a women's handicraft group, providing advisory services and enhancing the women's technical skills. She designed a website to improve the marketing of products and carries out product research activities. She also assists with product design and development to increase the quality of the goods the group produces and promotes HIV/AIDS awareness and prevention in every workshop and training session.

Education

Volunteers teach at primary schools for the deaf and integrate deaf education into other educational activities. Kenya is currently the only country in the world that hosts Peace Corps Volunteer teachers in schools for the deaf. One Volunteer taught Kenyan sign language to a nursery school class of 17 students. By the end of the school term, students who previously had no language skills were able to ex-

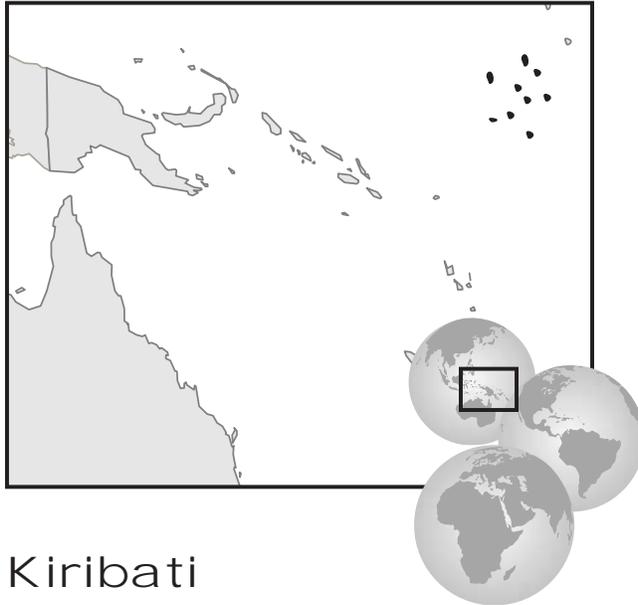
press their needs and desires and tell the Volunteer stories about their lives. Volunteers also serve as HIV/AIDS educators in secondary and primary schools and work with schools and teachers to implement the government's new AIDS education syllabus. Kenyan teachers observe and learn new teaching techniques from Volunteers to create more stimulating learning environments. One Volunteer developed an HIV/AIDS resource manual for her school that has been used by other Volunteers in Kenya. Another Volunteer set up a computer laboratory that uses solar energy. Students now have the opportunity to learn new skills via the Internet and enhance their feelings of self-worth.

Health and HIV/AIDS

Volunteers work in partnership with the Ministry of Health to strengthen the Kenyan government's preventive health care strategy through hygiene, HIV/AIDS, and environmental education. Volunteer activities have empowered communities to take responsibility for their public health care needs and protect their environment. Volunteers formed 50 health clubs at schools to advocate HIV/AIDS prevention through drama and music. Over 200 youth have been trained in the prevention of waterborne diseases and are now conducting their own community training sessions.

"As an effective facilitator, you can work together with your community and have a few quality projects and experiences and empower people along the way. You can be sure that these projects will be sustainable even after you leave."

**Kenya Volunteer
Business Development Sector**



Kiribati

Capital	Tarawa
Population	93,000
Annual per capita income	\$950
GDP growth	1.6%
Adult illiteracy rate	Not available
Infant mortality rate	69 per 1,000 live births
Immunization rate	DPT: 79%
	Measles: 64%
Foreign direct investment	\$0.6 million
Access to safe water	47%
HIV/AIDS prevalence	Not available
Major religions	Roman Catholicism: 53%
	Protestantism: 39%
Official language	English

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	47	56
Program funds (\$000)	1,100	1,267

Country Overview

Program dates	1967–present
Program sectors	Education Health and HIV/AIDS

Kiribati is a small, isolated group of islands in the central Pacific that straddles the equator. The country comprises three island groups: the Gilbert Islands, Phoenix Islands, and Line Islands, which are spread over 287 square miles (717 square kilometers) of ocean. Kiribati gained independence in 1979 and is now a democratic republic with a stable government.

Kiribati has few natural resources and a limited economy. Its main sources of revenue are the export of dried coconut and fish and the sale of fishing rights. Agriculture is limited because of poor soil, and most citizens eke out a subsistence living on small coral atolls. Kiribati's poor resource base makes it difficult for the government to raise revenue for development programs, particularly in education, natural resource management, youth development, and health. Because many of the country's educated and trained workers leave the country, it is a challenge to locate and hire people with the skills needed for successful economic development programs.

Program Focus

The Peace Corps began placing Volunteers in Kiribati in 1973, and Volunteers now work throughout the Gilbert Islands. Many Volunteers work on outer islands, which lack basic services and educational opportunities because of their distance from the main island of Tarawa.

The current program strategy supports the efforts of the government of Kiribati to address the key development areas of education and health. Kiribati does not have a sufficiently trained pool of teachers to meet the demand presented by its growing population. The work of Volunteers supports the national plan to improve the quality and accessibility of education at the primary and secondary levels. In addition, the geography of the country makes it difficult for the government to provide health services and health education to citizens in more rural, isolated villages. Volunteers provide outreach to these villages

and develop awareness campaigns to inform youth and adults about important health issues.

Volunteer Focus

Education

Volunteers teach English, math, and science in secondary schools throughout the Gilbert Islands. Volunteers also help teachers in primary and secondary schools enhance their skills by co-teaching with them, providing support in curriculum design and planning, conducting professional development workshops, and promoting extracurricular activities. In 2002, Volunteers worked with 120 teachers on 15 islands. The government ministry in charge of education recently noted that the contribution of Volunteers to outer island primary schools has helped raise scores on national exams, resulting in more students winning admittance to secondary schools.

Since the inception of the Peace Corps program, several junior secondary schools have been established on the outer islands, providing the youth of Kiribati with greater access to basic education. Volunteers are also involved in curriculum develop-

ment, lesson planning, and the development of appropriate classroom materials and teaching techniques. In addition, Volunteers instruct new teachers in math, science, and education methodologies at Kiribati Teachers College.

Health and HIV/AIDS

Volunteers in the health project provide education on the prevention of common diseases and encourage behavior that promotes health and well-being. Volunteers work directly with families and communities at the village level, managing outreach on topics such as leadership and youth development, HIV/AIDS prevention, nutrition, sanitation, first aid, immunizations, and common illnesses. Volunteers also work with health professionals and community leaders to enhance their skills in carrying out health promotion campaigns. In 2002, Volunteers facilitated youth leadership workshops on nine islands. More than 50 community members and youth leaders were involved in the planning and implementation of camps to promote healthy living for 2,500 youth. The participants learned about diet, exercise, HIV/AIDS prevention, the dangers of smoking and alcohol abuse, and national youth programs.

"I support the good things in life,
and the Peace Corps is one of the good things."

Kiribati President Teburoro Tito



Kyrgyz Republic

Capital	Bishkek
Population	4.8 million
Annual per capita income	\$308
GDP growth	5.3%
Adult illiteracy rate	Male: 1% Female: 4%
Infant mortality rate	23 per 1,000 live births
Immunization rate	DPT: 98% Measles: 97%
Foreign direct investment	\$2.4 million
Access to safe water	77%
HIV/AIDS prevalence	<0.01%
Major religions	Islam Russian Orthodoxy
Official language	Kyrgyz

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	113	175
Program funds (\$000)	1,328	1,926

Country Overview

Program dates	1993–2001 2002–present
Program sectors	Business Development Education

Since declaring its independence from the Soviet Union in August 1991, the government of President Askar Akayev has ruled this small Central Asian republic with few serious challenges to his authority. That situation may be changing, however, as political demonstrations against Akayev's continued rule have become increasingly frequent since political violence in March 2002 left five unarmed demonstrators dead. While the Kyrgyz Parliament has shown independence from the executive branch, parliamentary elections held in early 2000 were declared to have been neither free nor fair by the Organization for Security and Co-operation in Europe.

The demise of the Soviet Union was a severe blow to the Kyrgyz economy. Between 1991 and 1995 the country's GDP shrank to 50 percent of its 1990 level. Reforms that began in 1993 toward creating a market economy have started to improve the situation, however, as real GDP growth has averaged 5 percent per year since 1996, with particular impact on the important agriculture and mining sectors. In 1998 the Kyrgyz Republic became the first and so far only Central Asian republic to join the World Trade Organization. With a per capita income of just \$308 per year, however, the country remains one of the poorest in the world.

Program Focus

The first group of Peace Corps Volunteers arrived in the Kyrgyz Republic in 1993. Since then more than 245 Volunteers have served in this historically significant nation along the ancient Silk Route from Europe to China. After a temporary suspension of the Peace Corps program following the events of September 11, 2001, the program was reopened in March 2002. A new group of 63 Volunteers was sworn in on December 27, 2002.

Since independence, the Kyrgyz Republic has demonstrated a commitment to achieve full participation in the global market. The government is eager to establish projects that will assist in the difficult

transition from a state-controlled to a market-based economy and promote sustainable development and poverty alleviation by strengthening indigenous nongovernmental organizations and business education. Although the Kyrgyz Republic continues to reform much of its legal and social structure to accommodate private sector activities, poverty remains a serious problem in most regions of the country.

The Kyrgyz Republic also has placed a high priority on English education as a means of linking the country to the world. However, the education system faces a severe shortage of trained teachers of English, textbooks, and basic instructional materials. Therefore, the government has sought assistance in increasing the level of English competency among secondary and university students and in improving Kyrgyz teachers' level of English and training. Volunteers address these needs by sharing current techniques in teaching foreign languages.

"There is no way I could possibly describe to you the beauty of the culture, people, and land of this country. My only regret is that I don't have the chance to stay in Kyrgyzstan longer."

**Kyrgyz Republic Volunteer
Education Sector**

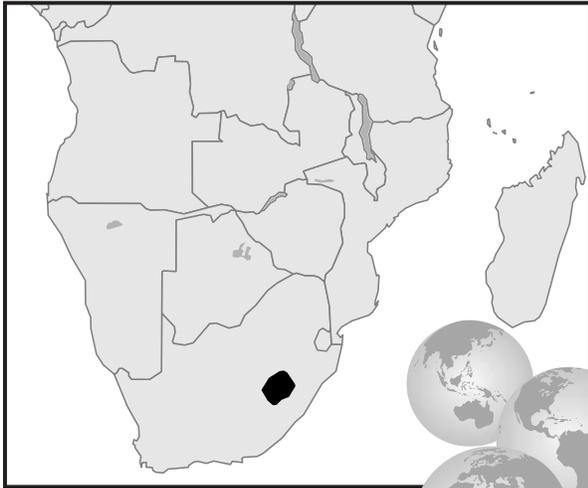
Volunteer Focus

Business Development

The business development project is designed to increase economic opportunities for people in the Kyrgyz Republic by teaching business education courses and helping nongovernmental organizations develop strategic management plans, establish training programs, promote self-governance, and generate their own resources. One Volunteer, for example, teaches strategic management at the Institute of Economics, Management and Law. He also conducts a weekly business club with his students, and helped the institute obtain a grant to purchase new accounting textbooks.

Education

The purpose of the education project is to improve the level of English language competency on the part of students and English teachers by introducing innovative teaching methodologies and developing systems for exchange of cultural information in secondary schools and institutes of higher education throughout the country. In addition to their teaching assignments, the two currently serving education Volunteers have given computer lessons to their students and fellow teachers. One Volunteer obtained \$3,000 in funding to repair the roof of his school.



Lesotho

Capital	Maseru
Population	2 million
Annual per capita income	\$580
GDP growth	4.1%
Adult illiteracy rate	Male: 28% Female: 6%
Infant mortality rate	91 per 1,000 live births
Immunization rate	DPT: 85% Measles: 77%
Foreign direct investment	\$118 million
Access to safe water	Urban: 98% Rural: 88%
HIV/AIDS prevalence	24%
Major religions	Protestantism Roman Catholicism
Official languages	English, Sesotho

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	87	96
Program funds (\$000)	2,153	2,364

Country Overview

Program dates	1967–present
Program sectors	Business Development Education Health and HIV/AIDS

Lesotho became a British protectorate in 1868 after a series of territorial wars in the mid-19th century that cost Lesotho much of its best agricultural land. It gained its independence in 1966, by which time Lesotho had already been forced into a state of economic dependence on South Africa. King Letsie III remains the head of state. After the parliamentary elections in May 2002, the government of Lesotho is confident that the country will remain politically stable.

Lesotho is a small, landlocked, mountainous country whose economy is highly dependent on small-scale agriculture, livestock, remittances from miners employed in South Africa, and a rapidly growing apparel-assembly sector. Nearly half of all households live below the national poverty line. Lesotho's high unemployment rate and the return of migrant workers from South African mines have contributed to an increase of crime in the capital city. The government of Lesotho declared a state of famine in April 2002, after another year of poor harvests caused by excessive rainfall. The United Nations estimates that 500,000 people are in need of food assistance. Lesotho also has the world's fourth highest HIV infection rate in the world, which deepens the impact of the food crisis.

Program Focus

The Peace Corps was invited to work in Lesotho in 1967, and since then more than 1,800 Volunteers have served in this southern African country. Volunteers respond to Lesotho's needs by strengthening the capacity of individuals to take control of their own lives. Education, agriculture, business development, and more recently, health and HIV/AIDS have been the Peace Corps' principal program sectors in Lesotho. The focus in the placement of Volunteers is on rural development, which mirrors the country's 85 percent rural population demography. Volunteers serve in all 10 districts of the country, and all Volunteers, regardless of sector, are trained in how to promote HIV/AIDS awareness.

Volunteer Focus

Business Development

Volunteers in this sector seek to improve the lives of rural communities by strengthening the capacity of nongovernmental organizations, vocational training institutes, community-based organizations, and youth groups. Volunteers work with cooperatives and registered community groups by organizing and facilitating training for community members in small business management, handicrafts development, and marketing. Several Volunteers have trained women's groups in skills such as knitting, sewing, and quilting, allowing them to sell their products to schools, communities, and the tourist market. Vocational institutions also utilize Volunteers to transfer skills through the training of staff in business management. One Volunteer implemented an adult education program for village job creation at a vocational school, which included small enterprise workshops. Volunteers also provide youth at risk with training for income generation and job creation.

Education

In an innovative programming area, education Volunteers are working in four areas: early childhood development, primary-teacher training, special education, and distance education. Education Volunteers work with the Ministry of Education to upgrade teacher skills at numerous schools through teacher-training workshops, materials development, and working one-on-one with teachers. In addition

to providing support to teachers and students, Volunteers promote girls' education, deliver HIV/AIDS awareness lessons, train counterparts and parents in international sign language, and establish community libraries and youth clubs. Fifteen Volunteers have participated in girls' education activities, including youth exchanges, career days, and life skills workshops, involving almost 300 students. Volunteers work with district centers to implement distance education programs through the use of information technology such as radio, video, television, and computers.

Health and HIV/AIDS

The Peace Corps has started a new project to help the people of Lesotho fight the spread of HIV/AIDS. Volunteers work with district AIDS task forces and nongovernmental organizations to design and implement HIV/AIDS awareness, prevention, and support programs for vulnerable groups. Volunteers also work in permaculture to promote sustainable practices in rural communities to increase the diversity of food and improve nutrition. Health Volunteers are placed in all 10 districts of Lesotho to work with communities to mitigate the effects of HIV/AIDS on infected and otherwise affected people. All Volunteers in Lesotho are involved with HIV/AIDS activities as secondary projects, reaching more than 2,000 youth and 200 community members. In addition, Volunteers have worked with 35 schools, 10 nongovernmental organizations, and seven ministries on HIV/AIDS activities.

"In my work with youth, I have found that they are Lesotho's biggest advocates for fighting HIV. If we can harness their drive and enthusiasm, there's no doubt that change will happen."

**Lesotho Volunteer
Health and HIV/AIDS Sector**



Macedonia, Former Yugoslav Republic of

Capital	Skopje
Population	2.05 million
Annual per capita income	\$4,400
GDP growth	-0.4%
Adult illiteracy rate	Not available
Infant mortality rate	14 per 1,000 live births
Immunization rate	Not available
Foreign direct investment	\$175.6 million
Access to safe water	Not available
HIV/AIDS prevalence	<0.01%
Major religions	Macedonian Orthodoxy: 66%
	Islam: 30%
	Other: 3%
	Roman Catholicism: 1%
Official language	Macedonian

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	42	94
Program funds (\$000)	1,248	1,584

Country Overview

Program dates	1996–1999
	1999–2001
	2002–present
Program sectors	Business Development Education Environment

The Former Yugoslav Republic of Macedonia is making significant efforts to develop a society based on democratic principles, to establish a viable market economy, and to explore new ideas about diversity and human rights. While much progress has been made, inflation and unemployment rates continue to be high and industrial production has been falling. The country has been adversely affected by unsettled conditions in the region since 1991, by the republic's troubled relations with Greece and Serbia, and by internal ethnic tensions between its ethnic Macedonian and Albanian populations. Events in Kosovo continue to affect Macedonia, and the European Union now maintains a presence in the country.

Out of concern for the safety and security of Volunteers as a result of the civil unrest experienced in western regions of the country, the Peace Corps suspended its program in July 2001. This suspension was lifted in July 2002 with the arrival of a country director, staff, and 20 trainees in November 2002.

Volunteer Focus

Business Development

As government structures devolve from centralized to decentralized systems and local jurisdictions have greater autonomy and decision-making authority, government officials must learn how to operate effectively in this new environment. Most municipalities have limited budgets and little experience in addressing the increased public administration responsibilities associated with this decentralization of power. Volunteers will assist local governments, local governmental staff, and nongovernmental organizations, through capacity-building training programs, in establishing frameworks for adopting more participatory and responsive management styles.

Education

The Ministry of Education is in the process of refining its curriculum and is making concerted efforts to improve the skills of teachers, particularly in smaller towns where the need is greatest. The Peace Corps' involvement in this challenging endeavor is to improve the effectiveness of instruction through teacher training, resource center development, and special projects in two subject areas: English and the environment. Volunteers will serve as English resource teachers and facilitators to help meet the need for continued improvement of English language programs in primary and secondary schools.

Environment

In addition, Volunteers will be assigned to teach environmental education under the framework of the Global Learning and Observation to Benefit the Environment (GLOBE) program. Environmental resource teachers share and prepare environmental lesson plans with their colleagues, team-teach with science teachers, introduce environmental topics in different school subjects, and participate in community projects with local organizations and clubs and nongovernmental organizations.



EMA Region Peace Corps Volunteer reading to local children.

Country Overview

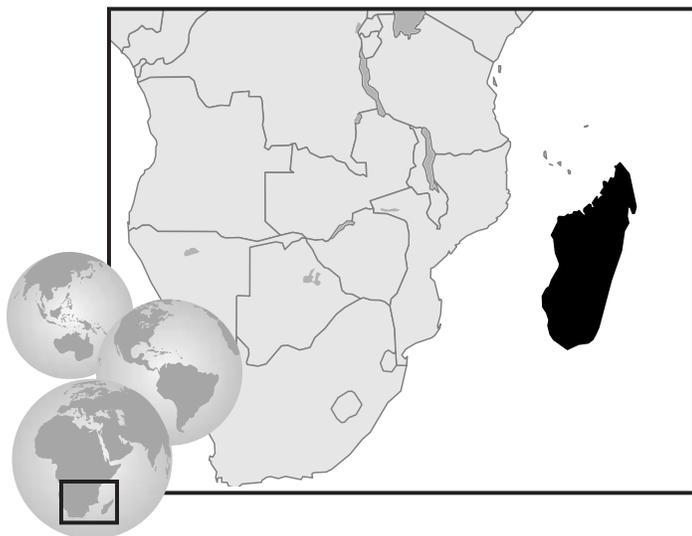
Program dates	1993–present
Program sectors	Education Environment Health and HIV/AIDS

Madagascar is emerging from a period of political crisis with the recognition by the international community of the new government of Marc Ravalomanana. The new government, backed by its international partners, is embarking on an immediate economic recovery program and has expressed its commitment to fighting environmental degradation, poor health, and the HIV/AIDS scourge by welcoming back international development agencies.

The economy of Madagascar is dominated by agriculture, which employs three-fourths of the population. Agriculture, livestock, and forestry contribute 32 percent of GDP; industry, 13 percent; and services, 55 percent. Over the past three decades, growth rates have averaged only 0.6 percent a year. With population growth rates of about 3 percent, per capita incomes have declined sharply. The deteriorating environment, resulting from deforestation and erosion, has negatively impacted the economy and the people. A great need continues for teachers, health specialists, and environmental counselors, particularly in rural areas.

Program Focus

The U.S. ambassador to Madagascar in the mid-1980s was the first to express an interest in establishing a Peace Corps program in the country. However, the first group of Volunteers did not arrive until late 1993. Responding to the Ministry of Health's request, Volunteers began pilot programs in community health education and ecological conservation. Volunteers concentrate on the prevention of life-threatening childhood illnesses, HIV/AIDS, and other sexually transmitted diseases, and on educating communities on women's health. They also work with communities and national parks to find ways of balancing human needs and conservation. In addition, all Volunteers, regardless of sector, are trained in how to promote HIV/AIDS awareness.



Madagascar

Capital	Antananarivo
Population	16 million
Annual per capita income	\$250
GDP growth	1.6%
Adult illiteracy rate	Male: 26% Female: 39%
Infant mortality rate	88 per 1,000 live births
Immunization rate	DPT: 55% Measles: 55%
Foreign direct investment	\$83 million
Access to safe water	Urban: 85% Rural: 31%
HIV/AIDS prevalence	0.14%
Major religions	Indigenous beliefs: 47% Christianity: 45% Islam: 7%
Official language	Malagasy

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	80	142
Program funds (\$000)	1,912	2,881

Volunteer Focus

Education

Working in collaboration with central and regional curriculum professionals, Volunteers support the government's initiatives to raise the standard of teaching, develop teaching resources, and strengthen the links between schools and their communities. Over 120 schools have benefited from English and conservation classes. In addition, Volunteers have set up many English drama radio shows.

Environment

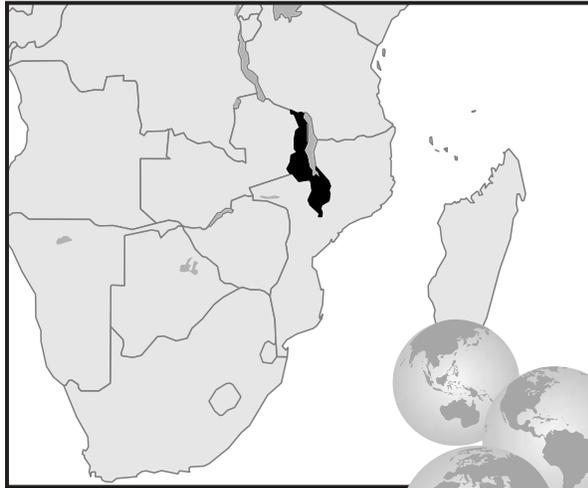
Volunteers work closely with the government, nongovernmental organizations, and local communities to provide training for managers of protected areas, community members, and groups to improve their skills in environmental conservation, preservation of biodiversity, and sustainable natural resource management. Through theater projects, brochures, library materials, and workshops, over 300 communities have learned about environmental conservation. Volunteers have helped plant 2,000 trees in national parks and build over 600 fuel-conserving mud stoves in 45 villages.

Health and HIV/AIDS

The community health project focuses on education in maternal and child survival. Volunteers concentrate on prevention of the five main life-threatening childhood illnesses, help mothers understand basic maternal health issues such as how to ensure safe pregnancies, and provide the general population with an awareness of how to prevent HIV/AIDS and other sexually transmitted diseases. Through their health outreach programs, Volunteers disseminate vital health information to over 300 communities a year.

"I teach English in a coastal fishing town on the Mozambique Channel. The rewards so far have been many. The sense of accomplishment from small successes like setting up my home, maneuvering through the market, or finding my way around town is exciting in itself. But making friends and having connections with other people—my students, fellow teachers, and neighbors—have been the most fulfilling part of my experience so far. Learning and using a new language when, at 40 years old, I'm well past that particular learning curve, has been both an incredible challenge and a great source of personal pride."

**Madagascar Volunteer
Education Sector**



Malawi

Capital	Lilongwe
Population	10 million
Annual per capita income	\$170
GDP growth	3.8%
Adult illiteracy rate	Male: 26%
	Female: 53%
Infant mortality rate	103 per 1,000 live births
Immunization rate	DPT: 55%
	Measles: 55%
Foreign direct investment	\$45 million
Access to safe water	Urban: 95%
	Rural: 44%
HIV/AIDS prevalence	16%
Major religions	Protestantism: 55%
	Roman Catholicism: 20%
	Islam: 20%
	Indigenous beliefs: 3%
	Other 2%
Official languages	Chichewa, English

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	109	120
Program funds (\$000)	2,429	2,878

Country Overview

Program dates	1963–1969
	1973–1976
	1978–present
Program sectors	Education
	Environment
	Health and HIV/AIDS

In 1994, after 30 years of one-party, dictatorial rule dating back to independence from Britain, Malawi quietly and peacefully elected a new government committed to multiparty democracy. In spite of the wave of euphoria over their newly won freedom, the Malawian people face the obstacles of poverty, drought, environmental degradation, hunger, disease, rising crime, and illiteracy on their path to social, political, and economic reform.

Malawi has a parliamentary style of government with a president as the head of state. The president has many powers and sets the agenda for parliamentary debate. Peaceful presidential elections were held in 1999 and are next scheduled for 2004. There is little local government control as the national government centrally manages most affairs.

Agriculture is the mainstay of Malawi's economy, accounting for nearly half of its GDP. Tobacco, tea, and sugar together generate over 70 percent of export earnings, with tobacco providing the lion's share (over 60 percent). The agricultural sector employs nearly half of those formally employed, and directly or indirectly supports an estimated 85 percent of the population. Malawi has a narrow economic base with little industry and no known economically viable deposits of gemstones, precious metals, or oil. As a landlocked country, its transport costs make imported goods very expensive.

Program Focus

The change of government in 1994 opened up the possibility of placing Volunteers at the community level for the first time (under the prior regime, foreigners were not allowed to live at the village level). With the increased flexibility in programming, the Peace Corps began working with counterpart ministries to focus its programming and identify more appropriate areas for Peace Corps involvement at the community level. Currently, there are approximately

100 Volunteers working in health, education, and the environment. All Volunteers, regardless of sector, are trained in how to promote HIV/AIDS awareness.

Volunteer Focus

Education

The government has implemented a free primary education policy that has swelled the ranks of schools and seriously strained the country's resources. To support the government's initiative, Peace Corps/Malawi has focused its efforts on secondary schools in rural areas, where skills transfer and capacity building can have the greatest impact. Currently, 37 Volunteers help provide quality education to secondary school students, promote teacher-to-teacher collaboration, and encourage the exchange of experience and knowledge to improve methods of teaching. Volunteers work with their counterparts by sharing lesson plans and discussing strategies for teaching, evaluating students, and preparing exams. By establishing and organizing science laboratories, Volunteers have assisted schools in improving resources and allowed schools to administer national examinations in physical science and biology.

Environment

The community-based natural resource project focuses on community management of natural resources in protected areas. Currently, approximately 50 parks and wildlife and forestry Volunteers work with communities that want to utilize protected-area resources more efficiently and in a more sustainable manner. In addition, at the request of communities bordering national parks, game reserves, and forest reserves, Volunteers promote sustainable agricultural

practices, income-generating activities, and agroforestry techniques. Volunteers work with community groups by helping them identify and prioritize needs via a community assessment process and then by implementing local projects that address the identified needs. Volunteers also serve as liaisons between parks and wildlife and forestry staff and local communities.

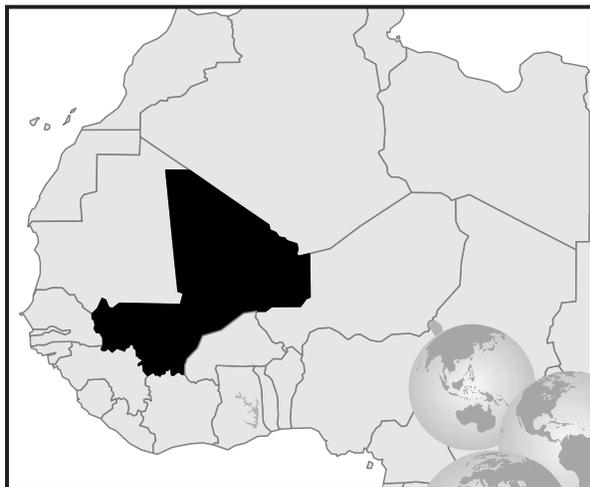
Health and HIV/AIDS

Malawi ranks among the countries most severely affected by the HIV/AIDS epidemic and also faces many other serious health conditions. The Peace Corps community health project works in conjunction with the National AIDS Control Program and the Ministry of Health to address some of the health issues in rural areas. Volunteers work in the areas of AIDS education, orphan care, home-based care, youth and at-risk groups, child survival activities, nutrition, disease prevention, environmental health, and women's health issues. The project has evolved over the years from HIV/AIDS education to focus on behavior change, and now is integrating other health concerns (STDs, infectious diseases) that are linked with the HIV/AIDS epidemic.

The project has made major strides in behavioral change through implementation of the life skills program. Volunteers assisted in the creation of 50 support groups for people living with AIDS. They have trained 3,600 community members, teachers, and government employees and 2,300 youth in life skills. Volunteers initiated the establishment of a revolving fund in nine villages to increase the availability of medicine for AIDS patients. Volunteers also coordinated the registration of orphans in collaboration with district social welfare officers.

"Malawians and Peace Corps Volunteers together are breaking the silence, upholding human dignity, and showing compassion for all those with HIV/AIDS."

Malawian Vice President Justin Malewezi



Mali

Capital	Bamako
Population	11 million
Annual per capita income	\$250
GDP growth	3.8%
Adult illiteracy rate	Male: 51% Female: 66%
Infant mortality rate	120 per 1,000 live births
Immunization rate	DPT: 52% Measles: 57%
Foreign direct investment	\$76 million
Access to safe water	Urban: 74% Rural: 61%
HIV/AIDS prevalence	1.60%
Major religions	Islam: 90% Indigenous beliefs: 6% Christianity: 4%
Official language	French

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	205	253
Program funds (\$000)	3,359	4,214

Country Overview

Program dates	1971–present
Program sectors	Agriculture Business Development Environment Health and HIV/AIDS

Mali achieved independence from France in 1960. Between 1968 and 1979, a military government ruled the country in a period known as the “second republic.” In 1991, after a period of civil unrest, a transitional government ruled until elections were held in 1992. Though Mali continues to experience political instability, it has held two elections since 1992 and experienced a transfer of power to a democratically elected leader in 2002. The government continues to promote democratization and administrative decentralization.

Mali is among the poorest countries in the world, with 65 percent of its land being desert or semi-desert. A landlocked country, it is dependent on its neighbors for port facilities. Economic activity is largely confined to the area irrigated by the Niger River. About 80 percent of the labor force is engaged in farming and fishing, while industrial activity focuses on processing farm commodities. Mali is heavily dependent on foreign aid and vulnerable to fluctuations in world prices for cotton, its main export. Mali has a growing tourism industry centered around the city of Mopti, a major thoroughfare en route to Tombouctou.

Program Focus

The first Volunteers arrived in Mali in April 1971 to help allay the hardships caused by a severe drought. Since then, more than 1,700 Volunteers have served in the country. Mali is not self-sufficient in food production, a problem that is exacerbated by frequent droughts, and its rapidly increasing population continues to strain the natural resource base. Volunteers assist the government of Mali in addressing multiple development challenges. A new government initiative promotes decentralization so that local communities will assume responsibility for development projects. These communities, however, lack the skilled personnel needed to identify, plan, and implement such projects. Currently, Peace Corps/Mali

emphasizes sustainable small business projects in the areas of food production, water availability, environmental conservation, microenterprise development, and preventive health care. An expanded HIV/AIDS awareness program began in 2001, and all Volunteers, regardless of sector, are trained in how to promote HIV/AIDS awareness.

Volunteer Focus

Agriculture

Volunteers in this sector serve as technical resources for community members, associations, and youth groups on a variety of projects, such as animal husbandry, vegetable gardening, irrigation systems, and experimental farming at both regional and national levels. Their goals are to improve agricultural practices and to increase access to resources that can help local communities generate income and improve their diets.

Business Development

Volunteers work closely with small businesses to improve management capabilities of entrepreneurs and to increase the availability of financial and technical resources. They provide training and counseling to entrepreneurs on feasibility studies, marketing surveys, inventory control, accounting, and product pricing. Some Volunteers assist microfinance institutions in establishing appropriate man-

agement systems, loan tracking systems, business education programs for their clients, and awareness campaigns about the importance of savings and the availability of credit. Other Volunteers work to strengthen existing computer centers and set up Internet cafes.

Environment

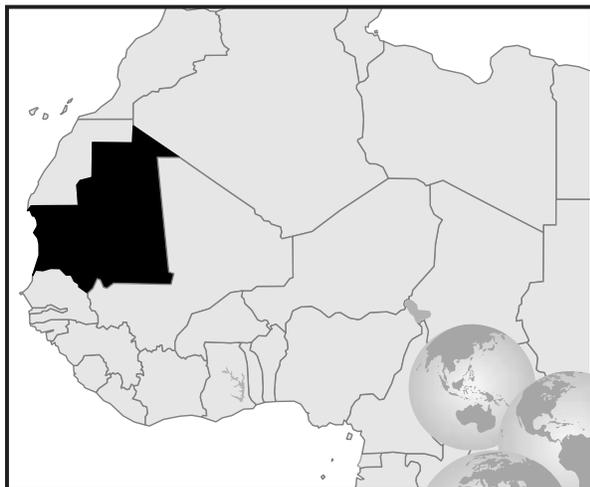
The need for better natural resource management and conservation techniques has grown with the increasing urgency of Mali's environmental problems. Peace Corps/Mali created the natural resource management project in 1986 in collaboration with the Ministry of Forestry to introduce sustainable environmental management systems to communities nationwide.

Health and HIV/AIDS

Volunteers play an active role in the restructuring of the public health sector at the local level through their work with health care providers, local associations, and individual community members. Volunteers work to raise awareness of health issues and promote preventive care measures such as nutritional practices, breast-feeding, diarrheal disease control, polio eradication, and vaccinations. They also work with nongovernmental organizations in communities by organizing HIV/AIDS awareness days, working with HIV-positive individuals, educating high-risk groups on HIV transmission, and promoting voluntary-testing centers.

"I must say I'm always amazed at how well you become integrated into our way of living, our culture, and the harsh environment. You left all your material comforts to come to this difficult environment to help our communities."

Governor of Sikasso Region



Mauritania

Capital	Nouakchott
Population	2.8 million
Annual per capita income	\$410
GDP growth	4.6%
Adult illiteracy rate	Male: 49%
	Female: 69%
Infant mortality rate	101 per 1,000 live births
Immunization rate	DPT: 40%
	Measles: 62%
Foreign direct investment	\$5 million
Access to safe water	Urban: 34%
	Rural: 40%
HIV/AIDS prevalence	0.52%
Major religion	Islam
Official language	Arabic

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	77	104
Program funds (\$000)	1,905	2,401

Country Overview

Program dates	1967
	1971-1991
	1991-present

Program sectors	Business Development
	Education
	Environment
	Health and HIV/AIDS

From its independence in 1960 until 1978, the Islamic Republic of Mauritania was governed by a civilian regime. A number of military governments followed until 1991, when political parties were legalized and a Constitution was approved. The ruling Democratic and Social Republican Party currently holds the presidency and controls a majority in both houses. Conflict between Moor and non-Moor ethnic groups centering on language, land tenure, and other issues has been a problem in the country since independence.

Sparsely populated, with most of its land covered by the Sahara Desert, Mauritania is one of the least developed countries in the world. Besides mining, the only industry that has any real presence in the commercial economy is fishing.

Program Focus

Since the 1980s, Volunteers have worked in agriculture, environmental conservation, cooperatives, health education, and Guinea worm eradication. In the 1990s, the agriculture and environmental conservation projects merged to form what is now the agroforestry project. The cooperatives project became small business development, and the Guinea worm eradication project developed into community health and water/sanitation and disease control. In the past two years, Peace Corps/Mauritania has reinstated the TEFL project and created a new environmental education project. All Volunteers, regardless of sector, are trained in how to promote HIV/AIDS awareness.

Volunteer Focus

Business Development

Volunteers transfer basic business skills to microentrepreneurs in Mauritania's informal economic sector in an effort to strengthen skills in planning, financial management, marketing, and profitability. Volunteers help entrepreneurs gain access to credit, allowing them to create new businesses or expand existing ones.

Education

Volunteers have begun coaching Mauritanian teachers of English as they seek to become more qualified, creative, and effective in a work environment with few resources.

Environment

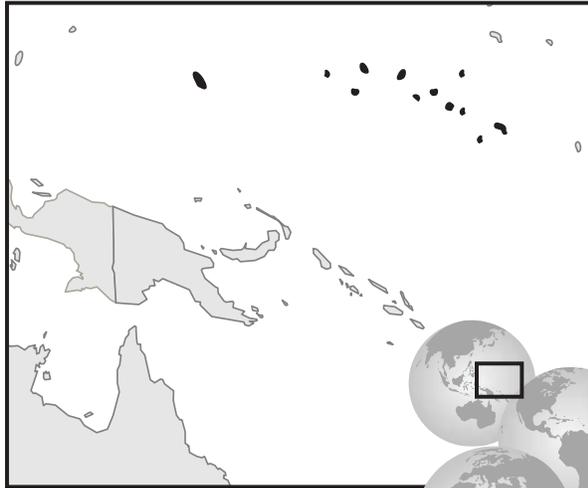
Volunteers are part of an integrated development effort to improve agricultural and forestry practices throughout rural Mauritania. They work to improve the capacity of local farmers in selected oases and villages. Volunteers and farmers work together to protect garden sites, villages, and oases against desert encroachment and natural degradation.

Health and HIV/AIDS

Volunteers strive to improve the health of the rural population by providing communities with the necessary analytical and technical skills to reduce the incidence of waterborne and hygiene-related diseases such as malaria and dysentery. By installing water pumps on wells, communities can increase their access to potable water and reduce the incidence of waterborne diseases. Volunteers have also launched a major HIV/AIDS awareness campaign in different regions of the country through cultural events and training of teachers, reinforcing the importance of HIV/AIDS education and prevention.

"The Peace Corps is probably the only development agency with an ongoing presence in rural towns and villages in Mauritania; as such, Volunteers are tremendous resources for health care providers."

**Ministry of Health
Representative**



Micronesia, Federated States of, and Palau

Capital	Palikir
Population	77.5 million
Annual per capita income	\$2,150
GDP growth	0.9%
Adult illiteracy rate	Not available
Infant mortality rate	24 per 1,000 live births
Immunization rate	Not available
Foreign direct investment	Not available
Access to safe water	Not available
HIV/AIDS prevalence	Not available
Major religions	Roman Catholicism: 50% Protestantism: 47%
Official language	English

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	72	93
Program funds (\$000)	1,820	1,949

Country Overview

Program dates	1966–present
Program sectors	Education Environment

Both the Federated States of Micronesia (FSM) and Palau are democratic republics closely modeled on the federal system of the United States, with each state having a state government. The states are highly autonomous, exercising great independence from the federal governments. Both countries' economies and governments depend on funds from the Compact of Free Association agreements with the United States that are scheduled to decline over time. The countries are ill-prepared to develop self-sustaining programs to provide for the needs of their populations.

Ninety percent of the people of Micronesia still have subsistence lifestyles. Despite efforts spelled out in the compact, Micronesia has failed to develop a viable private sector. The expectation is that any funds the United States proposes in the next compact agreement will be more encumbered and require greater accountability. The geographic isolation and small size of the FSM and Palau hinder exports and the development of viable industries. Additionally, the nations' fragile natural resources are in danger of exploitation.

Program Focus

The focus of Peace Corps/Micronesia and its approximately 60 Volunteers is to build the capacity of Micronesians to meet their needs, promote sound management of environmental resources, and leverage the benefits of information technology through two main projects: the environment and natural resource conservation and youth education. Within these projects Volunteers work in health, library development and technology, marine resources conservation, and terrestrial resources conservation.

Volunteer Focus

Education

As a result of the scarcity of resources available to social service agencies in the FSM and Palau, the Peace Corps continues to focus on issues involving youth. The purpose of the projects is to increase the participation of young people in the social and economic development activities of their communities by targeting the key areas of information technology and at-risk youth. Volunteers work with teachers to enhance literacy by sponsoring teacher-training workshops. They also provide computer skills training and promote distance learning to increase access to educational opportunities via the Internet. They help develop programs to provide at-risk youth with educational and vocational opportunities and work with youth leaders, teachers, and families to foster self-esteem, self-discipline, and decision-making skills in young people. One Volunteer planned and implemented the first Boy Scout camp for the state of Kosrae. More than 97 youth attended, both male and female, with the support of the Department of Community Affairs, parents, and community leaders. A second camp is being planned.

Environment

Volunteers work to promote an understanding of existing marine resources and to increase community and government participation in the creation and implementation of sound coastal resource management policies and practices. They also partner with government agencies to demonstrate the viability of marine-resource-based economic opportunities while providing training in business planning and operations. Volunteers work to build the capacity of government agencies and local conservation organizations to foster community involvement in the sustainable management of terrestrial resources, including rain forests. One Volunteer, working with the Palau International Coral Reef Center, is helping her counterpart design and implement an environmental education outreach campaign that will provide information on conservation techniques to school groups and community members in rural villages.

"I enjoy the challenges of my job here because I see this project as grass-roots public health, where small changes in the system could prove to have large results. Another great thing about working here is the sense of family among the workers and that the two people in charge of the office are strong women."

**Micronesia Volunteer
Education Sector**



Moldova

Capital	Chisinau
Population	4.4 million
Annual per capita income	\$407
GDP growth	6.1%
Adult illiteracy rate	Male: <0.5%
	Female: 2%
Infant mortality rate	18 per 1,000 live births
Immunization rate	DPT: 97%
	Measles: 99%
Foreign direct investment	\$128 million
Access to safe water	100%
HIV/AIDS prevalence	0.2%
Major religions	Eastern Orthodoxy
	Judaism
Official language	Romanian

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	120	156
Program funds (\$000)	2,079	2,768

Country Overview

Program dates	1993–present
Program sectors	Business Development Education Health and HIV/AIDS

Partly as a result of struggles to transform itself from a centrally planned to a market-based economy, Moldova elected a Communist Party majority to Parliament in February 2001. After a decade of deteriorating economic performance, Moldova has successfully stabilized its economy, launched structural reforms to stimulate growth, and begun the process of establishing an effective social protection system. While the government has made notable progress in macroeconomic and structural reform in the past three years, a significant reform agenda remains. Moldova is today the poorest nation in Europe, having started out at independence as a middle-income country. With economic recovery only in its second year, poverty is still very high. Moldova has also become one of the region's most heavily indebted countries.

The Transnistrian region along the Ukrainian border is controlled by separatist forces, and although the government is determined to resolve the conflict, progress has been slow.

Program Focus

The Moldovan government is concerned that a lack of English proficiency among its people will inhibit cultural and economic contact with the West. The educational system is in critical need of qualified English teachers as well as resources and instructional materials. Moldova also recognizes a need to focus on preventive health. However, there are no institutions to train health education teachers and basic health and health care services have deteriorated considerably in recent years. Peace Corps Volunteers are helping to address these issues by focusing their efforts in agriculture, economic and organizational development, English, and health education.

Volunteer Focus

Business Development

Volunteers in this sector work in two general projects. The organizational development project targets community-based organizations and public agencies that promote sustainable community development. In 2002, Volunteers assisted over 6,000 individuals and worked with almost 400 service providers in 45 communities. Volunteers in the agriculture and agribusiness development project work with individual farmers, agricultural service providers, and farmers associations. Almost 1,000 individuals, over 100 service providers, and 32 communities have benefited from Volunteers' work in this project.

Education

Volunteers teach in secondary schools and universities. They teach over 3,700 students, helping improve English language ability, critical-thinking skills, decision-making skills, and group problem-solving skills both in and out of the classroom. Extracurricular activities led by Volunteers include summer camps for girls, a community development club, and seminars on the Internet aimed at educators. In addition, they help Moldovan teachers of English develop confidence in their English-speaking abilities and enhance their ability to include content-based instruction in their classrooms.

Health and HIV/AIDS

Volunteers promote preventive health care, enhance the teaching skills of health education teachers and workers, and develop appropriate materials and health education curricula for local needs. Volunteers co-teach health education a minimum of eight hours per week to over 10,000 middle and high school students. Additionally, Volunteers train, support, and mentor youth peer educators, who in turn train other students in HIV/AIDS prevention.

"The Ministry of Health considers the health education Volunteers' activity very fruitful and needed. Educating Moldovans, and mainly youth, in assuming the responsibility for their own health is one of our country's major needs. Peace Corps Volunteers are doing a great job in assisting us with this and we are very thankful to all of them for their work."

Varfolomei Calmic
Moldovan Ministry of Health



Mongolia

Capital	Ulaanbaatar
Population	2.4 million
Annual per capita income	\$400
GDP growth	1.4%
Adult illiteracy rate	Male: 1% Female: 1%
Infant mortality rate	56 per 1,000 live births
Immunization rate	DPT: 94% Measles: 93%
Foreign direct investment	\$30 million
Access to safe water	60%
HIV/AIDS prevalence	0.01%
Major religions	Tibetan Buddhism: 96% Islam: 4%
Official language	Halh Mongolian

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	93	125
Program funds (\$000)	1,860	2,359

Country Overview

Program dates	1991–present
Program sectors	Business Development Education Environment Health and HIV/AIDS

Beginning in the late 1980s, Mongolia committed itself to democratization and a free-market economy. While this commitment has remained firm and the transition peaceful, the changes have put severe stresses on the country's social welfare and educational systems. The government is now adjusting its educational system to address changes in the economic system and is transforming the health system away from Soviet-style curative treatment and toward a more modern, preventive approach.

Program Focus

The people of Mongolia want to direct their own transition and advancement and consider the Peace Corps' philosophy—which emphasizes capacity building of local people—as fitting with the country's development goals. Volunteers help Mongolian organizations meet their needs by providing assistance in areas where there is a lack of technical skills or knowledge. The areas of focus are education, the environment, and health. To date, over 400 Peace Corps Volunteers have served in Mongolia.

Volunteer Focus

Business Development

A priority of the Mongolian government is the development of small and medium-size enterprises. Although small and medium-size enterprises account for 60 percent of the industrial sector, only 20 percent are located in rural areas. A national strategy developed for review by the Parliament focuses on promoting and facilitating local initiatives and building the professional capacity of entrepreneurs. Peace Corps/Mongolia's community and economic development project seeks to develop the capacities of community businesses and organizations to successfully participate in a market-based economy, thereby contributing to sustainable growth and the progress of a

civil society. Volunteers work at the grass-roots level with provincial NGOs, business support associations, and vocational training centers, serving as trainers, facilitators, and teachers.

A Volunteer assigned to a provincial branch of the Mongolian Chamber of Commerce and Industry conducted two surveys of local businesses to develop a new business directory for the province. He also designed and created a new website and assisted in obtaining computer resources for the agency. A Volunteer assigned to the Liberal Women's Brain Pool NGO in a provincial center is helping an orphanage adopt best practices in child development and conduct experiential-learning activities. With her community partners, she organizes and delivers training to secondary school social workers in cooperation with Save the Children.

Education

The Mongolian government has placed education at the forefront of its national agenda and has chosen English as the primary foreign language of study. Peace Corps/Mongolia's English education and community development project responds to this desire for English instruction by placing Volunteers as teachers of English as a foreign language in secondary schools, universities, and professional institutions. They instruct students in English and train Mongolian teachers in English teaching methodologies. In addition to providing classroom instruction, Volunteers have helped create English libraries at their sites, have designed and distributed activity workbooks for Mongolian English teachers, and have developed an English curriculum that incorporates the environment, health, life skills, HIV/AIDS, current events, and geography. In recent years, the program has focused on outreach in rural areas, where schools are struggling to attain foreign language objectives.

This project is also designed to involve Volunteers in various community development activities, such as organizing clubs to facilitate life-skills development of youth, conducting computer and Internet training, and working with women's groups. One Volunteer implemented a solar power project that educated the community on alternative energy sources and energy conservation.

Environment

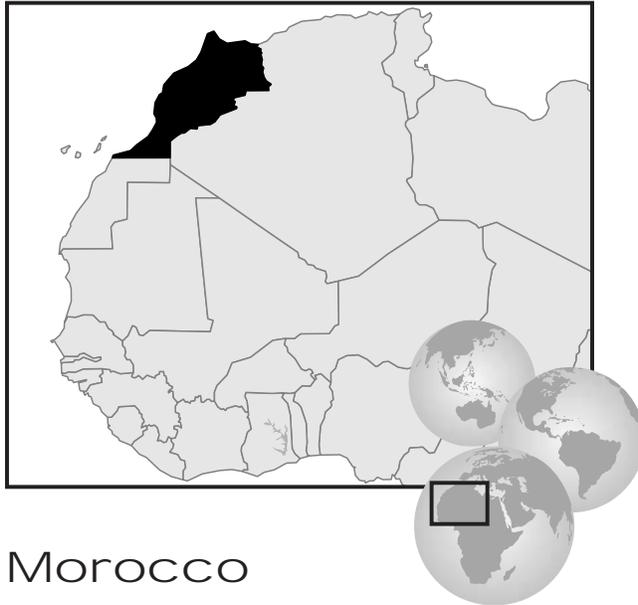
In response to the government's concerns regarding ecological degradation, Peace Corps/Mongolia developed an environment and community development project. Its purpose is to increase the capacity of Mongolians working in environmental organizations to carry out their missions, to promote the value of environmental conservation in communities where local needs are threatening natural resources, and to support and expand the ecology curriculum in secondary schools.

One Volunteer worked with an NGO to develop and implement an ecology theater program to support the government's ecology education initiative for secondary schools. Another Volunteer developed and implemented a land management and education workshop for the herders in her county. In conjunction with national park employees and community members, another Volunteer planned and marked trail routes through a scenic protected area.

Health and HIV/AIDS

The foundation of any country's capacity to develop is a healthy population. With this in mind, the community-based health project trains health professionals, students, and other community members in basic preventive health care and provides them with health-based English instruction. Volunteers in this project are generally assigned to medical colleges, community health centers, and health-promoting schools.

One Volunteer helped develop a nutrition education program for nursing students, including the curriculum and visual aids. The Ministry of Health later adopted the program nationwide and awarded the Volunteer and her counterpart with medals of recognition. Various provincial health departments, hospitals, and secondary schools now distribute the pamphlets that they created. Another Volunteer assisted provincial health departments with the development and implementation of hygiene requirements for restaurants. Many Volunteers teach health-related English to Mongolian health professionals and students so they can better access the most current medical information.



Morocco

Capital	Rabat
Population	31.1 million
Annual per capita income	\$3,700
GDP growth	6.5%
Adult illiteracy rate	Male: 38%
	Female: 64%
Infant mortality rate	47 per 1,000 live births
Immunization rate	DPT: 91%
	Measles: 90%
Foreign direct investment	\$10 million
Access to safe water	82%
HIV/AIDS prevalence	0.03%
Major religions	Islam: 98.7%
	Christianity: 1.1%
	Judaism: 0.03%
Official language	Arabic

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	203	110
Program funds (\$000)	3,201	1,876

Country Overview

Program dates	1962-1991 1991-present
Program sectors	Business Development Education Environment Health

King Mohammed VI assumed the throne in 1999 following the death of his father, who had ruled for 38 years. Gradual political reforms in the 1990s resulted in the establishment of a bicameral legislature. The king presides over the Parliament, the judiciary, the military, and the country's religious leaders. Morocco annexed the Western Sahara during the late 1970s, but the final status of the territory remains unresolved.

Morocco faces problems typical of developing countries: restraining government spending, reducing constraints on private activity and foreign trade, and achieving sustainable economic growth. Droughts have depressed activity in the key agricultural sector and contributed to a stagnant economy. Reforms of the financial sector have been implemented, but long-term challenges remain, such as servicing the debt, better trade relations with the European Union, improving education and job prospects for youth, and attracting foreign investment.

Program Focus

Literacy rates are low in rural areas, where qualified schoolteachers remain in short supply. Climatic swings continue to hamper harvests, while challenges also exist with the drainage of wetlands, deforestation of public areas, and erosion in national park reserves. High unemployment rates and low wages have limited opportunities for Moroccan entrepreneurs to gain access to capital resources, putting them at a disadvantage in the rapidly evolving global economy. To help address these concerns, Volunteers are assigned to projects in business, education, the environment, and health.

Volunteer Focus

Business Development

Volunteers work with artisan communities to provide more business structure, to design training sessions on management and computer techniques, and to provide consulting assistance. A group of Volunteers

organized three craft fairs and conducted a consumer survey to help the artisans learn about their target market. These Volunteers also designed an educational program, titled “Building Better Business,” to increase sales and promotion for Moroccan artisans and small business through a better understanding of tourism. Volunteers helped create business plans and merchandising grids and taught accounting and bookkeeping techniques to Moroccan counterparts.

Education

Volunteers work primarily in youth development centers throughout the country, where they facilitate community outreach programs using an English curriculum. Programs focus on environmental awareness, health, fitness, arts and crafts, drama, computer education, music, and other special interests. In other technical and professional areas, Volunteers work with Moroccan colleagues to adapt teaching techniques, expand educational resources, and design English curricula. Two Volunteers organized summer projects at a nonprofit home for unwed mothers. The Volunteers provided child care for a group of women who were primary income providers, enabling them to earn a living outside of their homes.

Environment

Based on a Volunteer activity analysis and in response to Morocco’s needs, the Peace Corps formally merged its agriculture program and its wildlife and environmental education program into a single environment project. The new project promotes natural resource management and rural community development with a focus on environmental awareness and sustainable development.

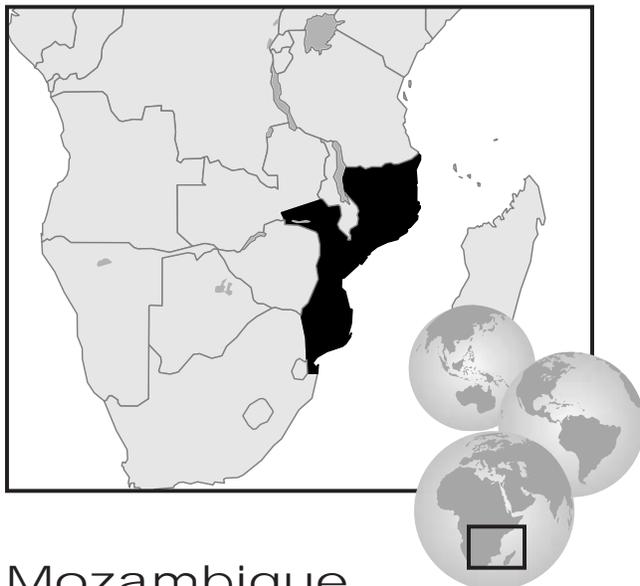
Environment Volunteers have written and taught environmental curricula, conducted nature field trips, introduced new technologies designed to promote conservation of natural resources (such as solar ovens), and assisted local authorities in systematic reforestation efforts. Each site has a team of two or more Volunteers who conduct community development projects in their assigned parks and protected areas. Fifteen teachers in three primary and two middle schools within and near national parks were trained to utilize and adapt materials for environmental education activities in both the classroom and the community.

Health

Morocco’s high infant mortality rate reflects adverse living conditions associated with poor water quality and inadequate sanitation facilities. Health education focusing on maternal and child health and safe water is a major component of Volunteers’ projects. The government of Morocco has collaborated with Volunteers in seeking increased community access to health services. Volunteers assisted in conducting educational activities during local vaccination drives conducted by health officials. Volunteers and their Moroccan counterparts developed informal health and hygiene lessons and activities for school-age children outside of school hours.

“I had two boys—frequent visitors to my house—looking at pictures about health education, such as lessons on cutting their nails and scrubbing them with a nailbrush before they ate. Three weeks later, one boy still had short nails. Thirty-nine days later, they both had short nails and clean fingers. One asked me for a drink of water, and when I brought him a cup with water in it, he asked if it was okay to drink it, because it had not been covered. (Miracles do happen.) Little by little, a few people will retain and take to heart these health lessons.”

**Morocco Volunteer
Health Sector**



Mozambique

Capital	Maputo
Population	18 million
Annual per capita income	\$210
GDP growth	6.4%
Adult illiteracy rate	Male: 40% Female: 71%
Infant mortality rate	129 per 1,000 live births
Immunization rate	DPT: 61% Measles: 57%
Foreign direct investment	\$139 million
Access to safe water	Urban: 88% Rural: 60%
HIV/AIDS prevalence	10.7%
Major religions	Indigenous and other beliefs: 45% Christianity: 30% Islam: 17%
Official language	Portuguese

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	51	96
Program funds (\$000)	1,693	2,260

Country Overview

Program dates	1998–present
Program sector	Education

Since its first democratic elections in 1994, the government of Mozambique has encouraged development and a free-market economy by privatizing former state-owned enterprises, respecting freedom of the press, and promoting the development of an active civil society. In 1998 the country held its first municipal elections, and in 1999 it held its second national election. The Front for the Liberation of Mozambique (FRELIMO) won both the parliamentary and the presidential elections, but the results were contested by the opposition, the Mozambique National Resistance (RENAMO), and political tensions remain high between the two parties. President Joaquim Chissano is in his second term and has announced that he will not run as the FRELIMO candidate in the 2004 presidential elections.

Despite impressive political achievements since gaining independence in 1975, Mozambique remains one of the poorest countries in the world. The country has not yet succeeded in exploiting the economic potential of its sizable agricultural, hydropower, and transportation resources. Foreign assistance programs supply the foreign exchange required to pay for the import of goods and services. The restoration of electrical transmission lines to South Africa, the completion of a new transmission line to Zimbabwe, the proposed construction of a natural gas pipeline to South Africa, and the reform of transportation services should have a positive impact on the economy.

Program Focus

In 1998, the Peace Corps began a program in Mozambique to assist the government in its plans for English language teaching. Peace Corps/Mozambique collaborates with the Ministry of Education to provide in-service opportunities for TEFL teachers, produce low-cost materials from local resources, and facilitate projects that link schools and communities.

Volunteer Focus

Education

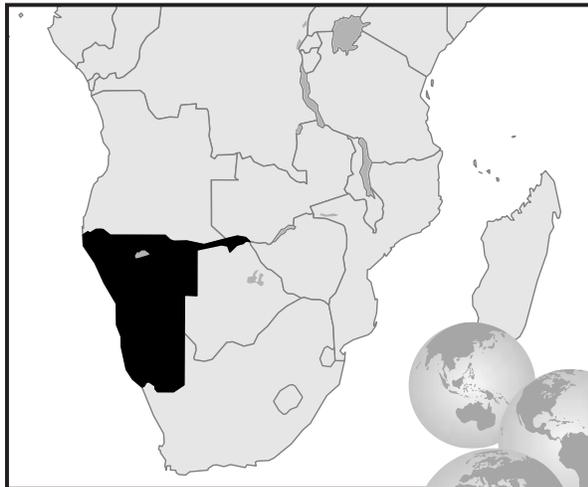
Volunteers provide quality English and science instruction to 8,000 students in secondary and technical schools. They also support Mozambican teachers in expanding their range of teaching methodologies, improving their English communication skills, developing educational materials, and completing their certification responsibilities for the national in-service training program. Volunteers promote education outside the classroom with activities such as tutoring, coaching, organizing school libraries, and directing theater productions. In addition to their primary assignments, Volunteers are also trained to be advocates and educators for HIV/AIDS prevention.

“The willingness of Peace Corps Volunteers to leave their families and comforts of their developed country to live in communities and work in schools where most Mozambican teachers are not willing to live and work is extremely admirable.”

**Director of General
Secondary Education
Ministry of Education**



Africa Region Peace Corps Volunteer teaching school children.



Namibia

Capital	Windhoek
Population	2 million
Annual Per Capita Income	\$2,030
GDP growth	4.1%
Adult illiteracy rate	Male: 17%
	Female: 19%
Infant mortality rate	62 per 1,000 live births
Immunization rate	DPT: 72%
	Measles: 66%
Foreign direct investment	\$99.2 million
Access to safe water	Urban: 100%
	Rural: 67%
HIV/AIDS prevalence	20%
Major religions	Christianity
	Indigenous beliefs
Official language	English

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	85	123
Program funds (\$000)	2,225	3,086

Country Overview

Program dates	1990–present
Program sectors	Education Health and HIV/AIDS

Just 12 years into its independence, Namibia has emerged as a model by establishing political and economic frameworks that give it one of the freest and most open economies in Africa. Namibians are encouraged to participate fully in shaping laws and government policies. Especially noteworthy has been the country's ability to make significant social investments, including making education funding a top government priority. Namibia has set a model for advancing the rule of law and encouraging the growth of civil society. In 2004, the country will have its first change of top political leadership since independence. This will be a major test of the political institutions that have been built since 1990.

Mining, agriculture, and fishing account for more than 25 percent of GDP. Namibia's mineral resources include diamonds, uranium, copper, lead, zinc, and a variety of semiprecious stones. These industries, however, are very susceptible to external influences, so their contribution to GDP fluctuates. The apartheid system of job allocation and education continues to influence employment in these sectors, with the highest unemployment rates occurring among the least well educated and skilled. The overall unemployment rate exceeds 30 percent. People residing in urban areas, including the many migratory workers, have adopted Western ways; however, in rural areas, traditional society remains intact.

Program Focus

Immediately after Namibia's independence in 1990, the Ministry of Basic Education, Sport and Culture began a reform of the educational system. The first group of Peace Corps Volunteers arrived in Namibia less than six months after independence and have made substantial contributions to that reform. Currently, all Peace Corps/Namibia projects operate in collaboration with the education ministry, and the education sector is likely to continue to be the platform from which the Peace Corps launches broader contributions to Namibia's development. The Peace

Corps also plans to strengthen its HIV/AIDS efforts and is exploring opportunities to collaborate with the Ministry of Health and Human Services and the Ministry of Women's Affairs and Child Welfare. All Volunteers, regardless of sector, are trained in how to promote HIV/AIDS awareness.

Volunteer Focus

Education

Peace Corps/Namibia has made substantial contributions to the reform of the educational system in teacher training, classroom teaching, and subject matter support for teachers, especially in English, mathematics, and science. Co-curricular activities have engaged youth and community members in meeting important needs in recreational sports, libraries, girls' clubs, HIV/AIDS awareness, environmental conservation, adult literacy, and community development. Almost all current Volunteers are involved in HIV/AIDS education in their schools and communities. Many education Volunteers are also involved in development activities for boys and girls.

Education Volunteers are currently assigned to 21 secondary schools. To help motivate interest and growth among students, many have developed

school libraries and taught their counterparts and students how to organize and maintain these libraries. Given the remote location of most schools, libraries offer significant support for learners without resources in their homes or schools.

Volunteers have been rigorous in their attempts to complement the education ministry's efforts to increase parental and community involvement in education, drawing upon a development plan that outlines each school's overall vision, goals, and objectives. Volunteers conduct workshops on classroom management and discipline and, at the grass-roots level, conduct home visits to explain student class assignments and solicit parental support for school-based activities. They also assist with community-based projects such as planting gardens, promoting small business activities, and assisting women's sewing cooperatives.

Health and HIV/AIDS

Volunteers focus on capacity building at regional and school levels. They assist with establishing HIV/AIDS clubs and organizing HIV/AIDS dramas. They conduct HIV/AIDS workshops using both local and Volunteer-developed resources. As a result, community members have become more comfortable in asking questions and seeking information about HIV transmission.

"Forming close relationships with my teachers not only allows me to be a more effective teacher trainer but opens a door to the community and culture."

**Namibia Volunteer
Education Sector**



Nepal

Capital	Kathmandu
Population	25.9 million
Annual per capita income	\$1,400
GDP growth	5.9%
Adult illiteracy rate	Male: 40%
	Female: 76%
Infant mortality rate	74 per 1,000 live births
Immunization rate	DPT: 76%
	Measles: 73%
Foreign direct investment	\$4.4 million
Access to safe water	81%
HIV/AIDS prevalence	0.29%
Major religions	Hinduism: 86.5%
	Buddhism: 7.8%
	Islam: 3.5%
	Other: 2.2%
Official languages	Nepali, Gurung

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	119	117
Program funds (\$000)	2,408	2,683

Country Overview

Program dates	1962–present
Program sectors	Education Environment Health

The Himalayan Kingdom of Nepal is a landlocked, mountainous country that continues to face significant development challenges. The United Nations estimates that 42 percent of the population—about 9 million people—lives in poverty, particularly in rural areas. The government’s ability to commit significant resources to poverty reduction has been severely compromised by its struggle to quell an ongoing insurgency by Nepali Maoists, who continue to wage their seven-year “people’s war” against the government. Urbanization has exerted pressure on natural resources and agricultural lands. All arable land is under cultivation and subject to deteriorating soil fertility and productivity. Nepal is faced with a lack of educational opportunities for its children, poor health facilities, deforestation, and soil erosion.

The political situation in Nepal continues to exhibit some instability. However, on January 29, 2003, the Nepalese government and Maoist rebels agreed to a cease-fire. The government has appointed a minister to mediate negotiations between the two sides. This comes after it reportedly agreed to stop labeling the rebels as terrorists, to withdraw arrest warrants for rebel leaders, and to retract the offer of monetary rewards for their capture. It remains to be seen if the government will announce dates for new elections and if the negotiations will succeed.

Ninety percent of the population is dependent on agriculture. Low per capita income; lack of capital, technology, and skills; and the country’s landlocked status have all impeded its industrial development. Unemployment in urban areas and underemployment, particularly in rural areas, remain high. Because Nepal is so dependent on other countries for the supply of capital, technology, raw materials, and consumer goods, external forces exert much influence on the direction of its economy.

Program Focus

Peace Corps/Nepal celebrated its 40th anniversary in November 2002. Since 1962, over 4,300 Volunteers have assisted in the development of Nepal. Today, Volunteers help address challenges in the areas of education, health, the environment, and urban and youth development by working with Nepali communities, schools, government offices, and organizations.

Volunteer Focus

Education

Responding to a need for quality English instruction, skill building for Nepali teachers in English, and improved science teaching, Volunteers teach English and science in primary and secondary schools. Science education Volunteers assist schools in making laboratories functional and in integrating a practical component into science curricula. Peace Corps/Nepal's overall emphasis in this sector is supporting girls' education and promoting the quality of education for students from disadvantaged communities.

Environment

The natural resources project works in four major areas: community forestry, soil conservation, national parks, and the Institute of Forestry. Volunteers train village user groups to conserve forest resources, help farmers develop agricultural practices that protect valuable soil resources from erosion and degradation, promote conservation education, and develop management plans for ensuring that resources are used in a sustainable manner.

In the water and sanitation project, Volunteers primarily assist communities in strengthening their capacities to address personal, household, and community hygiene and environmental sanitation problems. The project promotes construction and maintenance of sanitation facilities and conducts training that benefits women and children.

Health

Volunteers work to reduce Nepal's high maternal death rate by educating women about pregnancy-related complications and postnatal care. They also train traditional birth attendants and female community health volunteers and provide classroom instruction and clinical supervision in hospitals and health posts. They encourage students to develop relationships with the staff and community to solve health problems in hospitals and communities.

"Even more rewarding than the office culture and the work at my post has been the opportunity for me to completely immerse myself in village life. The people I have met and the friends I have made have been most loving and welcoming. They have been my most instrumental teachers of Nepali life and culture."

**Nepal Volunteer
Environment Sector**



Nicaragua

Capital	Managua
Population	5.1 million
Annual per capita income	\$400
GDP growth	4.3%
Adult illiteracy rate	Male: 34%
	Female: 33%
Infant mortality rate	33 per 1,000 live births
Immunization rate	DPT: 83%
	Measles: 99%
Foreign direct investment	\$254 million
Access to safe water	79%
HIV/AIDS prevalence	0.15%
Major religion	Roman Catholicism
Official language	Spanish

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	209	240
Program funds (\$000)	2,647	3,382

Country Overview

Program dates	1968-1979 1991-present
Program sectors	Agriculture Business Development Education Environment Health and HIV/AIDS

More than half of Nicaragua's population is underemployed or unemployed. Severe environmental degradation and flood damage from Hurricane Mitch have compromised the fragile food security of many rural areas. Limited access to health care and health education has led to a high rate of child mortality. Economic development is critically impaired by the limited availability of business education and poor access to credit.

Program Focus

The Peace Corps' program works to help Nicaraguans respond to the challenges of economic development and improve their quality of life through projects in five sectors.

Volunteer Focus

Agriculture

The sustainable food security project focuses on improving the standard of living of rural farming families in the departments of Esteli and Nueva Segovia through improved agricultural techniques. Volunteers work closely with field technicians from the counterpart agency, the National Agricultural Technological Institute, to help members of rural households develop skills in sustainable crop production, environmental protection, and integrated backyard management. Specific efforts include helping rural farm families increase food production through soil improvement, pest management, and better care of farm animals.

One Volunteer developed a program in which 35 secondary school students receive scholarships from U.S. families. Each program beneficiary receives \$20 yearly, which is enough to cover school fees, school supplies, and one uniform.

Business Development

The small business development project is designed to improve the administration and management of microbusinesses, cooperatives, and NGOs and to promote the development of new businesses to create employment and income, as well as to raise living standards of communities. The project has two components: business advising and information technology. Volunteers train and advise local organizations, individuals, and their clients in ways to strengthen institutional capacity and develop and write business plans.

One Volunteer assisted a group of boys and young men in running a wooden furniture workshop after they had finished vocational training in the same line of business. The same Volunteer assisted a women's cooperative in making pottery and helped create a tourist-services map for the city of Masaya.

Education

The youth development project was launched in July 2002. The overall purpose of this new project is to provide Atlantic Coast youth with the skills and opportunities to lead healthy and productive lives as model citizens of their region. Volunteers cooperate with a counterpart agency, providing direct support to youth and local organizations that serve youth, including youth-led groups, churches, NGOs, ethnic identity groups, cultural groups, schools, and local government institutions.

Environment

The environment project collaborates with municipal committees and the Ministries of Education and Environment to increase the government's capacity to communicate its environmental policies.

Volunteers work in a variety of resource management and environmental activities, including classroom environmental education, recycling, school gardens, agroforestry extension, and conservation of protected areas. They also work with rural teachers, organizations, and community groups to increase their nonformal environmental education activities and membership base at the community level in an effort to rehabilitate and conserve natural resources and the environment in a collaborative way.

A Volunteer in San Ramon, Matagalpa, is working in coordination with the Ministry of Education in three schools to promote environmental education by giving classes in natural science.

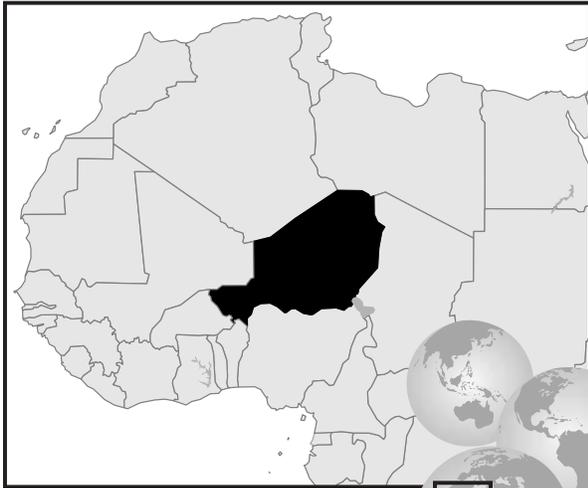
Health and HIV/AIDS

Volunteers teach community members basic prevention techniques that will help them avoid or diminish the effects of some devastating but controllable diseases. The preventive health education program focuses on informing community members about cholera, malaria, nutrition, drug and alcohol abuse, HIV/AIDS, maternal and child care, vaccinations, first aid, and oral rehydration. Volunteers have also been involved in disaster preparedness and mitigation activities.

One Volunteer coordinated a multiagency action group of community leaders and local volunteers to facilitate HIV/AIDS awareness workshops for local teens. This was the first opportunity many teens had to discuss these issues in a safe and open environment. The teens later created role plays about healthy relationships and informational posters incorporating basic HIV/AIDS facts to educate others in the community and foster awareness.

"It was amazing to me to see how resilient Nicaraguans are, surviving war, hurricanes, and earthquakes. Yet my community not only was interested in outsiders but welcomed me with open arms."

**Nicaragua Volunteer
Environment Sector**



Niger

Capital	Niamey
Population	11 million
Annual per capita income	\$220
GDP growth	2.4%
Adult illiteracy rate	Male: 76% Female: 92%
Infant mortality rate	114 per 1,000 live births
Immunization rate	DPT: 28% Measles: 36%
Foreign direct investment	\$15 million
Access to safe water	Urban: 70% Rural: 56%
HIV/AIDS prevalence	1%
Major religion	Islam
Official language	French

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	114	161
Program funds (\$000)	2,486	3,418

Country Overview

Program dates	1962–present
Program sectors	Agriculture Education Environment Health and HIV/AIDS

At independence in 1960, Niger became a constitutional democracy with an elected president and National Assembly, but it was not until 1993 that it held free and fair elections. A military coup in 1996 resulted in the departure of many international aid agencies, including the U.S. Agency for International Development. In late 1999, democratic elections were held and many international donors returned, renewing hope for economic growth.

Niger remains one of the poorest countries in the world, ranking 172 out of 173 on the 2002 United Nations Human Development Index. Nearly 90 percent of Niger's population is vulnerable to malnutrition. The inability to produce, access, and utilize adequate quantities of food is the central concern for most Nigerien households as well as for the government of Niger.

Program Focus

The Peace Corps entered Niger in 1962 with seven Volunteers teaching English as a foreign language, and to date over 2,700 have served in the country. Volunteers work in agriculture, the environment, and health in rural communities under the overarching goal of helping Nigeriens attain household food security. All Volunteers, regardless of sector, are also trained in how to promote HIV/AIDS awareness.

Volunteer Focus

Agriculture

Agricultural production is the number one concern for Niger, a country with variable rainfall and predominantly sandy soils. The agriculture project, in conjunction with the Ministries of Planning, Agricultural Development, and Animal Resources, helps develop local strategies to improve individual household food production, utilization, and acqui-

sition systems. Volunteers work directly with farmers in their villages, covering areas such as water harvesting, crop rotation, soil fertility management, and improved animal husbandry.

Education

Peace Corps/Niger will inaugurate a new sector, community and youth education, in June 2003. An initial group of 15 Volunteers will work to create regional English language centers, aimed primarily at adults who need English for their jobs or to gain employment. Others will work with youth and conduct awareness campaigns on HIV/AIDS and work with girls' education, vocational training, and adult literacy.

Environment

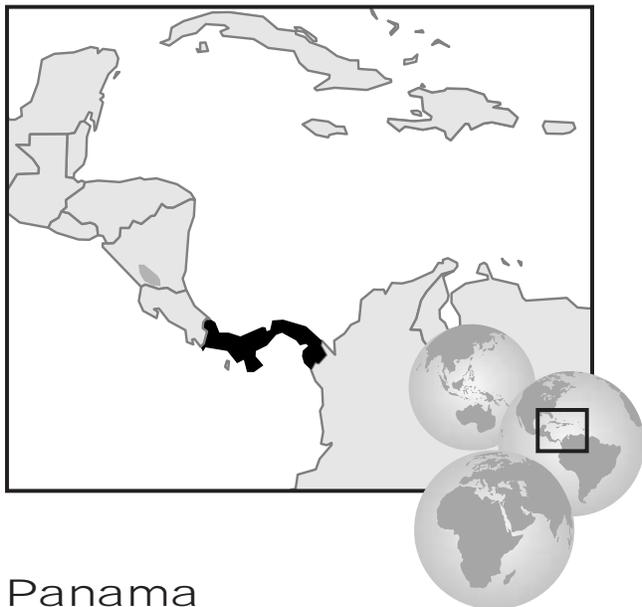
The natural resource management project focuses on the government of Niger's household food security plan, ensuring that the right quantity and quality of food are consumed in each household year-round. Volunteers work on a variety of projects to increase food production while improving overall agricultural practices like soil and water conservation.

Health and HIV/AIDS

Niger suffers from one of the world's highest infant mortality rates, and roughly 25 percent of children under age two are malnourished. The primary strategy of the health project is to promote development of nutrition education skills and practices among mothers. Volunteers work to improve the nutrition of children and pregnant women in rural areas by educating mothers on how to improve their feeding and dietary practices. There is also a successful Guinea worm eradication project, in which a Volunteer educates populations living in endemic zones by distributing fliers that provide important health information and by treating infested ponds. Peace Corps/Niger is also promoting HIV/AIDS awareness and prevention on a nationwide basis through an annual AIDS ride.

"Peace Corps Volunteers have made an important contribution to Niger over the past 40 years. The Peace Corps is a model of development assistance."

**Nigerien President
Mamadou Tandja**



Panama

Capital	Panama City
Population	2.9 million
Annual per capita income	\$3,260
GDP growth	2.7%
Adult illiteracy rate	Male: 7%
	Female: 9%
Infant mortality rate	20 per 1,000 live births
Immunization rate	DPT: 92%
	Measles: 90%
Foreign direct investment	\$603 million
Access to safe water	87%
HIV/AIDS prevalence	2%
Major religions	Roman Catholicism: 85%
	Protestantism: 15%
Official language	Spanish

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	131	164
Program funds (\$000)	2,362	2,869

Country Overview

Program dates	1963-1971
	1990-present
Program sectors	Agriculture
	Business Development
	Environment
	Health

Panama's history has been shaped by globalization and the ambitious dreams of Europeans and Americans. Although the nation has a relatively high per capita income, 37 percent of its citizens live in poverty. The richest 20 percent of the population consumes more than 50 percent of the available resources, whereas the poorest 10 percent consumes 1.6 percent. Particularly impacted are indigenous communities, which have the worst sanitation systems, the highest rates of malnutrition and infant mortality, and inadequate education. Poor management of natural resources has caused deforestation, erosion, pollution, the loss of biological diversity, and the degradation of coastal and marine systems at alarming rates.

Program Focus

In light of the serious inequality facing the country, Peace Corps/Panama has dedicated its programming to identifying, developing, and promoting sustainable socioeconomic growth opportunities for rural families. The Peace Corps maintains a commitment to send 30 percent of Panama Volunteers to indigenous communities and 70 percent to the poorest areas of Panama.

In recognition of the serious problems facing rural and indigenous communities, the Peace Corps has initiated a new environmental health sector. It continues to work on environmental issues by promoting environmental education in primary and junior high schools and introducing sustainable agricultural techniques to rural farmers. Volunteers also work on developing income-generating activities and small business skills for youth, women, and rural community organizations. Many Volunteers are promoting information technology skills in their projects with the collaboration of local agencies and nongovernmental organizations.

Peace Corps/Panama enjoys the dedicated support of the Panamanian government. The Ministry of Health, in particular, participated in the entire process of creating the environmental health project, from its inception to the training of Volunteers.

Volunteer Focus

Agriculture

Traditionally, Panamanian agriculture has been based on “slash and burn” land-clearing techniques, causing extensive soil erosion. This erosion, exacerbated by nonsustainable uses of agrochemicals, has led to a decrease in agricultural productivity. Many subsistence farmers have turned to other sources of income, like cattle production. Some have migrated to urban centers, where they have few or no employable skills. Understanding the need to both preserve natural resources and ensure viable sources of income for farmers, the Peace Corps has modified its goals and direction to form a permaculture (for “permanent agriculture”) project. The project exists primarily to help subsistence farmers and their families improve their lives by producing more food. Additionally, a greater emphasis is being placed on promoting small-scale agribusiness.

Business Development

After three years of implementation, Peace Corps/Panama’s small business development project has evolved from strictly a business project to a project

that combines community development with microbusiness development. The project still focuses on development of cooperatives and associations, development of women’s and artisans’ ventures, and entrepreneurial development. In 2002, Volunteers identified and assisted in the shaping of more than 40 microenterprise endeavors, from women’s credit groups to parents’ cooperatives.

Environment

In addition to training teachers and assisting in curriculum development, environmental conservation Volunteers focus on community- and family-based conservation activities using a nonformal environmental education approach. Volunteers continue to work with local nongovernmental organizations, government agencies, and coastal fishermen in the design and implementation of environmental projects in national park buffer zones. In 2002, Volunteers trained over 1,000 extension agents in environmentally sound practices and community development techniques.

Health

Volunteers live and work with indigenous groups such as the Kuna, Ngábe, Buglë, Wounaan, and Emberá. The program focuses on two main issues: lack of basic sanitation systems and lack of potable water. Volunteers use their technical knowledge in conjunction with their understanding of the community culture to facilitate construction and maintenance of rural aqueduct and sanitation systems using appropriate technology.

“The work is real. I worked not only with furniture makers, helping them manage their businesses, but also with a housewives group and with teaching English to children and planting an organic garden.”

**Panama Volunteer
Business Development Sector**



Paraguay

Capital	Asunción
Population	5.5 million
Annual per capita income	\$1,440
GDP growth	-0.5%
Adult illiteracy rate	Male: 6% Female: 8%
Infant mortality rate	23 per 1,000 live births
Immunization rate	DPT: 66% Measles: 92%
Foreign direct investment	\$82 million
Access to safe water	79%
HIV/AIDS prevalence	0.11%
Major religion	Roman Catholicism
Official languages	Guaraní, Spanish

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	218	240
Program funds (\$000)	3,193	3,965

Country Overview

Program dates	1967–present
Program sectors	Agriculture Business Development Education Environment Health

In spite of significant challenges, Paraguay has maintained a democratically elected government since 1989. Decentralization efforts that began with the 1992 Constitution continue despite limited economic resources for municipal and regional governments.

Living in one of the poorest countries in Latin America, a majority of Paraguay's population lacks one or more of the following basic human needs: health, education, income, and shelter. Over 95 percent of children are infected with intestinal parasites, and just 7 percent of rural families have potable water. The low incomes of rural farm families result from a stagnant economy, a dependence on cotton, the rising cost of credit, and farming practices that deplete the environment. Paraguay's high population growth rate, combined with limited land resources and limited economic opportunity in rural areas, is causing significant rural-to-urban migration.

Program Focus

The Peace Corps opened its program in Paraguay in 1967, and since then over 2,000 Volunteers have served in this South American nation. To help address Paraguay's critical needs, Volunteers are assigned to projects in business development, municipal management, agriculture, education, the environment, health, and youth at risk.

Volunteer Focus

Agriculture

Farming employs 45 percent of Paraguay's labor force, but agricultural productivity is decreasing as a result of soil erosion and poor pest control practices. Crop extension and beekeeping Volunteers work with small-scale farmers to improve soils, diversify crops, seek new markets, and identify new

income-generating activities. A major focus of the project is to promote horticulture and food crops for domestic consumption, both to reduce dependence on cotton as the single cash crop and to increase nutritional levels in Paraguayans' diet.

Business Development

Paraguay suffers an alarming rate of both unemployment and underemployment. Volunteers provide technical training and assistance to small business owners and rural cooperatives to increase incomes and job opportunities. They work with small agricultural cooperatives to improve their operations and their management, accounting, and marketing skills. Volunteers also help cooperatives diversify their services in the areas of credit, technical assistance to farmers, health and life insurance policies, home improvement and construction loans, and consumer clubs. They provide computer training courses to cooperative employees, cooperative members, and their families.

Volunteers work with municipal governments to improve the planning and delivery of services to underserved communities. They also assist municipalities in modernizing their data collection techniques and services through the use of information technology.

Education

The Ministry of Education's 1992 educational reform plan proposed a more democratic form of education, with a focus on participatory education, problem-solving skills, and personal development. In the Peace Corps' early elementary education project, Volunteers train kindergarten, first-grade, and second-grade teachers in new teaching techniques, implement summer community education projects, help families and schools identify and support children with special needs, and help teachers

and administrators promote the equality of boys and girls in the classroom. Volunteers provide consistent support for overworked, undertrained rural teachers.

In 2002, early elementary education Volunteers worked in 220 communities, assisting teachers in 337 primary schools and several preschools, high schools, and teacher-training colleges.

In the Peace Corps' urban youth development project, Volunteers address the diverse problems of at-risk youth in the urban communities where they live and work. Volunteers form and strengthen youth groups and develop activities that foster leadership and job skills in young people.

Environment

In Paraguay, environmental degradation is increasing at a dramatic rate. Volunteers in the agroforestry project work to increase crop diversity on fragile deforested land while promoting resource sustainability. Volunteers in the environmental education project support the Ministry of Education's reforms by incorporating environmental education into schools' curricula and into village-based projects.

Health

The morbidity and mortality rates of mothers, infants, and children in Paraguay are extremely high. The Peace Corps uses an integrated approach to respond to the public health problems in rural areas. Environmental sanitation Volunteers focus on protection and decontamination of water sources, latrine construction, and the excavation of garbage pits. Rural health extension Volunteers work with village nurses, parents, and community members to promote preventive health care practices and maternal and child health care.



Peru

Capital	Lima
Population	25.7 million
Annual per capita income	\$2,080
GDP growth	3.1%
Adult illiteracy rate	Male: 5% Female: 15%
Infant mortality rate	32 per 1,000 live births
Immunization rate	DPT: 93% Measles: 93%
Foreign direct investment	\$680 million
Access to safe water	77%
HIV/AIDS prevalence	0.3%
Major religion	Roman Catholicism
Official languages	Quechua, Spanish

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	47	127
Program funds (\$000)	1,408	1,683

Country Overview

Program dates	1962–1975 2002–present
Program sectors	Business Development Health

The government of Peru is engaging in democratic reform. Led by President Alejandro Toledo, the executive branch is becoming more accountable, and the Congress is emerging as a counterbalance to the once dominant executive branch. Simultaneous with these advances are ongoing terrorist activities by Shining Path (Sendero Luminoso), which has operated in Peru for over 20 years.

Peru's main exports are minerals, petroleum, textiles, fish, timber, and agricultural products. With 54 percent of the population living below the national poverty line, and 24 percent living in extreme poverty, the country faces significant development challenges. Peru is also plagued by severe underemployment (estimated at 43 percent), and a significant portion of economic activity takes place in the informal sector. Large sectors of the population suffer from nutritional deficiencies, high infant mortality rates, and limited access to basic health services.

Program Focus

Peru was one of the first countries to welcome Peace Corps Volunteers, who began working there in 1962. Returning in 2002 after a 27-year hiatus, the Peace Corps is focusing its efforts in the areas of small business development and health. Since 1962, over 2,000 Volunteers have served in Peru.

Volunteer Focus

Business Development

To address the critical issues of poverty and underemployment, particularly in rural areas, Volunteers help farmers and agricultural cooperatives improve their incomes by enhancing their links to urban markets, developing village banks, and strengthening their management and accounting practices. This project began in February 2003.

Health

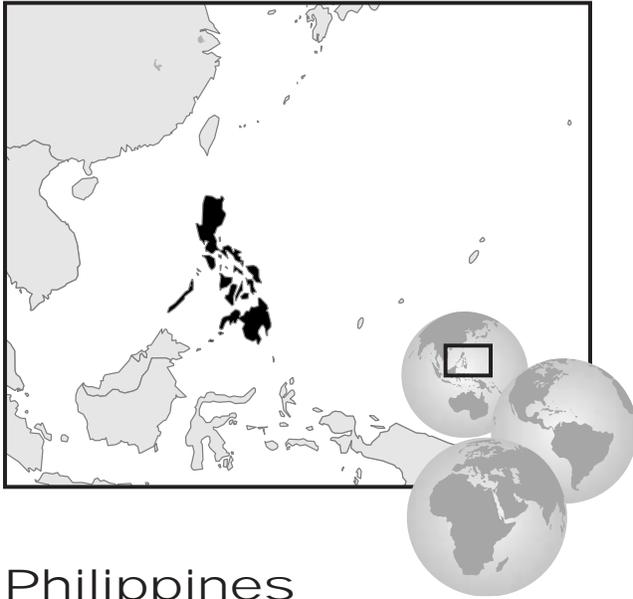
In Peru, the gap between rural and urban health indicators is stark. Rural areas have much higher infant mortality rates, and chronic malnutrition approaches 50 percent. Volunteers promote preventive health care practices and maternal and child care among health workers, families, and community members. As of 2002, Volunteers began working with local women's groups and health promoters to develop community gardens to promote better nutrition.

"We have had the warmest reception from the people, as we are the first North Americans to live in this area. The response from our community is overwhelming. Everyone is interested in who we are and what the Peace Corps has to offer."

**Peru Volunteer
Health Sector**



Peruvian President Alejandro Toledo addressing staff members at Peace Corps Headquarters.



Country Overview

Program dates	1961–1990 1992–present
Program sectors	Business Development Education Environment

While the Philippines consists of more than 7,000 islands, most of the population lives on 11 of those islands. The majority of Filipinos are descendants of Indonesians and Malays who migrated to the islands long before the Christian era. About 90 percent of the people are Christian. Most were converted and Westernized to varying degrees during the nearly 400 years of Spanish and American rule.

The Philippines has a representative democracy modeled on the U.S. system. The 1987 Constitution, adopted during the administration of Corazon Aquino, reestablished a presidential system of government with a bicameral legislature and an independent judiciary. The president is limited to one six-year term. The current president, Gloria Macapagal Arroyo, faces a number of challenges. Rising crime and concerns about the security situation have begun to impact tourism and foreign investment. The government continues to face threats from both Muslim separatist groups and Communist insurgents, and it is pursuing peace talks with both groups. President Arroyo has had to devote increasing resources to quelling rebel group demands and activities, leaving fewer resources for development efforts.

The Philippines was less severely affected by the Asian financial crisis than its neighbors, largely as a result of remittances of approximately \$5 billion to \$6 billion annually from overseas workers. Nonetheless, the country continues to be a weak economic performer. As the Philippines continues to grow and to become a center of international business, fluency in English has become an important skill for the workforce. Volunteers help address these challenges by working in education and environmental protection, primarily in rural areas. Forty percent of Filipinos rely on agriculture for subsistence. Rural resource depletion, including deforestation and overfishing, has led a growing number of rural people to migrate to the cities.

Philippines

Capital	Manila
Population	84.5 million
Annual per capita income	\$4,000
GDP growth	2.5%
Adult illiteracy rate	Male: 5% Female: 5%
Infant mortality rate	31 per 1,000 live births
Immunization rate	DPT: 79% Measles: 79%
Foreign direct investment	\$2 billion
Access to safe water	87%
HIV/AIDS prevalence	0.07%
Major religions	Roman Catholicism: 83% Protestantism: 9% Islam: 5% Buddhist and Other: 3%
Official languages	English, Tagalog

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	138	171
Program funds (\$000)	2,528	3,224

Program Focus

The program in the Philippines is the second oldest in the Peace Corps. It began with the arrival of 123 Volunteers assigned to the Bureau of Public Education in October 1961. Since then, the program has diversified into almost all areas of development work, including agriculture, forestry, small business management, health, urban and regional planning, water/sanitation, fisheries, and education. Since 1961, more than 7,500 Volunteers have served in the Philippines. In June 1990, the program was suspended because of a threat from Communist rebels; it resumed almost two years later.

Volunteer Focus

Business Development

The Peace Corps/Philippines business project focuses on youth ages 10 to 25. Volunteers work with 31 organizations and several thousand participants. They organize and conduct livelihood workshops, such as engine repair, dressmaking, and arts and handicrafts production and marketing. Their business capacity-building projects range from conducting workshops on project planning and management to delivering youth leadership seminars to assisting in procuring funding to starting small income-generating businesses. Volunteers also train youth in business uses of the Internet.

Education

Volunteers in the education assistance project work primarily with schools and school districts in a wide variety of projects designed to increase the English fluency, teaching skills, and effectiveness of Filipino teachers. The education assistance project also includes a community services component in which Volunteers work as mentors at schools for abused children and youth offenders. Since 1995, Volunteers have trained 14,650 Filipino teachers through workshops, seminars, and consultations.

Environment

Peace Corps/Philippines' environment project works to raise environmental awareness among youth and adults in 20 villages in and around protected areas and tourism sites. This work focuses on minimizing degrading activities, promoting sustainable natural resource use, increasing livelihood opportunities, and encouraging community participation in park management. Volunteers work in a variety of settings—in schools, where they introduce environmental education activities; in communities, where they promote livelihood and youth environmental activities; and in government agencies, where they work with the agencies to solve environmental issues. Over 5,000 high school students have an increased awareness of environmental issues as a result of Volunteers' work.

“Professionally, I am satisfied that I have been productive both for [my education department] and for my secondary project. My audience for the science workshop series has grown to include not only a large number of primary teachers but also secondary teachers.

I have been invited to schools to work with specific teachers.”

**Philippines Volunteer
Education Sector**



Romania

Capital	Bucharest
Population	22.3 million
Annual per capita income	\$6,800
GDP growth	5.3%
Adult illiteracy rate	Male: 1% Female: 3%
Infant mortality rate	19 per 1,000 live births
Immunization rate	DPT: 97% Measles: 98%
Foreign direct investment	\$1 billion
Access to safe water	58%
HIV/AIDS prevalence	0.01%
Major religions	Romanian Orthodoxy: 86.8% Roman Catholicism: 5% Protestantism: 5%
Official language	Romanian

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	220	206
Program funds (\$000)	3,543	3,825

Country Overview

Program dates	1991–present
Program sectors	Business Development Education Environment Health and HIV/AIDS

Romania is politically stable and committed to institutionalizing civil liberties, human rights, freedom of the press, and other democratic principles. It has been working to join international institutions such as the European Union and NATO. NATO formally invited Romania to become a member at the Prague summit in November 2002, and Romania expects to join the European Union in 2007. The country has recently taken significant measures to tackle needed reforms and is expected to continue on this path as it prepares for EU accession.

Over the past 12 years, Romania has been transforming from a command to a market-based economy. In the years since the overthrow of the Nicolae Ceausescu regime, small-scale privatization has moved forward swiftly, though large-scale privatization remains relatively slow. Foreign investment and development aid are increasing, and Romania enjoyed an impressive GDP growth of approximately 5 percent in 2001. The country has great potential for future investment, with a well-trained workforce, vast natural resources, and opportunities for tourism. But with nearly 30 percent of the population living below the national poverty line and corruption at many levels of society, many challenges lie ahead.

Program Focus

As an increasing number of unemployed youth return to school, the need for highly skilled educators is growing. Volunteers work as language instructors and business educators to teach youth the skills they will need to succeed in a changing work environment. The government has also requested that Volunteers provide guidance to newly emerging social and environmental nongovernmental organizations. Volunteers are focusing on small business and microenterprise development, information technology, secondary education, social work, NGO development, and environmental management and education.

Volunteer Focus

Business Development

The small business development program was started in 1993 to work with business advisory centers that were created as an initiative of the European Union. Over time, Volunteers' partners diversified to include chambers of commerce, centers for local development, educational nonprofits, municipal offices, and schools and universities. Volunteers are now having a greater long-term impact by concentrating their efforts on business education and organizational strengthening. They work with a broad range of community economic development organizations, including local and regional development agencies, educational institutions, and NGOs engaged in economic development issues. In 2002, they assisted 2,946 individuals and 430 service providers in 45 communities.

Education

The education program is designed to develop the potential of Romanian communities by increasing the quality of English language instruction and enhancing Romanian English teachers' communication skills. In 2002, Volunteers worked with 12,756 middle and secondary school students and with 220 service providers, teaching English, introducing American culture, and exchanging ideas on teaching methodology. In addition to classroom teaching and training, Volunteers organized and participated in a variety of summer activities, including a drama

training course for EFL teachers and English, environmental, sports, and GLOW (Girls Leading Our World) camps.

Environment

Romania's environment suffered during the rapid, unregulated industrialization of the communist era. The environmental management and education project is designed to assist Romanian communities in addressing the challenges posed by the years of disregard for the environment. It also aims to develop enhanced public awareness of responsible and sustainable environmental management that is compatible with economic development. In 2002, environment Volunteers assisted 665 individuals and 210 service providers in 32 communities.

Health and HIV/AIDS

The health, social, and youth NGO development project continues to adapt to the country's evolving strategies for achieving progress in these areas. The project originally focused on social work education and later emphasized social service implementation. The program now works to strengthen the organizational capacity and management of NGOs in the areas of health, social services, and youth. In 2002, Volunteers assisted 1,200 people and 78 organizations in 45 communities. They are engaged in community development in the areas of HIV/AIDS awareness, disabled youth, social services, and education, primarily with NGOs, municipalities, and a few governmental agencies.

"If you have a sense of adventure, great curiosity, and an open mind... you will succeed. Yes, learning the language, understanding the culture, feeling 'foreign,' and experiencing discomforts are all challenges, but the rewards overcome those in the end."

**Romania Volunteer
Business Development Sector**



Samoa

Capital	Apia
Population	170,000
Annual per capita income	\$1,520
GDP growth	10%
Adult illiteracy rate	Not available
Infant mortality rate	25 per 1,000 live births
Immunization rate	DPT: 95% Measles: 96%
Foreign direct investment	\$4 million
Access to safe water	99%
HIV/AIDS prevalence	4%
Major religion	Christianity
Official languages	Samoan, English

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	48	53
Program funds (\$000)	1,395	1,482

Country Overview

Program dates	1967–present
Program sectors	Education Information Technology

Samoa is ruled by a Parliament modeled after the British Westminster system; however, traditional culture continues to dominate both social and political structures. The prime minister, Sailele Malielegaoi Tuila'epa, was elected in 1998, and his cabinet consists of 12 members appointed by the chief of state. The traditional post of chief of state has been held by Malietoa Tanumafili II since 1963. The unicameral Legislative Assembly, or Fono, has 49 members, who serve for five years; only chiefs, or *matai*, may stand for election to the Fono. The Peace Corps is fortunate to enjoy a close working relationship with the government of Samoa, especially the Ministry of Internal Affairs.

Samoa's economy is agricultural, based primarily on the cultivation and export of crops such as cocoa, copra (dried coconut meat), and bananas. New crops recognized for their medicinal value, such as kava and nonu, have recently gained economic importance. The fishing industry has also become an extremely important part of the export economy in the past few years. The growing sector of tourism may soon replace all of the above areas in overall economic importance. However, remittances from Samoans living overseas play a considerable part in Samoa's economic growth and development.

Program Focus

The Peace Corps began two new projects in June 2001 that will form core of its development assistance in Samoa for the next few years. In the village-based project, Volunteers are working to help villages better organize and carry out small-scale projects in numerous sectors, including health, agriculture, youth, and income generation. In its first year, the project assisted nine communities and strengthened 13 organizations. The capacity-building project is working in information technology, teacher training, and technical and professional mentoring (in the environment, agriculture, and health). One Volunteer is working in nongovernmental organization capacity building in partnership with Habitat for Humanity International.

Volunteer Focus

Education

Education has been an important component of Peace Corps programming in Samoa since 1967, and approximately 70 percent of all Volunteers have been teachers. Since 1987, Volunteers have helped more than 30,000 students complete five years of secondary education. Volunteers are also involved in extracurricular activities such as coaching for field and track events, rugby, and soccer. Over the years, Volunteers' roles have evolved from classroom teachers to special-needs educators and early childhood education teacher trainers. Currently, Volunteers with experience in autism, speech and language therapy, and art therapy are working as teacher trainers.

Information Technology

Nearly 25 percent of Volunteers work formally or informally in information technology with counterparts and communities. An IT Advisory Board with local agency membership meets regularly to coordinate and leverage resources. An Equal Opportunity Career Day with information on IT-related careers (in media, engineering, and computer services) involved about 500 young people, 50 percent of whom were girls. Equal Opportunity, an organization started by Volunteers several years ago, sponsors career days, women-in-management workshops, female/male awareness training, and other seminars. Additionally, the publications *Teacher's Resource Book for Introduction to Computer Studies* and *Text Introduction to Computer Studies*, developed by Volunteers and their counterparts, are now being used in schools.

"I was fortunate to teach a basic computer class in my village. I had one student, she told a few others, and suddenly I had four students. ...They were extremely eager to learn. ...It was wonderful to see them learning and feeling good about their accomplishments."

**Samoa Volunteer
Education Sector**



Senegal

Capital	Dakar
Population	9.8 million
Annual per capita income	\$520
GDP growth	3.6%
Adult illiteracy rate	Male: 53%
	Female: 72%
Infant mortality rate	60 per 1,000 live births
Immunization rate	DPT: 60%
	Measles: 60%
Foreign direct investment	\$107 million
Access to safe water	Urban: 92%
	Rural: 65%
HIV/AIDS prevalence	2%
Major religions	Islam: 95%
	Christianity: 4%
	Indigenous beliefs: 1%
Official language	French

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	152	194
Program funds (\$000)	3,295	4,219

Country Overview

Program dates	1963–present
Program sectors	Agriculture Business Development Environment Health and HIV/AIDS

On a continent filled with political instability, Senegal has historically been a country with a relatively stable political climate, a free society, and democratic institutions. The government continues to express commitment to democracy, and the March 2000 elections led to a peaceful and transparent transfer of power. They were a model for Africa and filled the Senegalese with pride.

Senegal ranks among the least developed countries in the world. A major problem over the past 25 years has been the recurrent drought, which has effectively thwarted plans for expanding industrialization and increasing agricultural production. Desertification continues to impact agricultural production. Roughly 70 percent of the population is engaged in agriculture, but it contributes to less than 25 percent of the GDP. The government exerts a great degree of control over its peanut oil and phosphate industries, but foreign ownership is dominant. Senegal's four primary sources of income are phosphate mining, light manufacturing, agricultural processing, and tourism. Tourism has been growing over the past decade.

Program Focus

The Peace Corps program in Senegal began in 1963 with mostly English teachers. A rural development project played a secondary role. About 120 Volunteers now work in a wide range of projects. Volunteers are primarily assigned to small-scale projects to help individuals and communities with their development needs. All Volunteers, regardless of sector, are also trained in how to promote HIV/AIDS awareness.

Volunteer Focus

Agriculture

Volunteers provide assistance in the areas of sustainable agriculture, agroforestry, and improved rice production. Activities include helping rural communities and groups improve soil fertility and production, working with female farmers to increase rice production, and training farmers in natural resource management and conservation techniques. In 2002, a Volunteer worked with a group of female farmers to begin an orchard for a very popular type of banana. The women are now in the process of becoming legally recognized by the Ministry of Agriculture so they can supply seed fruit to other farmers.

Business Development

Volunteers currently provide training and assistance in marketing, finance, and organizational management. In 2002, a Volunteer helped a group of teachers start a computer learning center and cybercafe in her small town after the donation of a single, outmoded computer generated great public interest. The curriculum now includes office management, accounting, marketing, and business analysis, and nine computers are connected to the Internet. Ten months into its venture, the school has trained over 80 people and logged hundreds of hours in paid Internet navigation time.

Small enterprise development Volunteers will participate in the Digital Freedom Initiative, a partnership among the Senegalese government, USAID, the U.S. Department of Commerce, and private sector businesses aimed at increasing business and human capacity at the village level. The Volunteers will teach information technology skills that will enable Senegalese businesses to enhance their marketability and potential.

Environment

Volunteers are currently working with leaders in communities where schools are located to increase awareness of environmental issues. In 2002, a Volunteer assisted a youth group in building 47 latrines, one in each compound of her village. Afterward, 150 youth were educated on their use so that they can help younger siblings use the latrines. The youth group allocated money for disinfectant products, and a committee was created to inspect every latrine for sanitation and maintenance after three months. The group now has now a bank account to collect fines from compounds that fail to maintain a minimum standard of hygiene, and the money collected will be used to repair latrines. Teachers have already made plans to teach hygiene and sanitation using community involvement techniques in 2003.

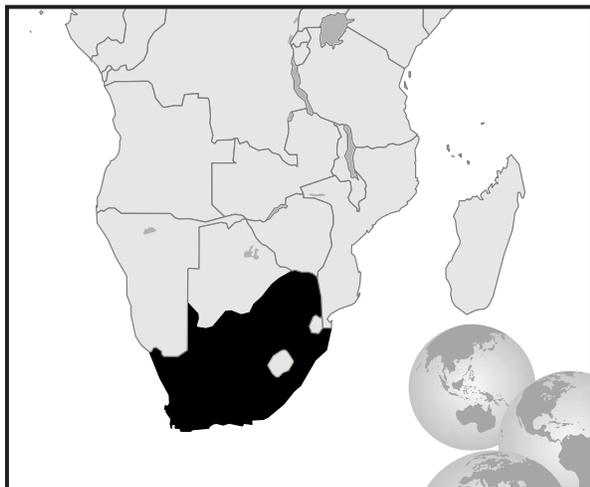
Health and HIV/AIDS

Volunteers' efforts focus on educating people in basic practices that will help them avoid illnesses such as malnutrition, diarrhea, malaria, and sexually transmitted diseases. Volunteers train Senegalese in HIV/AIDS education using informal techniques such as music and theater. In 2002, a Volunteer organized an Association of Community Health Liaisons in her small town. The formal organization includes membership cards, constitution of rules and penalties, an executive board, and the collection of monthly dues. Using competition and peer pressure in a positive way, the association gives support and cohesion to a once disorganized group of health workers. Members must perform a specified number of health activities, attend monthly meetings, and contribute dues to maintain their membership. The association has opened a bank account to save money and to qualify for bank loans. Its success has influenced the creation of other similar associations around Senegal.

"I was a schoolboy in 1963 when a Peace Corps Volunteer came to my village.

He worked and worked and worked. I have never in my life since seen someone do so much for people he didn't even know. That's what the Peace Corps is to me."

Senegalese Villager



South Africa

Capital	Pretoria
Population	43 million
Annual per capita income	\$3,020
GDP growth	2%
Adult illiteracy rate	Male: 14% Female: 15%
Infant mortality rate	63 per 1,000 live births
Immunization rate	DPT: 76% Measles: 82%
Foreign direct investment	\$961 million
Access to safe water	Urban: 92% Rural: 80%
HIV/AIDS prevalence	20%
Major religions	Christianity Hinduism Indigenous beliefs Islam Judaism
Official languages	Afrikaans, English, Ndebele, Pedi, Sotho, Swazi, Tsonga, Tswana, Venda, Xhosa, Zulu

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	103	156
Program funds (\$000)	2,491	3,382

Country Overview

Program dates	1997–present
Program sectors	Education Health and HIV/AIDS

South Africa has emerged as a regional leader on the African continent and is developing political, economic, and cultural ties around the world. The country's first democratically elected government, which assumed power in 1994, has achieved significant progress, which has been strengthened by the government of President Thabo Mbeki. It is committed in its Constitution to the establishment and maintenance of a society that protects the human and civil rights of all its citizens regardless of race or gender. While South Africa's present governance objectives are laudable, the country continues to struggle with the legacy of apartheid and the challenge of developing its full social and economic development potential. One of its most basic challenges is the development of human resources and tackling the specter of HIV/AIDS, which casts a shadow over all aspects of life.

South Africa has a productive and industrialized economy that paradoxically exhibits many characteristics associated with developing countries, including a division of labor between formal and informal sectors and uneven distribution of wealth and income. The formal sector, based on mining, manufacturing, electronics commerce, services, and agriculture, is well developed. The transition to a democratic government that began in the early 1990s stimulated a debate on economic policies to achieve sustained economic growth while simultaneously redressing the socioeconomic disparities created by apartheid. The initial blueprint to address this problem was the Reconstruction and Development Program, which was designed to improve the standard of living for the majority of the population by providing housing, basic services, education, and health care. Despite the nation's abundant wealth, 50 percent of the population lives below the national poverty line and 30 percent of the population is unemployed.

Program Focus

The government has demonstrated significant commitment to strengthening the educational system and has been very supportive of the role of Peace Corps Volunteers. Volunteers work with district and circuit educational offices, instilling a culture of learning and service in schools and disadvantaged communities. The project operates in predominantly black, rural primary schools in villages and townships. The NGO capacity-building project started in 2001 in response to the growing challenges that HIV/AIDS poses for the South African government and civil society. This project offers a unique opportunity to play a significant role in the development of peri-urban South Africa, putting Volunteers in the forefront of the country's response to the epidemic.

Volunteer Focus

Education

Volunteers are working with teachers and principals in nearly 340 rural primary schools and in over 80 communities throughout the Limpopo, North West, and Mpumalanga provinces. Each school and community resource Volunteer works with a cluster of three or four schools serving 40 to 50 teachers and administrators. Volunteers are placed at the primary-school level, where they facilitate the rollout of a new national outcomes-based curriculum, aid school management teams in building capacities related to effective administration, and seek to creatively involve parents and community members in a mutually reinforcing relationship with schools. In addition, Volunteers are involved in community activities such as environmental projects, HIV/AIDS education, computer training, income-generating

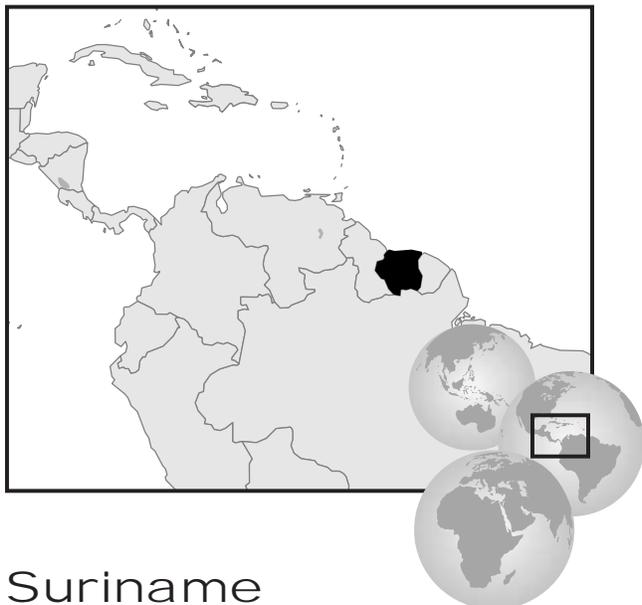
projects, and youth development. Volunteers who wanted to spark interest in learning mathematics in their students decided to stage a "Math Marathon." The notion of math marathons is now spreading rapidly. Furthermore, teachers are planning to organize this as an annual event in response to the campaign to improve the teaching and learning of math in schools.

Health and HIV/AIDS

The South African government has called on all organizations—local, national, and international—to join the new Partnership Against AIDS. The Peace Corps viewed this as an opportunity to expand its efforts in South Africa and respond to the HIV/AIDS epidemic by initiating the NGO capacity-building and HIV/AIDS integration project. Volunteers are placed with NGOs to provide HIV/AIDS services at the grass-roots level. The goal is to help these organizations become more effective and sustainable while increasing HIV/AIDS services to communities in need. Volunteers provide advice to NGOs on how to improve the quality and effectiveness of their programs and services, mentor NGO staff, and introduce or strengthen creative approaches to resource identification and mobilization. In 2002, Volunteers organized more than 200 training sessions benefiting over 2,500 people. All NGO directors report an increase in their personal capacity to manage their organizations as well as in their staff's capacity to plan, implement, and report on the program. They also report having gained a new approach to their planning—thinking about the sustainability of the organization rather than working to survive from day to day—as well as a new appreciation for good administration, record keeping, and reporting. All Volunteers, regardless of sector, are trained in how to promote HIV/AIDS awareness.

"It is [the Volunteer's] presence that has made our work in the community acceptable and appreciated by all. Before she came, no older person would talk about AIDS; now they eagerly come to our organization for information and advice."

**Director of a Health Organization
Siyabuswa, South Africa**



Country Overview

Program dates 1995–present

Program sector Education

After over a decade of predominantly military rule, Suriname installed a freely elected Parliament and inaugurated a democratically chosen president in 1991. The National Assembly elected Ronald Venetiaan as president in August 2000. Suriname is interested in increasing international investment to generate greater economic opportunities and employment. Its centralized system of government creates a high sense of dependency among the indigenous tribal peoples of the Amazon region.

Suriname is sparsely populated, with most of its inhabitants living in urban and semiurban areas along the coast. Approximately 33,000 Maroons and 7,000 Amerindians, the principal inhabitants of Suriname's interior, face a variety of problems affecting their socioeconomic development.

Suriname's main exports are gold, bauxite, timber, fish, and bananas. Although it is politically stable, Suriname faces significant impediments to economic growth, including rising inflation and a devaluating currency. Over 85 percent of Surinamese live below the poverty line.

Suriname

Capital	Paramaribo
Population	436,494
Annual per capita income	\$1,720
GDP growth	5.9%
Adult illiteracy rate	10%
Infant mortality rate	27 per 1,000 live births
Immunization rate	DPT: 79%
	Measles: 71%
Foreign direct investment	\$22.1 million
Access to safe water	86%
HIV/AIDS prevalence	1.2%
Major religions	Hinduism: 27%
	Protestantism: 25%
	Roman Catholicism: 23%
	Islam: 20%
	Indigenous beliefs: 5%
Official language	Dutch

Program Focus

In 1995, the government of Suriname invited the Peace Corps to open a program. Since that time, over 150 Volunteers have served in the country. The Peace Corps provides assistance in rural community development activities in the Amerindian and Maroon communities. Working in the interior, Volunteers address issues such as community organizing, resources identification, project planning, and adult education. In collaboration with both governmental and nongovernmental organizations, the Peace Corps began a nonformal rural community education project in 2001, as the rural community development project ended.

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	52	61
Program funds (\$000)	990	1,139

Volunteer Focus

Education

The purpose of the nonformal rural community education project is to improve the quality of life in rural communities by increasing educational opportunities and enabling communities to take responsibility for their own development. Volunteers assist communities by organizing preschool education and basic hygiene activities, after-school programs, and adult education programs. They also promote community volunteerism by encouraging parent advisory committees to participate in the organization and implementation of nonformal education activities.

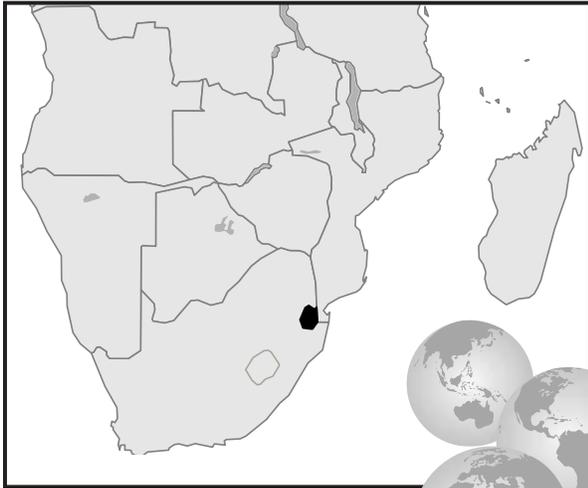
In 2002, Volunteers helped set up libraries, developed computer training, and were integral in project planning and organization. One project brought potable tap water to a community of 125, and another resulted in two very successful microenterprise development activities for women and youth.

"My greatest feeling of satisfaction was watching the Amerindian women become more self-confident and able to vocalize their goals and concerns as their income-generating project grew and blossomed."

**Suriname Volunteer
Education Sector**



Young girls after a Peace Corps Volunteer presentation.



Swaziland

Capital	Mbabane
Population	1 million
Annual per capita income	\$1,390
GDP growth	3.3%
Adult illiteracy rate	Male: 19%
	Female: 21%
Infant mortality rate	89 per 1,000 live births
Immunization rate	Not available
Foreign direct investment	-15.1%
Access to safe water	Not available
HIV/AIDS prevalence	25%
Major religions	Protestantism: 35%
	Zionism: 30%
	Roman Catholicism: 25%
	Other: 9%
	Islam: 1%
Official languages	English, Siswati

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	28	79
Program funds (\$000)	1,127	1,367

Country Overview

Program dates	1969–1996 2003–present
Program sector	Health and HIV/AIDS

The first post-independence elections were held in May 1972; however, in 1973, King Sobhuza II repealed the Constitution and dissolved Parliament, imposing a state of emergency in which he assumed all powers of government and prohibited political parties. A new Constitution in 1978 continued to concentrate political power in the hands of the monarch, but called for the appointment of a prime minister and a cabinet and an elected Parliament, the Libandla, in which political parties would remain illegal. The Parliament's functions were restricted to conveying advice to the king and his principal advisory body, the Liqoqo (Supreme Council of State).

The current monarch, King Mswati III, was crowned in April 1986. Shortly afterward, he abolished the Liqoqo, and in 1987, a new Parliament was elected and a new cabinet was appointed. An underground political party, the People's United Democratic Party (PUDEMO), emerged in 1988 and clandestinely criticized the king and the government, calling for democratic reforms. In response to this political threat and to growing calls for greater accountability in government, the king and the prime minister initiated a national debate, which is ongoing, on the political future of Swaziland. Although steady pressure has been exerted on the king from both inside and outside the country, he remains immune to threats and continues as one of the world's few absolute monarchs.

In this small, landlocked country, subsistence agriculture occupies more than 60 percent of the population. Manufacturing consists of a number of agro-processing factories. Mining has declined in importance in recent years as diamond mines have shut down because of the depletion of easily accessible reserves, high-grade iron ore deposits have been depleted, and health concerns have cut the world demand for asbestos. Exports of soft-drink concentrate, sugar, and wood pulp are the main sources of hard currency. Surrounded by South Africa except for a short border with Mozambique, Swaziland is heavily dependent on South Africa,

from which it receives four-fifths of its imports and to which it sends two-thirds of its exports. Remittances from the Southern African Customs Union and Swazi workers in South African mines substantially supplement domestically earned income.

Program Focus

The Peace Corps was invited to work in Swaziland in 1969, a few months after the country gained independence from Great Britain. Over the next 28 years, 1,400 Volunteers served in Swaziland, working in the education and agriculture sectors. Playing a prominent role in Swaziland's development, Volunteers taught English, agriculture, mathematics, science, and vocational education in secondary schools and promoted agricultural cooperatives in rural areas.

A programming review in 1994 recommended that Peace Corps/Swaziland begin phasing out the education project because of the Ministry of Education's lack of long-term priorities and objectives for the education sector. In addition, the ministry did not have a strategy for overcoming the increasing deficit of qualified secondary school teachers. These factors made the sustainability of the education project difficult.

The same review recommended the design of an environment project to protect the environment, further the education of the public on conservation issues, and promote small business development. This project was successfully launched in 1995, but in 1996 the Peace Corps faced budgetary constraints that necessitated the early closure of the Peace Corps/Swaziland program. Many areas of development remain that will benefit greatly from the return of Volunteers.

The greatest single problem confronting the people of Swaziland is the HIV/AIDS pandemic. In 2002, the HIV/AIDS infection rate of adults (ages

15 to 49) was 33.4 percent, and approximately 35,000 children have been orphaned as a result of AIDS. Despite King Mswati III's declaration of AIDS as a national crisis, little additional government funding has been allocated to combating the disease. In addition, the high prevalence of HIV/AIDS in Swaziland is exacerbating the impact of the current food crisis in the country. The United Nations estimates that almost a quarter of the population will require food assistance.

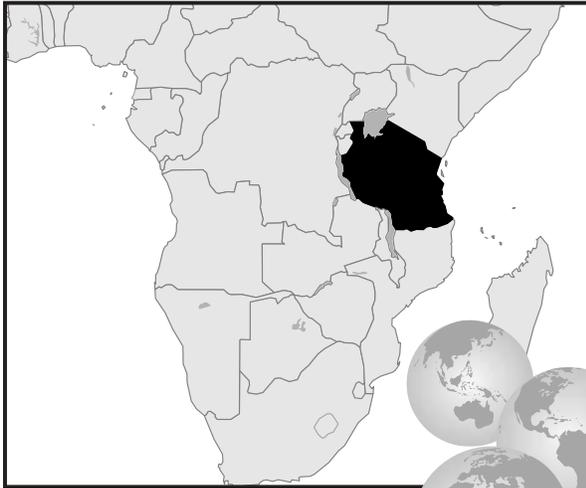
Volunteer Focus

Health and HIV/AIDS

In April 2002 a Peace Corps assessment team visited Swaziland to determine how Volunteers could assist the Swazi people. The team found that the overwhelming effects of AIDS on the country's human resources indicate a need for immediate assistance. The areas in which the Peace Corps feels it can best help the people of Swaziland include the following:

- Training teachers and community members in life skills aimed at HIV/AIDS prevention;
- Initiating and promoting programs in HIV/AIDS awareness;
- Identifying partnerships and resource alliances to fight the epidemic;
- Strengthening existing HIV/AIDS intervention strategies and activities;
- Mobilizing communities to respond to the effects of HIV/AIDS; and
- Working with in-school and out-of-school youth and with orphans.

Thirty HIV/AIDS Volunteers are scheduled to arrive in Swaziland in mid-September 2003 to reestablish the Peace Corps/Swaziland program.



Country Overview

Program dates	1962–1969
	1979–1991
	1991–present
Program sectors	Education
	Environment
	Health and HIV/AIDS

Tanzania has abundant natural resources, yet its development is impeded by inadequate fiscal systems and infrastructure. As the country moves to modernize and privatize, the government has placed science education, technology, and the need for renewable natural resources at the center of its development strategy.

The economy of Tanzania is primarily agricultural, and about 80 percent of the population is engaged in subsistence farming. Agricultural products account for approximately 85 percent of exports. The manufacturing sector is small and growing. Tanzania is one of the poorest countries in the world, ranking 151 out of 173 on the 2002 UN Human Development Index. Over 50 percent of the population lives below the poverty line. There continues to be a large deficit of teachers in mathematics and science. Deteriorating environmental conditions, such as deforestation and drought, have also had a negative impact on the economy.

Tanzania

Capital	Dar es Salaam
Population	34.4 million
Annual per capita income	\$270
GDP growth	4.6%
Adult illiteracy rate	Male: 15% Female: 32%
Infant mortality rate	93 per 1,000 live births
Immunization rate	DPT: 67.2% Measles: 67.2%
Foreign direct investment	\$193 million
Access to safe water	Urban: 80% Rural: 42%
HIV/AIDS prevalence	8%
Major religions	Islam: 45% Christianity: 45% Indigenous beliefs: 10%
Official language	Kiswahili

Program Focus

The Peace Corps arrived in Tanzania in 1962. Since then, approximately 2,000 Volunteers have served in the country, working in education, health, the environment, and agriculture. The work of Volunteers continues to be highly regarded by the government as an important contribution to Tanzania's efforts to achieve community and national development. All Volunteers, regardless of sector, are trained in how to promote HIV/AIDS awareness.

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	175	243
Program funds (\$000)	2,876	4,204

Volunteer Focus

Education

Volunteers in this sector work in 70 secondary schools, teaching science and mathematics to over 10,000 students and collaborating closely with teachers in the development of subject resource materials. In addition to serving in the classroom, education Volunteers organize math and science clubs, facilitate HIV/AIDS seminars, and promote environmental awareness on school farms.

Environment

Volunteers in this sector focus on issues such as land degradation, soil improvement practices, environmental education, and the implementation of agroforestry techniques, with an emphasis on work-

ing with women and youth. Additionally, Volunteers have been proactive in using the social relevance of religious leaders in disseminating messages on HIV/AIDS and girls' self-esteem to students and out-of-school youth. They have also improved sanitation standards through the construction of pit latrines at primary schools.

Health and HIV/AIDS

Volunteers cooperate with the Ministry of Education and Culture as science teachers assigned to secondary schools, where they spend half their time teaching science and the other half integrating relevant health content into their teaching. They promote awareness of a variety of health issues, but particularly HIV/AIDS.

"When I saw the Peace Corps vehicle come to my school, my heart jumped for joy because the Volunteers have done such a good job helping the schoolgirls to improve their life skills and avoid HIV/AIDS."

Wilmina E. Mkiramwene
Headmistress of Korogwe Girls
Secondary School



Thailand

Capital	Bangkok
Population	62.4 million
Annual per capita income	\$6,600
GDP growth	1.6%
Adult illiteracy rate	Male: 3% Female: 6%
Infant mortality rate	28 per 1,000 live births
Immunization rate	DPT: 97% Measles: 96%
Foreign direct investment	\$3.37 billion
Access to safe water	80%
HIV/AIDS prevalence	2%
Major religions	Buddhism: 95% Islam: 4%
Official language	Thai

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	86	128
Program funds (\$000)	1,887	2,465

Country Overview

Program dates	1962–present
Program sector	Education

Thailand has a constitutional monarchy and a relatively stable political system. The king has little direct power under the Constitution but is a symbol of national identity and unity. Thailand's 76 provinces include the metropolis of greater Bangkok. Bangkok's governor is popularly elected, but those of the remaining provinces are career civil servants appointed by the Ministry of Interior.

Thailand has focused on restructuring its financial sector, stimulating domestic demand, and boosting exports to recover from the 1998 Asian financial crisis. Roughly 60 percent of Thailand's labor force is employed in agriculture. The government welcomes foreign investment and acknowledges the importance of English education, since the United States is Thailand's largest trading partner.

Program Focus

Volunteers began serving in Thailand in 1962, making it one of the earliest Peace Corps countries. As Thailand has changed over the past four decades, so have its needs and priorities. Recognizing the need for English language skills in a global economy, the Thai government has made English language classes a requirement for all students, beginning in primary school. But there is a lack of qualified primary-school English teachers to handle the influx of students in rural areas. The Peace Corps has responded to this need with a project to assist in educating youth and providing teacher training in rural communities. The Peace Corps addresses some of Thailand's other pressing concerns via public health and environmental education projects.

Volunteer Focus

Education

The Peace Corps' education and community outreach project integrates education, health, and environmental development efforts into one overall program. The project's purpose is to help improve primary-school teachers' teaching capabilities through student-centered and participatory learning methodologies. Volunteers also develop community support networks and activities to help improve the quality of life for Thai students and their families.

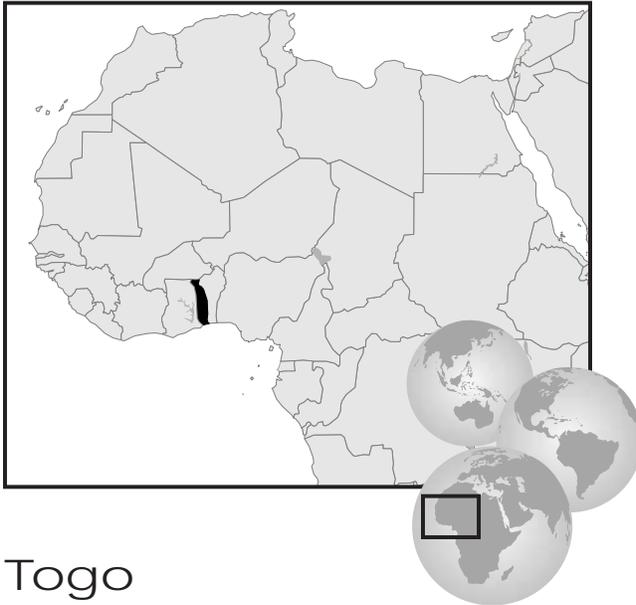
Thailand's environmental concerns include pollution, garbage disposal, deforestation, and environmentally destructive tourism. Volunteers' work in the health and environment field is aimed at improving students' well-being and heightening public awareness by integrating important health and environmental concepts into the school curriculum.

Volunteers work with school personnel and community members to identify ways to strengthen the quality of life in their communities with school and community assets. Activities can be as straightforward as building a hand-washing station at a school or as simple as seeing that students spend their out-of-school time at the "milk shop" to play Scrabble and other learning games. Volunteers are also involved in more structured livelihood projects, such

as working with farmers cooperatives.

"My work in Thailand has involved building personal and professional relationships with teachers. I have been particularly successful with one teacher, Ajan Piyanan, because both of us have been willing to listen to each other's ideas, both of us have offered each other suggestions for improvement, and both of us have worked hard to ensure that a project is followed through to the end. I am hopeful that when I leave, my ideas will be carried on and enhanced to help schools in Kamphaeng Phet for years to come."

**Thailand Volunteer
Education Sector**



Togo

Capital	Lomé
Population	5 million
Annual per capita income	\$290
GDP growth	2.3%
Adult illiteracy rate	Male: 27%
	Female: 56%
Infant mortality rate	75 per 1,000 live births
Immunization rate	DPT: 41%
	Measles: 42%
Foreign direct investment.....	\$30 million
Access to safe water	Urban: 85%
	Rural: 38%
HIV/AIDS prevalence	6%
Major religions	Animism: 50%
	Christianity: 30%
	Islam: 20%
Official language	French

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	130	142
Program funds (\$000)	2,287	2,797

Country Overview

Program dates	1962–present
Program sectors	Business Development Education Environment Health and HIV/AIDS

Togo attained independence from France in 1960. The country's first elected president was killed in a coup d'état in 1967, when General Gnassingbé Eyadéma became president. He has remained in the position ever since, making him Africa's longest-serving head of state. Despite the facade of multiparty elections instituted in the early 1990s, the government continues to be dominated by President Eyadéma, and consequently many development agencies that once served communities in Togo have either left the country or reduced their operations. In addition, Togo has come under fire from international organizations for human rights abuses and is plagued by political unrest. Most bilateral and multilateral aid to Togo remains frozen.

Though Togo is one of the world's poorest nations, its coastal location, good harbor, and better-than-average infrastructure have helped make Lomé a regional trading center. Agriculture is the foundation of Togo's economy, contributing 30 percent of its GDP and employing 70 percent of its workers. Corn, sorghum, millet, cassavas, yams, cowpeas, and rice are the major food crops. Cash crops include coffee, cocoa, and cotton. Togo is the world's fifth largest producer of phosphates, an activity that contributes much to the country's revenues. Industry and manufacturing account for about a quarter of Togo's GDP. Half of the total domestic output is accounted for by the service sector.

Program Focus

Since the Peace Corps began its work in Togo, it has provided over 1,700 Volunteers. Volunteers' work with the Togolese people emphasizes low-cost solutions that make maximum use of local resources. Partnering with local and international organizations is an important component of Volunteers' project activities. Volunteers work to provide assistance in the areas of business development, education, the environment, and health. All Volunteers, regardless of sector, are trained in how to promote HIV/AIDS awareness.

Volunteer Focus

Business Development

The goal of this project is to improve basic business and entrepreneurial skills and foster opportunities for growth and job creation in Togo's large microenterprise sector. Volunteers are assigned to local credit unions and offer business training and consulting to members who wish to improve their business skills. Volunteers and local counterparts have taught entrepreneurial business practices to approximately 1,000 individual and cooperative members. Workshops covering accounting, finance, marketing, and feasibility studies are offered to tailors, retailers, and other small business people. Volunteers also provide post-course consulting services.

Education

Volunteers work closely with village development committees, schools, and parent organizations to devise and implement solutions to problems related to girls' education, such as nonformal educational activities for illiterate or undereducated girls. In addition, Volunteers help teachers revise lesson plans, adopt more experiential and inclusive teaching techniques, and encourage female students to continue their studies.

Environment

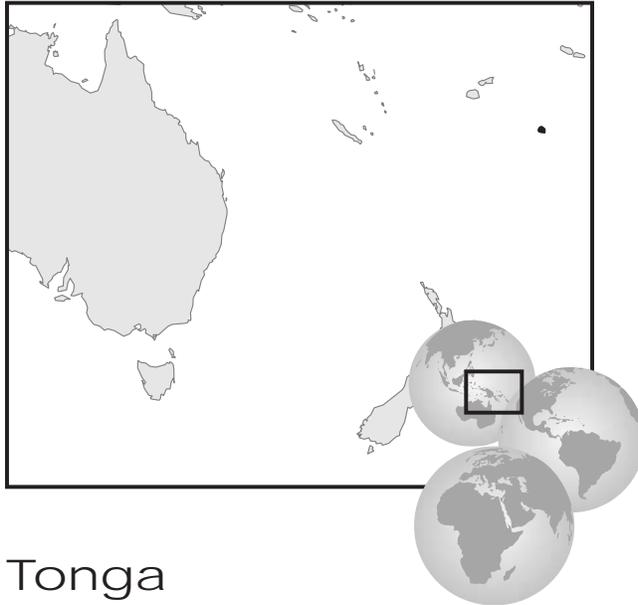
Traditional farming practices cannot meet the needs of Togo's growing population. Volunteers are working with farmers to introduce sustainable farming practices that will lead to improved farm yields and reduced environmental degradation. In addition, some Volunteers are developing environmental education projects in primary and secondary schools. Volunteers have trained over 2,000 farmers in more than 200 villages in improved agricultural techniques and 760 people in the construction and use of fuel-efficient wood-burning stoves. Over 3,000 youth have attended 365 formal and informal environmental education classes about environmental limitations, conservation, and sustainable agricultural techniques.

Health and HIV/AIDS

To improve community health, Volunteers train and supervise community health workers, focusing on preventive health. They assist local health personnel by promoting activities that address HIV/AIDS, malaria, Guinea worm prevention, nutrition, management of rural health clinics, and community management of dispensaries and pharmacies. Volunteers also engage in small projects, such as construction of family latrines, wells, and "health huts," that respond to community needs and contribute to the overall health of individual families.

"Every day is a constant reminder of how fortunate and blessed I've been to be able to learn so much from a culture that is so rich. My biggest fear, thus far, is that someday I will have to bid my community goodbye."

**Togo Volunteer
Environment Sector**



Tonga

Capital	Nuku'alofa
Population	106,137
Annual per capita income	\$2,200
GDP growth	5.3%
Adult illiteracy rate	Not available
Infant mortality rate	20 per 1,000 live births
Immunization rate	DPT: 99%
	Measles: 95%
Foreign direct investment	\$2 million
Access to safe water	100%
HIV/AIDS prevalence	Not available
Major religions	Protestantism
	Roman Catholicism
Official languages	Tongan, English

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	62	62
Program funds (\$000)	1,063	1,127

Country Overview

Program dates	1967-present
Program sector	Education

Since the adoption of its Constitution in 1875, Tonga has been a kingdom with a monarch whose heirs are entitled to perpetual succession to the throne. The last two decades have seen the biggest changes in Tonga, especially with regard to its international status. In 1975, Tonga developed economic and political ties with the European Economic Community, and in 2000, Tonga became a full member of the United Nations. The most obvious benefit of this widening association with other countries has been the inflow of foreign aid from developed nations and international agencies. This aid has enabled Tonga to bring about improvement in social services and construction of essential infrastructure.

The vast majority of Tongans are dependent on subsistence agriculture and fishing, which they supplement with monies from relatives who have emigrated. The pressures on these traditional sectors are depleting already scarce natural resources and degrading topsoil, rain forests, coastal reefs, and freshwater supplies. Also, with well over half its population under age 18 and a stagnating economy, Tonga faces many challenges in providing its youth with educational and economic opportunities. These problems are compounded by a chronic shortage of secondary school teachers, especially in science and information technology.

Program Focus

Approximately 70 Volunteers are serving in Tonga. The Peace Corps, at the request of the Ministry of Education, elected in both the school-based community education project and the youth development project to focus on preparing young people to become productive members of their communities. The education project works primarily with in-school students, while the youth development project addresses the needs of out-of-school youth. Both projects place a strong emphasis on building communities' capacity to prepare young people to make informed life choices through avenues such as the development of leadership skills and information technology skills.

Volunteer Focus

Education

Volunteers in this project work to introduce innovative teaching techniques and enhance teacher skills through modeling, team teaching, and workshops. A second component of the project reaches beyond the classroom to provide community education, especially in computer training, business education, and nonformal education for out-of-school young women. Volunteers teach 10-15 hours per week in formal classroom settings, focusing on English literacy, business education, basic computer skills, and industrial arts. One Volunteer works as a vocational teacher at a college on the island group of Vava'u, where he launched a pilot program to train students for jobs as auto mechanics.

Youth development Volunteers focus on building capacity of individuals, service providers, organizations, and communities. The project has placed a strong emphasis on community and family development and the role of youth as citizens and future leaders. With an increasing youth population, a weakening economy, and a depleted land supply, addressing the issue of employability has become more critical than ever. For example, Volunteers are working with young people and communities to develop computer centers at regional and district levels and in some large villages. These centers will close the technical gap between the small trained population and the much larger untrained population.

"My greatest satisfaction is in seeing the joy
of my students in learning to use a computer."

**Tonga Volunteer
Education Sector**



Turkmenistan

Capital	Ashgabat
Population	5.5 million
Annual per capita income	\$1,083
GDP growth	20.5%
Adult illiteracy rate	Male: 1% Female: 3%
Infant mortality rate	27 per 1,000 live births
Immunization rate	DPT: 98% Measles: 97%
Foreign direct investment	\$150 million
Access to safe water	58%
HIV/AIDS prevalence	<0.01%
Major religions	Islam: 89% Russian Orthodoxy: 9% Other: 2%
Official Language	Turkmen

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	95	164
Program funds (\$000)	1,571	2,108

Country Overview

Program dates	1993–2001 2002–present
Program sectors	Education Health and HIV/AIDS

The country is controlled by one political party, the Democratic Party of Turkmenistan, which is led by President Saparmurat Niyazov (Turkmenbashi), appointed leader for life. Independent political activity is not allowed and citizens do not elect their government democratically. Turkmenistan has officially declared itself a neutral state and has strong relationships with neighboring countries. It has had diplomatic relations with the United States since 1992.

Turkmenistan has a Soviet-style command economy with industries and services provided almost entirely by government-controlled entities. It is the 10th largest producer of cotton worldwide and has a large reserve of natural gas. These two products drive the economy. However, its gas and oil exports are dependent upon access to Russian pipelines and therefore Russia's cooperation. Further, poor cotton harvests over the past few years have weakened economic reforms. Privatization is limited.

Program Focus

Since gaining independence in 1991, Turkmenistan has experienced broad political, economic, and social changes, including the need for international assistance in training its professionals. The government recognizes the importance of communicating in English as it opens to the outside world. More than 300 Volunteers have served throughout much of the country since 1993. The program is designed to increase the availability and improve the quality of the country's English language programs by developing the reading, writing, and critical-thinking skills of students and teachers while enhancing existing government-sponsored English programs.

A lack of supplies, training, and technology has contributed to a decline in basic health and health care services in recent years. In support of recent reforms and initiatives of the government and the Ministry of Health of Turkmenistan, Peace Corps activities focus on a variety of maternal and child

health care issues in rural communities, with an emphasis on community health education, extension, and prevention.

The program was suspended following the events of September 11, 2001. A reassessment in February 2002 found the current climate favorable for the re-opening of Peace Corps operations. In April 2002, seven Volunteers returned to Turkmenistan to complete their service and assist in rebuilding the program.

Volunteer Focus

Education

Volunteers teach English in primary and secondary schools, institutes of higher education, business centers, and health care facilities. They also organize and conduct teacher-training workshops in current teaching practices and materials development. The government has publicly recognized the important role that the Peace Corps has played in teaching English, training teachers, and promoting resource centers. Many schools where Volunteers teach have been designated as “specialized schools,” where students begin learning English in the primary grades. In a recent shift in focus, Volunteers now concentrate more on curriculum development and the teaching of teachers than on everyday classroom lessons.

Local English teachers—many of them counterparts of current and former Volunteers—continue to be rewarded by the Teacher Excellence Program organized by the American Council for International Education. In fiscal year 2002, six teachers were selected to represent Turkmenistan at a seven-week study seminar in the United States.

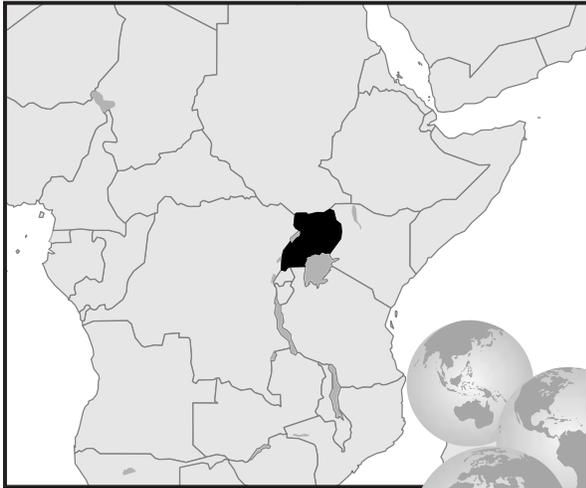
Volunteers helped organize teachers clubs to help members practice language capabilities and a 10-day English immersion and health camp for 60 female teachers. Additional Volunteer-led summer

camps gave both teachers and students the opportunity to work as counselors and junior counselors. These camps were funded by USAID and held in partnership with the Ministry of Education and regional education departments. One Volunteer helped members of a farmers cooperative with agriculturally appropriate computer training and locating genetically superior vegetable seeds from Europe.

Health and HIV/AIDS

Peace Corps/Turkmenistan’s health project focuses on community health education, extension, and prevention in rural collective farms. Volunteers work closely with local caregivers to develop educational outreach projects that emphasize maternal and child health and promote preventive health care practices in rural communities. Key areas targeted for intervention include anemia, diarrheal diseases, drug and alcohol abuse, acute respiratory disease among children, the reproductive health of women, neonatal care, the promotion of breast-feeding, and the prevention of sexually transmitted diseases. In 2002, Volunteers conducted lectures and seminars about HIV/AIDS, environmental health, anatomy and physiology, healthy lifestyles, nutrition, potable water, and the importance of exercise.

One Volunteer ran a doctors club for local health care professionals at which they had a chance to discuss and exchange experiences with AIDS prevention, smoking, and health and skin care issues. Another Volunteer provided individual counseling to two gynecological health care providers and assisted a Mother and Child Health Hospital in getting a grant from Abt Associates to create and publish an extensive *Health Nutrition Handbook*. The two health Volunteers together were able to provide one-on-one “healthy lifestyle” education to 115 women in just eight months. In addition, they led youth summer camps focusing on nutrition, hygiene, and an antismoking campaign.



Uganda

Capital	Kampala
Population	22.8 million
Annual per capita income	\$280
GDP growth	5.8%
Adult illiteracy rate	Male: 21.8%
	Female: 42.0%
Infant mortality rate	83 per 1,000 live births
Immunization rate	DPT: 93%
	Measles: 93%
Foreign direct investment	\$220 million
Access to safe water	Urban: 72%
	Rural: 46%
HIV/AIDS prevalence	8%
Major religions	Christianity: 66%
	Islam: 16%
	Indigenous beliefs: 18%
Official language	English

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	48	73
Program funds (\$000)	1,395	1,788

Country Overview

Program dates	1964-1973
	1991-1999
	2001-present
Program sectors	Education
	Health and HIV/AIDS

In Uganda, economic change has been accompanied by political reform. The government is composed of broad-based political groupings brought together under the country's no-party political system. The government's strong efforts to reform Uganda's educational system, promote sustainable growth in key sectors, and move to a more liberalized, private-sector-driven market economy continue to encourage international investment and involvement from international development agencies.

Uganda has substantial natural resources, including fertile soils, regular rainfall, and sizable mineral deposits of copper and cobalt. Agriculture is the most important sector of the economy, employing over 80 percent of the workforce. Coffee is the major export crop, accounting for over half of export revenues. Since 1987 the government, with the support of donors, has rehabilitated and stabilized the economy by undertaking currency reform, raising producer prices on export crops, increasing prices of petroleum products, and improving civil service wages. The policy changes are especially aimed at reducing inflation and boosting production and export earnings. A high level of donor assistance (about 13 to 14 percent of GDP) has played a vital role in supporting policies leading to this growth. Recent years have seen a slight moderation in growth. The slowdown is the result of external factors (drought, adverse trade shocks) and has been well managed by the government.

Program Focus

The first group of Volunteers in Uganda arrived as teachers in November 1964. A year later, the secondary education program consisted of 35 Volunteers, and by 1967, the program had more than doubled in size. A health program was initiated in 1968 with the placement of 15 Volunteers. As the Peace Corps program in Uganda expanded, the major programming area was education, but Volun-

teers also worked in fisheries, agriculture, computer programming, and surveying. The Peace Corps terminated its program in 1973 during the civil unrest of the presidency of Idi Amin.

The 1964 agreement between the Ugandan government and the Peace Corps was reactivated in 1990, and Volunteers returned in June 1991. Peace Corps/Uganda continued to grow until local security problems led to a second program suspension in May 1999. At the time of suspension there were 75 Volunteers in the country, working in three programs: primary education teacher training, women in small enterprise, and natural resource management. An expansion into the health sector was also planned. These projects reflected priorities identified by the government of Uganda in its efforts to reform its educational system, promote sustainable growth in key sectors, and move to a more liberalized, private-sector-driven market economy.

In 2000, the Peace Corps reopened its program in Uganda at the invitation of the Ugandan government. Field staff began work in August 2000, and the first education Volunteers arrived in March 2001. Currently, Peace Corps/Uganda has an education project and a new community health project, both developed on the basis of the interests and needs presented by the government of Uganda and the communities where Volunteers work. In both program sectors, all Volunteers are trained in how to promote HIV/AIDS awareness.

Volunteer Focus

Education

For the past 10 years, the government of Uganda has focused on improving the quality of education, especially at the primary-school level. With the introduction of universal primary education, the demand for primary education teachers has doubled and, in some locations, even tripled. Volunteers train both teachers and headmasters in teaching methodology, administrative management, and school resource development, and mobilize communities to support their primary schools. By establishing 49 children's clubs, conducting 228 teacher workshops, and working with teacher and community organizations, Volunteers improved the education of 27,000 students in 2002.

Health and HIV/AIDS

The community well-being and positive-living project assigns health Volunteers to small community-based organizations. Volunteers also provide information and support to people and families affected by the HIV/AIDS pandemic. In the program's first year, Volunteers worked with 34 communities to transfer knowledge, skills, and abilities needed to increase communities' capacity in areas such as sanitation, nutrition education, health education, life skills education, gardening, hygiene, clean water, collaborating and networking, management training skills, and immunization.

"Change and success cannot be measured by the number of meetings I have attended or the number of visual aids I have made. The biggest change is the one where people begin to understand each other."

**Uganda Volunteer
Health Sector**



Ukraine

Capital	Kiev
Population	48.4 million
Annual per capita income	\$4,200
GDP growth	7.0%
Adult illiteracy rate	Male: <0.5% Female: 1.0%
Infant mortality rate	13 per 1,000 live births
Immunization rate	DPT: 99% Measles: 99%
Foreign direct investment	\$595 million
Access to safe water	98%
HIV/AIDS prevalence	0.96%
Major religions	Islam Judaism Protestantism Russian Orthodoxy Ukrainian Catholicism Ukrainian Orthodoxy
Official language	Ukrainian

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	316	373
Program funds (\$000)	4,691	5,325

Country Overview

Program dates	1992–present
Program sectors	Business Development Education Environment

Since achieving independence in 1991, Ukraine has taken steps to implement some aspects of democratic government, and the institutions and practices of a civil society and a free-market economy have begun to take root.

Relations between Ukraine and the United States were strained in 2002 because of evidence that the president of Ukraine had authorized the sale of a sophisticated aircraft detection system to the Iraqi government. The United States has suspended aid that was earmarked in 2002 for the Ukrainian government, while aid to local governments and community organizations continues.

Beginning in January 2000, the Ukrainian government embraced some significant economic reforms. These measures, helped by a favorable external environment, particularly the rebound in growth in Russia, resulted in strong GDP growth of 5.8 percent in 2000, followed by an even stronger growth of 9.1 percent in 2001. This growth was mainly due to double-digit growth in industrial output and better performance in agriculture.

The economy has expanded from a focus on traditional industrial exports to encompass agriculture, construction, and food processing. Privatized companies have figured prominently in this expansion. Further agricultural growth probably will result from new legislation in 2002 that permits private freehold farmland ownership.

Program Focus

The Peace Corps program supports the Ukrainian government's declared goals of entry into the global economic community and accession to the European Union. Volunteers teach business skills, English, and environmental protection, positively affecting Ukrainians' capabilities to develop their country as a modern democracy and to operate in a global economy.

Volunteer Focus

Business Development

The business development project places Volunteers with business knowledge and experience in business centers, schools, local government community development offices, and NGOs, where they teach and provide consulting services for small enterprises. An important emphasis of Volunteers' work is the introduction of computers, including Internet technology, in business centers, educational institutions, and NGOs. Volunteers also teach economics, marketing, management, and related disciplines in schools and universities. They assist in business education curriculum design and introduce new teaching methodologies that promote student participation and independent thinking. Volunteers assisted over 2,000 individuals and 270 service providers in 2002.

Education

Volunteers work as English teachers and English teacher trainers, bringing new knowledge and methodologies to the Ukrainian educational system and fostering teacher-to-teacher links to promote the exchange of information on effective practices. Volunteers also are improving the quality of Ukrainian TEFL curricula materials and strengthening links between universities and secondary schools and the communities they serve to promote the development and acceptance of standardized English instruction in different parts of Ukraine. Volunteers working in 82 communities taught over 8,000 students and co-taught with or trained 180 teachers in 2002.

Environment

Environment Volunteers help build links between local and international programs, such as GLOBE and Green Schools, UNDP, UNEP, EPA, and the British Council, to facilitate information exchanges and program support. Through community-based projects, Volunteers promote the development of interest in environmental learning and activism in schools, extracurricular educational institutions, and community clubs. They also promote participation in environmental camps, nature conservation, Earth Day celebrations, community cleanups, and the creation of environmental resource centers. In 2002, Volunteers assisted over 2,500 boys and girls and 1,400 service providers in 35 communities.

"When I first met Lena Nikolaenko, she knew four English words: optimistic, okay, no problem. My Russian was not much better, yet we could communicate. I think we were 'sisters' from the start. I worked with Lena to help create a women's business center, called Victoria, where I serve as a business facilitator and consultant. Victoria was registered as an NGO on July 4, 2001. The people I work with eagerly devote their time to making a difference in the lives of the people in their community as well as their own. They are role models for businesswomen. Every day I watch their self-esteem grow as they achieve success."

**Ukraine Volunteer
Business Development Sector**



Uzbekistan

Population	25.6 million
Annual per capita income	\$299
GDP growth	4.0%
Adult illiteracy rate	Male: <0.5%
	Female: 1.0%
Infant mortality rate	22 per 1,000 live births
Immunization rate	DPT: 99%
	Measles: 96%
Foreign direct investment	\$100 million
Access to safe water	85%
HIV/AIDS prevalence	<0.01%
Major religions	Islam: 88%
	Eastern Orthodoxy: 9%
	Other: 3%
Official language	Northern Uzbek

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	135	226
Program funds (\$000)	1,990	3,018

Country Overview

Program dates	1992–2001 2002–present
Program sectors	Education Health and HIV/AIDS

President Islam Karimov has ruled Uzbekistan, the most populated of the Central Asian republics, since it declared its independence from the Soviet Union in September 1991. Presidential elections in 1991 and subsequent national referendums held in 1995 and 2002 that extended Karimov's rule were not considered free or fair by international observers. The judicial and legislative branches of government are weak, and the government has been accused of human rights abuses against devout Muslims suspected of extremism.

Agriculture accounts for 40 percent of GDP, with cotton being a major export crop. The country is rich in natural resources, including gold, natural gas, and oil. The government's expressed commitment to transformation to a free-market economy has been hindered by continued restrictions on currency convertibility. The Aral Sea environmental crisis is also affecting the country's economic performance. Despite five years of positive economic growth, nearly 30 percent of the population still lives in poverty.

Program Focus

The first Volunteers arrived in Uzbekistan in 1992. Since then over 415 Volunteers have served in this country rich in history from the days of the ancient Silk Route linking Europe with China. After a temporary suspension of the Peace Corps program following the events of September 11, 2001, the program was reopened in April 2002 with the return of six of the Volunteers evacuated the previous September. A new group of 48 Volunteers was sworn in in November 2002.

The people of Uzbekistan are working hard to make the difficult adjustment to democracy and a free-market economy and to cope with the many changes inherent in this kind of transition. The ability to communicate in English is viewed as vital to Uzbekistan's development and its status as a new na-

tion in the international community. In response to these needs, one focus of Volunteers in Uzbekistan is English instruction.

The government of Uzbekistan has recognized the need to improve access to government health care by the rural population. Villagers often live far from medical facilities and are unable to pay for travel to urban centers for specialized treatment. In support of government efforts to improve rural health care services, the Peace Corps places health Volunteers at rural clinics.

Volunteer Focus

Education

Volunteers work closely with Uzbek universities and secondary schools to improve the quality of English instruction and to increase access to internationally available resources. Emphasis is placed on teacher training and information exchange. Volunteers also work in primary schools, teaching and working with English teachers to improve their skills. Local teachers attend workshops at which they learn about contemporary teaching methodologies and materials development and improve their English skills. Volunteers played an integral role in the development of a new national curriculum for English instruction introduced in primary schools in September 2001. Volunteers also have initiated a variety of community outreach activities, including English summer camps, Earth Day activities, dance classes, and debate, ecology, and English clubs. Volunteers visit orphanages, play games and sports with the children, and conduct English lessons, art projects, and fundraising and clothing drives.

Health and HIV/AIDS

Volunteers in the health program focus primarily on improving the health status of women and children in rural communities. Their activities emphasize prevention and health education to increase the capacity of staff to manage rural clinics. Another goal is to raise the level of English among health care workers so they can make better use of current medical literature written in English. Volunteers conduct education to address medical topics such as anemia, first aid, reproductive health, and eye testing, as well as nonmedical topics such as self-esteem, team build-

ing, and decision making. In addition, they develop teaching aids that address hepatitis, HIV/AIDS, physiotherapy, and oral hygiene. During routine home visits, Volunteers perform basic health checks on the infirm, newborns, mothers, and the elderly and distribute educational materials on anemia, goiter, nutrition, and breast-feeding.

One Volunteer helped her clinic write grants and obtain preliminary approval for \$35,000 in funds. These funds will be used for a Pap smear training initiative and lab facilities. In writing the grants with clinic staff, the Volunteer discussed long-term plans for the sustainability of the project, and in the process clinic staff formed a clearer picture of how they will work in the future.

"I have started writing a primary school health curriculum with the nonprofit organization I've been placed with. I'm also involved in a new HIV/AIDS peer educator program that the Peace Corps is running countrywide. I find satisfaction and great reward in the people I meet, in the friendships I build, and in the conversations I have with grandmothers I meet in the dusty streets of my village."

**Uzbekistan Volunteer
Health Sector**



Vanuatu

Capital	Port-Vila
Population	200,000
Annual per capita income	\$2,802
GDP growth	0.56%
Adult illiteracy rate	Not available
Infant mortality rate	42 per 1,000 live births
Immunization rate	DPT: 67% Measles: 61%
Foreign direct investment	\$20 million
Access to safe water	88%
HIV/AIDS prevalence	Not available
Major Religion	Christianity
Official languages	Bislama, English, French

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	63	71
Program funds (\$000)	1,368	1,607

Country Overview

Program dates	1990–present
Program sectors	Agriculture Education Environment

Vanuatu is an independent republic consisting of 83 islands in the southwestern Pacific Ocean. Beginning in 1906, Vanuatu was governed by the British and French under a special agreement, which divided the country and created completely separate systems of government and education. Upon gaining independence in 1980, the country united under one democratic government. However, with more than 100 local languages and a population spread over 65 islands, Vanuatu struggles to provide public services and education to its people.

The economy of Vanuatu is based primarily on subsistence or small-scale agriculture, which provides a living for the majority of the population. Fishing, offshore financial services, and tourism are the other main sources of revenue. Economic development is hindered by the nation's dependence on relatively few commodity exports, vulnerability to natural disasters, and long distance from main markets. The majority of Vanuatu's population still lives in isolated rural areas, but urbanization is increasing. Making the delicate transition from a largely self-sufficient, locally based economy to one that is market-oriented, Vanuatu is at a pivotal point in its young history. As traditional values and customs continue to influence society, Vanuatu's challenge is to find a balance between traditional community systems and the rising need for jobs, education, health care, and public services.

Program Focus

There is a growing awareness in Vanuatu that the educational system is not meeting the social or economic needs of all people in Vanuatu. The government is therefore giving additional attention to practical training and vocational education that can enhance the employability and self-sufficiency of young people. The Peace Corps has responded with a strategy designed to increase access to quality education, particularly in rural areas. It also ad-

dresses the needs of Vanuatu's people through nonformal community education programs with a focus on agriculture, the environment, and youth development.

Vanuatu is one of the most disaster-prone countries in the world, with natural hazards that include volcanoes, earthquakes, cyclones, floods, and drought. Volunteers educate communities about disaster preparation to help them mitigate damage.

Volunteer Focus

Agriculture

Volunteers work to promote agricultural careers among youth and expand opportunities for farmers to market their crops within the country. Volunteers were instrumental in starting a future farmers program in Vanuatu, a joint project involving three government ministries, whose cooperation is facilitated by the Peace Corps. Using land provided by local partners, some Volunteers work with local youth to grow and market agricultural products. Other Volunteers work with cooperatives, providing training in business and organizational management, identifying local and regional markets, and promoting low-input sustainable agricultural production and small-scale processing to interested clients.

Education

Volunteers serve either in primary and secondary school classrooms or in community-based rural training centers. They work with Vanuatuan educators to strengthen curriculum design, reinforce pro-

fessionalism, improve management, promote leadership through teacher education, and support dialogue between schools and communities in order to draw the formal and informal sectors together. More than 11,000 students have benefited from Volunteer activities.

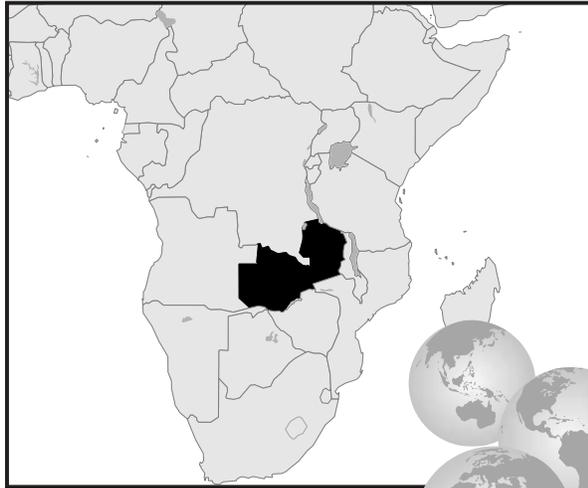
Volunteers in rural training centers provide basic vocational and academic courses to 160 rural youth who cannot be absorbed into the limited number of secondary schools. Fifty percent of these students graduate and return to their communities with a greater capacity to provide needed services. As more Vanuatuans become qualified as instructors, Peace Corps/Vanuatu is implementing a strategy that emphasizes Volunteers' role in helping to build the management and financial capacity of the training centers.

Environment

Vanuatuan communities have a strong interest in improving management of their natural resources, including reefs, forests, and arable land. Volunteers work with these communities to develop management plans for their natural resources and promote ecotourism projects to generate income for community members. One Volunteer worked with the national disaster-planning agency to coordinate training for leaders in the province of Penama, which comprises three islands and has a population of 20,000. The Volunteer spearheaded a training program for over 200 government officials and community leaders on developing plans to reduce the impact of future disasters.

"We have learned many things and challenged ourselves in ways that we didn't think were possible. The human spirit is a very resilient thing, and because of our experiences in Vanuatu, we are better people than when we first arrived."

**Vanuatu Volunteer Couple
Education Sector**



Zambia

Capital	Lusaka
Population	10 million
Annual per capita income	\$300
GDP growth	0.5%
Adult illiteracy rate	Male: 15% Female: 29%
Infant mortality rate	115 per 1,000 live births
Immunization rate	DPT: 90% Measles: 84%
Foreign direct investment	\$200 million
Access to safe water	Urban: 88% Rural: 48%
HIV/AIDS prevalence	20%
Major religions	Christianity Hinduism Indigenous beliefs Islam
Official language	English

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2003	FY 2004
Volunteers	140	181
Program funds (\$000)	3,070	4,106

Country Overview

Program dates	1993–present
Program sectors	Agriculture Education Environment Health and HIV/AIDS

The Republic of Zambia, formerly known as Northern Rhodesia, gained its independence from Britain on October 24, 1964. Kenneth Kaunda, the leader of the United National Independence Party, was named the first president and remained in power until 1991. After nearly three decades of one-party rule and worsening economic conditions, the Kaunda era came to an end. In November 1991, the Movement for Multiparty Democracy won Zambia's first free presidential and general elections since 1968. Frederick Chiluba was subsequently sworn in as the nation's second president and was reelected in 1996. In 2001, Levy Mwanawasa was elected president under the banner of the MMD.

Historically, copper has provided the majority of the country's foreign exchange earnings and has been the leading source of employment. However, the drastic decline in copper market values, a slow rate of industrialization, and a high dependence on foreign imports drove the economy into an extended period of decline. Through the early 1990s, Zambia experienced one of the worst economic growth rates in the world. In an effort to halt two decades of economic decline, Zambia undertook an ambitious economic recovery program. A cornerstone of this program has been the privatization of parastatal industries (including copper mines). The nation's extremely high rate of HIV/AIDS infection, along with an unstable food supply and drought, continues to hamper development efforts.

Program Focus

The government of Zambia requested the Peace Corps' assistance soon after the election of President Chiluba in 1991. A country agreement was signed on September 14, 1993, and the first 12 water and sanitation trainees arrived in February 1994. Since then, the program has quickly grown to include projects in health, aquaculture, the environment, and education. A distance education project

based on a national curriculum began in January 2003 using third-year Volunteers. Zambia is now one of the larger Peace Corps posts in Africa and receives approximately 65 new Volunteers each year. All Volunteers, regardless of sector, are trained in how to promote HIV/AIDS awareness.

Volunteer Focus

Agriculture

Volunteers are assisting the Department of Fisheries in the development of rural fish-farming projects. Rural farmers receive technical assistance both in assessing their needs and resources and in establishing ponds and irrigation systems necessary for fish farming and increased agricultural production. In 2002, Volunteers worked with 300 families to farm more than 400 fishponds and harvest 48,860 pounds of fish. In addition to providing an excellent source of nutrition for rural families, surplus fish are sold to provide substantial supplementary income.

Education

The newly launched distance education project builds on the initial successes of a national radio education program called "Learning at Taonga Market." Volunteers in this project support existing learning groups and help facilitate the formation of new groups.

Environment

In 2000, the Zambian Wildlife Authority invited Peace Corps/Zambia to join a new environmental initiative to help communities living near national parks gain an economic stake and a voice in managing protected areas. Volunteers have assisted 26 community groups in developing the decision-making skills necessary for this new responsibility and have educated them about environmental and conservation issues. Through these activities, communities are better able to meet their development and food security needs, thus reducing pressure on the parks' resources.

Health and HIV/AIDS

Volunteers work with counterparts in rural communities and district offices to promote preventive solutions for health, water, and sanitation problems. Volunteers help communities define problems and develop creative solutions. In 2002, Volunteers worked with 450 counterparts in 560 communities, improving water sources for 120 communities and implementing more than 200 community-based health improvement plans.

"I'll never forget the first time I helped my neighbor harvest his fishpond.

We stood knee-deep in thick muck, caked and splattered with mud
laughing as we held the fish that would be feeding his family and paying
for his children to attend school."

**Zambia Volunteer
Agriculture Sector**

Letter From
the Director

Blueprint to Meet
the President's Initiative

Budget
Information

Safety
and Security

The
Volunteer

Regional
Summaries

Country
Program Profiles

PEACE CORPS

PAUL D. COVERDELL PEACE CORPS HEADQUARTERS

1111 20TH STREET NW • WASHINGTON DC 20526

www.peacecorps.gov



Fiscal
Year
2004

The Peace Corps Blueprint for Responding to the President's Challenge

Safety and Security: The Overarching Priority

- 1 Reacquaint the American people with the mission of the Peace Corps
- 2 Expand recruitment efforts and increase the diversity of Volunteer applicants
- 3 Expand into new countries, optimize the number of Volunteers and staff currently working in each country, ensure a viable and productive job for every Volunteer, and expand the Crisis Corps
- 4 Explore new ideas and innovative partnerships
- 5 Strengthen and expand the scope of the Peace Corps' domestic programs
- 6 Strengthen agency management and financial performance
- 7 Use world-class technology to provide high-quality training and programming

Peace Corps

Congressional Budget Justification

Fiscal Year 2004

Promoting a Spirit
of Service
Throughout the World



"America needs citizens to extend the compassion of our country to every part of the world. So we will renew the promise of the Peace Corps, double its Volunteers over the next five years, and ask it to join a new effort to encourage development and education and opportunity."

President George W. Bush
State of the Union Address
January 29, 2002