

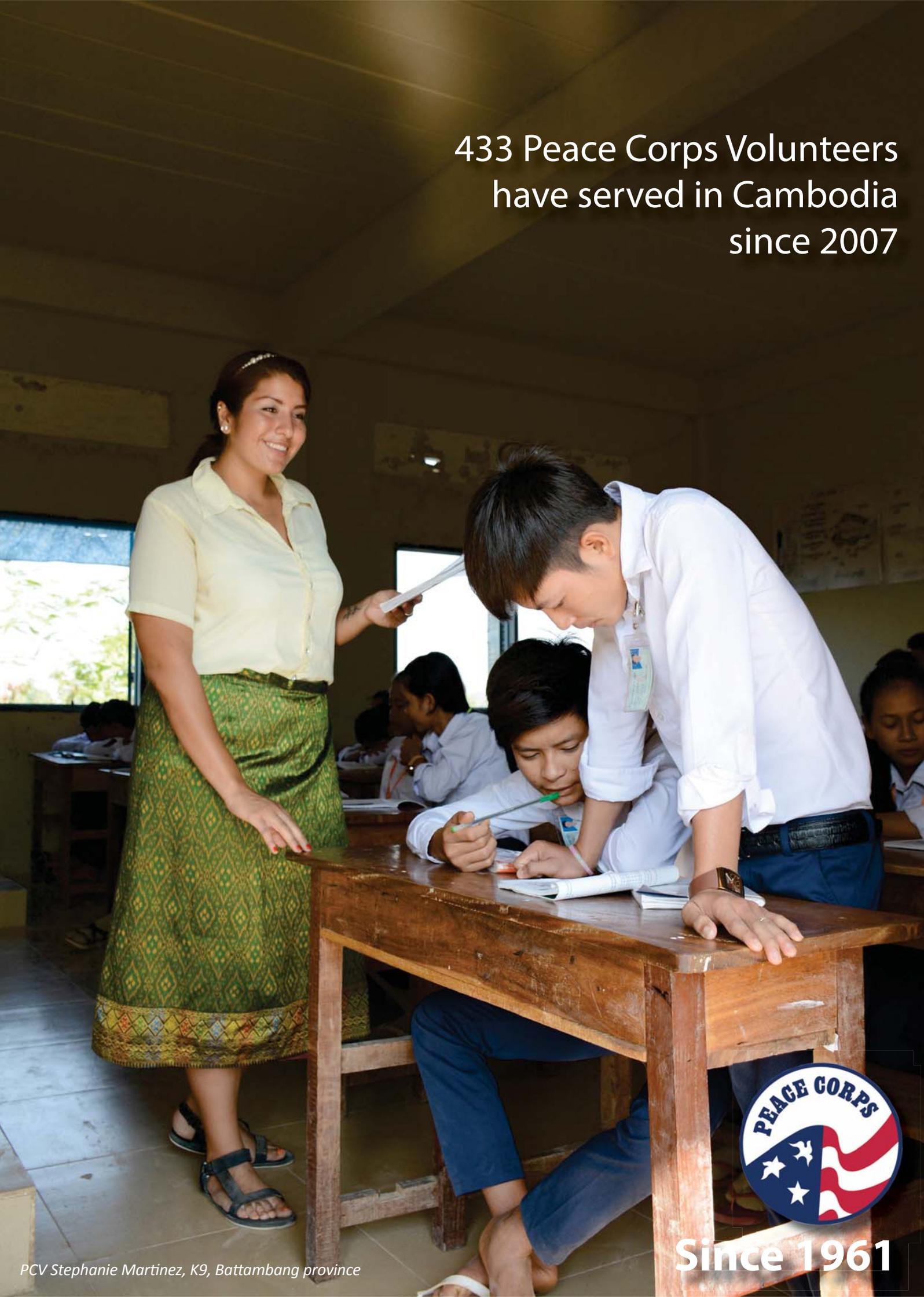


PEACE CORPS CAMBODIA



**Annual Report
2015**

433 Peace Corps Volunteers
have served in Cambodia
since 2007



Since 1961

PCV Stephanie Martinez, K9, Battambang province

Message From The Director

Dear friends and partners,

I am pleased to present this annual report of the United States Peace Corps 2015 activities in Cambodia. From Koh Sdach to the picturesque Banteay Meanchay over 90 Volunteers work side by side with local counterparts in 16 provinces to promote the Peace Corps' global mission of world peace and friendship. Aligned with the priorities of Cambodia's Ministry of Education Youth and Sports and the Ministry of Health, Peace Corps Cambodia implements two programs 1) English Teaching and Teacher Training and 2) Community Health Education. Through these programs and secondary projects Volunteers served over 100,000 people.

As we look back over the last year we are enormously grateful to our Government of Cambodia partners at the commune, district, provincial and national levels, including the Ministry of Education Youth and Sports, Ministry of Health, and Ministry of Interior for enabling and supporting Peace Corps work. We are also thankful to the counterparts who make the Volunteers work possible and the homestay families who care so well for our Volunteers. The Kingdom of Wonder has been a welcoming home to nine generations of Peace Corps Volunteers. Due to our strong partnerships, we look forward to expanding the program in 2016.

I hope that you will enjoy reading about our shared accomplishments of the last year. It reflects not only the strength of partnership, but also a terrific group of Volunteers who commit 27 months of their lives to the people of Cambodia through one of the United States most treasured institutions. From 22-62 years of age, they represent the diversity of the US in terms of color, economic background, race and religion. In addition, they represent the idealistic values of a peaceful and prosperous world.

We look forward to a great year ahead. If you have any questions on this report or suggestions on how to enhance our impact, please do not hesitate to contact me.



Susan Dwyer
Country Director



Susan Dwyer
Country Director
Peace Corps Cambodia
Peace Corps Uganda Volunteer 1992-1994

Overview

Peace Corps sends the best and brightest Americans abroad on behalf of the United States to tackle the most pressing needs of people around the world. Volunteers work at the grassroots level to develop sustainable solutions that address challenges in agriculture, community economic development, education, environment, health, and youth development. Through their service, Volunteers gain a unique cultural understanding and a life-long commitment to service that positions them to succeed in today's global economy.

The agency traces its roots to 1960, when then Senator John F. Kennedy challenged students at the University of Michigan to serve their country by living and working in some of the most remote corners of the world. He ignited a movement among young Americans that inspired the nation and led to the founding of the Peace Corps. In an ever-changing world, the agency has become a dynamic, forward-leaning champion for international service defined by its innovation and compassion—yet, its original mission remains the same:

THE PEACE CORPS' MISSION

To promote world peace and friendship by fulfilling three goals:

- ▲ 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.



President John F. Kennedy and Peace Corps Director Sargent Shriver greet departing Tanganyika and Ghana Peace Corps Volunteers in the oval office.



John F. Kennedy greets volunteers on August 28, 1961

HISTORY

Officially established:	March 1, 1961
Americans who have served:	220,000
Host countries served to date:	141

PEACE CORPS TODAY

Peace Corps Director:	Carrie Hessler-Radelet (RPCV Western Samoa, 1981–83)
Host countries:	63
Volunteers and trainees:	6,919
Gender:	63% female, 37% male
Marital status:	94% single, 6% married
Minorities:	28% of Volunteers
Average age:	28
Volunteers over 50:	7% of Volunteers



Peace Corps Cambodia Annual Staff Retreat, 2015

Peace Corps in Cambodia

The Royal Government of Cambodia invited Peace Corps to open a program in Cambodia in late 1992, and a country agreement was signed in 1994. However, the political situation was found to be too unstable for Volunteers to enter the country at that time. In 2004, talks about establishing Peace Corps Cambodia resumed, and Peace Corps welcomed the first group of Volunteers to Cambodia in 2007.

Individuals who serve as Peace Corps Volunteers are carefully selected through a competitive application process. Peace Corps Volunteers range in age from around 22 to 75, and represent diverse ethnic and minority groups. Most Peace Corps Volunteers hold university and/or advanced degrees. Volunteers come to Cambodia to contribute their skills and

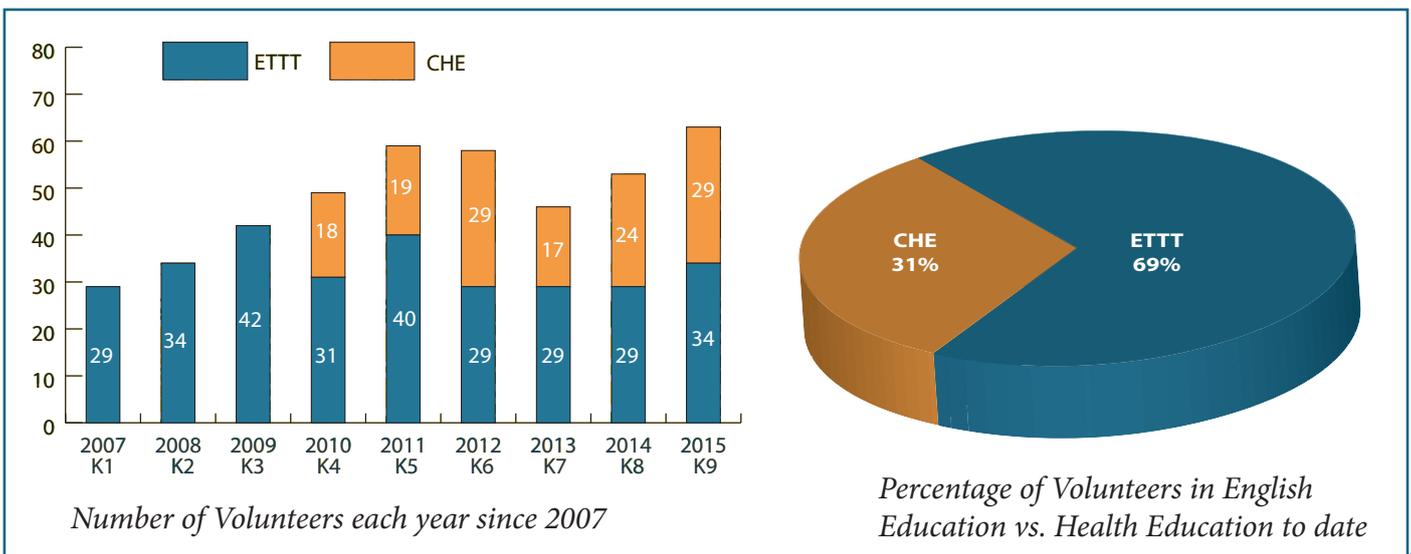
knowledge to the development of the country through direct action at the local level. Upon arrival in Cambodia, Peace Corps Volunteers undergo extensive language, cultural, health, safety and technical training. Throughout their term of service, Peace Corps provides training opportunities to Volunteers and their co-teachers to improve their language and technical skills.

Volunteers live with Cambodian host families at a standard of living comparable to Cambodian citizens in their communities. They work side-by-side with Cambodian people to assist them in carrying out meaningful work towards a better future for their community and for Cambodia.

433 Volunteers have served in 16 of Cambodia's 24 provinces since 2007

Current Projects:

- ▲ English Teaching and Teacher Training
- ▲ Community Health Education



Supports of Cambodian Government

Ministry of Education, Youth, and Sport

Excerpts from H.E. Im Koch, Secretary of State of Ministry of Education Youth and Sport remarks at the Swearing-In Ceremony of the 9th Group of Peace Corps Volunteers in Cambodia, September 25, 2015

“On behalf of H.E HANG CHOUN NARON, Minister of Education Youth and Sport, and myself, and the Royal Government of Cambodia, under the strong leadership of Samdach Ahkak Moha Senapadei Decho HUN SEN, Prime Minister of the Royal Government of Cambodia, I would like to express my sincere thanks to the United States for the new Peace Corps Cambodia volunteers.”

“The Minister of Education Youth and Sport and I appreciate that Peace Corps has help trained teachers of English as well as teaching English in remote areas in Cambodia for over 8 years. Challenges still persist, and we must all find ways to achieve better results.”

“In order to gain optimal results, lesson plans have to be relevant to daily life as well as workbooks and questions to motivate students to speak, to write, to listen, to share ideas through discussion, debate, etc. In addition, the use of smart technology and ICT tools are critical to educating the new generation of students. ”

“I wish you all good health, wisdom, success and good luck.”

Ministry of Health

Excerpts from H.E. Dr. Or Vandine, Director General for Health of Ministry of Health remarks at the Swearing-In Ceremony of the 9th Group of Peace Corps Volunteers in Cambodia, September 25, 2015

“Today I am very pleased to represent H.E. Dr. Mam Bunheng, Minister of Health of the Kingdom of Cambodia.”

“We recognize that the needs are great and not every problem can be solved, but Peace Corps Volunteers are making a real difference in the lives of the individual Cambodians with whom they work. The Peace Corps program is making an important contribution to our government’s strategy for poverty reduction.”

“On behalf of the Ministry of Health, I would like to appeal to Provincial Health Departments, Operational Health Districts, Health Centers to continue to support and cooperate with the Peace Corps and the Volunteers working in your areas. I make the same plea to all other relevant institutions and authorities. I encourage each and every one of you to assist in keeping these Volunteers safe so that they may continue to carry out the excellent work we have asked them to do. Please consider this as a great opportunity for all of us to work with the United States Peace Corps to develop our country. ”

“Again, I would like to express my admiration for these Peace Corps Volunteers who will strive to overcome any difficulties and/or challenges that they face while they are living and working in Cambodia.”

“In closing, I would like to extend to you the four Buddhist wishes (Age, Prosperousness, Health, and Energy).”



Peace Corps Director Carrie Hessler-Radelet meets with H.E. Dr. Hang Chuon Naron, Minister of Education, Youth, and Sport



Peace Corps Director Carrie Hessler-Radelet meets with H.E. Dr. Mam Bunheng, Minister of Health

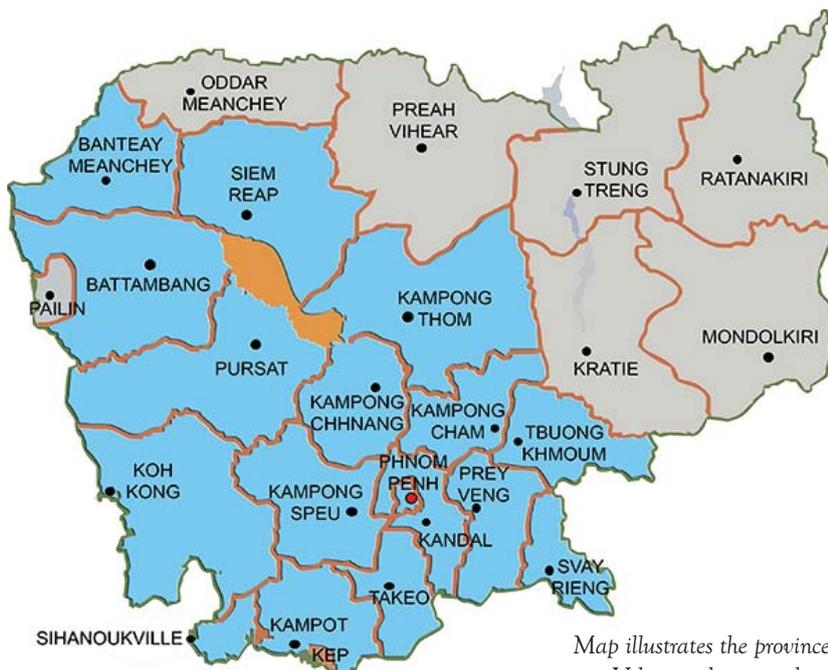


Newly sworn-in Volunteer Group, K9, September 25, 2015

Our Volunteers Today

2015 Statistics

PCV Numbers	99 : Volunteers serve in 16 provinces	
Project	56 : English Teaching and Teacher Training 43 : Community Health Education	
Gender	59 : female 40 : male	
Age	90% : between 20 to 29 years old 4% : between 30 to 39 years old 5% : between 40 to 62 years old	21 years old : youngest Volunteer 62 years old : oldest Volunteer
U.S. State	Our current Volunteers come from 32 of the 50 United States.	



Map illustrates the provinces where Peace Corps Cambodia Volunteer has served since the program opened in 2007



Peace Corps Volunteer Ann Choi explains to the community woman about the importance of breastfeeding

Community Health Education

In 2009, at the request of the Ministry of Health, Peace Corps Cambodia expanded their activities by opening a Community Health Education project. The project's purpose is to assist Cambodian individuals and communities, particularly women and children,

to improve their overall health and well-being and increase their capacity to address health-related issues. Volunteers work with health center staff, Village Health Volunteers, and schools to build the capacity of people to address their health needs.

Project Goals:

- ▲ Maternal And Child Health
- ▲ Healthy Behaviors

Project Activities:

- ▲ Conduct health education sessions at community health centers and through home visits.
- ▲ Promote positive nutrition practices through community and home gardens, cooking and feeding demonstrations.
- ▲ Promote ante/post natal checkups, immunizations, and family planning throughout the community.
- ▲ Educate community members on water and sanitation issues such as proper hand washing, diarrhea prevention and treatment, hydration and appropriate treatment and storage of drinking water.
- ▲ Engage individuals in activities such as group exercise, healthy cooking demonstrations, anti-smoking information, and drug and alcohol awareness campaigns.
- ▲ Educate community members on reproductive health.

Achievements

Goal 1: Maternal and Child Health

Community members will improve their knowledge and skills of, and adopt healthy behaviors for, maternal and child health in the areas of nutrition, water and sanitation, hygiene and ante-natal care.

OBJECTIVES	OUTCOMES
Nutrition	<ul style="list-style-type: none"> ▶ 4,399 caretakers identified one or more actions they can take to prevent malnutrition in their family. ▶ 2,596 women were trained in child health and nutrition. ▶ 1,328 children from 6-59 months old received a growth card and were weighed at least once over a 3 months period. ▶ 455 women are able to demonstrate how to prepare safe and nutrition weaning foods. ▶ 35 households trained by Volunteers reported increase access to fresh food at 6 months after establishing garden.
Ante-Natal Care, Checkup and Delivery	<ul style="list-style-type: none"> ▶ 3,140 women received health education messages on importance of antenatal care and post-natal checkup, immunization, family planning, and delivery services. ▶ 1,901 women are able to identify signs and symptoms indicating the need to seek immediate care during pregnancy. ▶ 520 pregnant women received 4 antenatal visits during last pregnancy. ▶ 492 community people were educated on modern contraceptive methods.
Water Sanitation Hygiene	<ul style="list-style-type: none"> ▶ 3,627 community people can identify 3 or more critical times when they must wash their hands. ▶ 646 community people have been trained to purify and properly store drinking water. ▶ 188 community people are able to demonstrate how to correctly treat water.

Goal 2: Healthy Behaviors

Community members will develop greater life skills and adopt healthy behaviors.

OBJECTIVES	OUTCOMES
Non-Communicable Disease	<ul style="list-style-type: none"> ▶ 3,659 people were educated on non-communicable diseases. ▶ 2,193 people were educated on non-communicable disease risk factors related to tobacco use. ▶ 1,224 people were able to identify ways to incorporate physical activity into their daily routine. ▶ 967 people have been educated on harmful effects of alcohol and other substances. ▶ 307 people were educated on healthy diet. ▶ 93 exercise events were organized by Peace Corps Volunteers and their counterparts.



Peace Corps Volunteer Glynn Pogue teaches English class

English Teaching and Teacher Training

The English Teaching and Teacher Training Project has been cooperating with the Ministry of Education, Youth, and Sport in Cambodia since 2007. The project has worked to develop the English language and critical thinking skills of Cambodian students, teachers and community members to help them gain access to personal, professional, and academic opportunities.

Volunteers teach at Upper and Lower Secondary Schools and Teacher Training Centers. As requested by the Ministry of Education, Volunteers co-teach

with a Cambodian national teacher. This practice benefits not only the students but also enhances the Cambodian teachers' language capacity and builds their technical classroom skills. By teaching alongside a Cambodian teacher, Volunteers can share modern teaching practices, help design and deliver lessons, build communicative English language skills and introduce effective classroom management techniques. Volunteers also develop and enhance teaching and learning resources for the classroom including introduction of new technologies.

Project Goals:

- ▲ Improve Teaching
- ▲ Increase Student Success

Project Activities:

- ▲ Co-teach with Cambodian counterparts in the classroom.
- ▲ Develop lesson plans and teaching materials that use the communicative approach to teaching English.
- ▲ Facilitate student activities and clubs.
- ▲ Develop libraries and resource centers.

Achievements

Goal 1: Improve Teaching

Teachers will improve their English proficiency and implement student centered teaching techniques.

OBJECTIVES	OUTCOMES
<p>Improve Teacher's English Communication Skills</p>	<ul style="list-style-type: none"> ▶ 85 teachers improved their English teaching methodology. ▶ 73 teachers conducted their higher proportion of their class procedural language in English. ▶ 72 teachers increased their participation in teacher professional development activities in English.
<p>Improve English Teacher's Instructional Practice</p>	<ul style="list-style-type: none"> ▶ 73 teachers increase their use of student-centered teaching techniques. ▶ 66 teachers introduced improved structures or routines to manage classroom interactions more effectively. ▶ 65 teachers increased their use of classroom-based assessments to monitor and inform student progress. ▶ 50 teachers increased their use of learning resources or classroom materials by creating, improving, or managing items such as lesson plans, posters, handouts, library books or other materials that support classroom learning
<p>Improve Teacher Trainee's English Teaching Skills</p>	<ul style="list-style-type: none"> ▶ 902 teacher trainees improve their English skills by at least 10% as measured by formal assessments ▶ 587 teacher trainees create, improve, or manage items such as posters; handouts; lesson plans; or other materials that support classroom learning. ▶ 376 teacher trainees increased their use of student-centered teaching techniques. ▶ 332 teacher trainees increased their use of gender equitable classroom practices.



Volunteer Miranda Axworthy teaches English at high school in Battambang province

Achievements

Goal 2: Increase Student Success

Students/youth will improve English language proficiency and develop leadership skills in the English classroom (formally and informally) or in extracurricular activities.

OBJECTIVES	OUTCOMES
Improve Achievement and Participation in English Class	<ul style="list-style-type: none">▶ 4,262 students demonstrated improved English proficiency based on class content through formal or informal assessment.▶ 4,559 students demonstrated increased confidence or motivation by participation in a class, club, or camps.
Improve Leadership Skills	<ul style="list-style-type: none">▶ 1,606 demonstrated leadership in or out of the classroom through activities like peer teaching, coaching, or homework help.
Expand Use of Library and/or information and Communications Technology (ICT) Resources and Utilization	<ul style="list-style-type: none">▶ 216 students gained access to more reading materials or were better able to use and access electronic resources due to the creation or expansion of a school library or computer center.



A typical class in rural area where Peace Corps ETTT Volunteers teach



Community girls are so excited to join the Camp that empowers education for girls

Let Girls Learn Initiatives

The Peace Corps Let Girls Learn Program aims to expand access to education for girls around the world in communities where we serve. Peace Corps Volunteers, who live and work at the grassroots level, will work to empower local leaders, and help to establish sustainable solutions to the girls education challenge.

In 2015, LGL funded approximately \$17,000 for 7 projects.

1,583 community members
(51% were girls)

were directly involved in the design and implementation of the project, including those who attended trainings or workshops.

4,298 community members
(53% were girls)

received an indirect benefit from the projects.

3,980 community members and 88 service providers

have increased technical capacity due to the LetGirlsLearn initiative.

2,726 people

applied new technologies and/or practices as a result of the LetGirlsLearn initiative.



Primary school kids learn how germs cover their hands and the importance of hand washing

Peace Corps Partnership Program

The Peace Corps Partnership Program (PCPP) connects interested groups or individuals and allows them to donate directly to projects addressing pressing needs in developing communities where Peace Corps Volunteers serve. Peace Corps Volunteers and their Cambodian counterparts design projects together and seek funding through PCPP. Projects implemented in 2015 assisted in a number of areas including education, health, career development, and youth development.

In 2015, PCPP funded approximately \$34,000 for 16 projects.

2,632 community members

were directly involved in the design and implementation of the project, including those who attended trainings or workshops.

5,619 community members

received an indirect benefit from the projects.

4,521 community members and 320 service providers

have increased technical capacity due to the PCPP projects.

3,700 people

applied new technologies and/or practices as a result of the PCPP projects.

Small Project Assistance

The Small Project Assistance (SPA) Program is a collaboration between the United States Agency for International Development (USAID) and Peace Corps. The goals in Cambodia are to support local community development projects in sectors ranging from health to agriculture and basic education.

Peace Corps Cambodia Volunteers, in cooperation with their Cambodian counterparts, assist communities to achieve development goals related to Capacity Building and Sustainability. Projects include topics in areas such as: health, life skills, education, art, and leadership.

In 2015, SPA funded approximately \$40,000 for 23 projects.

2,580 community members

were directly involved in the design and implementation of the project, including those who attended trainings or workshops.

14,701 community members

received an indirect benefit from the project.

6,529 community members and 247 service providers

increased technical capacity due to SPA grants.

3927 community members

applied new technologies and/or practices as a result of SPA grants.



Community children show the result of their paintings from the painting club conducted by Peace Corps Volunteers



Students learn about the Khmer traditional music

Cross-Cutting Initiatives

Volunteers integrate Peace Corps' cross-cutting themes into their work by conducting youth development, gender awareness and volunteerism activities. In 2015, more than 3,5000 people were reached by Volunteers through 1,092 activities including clubs, camps, workshops and other efforts.



Youth as Resource

113 activities were conducted to engage young people to contribute to community improvement, health promotion, environment and other civic projects.



Food Security

77 Food Security activities were conducted to target poverty and hunger, including undernutrition and malnutrition, by improving availability, access and/or utilization of food.

Gender Equality & Women's Empowerment

83 activities were conducted to integrate gender considerations, promote gender equality and women's empowerment, and reach groups of women, girls, boys or men who have been traditionally excluded from access to skills, benefits, and opportunities.



Volunteerism

68 activities were conducted to engage young people to contribute to community improvement, health promotion, environment and other civic projects.

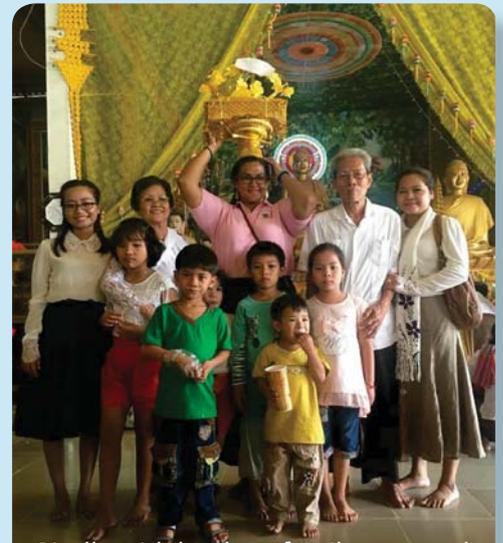


Homestay Experience

There are a lot of factors that make my Peace Corps service in Cambodia special. However, my favorite would have to be my host family experience. Since day one my host family has been supportive and always there when I need guidance. From market trips to drawing out maps for my bike rides, my host family never hesitates to lend a helping hand. Most importantly they are patient with me when I stumble through my Khmer, and they never show how tired they are after I pepper them with a million questions pertaining to Khmer culture. They like to say that I act like a proper Khmer daughter because they love the fact that I clean after every family meal. Small actions go a long way here.

Also, I am grateful for how well I have been received by my community. I would not have been able to accomplish this if it were not for my host family constantly explaining to locals why I am here. Though these actions may seem minimal this has made my integration process easy. From being charged foreigner prices, to Khmer prices, to now receiving occasional freebies in the market, my community has welcomed me with open arms. I feel very safe here. I am extremely thankful for my host family experience. I have come to love them as my own family and that is something that I will cherish for a lifetime.

Giselle Campos



Giselle with her host family at pagoda

Laura Harris



Laura with her host mom

I live on an island with my homestay Mom. We go to weddings, star gaze, ponder the meaning of war, ramble about the purpose of human life and sea creatures, wash clothes, eat, cook and cry together. I am learning how to cook Khmer food. She is learning how to cook American food. She treats me like her own daughter. I expected I would learn a new language, help teach English, make new friends. I did not realize that I would get a second mother!

Part of the reason I have a great relationship with my host mother is that I help her around the house. A volunteer places an extra strain on the women living in the house, including having to teach this new American "baby" how to eat, take care of itself

and wash its clothes. I enjoy helping her. I want to learn as much as I can about Cambodian life, and to be as culturally integrated as possible. I am so grateful for this opportunity to do this crazy thing of learning to "do the Khmer way".

My Mom and I have an understanding, a way of communicating with each other and thinking, that is incredibly beautiful. I have learned so much from her including how to assertively stand up for myself while still being gentle, kind, and tolerant, her views on gender relations and child raising. I will forever cherish the lessons and stories she has bestowed on me and it will influence how I raise children and live in society. This is hard to write because I do not want to think about the day I have to leave this adorable and quirky little island that is beautiful, full of charming, interesting and diverse people and their brightly colored houses above the sea and its fishes and coral.

Success Stories

Primary School Well and Water System Project

By: Evalynn Romano



Primary school girls are so happy to clean their hands with the new Water System project

The Kors Ream Primary School is located in a farming village in rural Cambodia. It is run by dedicated teachers that care about the health of their students. A reliable water source had never been available on school grounds for basic hygiene and sanitation needs. En Sokha has been a teacher at the Kors Ream Primary School for eight years. Although she is not the school director, she is a leader of the primary school community in many ways. Her dedication to the health of the students has shown through her participation in several workshops surrounding health education for primary school students. However, a clean source of water was not available to implement the health education she acquired. The day came that she could no longer withstand the contaminated water of the pond located behind the school that gave students skin irritations and the scarcity of the rainwater in her village.

The goal of the water project was to implement a strategy for water supply, sanitation and hygiene. In support of the goal, a well was dug and a hand washing station constructed. Two 2,000-liter water storage containers and nine ceramic water filters (one for each classroom) were also purchased. In addition to the physical aspects of the water project goals, over 200 primary school students were able to adopt behaviors and practices in proper hand washing techniques. The water project gave hope to the school and the community. The community came together to build the water structures and offered their services at a low rate in support of the primary school because their children attended the school as well. Primary school teachers with prior experience of attending hand washing workshops implemented their acquired knowledge for the first time at their primary school. The students were excited to learn about hand washing in the interactive and entertaining methods the teachers used.

Home Gardens for Nutrition

By: Josephine Mahlie

The villages of Thnot Chum commune in Kampong Thom province are located 5-11 kilometers away from two district towns, causing them to lack a large market with a variety and plentiful of vegetables available. A lack of regular access to fruits and vegetables results in families making poor decisions about meals and spending critical money on packaged foods with little nutritional value. As a consequence, malnourishment is widespread throughout the commune. PCV Josie Mahlie used \$1,091 SPA funds to address this challenge by hosting a garden training throughout the commune in various villages to target families with underweight children and family members.

The original target of ten families was exceeded by 50 percent. News about the garden trainings reached many families and more than expected attended the garden building demonstrations. As a result, 16 families built successful home gardens (the original target was 10 families). So successful in fact, that eleven families were able to sell their surplus vegetables to other community members and increase their economic wellbeing as well as the nutritional intake of families without home gardens.

The gardens built in the households of the families increased the agricultural skills and experience as well as increased nutrition among the members. Furthermore, they have served as an educational tool for other members of the community. Techniques that were introduced in this training were new to most local farmers and amateur gardeners. The spread of the new knowledge and the counterparts and families serving as role models and teachers has built up the capacity of these communities by promoting more availability of vegetables and higher skilled workers. In the long term will lead to better health for the community, more students staying in school, and increased livelihood.



Community women learn about home gardening

From Camp to Classroom: Empowerment Spread

By: Roger Armendariz

In my school the majority of students are female. However teaching in my community I found that boys were much more confident in providing answers even though many girls in my classes knew the answers. In general I found many of my female students very quiet and not very confident in their academic skills even though they almost always tested higher as a whole. This became very apparent when it came time to choose students to attend our camp HOPE. We had a lot of male students sign up and only a few females.



Girls and boys attending the HOPE Camp

At camp HOPE we brought several speakers to the camp. One of which was the Women Resource Center. At the end of the camp our students had to plan presentations for the school at our village. With my help they planned an evening where students would have information given to them by the Women's Resource Center presented by the students who attended camp HOPE. Over 25 of my students showed up for the session.

Afterwards I noticed a chain reaction in which the female students that attended the session became slightly more vocal in class. As a result other girls in the classroom began to also show initiative. Once I notice this subtle change I made sure both me and my counter-part encouraged it in the classroom. This even influenced my idea for my project as it was the inspiration to include an empowerment and a leadership station. Though the changes in the female students has already started to show effects both me and my counterpart hope to promote and improve female initiative in students.

Camp BUILD: Fostering Tomorrow's Leaders

By: Thomas Estruth

Two days after returning home from Camp BUILD, Pov and Pak, both students in grade 10D at Kampong Speu High School asked their teacher if they could describe their weekend to their fellow classmates. Pov and Pak proceeded to describe Camp BUILD in vivid detail recounting facts learned from the environmental NGO that presented, presenting an example of how to bandage a sprained wrist, telling their classmates about all of the various scholarship options available for universities in Cambodia and abroad and finally talking about the fun time they had at the Saturday night dance party with their new friends from all over. The boys talked for 30 minutes and at the end, their classmates were all asking to go to Camp BUILD, or Camp GLOW next year.



High school male students attending the Camp BUILD

Camp BUILD (Boys United in Leadership Development) is a boys-only camp for young men focused on health, career planning, college preparation, domestic violence, healthy relationships, volunteerism and environmental stewardship. The boys attending the camp, between the ages of 15-24, are at a very critical age. Many will be getting married within the next few years, starting a family and embarking on careers. Camp BUILD supports the boys to develop critical life skills, leadership ability and respect for women to be used in their personal lives and to be shared with their respective communities.

Camp BUILD brought together 73 boys from the provinces of Kampot and Kampong Speu to participate in workshops for three days. After the camp, participants went back to their communities and shared what they learned with their peers and families. One group of boys led a needs assessment with their community, set goals, wrote objectives and created a project to develop a community library. The critical messages of Camp BUILD directly benefited the 73 boys in attendance and indirectly benefited over 700 community members.



Peace Corps is a non-political and non-religious organization of the United States Government that seeks to promote peace and friendship among peoples of different nationalities and cultures. For more than five decades, Peace Corps has provided technical assistance in 139 countries through the implementation of projects in education, business development, environmental protection, agriculture, and health.



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