



45th
Peace
Corps
Anniversary

A LEGACY OF SERVICE AT HOME AND ABROAD

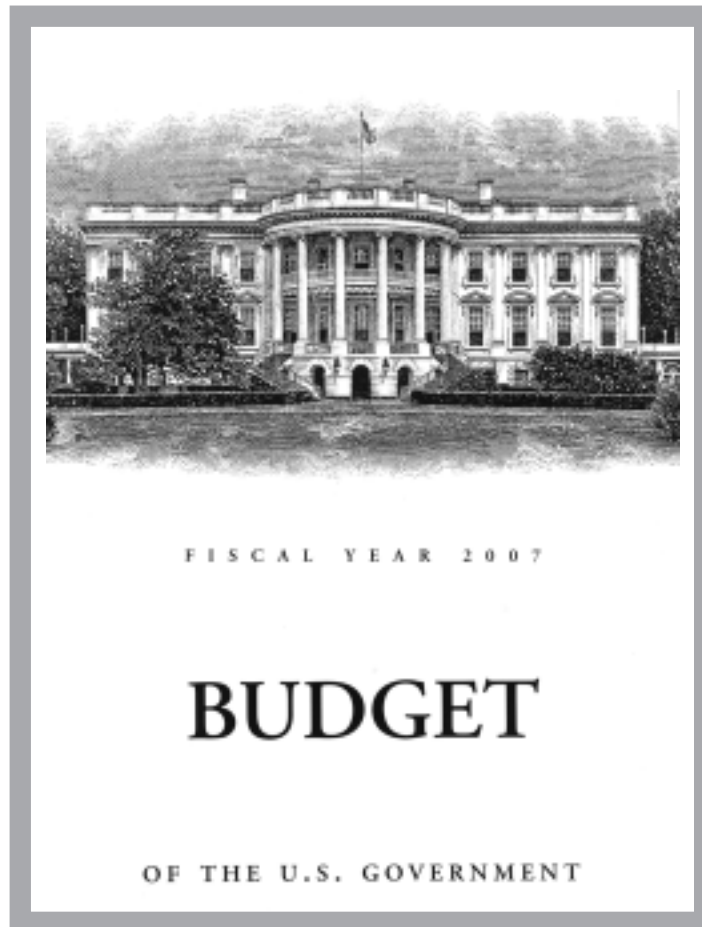
PEACE CORPS
CONGRESSIONAL BUDGET JUSTIFICATION
FISCAL YEAR 2007

Front cover: Nicaraguan farmers with agriculture Volunteer.

Title page: Volunteers in Ghana, New Orleans, Mongolia, and Nicaragua.

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Peace Corps FY 2007 Budget Request

The Peace Corps budget request for FY 2007 is \$336,700,000, an increase of \$14,700,000 over the FY 2006 appropriation of \$322,000,000.¹ The FY 2007 request will enable the Peace Corps to gradually expand the existing number of Americans serving abroad to 7,895 by September 30, 2007; provide for the safety and security of the Volunteers and staff; open two new programs; and strengthen activities and strategies established in 2006 to include innovative responses to crises around the world.

¹ The FY 2006 appropriation of \$322,000,000 was reduced by a rescission of \$3,220,000.

THE DIRECTOR OF THE PEACE CORPS
WASHINGTON, DC

Dear Member of Congress:

On behalf of the Americans currently serving in countries around the world as Peace Corps Volunteers and informal ambassadors of America, I am privileged to submit the Peace Corps' fiscal year 2007 budget request of \$336.7 million. This funding level reflects President Bush's ongoing commitment to the Peace Corps in his second term and the importance of the agency's mission abroad.

The Peace Corps traces its roots and mission to the early 1960s, when then Senator John F. Kennedy inspired Americans to serve their country in the cause of peace by living and working in developing countries. From that inspiration grew an agency of the federal government devoted to world peace and friendship. As the Peace Corps approaches its 45th anniversary on March 1, 2006, the Peace Corps continues with its efforts to help those who want to build a better life for themselves, their children, and their communities.

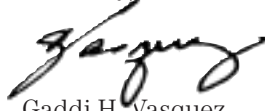
I am pleased to report that the agency is at a 30-year high with the number of Volunteers in the field. The official count for fiscal year 2005 includes 7,810 Volunteers in 69 posts serving 75 countries across the globe. This is an increase from the total in fiscal year 2004 of 7,733 Volunteers and is the highest number of Americans serving in the Peace Corps in three decades.

In addition to serving overseas, the Peace Corps' Crisis Corps Volunteers recently helped their fellow Americans. In response to Hurricanes Katrina and Rita, the Peace Corps deployed more than 270 Crisis Corps Volunteers to the Gulf Coast region to assist with hurricane response efforts, through an agreement with the Federal Emergency Management Agency (FEMA). The deployment of Volunteers within the United States is a historic first for the Peace Corps. Other firsts in 2005 included the sending of Crisis Corps Volunteers to Sri Lanka and to Thailand to assist with rebuilding areas devastated by the tsunami, and the establishment of an Office of AIDS Relief. As President Bush stated during a recent visit to Panama, Peace Corps Volunteers are truly "working on the front lines of humanity."

Since the Peace Corps' inception, more than 182,000 Peace Corps Volunteers have been invited by 138 host countries to work on issues ranging from AIDS education and information technology to business development and environmental preservation, empowering people to take charge of their futures. The Peace Corps remains as vital as ever, and thousands more are eager to serve our nation by being in the Peace Corps. With continued congressional support for our funding, the Peace Corps is in a position to expand the ranks of Volunteers who carry out the Peace Corps' goals of: 1) helping the people of interested countries in meeting their need for trained men and women; 2) helping to promote a better understanding of Americans on the part of peoples served; and, 3) helping to promote a better understanding of other peoples on the part of Americans.

I look forward to working with you throughout the appropriations process, and I thank you for your continued bipartisan support of the Peace Corps.

Sincerely,



Gaddi H. Vasquez
Director

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Congressional Budget Justification Fiscal Year 2007

Executive Summary

The Peace Corps provides practical assistance to developing countries by sharing America's most precious resource—its people. The close interaction between Peace Corps Volunteers and local communities has allowed the agency to establish an admirable record of service that is recognized throughout the world. For 45 years, Peace Corps Volunteers have helped build the path to progress with people who want to make a better life for themselves, their children, and their communities. Around the globe, Peace Corps Volunteers continue to bring a spirit of hope and optimism to the struggle for progress and human dignity. More than 182,000 Americans have served in 138 countries since the agency's establishment.

While times have changed since the Peace Corps' founding in 1961, the agency's mission—to promote world peace and friendship—has not, and its three core goals are as relevant today as they were 45 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.

In fiscal year (FY) 2007, the Peace Corps will build on the accomplishments it has achieved during the past several years. Namely, the Peace Corps reached a 30-year high of 7,810 Volunteers serving in the field at the close of FY 2005, an increase from the total in FY 2004 of 7,733 Volunteers. Additionally, the agency is currently participating in 9 of the 15 focus countries as part of the President's Emergency Plan for AIDS Relief (Emergency Plan), established a new Office of AIDS Relief, and has a presence in 17 predominantly Muslim countries. The agency has increased the recruitment of Volunteers from diverse backgrounds. In fact, at the close of FY 2005, the Peace Corps had 1,235 Volunteers in the field (15.8 percent of all Volunteers) who were ethnic minorities (African American, Asian American, Hispanic, Native American, and multi-ethnic). This is the largest number of ethnic minority Volunteers in the field since the Peace Corps started gathering official statistics in 1989.

The proposed budget request of \$336.7 million will allow the Peace Corps to enter two new countries, participate in more Emergency Plan countries, and gradually expand the number of Volunteers in the field, thereby broadening the impact on the lives of men and women in their host communities through the transfer of tangible skills. It will also enable the agency to increase the understanding of other peoples on the part of all Americans through raising the numbers of Volunteers who share their experiences and stories in numerous venues, and increasing the number of returned Volunteers who participate in ongoing Peace Corps-supported volunteer opportunities.

The budget will also be used to increase the retention level of those interested in the Peace Corps by better facilitating the process of obtaining information, applying, joining, and completing their Volunteer service. Building on the current on-line application rate of 83 percent (an increase of 8 percent from FY 2004), efforts to reduce the overall application time for those applying for Volunteer service will continue. An anticipated trainee input of approximately 3,977 future Volunteers will be needed to meet the Peace Corps' recruitment goals. Furthermore, country assessments and program ramp-up costs will be required for the new country entries.

The safety and security of each Volunteer will remain the agency's top priority, and the staff of the Office of Safety and Security will continue its commitment to research, planning, training, and compliance. The Peace Corps will ensure a superior Volunteer experience by increasing the quality of healthcare, including preparations for Avian influenza, and by managing the safety and security risk factors in each of the communities where Volunteers live and work. Reducing the 12-month Volunteer early termination rate will also remain an agency priority.

As the Peace Corps gradually expands its Volunteers in each region, it will continue efforts to develop innovative responses to natural disasters and humanitarian crises through the Crisis Corps program. The deployment of 272 Crisis Corps Volunteers within the U.S. to help those affected by Hurricanes Katrina and Rita was a historic first for the Peace Corps. Crisis Corps Volunteers were also sent to Southeast Asia to assist in recovery efforts following the devastating tsunami in December 2004; and, in January 2006, the Crisis Corps deployed Volunteers to Guatemala to support relief work following Hurricane Stan.

Additionally, the FY 2007 budget request will provide the necessary funding to continue implementing the congressionally mandated upgrades to the Peace Corps' financial system and ensure agency compliance with new auditing requirements. These expenditures include further enhancements to the Odyssey financial system, overall system redundancies, and internal controls. In the area of information technology, notable investments will continue to be made to the Volunteer Delivery System, infrastructure security per federal mandates, and in improved telecommunications.

Lastly, the budget reflects the reimbursements required to the U.S. Department of State for the Capital Security Cost-Sharing Program, increases in expenditures to the International Cooperative Administrative Support Services (ICASS), and foreign-service modernization relating to personnel.

Encouraging service and volunteerism among the American people is part of a long tradition in the United States and of this administration. More than 100,000 people contact the Peace Corps each year seeking information about serving as a Volunteer. When Volunteers complete their overseas service, many continue their commitment to volunteerism or use their skills and experience to enhance careers and make contributions to American society in virtually every sector. It is the people-to-people relationships that Peace Corps Volunteers forge with their host country colleagues and communities that serve as a crucial foundation for world peace, cross-cultural exchange, and understanding—and make a lasting investment for the United States.

“Make the choice to serve in a cause larger than your wants, larger than yourself—and in your days you will add not just to the wealth of our country, but to its character.”

President George W. Bush
Inaugural Address
January 20, 2005

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*Photo:
A Volunteer teaches pottery skills to Paraguayan youth.*



The Peace Corps Strategic Plan: A Legacy of Service at Home and Abroad

Opportunity in the Twenty-First Century

The Peace Corps is pleased to present the agency's revised strategic plan for fiscal years 2003 to 2008. This strategic plan reflects an interim adjustment for fiscal years 2006 to 2008 in which improvements were made to better align the plan to the Peace Corps' internal processes, federal mandates, and other external requirements. Not only does the strategic plan reflect the agency's long-standing commitment to the unique role that its Volunteers perform to further the three goals set forth in the Peace Corps Act, but it institutionalizes a comprehensive safety and security approach and furthers the modernization of the agency's support infrastructure to help achieve the vision to meet the growing needs of the world in this century.

The mission of promoting world peace and friendship, as well as the three goals of the Peace Corps, has remained the same since the agency's inception in 1961. Development indicators suggest that there will be even greater challenges for nations on all continents in the years ahead as they deal with the demands for improved development, information technology, agriculture, education, sanitation and environment, health management, and business.

Recognizing the strategic relevance of the Peace Corps in the 21st century, President Bush declared in his 2002 State of the Union Address and in numerous speeches during the past few years,

that "...the United States remains committed to ensuring a future of peace, hope, and promise for all people, and the Peace Corps is playing a critical role in these efforts."

On September 30, 2005, the Peace Corps achieved a 30-year high of 7,810 Volunteers in the field. They covered 71 posts serving 77¹ countries. A total of 7,997 Volunteers were actually deployed in 2005,² under various federally funded programs, through the administration and support of the Peace Corps. The Peace Corps is pleased with its growth to date; however, the amounts provided in the appropriations process during the past several years have fallen significantly short of that needed to meet the goal of doubling the number of Volunteers over five years. Thus, the agency will seek to modestly expand into two new countries, maintain the existing number of Volunteers in the field, and develop new programming in response to natural disasters and humanitarian crises, while preserving the quality of the Peace Corps Volunteer experience and focusing on safety and security.

Vision

The Peace Corps' vision is to assist interested countries around the world while providing an effective and satisfying Volunteer experience for a diverse group of Americans in a safe and secure environment, and to build an operational infrastructure to efficiently and effectively support the Volunteer in the 21st century.

¹ The on-board count of all Peace Corps Volunteers and trainees, Crisis Corps Volunteers, and United Nations Volunteers was 7,810 at the close of FY 2005. The countries of Haiti and Nepal were suspended (no Volunteers) and were still a part of the country count in FY 2005. Both posts were subsequently closed in FY 2006; hence, the current post/country country count is 69 posts and 75 countries.

² The agency also deployed 131 Crisis Corps Volunteers to the Gulf Coast states funded by FEMA, and another 56 Crisis Corps Volunteers funded through the President's Emergency Plan for AIDS Relief.

The Peace Corps Mission and Three Goals:

The purpose of the Peace Corps is to promote world peace and friendship by

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

Mission

The mission and three goals of the Peace Corps are as relevant today as they were 45 years ago when they were first defined in the Peace Corps Act of 1961. The Peace Corps combines development with people-to-people relationships that Volunteers forge with host country colleagues and communities. This serves as a crucial foundation for peace and friendship for generations to come.

Since its inception in 1961, the Peace Corps has sent more than 182,000 Volunteers to serve in 138 countries around the globe—from Azerbaijan to Zambia—promoting the Peace Corps’ mission of world peace and friendship. Volunteers share their time and talents by serving as teachers, business advisors, information technology consultants, agriculture and environmental specialists, and health and HIV/AIDS educators carrying out the agency’s three goals.

Strategic Planning Process

The Integrated Planning and Budget System (IPBS) is the Peace Corps’ primary strategic planning mechanism. IPBS is consistent with the planning process defined by the Government Performance and Results Act (GPRA). It features a multilevel strategic planning process that requires each Peace Corps office and sub-office to set goals and establish measurable objectives and specific tasks—in essence, a performance plan—with related timelines. IPBS is based on a three-year planning cycle, and every Peace Corps office and overseas post is required to define its goals and objectives and develop a strategic plan and budget

that will enable the office to meet them. These plans are based on projected levels of funding; however, they are adjusted accordingly if these levels are not realized through actual appropriations. This is possible through the annual update of the three-year plan. IPBS begins with an assessment and evaluation of the previous year’s plans and projects. It then identifies lessons learned, potential improvements, and plans for the future. IPBS was reengineered in the fall of 2005 to better align the agency with federal planning and budget mandates and to take full advantage of the agency’s integrated financial management system.

In concert with IPBS, the Peace Corps also requires overseas posts to develop plans for their Volunteer projects that describe the goals, objectives, and life span of the project. The status of each project sector’s accomplishments is reviewed annually in December. Each project sector’s strengths and weaknesses are assessed, and the plan is reaffirmed or altered based on lessons learned in the planning process.

The agency’s planning process begins each spring with the issuance of guidance by the Peace Corps director. In addition to reaffirming the agency’s mission and goals, the offices are requested to specifically address the impact of, and plan for the heightened focus on, safety and security of Volunteers and staff. The offices align their individual plans to the agency’s overall direction and each IPBS submission is presented to the director and reviewed. Upon concluding these review activities, each overseas post, sub-office, and major office assembles its respective performance plan with an emphasis on defining the outcome and performance

goals together with accompanying performance indicators.

The director also established the inter-office Quality Statements and Indicators Project (QSIP) to measure strategic outcomes through the biennial Peace Corps Volunteer survey and other measurement tools. QSIP complements the agency's strategic plan under GPRA by helping to determine if performance goals and plans actually result in higher quality operations and service.

QSIP provides a means by which the Peace Corps can measure the feedback from Volunteers about the quality of their experience. QSIP developed quality statements and performance indicators for recruitment and placement, programming, and training, Volunteer support, third-goal and domestic activities, and management and administration.

Moreover, the Peace Corps now reports performance results in the annual Performance and Accountability Report (PAR), as well as receives a review via the Performance Assessment Rating Tool (PART) process. In the PAR, the agency must report and analyze its annual performance results compared to the annual targets. Together, these tools ensure that the agency is monitoring and reporting performance goals and results and continually seeking ways to improve.

The Peace Corps' Goals for Fiscal Years 2003-2008

In response to President Bush's challenge to increase the size of the Peace Corps, the agency focused on growth in FY 2003, FY 2004, and FY 2005, achieving the highest number of Volunteers serving abroad in 30 years, while providing a positive experience for all Volunteers in a safe and secure environment. However, given the funds provided in the appropriations process, since FY 2004, the Peace Corps is no longer on track to double in size. This has required the Peace Corps to further modify Strategic Goal 1. This document continues to present the four strategic goals the Peace Corps seeks to achieve from FY 2003 through FY 2008, as modified. Strategic Goals 2-4 were also adjusted

slightly in 2006 to better align with other federal requirements. Each strategic outcome goal is followed by a set of measurable performance goals with accompanying means and strategies; a discussion of the relationship to the agency's annual performance goals vis-à-vis the annual budget; key factors potentially affecting achievement of the stated goals; and the methods used to assess achievement.

Strategic Goal 1

Assist interested countries with their identified needs by gradually expanding the number of trained Volunteers serving overseas; broadening the impact on the lives of men and women in their host communities by transferring tangible skills; and helping to promote an understanding of Americans, including representing American diversity, at a rate consistent with annual funding.

Strategic Goal 2

Ensure a quality Volunteer experience by increasing the quality of healthcare and managing the safety and security risk factors in each of the communities where the Volunteers live.

Strategic Goal 3

Increase the exposure of Americans to other cultures by sharing Volunteer experiences and stories in numerous venues, including the classroom, special events, community visits, and through electronic means, as well as engaging those who have completed their service in ongoing Peace Corps-supported volunteer opportunities.

Strategic Goal 4

Increase the retention level of Americans interested in the Peace Corps by better facilitating the process of obtaining information, applying, joining, and completing their Volunteer service.

Strategic Goal 1

Assist interested countries with their identified needs by gradually expanding the number of trained Volunteers serving overseas; broadening the impact on the lives of men and women in their host communities by transferring tangible skills; and helping to promote an understanding of Americans, including representing American diversity, at a rate consistent with annual funding.

Strategy

The Peace Corps is committed to gradually expanding the number of Volunteers in the field from its FY 2005 level. This will require modest expansions in trainee input, which is both strategically and incrementally implemented. These input requirements will be balanced with the need to preserve the core values of the Peace Corps and provide the infrastructure necessary to support the work of the Volunteers and the business of the agency. The Peace Corps will also use data from the newly created Close of Service survey to assess Volunteer effectiveness. This will assist in determining how and where Volunteers are placed.

The Peace Corps continues to receive new requests and perform assessments as it works to broaden its mission and deepen the impact Volunteers have on the men and women of their host countries. Evidence suggests that there is an increasing demand for the Peace Corps and the programs it provides to foreign countries. This supports the goal of increasing the number of Volunteers and the activities they perform. The agency successfully completed three new country assessments; however, decisions to enter these countries were deferred until a determination could be made regarding the agency's final FY 2006 appropriations.

The Peace Corps is participating in the President's Emergency Plan for AIDS Relief (Emergency Plan) at all nine posts that are working in the Emergency Plan focus countries. Additionally, the Peace Corps expanded its participation in the

Emergency Plan through programs in nine other countries. This participation is enabling the agency to enhance and expand its contributions to the battle against AIDS. Nearly 90 percent of all Peace Corps posts currently work directly or indirectly in HIV/AIDS activities. An Office of AIDS Relief was also established to better facilitate the agency's Emergency Plan and HIV/AIDS commitments.

During FY 2005, the Peace Corps continued to see an increase in traffic to its Internet site. The international climate continues to increase awareness of global issues and the Peace Corps is a key means for U.S. citizens to exercise their sense of service and informal ambassadorship overseas. The positive reception of the marketing campaign, Internet resources, and related materials are key indicators of that success.

The Peace Corps plans to track individuals through the online application process and provide them with updates, reminders, and assistance. Additionally, the agency is building upon its community outreach efforts, targeting audiences of diverse ages including people approaching retirement.

Expansion

In addition to increased participation in Emergency Plan and HIV/AIDS activities, the Peace Corps expanded its involvement in humanitarian assistance efforts. While the number or nature of natural disasters in a given year cannot be predicted, the agency has made a strong commitment to provide support whenever possible through its Crisis Corps program.

Crisis Corps

The Crisis Corps is a program within the Peace Corps that mobilizes returned Peace Corps Volunteers (RPCVs) to provide short-term humanitarian service to countries worldwide. Crisis Corps Volunteers played a lead role in Peace Corps' response to the tsunami that struck Southeast Asia in December 2004. More than 50 Volunteers were sent to Thailand and Sri Lanka and Crisis Corps continues to support a stand-alone program in Sri Lanka, where additional Volunteers will be deployed to support post-tsunami rebuilding efforts.

In September 2005, the Peace Corps accepted a mission assignment from the Federal Emergency Management Agency (FEMA) to provide Crisis Corps Volunteers to support the emergency relief efforts in the Gulf Coast region. Over 270 Volunteers helped survivors in Alabama, Arkansas, Louisiana, Mississippi, and Texas. This marks the first time that the Peace Corps has deployed in the United States. In January 2006, the agency sent Crisis Corps Volunteers to Guatemala to assist with disaster recovery following Hurricane Stan. Each of these placements expands the agency's involvement in humanitarian assistance and helps the Peace Corps meet its overall development goals.

Infrastructure Support

Under the direction of the Office of the Chief Information Officer, the Peace Corps is developing the necessary technical infrastructure to streamline current operational processes that will support the Volunteers in the field and the administrative and operational needs of the agency. In addition, management is reviewing personnel practices to identify and analyze trends and future needs among Volunteers and staff that will be used to determine workforce processes and resource allocations. These analyses will also inform policy decisions and maximize resource efficiency and quality of service.

Recruitment

While four-year higher-education institutions have been the main source for Volunteers over the years, the Peace Corps is now working with the American Association of Community Colleges to expand recruiting activities at community colleges. Assignment areas, such as health and information technology, can often be filled by community college graduates who are trained in these qualifying skills.

Efforts to expand the applicant pool also include reaching out to those of diverse age groups and ethnic backgrounds who have previously been under-represented in the Peace Corps. In 2002, the Director established a diversity task force composed of senior officials and other agency staff to provide guidance and assistance in increasing the diversity of Volunteers. The Peace Corps is currently identifying venues, such as national conferences and publications, and developing partnerships with key agencies and organizations to assist with recruitment. In addition, the Center for Field Assistance and Applied Research has developed a "diversity starter kit" to be used in pre-service training to better educate Volunteers about diversity and constructive coping and support strategies for use during their time in the field. Efforts to expand the number of older Americans serving in the Peace Corps involve identifying senior Peace Corps officials and RPCVs who can be spokespersons at national conferences and other speaker forums. The Office of Medical Services (OMS) is developing materials for use in informing older Volunteers about issues of interest to them, such as the impact on retirement benefits, insurance, and medical benefits.

The Peace Corps places significant importance on attracting underrepresented ethnic and age group applicants. The redesign of the Peace Corps Internet site, additional content geared toward underrepresented audiences, and the overall Peace Corps marketing campaign have attracted many new and repeat visits to the portions of the Internet site devoted to minority groups.

Communications

The Peace Corps continues to reach wide audiences with its marketing campaign, *Life is calling. How far will you go?* Launched in September 2003, the campaign has surpassed the previous recruitment campaigns' three-year total donated media in half the time. The new "out-of-home" public service announcements (PSAs) have appeared on highway billboards and on posters in train stations, metro-rail cars, and buses. This additional way to reach mass audiences is also helping the Peace Corps target diverse neighborhoods and colleges. Among the many awards the campaign has earned to date is the prestigious Gold EFFIE from the American Marketing Association, awarded for most effective recruitment results and creative execution.

The agency continues to create new content and promotional vehicles to attract additional visits to its website, such as new "mini-sites" content in Flash format, and electronic tools to help recruiters drive potential candidates to the website. Innovations like this helped contribute to the agency exceeding its goal for total visitors to its website pages devoted to minority and/or scarce skills and family pages. In 2006, the Peace Corps will begin to celebrate its 45th anniversary with planned activities throughout the year. Many communications materials will reflect this historic event and raise the visibility of the agency on numerous fronts.

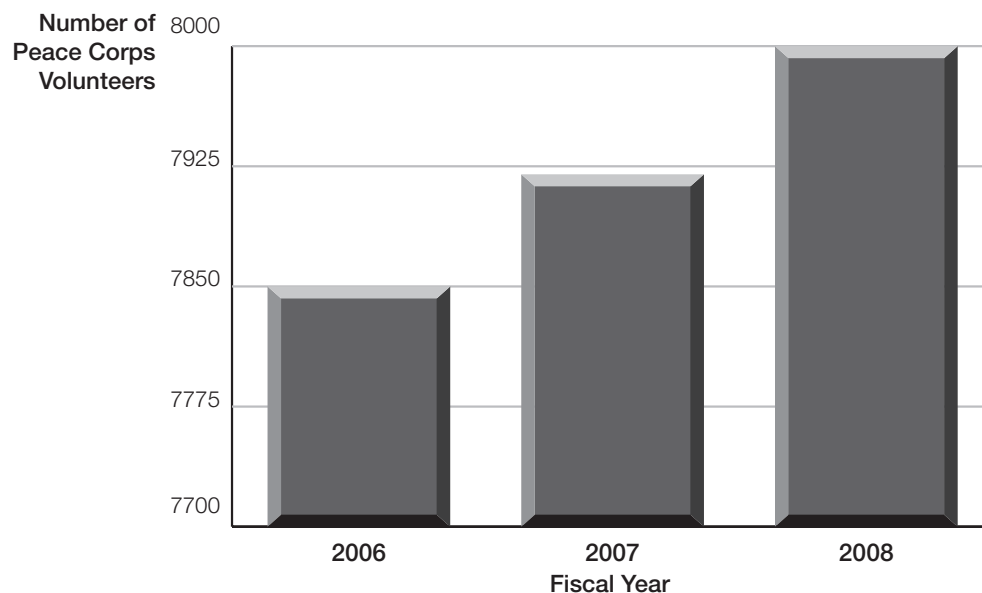
Outcome Goal 1.1

Assist interested countries with their identified needs by gradually expanding the number of trained Volunteers serving overseas from 7,733 in FY 2004 to 8,000 in FY 2008, at a rate consistent with annual funding.

Performance Goals

- 1.1.1 Increase the number of Peace Corps Volunteers to 7,850 by FY 2006.
- 1.1.2 Increase the number of Peace Corps Volunteers to 7,895 by FY 2007.
- 1.1.3 Increase the number of Peace Corps Volunteers to 8,000 by FY 2008.

Figure 1.1: Projected increase in the number of Peace Corps Volunteers in the field, FY 2006–2008



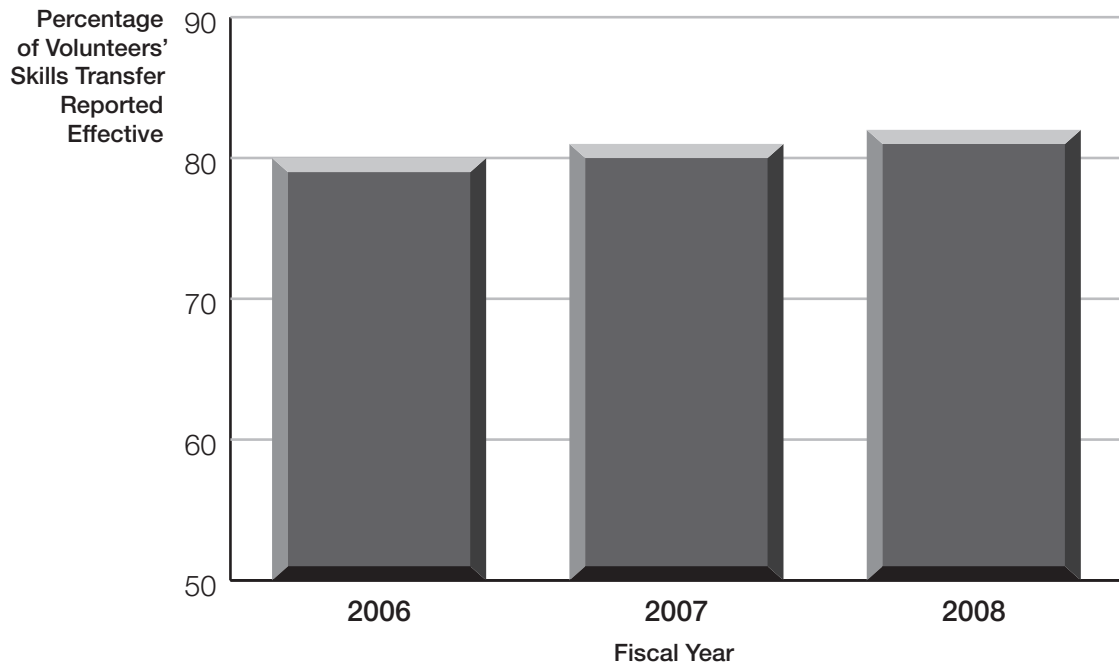
Outcome Goal 1.2

Broaden the impact of Volunteers on the lives of men and women in their host communities by transferring tangible skills, as measured by increasing Volunteers reporting in the Peace Corps Close of Service survey that they were “adequately” to “exceptionally” effective in transferring knowledge and skills to members of their host community to 82 percent by FY 2008.

Performance Goals

- 1.2.1 Incrementally increase Volunteers’ skill-transfer effectiveness rating to 80% by FY 2006.
 - 1.2.2 Incrementally increase Volunteers’ skill-transfer effectiveness rating to 81% by FY 2007.
 - 1.2.3 Incrementally increase Volunteers’ skill-transfer effectiveness rating to 82% by FY 2008.
-

Figure 1.2: Projected increase in the percentage of Volunteers’ reporting their skills transfer as effective, FY 2006–2008



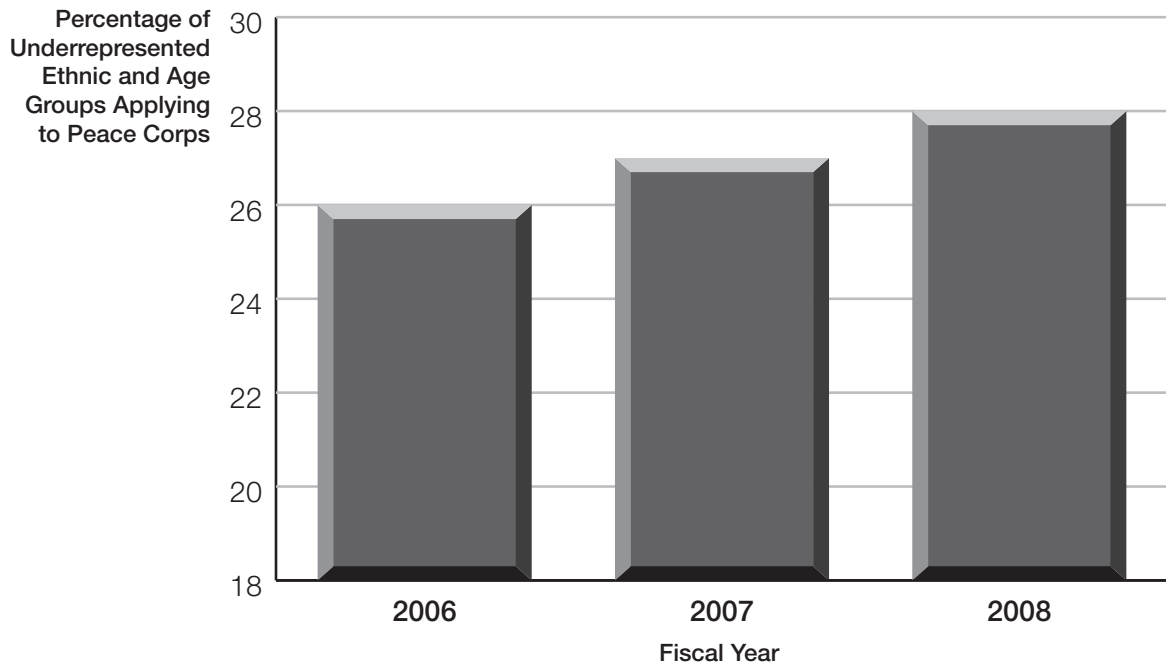
Outcome Goal 1.3

Represent American diversity in Peace Corps host communities by increasing the numbers of Peace Corps applicants representing diverse ethnicities and people 50 and over by 4% from FY 2005 level of 24% to 28% by FY 2008.

Performance Goals

- 1.3.1 Incrementally increase the percentage of Peace Corps applicants from underrepresented groups to 26% by FY 2006.
- 1.3.2 Incrementally increase the percentage of Peace Corps applicants from underrepresented groups to 27% by FY 2007.
- 1.3.3 Incrementally increase the percentage of Peace Corps applicants from underrepresented groups to 28% by FY 2008.

Figure 1.3: Increase in the percentage of Peace Corps applicants from underrepresented ethnic and age groups, FY 2006–2008



Strategic Goal 2

Ensure a quality Volunteer experience by increasing the quality of healthcare and managing the safety and security risk factors in each of the communities where the Volunteers live.

Strategy

Because the Peace Corps Volunteer Survey in 2002 captured these data, the baselines for the outcome goals have been set. The Peace Corps will continue to measure performance against the results of the survey to determine if target outcomes are met. If they are not met, however, the following areas can be used to evaluate and reassess processes and practices and implement changes to ensure that these targets are achieved.

Technical Guidelines from the Office of Medical Services

OMS recognizes that technical guidelines are established to provide comprehensive health services and preventative education to Volunteers. These guidelines provide for rigorous training requirements, licensing and certification, and performance standards for medical staff. They also establish critical guidelines for training and medical care for Volunteers. Finally, these policies ensure that screening guidelines are based on current research, best practices, and knowledge from the field, all of which are reviewed on an ongoing basis.

Emergency Care

OMS provides medical evacuation and support to Volunteers who require medical and/or psychological care beyond what is available in-country. To achieve this, the medical staff conducts prompt field consults (within 48 hours) and responds to the immediate medical and emotional needs of the Volunteer or trainee in-country. Medically evacuated Volunteers also receive timely and quality medevac care, and, if appropriate, may return to the country of their service.

Special Services for Volunteers

The Office of Special Services provides comprehensive services and training to Volunteers that advocate for and promote healthy emotional adaptation to their Peace Corps service. This is critical to ensuring that Volunteers have a positive and productive experience in-country and the support necessary to handle crises and challenging situations.

Safety and Security Personnel

The Office of Safety and Security, in coordination with post-level and regional safety and security personnel, provides a safety and security framework for Volunteers. This involves training in how to maintain one's safety while serving in a foreign country as well as assistance in addressing any safety-related issues. When Volunteers feel adequately prepared and have access to guidance and assistance from safety and security staff, they are more likely to feel safe at home and at work.

Safety Policies

The safest and most secure Volunteer is one that is at site, well-known, accepted, and integrated into his or her community. This comes by learning the local language and culture, by working in a well-designed project, and by staying close to host families. Safe Volunteers take responsibility for their own behavior and know how to minimize personal risks. The recent Volunteer survey indicates that, most of the time, Volunteers feel safe where they live and work. The Peace Corps will continue to review and enhance its safety and security policies.

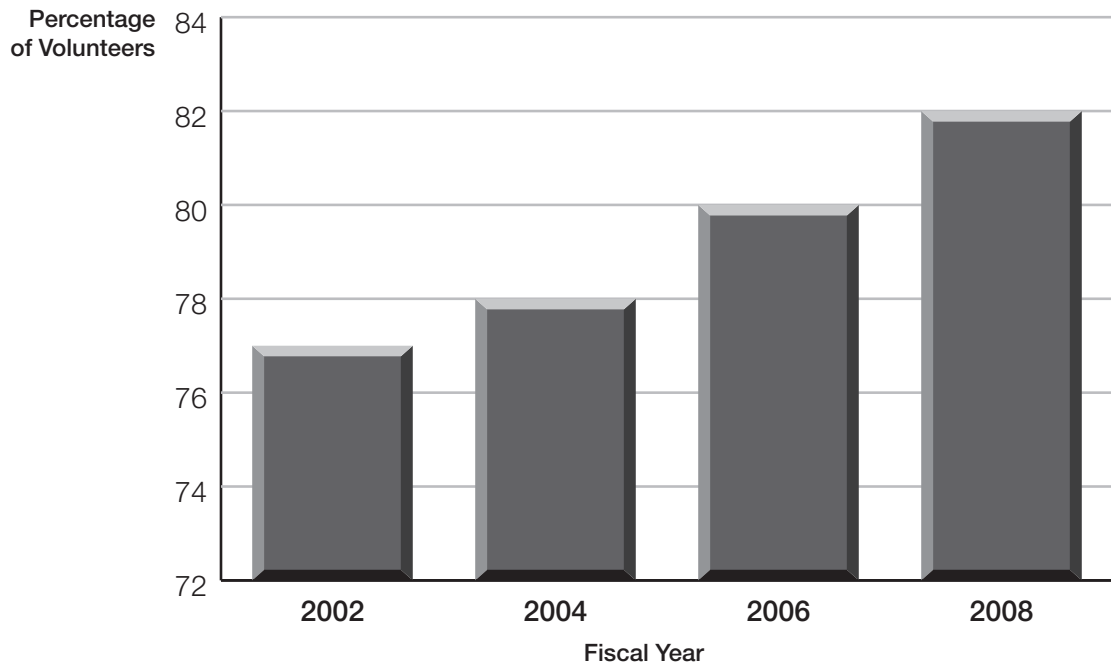
Outcome Goal 2.1

Increase the percentage of Volunteers indicating feeling “adequately” to “exceptionally” satisfied with their in-country healthcare from the FY 2002 level of 75 percent to 82 percent by FY 2008.

Performance Goals

- 2.1.1 Incrementally increase the percentage of respondents who rate their healthcare as satisfactory to 80% by FY 2006.
 - 2.1.2 Incrementally increase the percentage of respondents who rate their healthcare as satisfactory to 82% by FY 2008.
-

Figure 2.1: Increase in the percentage of Volunteers indicating they are satisfied with their in-country healthcare, as reported in the biennial Peace Corps Volunteer survey, FY 2002–2008



Outcome Goal 2.2

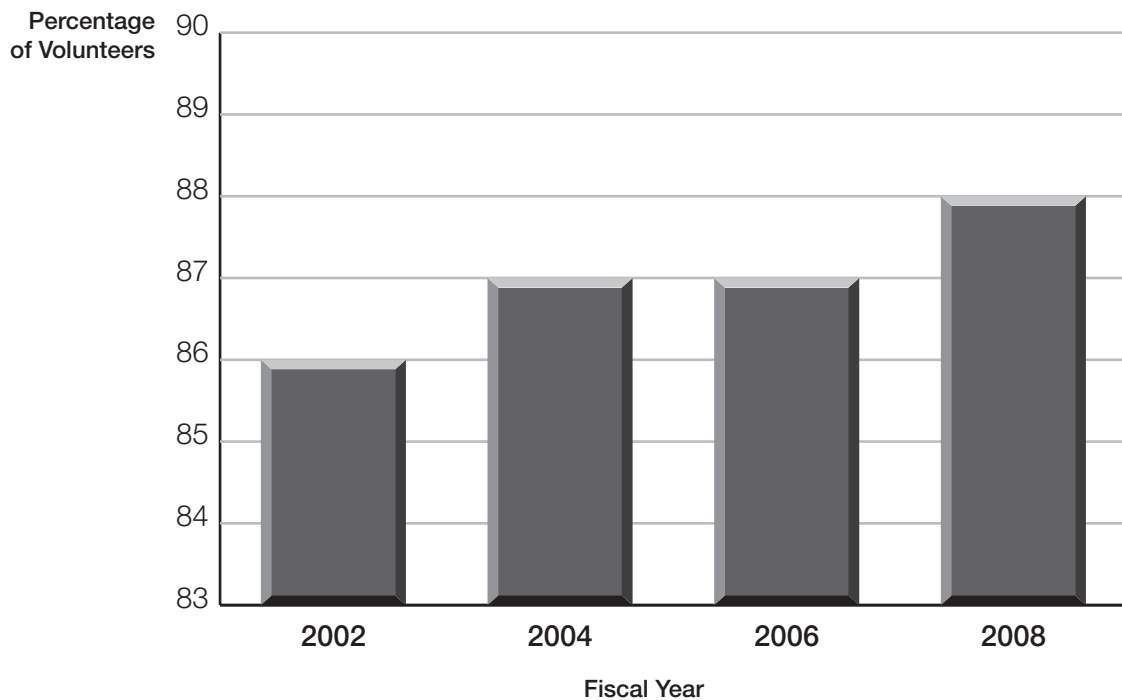
Increase the percentage of Peace Corps Volunteer survey respondents indicating that Volunteers feel safe most of the time (“usually safe” to “very safe”) where they live from the FY 2002 level of 86 percent to 88 percent by FY 2008.

Performance Goal

2.2.1 Incrementally increase the percentage of respondents who feel safe most of the time where they live to 87% by FY 2006.

2.2.2 Incrementally increase the percentage of respondents who feel safe most of the time where they live to 88% FY 2008.

Figure 2.2: Increase in the percentage of Volunteers reporting they feel safe where they live most of the time, as reported in the biennial Peace Corps Volunteer survey, FY 2002–2008



Strategic Goal 3

Increase the exposure of Americans to other cultures by sharing Volunteer experiences and stories in numerous venues, including the classroom, special events, community visits, and through electronic means, as well as engaging those who have completed their service in ongoing Peace Corps-supported volunteer opportunities.

Strategy

The Peace Corps achieves its third goal of improving Americans' understanding of other peoples by providing opportunities and resources to RPCVs and educators to teach Americans about other cultures and peoples around the world. The Peace Corps seeks to increase the number of these opportunities by encouraging new colleges and universities to participate in the Fellows/USA and Master's International programs, persuading educators to participate in the Coverdell World Wise Schools program (CWWS), and seeking donations to Peace Corps Volunteer projects through private donors. This goal will also be achieved by ensuring that RPCVs have the information and support they need to engage in third-goal activities.

While previous reporting focused solely on Peace Corps Week activities, the regional recruiting offices are now able to highlight other Peace Corps-supported activities that include RPCV interaction with the U.S. public. Activities such as RPCVs giving talks on campuses and at career fairs, in elementary and secondary schools, and at cultural and community fairs all contribute to raising public understanding of other cultures around the world. RPCVs are

heavily engaged in educating the American people in many other ways, and the Peace Corps is taking steps to better capture these data.

Coverdell World Wise Schools Program

Established in 1989 by then Peace Corps Director Paul D. Coverdell, this program provides a variety of services and materials that help American school-children learn about the world's diverse peoples, cultures, and geography. Approximately 400,000 students—in all 50 states—benefit from some aspect of the program. The CWWS website was visited by 11 million individuals in 2004–2005.

Coverdell World Wise Schools materials, produced for U.S. classrooms, promote cross-cultural understanding and the ethic of community service. They include an award-winning series of country-specific videos with accompanying teachers' guides, and Volunteer-written literature supported by standards-based lesson plans. Some materials are published in book form; all are available for downloading at no charge from the website at www.peacecorps.gov/wws. These materials are excellent resources for educators and assist in the achievement of the Peace Corps' third goal.

“World Wise Schools benefited my classes tremendously. I’ve found no other materials that provide such firsthand experiences in cross-cultural education in such an understandable way.”

**Social Studies Teacher
Alexandria, Virginia**

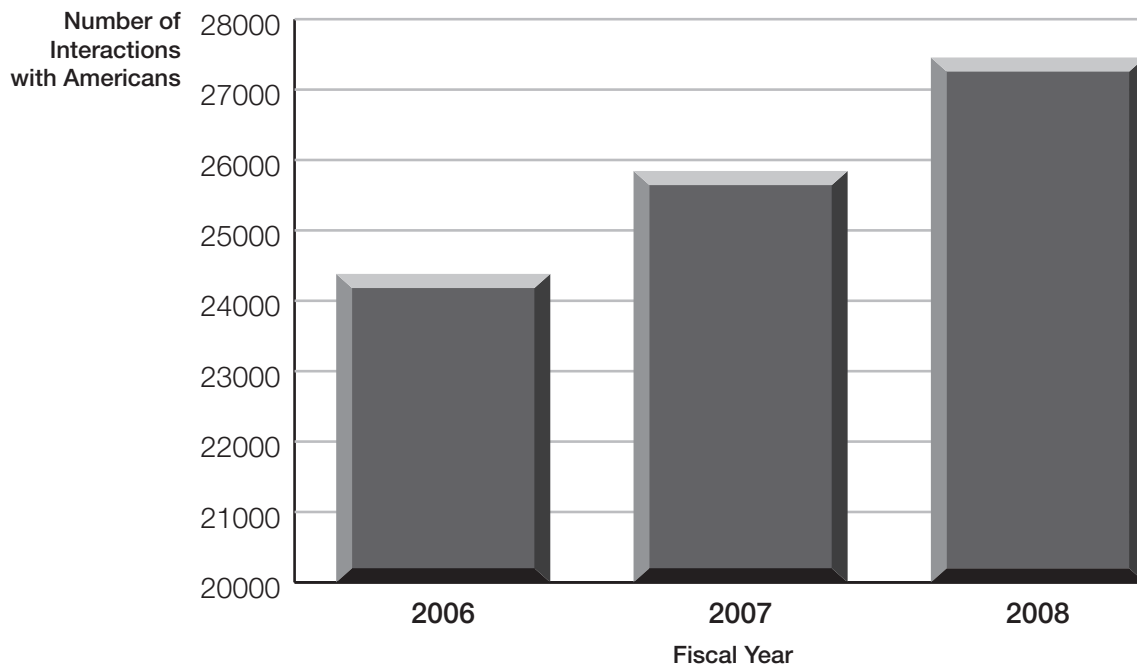
Outcome Goal 3.1

Increase the number of interactions with Americans to further the Peace Corps' goals through Peace Corps-supported activities to 27,456 by FY 2008.

Performance Goals

- 3.1.1 Increase the number of interactions with Americans to further the Peace Corps' goals through Peace Corps-supported activities to 24,382 in FY 2006.
 - 3.1.2 Increase the number of interactions with Americans to further the Peace Corps' goals through Peace Corps-supported activities to 25,844 in FY 2007.
 - 3.1.3 Increase the number of interactions with Americans to further the Peace Corps' goals through Peace Corps-supported activities to 27,456 in FY 2008.
-

Figure 3.1: Number of interactions with Americans to further the Peace Corps' goals through Peace Corps-supported activities, FY 2006–2008



Strategic Goal 4

Increase the retention level of Americans interested in the Peace Corps by better facilitating the process of obtaining information, applying, joining, and completing their Volunteer service.

Strategy

The application process to become a Volunteer can be lengthy and efforts are being made to reduce the application time. However, because the Peace Corps must determine if a potential Volunteer would be suited for two years of service overseas, it must assess each applicant thoroughly. These assessments include medical, legal, and psychological screenings as well as comprehensive skills assessments. In order to streamline this process and reduce the application time, the following areas are being targeted for enhancement.

Application Redesign and Use of Online Application Forms

Online applications have increased dramatically and currently comprise 83 percent of all applications. The agency is continually reviewing opportunities for more efficiencies and greater user compatibility.

Medical Screening

OMS and the Office of Volunteer Recruitment and Selection (VRS) have established regionally based medical screening and placement teams to better identify matches between future Volunteers and potential countries. They have reviewed the mental health screening process to reduce screening time; clarified mental health guidelines so screening nurses can make most decisions without mental healthcare professionals; reduced the number of mental health reviews per applicant; and moved alcohol and drug suitability determinations to VRS. In addition, the redesign of the health status review form and its availability online has significantly reduced the processing time.

Retaining Applicants and Volunteers

Significant effort has been made to retain applicants, trainees, and Volunteers from the time that they apply until the time they close their service.

The pre-departure online training project provides a means by which applicants can start preparing for their service using online educational tools. During the application process, training modules can help them get a head start in learning about culture, languages, and the personal responsibility requirements, which will increase their chances for success and satisfaction. The Peace Corps also completed an applicant dropout study and a newly expanded early termination study to help identify reasons that applicants and Volunteers drop out of the system. This helps enhance the agency's systems and addresses issues that negatively impact retention rates.

In addition, the programming and training as well as the recruitment and placement QSIP committees have developed performance goals to ensure that Volunteers are satisfied and effective. To achieve this, Volunteers are trained to live and work successfully in the context of their assignments and cultural environment. Their satisfaction will be measured by questions in the 2006 Peace Corps Volunteer survey and the newly designed Close of Service survey.

Enterprise Architecture

The CIO has worked closely with VRS to prioritize new software and hardware requirements for the Volunteer delivery system. A complete set of analytical diagrams has been developed documenting the processes, with an emphasis on the recruitment and placement phases. These analyses and models were started in the fall of 2003 and continue to be updated as the agency refines its priorities. The review has included updated activity models, data models, organizational relationships and workflow structures, and information exchanges, which make the application process more efficient and less labor intensive.

Outcome Goal 4.1

Improve the responsiveness of the Volunteer application process by streamlining the application process and decreasing the Peace Corps' response time to applicants by 7 percent from 156 days in FY 2005 to 146 days in FY 2008.

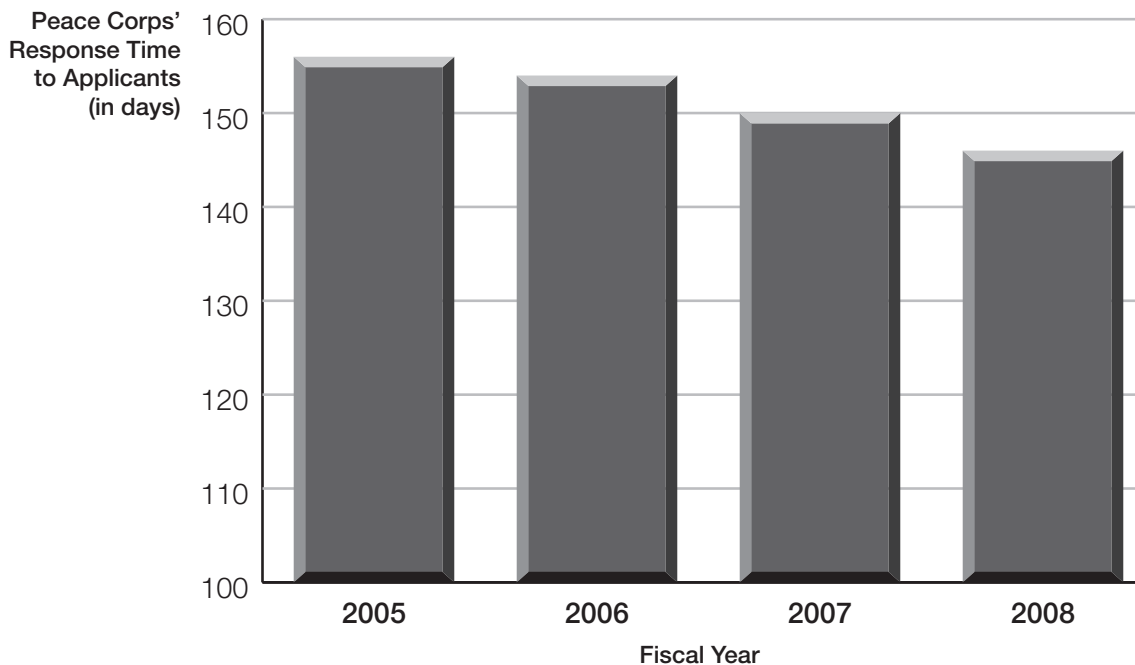
Performance Goals

4.1.1 Decrease the Peace Corps' response time to applicants to 154 days by FY 2006.

4.1.2 Decrease the Peace Corps' response time to applicants to 150 days by FY 2007.

4.1.3 Decrease the Peace Corps' response time to applicants to 146 days by FY 2008.

Figure 4.1: Decrease in the Peace Corps' response time to applicants, FY 2005–2008



Outcome Goal 4.2

Maintain the overall 12-month Volunteer resignation rate (with resignation officially defined as a decision made by a Volunteer/trainee that he/she no longer wishes to continue in Peace Corps service) at 10.0 percent or less.

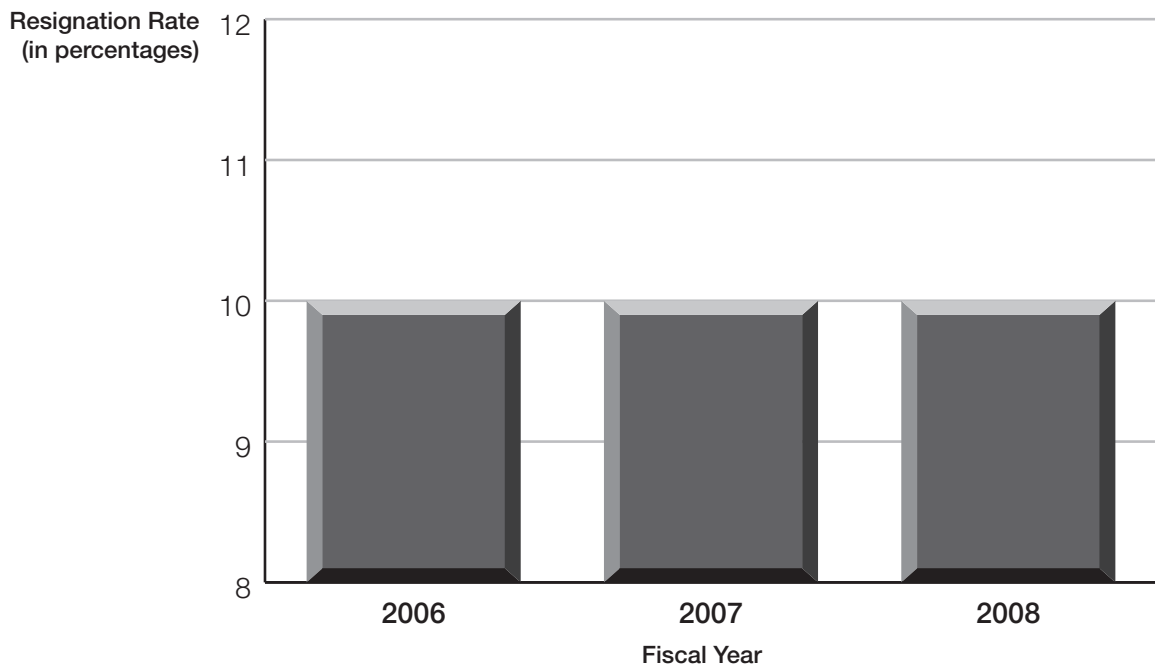
Performance Goals

4.1.1 Maintain the overall 12-month Volunteer resignation rate at 10.0% or less in FY 2006.

4.1.2 Maintain the overall 12-month Volunteer resignation rate at 10.0% or less in FY 2007.

4.1.3 Maintain the overall 12-month Volunteer resignation rate at 10.0% or less in FY 2008.

Figure 4.2: Overall 12-month resignation rate, FY 2006–2008



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45th
Peace
Corps
Anniversary

Budget Information

Peace Corps Appropriations Language

For necessary expenses to carry out the provisions of the Peace Corps Act (75 Stat. 612), including the purchase of not to exceed five passenger motor vehicles for administrative purposes for use outside of the United States, \$336,700,000, to remain available until September 30, 2008: Provided, That none of the funds appropriated under this heading shall be used to pay for abortions: Provided further, That the Director may transfer to the Foreign Currency Fluctuations Account, as authorized by 22 U.S.C. 2515, an amount not to exceed \$2,000,000 in funds in excess of the needs of the Peace Corps overseas operations as a result of fluctuations in foreign currency exchange rates or changes in overseas wages and prices (Foreign Operations, Export Financing, and Related Programs Act, 2006).

Peace Corps FY 2007 Budget Request by Program Operations

(in thousands of dollars)

Direct Volunteer Operations

	FY 2005 Actual	FY 2006 Estimate	FY 2007 Request
Overseas Operational Management			
Africa	63,798	66,160	66,743
Europe, Mediterranean, and Asia	44,811	46,459	47,193
Inter-America and Pacific	53,952	54,937	55,544
Crisis Corps	1,317	996	1,021
United Nations Volunteers	104	115	112
SUBTOTAL, OVERSEAS OPERATIONAL MANAGEMENT	163,982	168,667	170,613
Overseas Operational Support			
Volunteer Support Operations	7,128	7,854	8,064
Federal Employees' Compensation Act (FECA)	10,482	10,701	10,696
Medical Services Centrally Shared Resources	12,136	12,767	14,191
The Center for Field Assistance and Applied Research	5,428	6,478	6,630
Office of AIDS Relief	121	443	407
Volunteer Recruitment and Selection	14,369	15,084	15,540
Private Sector Initiatives	492	682	638
Centrally Processed Overseas Equipment and Supplies	2,547	4,077	3,023
Volunteer Readjustment Allowance	20,727	20,490	21,049
Reimbursements to Department of State	6,747	7,700	8,800
Subtotal, Overseas Operational Support	80,175	86,276	89,037
SUBTOTAL, DIRECT VOLUNTEER OPERATIONS	244,157	254,943	259,650

Volunteer Operations Support Services

Third Goal Programs

World Wise Schools	642	562	664
University Programs	497	663	675
Returned Volunteer Services	626	760	607

Subtotal, Third Goal Programs	1,765	1,985	1,946
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Agency Administration

Director's Office, General Counsel, Congressional & Press	4,994	5,568	5,449
Communications	2,139	1,974	2,311
Safety and Security	2,193	2,262	2,511
Office of the Chief Financial Officer	13,603	13,715	14,775
OCFO Centrally Managed Resources	1,588	1,731	1,770
Acquisitions & Contracts	1,246	1,419	1,546
Office of the Chief Information Officer	7,932	9,150	10,405
Information Technology Centrally Managed Resources	14,083	16,410	12,702
Office of Management	4,801	6,277	5,970
Office of Management Centrally Managed Resources	12,591	13,833	14,424
Inspector General	2,755	3,297	3,373

Subtotal, Agency Administration	67,925	75,634	75,236
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SUBTOTAL, VOLUNTEER OPERATIONS SUPPORT SVCS	69,690	77,619	77,183
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	FY 2005 Actual	FY 2006 Estimate	FY 2007 Request
GRAND TOTAL AGENCY	313,847	332,562	336,833
APPROPRIATED RESOURCES	320,000	322,000	336,642
AVIAN FLU PREPAREDNESS SUPPLEMENTAL		1,100	
RESCISSION	-2,560	-3,220	
TOTAL ENACTED	317,440	319,880	336,642
UNOBLIGATED BALANCE FROM PREVIOUS YEAR	8,871	12,118	0
UNOBLIGATED BALANCE FROM EMERGENCY FUND	256	363	0
TOTAL APPROPRIATED RESOURCES	326,566	332,362	336,642
MISCELLANEOUS RESOURCES	1,804	1,000	991
RESERVE FOR UNRECORDED OBLIGATIONS	-2,042	-800	-800
EST UNOBLIGATED BALANCE EMERGENCY FUND	-363	0	0
ESTIMATED UNOBLIGATED BALANCE AT END OF YEAR	-12,118	0	0
TOTAL AVAILABLE BUDGETARY RESOURCES	313,847	332,562	336,833

(Details may not add due to rounding.)

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, in-country medical costs including the health unit, and Volunteer safety and security activities.

Before qualifying to serve as a Volunteer, a trainee must participate in a pre-service training of 10 to 12 weeks. This training includes intensive language instruction, cross-cultural training, technical skill enhancement, and training in personal health and safety. Most of the time, this training is contiguous. However, in some situations, a split pre-service training is preferred in which technical skills are enhanced and more detailed training provided shortly after Volunteers have had thorough exposure to their actual work sites. Volunteers also receive training during their service to increase their job effectiveness and satisfaction.

Overseas budgets also cover the costs of maintaining posts: local staff, security, rents, communications, utilities, supplies, and equipment. They also cover the costs to headquarters of managing overseas operations, including salaries and benefits of overseas U.S. 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 U.S. 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.

FECA

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

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 supports programming and training in the field. It 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 overseas pre-service training.

Office of AIDS Relief

Established in 2005, this office provides agency-level policy; overall leadership; and general supervision, direction, and coordination of all domestic and foreign HIV/AIDS activities relating to agency programs.

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 projects. Applicants go through a multifaceted, competitive, and comprehensive 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.

Centrally Processed Overseas Equipment and Supplies

Overseen by the Office of Management, this account funds the purchase of vehicles for overseas Volunteer support as well as 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 U.S. 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 (CWWS)

This program allows current and former Peace Corps Volunteers to share their overseas experiences with American schoolchildren and young adults. Nearly 3 million students in all 50 states have communicated directly with Volunteers serving in 100 countries since the program's inception in 1989.

University Programs

This office manages two partnership programs with universities throughout the United States.

The Fellows/USA program, which began in 1985, provides RPCVs with the opportunity to work toward graduate degrees and to gain professional experience at the same time in such fields as teacher education, community/economic development, nursing and public health, and environmental studies. In consideration for educational benefits offered by participating universities, Peace Corps Fellows work as teachers or as interns with nonprofit organizations or other community agencies.

The Master's International program began in 1987. Through this program, graduate students incorporate two years of Peace Corps service as a hands-on practicum between an initial year of graduate work and a return to campus to finish their degrees.

Returned Volunteer Services

The Office of Returned Volunteer Services (RVS) assists Volunteers with the readjustment process when they return to the United States by providing job and other practical information. RVS also serves as a liaison between private returned Volunteer groups and other Peace Corps offices that collaborate with former Volunteers.

Agency Administration

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

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

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 that support the Office of Volunteer Recruitment and Selection.

Safety and Security

The Office of Safety and Security coordinates and promulgates all worldwide Peace Corps safety and security policies save for information technology systems security which, by law, is the domain of the agency's chief information officer. Through use of the Volunteer Safety Council, the Crime Statistics and Analysis Unit, and continuing consultation with appropriate federal agencies, Peace Corps regions, and the field, the office institutes, reviews, refines, and recommends security policy to the Director of the Peace Corps. The office also oversees and manages domestic emergency preparedness and physical security, information and personnel security, safety and security of Volunteers and staff overseas, and the collection and analysis of security statistics and trends and other safety risks to Volunteers.

Office of the Chief Financial Officer

This office oversees all financial management activities relating to the programs and operations of the agency; maintains an integrated agency budget accounting and financial management system; provides financial management policy guidance and oversight; and monitors the financial formulation of the agency budget and the financial execution of the budget in relation to actual expenditures.

Office of the Chief Financial Officer Centrally Managed Resources

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

Acquisitions and Contracts

This office is responsible for agency procurement policies and procedures, ensuring compliance with the Federal Acquisition Regulations and the Peace Corps Act. The office provides technical guidance and advice to agency staff worldwide on procurement matters and handles all procurement actions for domestic offices.

Office of the Chief Information Officer

This office provides leadership for and management of the development and application of information technology (IT) 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 IT advice and counsel to the Director of the agency.

Information Technology Centrally Managed Resources

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

Office of Management

This office provides administrative support for headquarters, 11 regional recruiting offices, 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.

Inspector General

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

Peace Corps Authorizations and Appropriations FY 1962–FY 2006

(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/}	4,411	7,533
2004	—	359,000	310,000 ^{y/}	3,812	7,733
2005	—	401,000	320,000 ^{z/}	4,006	7,810
2006	—	345,000	322,000 ^{aa/ab}	4,042	7,850 ^{est.}
2007	—	336,700	—	3,977	7,895 ^{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 reappropriated 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 the Peace Corps from assistance funds for the Newly Independent States (NIS).
- h/ In addition, the Peace Corps received a transfer of \$12.5 million for assistance to the NIS.
- i/ In addition, the 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, the 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, the 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, the Peace Corps received a base transfer of \$3,581 thousand from the Department of State for the 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, the 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/ The Peace Corps received a transfer of \$2,590 thousand 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/ The Peace Corps received a transfer of \$3,900 thousand 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. OMB later reallocated \$1,200 thousand in Emergency Response Fund monies from the Peace Corps to another U.S. government agency.
- y/ Appropriation of \$310,000 thousand was reduced by a rescission of \$1,829 thousand. The Peace Corps received a transfer of \$1,131 thousand to implement activities under the President's Emergency Plan for AIDS Relief.
- z/ Appropriation of \$320,000 thousand was reduced by a rescission of \$2,560 thousand.
- aa/ Appropriation of \$322,000 thousand was reduced by a rescission of \$3,220 thousand.
- ab/ In addition, Peace Corps received \$1,100 thousand supplemental for Avian Flu Preparedness.



*Photo:
A health and HIV/AIDS Volunteer in Malawi utilizes
her 30 years of experience working in pediatrics
to teach youth about HIV/AIDS education.*

Safety and Security



Safety and Security: The Overarching Priority

“If there ever was a time that we needed to advance the ideals of peace and friendship and promote an understanding of Americans, that time is now. Yet, as we make great strides, we must remain ever vigilant that safety and security be the number-one priority of the Peace Corps. I suspect that those Volunteers who served some years ago would note a significant difference in the Peace Corps of today. It’s substantial. It’s momentous. We have implemented many new systems, processes, and programs to encourage the Volunteers to put into practice conduct, behaviors, and personal habits—where they live and where they work—to ensure that they achieve a safe and secure experience. As we move forward, the Peace Corps will continue to do whatever it takes to make the Volunteer experience as productive, meaningful, and safe as possible.”

Gaddi H. Vasquez
Peace Corps Director

Office of Safety and Security

While all Peace Corps staff members play a role in promoting safety and security, coordination of these activities falls primarily to the Peace Corps Office of Safety and Security. Established in 2003, this office fosters improved communication, coordination, oversight, and security systems for all the Peace Corps safety and security efforts, including federal employee background investigations, domestic physical security and continuity of operations, and most importantly, the safety and security of the Peace Corps Volunteers and staff overseas.

Peace Corps’ Policy on Volunteer Safety and Security

Because Volunteers serve at the grassroots level worldwide, in urban centers, very remote areas, and everything in between, health and safety risks are an inherent part of Volunteer service. Peace Corps

staff and Volunteers work together to create a framework that maximizes, to the extent possible, Volunteers’ well-being, enabling them to carry out their mission effectively. The Peace Corps takes responsibility for ensuring that safety and security information is incorporated into all aspects of Volunteer recruitment, training, and service, and that safety and security policies and training curricula are current. Volunteers are asked to do their part by taking responsibility for their behavior at all times and by integrating successfully into their host communities. The safest and most secure Volunteers are those who demonstrate respectful behaviors and who are often at their sites, well-known in their communities, integrated into the culture, able to speak the local language, and who work on well-designed projects.

The Peace Corps takes an integrated approach to Volunteer training. Through language, cross-cultural, and health and safety instruction, Volunteers learn about their new environment and

are shown how to effectively cope with the many challenges they will face. They are also given the tools to adopt a safe and appropriate lifestyle and instruction about Peace Corps' policies and procedures and their responsibility to abide by these rules. Throughout pre-service training and regular in-service trainings, Volunteers develop skills and receive information that helps them understand their surroundings, cope with unwanted attention, and develop personal safety strategies.

The Volunteer Safety and Overseas Security Division within the Office of Safety and Security oversees the integrated facets of safety training. Each post is responsible for training its Volunteers, but much of the technical expertise and staff training is provided by nine regionally based Peace Corps safety and security officers (PCSSOs), three to each region. PCSSOs are assigned to provide training to posts in their sub-areas, and usually visit each post annually.

In the spring of 2005, a job description for the safety and security coordinator (SSC) was further refined. Now, the Office of Safety and Security provides every Peace Corps post with sub-regional training workshops for these coordinators every two years. At the end of fiscal year 2005, all SSCs were trained by PCSSOs in emergency action plan procedures, incident reporting, Volunteer safety risk factors, and tactics for teaching Volunteers sound safety practices. The workshops ensured that safety and security information was communicated uniformly to all posts and that safety and security policies and training curricula remained current. The workshops provided an excellent forum for SSCs within a sub-region to collaborate on best practices and for newly hired SSCs to clearly understand their roles and develop effective work plans.

An integral part of each post's network for maintaining safety and security is the U.S. embassy. Each Peace Corps country director is a member of the embassy's emergency action committee and a

regular participant in weekly country team meetings. The country director also communicates regularly with the embassy's regional security officer. This officer represents the U.S. government's interests in any safety and security situation and is the first point of contact with local law enforcement officials. The regional security officer reviews with the country director any situation that is deemed of importance to the Peace Corps as well as any travel advisories or other issues of concern.

Volunteer Crime and Incident Analysis

The Office of Safety and Security includes a Crime Statistics and Analysis Division that continually tracks and analyzes information related to the safety of Volunteers. The division employs a social science analyst and a safety and security data analyst to develop protocols for reporting violence and other crimes against Volunteers and to compile and analyze the data that are received. Data are published in an annual *Safety of the Volunteer* report which provides summary statistics on all assault events against Volunteers for each calendar year as well as information on historical trends in the three Peace Corps regions. The twofold objective of the publication is to identify and analyze trends in safety conditions among in-service Volunteers; and to provide useful feedback on the noted trends to support the safety and security training and education of Volunteers and staff. Analysis is also used to enhance existing policies and procedures or to develop new procedures as needed. Improvements in safety reporting have enabled the Peace Corps to identify associated risk factors (e.g., time of day, location, alcohol use, and modes of transportation) and to develop strategies to help Volunteers mitigate these factors.

Emergency Communications and Planning

Volunteers typically live and work in communities at some distance from the Peace Corps office. Volunteers are expected to stay in touch regularly with the Peace Corps office. They are required to report their whereabouts when they travel away from their sites and to receive the Peace Corps' authorization if they intend to leave the country for any reason.

The Peace Corps addresses larger security concerns through country-specific emergency action plans. These plans, developed to address serious events, such as natural disasters or civil unrest, outline the strategies developed by each Peace Corps post to prepare for, respond to, and recover from such crises. The Peace Corps works closely with the U.S. embassy to share information, develop strategies, and coordinate communications in a crisis. If a decision is made to evacuate Volunteers from a country, the Peace Corps commits every available resource to safely move them and staff members out of harm's way.

In 2003, the Peace Corps established a "situation room" dedicated to handling emergencies as they arise. Located at headquarters, the room includes computer access to emergency contact information and other necessary resources for crisis management support. Staff members are continu-

ally trained to support crisis management, using material drawn from the Peace Corps' extensive experience with emergency situations and the agency's *Evacuation Support Guide*. The facility was used on numerous occasions in FY 2005—from evacuating Volunteers in Haiti and Uzbekistan due to civil unrest to monitoring hurricanes that hit Caribbean islands.

Continuity of Operations

The federal continuity of operations (COOP) program ensures that agencies can fulfill their essential functions if offices are forced to close in response to an event. COOP acts as an insurance policy for federal services to the American people and allows each agency to maintain a presence even in the worst natural or man-made emergency scenario.

During the past year, the Peace Corps' COOP team has consulted with senior leadership and agency offices to identify essential agency functions and activities in support of these functions. The Office of Safety and Security has extrapolated information from this collaboration to help develop the agency's COOP plan and to solidify the requirements for an alternate COOP relocation site that will allow the seamless continuation of Peace Corps' programs.

“Peace Corps Volunteers exemplify America’s compassion and commitment to helping others. You meet the needs of individuals and communities around the globe by promoting economic development, strengthening healthcare services, improving education, and expanding the use of technology. Your important work also promotes mutual understanding and respect among nations and fosters global friendship.”

**President George W. Bush
Holiday Message to Peace Corps Volunteers
December 2005**

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*Photo:
Volunteer with villagers in Ecuador.*

The Volunteer



Program Priorities: How Peace Corps Volunteers Serve Around the Globe

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
Statement upon signing Executive Order 10924
establishing the Peace Corps, March 1, 1961

Volunteer projects and activities are the primary focus of the Peace Corps program. Volunteers are involved in a wide variety of host country projects because they speak the local languages, appreciate the cultural traditions, and are eager to respond to local community needs. The Peace Corps' work worldwide falls into six general sectors: agriculture, business development, education, environment, health and HIV/AIDS, and youth. Additionally, Volunteers do meaningful work in information and communication technology (ICT), and women in development/gender and development (WID/GAD), which often occur as part of the activities in the six program sectors listed above. A discussion of each sector's work objectives and examples of Volunteer activities follow.

In summary, during fiscal year FY 2005, 7,810 Peace Corps Volunteers from all sectors worked with more than 2,333,000 individuals. Volunteers provided training skills to 131,000 service providers,

including teachers, health clinic workers, and organization administrators, and assisted 24,000 agencies, organizations, and nongovernment agencies.

Agriculture

The growing recognition that the Earth's resources are finite is reflected in the design of Peace Corps' agriculture projects during the past 30 years. Along with their environment counterparts, agriculture Volunteers often help farmers focus on the long-term productivity of their fields by maintaining and improving soils and managing water. They demonstrate the importance of working with local, natural inputs to control pests and erosion. Increasingly, Volunteers and their partners are promoting not only sustainable, but organic approaches to farming as they continue to work with a broad range of agricultural products such as vegetables, fruits, and small animals.

Volunteers continue to systematically include women and youth into their agriculture extension activities. Today, a Volunteer is as likely to be working with a women's association or youth club as with a male head of household. Work in the agricultural sector that Volunteers and their counterparts are doing include:

- training farmers and extension agents to develop and disseminate successful farming practices;
- improving traditional field-crop systems by introducing farmers to better practices and technologies, such as new soil conservation techniques, crop diversification, and agroforestry strategies;
- expanding the availability and acceptance of nontraditional crops by promoting and strengthening vegetable gardening and fruit tree production while raising awareness about the nutritional value of the foods produced;
- increasing knowledge and skills needed for small-animal husbandry, such as poultry, rabbits, fish, and honey production;
- helping producers increase the value of their agricultural products through improved storage, greater distribution, and more effective management and marketing; and
- helping farm families establish demonstration plots.

During FY 2005, 467 agriculture Volunteers provided agricultural assistance through 15 projects worldwide.

Business Development

Peace Corps Volunteers with a variety of business education and professional experiences are assigned to work with projects that focus on business, organizational, and communication skills in local government offices, nonprofit agencies, and for-profit businesses. Recently, the focus of Peace Corps work in this sector has shifted from business

consulting to more community economic development, emphasizing sustainability, transparency, community volunteerism, and leadership training. In response to the needs of a global economy, the number of business Volunteers continues to grow as efforts intensify to assist underserved communities and to expand entrepreneurial skills for women and youth.

Examples of Volunteer work in business projects include:

- training activities in computer and Internet use;
- training entrepreneurs in marketing, business planning, and bookkeeping;
- helping artisan cooperatives market their handmade goods;
- advising women's groups about access to credit;
- educating young people to enter the workforce and participate in the market economy;
- helping businesses find markets for traditional and value-added products;
- teaching financial management to nongovernmental organizations (NGOs); and
- working with ecotourism project planning through community-based resource management.

During FY 2005, 1,248 business development Volunteers provided business development assistance through 41 projects worldwide.

Education

Education remains the Peace Corps' largest program sector; in truth, Volunteers in all sectors are, to some extent, "educators." Many host country nationals today describe how the Peace Corps Volunteer who taught them years ago opened up new vistas for their future and empowered them to make a difference. Education projects include training and mentoring teachers in K-12 schools and teacher training colleges; supporting fledgling programs for special needs children especially

the deaf; using radio to reach HIV/AIDS orphans and vulnerable children; and strengthening pre-school programs through teacher training and mentoring.

Education projects also train teachers to expand learning opportunities through the use of ICT. Recognizing the significant need for technology training, the Peace Corps has identified ICT in general, and computer skills specifically, as an ongoing priority. In fact, nearly half of all Peace Corps education projects integrate ICT into teaching and learning. Improved ICT can broaden access to education, make learning more interactive, provide teachers with access to classroom materials, and enable classrooms around the world to communicate and collaborate.

Volunteers are making significant contributions to girls' education. They promote activities that help expand their educational opportunities in both formal and nonformal settings. For example, Volunteers conduct summer leadership camps for girls, support 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.

Examples of Volunteer work in education projects include:

- teaching English to teachers and students through formal classes and extra-curricular activities;
- mentoring counterparts and training teachers;
- advising in the development of curricula and teaching materials;
- promoting community resource centers;
- advising school-community organizations, parent-teacher groups, and community development projects;
- supporting adult education;
- promoting distance learning;
- conducting computer training and Internet use;

- supporting special-needs classes, such as deaf education;
- encouraging early childhood education; and
- working with radio stations to teach English and HIV/AIDS prevention.

During FY 2005, 2,624 education Volunteers provided educational assistance through 56 projects worldwide.

Environment

Volunteers working in environment projects help strengthen a community's ability to conserve and use natural resources sustainably. They work primarily at the community grassroots level focusing on human needs and sustainable alternatives. The agroforestry emphasis, for example, has shifted focus from large-scale forest and watershed management efforts to agroforestry work with small farm groups, individual farmers, farm families, and other community members.

The number of Peace Corps Volunteers participating in environmental activities doubled during the mid-1990s, especially as part of English and science classes in schools. Similarly, Volunteers have expanded education activities outside the classrooms to include green clubs and eco-camps. At some posts, schools and communities are connected for the first time as parents and youth work together to identify joint projects, such as bottle recycling or park clean-up days. Examples of Volunteer work include:

- supporting eco-tourism projects in protected areas;
- promoting reforestation and soil and water conservation with individual landowners;
- strengthening the management of community-based organizations and NGOs in protected areas;
- teaching classes in schools, conducting teacher-training seminars, and developing curricula related to environmental topics;

- promoting nonformal environmental education (e.g., summer camps, eco-clubs, Earth Day, and theater dramas);
- developing environmental awareness through school classes;
- encouraging sustainable livelihood activities to generate income from renewable natural resources; and
- demonstrating practices that slow or reverse the degradation of resources.

During FY 2005, 1,126 environment Volunteers provided environmental assistance through 40 projects worldwide.

Health and HIV/AIDS

Worldwide, 20 percent of all Peace Corps Volunteers work in health projects providing maternal and child health services, nutrition and hygiene messages, organizational support at community clinics, and education about prevention of infections and vaccine-preventable diseases. Training in life skills continues to be the focus of much of Volunteers' prevention work targeted specifically at high-risk groups, especially youth. Additionally, 90 percent of all Peace Corps posts around the world conducted HIV/AIDS activities, benefiting nearly 900,000 people.

In Africa, many health sector projects have expanded in scope to include specific HIV/AIDS prevention and care. Volunteers in countries with high HIV/AIDS prevalence rates are involved in training service providers for home-based assistance and orphan care. Increasingly, Volunteers are assigned to HIV/AIDS-related NGOs to build their technical, managerial, and administrative capacities.

Volunteers are uniquely suited to work in HIV/AIDS care, prevention, and education because they live and work in local communities and can present information in culturally sensitive ways. The Peace Corps is collaborating with the U.S. Department of State's Office of the Global AIDS Coordinator to support the U.S. government's commitment to worldwide HIV/AIDS care, prevention, and treatment through the President's Emergency

Plan for AIDS Relief. The agency is active in 9 of the 15 Emergency Plan focus countries. Examples of activities that Volunteers do to support health and HIV/AIDS work include:

- teaching—formally and informally—about HIV/AIDS prevention and care;
- expanding peer education to urge youth and others to reduce risky behaviors;
- promoting healthy lifestyles, especially for youth;
- supporting youth and orphan activities and care;
- providing nutrition and hygiene education classes in communities;
- promoting education about infectious disease prevention;
- assisting in maternal and child health clinics;
- strengthening NGO health-delivery systems;
- constructing and managing water systems; and
- supporting community sanitation efforts.

During FY 2005, 1,570 health and HIV/AIDS Volunteers provided health and HIV assistance through 51 projects worldwide.

Youth

Since the inception of the Peace Corps in 1961, Volunteers have had great success working with youth. It has often been young people in a community who are the Volunteers' first language coaches and cultural interpreters. In 1991, the Peace Corps launched a formal initiative to promote and advance youth programming to higher-risk urban and rural youth.

Volunteers in the youth sector are guided by three key principles: positive youth development, youth participation, and asset-based community development. Volunteers and their partners integrate these approaches into both stand-alone youth development projects and in projects that cross program sectors. The Peace Corps' approach to youth development supports effective and sustainable work with young people, their families, and their communities.

Critical issues affecting youth throughout the world include the enormous need for daily living skills for AIDS orphans and street children, improved employment skills for disenfranchised, out-of-school young men and women, and support to youth to help avoid drugs and prostitution. Serving as mentors for young people and as counterparts in youth service organizations, Volunteers are uniquely positioned to provide learning opportunities to girls and boys at the grassroots level. The overarching purpose of youth development work is to help young men and women maintain healthy lifestyles and to prepare them for their roles in the world of work, in family life, and as good citizens.

Examples of Volunteer work with youth activities include:

- increasing employability skills and work training;
- supporting computer skills training and Internet use training;
- promoting sports, recreation, drama, and arts opportunities;
- providing family life and healthy lifestyles training including HIV/AIDS prevention; and
- promoting leadership and citizenship development.

During FY 2005, 775 youth development Volunteers provided assistance to youth through 21 projects worldwide.



Volunteer in Costa Rica teaching youth about the country's ecosystem.

The Crisis Corps

The Crisis Corps is a program within the Peace Corps that mobilizes Returned Peace Corps Volunteers (RPCVs) to provide short-term humanitarian service to countries worldwide. The program was formally established in 1996 and, to date, nearly 700 Crisis Corps Volunteers (CCVs) have served in 40 countries.

Crisis Corps Volunteers work in five main program areas, including:

- Humanitarian assistance
- HIV/AIDS (including President's Emergency Plan for AIDS Relief programming)
- Disaster preparedness and mitigation
- Natural disaster relief and reconstruction
- Post-conflict relief and reconstruction

In 2005, Crisis Corps played the lead role in Peace Corps' response to the tsunami that struck Southeast Asia, sending more than 50 Volunteers to Thailand and Sri Lanka. Crisis Corps continues to support a stand-alone program in Sri Lanka, where additional Volunteers will be deployed to support post-tsunami rebuilding efforts.

In September of 2005, Peace Corps accepted a mission assignment from the Federal Emergency Management Agency (FEMA) to provide Crisis Corps Volunteers to support the emergency relief efforts in the Gulf Coast region. More than 270 Volunteers have helped survivors in Alabama, Arkansas, Louisiana, Mississippi, and Texas. This marks the first time that the Peace Corps has deployed in the United States. And in January 2006, the agency sent Crisis Corps Volunteers to Guatemala to assist with disaster recovery following Hurricane Stan.

Crisis Corps Projects

Crisis Corps assignments are short term in length, generally lasting three months to six months. Specific projects are developed by a partnering organization, the Peace Corps overseas office, and the Crisis Corps office in Washington, D.C. Partnering organizations include local and international non-governmental organizations (NGOs), international development and relief organizations, government agencies, and United Nations organizations.

Partner organizations are responsible for providing suitable housing, office or work space, project materials and transport, and a project orientation. The Peace Corps covers the cost of travel to and from the country of service for the Volunteers and provides them with a stipend for living needs and any necessary medical care.

There is a tremendous workload already on a post to support its traditional Peace Corps program, thus Crisis Corps stands ready to provide whatever support is required to ensure the successful launch of a Crisis Corps initiative. Moreover, if requested by the post, Crisis Corps will support a staff coordinator for larger Crisis Corps initiatives.

Crisis Corps Volunteers

Crisis Corps maintains a database of Volunteers who are finishing service and RPCVs interested in Crisis Corps work. When requests come in for Crisis Corps Volunteers, a recruitment and placement specialist searches the database for candidates with the appropriate skills.

CCVs fill the niche that traditional two-year Volunteers are unable to fill. As CCVs have already served as Peace Corps Volunteers, they possess the appropriate language, technical, and cross-cultural skills needed to make an immediate impact and to "hit the ground running."

"Crisis Corps fit me perfectly into a job and area that I was comfortable with...

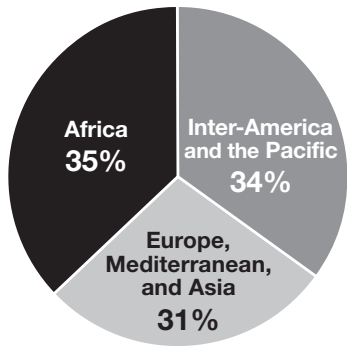
It has been a wonderful six months and, yes, even Crisis Corps

is the toughest job you will ever love."

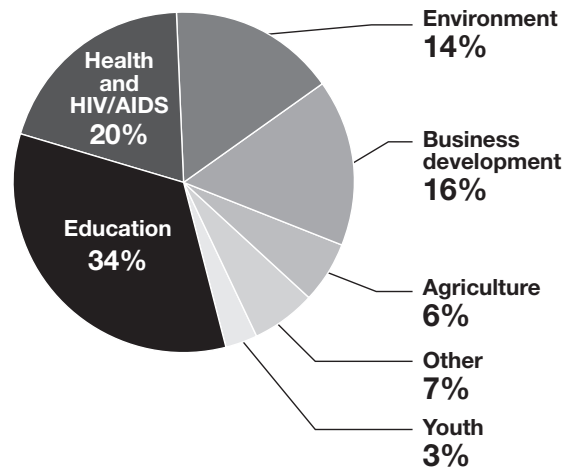
**Crisis Corps Volunteer
Zambia**

Volunteer Statistics

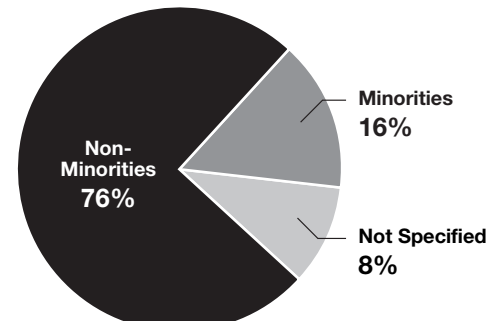
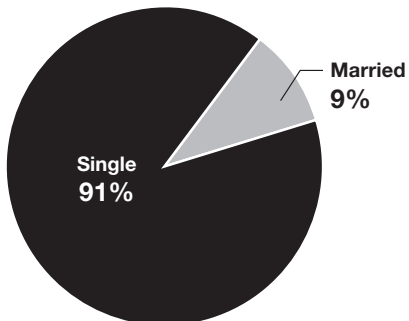
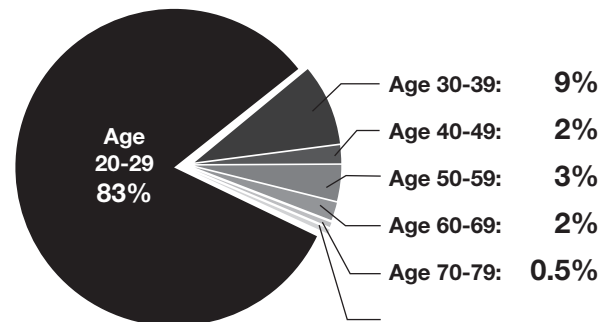
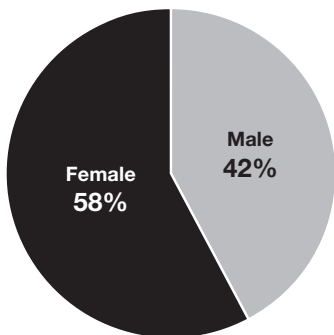
Volunteers by Region



Volunteer Projects



Volunteer Profile*



*Totals may not add to 100 percent because of rounding. Data current as of September 30, 2005.

Number of Peace Corps Volunteers Working in HIV/AIDS Activities FY 2005

AFRICA		INTER-AMERICA AND THE PACIFIC		EUROPE, MEDITERRANEAN, AND ASIA	
Country	Volunteers	Country	Volunteers	Country	Volunteers
Benin	61	Belize	7	Albania	5
Botswana**	54	Bolivia	5	Armenia	14
Burkina Faso	55	Costa Rica	9	Bangladesh	20
Cameroon	116	Dominican Republic	54	Bulgaria	28
Cape Verde	33	Eastern Caribbean*	42	China	9
Chad	24	Ecuador	59	Kazakhstan	12
Ghana	110	El Salvador	30	Kyrgyz Republic	10
Guinea	78	Fiji	8	Macedonia	21
Kenya**	93	Guatemala	4	Moldova	86
Lesotho	87	Guyana**	35	Mongolia	11
Madagascar	116	Haiti***	7	Morocco	77
Malawi	117	Honduras	70	Philippines	10
Mali	59	Jamaica	36	Romania	1
Mauritania	10	Kiribati	8	Thailand	80
Mozambique**	51	Micronesia	3	Turkmenistan	12
Namibia**	63	Nicaragua	23	Ukraine	23
Niger	57	Panama	30	TOTAL	419
Senegal	15	Paraguay	40		
South Africa**	35	Peru	8		
Swaziland	76	Samoa	10		
Tanzania**	70	Suriname	25		
The Gambia	20	Tonga	4		
Togo	84	Vanuatu	43		
Uganda**	75	TOTAL	560		
Zambia**	80				
TOTAL	1,639				

Grand Total: 2,618

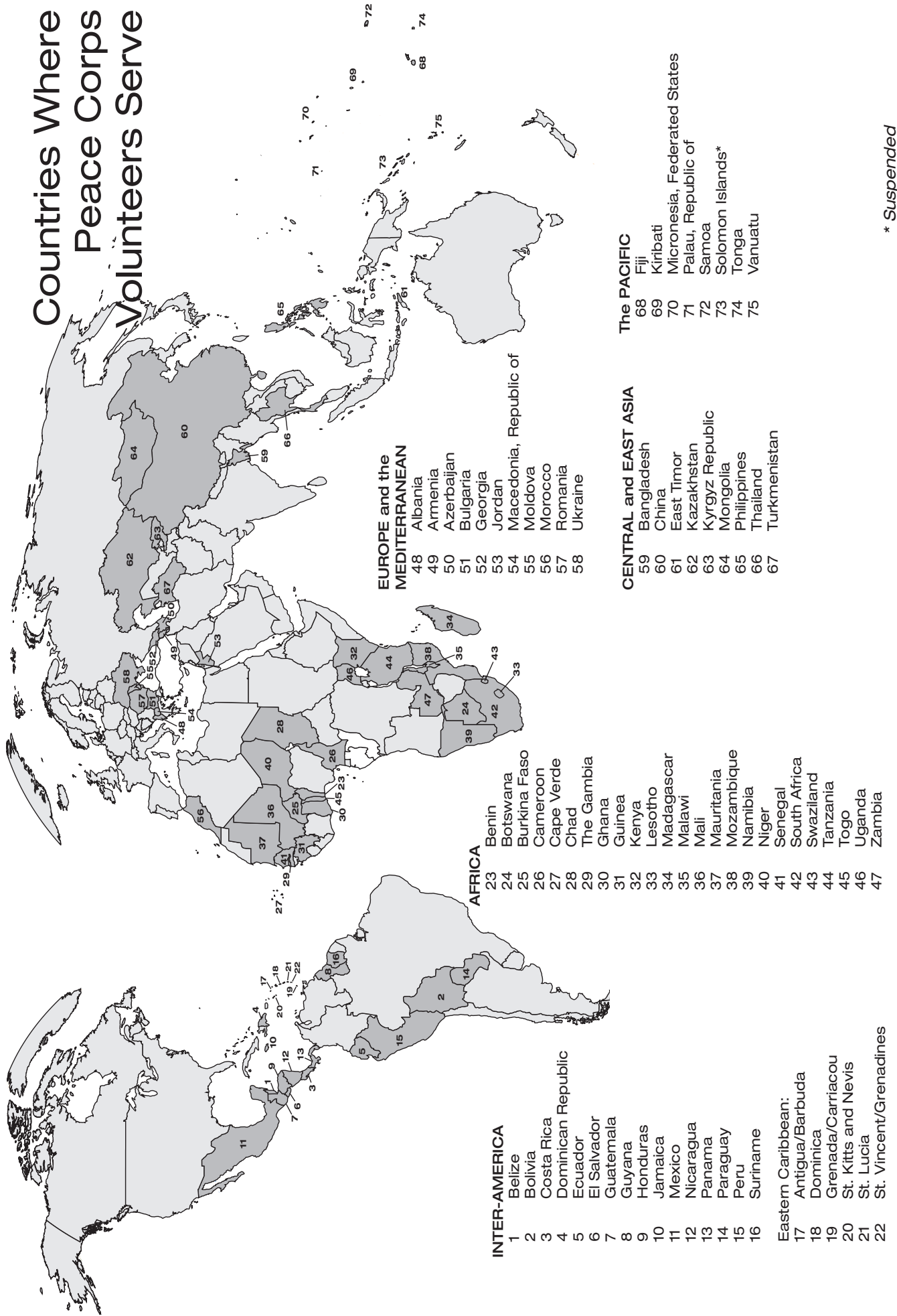
Notes

* Eastern Caribbean includes Antigua, Dominica, Grenada, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines

** Countries participating in the President's Emergency Plan for AIDS Relief (Emergency Plan)

*** Volunteers were evacuated from Haiti and the program was suspended in June 2005; closed in February 2006

Countries Where Peace Corps Volunteers Serve



* Suspended

Languages Spoken by Peace Corps Volunteers Across the World

Africa

Benin

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

Botswana

Setswana

Burkina Faso

Bissa
Dioula
French
Gourounssi
Gulmancema
Jula
Lobiri
Moore

Cameroon

Bamun
Bulu
Duala
Pidgin English
Fang
Fe-Fe
French
Fulfudé
Ghom alà
Hausa
Kako
Tupuri

Cape Verde

CV Criolo
Portuguese

Chad

Chadian Arabic
French

The Gambia

Jola
Mandinka
Pulaar
Sarahule
Sererr
Wolof

Ghana

Buli
Guruni
Dagare
Dagbani
Dangme
Ewe
Fanté
Ga
Gonja
Hausa
Kasem
Kusaal
Mampruli
Moar
Nankam
Nzema
Sisaali
Talen

Guinea

Twi
Waale
Wassa

French
Maninka
Pulaar
Soussou
Toma

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
Fulfudé
Malinke
Minianka
Senoufou
Songhay

Mauritania

Arabic
French
Hassynia
Pulaar
Soninke
Wolof

Mozambique

Chopi
Sena
Shona
Nyanja
Tonga
Makhuwa
Makonde
Ndau
Portuguese
Ronga
Tsonga
Tswa

Namibia

Afrikaans
Damara>Nama
Oshikwanyama
Oshindonga
Otji Herero
Rukwangali

Niger

French
Fulfudé
Hausa
Kanuri
Zarma

Senegal

French
Fula Kunda
Jaxanke
Mandinka
Pulaar
Pula Fuuta
Seereer
Wolof

South Africa

Isi Ndebele
Isi Zulu
Sepedi
Setswana
Siswati
Northern Sotho
Venda

Swaziland

Siswati
Zulu

Tanzania

Kiswahili

Togo

Akebou
Akposso
Balanka
Bassar
Bissa
Ewe/Watchi
French
Gourma
Haoussa
Ifè (Ana)
Kabiyé
Kabole
Komkonba
Kotokoli
Lamba
Mina
Moba
Naodem (Losso)
Tchamba
Tchokossi (Anoufo)

Uganda

Ateso
Dhopadhola
Luganda
Lugwere
Lumasaaba
Lusoga
Runyakore
Runyole
Runyoro-Rutoro
Uhopadhola

Zambia

Bemba
Kaonde
Lunda
Nyanja
Tonga
Tumbuta

Languages Spoken by Peace Corps Volunteers Across the World

Europe, Mediterranean, and Asia

Albania	Albanian
Armenia	Armenian
Azerbaijan	Azerbaijani (Azeri)
Bangladesh	Bangla
Bulgaria	Bulgarian
China	Mandarin
East Timor	Tetum
Georgia	Georgian
Jordan	Arabic
Kazakhstan	Kazakh Russian
Kyrgyz Republic	Kyrgyz Russian

Macedonia	Albanian Macedonian
Moldova	Romanian Russian
Mongolia	Kazakh Mongolian
Morocco	Arabic French Tamazight Tashelheet
Philippines	Aklanon Asi Bilol Bikol-Albay Bikol-Naga Cebuano Hiligaynon Ilonggo Loocon Rombomanon Sorsoganon Tagalog Waray-waray

Romania	Hungarian Romanian
Thailand	Thai
Turkmenistan	Russian Turkmen
Ukraine	Russian Ukrainian



Agriculture Volunteer with youth in the Philippines.

Inter-America and the Pacific

Belize

Creole
Spanish

Bolivia

Ayamara
Guarani
Quechua
Spanish

Costa Rica

Spanish

Dominican Republic

Haitian Creole
Spanish

Eastern Caribbean

English Creole
French Creole (Kweyol)

Ecuador

Kichwa
Quechua
Spanish

El Salvador

Spanish

Fiji

Fijian
Hindustani

Guatemala

Kakchiquel
Kek'chi
Spanish

Guyana

Creole

Honduras

Spanish

Jamaica

Creole (Patois)

Kiribati

I-Kiribati

Mexico

Spanish

Micronesia and Palau

Kosraean
Mortlockeese
Nukuoro
Palauan
Pohnepelian
Ulithian
Yapese

Nicaragua

Spanish

Panama

Embera
Kuna
Ngobe
Spanish
Woun-Meu

Paraguay

Guarani
Spanish

Peru

Quechua
Spanish

Samoa

Samoan

Suriname

Aucan
Dutch
Ndjuka
Saramaccan
Sranan Tongo

Tonga

Tongan

Vanuatu

Bislama



Agriculture Volunteer in Ecuador.

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. Recruiters convey that Volunteers are expected to adopt safe and culturally appropriate lifestyles to maximize security and minimize risk.

Clearances

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

Placement

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

Trainee

Orientation (Staging)

Staff members 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 prepares trainees for service by conducting two to three months of training in language, technical skills, and cross-cultural, health, and personal safety and security 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

Volunteer Assignment

The Volunteer is assigned to a project that has been designed by Peace Corps and host country staff that meets the development needs of the host country.

Site Selection

The Peace Corps' in-country staff ensures 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 U.S. State Department to assess and address safety and security risks and to ensure Volunteers are properly trained in safety and security procedures.

In-Service Training

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

Links With U.S. Students

Established in 1989 by then Peace Corps Director Paul D. Coverdell, the CWWS program provides a variety of services and materials that help American schoolchildren learn about the world's diverse peoples, cultures, and geography. Approximately 400,000 students—in all 50 states—benefit from some aspect of the program.

Links With the Private Sector

Headquarters staff secures private financial contributions for qualified Volunteer projects and 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, Education, and Re-Entry Planning

Information on careers, higher education, and re-entry is provided to Volunteers before the end of their 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 is equipped with computers and other resources to assist returned Peace Corps Volunteers in obtaining career and educational information. Published twice per month, *Hotline* contains announcements from employers and educational institutions interested in hiring or enrolling returned Volunteers as well as information about career and job-search workshops. The *Career Information Consultants* guide contains a listing of more than 800 individuals who offer their assistance to Volunteers seeking information about career fields or employment opportunities. In 2005, approximately 750 returned Volunteers attended Peace Corps-sponsored career fairs and career-readiness workshops and seminars.

Crisis Corps

Headquarters staff recruits and places experienced Volunteers in short-term disaster relief and humanitarian response positions.

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*Photo:
Volunteers in Mexico testing
water quality at a treatment facility.*

Domestic Programs



Domestic Programs: “Bringing the World Home”

The Peace Corps’ domestic programs chiefly reflect the third goal of the agency, which is to help Americans gain a better understanding of other peoples. Programs include:

Coverdell World Wise Schools

This program produces standards-based classroom resources that promote cross-cultural understanding and community service. A unique aspect of the program is student interaction with current and returned Volunteers.

University Programs

Master’s International is for students who serve as Peace Corps Volunteers as part of master’s degree programs; Fellows/USA is for returned Volunteers who provide service to U.S. communities while pursuing graduate degrees.

Peace Corps Week

This yearly event brings current and returned Volunteers, and their family members, together with their communities to celebrate the Peace Corps’ legacy of understanding between the United States and other nations.

Returned Volunteer Services

This office provides career, educational, and transitional assistance to more than 3,500 Volunteers returning to the United States each year.

Coverdell World Wise Schools

Established in 1989 by then Peace Corps Director Paul D. Coverdell, this program provides a variety of services and materials that help American schoolchildren learn about the world’s diverse peoples, cultures, and geography. Approximately 400,000 students—in all 50 states—benefit from some aspect of the program. The Coverdell World Wise Schools (CWWS) website was visited by 11 million individuals in 2004–2005.

CWWS services include programs that link Volunteers and returned Volunteers with U.S. schools. Through the Correspondence Match program, Volunteers serving overseas communicate with U.S. teachers and students, facilitating an exchange of letters, photographs, artifacts, and telephone calls. Volunteers also visit the schools during their holidays and after completing their service. Since its inception, the Correspondence Match program has helped nearly 3 million U.S. students communicate directly with Volunteers throughout the world. Currently, about 4,000 Volunteers a year relate their experiences through correspondence exchanges. Additionally, the Speakers Match connects returned Volunteers and schools that request information about the Peace Corps experience.

CWWS materials produced for U.S. classrooms promote cross-cultural understanding and the ethic of community service. They include an award-winning series of country-specific videos with accompanying teachers’ guides, and Volunteer-written literature supported by culture-based lesson plans.

Some materials are published in book form; all are available to download at no charge from the website, www.peacecorps.gov/wws/. Available titles include: *Insights From the Field: Understanding Geography, Culture, and Service*; *Voices From the Field: Reading and Writing About the World, Ourselves, and Others*; *Building Bridges: A Peace Corps Classroom Guide to Cross-Cultural Understanding*; and *Uncommon Journeys: Peace Corps Adventures Across Cultures*. Educators have requested nearly 10,000 copies of CWWS publications for classroom use.

University Programs

The Peace Corps' two university programs offer opportunities for graduate education and domestic and international community service to prospective, current, and returned Peace Corps Volunteers. Together, Fellows/USA and Master's International serve all three goals of the agency's mission.

Peace Corps Fellows/USA

Peace Corps Fellows/USA develops and maintains educational partnerships that place returned Volunteers in internships in underserved U.S. communities as they pursue graduate degrees. Approximately 300 returned Volunteers pursue their degrees annually at more than 35 partner universities with assistance from fellowships provided by participating universities and private funders.

Peace Corps Fellows work on projects of critical importance to local communities as interns, typically in nonprofit organizations, or they provide service as public school teachers. They intern in a wide variety of fields, including community and economic development, nursing, and environmental education. Peace Corps Fellows/USA engages returned Volunteers in university communities and at the grassroots level of urban and rural America. Fellows use the knowledge, skills, and competencies they developed during their Peace Corps service to benefit the American people.

Peace Corps Fellows/USA programs are currently in 25 states and the District of Columbia. Since the program's inception in 1985, approximately 2,000 Peace Corps Fellows have worked to improve the lives of thousands of Americans and to raise international awareness in the process.

Master's International Program

Through partnerships with more than 45 colleges and universities, the Master's International (MI) program currently provides 550 students with opportunities to incorporate Peace Corps service into a master's degree in more than 80 different programs. Students apply to both the Peace Corps and to a participating graduate school. (They must be accepted by both, and requirements vary by school.) Participating graduate schools establish and monitor academic requirements, and the Peace Corps places MI students overseas as Volunteers. MI students complete one or, in a few cases, two years of course work before starting their Peace Corps assignment. Through the program, MI students graduate with the valuable combination of an advanced degree and two years of substantive professional experience in an international setting.

Examples of MI Volunteers' incorporation of graduate studies into Peace Corps assignments include:

- Designing a potable water supply system in rural Honduras, putting engineering into practice while considering the social, economic, and environmental limitations of the developing world.
- Serving as an agricultural and environmental extension agent in Togo, teaching women how to cultivate and use soybeans in their diet, introducing farmers to inter-cropping with soil-improving plants, and helping to start community gardens and tree nurseries.
- Assisting with the creation of an HIV/AIDS counseling and prevention program in Kenya.

Peace Corps Week

Each year during the week of March 1, thousands of returned and current Peace Corps Volunteers—along with their families and friends—commemorate the agency’s anniversary during Peace Corps Week. Peace Corps Week provides an ideal opportunity to share how Volunteers have helped, or are helping, citizens around the world.

During Peace Corps Week 2005, thousands of returned Peace Corps Volunteers and family members of current Volunteers gave presentations in schools, to community groups, at their workplaces, and in places of worship. Forty-seven U.S. governors issued proclamations—many holding proclamation ceremonies or photo-ops with returned Volunteers—in honor of Peace Corps Week. Numerous Members of Congress made remarks in the Congressional Record recognizing the important work and ongoing contributions of Volunteers. Members also honored Volunteers from their home states and districts. Returned Volunteers’ commitment to share their overseas experiences at home

continues to fulfill the Peace Corps’ third goal of promoting a better understanding of other peoples on the part of Americans.

Overseas posts and Volunteers also played an important role in last year’s anniversary celebrations. In Cape Verde, for example, Volunteers and staff appeared on local radio and television programs to discuss their experiences and projects. In Guatemala, staff hosted a video conference with current Volunteers and students from the University of Wisconsin-Madison School of Business. These activities fulfill the Peace Corps’ second goal of promoting a better understanding of Americans by the people served.

This heightened understanding—from Americans at home and from the communities where Peace Corps Volunteers serve—continues to positively impact local community development initiatives, local nongovernmental organization and government collaborations, and Peace Corps partnerships.



Ukraine Volunteer conducting deaf-education instruction on HIV/AIDS awareness.

Returned Volunteer Services

The Returned Volunteer Services (RVS) department provides transition assistance to returning and recently returned Volunteers through career, educational, and readjustment services.

Regional career centers, specialized career manuals and events, and other career resources are coordinated annually to ensure that the skills and experiences gained or developed during Peace Corps service are used most effectively. In addition to working directly with the Volunteers, RVS forms networks and partnerships with employers, Peace Corps country directors, and headquarters staff to create and deliver relevant educational and job-search materials and services for returned Volunteers.

Career Centers

Career centers located in regional recruitment offices around the country offer job postings, resource manuals, computers, fax machines, and phones. RVS coordinates activities with the career centers and maintains statistics of the centers' utilization. Last year, more than 2,000 returned Volunteers visited career centers.

Career Manuals

Returned Volunteer Services publishes manuals as reference tools for returned Volunteers to generate ideas, formulate job-search strategies, and identify educational institutions. Current publications include *Business Careers*, *Careers in Agriculture*, *Careers in Teaching*, *International Careers*, *Environmental Careers*, *Graduate School Guide*, *RPCV Handbook*, and the *Career Resource Manual*. The latter two publications are distributed to Volunteers during their close

of service conference. Additionally, the *Career Information Consultants* guide lists more than 800 individuals who offer their assistance to current and returned Volunteers seeking information about career fields or employment opportunities within their organizations.

Career Events

Since 1988, RVS has coordinated more than 25 career fairs for returned Volunteers and in 2005, approximately 750 returned Volunteers attended RVS-sponsored career fairs. In addition, RVS regularly hosts career-readiness workshops and seminars throughout the year.

Job Bulletins

Hotline is one of RVS' longest-running and most-used services. Published twice per month, *Hotline* contains announcements from employers and educational institutions interested in hiring or enrolling returned Volunteers, information about career and job-search workshops, Fellows/USA program updates, and various third-goal activity information. RVS also subscribes to third-party job bulletins and makes passwords available to returned Volunteers upon request.

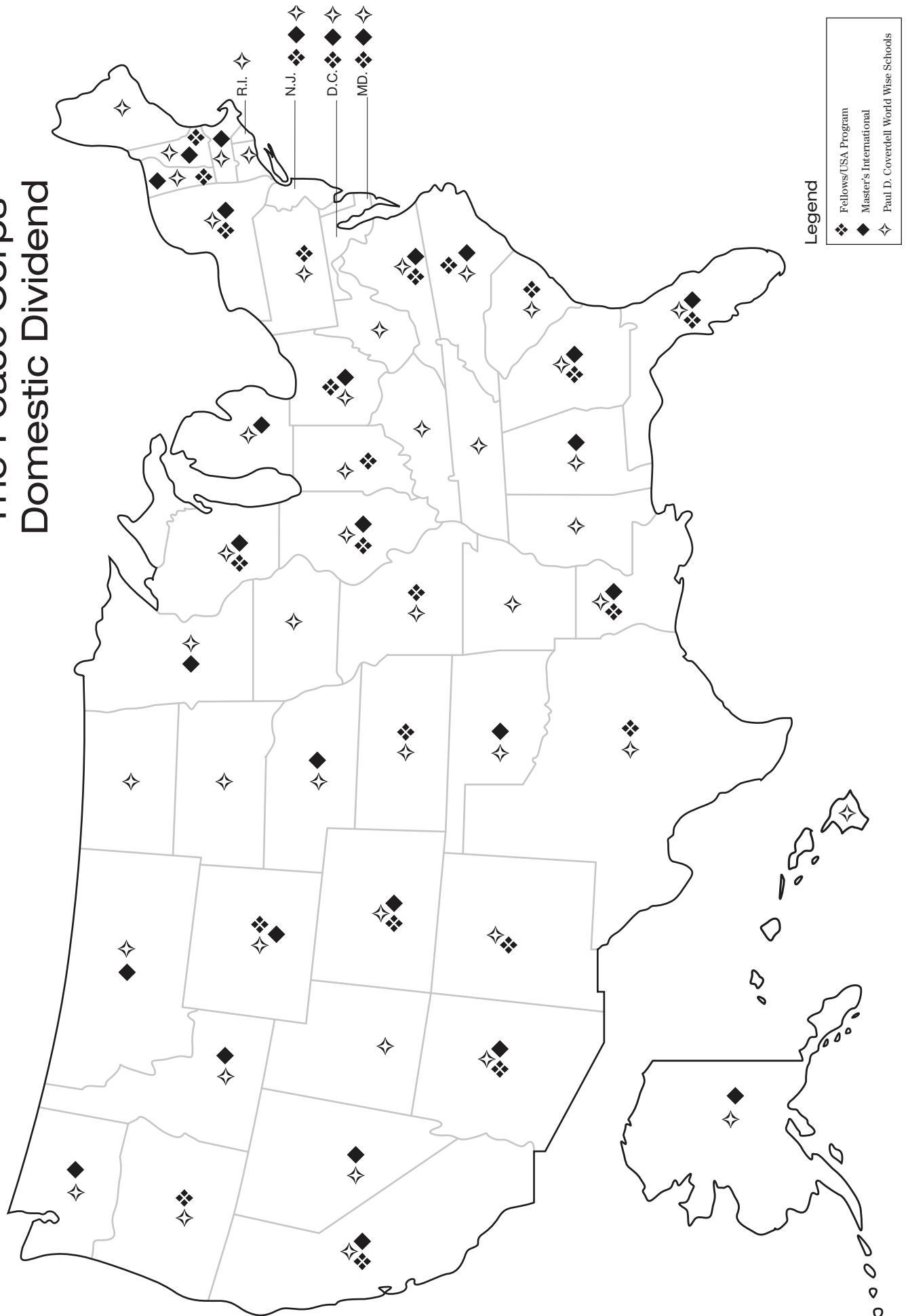
Close-of-Service Kits

Returned Volunteer Services works closely with Peace Corps headquarters and overseas staff to create and deliver meaningful guidance to Volunteers approaching their close-of-service. RVS assembles comprehensive kits for distribution at close-of-service conferences and participates in a task force that identifies improvements to close-of-service activities.

“I don’t think any of us who were there at the beginning could have imagined the lasting impact the Peace Corps has brought to the world.”

Sargent Shriver
Peace Corps Founding Director
Letter to Peace Corps Director Gaddi H. Vasquez
2005

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–Birmingham	
Alaska	University of Alaska–Fairbanks	
Arizona	Arizona State University East	Northern Arizona University University of Arizona
California	California State University at Sacramento Humboldt State University Loma Linda University Monterey Institute of International Studies University of California–Davis University of the Pacific–Stockton	Loma Linda University Humboldt State University <i>(in development)</i>
Colorado	Colorado State University–Fort Collins University of Colorado–Denver University of Denver	University of Denver
Florida	Florida International University Florida State University–Tallahassee University of South Florida–Tampa	Florida Institute of Technology
Georgia	Emory University Georgia State University–Atlanta University of Georgia–Athens	Georgia College & State University <i>(in development)</i>
Idaho	University of Idaho–Moscow	
Illinois	Illinois State University–Normal	DePaul University Illinois State University Western Illinois University
Indiana		Indiana University
Kansas		Wichita State University
Louisiana	Tulane University	University of New Orleans Xavier University of New Orleans
Maryland	Johns Hopkins University University of Maryland–Baltimore County	Johns Hopkins University University of Maryland–Baltimore University of Maryland–Baltimore County
Massachusetts	Boston University	
Michigan	Michigan Technological University Western Michigan University	
Missouri		University of Missouri–Columbia <i>(in development)</i> University of Missouri–Kansas City <i>(in development)</i>

The Peace Corps' Educational Partnerships in the United States

States	Master's International Colleges/Universities	Fellows/USA Colleges/Universities
Minnesota	University of Minnesota–Twin Cities	
Montana	University of Montana–Missoula	
Nebraska	University of Nebraska–Lincoln	
Nevada	University of Nevada–Las Vegas	
New Hampshire	Southern New Hampshire University	Southern New Hampshire University
New Jersey	Rutgers University–Camden	Rutgers University–Camden
New Mexico		New Mexico State University–Las Cruces Western New Mexico University
New York	Bard College Cornell University	Columbia University Fordham University New School University
North Carolina	North Carolina State University–Raleigh North Carolina A&T State University–Greensboro	Duke University
Ohio	University of Cincinnati	University of Cincinnati
Oklahoma	Oklahoma State University–Stillwater	
Oregon		University of Oregon
Pennsylvania		Carnegie Mellon University Duquesne University Seton Hall University
South Carolina		University of South Carolina–Columbia
Texas		University of North Texas
Vermont	School for International Training St. Michael's College	University of Vermont
Virginia	Virginia Polytechnic Institute and State University George Mason University	George Mason University
Washington	University of Washington–Seattle Washington State University–Pullman	
Wisconsin	University of Wisconsin–Madison University of Wisconsin–Stevens Point	Marquette University University of Wisconsin–Milwaukee University of Wisconsin–Stevens Point
Wyoming	University of Wyoming	University of Wyoming
District of Columbia	American University George Washington University	George Washington University

Home States* of Peace Corps Volunteers

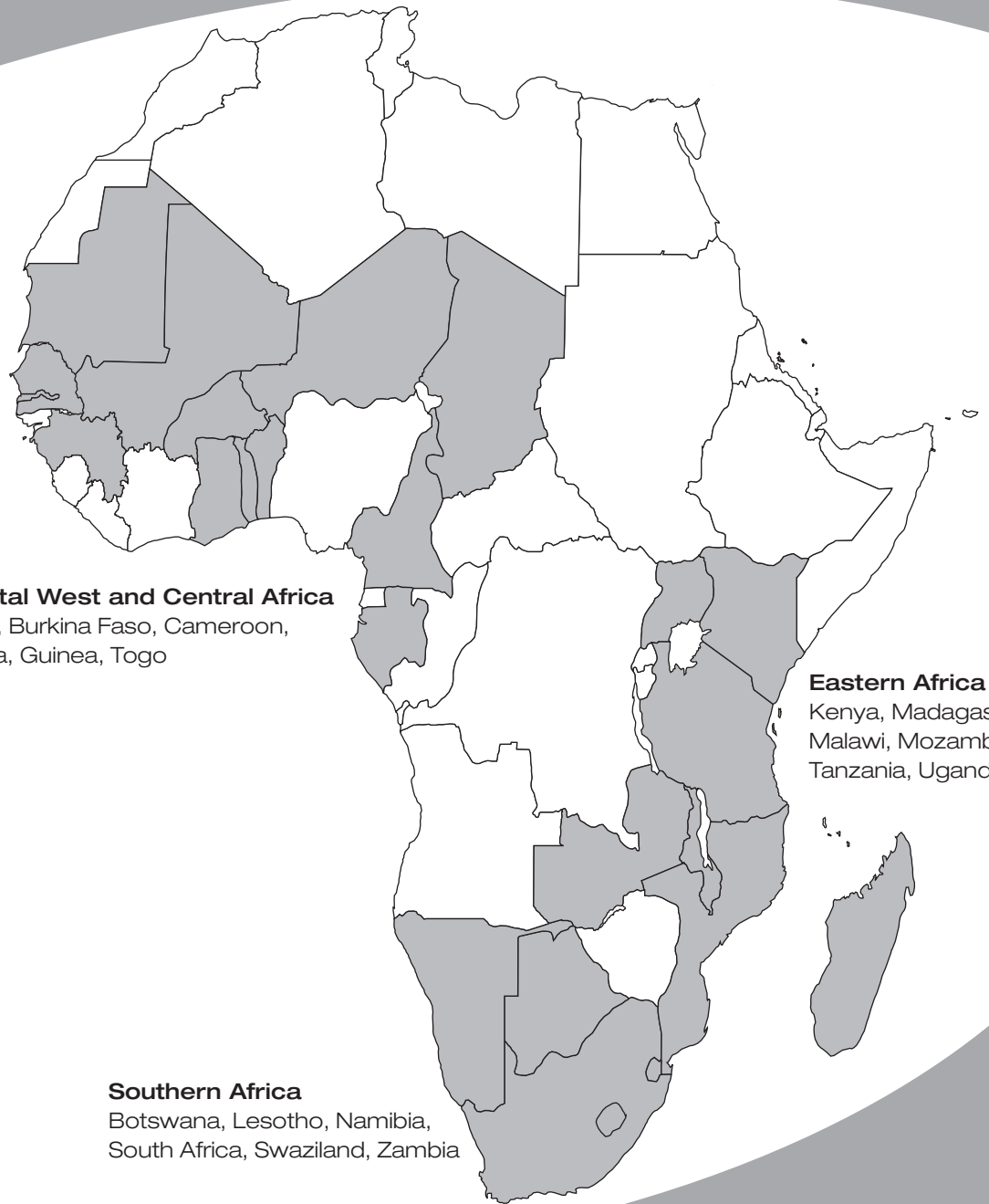
as of September 30, 2005

State	Currently Serving	Home State	State	Currently Serving	Home State
Alabama	49	880	Montana	70	1,125
Alaska	44	827	Nebraska	61	1,122
Arizona	117	2,890	Nevada	37	796
Arkansas	34	809	New Hampshire	66	1,398
California	878	25,066	New Jersey	175	4,164
Colorado	265	8,816	New Mexico	51	1,858
Connecticut	105	2,818	New York	399	11,454
Delaware	30	396	North Carolina	183	3,164
District of Columbia	40	2,063	North Dakota	16	491
Florida	243	6,203	Ohio	298	5,826
Guam	0	72	Oklahoma	82	1,076
Georgia	146	2,537	Oregon	222	5,008
Hawaii	19	1,245	Pennsylvania	326	6,532
Idaho	64	1,088	Puerto Rico	5	363
Illinois	342	6,997	Rhode Island	35	874
Indiana	143	2,606	South Carolina	74	1,162
Iowa	96	1,906	South Dakota	27	525
Kansas	103	1,394	Tennessee	95	1,321
Kentucky	61	1,218	Texas	339	5,691
Louisiana	38	942	Utah	49	853
Maine	85	1,558	Vermont	56	1,272
Maryland	232	4,905	Virgin Islands	3	71
Massachusetts	230	7,172	Virginia	341	6,010
Michigan	301	5,756	Washington	359	7,566
Minnesota	244	5,523	West Virginia	30	562
Mississippi	19	398	Wisconsin	277	4,962
Missouri	150	2,690	Wyoming	26	426

* Includes the District of Columbia and the territories of Guam, Puerto Rico, and the Virgin Islands

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Regional Summaries



Sahel

Cape Verde, Chad, The Gambia, Mali, Mauritania, Niger, Senegal

Coastal West and Central Africa

Benin, Burkina Faso, Cameroon, Ghana, Guinea, Togo

Eastern Africa

Kenya, Madagascar, Malawi, Mozambique, Tanzania, Uganda

Southern Africa

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

Africa Region

“Peace Corps Volunteers represent, to us, the very essence of good inter-state relations because they put human faces to the whole process. They help to translate to us, as government, what people really think and want.”

Theo-Ben Gurirab
Speaker of the National Assembly of Namibia

Africa Region

As Peace Corps celebrates its 45th anniversary this year, we recall that it was Africa, and the great nation of Ghana, that received the first Peace Corps Volunteers in 1961. Since that time, more than 60,000 Americans have served in 46 African countries. The Peace Corps continues to enjoy strong cooperation and support from the people of Africa. At the end of fiscal year 2006, 2,801 Volunteers and trainees will be on board, working in 25 countries. Programs in Africa cover all six of the agency's program sectors—agriculture, business development, education, environment, health and HIV/AIDS, and youth. In addition, many Volunteers are engaged in projects involving information and communication technology (ICT). With real potential for expansion in these sectors and projects, the Africa region of the Peace Corps is poised for substantial growth. In fiscal year 2005, Peace Corps received multiple requests from African governments to enter or reenter programs in their countries, and a positive reassessment was conducted in Ethiopia.

Safety and security of Volunteers continues to be the Africa region's—and the agency's overall—number-one priority. Twenty-nine employees are dedicated strictly to safety and security in the region, and each of the 25 posts has a designated safety and security coordinator. In addition, the Africa region's safety and security desk officer located at Peace Corps headquarters ensures effective communication and compliance related to issues of safety. There are three additional safety and security officers with sub-regional responsibilities located in Lesotho, Togo, and Uganda who provide advice and support to the country directors. In 2005, safety and security coordinators from all four sub-regions in Africa (Sahel, Coastal West and Central Africa, Eastern Africa, and Southern Africa) received training to enhance their skills and share best practices related to Volunteer safety and security.

Africa remains the epicenter of the AIDS pandemic. The Peace Corps has had a strong commitment since the mid-1980s to fight the spread of this terrible disease. Eleven posts are working very closely with the President's Emergency Plan for AIDS

Relief. The Peace Corps trains all Volunteers bound for Africa, regardless of their primary assignment, in HIV/AIDS prevention and education. Volunteers provide AIDS education and prevention messages to schools, out-of-school youth, and communities. They also help build capacity for communities and local AIDS service organizations to care for orphans and children, and to support people living with AIDS. Volunteers are uniquely suited to work in HIV/AIDS because they live and work in the communities where they serve. They are trained in local languages, and they can share information in a culturally sensitive way. In Kenya, for instance, Volunteers work in schools for the deaf and use Kenyan Sign Language to train teachers how to educate deaf children to prevent HIV/AIDS and to care and support those living with AIDS. In South Africa, an older Volunteer is opening up communication about HIV/AIDS with *gogos* (grandmothers), the primary caretakers of the young and AIDS orphans, and who are often neglected in AIDS prevention initiatives.

In health, Volunteers work in 22 countries across the continent to improve child survival, nutrition, disease prevention, environmental health, orphan care, home-based care, youth and at-risk groups, and women's health. In Burkina Faso, for instance, Volunteers build the capacity of rural health center personnel to train community health management committees, conduct health needs assessments, and plan health promotion and prevention campaigns against HIV/AIDS and Guinea worm disease. In Mauritania, Volunteers are involved in campaigns for the prevention of trachoma, polio, and AIDS utilizing the Internet. In Niger, Volunteers train counterparts to assess nutritional status at prenatal and well-baby clinics through health and growth monitoring.

Peace Corps Volunteers are involved with business development in 12 countries across Africa. Their efforts focus on teaching business skills to youth, farmers, artisans, nongovernmental organizations (NGOs), credit institutions, and ICT-related businesses. In Cape Verde, for instance, Volunteers work with *camaras* (municipalities) and respond to the needs of a community based on needs assessments. Many Volunteers provide business training, develop

youth groups, train trainers in computer skills, and work directly with entrepreneurs. In Ghana, Volunteers provide business management training to enterprises in the ecotourism industry. In Kenya, Volunteers work with youth enterprises and women entrepreneurs; in Mali and Senegal, they work with agribusinesses and the ICT and geo-tourism sectors. In Cameroon, Volunteers work to improve the business, credit, and loan portfolio management skills of bank staff, clients, and the general public.

Education remains the Peace Corps' largest program sector in Africa, with education projects in 20 countries. Among the subjects taught by Volunteers are English, mathematics, science, arts, information technology, and life skills. Volunteers use community content-based instruction to incorporate HIV/AIDS, environmental, and gender-specific themes into their lesson plans and presentations. Volunteer teachers in Burkina Faso typically have large classes, sometimes with more than 100 students. In addition to classroom work, education Volunteers work in secondary projects during school breaks, in collaboration with their communities and schools, to develop libraries and other resource centers. Volunteers help their fellow teachers use these expanded resources, thus raising the standard of teaching in the community. In Cape Verde, Volunteers are using local radio programs to teach English to children and adults across the country. In an effort to increase enrollment and retention of girls in the public school system in Togo, Volunteers work with local schools, particularly in rural areas, to promote literacy and education among girls.

Volunteers in the agriculture and environment sectors work to improve agricultural practices and promote environmentally friendly approaches. Volunteers and their counterparts address environmental issues by promoting environmental education in schools and in educating farmers. In Mali, for instance, Volunteers work with communities to increase food security by introducing and maintaining a wider variety of field crops, small-animal husbandry, livestock management, and food preservation and storage. In Senegal, Volunteers help communities engage in urban and peri-urban micro-gardening and

traditional gardening, including growing fruit trees and ornamental plants. They also help communities raise poultry more effectively.

Volunteers in 17 countries are engaged in environmental education and conservation by working with individual farmers and farmer groups to identify agroforestry technologies that can address their needs, protect natural resources, and promote sustainable farming systems. In Senegal, through village meetings, one-on-one interactions, and presentations using visual aids, Volunteers train farmers in fruit tree propagation, grafting and orchard management, and nursery and transplanting techniques.

Across Africa, youth are a major focus of Peace Corps Volunteer work not only in education, but also in community health and development, small enterprise development, environmental education, and girls' empowerment. In Cape Verde, for instance, Volunteers work in municipal youth centers where they train youth in information technology, English, music, leadership, and life skills. In Mozambique schools, Volunteers teach as well as organize clubs, student newsletters, and field trips to enhance learning outside the classroom. In Lesotho, Volunteers provide at-risk youth with training for income generation and job creation. In Niger and Senegal, Volunteers provide environmental education and awareness sessions in schools and for rural youth. Youth are also one of the primary recipients of HIV/AIDS awareness training across the region.

Volunteers in every project sector use ICT to help improve the training, capacity, and abilities of the African people in all aspects of life. Volunteers in Benin, as in many other countries, offer courses to improve the use of ICT by students and faculty. In The Gambia, Volunteers helped establish the first distance-learning/virtual class ever offered there. As part of the Digital Freedom Initiative, Senegal Volunteers help small businesses manage more effectively by enhancing computer skills. In Mauritania, Volunteers work with local schools to increase girls' and women's access to ICT education.

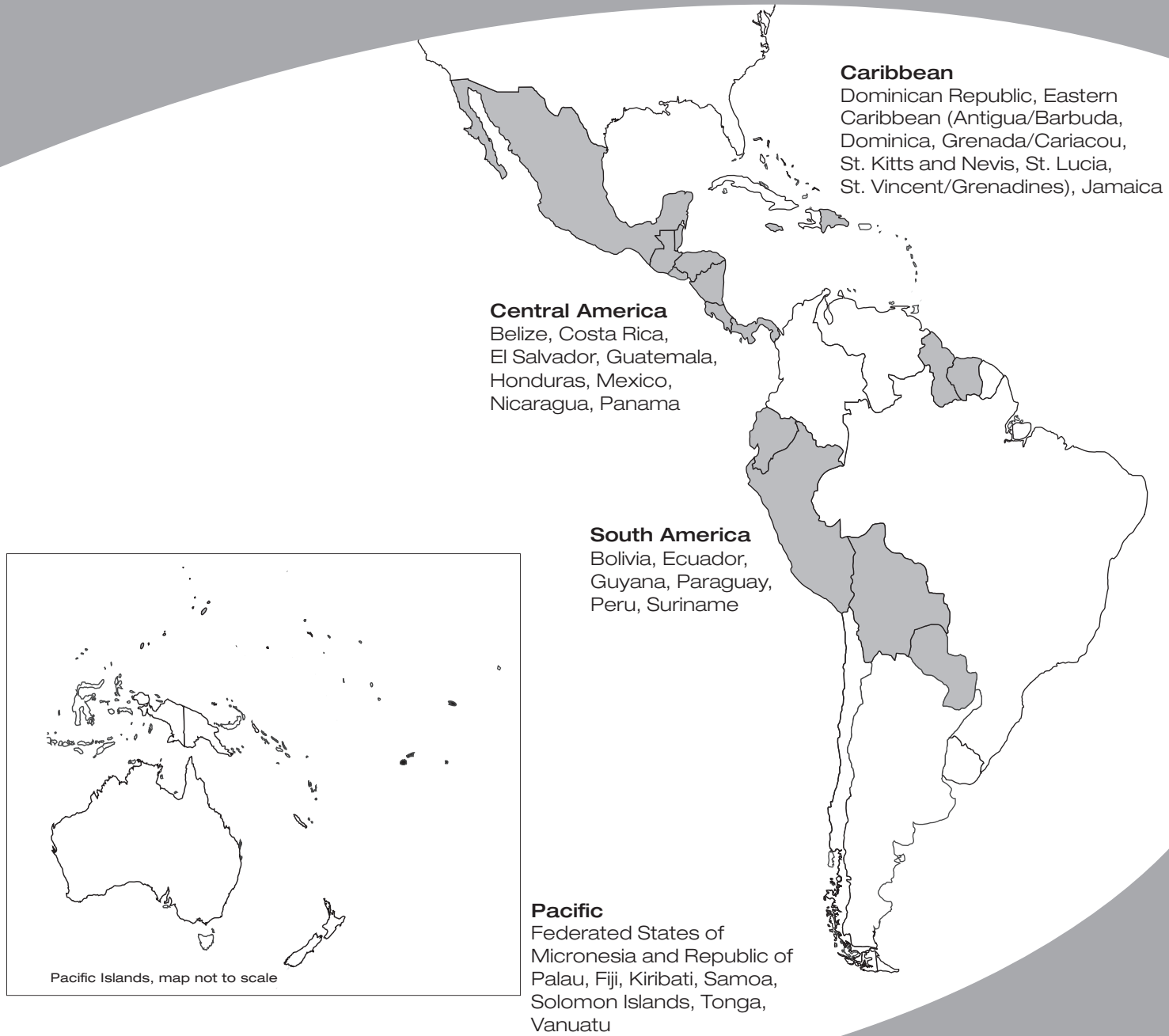
In 2005, the Peace Corps continued to work with the Least Developed Countries Initiative—a partnership among Cisco Systems, Inc., the United

Nations Development Programme, the U.S. Agency for International Development, the International Telecommunications Union, and United Nations Volunteers—to increase and enhance technology training and awareness. Five posts have formed working partnerships with local universities and technical schools who are Cisco Network partners to build local capacity to recruit and train women to enter the ICT field.

Peace Corps' work in Africa continues to have a rich and positive legacy. Since the opening of the first Peace Corps program in Ghana in 1961, Peace Corps Volunteers have worked to transfer skills to Africans and to promote a better understanding of Americans. Likewise, returned Volunteers bring their knowledge of life in Africa back to the United States and share their experiences with their fellow Americans.



Representative Jim Kolbe (R-AZ), Chairman of the Foreign Operations Subcommittee, Committee on Appropriations, enjoys a visit with several Volunteers during a Congressional Delegation trip to Africa.



Inter-America and the Pacific Region

“You can have a great impact. I have never forgotten the Volunteers I knew as a child; they are imprinted on my memory.”

Honorable Dr. Kenny Anthony
Prime Minister, St. Lucia

Inter-America and the Pacific Region

Since the Peace Corps' inception in 1961, more than 73,000 Volunteers have served in the Inter-America and Pacific (IAP) region. They have served in more than 32 countries in the Inter-Americas and 14 countries in the Pacific Islands. At the end of fiscal year 2006, 2,501 Volunteers will be working in 24 posts in all six of the agency's sectors: agriculture, business development, education, the environment, health and HIV/AIDS, and youth. Additional countries in the IAP region continue to be interested in establishing Peace Corps programs, and the agency conducted a country assessment in Chile.

The region is committed to ensuring the safety and security of all Volunteers. All IAP posts have trained safety and security coordinators. In addition, three regional Peace Corps safety and security officers located in El Salvador, Fiji, and Peru help posts assess risks and ensure appropriate training for staff and Volunteers. Each post has an emergency action plan, which is tested and revised at least once every year. Headquarters staff is trained to review posts' emergency plans and to support field staff in crisis management. This year, special training was included for all post safety and security coordinators with attention given to Volunteer preparedness and simulation preparation and emergency plan execution.

Peace Corps Volunteers and their counterparts have become active and productive participants in the President's Emergency Plan for AIDS Relief (Emergency Plan), the five-year, multi-billion-dollar initiative to combat the global HIV/AIDS pandemic. For example, in Guyana, Volunteers are focusing on community mobilization strategies to prevent HIV/AIDS and to improve access to existing services. Ways they are doing this include local theatrical

productions and working with health personnel in their communities. Combating HIV/AIDS and other sexually transmitted diseases is one of the top priorities for Guyana's Ministry of Health. Volunteers are working with health centers and nongovernmental organizations (NGOs) to help Guyana address the HIV/AIDS pandemic as well as other diseases, such as tuberculosis, malaria, and dengue. Other Volunteers worked to mobilize communities to attend health education outreach sessions, encouraging community members to be tested at HIV/AIDS testing facilities. These testing facilities will help lower mother-to-child transmission of HIV/AIDS.

In fiscal year 2005, the Peace Corps programs in the Dominican Republic, Eastern Caribbean, and Panama posts received Emergency Plan funding to carry out technical assistance to community-based organizations, offer small assistance grants, and organize behavioral change and monitoring and evaluation workshops for HIV/AIDS prevention and education.

Many Volunteers in the IAP region work in traditional sectors, such as water and sanitation. For example, Volunteers in Bolivia work closely with local and national organizations to improve sanitary conditions through design and construction of water systems that provide potable water to rural communities. Volunteers also help to organize water boards to take over maintenance of these systems to ensure sustainability.

In Honduras, Volunteers in the agriculture sector promote sustainable production techniques to improve soil conservation as well as to increase the diversity of crops, enhancing food security and family incomes. To improve family nutrition and income, Volunteers also introduce improved vegetable production methods and better management of small animals to women working in agriculture.

In many IAP countries, Peace Corps' traditional sectors are melding with some of the newer cross-cutting areas such as youth development and technology. Many programs have increased young people in their client base. In the Dominican Republic, for instance, Volunteers in the small business development project engage young people in activities ranging from business education to strategic planning to technical assistance. In rural communities, Volunteers work with farmers' markets and agricultural cooperatives to introduce e-marketing and website development. In urban communities, Volunteers promote business and leadership practices to youth.

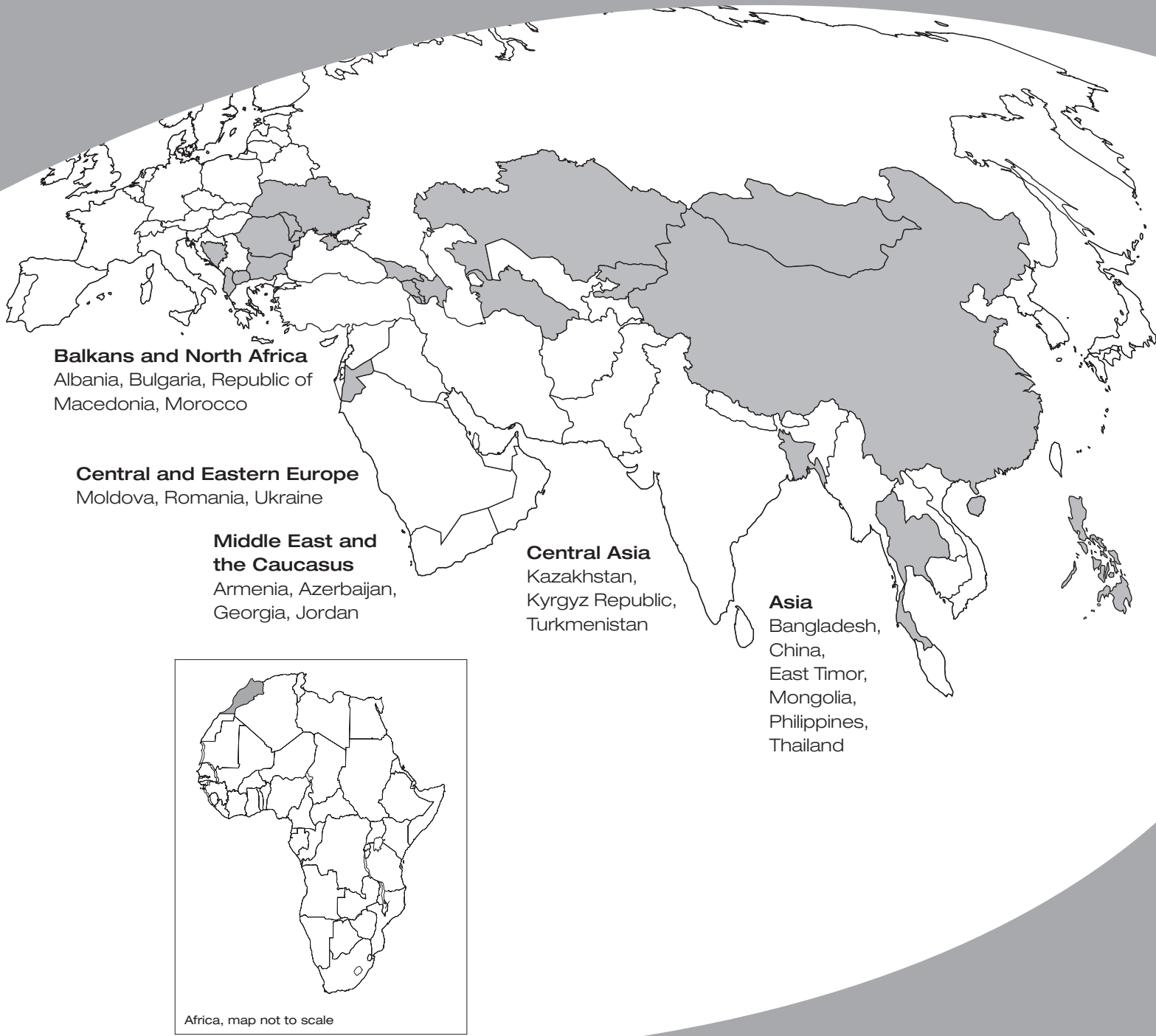
In Samoa, the education project includes a focus on information and communication technology. Volunteers work with teachers and counterparts in

computer studies, helping them update computer studies curricula and lesson plans for years 9–13 and providing assistance to teachers to access materials and resources for their classes. The Volunteers also help teach computer skills to youth and work closely with teachers to seek donations for computer labs.

Volunteers have left a significant legacy of service to countries in the IAP region. For instance, since the inception of the Peace Corps in 1961, Peace Corps Volunteers have served continuously in the Eastern Caribbean island of St. Lucia. The Peace Corps has also partnered with other countries for more than 40 years and will continue to work to the benefit of people throughout the Inter-Americas and the Pacific.



A Volunteer in Ecuador teaches baking skills to youth.



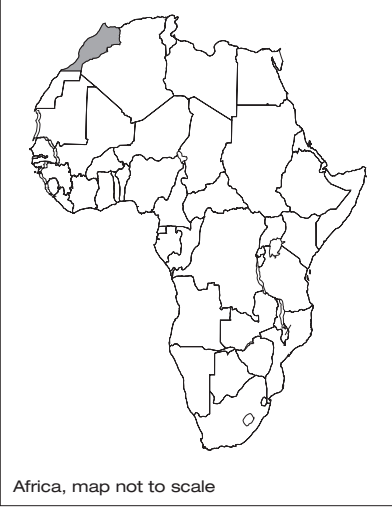
Balkans and North Africa
Albania, Bulgaria, Republic of Macedonia, Morocco

Central and Eastern Europe
Moldova, Romania, Ukraine

Middle East and the Caucasus
Armenia, Azerbaijan, Georgia, Jordan

Central Asia
Kazakhstan, Kyrgyz Republic, Turkmenistan

Asia
Bangladesh, China, East Timor, Mongolia, Philippines, Thailand



Africa, map not to scale

Europe, Mediterranean, and Asia Region

“Volunteers who serve in Georgia teaching English or working at NGOs are more than just teachers or civil society promoters working in their villages and communities. Volunteers are showing local people what freedom of speech and democracy mean.”

Kakha Lomaia
Georgia Minister of Science and Education

Europe, Mediterranean, and Asia Region

More than 48,250 Volunteers have served in the Europe, Mediterranean, and Asia (EMA) region since 1961. At the end of fiscal year 2006, EMA will have 2,501 Volunteers and trainees working in 20 countries, most of which are undergoing rapid economic and social changes. Throughout the region, Volunteers work with governments, local organizations, and communities to provide needed technical expertise and promote cross-cultural understanding. Together, Volunteers and their counterparts work to address changing needs in agriculture, business, education, the environment, and health.

The importance of safety and security continues to be the top priority in the region. Volunteers receive up-to-date training that recognizes that their safety is best assured when they are integrated into their local communities, valued and protected as extended family members, and viewed as contributors to development. Each country monitors safety and security according to agency guidelines.

EMA welcomed a new country to the region in FY 2006, East Timor. Previously with Peace Corps' Inter-America and Pacific region, East Timor joined EMA in October 2005. At the same time, the program in Uzbekistan was suspended in June 2005 due to difficulties securing Volunteer visas. A country assessment was also conducted in Cambodia.

Many countries in the EMA region are making considerable strides toward playing a larger part in the global economy. Although they face difficulties related to unstable monetary systems, outdated technology, and adaptation to free-market economies, they are striving to support effective development. Volunteers assist in these efforts by providing practical business skills, revitalizing English language teaching, creating environmental awareness, and improving health education.

Teaching English as a foreign language (TEFL) remains the core activity of the Peace Corps' education projects in the EMA region. Projects also focus on community development, resource development, special education, and teacher training. Throughout EMA, Volunteers in the education sector and their

counterparts collaborate in teaching at the primary, secondary, and university levels; supporting the professional development of host country national teachers; improving the quality and quantity of teaching and learning resources; and promoting school and community activities to identify and address local needs.

In addition to teaching English, education Volunteers continue to incorporate cross-sector knowledge and skills into their English classes and out-of-school activities. Through community content-based instruction, Volunteers help students expand their knowledge about HIV/AIDS, drug and alcohol abuse prevention, life skills, civic responsibility, conflict resolution, leadership, information and communication technology (ICT), and the environment.

Volunteers in the business sector come to the region with a variety of business backgrounds and are matched with projects that focus on developing business, organizational, and communication skills. They serve for-profit and not-for-profit organizations as well as local governmental and educational agencies and institutions. During the past 10 years, efforts have shifted from a focus on business consulting to community economic development. This has been driven by changing country conditions and the concomitant adjustment of project plans that seek to balance Peace Corps' resources and local needs. Volunteers work with formal and informal groups, with community organizations, and with individuals. There is increasing attention to sustainability and transparency of projects as well as community volunteerism and leadership training. In response to an expanding global economy, Volunteers have intensified their efforts to assist underserved communities, particularly youth, women, and rural or minority populations, in becoming more economically connected. Cross-sectoral cooperation has also become more important as Volunteers' business skills complement their projects in the education, health, and environment sectors.

ICT continues to play a significant role in helping communities reach development goals, and Volunteers continue to help communities close the global "digital divide." They have been particularly success-

ful in incorporating information technology (IT) and providing guidance on how communities might use IT in business, education, and community development projects. Capacity-building efforts concentrate primarily on training people to use basic software applications, such as word processing, spreadsheets, and databases. While many Volunteers are conducting skill-building exercises, others are expanding their work to a more complex level by focusing on the training of trainers. Volunteers have established computer centers, e-commerce training courses, and Internet research and usage curricula. They have led training workshops, designed websites to promote tourism, and expanded Web-based marketing.

One Volunteer has worked tirelessly on behalf of his business nongovernmental organization (NGO) in Kazakhstan. Early in his service, the Volunteer and his local counterparts gained the confidence of international oil companies and leveraged these relationships into a funding source in excess of \$200,000 for multiple projects. The projects included a summer camp for 100 local students, services for fledgling companies in the NGO's business incubator, and an extensive Web technology training program. The Volunteer's NGO recruited 30 local people to participate in a 10-month Web development course. The most successful participants will receive funding to start Web development businesses. The program seeks to develop companies to meet the needs of local and international companies for Web design services. In the future, Kazakhstan may become competitive in providing services to Western companies looking for inexpensive outsourcing options for technology development.

In another example, a Volunteer in the Philippines supported a local counterpart organization in using geographic information systems (GIS) and a global positioning system (GPS) receiver to map ancestral domains of indigenous cultural communities, pearl farming areas, and watershed areas. Additionally, the Volunteer organized workshops on GIS and GPS.

As a whole, youth development activities are becoming increasingly important in the EMA region where half the population is under the age of 25.

Projects that develop the assets and capacities of young people are underway in Bangladesh, Bulgaria, Jordan, Morocco, the Philippines, and Ukraine, and they are getting started in Mongolia. The need for young people to have positive channels of economic, social, and political opportunities is more critical than ever. Volunteers have a meaningful impact on how young people and their communities view youth as an important asset in facilitating positive change. Volunteers work to engage and prepare youth for their roles within family life, the workforce, and as active citizens. Important areas of activity include life-skills training for employment, entrepreneurship and leadership training, self-esteem, and conflict resolution—all of which have an overall theme of advocating youth participation in community development through methods such as service-learning programs.

Many Volunteers work with youth in the classroom or through after-school clubs to support school-to-work transitions and to make learning relevant. Volunteers also use English language instruction in camps and clubs as a way to teach important life skills. Other Volunteers work with marginalized young people to build their capacity to create a positive future in a region where human trafficking, drug and alcohol use, prostitution, and lack of schooling plague youth.

Volunteers in the EMA region are also involved in various aspects of formal and nonformal health and health-related projects. Preventive measure are emphasized whether their primary activities entail the health education of students in a primary or secondary classroom, the training of communities to identify and address their health needs, or the development of materials for outreach and awareness raising campaigns. Program areas for preventive health projects include: maternal and child health, youth peer education, reproductive health, water and sanitation, community-based health education, and HIV/AIDS. Currently, Albania, Armenia, Moldova, Mongolia, Morocco, and Turkmenistan support stand-alone health projects.

Environment Volunteers in the EMA region continue to focus on education and environmental

awareness. Projects also concentrate on sustainable natural resource management with activities in forestry, soil protection, and wildlife management. For example, one Volunteer in Ukraine provided IT training to support the environment, strengthening the Internet skills of staff in Ukraine's Department of Ecology and Natural Resources. In the Philippines, a Volunteer worked with a national NGO to combat the extinction of the Philippine cockatoo through awareness activities, wildlife wardens, reforestation, the designation of a protected area, and the establishment of a cockatoo awareness and research center.

Across all sectors, Volunteers in the EMA region use community development tools to increase community members' participation in the decision-making processes that affect their lives. This is especially true for women and youth. For example, during in-service trainings throughout the region, community members and Volunteers learn to use numerous analysis tools to design and implement community projects that include a gender perspective.

Programs often give special focus to the empowerment of girls who are often more disadvantaged

than boys, especially in the areas of education, leadership skills, and self-esteem. In fact, the highest number of girls' and boys' leadership camps is in the EMA region. This stems from the Soviet tradition of camps as an integral part of society and provides the format for a wide variety of topical or broadly based leadership and empowerment activities for girls and boys.

In addition, every post in the EMA region is a source, transition, and/or destination country for human trafficking, so anti-trafficking efforts are a high-priority development issue in the region. Following on previous efforts, Volunteers in Bulgaria organized a conference in August 2005 to share information and promising practices regarding anti-trafficking efforts; the conference included Peace Corps Volunteers from neighboring countries.

EMA continually strives to develop and refine Volunteer programs to address the current developmental needs of host countries, to ensure that Volunteers gain a broader understanding of other cultures, and that other cultures gain a better understanding of the United States and its diversity.



First Lady Laura Bush meets with Volunteers in Tbilisi, Georgia. During her visit, the First Lady recognized Georgian students who were winners of a writing contest organized by Peace Corps Volunteers.

Post Profiles

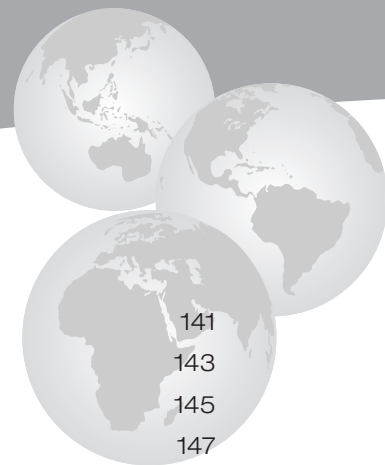


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The statistical data in the following country profiles come primarily from the World Bank's *World Development Indicators 2005*. Additional sources are the Pan American Health Organization, the United Nations Conference on Trade and Development, UNICEF, the United Nations Statistics Division, the U.S. State Department, and the World Health Organization.



Albania

Capital.....	Tirana
Population.....	3 million
Annual per capita income	\$1,740
GDP growth	6.0%
Adult illiteracy rate	Male: 1% Female: 2%
Infant mortality rate	18 per 1,000 live births
Immunization rate.....	DPT: 97% Measles: 93%
Foreign direct investment	\$178 million
Access to safe water	Urban: 99% Rural: 95%
HIV/AIDS prevalence.....	Not available
Religions	Islam: 70% Albanian Orthodoxy: 20% Roman Catholicism: 10%
Official language	Albanian

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	47	56
Program funds (\$000)	1,836	1,901

Country Overview

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

Albania overwhelmingly approved a new constitution in 1998 as a step toward strengthening democracy. The country has progressed to a democratic, pluralistic system, and recently held Parliamentary elections in June 2005. A test of the country’s commitment to building democracy will be the transition to a new government. The 2005 elections, although not problem-free, were considered to show signs of improvement.

Albania is very poor by European standards, but is beginning to make the transition to a more open-market economy. The government is taking measures to curb crime and revive economic activity and trade by integrating Western and Central Europe into its foreign policy. The major challenges are low living standards, widespread poverty, and high unemployment. Remittances from Albanians working abroad supplement the economy, allowing many families to survive. Lack of sufficient fertile land, land disputes, remote schools and health centers, lack of agricultural technology, poor transportation systems, and very limited rural credit have led to urban migration, especially among the younger population. Albanian demographics are changing rapidly as the rural population moves to urban areas to seek work and educational opportunities.

Program Focus

The Peace Corps initiated a program in Albania in 1992. By 1997, 73 Volunteers were serving in the country, working in secondary English teaching, small business development, and agroforestry development. In 1997, fraudulent pyramid savings schemes collapsed, causing many Albanian investors to lose their life savings. This resulted in a breakdown in civil order and public safety, which led the Peace Corps to evacuate its Volunteers and American staff in March 1997 and to suspend the program. The Peace Corps returned to Albania in 2003, and currently has Volunteers serving in three projects: business development, education, and health and HIV/AIDS. Most Volunteers serve in

smaller, needier communities, helping them build their capacity to address local issues. Albania is slowly decentralizing responsibilities and resources from the national government to local governments, and communities are gaining control over their roads, schools, clinics, and public services for the first time. Volunteers work with city halls, community organizations, resource centers, universities, schools, and clinics.

Volunteer Focus

Business Development

The first group to return to Albania in 1997 were business development Volunteers. These Volunteers who work with local governments and nongovernmental organizations (NGOs) to improve their organizational and management capabilities, and to strengthen collaborative activities among local governments and NGOs, businesses, and citizen groups. Two Volunteers placed in one town brought their municipality and NGO coordination host agencies together to assess the needs of, and improve services to, the disabled community. This project received funding from the European Union and is one of the first of its kind in Albania. Another Volunteer worked with his local municipality to obtain funding to improve citizen information efforts. With colleagues, the Volunteer helped construct an information kiosk that will be used to display information on municipal services and council meetings, providing transparency in local government business.

Tourism remains an important focus in Albania and several Volunteers are working to improve tourism promotion and services. One Volunteer worked with a local tour operator to create a hiking trail through southern beach areas, linking a number of smaller communities and local hotels and restaurants to provide services to foreign tourists. This

trail will also be incorporated into a World Bank coastal development project on which another Volunteer in the region is working.

Education

Education Volunteers teach English as a foreign language in secondary schools and work with the teachers of English to improve their skills. They develop school and community activities to promote the use of conversational English. One Volunteer has developed a summer school targeted to higher-level English students who reside in surrounding rural communities. These students will be taught to use their English skills to teach basic English language to others in their communities who do not have access to English language education. One group of English-teaching Volunteers created lesson plans using innovative teaching methods that will be shared with all host country colleagues.

Health and HIV/AIDS

The Volunteers working in the health and HIV/AIDS sector work with local clinics, schools, and community groups to provide education on maternal and child health, water and sanitation, drug awareness, and HIV/AIDS prevention. Volunteers also help develop health education programs and materials for use at the local level. One Volunteer has worked with a rural community as it seeks to improve its access to drinking water and an improved sewage system. With the Volunteer's assistance, the community won a grant from the Office of Defense Cooperation to provide drinking water hookups to each household. In an associated activity, the Volunteer will work with a local organization to provide health education on water and sanitation hygiene practices. Another Volunteer is working with a local palliative care center in her town to promote the capacity of the staff to better inform community members of the needs of cancer patients and to provide cancer prevention education.

“I have gained a new respect for foreigners—as Americans we often see foreigners struggling to adapt and prosper in our culture and I know that my Peace Corps experience will change the way that I react to them.”

**Albania Volunteer
Education Sector**



Armenia

Capital.....	Yerevan
Population.....	3 million
Annual per capita income.....	\$950
GDP growth	13.9%
Adult illiteracy rate	Male: <0.5% Female: 1%
Infant mortality rate	30 per 1,000 live births
Immunization rate.....	DPT: 94% Measles: 94%
Foreign direct investment.....	\$121 million
Access to safe water	Urban: 99% Rural: 80%
HIV/AIDS prevalence.....	0.1%
Religion	Armenian Apostolic Christianity
Official language	Armenian

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	79	78
Program funds (\$000)	1,882	1,814

Country Overview

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

At one time, Armenia was one of the most industrialized republics of the Soviet Union, exporting industrial, military, and high-technology goods to the other republics and, in turn, relying heavily on them for key inputs. The break-up of the Soviet Union, combined with the collapse of its trade, payment, and financial systems, dealt a crippling blow to Armenia's industries, many of which were essentially nonviable in the absence of the Soviet command economy. Economic effects of a 1988 earthquake that killed 25,000 and left 500,000 homeless are still felt. A blockade resulting from the conflict with Azerbaijan has devastated the economy and intensified dependence on external supplies of energy, food, and materials. The combination of the earthquake, the collapse of the Soviet Union, and the war and resulting blockade caused a 90 percent loss of GDP, by far the largest drop of all the ex-USSR countries, drastically lowering living standards. Although much has been recovered, half of all Armenians still live in poverty; more than one in six lives in extreme poverty.

Program Focus

Armenia is in the midst of historic change. Despite a war, blockades, turmoil, an earthquake, and power shortages, the country is slowly transitioning to a market economy and democratic society. Private sector activities are emerging, and wide-scale entrepreneurship needs to be supported through training and education. Armenians recognize the importance of English to link themselves to economic, educational, and technological opportunities outside Armenia. More attention is being given to health education and prevention as an alternative to the traditional curative approach. Armenians are starting to recognize the importance of the environment as a priceless but threatened national resource. The Peace Corps is supporting Armenia's ability to address many developmental challenges by providing programs in business development, English, health, and environmental education.

Volunteer Focus

Business Development

A key challenge facing Armenia is how to initiate and sustain new industries, technologies, and services that can grow, attract investments, create new export markets and jobs, raise living standards, and allow the country and its citizens to flourish within a broader regional and international market. Peace Corps Volunteers help develop Armenian organizational and community capacity by providing a diverse range of consulting and technical assistance services to business centers and non-governmental organizations (NGOs). Volunteers provide training in project design and management, marketing, finance, organizational development, project monitoring, and evaluation. A Peace Corps Volunteer helped a business support center develop its abilities to meet the needs of entrepreneurs by providing strategic business planning, marketing, and accounting consulting. The center tripled local revenues and is assisting a range of small- and medium-size enterprises, including a soda factory, bakery, greenhouse, restaurants, taxi company, cheese factory, beekeepers, and woodworkers.

Education

The teaching English as a foreign language (TEFL) program increases the quality of English education throughout Armenia. Volunteers teach in secondary schools, colleges, universities, training centers, and educational NGOs. Instruction is provided in schools and through nonformal educational activities, such as after-school clubs. Volunteers provide professional development for teachers through team teaching and workshops. One-third of education Volunteers work on information and communication technology projects. One Peace Corps Volunteer coordinated and supervised a teacher-training program for 200 teachers. Most participants were village teachers with little training in teaching English and the program provided many of them with the opportunity to participate in lively discussions (in English) with peers from other regions for the first time.

Environment

Armenia has a rich natural environment. However, environmental degradation, as a legacy of the Soviet era and as a consequence of the economic crisis, is a significant issue. Awareness activities have been initiated on governmental, public, and educational levels, but they lack coordination and resources. As a result of the convergence of interest and an increase in activities by Armenians and by Volunteers, Peace Corps/Armenia initiated a new environmental project in 2003. One Peace Corps Volunteer organized a resource development team of Volunteers and local experts that produced a CD-ROM of lesson plans; Web links; games and activities; instructions on how to create a low-cost composting toilet, solar greenhouse, and heating system; and other environmentally friendly projects for Volunteers and counterparts to undertake.

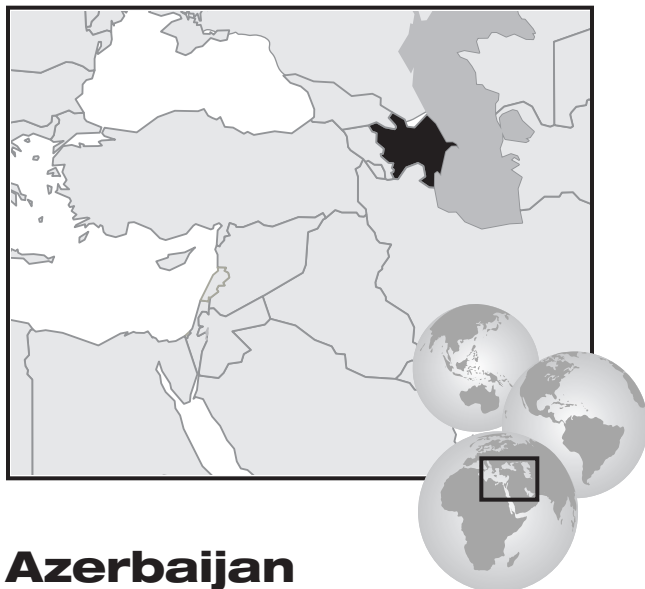
Health and HIV/AIDS

Volunteers organize health classes, seminars, clubs, community and professional lectures, and discussion groups on topics such as general health and hygiene, women's health, self-esteem and life planning, nutrition, exercise, and physical therapy. Health Volunteers also train health workers in clinics and hospitals, enhancing their professional development.

One Volunteer learned that her orphaned students with special needs were going to be placed in a state psychiatric hospital. In less than four months, she initiated Warm Hearth, Armenia's first group home to care for young adults with mental disabilities. To make this happen, the Volunteer set up an agreement between a U.S.-based nonprofit and a respected Armenian NGO responsible for residential and rehabilitative care, oversight, and sustainability.

"I felt privileged to be let in on so much information about the teachers' disappointments and hopes, about their dreams for themselves, and for the glimmer of optimism that began to emerge in the group."

**Armenia Volunteer
Education Sector**



Azerbaijan

Capital.....	Baku
Population.....	8 million
Annual per capita income	\$820
GDP growth	11.2%
Adult illiteracy rate	Male: 0.5%
	Female: 1.8%
Infant mortality rate	75 per 1,000 live births
Immunization rate.....	DPT: 97%
	Measles: 98%
Foreign direct investment.....	\$3,285 million
Access to safe water.....	Urban: 95%
	Rural: 59%
HIV/AIDS prevalence.....	<0.1%
Religions	Islam: 93.4%
	Russian Orthodoxy: 2.5%
	Armenian Orthodoxy: 2.3%
	Other: 1.8%
Official language	Azerbaijani (Azeri)

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	94	82
Program funds (\$000)	1,794	1,883

Country Overview

Program dates	2003–present
Program sectors	Business Development Education

Azerbaijan's government has three branches. The executive branch is composed of a president, a prime minister, and the Council of Ministers. The legislative branch consists of the 125-member Parliament (Milli Majlis), whose members are elected for five-year terms, with 100 from territorial districts and 25 from party lists. Finally, the judicial branch is headed by a constitutional court.

In October 2003, Azerbaijan held presidential elections, selecting Ilham Aliyev, son of former President Heydar Aliyev. Although the elections were an improvement, they did not meet international standards. Following the elections, President Aliyev acknowledged that some irregularities had taken place. He agreed to investigate allegations of fraud and, in a few cases, canceled results and held officials accountable demonstrating his willingness to conduct reforms. Continuing negotiations with Armenia over Nagorno-Karabakh and the adjoining territories captured by Armenia remains high on the agenda of the new regime, as does addressing the problems of an economy dependent on the as-yet-unfulfilled promise of revenues from oil and gas reserves. A U.S.-sponsored agribusiness development project was launched in 2004 to help diversify Azerbaijan's economy, and it is being reinforced by a second USAID rural agribusiness development project. The British Petroleum-led consortium of oil and gas producers is funding development projects along the route of its newly opened oil pipeline from Baku to the Black Sea.

Program Focus

Peace Corps/Azerbaijan's program includes English education and business development components. The first Volunteers arrived in September 2003, completed training in December 2003, and are working as English language teachers in secondary schools and universities. Secondary education in Azerbaijan includes grades 1 through 11, but most schools introduce English in the second grade. These first 25 Volunteers were posted at sites outside the capital. A second cohort of 25 English language teachers arrived in July 2004 and these

Volunteers were assigned to additional regions and schools. A third group of 35 Volunteers arrived in May 2005 and finished training in August 2005. They consist of 22 English language teachers and a pilot group of 13 business development advisors.

The opportunity for program growth abounds. More than 2,200 schools offer or hope to offer English courses. More than 30 intermediary organizations working with local businesses submitted requests for business development Volunteers. Peace Corps/Azerbaijan is also exploring an environment program. Whereas English teaching helps Azeris communicate globally and business advisors help generate income and jobs, future environment Volunteers would model attitudes and personal behavior to safeguard precious natural resources and create a healthier environment.

Volunteer Focus

Business Development

Business development Volunteers work as business facilitators, advisors, and educators at the grassroots level. They serve as combined resource specialists, trainers, skills specialists, and business advisors to enhance the capacity of intermediary organizations working with small- and medium-sized businesses. Volunteers focus on promoting small- and micro-business development and on developing ancillary community projects. Host organizations include business and marketing centers, nongovernmental business groups, community development programs, agriculture service and information centers, micro-finance institutions, and vocational schools.

Education

Most Azerbaijani English language instructors have never had native English speakers as teachers and the very sound of an American is prized in schoolrooms. Thus, team teaching with a native speaker who can assist in the transition to an emphasis on spoken English is an opportunity that many Azerbaijani teachers are eager to grasp.

In addition to classroom teaching, Volunteers have been remarkably inventive with supportive community activities. For example, 11 Volunteers organized a national writing competition and coordinated it with Georgian Volunteers and students. The competition was held at regional, national, and

bi-national levels, with 175 students and 20 teachers from eight regions of Azerbaijan participating.

Summer programs in 2005 have been equally impressive. Five Volunteers were involved in a drama project that raised awareness of arts activities in several regions of the country by performing an abridged version of *A Midsummer Night's Dream* in English. Besides improving English-speaking skills of the participants, Volunteers taught current and aspiring English teachers and community leaders how to stage high-quality theater. Fifteen Volunteers established a Camp GLOW (Girls Leading our World), with a weeklong series of leadership skills workshops for 40 young women. Leading the camp were the Volunteers, their counterpart teachers, and guests who modeled successful leadership in various fields.

When asked why a Peace Corps Volunteer is needed in a certain village, the head English teacher replied, "We need a Volunteer to help us to organize conversation clubs, to develop speaking skills of students, introduce new interactive methods of teaching and work in partnership with our teachers. We need Volunteers because we love English and want to build friendships among our two countries."

"Through the Peace Corps Volunteer, we will learn how to make our services more valuable to clients by learning American approaches to business and agribusiness. The community will also benefit from learning customs and culture from the American Volunteer."

**Azerbaijan Director
of the Marketing Center
in Jalilabad**



Bangladesh

Capital.....	Dhaka
Population.....	138 million
Annual per capita income	\$400
GDP growth	5.3%
Adult illiteracy rate	Male: 50%
	Female: 69%
Infant mortality rate	46 per 1,000 live births
Immunization rate.....	DPT: 85%
	Measles: 77%
Foreign direct investment	\$102 million
Access to safe water	Urban: 82%
	Rural: 72%
HIV/AIDS prevalence.....	Not available
Religions	Islam: 88.3%
	Hinduism: 10.5%
	Buddhism: 0.6%
	Christianity: 0.3%
	Others: 0.3%
Official language	Bangla (Bengali)

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	120	126
Program funds (\$000)	1,804	1,870

Country Overview

Program dates	1998–2001 2002–present
Program sectors	Education Youth

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 continues to support women's political participation and girls' education. Primary school enrollment has increased considerably, with girls now comprising 2.5 times as many students as they did in 1971.

Bangladeshi politics have been characterized by struggle between the current ruling party, the Bangladesh Nationalist Party, and the main opposition party, the Awami League. Both parties have frequently resorted to denunciations, strikes, and occasional violence to discredit each other. Still, Bangladesh is one of the most democratic states in the Muslim world and a leading voice among the least-developed countries.

Bangladesh has experienced steady economic growth. The agriculture sector continues to support most 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 the manufacture of ready-made garments. This provides employment for more than 1.5 million people, many of whom are women. However, change is imminent. In December 2004, a 30-year-old quota system ended, allowing U.S. importers to buy their goods from any country, forcing Bangladesh to compete with countries with cheaper labor and better manufacturing skills.

Women provide about one-quarter of the earned income, often aided by micro-credit loans given by the Bangladesh Rural Advancement Committee, small nongovernmental organizations (NGOs), and other innovative credit methods. Although the industrial sector is growing, unemployment and underemployment remain serious problems.

Program Focus

The first group of Volunteers in Bangladesh arrived in November 1998 as English teacher trainers. The program 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, the program reopened with 11 Volunteers assigned to youth development centers. Since then, 210 Volunteers have served as English language teachers in youth development centers and government secondary schools. At the end of 2005, Volunteers will be working in 54 out of 64 districts and 5 upazilas (sub-districts).

Volunteer Focus

Education

In 1971, East Pakistan fought a war of independence against West Pakistan, triggered, in part, by the central government's planned imposition of Urdu as the official language of all Pakistan. As a matter of national pride, public schools switched from teaching in English to teaching in Bangla. For 30 years, teachers and students had little opportunity to study English. This created an acute need for English instruction, which Bangladesh's government now sees as an essential tool to integrate the nation and its people into the global economy and into a rapidly changing technological world. Peace Corps/Bangladesh's education program helps enhance English language skills throughout the country. Volunteers serve as English language teachers in secondary schools and are involved in

numerous secondary projects. One Volunteer helped his community establish the Jhalokhathi Social Action Organization to help with community trash disposal efforts. Trash collection activities clean up neighborhoods and relieve clogging of drains due to improper refuse disposal. The activities also heightened the community's environmental awareness and the Volunteer successfully involved community leaders and other influential people in the project.

Youth

Thirty percent of Bangladesh's population is between 15 and 30 years of age. The government recognizes that youth need to play a major role in the country's social and economic development. It is committed to empowering youth and other segments of the society, such as women, who have not previously had a voice in local decision-making. One of the ways the government wants to accomplish this is through youth development centers, which will provide young men and women with training to help them earn a living. Peace Corps/Bangladesh currently provides English instruction, as well as some vocational and other training, at youth development centers throughout the country. Volunteers provide education in areas such as health and hygiene, computer skills, embroidery, fabric dying, and block printing. Because the centers provide a venue for community impact through the education of youth and women, it is a rich opportunity for the Peace Corps to introduce this new programming appropriate to community needs.

One Volunteer has worked to address the special needs of deaf children. He established and developed art classes for deaf students at a local government school to help develop their creativity. Community members have appreciated this Volunteer's efforts and been very impressed by his compassion.

“...And I've seen a couple of my students get teaching jobs based on their certificates from my English classes. In a country with incredibly high unemployment, that's always a good thing to see.”

**Bangladesh Volunteer
Youth Sector**



Belize

Capital	Belmopan
Population.....	274,000
Annual per capita income	\$3,370
GDP growth	9.4%
Adult illiteracy rate	Male: 23.3%
	Female: 22.9%
Infant mortality rate	33 per 1,000 live births
Immunization rate.....	DPT: 96%
	Measles: 96%
Foreign direct investment.....	\$38.1 million
Access to safe water	Urban: 100%
	Rural: 82%
HIV/AIDS prevalence.....	2.4%
Religions	Christianity
	Islam
	Hinduism
	Buddhism
Official language	English

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	64	54
Program funds (\$000)	1,855	1,891

Country Overview

Program dates	1962–present
Program sectors	Education Environment Youth

Belize, which encompasses approximately the same land area as El Salvador, is the most sparsely populated nation in the Central American peninsula. Though Belize has historically focused its development on export of tropical crops, the country has recently begun to widen its focus to include ecotourism. The pace of development is quickening as foreign investment increases. At the same time, however, Belizeans are becoming more aware of the environmental costs associated with development. As the central government moves toward privatization and decentralization of services, towns and rural communities are challenged to prioritize, finance, and manage their own affairs. Building the capacity of rural communities to develop good governance practices and sustainable livelihoods for their constituents is becoming a priority for the development community. Belize's Caribbean coastline is annually affected by tropical storms. The government has struggled to address this impact on the growing rural population and the resulting lack of 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.

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 a National AIDS Commission, which is charged with coordinating Belize's strategic plan for HIV/AIDS eradication.

Program Focus

In response to the diverse issues facing Belize, Peace Corps programming focuses on a wide variety of projects in three main sectors: education, environment, and youth development.

Volunteer Focus

Education

Volunteers provide innovative leadership to strengthen reading instruction and to increase the reading skills of targeted students in the first four years of primary school. They also assist schools in setting up school and community libraries. This is complemented by Volunteer work with the Adult and Continuing Education Department's national adult literacy program. Special education Volunteers provide training for teachers in methodologies used in teaching learning-impaired children (sessions include individual education plans, materials development, classroom management, and teaching methods for hearing-impaired students and students with vision and reading problems).

One Volunteer working with a primary school in rural Belize has been teaching reading to remedial-level students. Anecdotal evidence from teachers indicates that the students are making tremendous improvements, especially noticeable in their newfound enthusiasm for reading. The Volunteer helped to acquire many books for the school library and offers homework help to students visiting the library. Attendance at the library is consistently 20 to 30 students daily.

Environment

Belize boasts a diverse natural resource base, from tropical forests to the second largest barrier reef in the world. Peace Corps/Belize is committed to helping Belizeans protect that base. To accomplish this, the Peace Corps actively participates in the national environmental education program, which first focused on primary schools and is now directed to the general population. Peace Corps/Belize is also supporting new conservation nongovernmental organizations (NGOs) in their environmental education efforts and with their co-management of protected areas. Volunteers assist a wide spectrum of local conservation NGOs, community-based development organizations, and government agencies responsible for environmen-

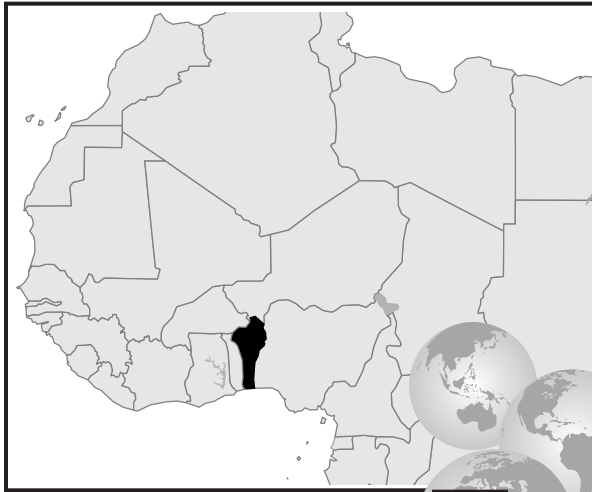
tal management and protection. Activities include organizing, assessing priority needs, programming, fundraising, and, most recently, viable business planning for ecotourism initiatives.

One environmental Volunteer, assigned to Laughing Bird Caye National Park, conducted field trips to the caye with both adults and schoolchildren from target communities. Course materials focused on marine-protected areas in Belize, history and geography of the park, the mission of the NGO Friends of Nature, coral and reef ecology, reef species identification, and threats to Belize's reefs, such as over-fishing, poor tourist practices, pollution, and uncontrolled development. Participants are now organized into environmental clubs engaged in activities, such as cutting, planting, and gardening; maintaining a nursery; beach cleanup, and an art project on "Reduce, Reuse, and Recycle."

Youth

Youth Volunteers use a holistic approach to youth development, paying particular attention to life-skills education, youth employment, and entrepreneurship; and youth health, including sexually transmitted illnesses, such as HIV/AIDS. Volunteers have assisted the National AIDS Commission, district AIDS committees, Youth for the Future, and local NGOs such as YWCA and Belize Family Life Association. Last year, HIV/AIDS education Volunteers implemented prevention training for nearly 5,000 students and teachers and trained more than 300 service providers and community members from 12 organizations. Training covered prevention strategies and working with and supporting persons living with HIV/AIDS.

One Volunteer and her peer educators organized a "Love for Life" Valentine's Day benefit concert. A social event for local community youth, the concert featured local artists performing songs about HIV/AIDS. Attended by more than 250 youth, the concert was a tremendous success, reinforcing the effectiveness of popular opinion leaders (local music artists) using popular culture (music) to spread the message of HIV/AIDS education.



Benin

Capital.....	Porto-Novo
Population.....	7 million
Annual per capita income	\$440
GDP growth	4.8%
Adult illiteracy rate	Male: 45%
	Female: 74%
Infant mortality rate	91 per 1,000 live births
Immunization rate.....	DPT: 88%
	Measles: 83%
Foreign direct investment	\$51 million
Access to safe water	Urban: 79%
	Rural: 60%
HIV/AIDS prevalence.....	1.9%
Religions	Indigenous beliefs: 50%
	Christianity: 30%
	Islam: 20%
Official language	French

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	122	94
Program funds (\$000)	3,003	3,056

Country Overview

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

One of the most stable countries in Africa, Benin has emerged as a beacon of democracy. The country has held three consecutive presidential elections, which were generally viewed as free and fair. The government continues to reform the educational system, provide opportunities for private economic initiatives, improve healthcare delivery, and decentralize functions. Benin has experienced economic growth during the past few years, but it remains among the world's poorest countries. However, 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.

Program Focus

Although the government has been successful in improving the well-being of the Beninese people, the country's human and material resources are often insufficient to provide qualified teachers in sufficient numbers, provide adequate health education and HIV/AIDS prevention campaigns (particularly in rural areas), preserve and restore the natural environment, and promote and provide training and credit facilities for small business owners. Peace Corps Volunteers are addressing these needs with a broad range of activities in business development, education, environment, and health and HIV/AIDS. Regardless of sector, Volunteers receive training in how to promote HIV/AIDS awareness.

Volunteer Focus

Business Development

Local nongovernmental organizations (NGOs) and micro-entrepreneurs need assistance with basic management skills. Volunteers work directly with entrepreneurs, village associations, women, and NGOs to teach marketing, accounting, business management, and organizational techniques. They

provide training in savings and financial management to gardening associations of non-literate women. Volunteers also work with communities to create business centers, which provide business trainings and consultations for the community workforce.

Benin's information and communication technology (ICT) infrastructure is rapidly maturing. Fiber-optic lines stretch across the country, Internet access continues to expand, and there is a vast network of mobile phone coverage. Volunteers train host country nationals in appropriate technologies, develop Internet sites for various agencies, and conceive and create financial applications. Volunteers developed a portable application tracking system for a major micro-finance institution that allowed it to track applicants nationwide and prevent cases of fraud.

Education

Volunteers work in secondary schools teaching English and incorporating HIV/AIDS education and prevention into their lessons. They also transfer innovative and participatory methodologies to their colleagues and collaborate with Volunteers from other sectors in areas such as HIV/AIDS training and Moringa tree planting. Volunteers teaching English as a foreign language (TEFL) are also partnering with local nongovernmental organizations (NGOs), fostering better integration into their communities.

Environment

Seventy percent of the population works in agriculture, and Benin faces serious environmental consequences as a result of deforestation and rapidly declining soil fertility. In response, the Peace Corps has strengthened its environment project, expanding its scope to include environmental education. In this sector, Volunteers collaborated to produce a presentation at a West Africa regional conference on biodiversity, which highlighted Peace Corps/Benin and its work to promote biodiversity through ecotourism. Additionally, Volunteers started an environmental club at a local school that created a 1.25-acre park in a town with assurances from local officials that it would be protected in perpetuity.

Following a recent revision, this project now includes a component on ICT using geographic information systems software for local land-use planning. In the future, Volunteers will focus on environmental education, tree production techniques,

and project design and management. One Volunteer worked with a local NGO to rejuvenate an abandoned agricultural school in his community.

Health and HIV/AIDS

Rural communities in Benin face many health issues. Volunteers collaborate with social service centers throughout the country to conduct health education, particularly on maternal and child health issues. A Peace Corps/Benin HIV/AIDS peer education program allows Volunteers to continue to partner with peer educators from their communities. While the leadership of the project has changed, Volunteers continue this important work that significantly increases youth involvement in HIV/AIDS education.

Volunteers initiate child growth-monitoring programs, like weekly weigh-ins and vaccination campaigns, in remote areas where there have not been any means to follow children's nutritional status. Volunteers have gone from home to home working with a national polio vaccination campaign in their communities to give polio vaccine drops and vitamin A to children under 5. One Volunteer organized a workshop for several women's groups to address the rights of women to have their own income and how to manage money so it is available when their children are sick.

Future emphasis in this sector will be on family nutrition, HIV/AIDS, and health education, particularly regarding malaria and diarrhea prevention.

“Twenty-four hours was all it took for me to know that I made a difference. Not only did the king of my city bless me for my service, but also the government recognized the farm I was consulting at as a model farm in Benin. This remarkable day showed me that the most challenging and rewarding period of my life was also beneficial for the people who welcomed me to their land and struggled along with me.”

**Benin Volunteer
Business Development Sector**



Bolivia

Capital.....	La Paz
Population.....	9 million
Annual per capita income	\$900
GDP growth	2.5%
Adult illiteracy rate	Male: 7%
	Female: 19%
Infant mortality rate	53 per 1,000 live births
Immunization rate.....	DPT: 81%
	Measles: 64%
Foreign direct investment	\$167 million
Access to safe water.....	Urban: 95%
	Rural: 68%
HIV/AIDS prevalence.....	0.1%
Religion	Christianity (predominantly Roman Catholic)
Official languages.....	Spanish
	Quechua
	Aymara

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	148	142
Program funds (\$000)	3,128	3,108

Country Overview

Program dates	1962–1971 1990–present
Program sectors	Agriculture Business Development Education Environment Health and HIV/AIDS

Bolivia, long one of the poorest and least developed Latin American countries, has faced several years of political change and challenges, primarily related to controlling and distributing economic benefits from natural gas exports, particularly following the discovery of new natural gas reserves at the turn of the century. Bolivians are politically divided, and the issue of equal representation in government has yet to be settled. Civil unrest is common, but generally nonviolent. In December 2005, Evo Morales was elected as the new president.

Bolivia's economy remains dependent on foreign aid from multilateral lenders and foreign governments. Bolivia's principal exports are natural gas, soybeans and soy products, crude petroleum, zinc ore, and tin. After 12 years of moderate economic growth up to 1999 (averaging 4 percent per year), the rate of economic growth in Bolivia slowed, beginning in 1999. In the last three years, economic growth rebounded slightly. In 2004, the GDP per capita was approximately \$900 (U.S.), one of the lowest in Latin America, and the unemployment rate was 9.5 percent.

Program Focus

Since the initial opening of the program in 1962, more than 2,450 Volunteers have served in Bolivia. After a hiatus, the government of Bolivia formally requested that the Peace Corps return to Bolivia and the Peace Corps resumed operations in 1990. Today, there are approximately 140 Volunteers in-country, working in health, agriculture, business development, education, and environmental projects. Where appropriate, the Peace Corps integrates information technology into projects to expand technology access for Bolivian youth, farmers, entrepreneurs, and municipalities.

Volunteer Focus

Agriculture

Bolivia's farmers face serious challenges in meeting basic needs for adequate nutrition and income. Agriculture Volunteers help farmers gain skills in sustainable agriculture and soil conservation techniques. The agriculture project focuses on both traditional agriculture extension and business and marketing. The project helps farmers improve crop production and increase family income through improved farm management and the commercialization of agricultural products.

One Volunteer worked with a farmers' cooperative in her community to build 20 silos to store corn. She provided both technical and organizational training for cooperative members so they can sustain and expand their role in contributing to increased incomes of community members.

Business Development

To address rural poverty, Volunteers help communities develop income-generating activities and business skills. This includes training local artisans, improving micro-enterprise practices, teaching basic business skills, and developing local tourism plans. One Volunteer has worked with 67 low-income high school students, teaching a computer certification course that includes operation, maintenance, and programming, and provides students with skills to obtain sustainable employment in information and communication technology-related jobs.

Education

Volunteers help reduce child mortality rates by training families, students, educators, and communities to improve nutrition and hygiene habits. These activities improve health practices and strengthen Bolivia's educational reform efforts. The project combines nutritional habits with healthy lifestyles to improve family health. Volunteers train school district personnel and classroom educators in nonformal education techniques, computer skills, development of active teaching materials, and ways to incorporate health education curricula in the classroom.

One education Volunteer team-teaches at a school and conducts workshops on nutrition and preventive health with local mothers. With her small vegetable garden and clay stove, she has set positive

examples for her host family and others. She has established a baseline for appropriate progress toward improving health and nutrition in her community.

Environment

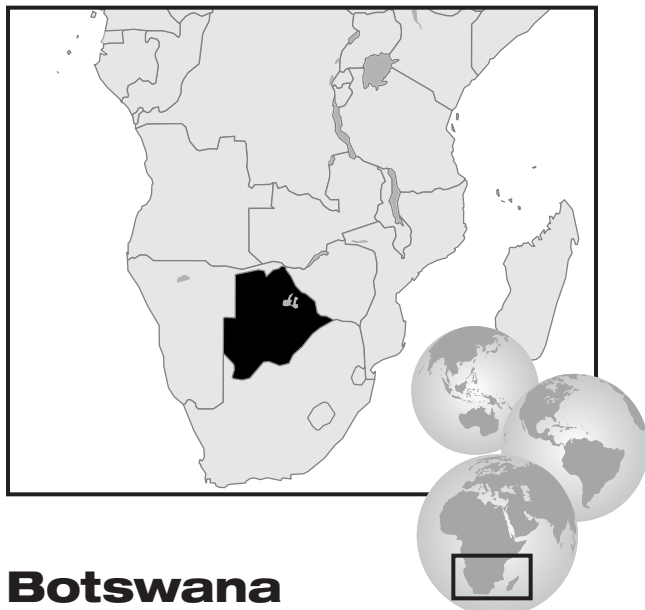
Bolivia faces rapidly deteriorating natural resources resulting from both mineral extraction and agricultural practices. The resource management project aims to protect the environment and create an ethic of good stewardship. Volunteers work with communities on soil conservation, watershed management, and re-vegetation activities. Youth conservation clubs and teacher training focus on environmental sciences and help expand positive conservation practices.

One Volunteer is working with the municipal government, the superintendent of schools, and regional teachers. She successfully formed youth ecology clubs that conduct activities such as Earth Day and Arbor Day celebrations, community clean-ups, tree nursery management, and reforestation events. She also supports regional teachers through capacity-building activities in the environment in accordance with Bolivian educational reform.

Health and HIV/AIDS

Access to potable water and latrine systems is a major development challenge in Bolivia. Partnering with local and national organizations, Volunteers are improving sanitary conditions by designing and constructing water systems and providing potable water to poor communities in rural areas. Volunteers organize and train local water boards in administration, maintenance, and environmental protection issues associated with potable water. They help strengthen municipalities to meet ongoing local water needs. Volunteers also spearheaded Peace Corps/Bolivia's efforts to improve solid-waste management, recycling, and composting practices.

In the Bolivian altiplano, where animal well-being is critical to family economies, a Volunteer works on a joint project to provide water for llamas and for human consumption. The Volunteer and community members have drilled low-cost wells and provided clean drinking water to local farmers. Water from the wells is used to water the increasing llama herds in the arid countryside. Sanitation education and water treatment practices are integral parts of the program.



Botswana

Capital.....	Gaborone
Population.....	2 million
Annual per capita income	\$3,530
GDP growth	5.4%
Adult illiteracy rate	Male: 24%
	Female: 18%
Infant mortality rate	82 per 1,000 live births
Immunization rate.....	DPT: 97%
	Measles: 90%
Foreign direct investment	\$86 million
Access to safe water.....	Urban: 100%
	Rural: 90%
HIV/AIDS prevalence.....	37.3%
Religions	Christianity: 60%
	None: 20%
	Indigenous beliefs: 6%
	Other: 4%
Official language	English

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	51	51
Program funds (\$000)	1,705	1,726

Country Overview

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

A multiparty democracy, the Republic of Botswana, has enjoyed a stable and progressive political climate since independence in 1966. Its politics have been dominated by the Botswana Democratic Party (BDP), which has won every presidential election over the past three decades. The first president, Seretse Khama, was succeeded through a peaceful electoral process by Quett Ketumile Masire. The current president, Festus Mogae, came into office upon Masire's retirement in 1998.

Economically, Botswana has maintained one of the world's highest growth rates since its independence. Through fiscal discipline and sound management, the nation has transformed itself from one of the poorest countries in the world into a middle-income country. Diamond mining has fueled much of this economic expansion. Other important economic activities include tourism and beef production. Despite its high gross domestic product, however, Botswana suffers from high unemployment and income disparity. Revenue from diamonds and profits from the large foreign-exchange reserves of the Bank of Botswana have largely cushioned Botswana from recessions that have hurt most countries in the region. Though Botswana has experienced extremely high rates of growth, it has also experienced the 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 Botswana life for years to come.

Program Focus

From 1966 to 1997, Peace Corps projects touched nearly all aspects of Botswana's development, with Volunteers working in education, health, the environment, urban planning, and economics. Volunteers filled significant gaps in human resources and made important contributions to the steady progress of Botswana. In fact, many leading figures in Botswana today were positively influenced by a Peace Corps teacher or counterpart, and the Peace Corps program was closed in 1997 because of the country's economic success.

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. During the past seven years, the president has led the national strategic plan by chairing 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 has given momentum to Botswana's war on AIDS. The government enlisted international agencies, civil society, other governments, and volunteer organizations in this fight. In 2001, President Mogae asked President Bush to reestablish the Peace Corps program to assist with the HIV/AIDS pandemic. Following an assessment by the Peace Corps in 2002, the program reopened, and the first group of Volunteers dedicated to combating HIV/AIDS arrived in March 2003.

Volunteer Focus

Health and HIV/AIDS

Under the guidance of the National AIDS Coordinating Agency, the Peace Corps began its activities in partnership with the Ministry of Local Government, specifically with the AIDS Coordinating Unit. This unit is helping to mainstream HIV/AIDS education and programming at the national, district, and village levels. (All government-sponsored development programs are to include HIV/AIDS training and education for the workforce and the recipient community.) It has deployed AIDS coordinators to all the health districts throughout the country. Volunteers are assigned as counterparts to these coordinators. The Volunteers provide assistance to the district AIDS committees

in developing multi-sector, district-wide responses to HIV/AIDS. They also help develop village AIDS committees; monitor, evaluate, and document HIV/AIDS programming and its impacts; and facilitate district plans to ensure that HIV/AIDS activities are integrated into all development projects.

Last year, Peace Corps/Botswana, in partnership with the Ministry of Local Government, assigned Volunteers to help build community capacity to deal with HIV/AIDS-related challenges. One group of Volunteers is working with social worker counterparts at the village level to build capacity for home-based care clients as well as orphans and vulnerable children. A second group is supporting healthcare professionals at village clinics providing services to women to prevent mother-to-child transmission. They work in close collaboration with the Centers for Disease Control and Prevention and the Botswana Ministry of Health.

One Volunteer was sent to an area with a very low turnout for the government-provided HIV testing service. This failure to test has been identified as one of the critical factors in turning the tide of the AIDS epidemic in Botswana. The Volunteer's assessment of the community revealed a startling gap in village knowledge and understanding of the government's free testing program. Using readily available materials and local businesses and public forums, the Volunteer mobilized the host clinic to launch a public service campaign to educate the community about the availability of HIV testing. Signs in the local languages that advertise the service were displayed by cooperating business owners and information about the testing services was included in all village meetings. Since the public service campaign, testing numbers have more than doubled.

“Seeing the disparity that AIDS has wreaked on African countries can leave one feeling as though you are in a fight against an unbeatable monster. But with Peace Corps, it as always been, and will always be, about the relationships and connections we make. The Peace Corps is a lot of those little victories that ripple into a great big one.”

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



Bulgaria

Capital.....	Sofia
Population.....	8 million
Annual per capita income.....	\$2,130
GDP growth	4.3%
Adult illiteracy rate	Male: 1% Female: 2%
Infant mortality rate	12 per 1,000 live births
Immunization rate.....	DPT: 96% Measles: 96%
Foreign direct investment.....	\$1,419 million
Access to safe water	Urban: 100% Rural: 100%
HIV/AIDS prevalence.....	0.1%
Religions	Bulgarian Orthodoxy: 82.6% Islam: 12.2% Others: 4% Roman Catholicism: 0.6% Protestantism: 0.5%
Official language	Bulgarian

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	221	212
Program funds (\$000)	3,464	3,403

Country Overview

Program dates	1991–present
Program sectors	Business Development Education Youth

Bulgaria continues to transform its political, economic, and social systems. Efforts to create stability, prosperity, and opportunity have begun to pay off, particularly in the larger urban areas. In 2004, Bulgaria became a member state of the NATO alliance. In 2005, Bulgaria signed the accession treaty for the European Union (EU) with a proposed full membership date of January 1, 2007. Despite this major accomplishment, much work remains before Bulgaria achieves all of the progress required of new EU members.

Even as national economic statistics and structural reform raise hopes for Bulgaria, progress has been frustratingly slow for many Bulgarians who still feel the pain of the economic collapse of 1996. Approximately 35 percent of Bulgaria's population still live below the poverty line. Ethnic minorities, rural people, and the elderly are typically at the bottom of the social and economic order.

Bulgaria's position in southeastern Europe makes this small country a bellwether for regional stability and the evolution of a peaceful and prosperous Balkans. In particular, Bulgaria represents an opportunity to demonstrate to other countries in the region that open societies committed to ethnic tolerance achieve more—economically, socially and politically.

Program Focus

The Peace Corps serves Bulgaria through programs in English language education, community and organizational development, and youth development. In addition to direct skills transfer to adults and children, Volunteers partner with change agents in their communities to identify local needs, create development strategies, and build civil society through broad-based community cooperation.

Volunteer Focus

Business Development

Volunteers in this sector focus on community and organizational development and work to build greater cooperation at the grassroots level as Bulgarian communities work toward a democratic civil society and an improved quality of life. Volunteers build synergy among local governments, nongovernmental organizations (NGOs), entrepreneurs, civic groups, and individuals. The success of this program depends upon the energy and expertise of Volunteers to identify common priorities, set realistic expectations, and develop and implement strategies that meet community objectives.

Volunteers help communities leverage European Union structural funds through improved project design and management. They promote volunteerism, organize informational campaigns, teach management and organizational skills, and build mechanisms for more effective community resource generation.

For example, a group of Volunteers recently organized a seminar on “Starting and Maintaining a Tourist Information Center in Your Town.” The goals of the two-day seminar were to share best practices and success stories for tourist information centers, to discuss new ideas for generating revenue to support the centers, and to form a “circle-of-support” network to continue sharing tips as well as to allow the different centers to promote each other. Volunteers and their counterparts working on tourism projects from across Bulgaria attended. Local communities and organizations participated in the event on their own initiative, not in response to a ministry directive or “central planner.”

Education

Another national priority for Bulgaria as they move toward EU accession is progress toward English language fluency. The Peace Corps is addressing this need by providing Volunteers to work as full-time teachers in primary and secondary schools to improve students’ and teachers’ English language skills.

Beyond their teaching responsibilities teaching English as a foreign language (TEFL) Volunteers also work on community projects such as youth

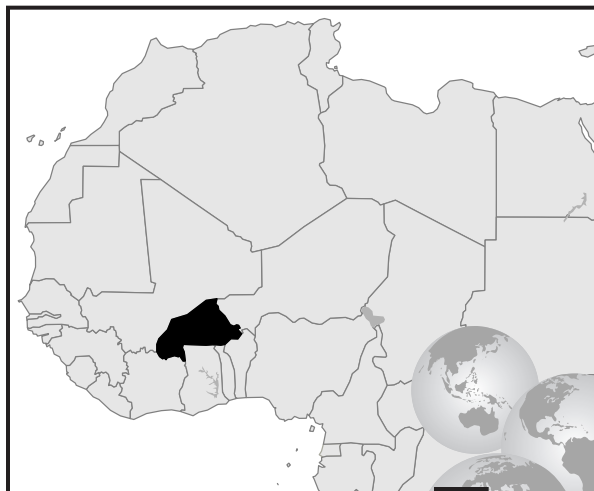
camps, adult English courses, and minority integration training. Many TEFL Volunteers are helping raise awareness of the dangers of human trafficking, a growing problem in Bulgaria and the broader region. Volunteers also work with students and counterparts on fundraising and in teaching basic business skills, peer education, HIV/AIDS awareness, and many other community outreach projects.

In 2005, Volunteers taught 7,200 primary and secondary students at 72 schools. Approximately 20 percent of TEFL Volunteers worked at sites with considerable minority populations (Turkish and Roma), where they facilitated the process of better ethnic integration through discussions, sports activities, and tutoring. Volunteers established six English language resource centers and computer labs, and they contributed books, multimedia, and other resources to their schools. They also held presentations on learning disabilities and participated in teacher-training seminars.

Youth

Youth development has become an increasingly important focus of policymakers and communities who view the enthusiasm, flexibility, and potential of young people as a major asset as they implement the changes required for European Union accession. The Peace Corps’ youth development program supports two of Bulgaria’s most important national initiatives: the Ministry of Youth and Sport’s initiative to provide all youth with greater opportunities for personal development, and the State Agency for Child Protection’s initiative to improve the conditions of the more than 30,000 children living in orphanages and other state institutions.

In 2005, Volunteers and their partners organized camps and after-school programs to provide opportunities for leadership, life, and career skills development; community service; and tolerance-building for ethnically diverse young people living in and out of institutions. Examples of collaborative accomplishments include establishing Bulgaria’s only youth-operated movie theater, encouraging youth leadership for multiple community organizations and student councils, and creating numerous youth volunteer clubs.



Burkina Faso

Capital.....	Ouagadougou
Population.....	12 million
Annual per capita income	\$300
GDP growth	6.5%
Adult illiteracy rate	Male: 81.5%
	Female: 91.9%
Infant mortality rate	107 per 1,000 live births
Immunization rate.....	DPT: 84%
	Measles: 76%
Foreign direct investment	\$11 million
Access to safe water	Urban: 82%
	Rural: 44%
HIV/AIDS prevalence.....	1.8%
Religions	Islam: 55%
	Christianity: 25%
	Indigenous beliefs: 20%
Official language	French

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	125	134
Program funds (\$000)	3,175	3,285

Country Overview

Program dates	1966–1987 1995–present
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Program sectors	Business Development Education Health and HIV/AIDS
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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. The majority of its population is engaged in subsistence agriculture, which is hampered by frequent droughts. Though foreign investment and private sector development are increasing, healthcare remains inadequate and conditions such as malaria and malnutrition are endemic.

Program Focus

The Peace Corps entered Burkina Faso in 1966 and major projects included forestry and agricultural extension, education, and small enterprise development. Though the Peace Corps program phased out in 1987, Volunteers returned to Burkina Faso 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. In 2003, Peace Corps introduced a small enterprise development project to complement the government's poverty reduction and private sector promotional programs. In 2005, the government of Burkina Faso again came to Peace Corps to ask for assistance—this time to increase the level of girls' access to education. This was identified as a priority by the Millennium Challenge Corporation (see note on page 90) and is the focus of its efforts in Burkina Faso. As a result of this request, the Peace Corps launched the first group of Volunteers working in a girls' education and empowerment program in October 2005. Currently, Volunteers work throughout the country, primar-

ily in rural areas, and all Volunteers, regardless of sector, are trained in how to promote awareness of HIV/AIDS and gender and development.

Volunteer Focus

Business Development

Peace Corps/Burkina Faso works in the small enterprise development sector with a project that promotes business development and agribusiness. Volunteers work with entrepreneur associations and cooperatives to market crafts and agribusiness products as well as to promote cultural tours and tourism. Volunteers work with savings and credit clubs, handicraft associations, and agribusiness cooperatives to improve business practices and the viability of commercial activities.

Two small enterprise development Volunteers worked with local artisan and agribusiness associations to create business trainings. Designed for the elected officers, the workshops covered a number of topics including the statutes of the group, the roles and responsibilities of the officers, and characteristics of an effective group.

Education

Volunteers in the secondary education project are assigned to the Ministry of Education to work in underserved middle schools and high schools as math and science teachers. Teachers typically have large classes, sometimes with more than 100 students, and they teach up to 25 hours per week. These Volunteers teach all classes in French. Volunteers work with their counterparts in secondary schools to build students' capacities for critical thinking, problem solving, and life skills. Volunteers have created innovative lesson plans that enrich the traditional Burkinabé way of teaching.

The girls' education and empowerment project began in 2005 is working to meet the Ministry of Basic Education's goals to improve the education system and to increase the enrollment and reten-

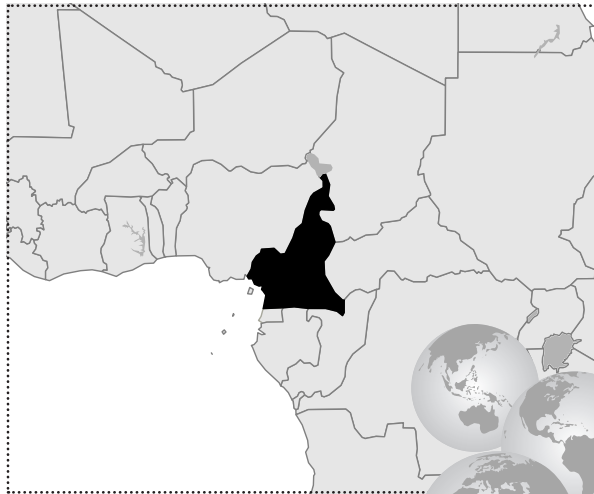
tion numbers for girls in the system. To do this, Volunteers are working with communities and schools to design and implement programs such as mentoring, girls' clubs, life skills transfer, and tutoring.

Health and HIV/AIDS

The health project responds to the government's priority of revitalizing its primary healthcare 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. They work with communities to strengthen local health management committees and help develop health promotion programs in areas such as childhood communicable diseases, malaria, HIV/AIDS education, and Guinea worm eradication. Volunteers work closely with Ministry of Health officials to coordinate the planning and execution of "Guinea Worm Weeks" in endemic zones of Burkina Faso. Ministry officials and international partners in the Guinea worm eradication campaign consistently cite the efforts of Volunteers as being the backbone of the eradication program.

Through training and ongoing day-to-day assistance, Volunteers have built the capacity of local community groups to undertake health promotion activities using primarily their own resources. These community groups include health center management committees and HIV/AIDS groups. The former are groups of villagers elected under the Bamako Initiative to provide local input into health center management. The latter groups were established and trained with the help of Volunteers, and their project, "SIDA Stop" (Stop AIDS), is a grassroots effort with strong commitment from stakeholders. Findings from an external evaluation conducted last year highlight the project's sustainability. Most site visits took place in former Peace Corps sites, and indicated that SIDA Stop activities continue to occur without the presence of a Volunteer.

Note: Launched by President Bush, with bipartisan congressional support, the Millennium Challenge Corporation was established by Congress in 2004 to administer the Millennium Challenge Account, an innovative foreign assistance program designed to make U.S. aid more effective by rewarding countries with sound policies and good governance.



Cameroon

Capital	Yaounde
Population.....	16 million
Annual per capita income	\$630
GDP growth.....	4.7%
Adult illiteracy rate	Male: 23%
	Female: 40%
Infant mortality rate	95 per 1,000 live births
Immunization rate.....	DPT: 73%
	Measles: 61%
Foreign direct investment.....	\$215 million
Access to safe water.....	Urban: 84%
	Rural: 41%
HIV/AIDS prevalence.....	5.5%
Religions	Christianity: 53%
	Indigenous beliefs: 25%
	Islam: 22%
Official languages.....	French
	English

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	138	141
Program funds (\$000)	3,028	3,043

Country Overview

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

Cameroon, an independent republic, continues to move toward democracy. Political reforms are having a positive effect and the nation's multiparty system is enabling elections to become more competitive. Cameroon has a national assembly of 180 members, who serve for five-year terms.

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. Currently, four robust projects are executed throughout the 10 provinces of Cameroon: English, math, computer, and science education; health and water/sanitation; agroforestry; and small enterprise development. Additionally, all projects have four common themes that focus on counterpart involvement, Volunteer competence, HIV/AIDS awareness and mitigation, and organizational professionalism.

Volunteer Focus

Agriculture

Increasing competition for land in Cameroon has led some farmers 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 understand the benefits of agroforestry and permanent farming systems and can promote

these benefits to other farmers. Volunteers helped train farmers in agroforestry techniques by establishing demonstration plots on their farms. They also helped farm families establish 91 nurseries that produced more than 88,000 seedlings and cuttings. Additionally, 35 seed banks were active during the year.

One Volunteer helped a farmer conceive, implement, and market a commercial nursery in a drastically dry part of the Far North Province. By the second nursery season, the farmer had successfully produced more than 8,000 trees that were sold to surrounding communities for use in local reforestation projects.

Business Development

Business development projects link Volunteers to microfinance institutions where they provide technical assistance for small enterprise development. In 2005, more than 12,000 Cameroonians participated in meetings, workshops, and other training sessions organized by Volunteers to improve business, credit, and loan portfolio management skills. Additionally, Volunteers worked to promote the prudent use of credit and the importance of loan recovery. As a result of the efforts of Volunteers who work with the community-based banks, credit unions, and nongovernmental organizations that manage microfinance initiatives, 2,300 Cameroonians are better able to provide credit management and counseling to entrepreneurs and to assist financial institutions in providing secure loans with a minimal delinquency rate. Currently, 18 small enterprise development Volunteers work in 18 microfinance institutions in seven provinces of Cameroon.

In one program that focuses on developing youth capacity to initiate and participate in savings programs, six “youth advocates” were trained to host sessions on the value of savings and the general marketing of the program. More than 300 children have participated in these seminars.

Education

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

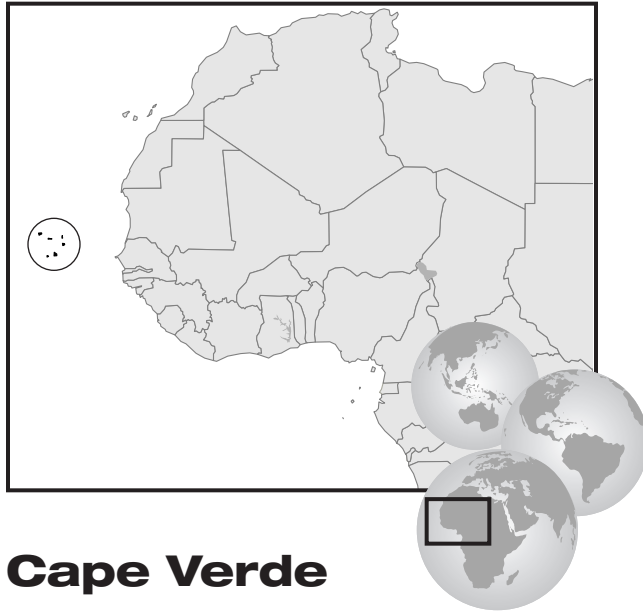
mented with health and environmental education curricula integrated into daily lessons. Overall, education Volunteers taught English and didactics, math, and science to more than 600 student teachers in teacher-training colleges and more than 15,000 secondary school children.

One Volunteer gave a strong presentation on “Encouraging and Mentoring Girls in the Rural Environment” at a girls’ mentoring workshop at the University of Buea. Approximately 80 Cameroonian female teachers benefited from this presentation, and, as a result, the Volunteer became mentor to 10 female students from his school, with mentoring practices that include career advising, goal setting, and achievements.

Health and HIV/AIDS

The HIV/AIDS pandemic is one of the most pressing public health concerns, with as much as 8.6 percent of the population infected in certain urban areas. All Volunteers, regardless of sector, are trained in prevention, mitigation, and behavior change with regard to HIV and other sexually transmitted diseases (STDs). This enables Volunteers to be important resources for their communities. Volunteers also receive training in the National AIDS Control Plan of Cameroon to facilitate their active participation in local strategies. In 2005, health Volunteers trained nearly 550 peer educators on HIV/AIDS and STD issues and educated more than 13,000 community members on the prevention of HIV and other STDs. Health Volunteers also trained more than 1,000 adolescents in life skills, enabling them to make positive choices and live healthier lifestyles. Health Volunteers actively integrate other technical areas into their activities. Some focus on building local capacity in information technology; others incorporate environmental education issues, including efforts to conserve Cameroon’s rain forest, into their work.

Serving as creative director, one Volunteer oversees the production of *100% Jeune*, a monthly magazine for youth ages 14 to 24 in the English-speaking provinces of Cameroon. Borrowing ideas from publications in the U.S., Europe, and Africa to improve the look of the culturally appropriate entertainment journal, the Volunteer works with freelance writers to incorporate reproductive health education lessons into the magazine.



Cape Verde

Capital.....	Praia
Population.....	470,000
Annual per capita income	\$1,440
GDP growth	5.0%
Adult illiteracy rate	24%
Infant mortality rate	26 per 1,000 births
Immunization rate.....	DPT: 78% Measles: 68%
Foreign direct investment	\$23.7 million
Access to safe water.....	Urban: 86% Rural: 73%
HIV/AIDS prevalence.....	Not available
Religions	Roman Catholicism Protestantism
Official language	Portuguese

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	44	49
Program funds (\$000)	1,787	1,802

Country Overview

Program dates	1988–present
Program sectors	Business Development Education Youth

Cape Verde is a stable, transparent democracy. The African Party for Independence (PAICV) governed the country as a one-party state from the time of Cape Verde's independence in 1975 until its first democratic elections in 1990. The Movement for Democracy party (MPD) won the 1990 and 1995 elections, but was defeated in 2000, when PAICV regained control. PAICV won national elections again in 2006.

Cape Verde has a low per capita gross domestic product (GDP), a result, in large part, of a poor natural resource base, including serious water shortages caused by periods of long-term drought. The economy is service-oriented, and commerce, transport, and public services account for almost 70 percent of GDP. Although nearly 70 percent of the population lives in rural areas, agriculture is only a small percentage of GDP. The potential of fishing has not been fully exploited, and about 90 percent of Cape Verde's food supply is imported. Cape Verde runs a high trade deficit annually, which is financed by foreign aid and emigrant remittances. Economic reforms launched in 1991 are aimed at developing the private sector and attracting foreign investment to diversify the economy. In 1998, Cape Verde's Constitution was changed to remove state control from all sectors of the economy (except the central bank) and to open the economy to foreign and domestic investment. In July 2005, Cape Verde signed a five-year \$110 million compact with the Millennium Challenge Corporation (see note on page 90) to improve infrastructure to support increased economic activity and provide access to markets, employment, and social services.

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, and current Volunteers work on seven of the nine inhabited islands. Cooperating closely with the government's stated development goals, Volunteers work in education (English teacher trainers, secondary school English teach-

ers and vocational education teachers), capacity building at the municipal level (Cape Verde has 17 municipalities), and youth development (information technology, small business and credit, and leadership training, including life skills). Many Volunteers participate in the women and gender and development program, including activities such as career-planning events for girls, training for women by the National Association of Women Lawyers, and the celebration of International Women's Week. The Peace Corps is considered an important player in the nation's program to combat the HIV/AIDS epidemic, and all Volunteers, regardless of sector, are trained in HIV/AIDS education.

Volunteer Focus

Business Development

Since the government's shift toward decentralization, municipalities and local communities have had difficulty identifying community needs and developing solutions to community problems. Volunteers continue to promote information technology as a tool to implement sustainable, small-scale community development projects. Volunteers have recently trained community members, among them students and businesspeople, in basic computer applications, built and repaired computer networks for cybercafés, and taught working professionals how to use AutoCAD. Volunteers also advise small businesses to increase profitability, viability, and access to credit. Peace Corps Volunteers serve as consultants to local entrepreneurs seeking credit or grants, helping them to better define their business ideas and explain the different options in lending organizations as well as their general policies for payback.

Education

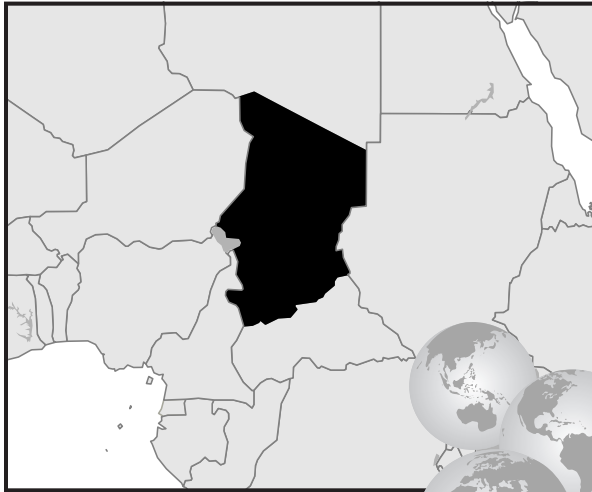
The education project is designed to share knowledge (content) and skills (methodologies) with Cape Verdean students, teachers, administrators, parents, organizations, and communities in

formal and informal education settings through Volunteer and counterpart collaboration. The project is implemented in districts where the need for English teachers, teacher trainers, and vocational education teachers (construction, carpentry, electronics) is greatest. Volunteers work in the areas of classroom instruction, teacher training and skills transfer, enhancement of teaching materials, and community programs.

Volunteers are placed in educational institutions, which submit annual local action plans approved by the Ministry of Education. The Volunteers' role in the classroom and in planning meetings is that of facilitator and mobilizer. The project incorporates gender roles with regards to equal access to and participation in school, and educates students and the community in life skills and HIV/AIDS prevention. Working with youth through sports, summer camps, and community projects is another important project component.

Youth

Youth are a major focus for Volunteers because more than 60 percent of Cape Verdeans are under 25 years old, and 40 percent are under 15. Volunteers work in national youth centers where they train local staff in organizational development, information technology, and life skills. Volunteers have participated in National Youth Week where more than 60 young men and women from all the islands meet to share experiences and are involved in sports competitions, cultural interaction, and group talks/discussions. In addition, Volunteers train youth in information technology, English, music, HIV/AIDS awareness, leadership, and other areas as needed. Volunteers have organized activities and trainings, using the *Life Skills Manual*, for youth and adults at youth centers for World AIDS Day. One Peace Corps Volunteer laid the groundwork to conduct an open forum for community youth to congregate and discuss important issues such as drugs, alcohol, and HIV/AIDS.



Chad

Capital.....	N'Djamena
Population.....	9 million
Annual per capita income	\$240
GDP growth	11.3%
Adult illiteracy rate	Male: 45%
	Female: 62%
Infant mortality rate	117 per 1,000 live births
Immunization rate.....	DPT: 47%
	Measles: 61%
Foreign direct investment	\$837 million
Access to safe water	Urban: 40%
	Rural: 32%
HIV/AIDS prevalence.....	4.8%
Religions	Islam: 51%
	Christianity: 35%
	Animism: 7%
	Indigenous beliefs: 7%
Official languages.....	French
	Arabic

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	47	50
Program funds (\$000)	1,863	1,944

Country Overview

Program dates	1966–1979
	1987–1990
	1990–1998
	2003–present

Program sector	Education
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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 elections in 1996 and National Assembly elections in 1997.

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. More than 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 began exporting oil in October 2003. The economy has long been handicapped by Chad's landlocked position, high energy costs, and history of political instability. The government is now proactively maintaining civil order and internal security, especially for 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 (from 1979 to 1987 and in 1990 and 1998) over concerns for Volunteers' safety. Before the last suspension in 1998, 32 Volunteers 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 expressed a strong need for Volunteers teaching English as a foreign language (TEFL), and the Peace Corps reestablished its program with a TEFL project. This project provides a structural framework for Volunteers and their Chadian counterparts to follow, facilitating the development of future initiatives. All Volunteers in Chad, regardless of sector, are trained in how to promote HIV/AIDS awareness.

Volunteer Focus

Education

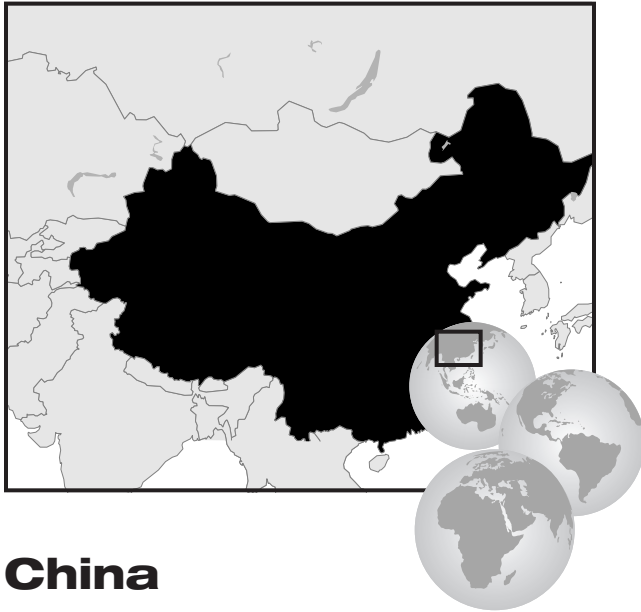
Volunteers teach English at the secondary school level in the Kanem, Lac, Chari-Baguirmi, Mayo-Kebbi, Tandjile, and Guéra prefectures. These regions are centrally located and contain more than one-third of Chad's population. In addition to teaching English, Volunteers incorporate

HIV/AIDS education and prevention into their lessons, and they share innovative and participatory methodologies with their colleagues. This summer, Volunteers worked closely with a local nongovernmental organization (NGO) and their communities to implement girls' camps in 10 different locations. These camps included a wide variety of recreational and educational activities and provided girls with culturally appropriate information regarding HIV/AIDS prevention. The communities involved in the camps contributed more than 25 percent of the project's implementation costs.

One Volunteer held student group meetings once a week at a nursery to teach students about the importance of trees, the dangers of desertification, tree care, and environmental care in general. Working with a local community agricultural group, the tree nursery was used to germinate and eventually plant 5,000 trees in the small communities around the town. Students take part in caring for the trees, and activities like learning how to compost and organizing community clean-ups are part of weekly meetings.



Representative Chris Shays (R-CT), a returned Peace Corps Volunteer, visits Mgolole Orphanage during a Congressional Delegation trip to Africa. The Mgolole Orphanage provides care for approximately 60 children.



China

Capital	Beijing
Population.....	1.288 billion
Annual per capita income	\$1,100
GDP growth	9.3%
Adult illiteracy rate	Male: 5%
	Female: 13%
Infant mortality rate	30 per 1,000 live births
Immunization rate.....	DPT: 90%
	Measles: 84%
Foreign direct investment.....	\$53.5 billion
Access to safe water	Urban: 92%
	Rural: 68%
HIV/AIDS prevalence.....	0.1%
Religions (<i>officially atheist</i>)	Buddhism
	Christianity
	Islam
	Taoism
Official language	Mandarin

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	110	115
Program funds (\$000)	1,785	1,886

Country Overview

Program dates	1993–2003 2004–present
Program sectors	Education

China has been reforming its economy since 1979. 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, and it has introduced new management systems to help increase productivity. It also has focused on foreign trade as a major vehicle for economic growth. Although these internal reforms have opened the country to global markets, rapid economic development has left behind many Chinese who do not have the skills to participate in the new economy, and it has exacerbated China's environmental problems, especially air pollution and soil erosion.

Program Focus

To help address these challenges, Volunteers are assigned to teach English education, an area in which the Chinese government has identified as needing increased technical skills. The Chinese 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 U.S. 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, they were referred to as "U.S.-China Friendship Volunteers." In 1998, an official country agreement was signed that formalized the program's expansion into more areas. Volunteers have served in the Sichuan, Guizhou, and Gansu provinces and the Chongqing municipality. In April 2003, the program in China was temporarily suspended after Peace Corps officials evaluated the safety situation in the country in the wake of the SARS (severe acute respiratory syndrome) outbreak. The Peace Corps returned to China in the summer of 2004. Currently, 98 Volunteers are at 60 universities, including five medical colleges

and three vocational colleges, teaching English and environmental education. English teaching continues to be the top priority for the universities in China and the Chinese government.

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 expanded opportunities to learn technical skills, conduct business, and fulfill research projects. Peace Corps/China provides this training to both Chinese educators and students.

Volunteers in the English education project have the primary goal of teaching English to students who are being trained to become middle school English teachers in rural areas, and to train English instructors at the university levels. Volunteers also teach specialized courses in American culture, history, literature, linguistics, and critical theory; and they enhance problem-solving skills among their students and local teacher trainees. 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 that focus on current teaching methodologies. They have also started English language drama clubs for their students, created student English newspapers, and offered community lectures on American culture. One popular communication tool is the "English Corner," where Americans gather on street corners, parks, hallways, and anywhere they can find room to accommodate large groups of people and simply speak English for an hour. All English-teaching Volunteers in China participate in these weekly forums.

In the summer of 2005, all 42 Peace Corps/China Volunteers participated in a teacher training summer project organized by provincial leaders in seven communities in three provinces and one municipality in western China. Five hundred and fifty Chinese English teachers from middle schools and primary schools received training in improving pronunciation skills, increasing their confidence in speaking English and introducing new teaching methods. Volunteers gave local teachers a basic introduction in language teaching methodology, classroom management skills, and classroom activities; and allowed the teachers to practice incorporating the new methodology, skills, and activities into their own teaching styles. Additionally, Volunteers introduced Chinese teachers to HIV/AIDS education, environmental protection, and American culture through content-based English.

"Often throughout the course of the summer training project we had enlightening talks with the teacher trainees, exploring the ways in which we as teachers can take the most productive elements from both Eastern and Western approaches to teaching and creatively combine them to provide our students with the best education possible."

**China Volunteer
Education Sector**



Costa Rica

Capital.....	San José
Population.....	4 million
Annual per capita income	\$4,300
GDP growth	6.5%
Adult illiteracy rate	Male: 4%
	Female: 4%
Infant mortality rate	8 per 1,000 live births
Immunization rate.....	DPT 88%
	Measles 89%
Foreign direct investment.....	\$577 million
Access to safe water	Urban: 100%
	Rural: 92%
HIV/AIDS prevalence.....	0.6%
Religions	Roman Catholicism: 69%
	Protestantism: 18%
	None: 12%
	Others: 1%
Official language	Spanish

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	88	83
Program funds (\$000)	1,794	1,865

Country Overview

Program dates	1963–present
Program sectors	Business Development Education Youth

Costa Rica has maintained democratic institutions and an orderly, constitutional system for leadership succession throughout its history. 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.

While Costa Rica has made impressive gains in many social areas, such as life expectancy, education, and healthcare, there are many families and communities in both urban and rural areas that do not benefit from these social gains. A new president was elected in February 2006 and is expected to make the fight against poverty—like his predecessor, Abel Pacheco—a focal point of his policies..

Program Focus

Since 1963, more than 2,100 Volunteers have served in Costa Rica in a variety of projects in the health, education, environment, agriculture, small business development, and youth development sectors. The Peace Corps program has changed to respond and adapt to the needs and challenges of Costa Rica and its people. Due to the growing social needs of certain sectors of the population and in light of the president's priorities, the programming focus now addresses the challenges of youth and rural community development. In 2006, the Peace Corps/Costa Rica initiated an additional project that responds to requests for support in the area of micro-enterprise development and ecotourism. Throughout the program's history, Volunteers have been consistently well-received by Costa Ricans and host counterpart agencies.

Volunteer Focus

Business Development

The overarching purpose of the business development project is to strengthen the capacity of mi-

cro-enterprises, micro-entrepreneurs, cooperatives, and communities in a manner that promotes locally driven projects and income generation. Volunteers collaborate with individuals, professionals, organizations, and communities to strengthen and improve businesses by increasing knowledge and skills in business planning and basic business management practices. In addition, micro-enterprises and rural community groups build their capacity to improve their development, management, and promotion of responsible ecotourism while raising awareness of the importance of environmental conservation.

Education

Volunteers in this sector work on project planning and community development to help communities combat the growing gap between the rich and poor and the high levels of poverty in rural areas. Volunteers collaborate with the National Office on Community Development. The poorest rural areas of the Guanacaste, Puntarenas, and Limón provinces and the region of Huetar Norte are the areas targeted for development. Volunteers and their Costa Rican counterparts conduct activities to address goals and objectives in three general areas: organizational development of local associations and governmental and nongovernmental organizations, including women's and youth groups; income generation for small businesses and households; and formal and nonformal education.

Most Volunteers in the education program teach English as a second language to school students and adult groups in their communities. The daily activities of the Volunteers are varied and have included basic community development projects, developing computer labs in schools, and assisting with the construction of new classrooms. One Volunteer worked with the local community to submit a request for funds to construct a classroom. The school had one

room for 40 children from first grade through sixth grade. Today, the school has two classrooms and the students are getting a better quality education.

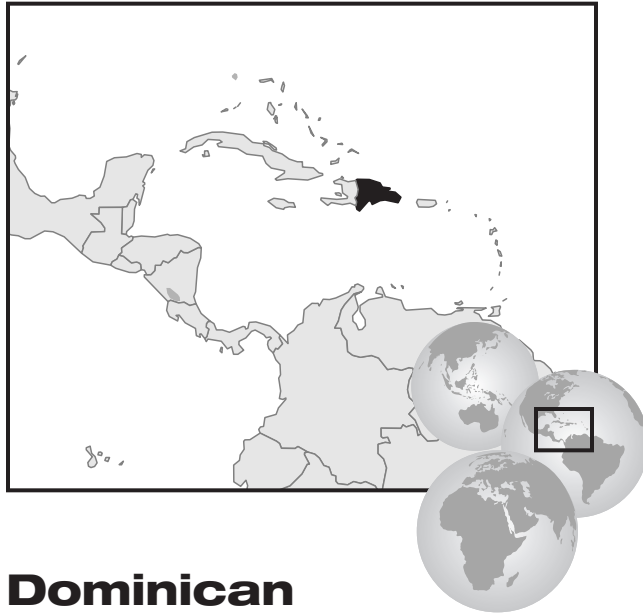
Youth

Volunteers assigned to this program address the needs of youth and families living in marginal communities. The program'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. They are strengthening the capacity of Patronato Nacional de la Infancia (Costa Rica Child Protection Agency) and marginal communities by developing projects that address the needs of youth and families, and they are providing information and training to increase awareness of the rights of children and the needs of youth and families.

Most adults in rural communities have not completed their secondary education; many never completed primary school. Therefore, Volunteers work with children, youth, and adults promoting and supporting a variety of educational programs, organizing academic support programs for students, and working with schools and their organizations to build their capacity for seeking needed resources. During the past year, 32 Volunteers organized and facilitated a variety of recreational activities with children and youth, including theater, arts and crafts, sports groups, and summer camps. One Volunteer worked with a community theater group on a drama production to raise awareness about domestic violence. All proceeds went to the local domestic violence commission for the protection of women and their children.

**“I congratulate you for your motivation and ability to go to
unknown places, to forego the comforts of your home for two years,
and to create options that, one way or another, improve the lives
of people in these sites.”**

**Maria Elena Zuniga Mora
President of the Buenos Aires Committee
for the Protection of Children**



Dominican Republic

Capital.....	Santo Domingo
Population.....	9 million
Annual per capita income	\$2,130
GDP growth	(-0.4%)
Adult illiteracy rate	Male: 16%
	Female: 16%
Infant mortality rate	29 per 1,000 live births
Immunization rate.....	DPT: 65%
	Measles: 79%
Foreign direct investment	\$310 million
Access to safe water.....	Urban: 98%
	Rural: 85%
HIV/AIDS prevalence.....	1.7%
Religion	Roman Catholicism: 95%
Official language	Spanish

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	188	196
Program funds (\$000)	2,875	2,899

Country Overview

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

The Dominican Republic occupies the eastern two-thirds of the island of Hispaniola in the Caribbean. A country with a relatively stable political environment, it has, in the recent past, experienced peaceful transitions following democratically elected governments. The most recent presidential inauguration in August 2004 brought Leonel Fernandez, who was president from 1996 to 2000, back to power. The Dominican Republic's economic success of the 1990s had deteriorated significantly during the past three years. The inflation rate grew by 60 percent in 2003 and more than 50 percent in 2004. Since the change of government, however, the inflation rate has slowed to single digits and economic growth has resumed. Poverty incidence in the rural areas is three times higher than in urban areas (exceeding 80 percent), and reaches extreme levels on the Haitian border and in batey/cane-cutting communities.

Program Focus

Since 1962, 4,100 Volunteers have provided development assistance to the people of the Dominican Republic. Volunteers work in five sectors in rural and marginalized urban areas.

The Peace Corps enjoys a great deal of support from the government of the Dominican Republic. This is not only because of Volunteers' commitment, but because they contribute to those areas identified by the government as priorities: assisting the rural and urban poor and striving to improve health, education, the environment, and community economic development. The youth program is both a stand-alone program aimed at youth and families and a common focus of all other programs. Information and communication technology (ICT) and HIV/AIDS prevention are also major components of Peace Corps programming in-country. The Peace Corps has a comprehensive strategy to develop environmental, educational, business, and health projects in the border region with Haiti.

Peace Corps/Dominican Republic is also working to develop a volunteer service movement for Dominican youth.

Volunteer Focus

Business Development

Volunteers engage in activities that range from business education to strategic planning to technical assistance. In underserved rural communities, Volunteers work with farmers' markets and agricultural cooperatives. In urban areas, Volunteers work with micro-entrepreneurs receiving loans from micro-credit organizations. Volunteers also promote business and leadership practices to youth through leadership/education workshops. In Jarabacoa, Volunteers are working to link small-scale organic coffee producers with new opportunities for marketing and sales.

Education

An ICT initiative was launched in October 2001. Volunteers work in computer centers training teachers and students in computer use, forming youth technology clubs, and promoting community access to technology. In 2004, Peace Corps/Dominican Republic expanded its collaboration to include the World Links program with which it will expand the Telecentro model of community ICT development and sustainability. One Volunteer taught basic computer skills to teachers and helped them see computers as an effective didactic tool.

A special education project was launched four years ago. Volunteers train teachers and school counselors in private and public schools to improve teaching methodologies, classroom management, active learning, and to better serve students with special needs. They also strengthen parent groups for children with special needs. One Volunteer recruited university students studying counseling and trained them to provide individual attention to the special needs elementary students in his school district.

Environment

Environmental efforts include conservation, preservation, environmental education, and ecotourism. Volunteers work in agroforestry and environmental education in schools and in national

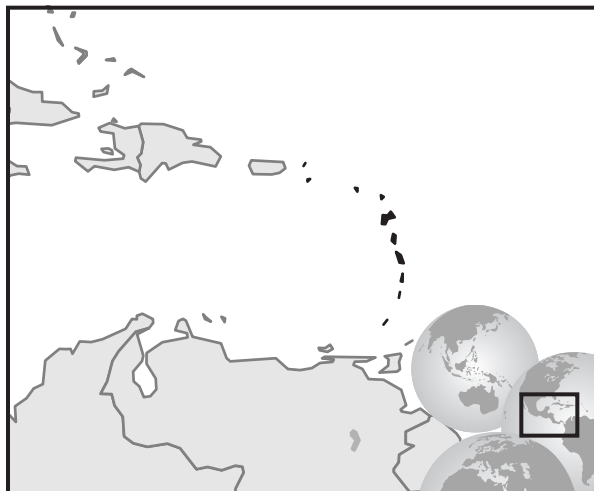
parks. They also promote environmental protection practices with local environmental nongovernmental organizations (NGOs) and government representatives. During the past year, Volunteers educated nearly 3,000 teachers and students in 70 schools and community-based organizations on environmental issues. The post also worked with the sub-secretariat of forestry resources with its new initiative in forest management, especially along the northwestern border with Haiti. The Brigada Verde initiative, launched last year, has created more than 35 student/youth groups that train their communities in environmental conservation. These groups have helped plant thousands of trees.

Health and HIV/AIDS

Volunteers provide assistance in improving sanitation, reducing diarrhea (the leading cause of child mortality), and increasing HIV/AIDS awareness. The Dominican Republic is ranked eighth in the Western hemisphere for prevalence in HIV infection; therefore, all Volunteers, regardless of sector, are trained to promote HIV/AIDS awareness. The HIV/AIDS strategy focuses on training youth as peer educators and forms part of three interventions in the Healthy Families project. The other two strategies are nutrition education and women's reproductive health. Volunteers are continuing efforts in environmental sanitation through the Healthy Environment project. This project reduces waterborne diseases through the development of water/sanitation systems and a strong health educational component. During the past 12 years, Volunteers and their communities built 96 gravity-flow systems benefiting close to 33,000 people.

Youth

Volunteers working in this sector partner with organizations as they promote the healthy physical, social, and cultural well-being of marginalized youth in rural and urban Dominican communities. The project seeks to strengthen youth, their families, and communities in a manner that enhances knowledge and skills, facilitates healthy relationships, and creates potential for positive impact within the community. One Volunteer organized two national youth leadership conferences called Futuro Brillante (Bright Futures) that taught service and leadership to more than 80 young leaders.



Eastern Caribbean

Capitals Antigua and Barbuda: St. John's
 Dominica: Roseau
 Grenada/Cariacou: St. George's
 St. Lucia: Castries
 St. Kitts and Nevis: Basseterre
 St. Vincent and the Grenadines: Kingstown

Average population95,000
 Average annual per capita income \$5,030
 Average GDP growth 1.78%
 Average adult illiteracy rate.....6.7%
 Average infant mortality rate..... 16.5 per 1,000 live births
 Average immunization rate DPT: 97.2%
 Measles: 96.5%
 Average foreign direct investmentNot available
 Average access to safe water..... Urban: 97.8%
 Rural: 93.7%
 Average HIV/AIDS prevalenceNot available
 Religions Protestantism
 Roman Catholicism
 Official language English

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	124	101
Program funds (\$000)	3,160	3,256

Country Overview

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

The Eastern Caribbean enjoys political stability and has established the Organization of Eastern Caribbean States (OECS) to promote unity and solidarity and the Caribbean Community and Common Market (CARICOM) to govern trade. But the six island nations that make up Peace Corps/Eastern Caribbean (Antigua and Barbuda, Dominica, Grenada/Cariacou, St. Lucia, St. Kitts and Nevis, and St. Vincent and the Grenadines) face special development challenges because of their small domestic markets, scarcity of trained labor, absence of raw materials, and vulnerability to natural disasters. With a combined population of approximately 550,000, the per-capita cost of economic and social infrastructure is high in each island nation. They are poised on the edge of technological innovation, yet hampered by a limited economy subject to any changes in the global economy. 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 preferences for banana exports further threatens economic development of 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 3,400 Volunteers have served on various island nations throughout the region. Many social and economic problems face Eastern Caribbean youth, who make up about 60 percent of the population. Consequently, Peace Corps programs focus on their educational, health, employment, and life-skills needs. Volunteers work under the umbrella of a youth and community development project in several sub-sectors, including special education, health and HIV/AIDS, information and communication technology, and small business development.

Volunteer Focus

Business Development

Volunteers help nongovernmental organizations (NGOs), village councils, and other community-based organizations develop business plans and improve management, communication systems, and entrepreneurial and marketing training. Volunteers focus on innovative ways to build capacity and transfer skills. In St. Kitts and Nevis, Volunteers collaborate with Youth Impact Ministries on youth entrepreneur training and a national conference on business education for youth. Since Hurricane Ivan in 2004, Volunteers on Grenada have collaborated with the U.S. Agency for International Development to promote small business opportunities, including a successful furniture cooperative. On St. Lucia, Volunteers introduce new production and management technologies to small producers such as beekeepers and fishermen.

Education

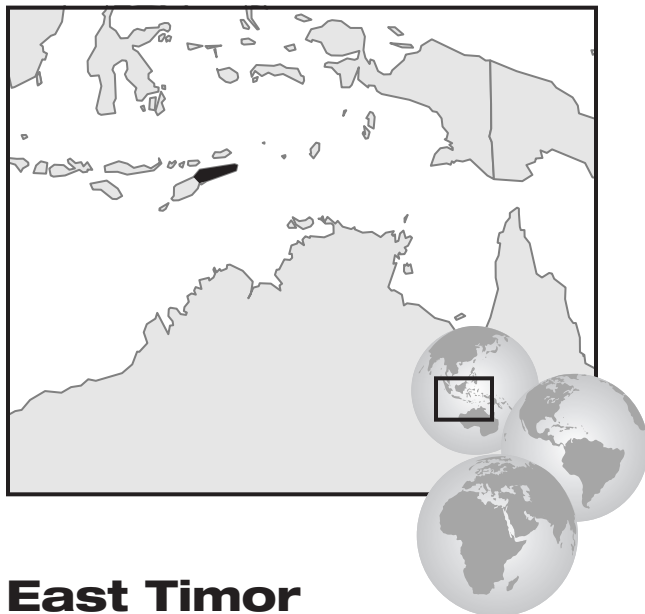
Volunteers have been instrumental in placing special education on the agenda of the ministries of education. There are now classes for those with learning disabilities and other special needs, and the ministries now recruit special education staff. Volunteers transfer teaching techniques and methodologies to their counterparts in schools and provide support to parents. Volunteers work with youth outside of school through school-based programs, such as 4-H and Junior Achievement; and with out-of-school youth in NGO programs, community centers, and vocational schools. Volunteers in Grenada work on teacher training and resource classrooms through a task force commissioned by the Cabinet of Ministers and at the local level. They also work with arts and crafts therapy at the School for Special Education and with a post-hurricane program for disabled adults. In St. Kitts and Nevis, Volunteers work with a reading assistance program targeted at students performing four or more levels below average. Volunteers in St. Lucia work with special education teachers to promote literacy and conduct teacher training.

Health and HIV/AIDS

Volunteers work with ministries of health to help develop national HIV/AIDS policies. In primary healthcare centers, Volunteers train health professionals and develop education materials covering primary healthcare and HIV/AIDS. Other Volunteers develop life skills materials to help students with issues such as assertiveness, decision-making, behavior modification, and HIV/AIDS awareness and prevention. Volunteers in Grenada promote outreach programs to help persons living with HIV/AIDS acquire useful life skills. On Dominica, a Volunteer and community partners conducted a 10-week training program for 50 health caregivers who support the elderly, the disabled, and the ill, with a special focus on HIV/AIDS. Volunteers in St. Kitts and Nevis work with a peer education network to introduce students to effective ways of communicating about HIV/AIDS, and train youth on community mapping to identify resources for HIV/AIDS education. Volunteers on St. Lucia support a national youth summit in commemoration of World AIDS Day.

Youth

Many communities are predominantly out-of-school and out-of-work youth, and Volunteers focus on providing life skills to them, as well as capturing their imagination and energy in after-school programs. On Antigua, Volunteers work with the Big Brother/Big Sister program, promoting mentoring throughout the local communities to raise the self-esteem and self-confidence of youth and improve their interpersonal skills. Other Volunteers train youth in drug prevention education, life skills, and peer counseling. In the Caribbean, males are increasingly marginalized, and Volunteers in Dominica engage young men in constructive activities through education, sports, and culture. In Grenada, Volunteers conduct agriculture and sports activities for an abandoned boy program and promote personal development skills. Volunteers in St. Lucia are developing a curriculum emphasizing the functional reintegration of teenage boys into society.



East Timor

Capital.....	Dili
Population.....	877,000
Annual per capita income	\$460
GDP growth	-2.0
Adult illiteracy rate	59%
Infant mortality rate	87 per 1,000 live births
Immunization rate.....	DPT: 70%
	Measles: 60%
Foreign direct investment	Not available
Access to safe water	Urban: 73%
	Rural: 51%
HIV/AIDS prevalence.....	Not available
Religion	Catholicism: 98%
Official languages.....	Portuguese
	Tetum

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	72	60
Program funds (\$000)	1,632	1,703

Country Overview

Program dates	2002–present
Program sectors	Agriculture Business Development Health and HIV/AIDS

East Timor became the newest country in the world on May 20, 2002, after a long struggle for independence with Portugal and Indonesia and after three years of governance by a United Nations transitional administration, whose mandate was to help the Timorese form their own government. Two days after independence, the Peace Corps signed an agreement with the new government, and by June 2002, Volunteers began arriving. Today, some 57 Volunteers are serving in this country about twice the size of Singapore.

East Timor's domestic economy is growing slowly and is based on the cultivation of coffee and rice. According to the 2004 U.N. Human Development Index, East Timor ranks 158 of 177 countries, and it is the poorest nation in Eastern Asia. More than 40 percent of the population lives below the poverty line, with an average income of \$1 or less per day. The Timorese pin 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 recover nearly \$180 million annually in royalties from oil sales during the next five years, once treaties with the Australian government are finalized.

Program Focus

The first group of 19 Volunteers were assigned to municipal development and health promotion activities. These Volunteers were the first international group to be trained in the local language, Tetum, and were placed at sites in rural towns and villages throughout the country. The language training manual developed by Peace Corps during that early period is now the national standard and is widely used by international agencies and nongovernmental organizations (NGOs) to teach their own staff.

A second group of 18 Volunteers arrived in 2003, and a third group of 31 Volunteers arrived in 2004. Both groups were primarily engaged in health promotion and community development.

A fourth group of Volunteers arrived in July 2005 to continue with Peace Corps' focus on health

promotion and community development. The latter project was renamed community economic development (CED) to better reflect the program's new emphasis on food security and income generation. Eighty percent of the population relies on subsistence agriculture, and high levels of malnutrition exist throughout the country. Both projects help to build capacity and work extensively with youth, women, NGOs, micro-enterprises, and community leaders.

Volunteer Focus

Agriculture

The major goals of Peace Corps' activities in this sector are to improve food security and basic nutrition and to increase per capita income through the creation of food surplus. These activities focus on youth and women, the primary subsistence agriculture workers in the country, as well as on farmers who have a desire to grow cash crops. For example, one Volunteer and his host family harvested the family's aloe garden and began manufacturing a lip balm that is now being marketed in the capital city, Dili. Profits provide an extra \$15 per month, almost doubling the family's previous income. Future agriculture programs will also include an agroforestry focus aimed at preventing soil erosion and establishing a sustainable source of firewood for cooking purposes. Assisting coffee growers to replant shade trees that have been lost through disease will also be part of the program.

Business Development

Volunteers help create or improve small enterprises with basic business practices, marketing and bookkeeping skills, product development, and technical expertise. They also focus on community economic development by helping emerging local districts, sub-district governments, and organizations establish efficient practices in providing basic services to their communities. Volunteers work with village leaders and organizations to plan community development projects. They also work to identify local and national resources to meet community

needs, including the rehabilitation of infrastructure destroyed after the vote for independence in 1999. For example, one Volunteer working in health promotion used his architecture skills to redesign and renovate a historic Portuguese administration building in his mountaintop village. He was able to secure outside funding through a USAID grant.

Health and HIV/AIDS

The overall purpose of the health program is to save lives and prevent disease. The target populations of health Volunteers are youth, women, and children, with a goal of reducing the high child mortality rate (12.5 percent die before age 5) due to diarrhea, malaria, and dengue fever. Volunteers teach general health education in community clinics; assist teachers in the design of lesson plans and the creation of materials for health education; and promote the activities of their communities' local health systems. For instance, one Volunteer created a "community restaurant association," where he shares healthy hygiene and sanitation habits for preparing and serving food. He also integrates marketing and other business growth techniques into association meetings. Additionally, he has promoted the inclusion of women in the local restaurant industry—both as employees and through the sale of their knitting products on restaurant premises. Another Volunteer developed an inexpensive fuel-efficient clay stove with a bamboo chimney that helped prevent numerous respiratory problems for women in the village. The project is now being promoted by other Volunteers in all parts of the country.

"My biggest accomplishment in Peace Corps/East Timor was seeing the smoke go up the kitchen chimney instead of into the lungs of the women cooking in my village."

**East Timor Volunteer
Business Development Sector**



Ecuador

Capital.....	Quito
Population.....	13 million
Annual per capita income	\$1,830
GDP growth	2.7%
Adult illiteracy rate	Male: 8% Female: 10%
Infant mortality rate	24 per 1,000 live births
Immunization rate.....	DPT: 89% Measles: 99%
Foreign direct investment	\$1,555 million
Access to safe water	Urban: 92% Rural: 77%
HIV/AIDS prevalence.....	0.3%
Religion	Roman Catholicism: 95%
Official language	Spanish

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	134	134
Program funds (\$000)	3,155	3,102

Country Overview

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

President Lucio Gutierrez, democratically elected in 2002, was removed from office in April 2005, and replaced by a new government led by Alfredo Palacio. This represented a disappointing trend of political instability, with an average of about one president per year. However, even with political unrest, the Ecuadorian government focuses on poverty alleviation, economic reforms, and anti-corruption efforts. The government faces an array of challenges, including the need for serious fiscal and governmental reforms and the impact on its northern border of Colombia's civil war.

The Ecuadorian economy is based on petroleum production and exports of bananas, shrimp, cut flowers, and other agricultural products. A severe economic and financial crisis in 1999 and the resulting dollarization of Ecuador's economy exacerbated chronic problems of underdevelopment. 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 or below the poverty level.

Program Focus

Ecuador first welcomed Peace Corps Volunteers in 1962. In response to the economic crisis facing the majority of Ecuadorians, the Peace Corps has redoubled its efforts in the areas of sustainable agriculture, habitat conservation, rural public health, and youth and families. Moreover, the Peace Corps has integrated income generation and business development activities into all of its projects.

Volunteer Focus

Agriculture

Volunteers train farmers to adopt land-use practices that are more environmentally sound. They also train farm families in small-animal husbandry practices to meet their nutritional and economic

needs. To address the eroding incomes of rural families, Volunteers help farmers and cooperatives improve their business and marketing skills. One Volunteer is helping six small farmers process the vegetable ivory seeds they produce and to sell a more finished product to exporters, rather than simply selling the raw material. In this way, the farmers make a far higher income than before. The Volunteer supports the planning and execution of the small business and is also an advisor in management, trade, and production issues.

Business Development

Volunteers with business skills and training complement the five project sectors. In 2005, Volunteers helped start 20 new businesses in small Ecuadorian communities with a total population of 17,000. They have expanded an innovative community savings/banking project that has now been successful in about 350 communities. Micro-banks help people save and manage their finances, and they provide funds to rural families, which has become particularly important during Ecuador's economic crisis.

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 2005, Volunteers promoted environmental education in schools, land management by farmers in buffer zones, soil conservation, and income-generating activities that are benefiting thousands of Ecuadorians. Results can be seen in outputs such as the establishment of several community-based ecotourism projects that now receive paying guests. One Volunteer is working in conservation of the fragile and highly biodiverse high-altitude Andean region known as the *paramo*. Earlier this year, he assisted his community in acquiring a herd of 20 paramo-friendly alpacas. The herd has since grown to 28 alpacas, and now the Volunteer is working with a group of 15 indigenous women and 2 indigenous men to transform fiber from the alpacas into high-quality sweaters, hats, gloves, and scarves that are being sold as quickly as they can be produced.

Health and HIV/AIDS

Malnutrition affects 60 percent of Ecuadorian children under five. To respond to this critical problem, Volunteers provide training in nutrition and family gardening. They also provide HIV/AIDS education in their communities. In 2005, Volunteers trained more than 1,200 persons, including 100 teachers, about HIV/AIDS transmission and prevention. One Volunteer works with 62 indigenous Kichwa midwives to reduce infant mortality while upholding Kichwa traditions and practices.

Youth

Volunteers work with youth and families in marginalized neighborhoods to address high school dropout rates, illiteracy, drug abuse, gangs, and unemployment. They strengthen youth organizations and provide youth with employment and leadership training. In 2005, Volunteers worked with almost 500 Ecuadorians on domestic violence and family relations in workshop settings. Two Volunteers initiated an after-school bakery project with street children less than a year ago. Thirteen boys and seven girls are now trained in basic business skills and are continuing their education while generating a small income. More and more children demonstrate interest in joining the project.

“The Volunteer in our community has made a tremendous impact on the local youth. He motivated young people to organize and come together to work toward common goals on environmental protection, youth development, HIV/AIDS awareness, and small business development. If only there were more people in the world with the goodwill and kindness as our Volunteer.”

**Sister Veronica Kim
El Palmar Community**



El Salvador

Capital.....	San Salvador
Population.....	7 million
Annual per capita income	\$2,340
GDP growth	1.8%
Adult illiteracy rate	Male:18%
	Female: 23%
Infant mortality rate	25 per 1,000 live births
Immunization rate.....	DPT: 88%
	Measles: 99%
Foreign direct investment	\$89 million
Access to safe water	Urban: 91%
	Rural: 68%
HIV/AIDS prevalence.....	0.7%
Religion	Roman Catholicism: 83%
Official language	Spanish

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	151	166
Program funds (\$000)	2,671	2,882

Country Overview

Program dates	1962-1979 1993-present
Program sectors	Agriculture Business Development Environment Health and HIV/AIDS Youth

El Salvador is 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 (NGOs), and community groups to develop better water systems, make health and sanitation improvements, provide environmental education, and assist in business development projects. In the aftermath of earthquakes, Volunteers have helped provide damage assessments of their sites, enabling the government and local NGOs to more effectively distribute resources to the most affected communities.

As the smallest, 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 loss of fertile topsoil, decreased crop yields, and displaced communities. These natural disasters also have limited access to healthcare and potable water by damaging major roads, contaminating water sources, and destroying latrines and waste-management systems.

Program Focus

The program in El Salvador, which began in 1962, was one of the Peace Corps' earliest efforts. The program was closed in 1979 because of civil war and reopened in 1993 after the war ended. Currently, approximately 150 Volunteers are working in business development, environmental education and agriculture, and health and HIV/AIDS. A new youth program was also recently implemented.

Volunteer Focus

Agriculture

Deforestation and the resulting soil erosion have affected more than 80 percent of the nation's territory, decreasing the availability of arable land. Volunteers are involved in agroforestry and environmental education 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. One Volunteer lives in an area where fruit production could raise community income, protect soil from erosion, and improve community members' nutritional status. She helped 55 farmers plant more than 1,300 grafted fruit trees. Along with government organizations and NGOs, she provided technical skills training for soil preparation, planting methods, soil conservation, fertilization, and management.

Business Development

In the late 1980s, El Salvador began to decentralize government services. However, municipal governments lack the legal and policy framework, technical skills, trained staff, and financial means to play a broader role in the country's democratic development. In addition, people are still gaining experience in implementing democratic processes that allow them to meaningfully participate in local decision-making. Volunteers work to increase the capacity of municipal institutions and rural community groups by improving their administration and organizational skills. Their work helps municipal offices better serve constituents by allowing community groups to solicit, administer, and manage projects locally.

One Volunteer is working with his mayor's office to draft an ordinance that will codify a tax structure for basic city services. With his counterparts, he researched tax structures of other similar cities and worked with the National Mayors' Association in El Salvador to obtain the proper formats and technical language to write the ordinance. The same Volunteer is also working with a local museum to expand its collection and help translate exhibit information into English to encourage more international visitors.

Environment

Volunteers in the environmental education project work with the government, NGOs, and commu-

nity organizations to educate groups and individuals about environmentally sound practices. Volunteers regularly prepare and give presentations to teachers and students on topics, including community environmental assessment; sources and health impacts of air, water, and soil contamination; and trash and recycling. In many communities, Volunteers participate in community development by organizing youth ecological clubs and other community groups to plan environmental protection activities and events. In other communities, Volunteers—through classroom exercises and field trips—educate individuals about El Salvador's flora and fauna, protected areas and national parks, and reforestation.

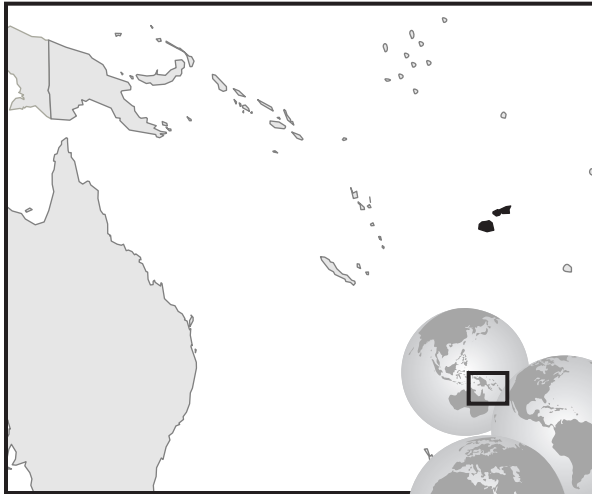
Health and HIV/AIDS

Volunteers help to improve the health and hygiene of communities by increasing access to water and sanitation services. Through participatory education and activities, they educate many community groups about the maintenance, management, and monitoring of water systems and latrines in addition to proper health and hygiene practices. Volunteers also collaborate with these groups to expedite communication and cooperation with national and international agencies for future sustainable efforts.

El Salvador is a potentially high-risk AIDS nation because of its proximity and accessibility to Honduras, which has a high HIV infection rate. Youth in rural communities have little, if any, reliable information about the spread of HIV/AIDS. To address these concerns, HIV/AIDS has been formally added as a component of the rural health and sanitation project. Working with rural health promoters, Volunteers now develop educational materials, provide organizational support, conduct home-health visits, and assist with seminars on reproductive health and HIV/AIDS prevention.

Youth

A group of four Volunteers recently drafted a successful proposal for a youth camp to prepare future leaders in their geographic areas. With the intentions of bettering individual communities and strengthening leadership skills among young people, Volunteers each invited two youths from their respective communities to participate. During the event, they discussed such themes as gender, communication, leadership, self-esteem, health, and general life skills.



Fiji

Capital.....	Suva
Population.....	835,000
Annual per capita income	\$2,240
GDP growth	5.0%
Adult illiteracy rate	7%
Infant mortality rate	16 per 1,000 live births
Immunization rate.....	DPT: 94%
	Measles: 91%
Foreign direct investment	Not available
Access to safe water	Not available
HIV/AIDS prevalence.....	0.1%
Religions	Christianity: 52%
	Hinduism: 33%
	Islam: 7%
Official language	English

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	57	57
Program funds (\$000)	1,848	1,901

Country Overview

Program dates	1968–1998 2003–present
Program sectors	Environment Health and HIV/AIDS Youth

For several years following its independence from Britain in 1970, Fiji was cited as a model of 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 has been 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 current constitution. Most entrepreneurs and sugarcane farmers are Indo-Fijians; hence, they have great influence on the economy and politics. However, rule of law is still firmly established, and both sides are working to reconcile their political differences and reinvigorate the economy.

Although Fiji has one of the most developed economies in the Pacific, 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, which has caused shortages in service sectors and in the areas of education and healthcare. Half of the population lives below or close to the poverty line, particularly in rural areas. Over-fishing and environmental degradation have reduced food security from traditional sources.

While revenues from tourism, sugar, and garment exports remain the largest contributors to the economy, Fiji also has timber and mineral reserves. Fishing is important as an export sector and for domestic consumption. Long-term problems include a potential collapse of the sugar and garment industries in 2006, continued low foreign investment rates, and uncertain property rights.

Program Focus

The Peace Corps has a long history of service in Fiji, and more than 2,200 Volunteers served in Fiji from 1968 to 1998. During that time, Volunteers worked in several sectors, including education, rural development, health, small business, agriculture, or-

ganizational development, and fisheries. The people and government of Fiji continue to praise the contributions made by Volunteers and requested that the Peace Corps reopen its program. Peace Corps re-entered Fiji in late 2003 and currently has 45 Volunteers serving throughout the country. Ample programming opportunities exist, but current projects primarily address nonformal education needs in environmental education, agriculture, health, youth, and information technology.

Volunteer Focus

Environment

Volunteers live and work in communities with existing environmental projects to support and provide technical assistance to participating communities. Predominant concerns are over-fishing and the degradation of the marine and terrestrial environment, which are jeopardizing traditional food supplies in many parts of the country. A focus on long-term environmental stewardship and management of environmental resources will increase food security, improve diet and nutrition, raise awareness and involvement in environmental projects from women and youth, and increase income generated from sustainable ecotourism.

One environment Volunteer has produced multiple teaching materials and visual aids for children from kindergarten to primary schools and has even translated the materials into Fijian. Another Volunteer, working with the fisheries department, helped establish several marine-protected areas within one of the largest provinces in Fiji.

Health and HIV/AIDS

Volunteers, in partnership with Fijian health educators, provide rural health education and promotion activities related to HIV/AIDS prevention, nutrition, and prevention of mosquito-borne

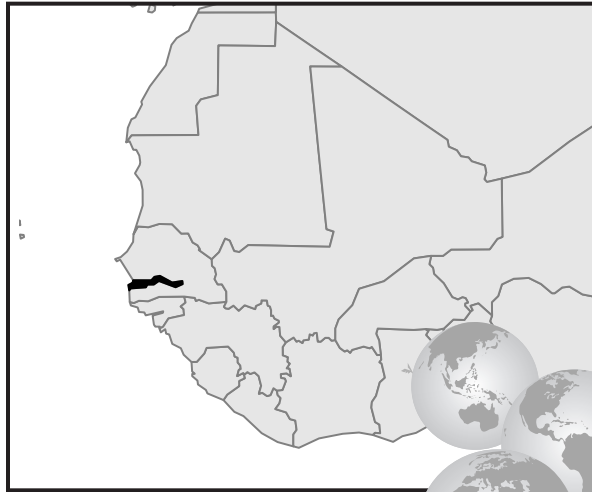
illnesses. Volunteers focus on skills transfer and capacity building for newly created health-promotion units at regional and sub-regional health centers. Additionally, they provide village-based health education that builds local capacity to respond to basic health issues. Health Volunteers have trained more than 600 people on HIV/AIDS education and prevention.

Volunteers, together with their Fijian health colleagues, have provided health education and health promotion activities to numerous districts. Two Volunteers conducted a village training program in which girls were taught life skills and negotiation skills together with the risks of sexually transmitted infections, including HIV/AIDS. Another Volunteer conducted a program where HIV-positive community members were invited to talk to youth groups and be part the World AIDS Day program.

Youth

Nonformal education activities focus on life skills, information technology, and income generation. Volunteers 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. Among the topics presented are leadership, decision-making, healthy lifestyles, information technology, career planning, civic responsibility, and income generation. Volunteers also work to build organizational capacities and improve outreach programs conducted by local and international youth-related service providers.

One Volunteer started teaching basic computer skills to youth in her village using her own laptop. With the youth, she obtained sponsorship money for computers for the primary school, which led the Ministry of Education to register the school as the first rural primary school in Fiji to teach computers. The Volunteer also convinced school management to build a computer lab, which is nearing completion.



The Gambia

Capital.....	Banjul
Population.....	1 million
Annual per capita income	\$270
GDP growth	6.7%
Adult illiteracy rate	73%
Infant mortality rate	90 per 1,000 live births
Immunization rate.....	DPT: 90%
	Measles: 90%
Foreign direct investment.....	\$60 million
Access to safe water.....	Urban: 95%
	Rural: 77%
HIV/AIDS prevalence.....	1.2%
Religions	Islam: 95%
	Christianity: 4%
	Animism: 0.08%
Official language	English

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	110	100
Program funds (\$000)	2,002	1,926

Country Overview

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

Since its independence from Great Britain in 1965, the Gambia has had a series of stable governments. 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 election in 2001. The next election is scheduled for 2006.

The Gambia has no important mineral or other natural resources and a limited agricultural base. Seventy-five percent of the population depends on the agriculture and natural resource sectors, but production of cash and food crops has steadily declined during the past two decades. This decline has been caused by environmental degradation. Small-scale manufacturing features the processing of peanuts, fish, and animal hides. Growth in the tourism industry is being planned and is anticipated.

Program Focus

The Peace Corps' relationship with the Gambia dates back to 1967, when the Peace Corps signed a memorandum of understanding with the Ministry of External Affairs. Volunteers began working in the Gambia later that year, initially serving as mechanics and teachers. Since then, many Gambian institutions and communities have benefited from the services of Volunteers. The Peace Corps' development priorities in the areas of education, the environment, and health match those of the government. An important focus in the education sector is information technology. Volunteers in all sectors participate in HIV/AIDS initiatives, and many focus activities on girls, women, and youth.

Volunteer Focus

Education

Education Volunteers build the capacity of teachers, introduce student-centered teaching techniques and the effective use of learning aids, teach literacy, and launch libraries and resource centers. They promote e-learning, teaching computer literacy, and streamlining business operations using computer technology. For instance, two Volunteers designed, edited, and produced a multimedia CD, "Scientific Mission," which features Gambian teachers and students conducting biology, chemistry, and physics experiments using locally available materials. The CD will be distributed to schools nationwide and its production demonstrates how IT can be used to reinforce concepts in other fields of study. Volunteers worked with the U.S. embassy to revise and update computer use in the Gambian National Assembly. This project focused on automating the record-keeping unit of the national legislature, thereby strengthening the legislative arm of government. Volunteers also participated in the first distance-learning/virtual class in the Gambia. Held at the University of the Gambia, the project was funded by the U.S. State Department. A Volunteer led the technical component of the cultural history class, bringing together students from China, Sweden, the U.S., and the Gambia.

Environment

Volunteers work on a variety of environmental education projects that focus on natural resource management, small enterprise development, and conservation. Some Volunteers work with commu-

nity groups to establish tree nurseries and fruit orchards and to construct windbreaks and live fences (vegetation used to keep predators out of small gardens). Other Volunteers work extensively with women on community garden projects and skills development. In 2003 and 2004, several Volunteers held beekeeping workshops in different villages that each attracted more than 100 community members. The workshops taught rural Gambians to construct and maintain beehives and to secure a revenue stream from the honey they harvest. Volunteers have also worked in wildlife protection by developing and working with education and ecotourist centers to protect the Gambia's declining indigenous diversity.

Health and HIV/AIDS

Volunteers work in rural areas, where most of the population lives and most are engaged in subsistence farming. Volunteers design and implement activities that raise awareness of common health problems and strategies for preventing them. In 2004, a health Volunteer was concerned about the inability of Cuban doctors and nurses to communicate with their Gambian patients. Cuban doctors represent a large share of the medical staff in-country, and the Volunteer developed a Spanish/Mandinka manual to facilitate communication. A Volunteer with a master's degree in health administration is working with a committee representing a broad range of employees from a regional general hospital. The Volunteer is facilitating the development of the committee's mission and vision statements as well as its values and strategic goals.

"On behalf of the secretary of state, I highly commend the efforts and the contributions of Peace Corps in the education sector. Volunteers have been very supportive of schools, teachers, regional offices, and the Department of State for Education headquarters in the areas of science, math, girls' education, ICT, assessments, and teacher training."

**Deputy Permanent Secretary representing
the Gambian Secretary of State for Education**



Georgia

Capital.....	Tbilisi
Population.....	5 million
Annual per capita income	\$770
GDP growth	11.1%
Adult illiteracy rate	1%
Infant mortality rate	41 per 1,000 live births
Immunization rate.....	DPT: 76% Measles: 73%
Foreign direct investment.....	\$338 million
Access to safe water.....	Urban: 90% Rural: 61%
HIV/AIDS prevalence.....	0.1%
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 2006	FY 2007
Volunteers	82	84
Program funds (\$000)	1,799	1,944

Country Overview

Program dates	2001–present
Program sectors	Business Development Education

The Republic of Georgia, with its long history and strong culture, is located between the Black Sea and Azerbaijan to its west and east, and Russia and Armenia to its north and south.

In January 2004, Mikhail Saakashvili was inaugurated as Georgia's new president. Saakashvili's election followed the Rose Revolution, and heralded a breath of fresh political air for many Georgians. The presidential elections were held after President Shevardnadze resigned on November 23, 2003, in response to mass demonstrations protesting the results of parliamentary elections.

Also, in 2004, the Russian-leaning, self-proclaimed president of the Adjara region, Aslan Abashidze, left the region, allowing Peace Corps Volunteers to expand their presence in-country and re-enter this region in 2005. Georgia still faces the possible loss of two autonomous regions, Abkhazia and South Ossetia, because of ethnic separatists, poor governance, and pro-Russian elements. These factors prevent the government from exerting effective control over all its internationally recognized territory. Due to the civil war in Abkhazia from 1992 to 1993, Georgia has a large internally displaced population—more than 80 percent of the population fled Abkhazia during and after this war.

Georgia's main economic activities remain agricultural (nuts, citrus fruits, wine, and spring water), plus manganese and copper mining, small industry, tourism, telecommunications, and transport. The country imports most of its energy, but is in the process of laying gas and oil pipelines (from Azerbaijan to Turkey) that will bring much-needed investment and job opportunities to the region. Economic growth depends upon the present government's ability to address a poor fiscal situation, pervasive corruption, and arbitrary regulation implementation. Many have been arrested for corruption, though few have been tried in a court of law. However, interest by foreign direct investment has increased since the Rose Revolution.

Program Focus

The Peace Corps began operations in Georgia in 2001 with an education project. In cooperation with the Ministry of Education and other community partners, the Peace Corps' education program focuses on English language skills and new teaching methodologies. The program is implemented in secondary English language education, a university program, and teacher training. Volunteers also work with community members on various projects identified by their communities as being high priorities.

In response to the demand for Volunteers' assistance in community outreach programs, a new Peace Corps program focusing on business skills in nongovernmental organization (NGO) development began in 2004. The program provides organizational support to local NGOs, encourages accountability and transparency to target communities, and assists NGOs in using skills acquired through USAID-funded trainings.

Volunteer Focus

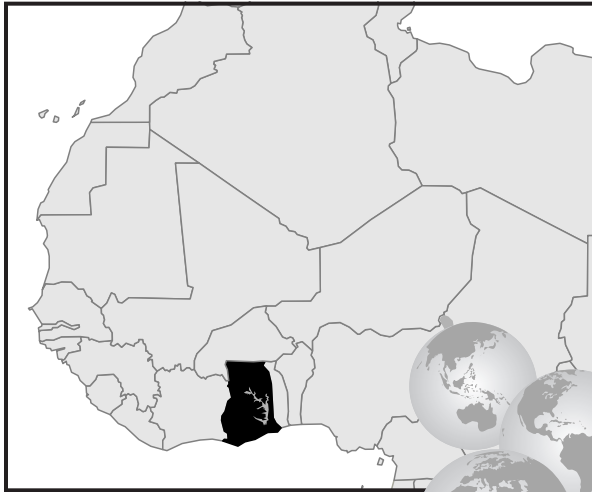
Business Development

There is an increasing awareness and appreciation of Volunteers' assistance in NGO development using business skills. Volunteers serving in this sector provide technical assistance in improving skills in organizational management, project planning and management, fundraising and resource identification, and networking. These all contribute to increased transparency and accountability for these organizations. As a result, 14 NGOs throughout Georgia have received trainings and attended seminars conducted by Volunteers. Nine organizations received grants to conduct projects, such as global youth service day celebrations, youth camps, tourism development, and exhibitions. Volunteer efforts in strengthening NGOs through the business

development sector enables these organizations to play a critical role in the development of civil society in their respective regions.

Education

Placed in rural communities throughout the country, Volunteers provide English language instruction to Georgian students and community members. Their primary activities are team teaching with Georgian colleagues and initiating and implementing extracurricular activities for school communities. As a result of the Peace Corps' activities, 90 secondary schools in nine regions of Georgia piloted new English textbooks; interactive teaching methodologies were introduced; and more than 300 Georgian teachers of English were trained in new approaches to teaching, testing, assessment, and evaluation. Additionally, more than 65 schools opened English resource rooms and language labs, 13 schools established school and community computer centers, and almost 90 percent of the schools started after-school English clubs for students and interested community members. Volunteers arranged summer schools, Girls Leading Our World (GLOW) camps, and ecology camps where more than 350 girls and boys received training in leadership, life skills, critical thinking, environmental awareness, and conflict resolution. Volunteers collaborated with different international organizations to establish summer professional development trainings for teachers and regional youth camps. Volunteers also assisted secondary schools in building and renovation projects. These included renovating a gymnasium, constructing a football field, revitalizing a kindergarten, initiating a sanitation project, and creating language labs. Community projects included establishing a local library, providing Internet connectivity, and initiating garden and agricultural projects, which included beekeeping.



Ghana

Capital.....	Accra
Population.....	21 million
Annual per capita income.....	\$320
GDP growth	5.2%
Adult illiteracy rate	Male: 18% Female: 34%
Infant mortality rate	59 per 1,000 live births
Immunization rate.....	DPT: 80% Measles: 80%
Foreign direct investment.....	\$137 million
Access to safe water	Urban: 93% Rural: 68%
HIV/AIDS prevalence.....	3.1%
Religions	Christianity: 69% Islam: 15.6% Indigenous beliefs: 8.5%
Official language	English

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	166	185
Program funds (\$000)	2,707	2,840

Country Overview

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

Ghana's political environment is stable despite instability in some parts of West Africa. The December 7, 2004, presidential and parliamentary elections received international praise for their success as free, fair, transparent, and without any irregularities. This was a historic election because it marked the longest multiparty democratic period in Ghana's post-colonial history.

The government promotes a private-sector-led development approach and remains committed to extending and strengthening democratic institutions. Civil society organizations are emerging as active participants in framing the policy agenda and Parliament's prominence is growing. The press is free and vibrant with more than 100 radio stations. Indeed, in 2004, Ghana was selected for funding through the Millennium Challenge Corporation (see note on page 90).

The economic environment has stabilized with reduced inflation, lower interest rates, and a relatively stable currency. Average inflation declined from 26.7 percent in 2003 to 12.6 percent in 2004.

Economic growth has not been accompanied by improved health statistics as would normally be expected. Though there have been modest gains in primary school enrollment, there continues to be a deficit of teachers in mathematics, science, and computer technology, particularly in rural areas. Deterioration of the environment, from deforestation and drought, also has negatively impacted social and economic demographics. Access to clean water remains a problem. Half of all Guinea worm disease cases worldwide are in Ghana.

Program Focus

Since 1961, when Ghana became the first country to welcome Peace Corps Volunteers, nearly 4,000 Volunteers have served there. The government regards Volunteers' work as a significant contribution to community and national development. It has been estimated that one-quarter of current senior-level government officials and industry leaders were taught by Peace Corps Volunteer teachers in the

1960s and 1970s.

The Peace Corps' programming is consistent with the Ghana Poverty Reduction Strategy of 2002. Peace Corps participates in Ghana's economic recovery, and the protection and promotion of its human and natural resources. All Volunteers promote HIV/AIDS awareness. Ghana's transitional economy demonstrates an increased demand for small enterprise development opportunities. Information and communication technology (ICT) is quickly expanding across the sectors.

Volunteer Focus

Business Development

Volunteers provide training in ecotourism, small business and micro-business development, financial management, marketing, product quality, client servicing, standards, and credit availability for small entrepreneurs. They work with international and local nongovernmental agencies, local governments, and private sector associations, in both urban and rural areas. Volunteers have won several Ghana government awards in ecotourism. They also organize youth clubs to build self-esteem, organize income-generating projects with people living with HIV/AIDS, and teach HIV/AIDS awareness seminars to youth and adults. Two Volunteers are developing tourism destinations and products focused on the cultural and historical value of kente cloth weaving and bead making.

Education

Volunteers teach science, math, ICT, and visual arts to 7,600 students in rural public senior and junior secondary schools and schools for the deaf. With Ghanaian teachers, Volunteers develop teaching resource manuals; establish science resource centers, laboratories, and art studios; and help identify and acquire computer and library resources for schools. They also help strengthen parent-school and school-community relationships.

One Volunteer assigned to a nurse training college obtained a donation of 23 computers and established a computer training center with a special focus on computing skills that enhance the delivery and management of health services. Another Volunteer led a group of deaf and visually impaired students to an African Youth Alliance workshop.

Workshop topics included building healthy relationships, decision-making, leadership skills, career planning, health, and HIV/AIDS. He participated with local health and social workers to undertake primary healthcare programs on child health and welfare, communicable diseases, disposal of waste, and general hygiene. Together with other teachers in his school, they designed visual aids and other teaching materials to enhance their delivery in the classroom.

Environment

Volunteers reduce environmental degradation through partnerships with governmental and nongovernmental agencies. Persistent issues are deforestation, diminished soil fertility, erosion, and disappearance of naturally occurring bodies of water. As agroforestry managers, Volunteers facilitate the planting and sale of over 500,000 seedlings each year at community schools, clinics, churches, community forest reserves, and woodlots. They develop community environmental groups in more than 50 communities each year and transfer management skills for natural resource-based income-generating projects. Several Volunteers developed environmental education projects at 25 junior secondary schools with more than 600 students.

Health and HIV/AIDS

Volunteers promote behavior change to reduce water- and sanitation-related diseases and to create HIV/AIDS awareness and prevention. In 2005, 26 Volunteers assisted more than 65 communities to acquire, operate, and manage water and sanitation facilities. Volunteers work with nongovernmental organizations to extend piped water. They widen school-based health knowledge to homes through the School Health Education Program, and assist clinic staff with hygiene, reproductive health, sexually transmitted infections, and nutritional education. In 2005, all the health Volunteers created HIV/AIDS awareness training for men, women, and children. Three health Volunteers work directly with local groups of people living with HIV/AIDS, engaging them in educational outreach programs and supporting their income-generating activities. Half of Peace Corps/Ghana health Volunteers are working to eradicate Guinea worm disease.



Guatemala

Capital.....	Guatemala City
Population.....	14 million
Annual per capita income	\$1,910
GDP growth	2.1%
Adult illiteracy rate	Male: 23%
	Female: 38%
Infant mortality rate	35 per 1,000 live births
Immunization rate.....	DPT: 83%
	Measles: 75%
Foreign direct investment	\$116 million
Access to safe water	Urban: 99%
	Rural: 92%
HIV/AIDS prevalence.....	1.1%
Religions	Protestantism
	Roman Catholicism
	Traditional Mayan
Official languages.....	Spanish
	Amerindian languages

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	176	176
Program funds (\$000)	3,840	3,819

Country Overview

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

Guatemala is a democratic republic with separation of powers and a centralized national administration. A new government took office in January 2004 following a highly participatory and peaceful electoral process. This successful election has renewed international organizations' interest in Guatemala, providing an opportunity for the Peace Corps to become more directly engaged in the dialogue on future development strategies.

Guatemala's complex topography and its cultural and linguistic diversity (23 indigenous languages) complicate efforts to expand education and health services, and contribute to extremely low labor productivity. The country's unique biodiversity offers considerable potential for further development of new products, crops, and ecotourism, but environmental degradation is rampant and few protective measures are currently in place. Throughout the years, the Peace Corps has been a significant resource in grassroots development in Guatemala. In 2004, in recognition of 41 years of quality service, President Oscar Berger Perdomo awarded the Peace Corps with the Order of the Quetzal—the highest honor bestowed upon either individuals or organizations.

Program Focus

The program in Guatemala, which began in 1963, is one of the Peace Corps' oldest. Since 1963, some 4,500 Volunteers have served in Guatemala. More than 175 Volunteers now work in agriculture, business development, the environment, health, and with youth.

Volunteer Focus

Agriculture

Fifty-two percent of Guatemala's economically active population works in agriculture. With an economic crisis resulting from a major drop in coffee

prices, plus a severe drought in regions of eastern Guatemala, improved methods for sustainable agriculture are of even greater importance in addressing rural poverty and food security. Volunteers work to diversify agricultural production, better manage harvests, and promote post-harvest marketing and home-based agroprocessing. Volunteers also train Guatemalans in information and communication technology activities.

One Volunteer, with more than 30 years of experience running her family's 15-acre organic farm, helped 22 women develop household gardens that provide nutritious food and beautiful flowers for their families. Twelve neighborhood children also regularly visit this Volunteer's house to learn how to build compost piles, dig new beds, plant seeds, and harvest for their family's tables.

Business Development

The lack of employment opportunities in the formal sector forces nearly 72 percent of the economically active population in Guatemala into the informal economy. Volunteers in business development work with youth and adults to improve the overall profitability of small businesses. Their activities include working with women-owned and women-operated businesses and through the schools to teach practical skills that encourage entrepreneurial activity and teamwork. Seven Volunteers work with Junior Achievement Guatemala training students at 12 schools on business principles and helping them establish businesses in their communities.

Volunteers also help strengthen the capacity of municipal authorities to deliver quality services, to enhance municipal planning, and to increase citizen participation. They do this by directly involving local people in the planning, implementation, and monitoring of local development projects. One Volunteer trained 150 community leaders in Guatemala's new municipal laws, their functions as representatives, and methods to assess a project's needs and priority. She also helped initiate and legalize a 50-member municipal development advisory council to serve as a forum for communication and decision-making between local government officials and village leaders.

Environment

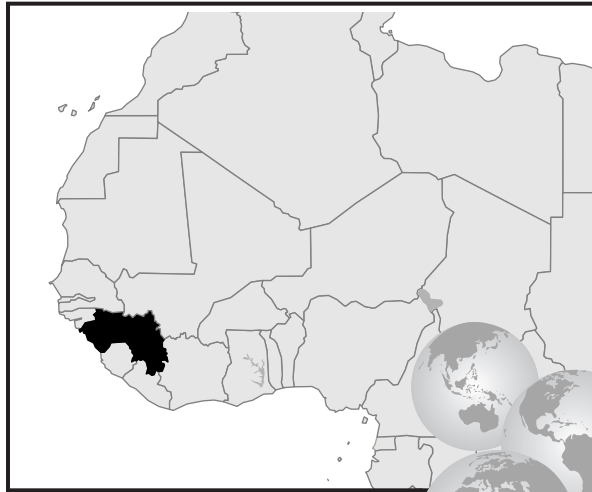
The rapid environmental deterioration and depletion of Guatemala's natural resources are undermining its rich biodiversity and limiting its potential for economic development. Volunteers work in environmental conservation activities to decelerate environmental degradation in protected areas, municipal nature reserves, and other areas where natural resources are particularly threatened. Volunteers are assigned to one of three complementary areas: ecotourism, integrated environmental education, and agroforestry. One Volunteer recently led in the development of a 173-page environmental education manual that will be used in schools throughout Guatemala's highlands.

Health and HIV/AIDS

The poor health of many rural families is often related to poor personal hygiene, respiratory problems resulting from indoor cooking fires, and lack of access to safe drinking water. Volunteers work to improve the health of rural elementary school students through education and improved school and community sanitation. They also promote the participation of rural teachers and parents in activities to improve student health and hygiene. In addition, Volunteers have introduced a variety of low-cost technologies to improve family health, including wood-saving stoves, latrines, rope pumps, solar water heaters, water catchment systems, water tanks, and grain storage silos. One Volunteer helped families and even whole villages build more than 20 water systems, which substantially improved the quantity and quality of potable water for several hundred people. These water systems and trained masons can now help other people and communities build wells for themselves. In addition, several Volunteers gave presentations and talks on HIV/AIDS to youth groups in their communities.

Youth

The demographics of Guatemalan society, with half of the population under 24 years of age, underline the importance of involving youth in the development of the country. Volunteers work with youth through activities in environmental education, junior entrepreneurship, and the Healthy Schools program. One Volunteer worked with four youth groups on topics as varied as computer use, self-esteem, running a committee, managing an office, nutrition, cooking, and art.



Guinea

Capital.....	Conakry
Population.....	8 million
Annual per capita income	\$430
GDP growth	1.2%
Adult illiteracy rate	Male: 41.3%
	Female: 73.6%
Infant mortality rate	104 per 1,000 live births
Immunization rate.....	DPT: 45%
	Measles: 52%
Foreign direct investment	\$79 million
Access to safe water	Urban: 78%
	Rural: 38%
HIV/AIDS prevalence.....	3.2%
Religions	Islam: 85%
	Christianity: 8%
	Indigenous beliefs: 7%
Official language	French

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	101	108
Program funds (\$000)	2,581	2,571

Country Overview

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

Guinea gained independence in 1958, under the leadership of Sekou Touré. Current president Lansana Conté took over through a coup after Toure's death in 1984. The current constitution was put to popular vote at the end of 1990. In 1991, a multiparty system was legalized, and a timetable for future elections was set. In 1993, President Conté was elected in Guinea's first multiparty elections; he was reelected at the end of 2003 in an uncontested election. In 2001, a referendum passed that extends the president's term in office from two terms to life.

Despite its mineral wealth, Guinea is one of the poorest countries in the world. The tropical country's economy depends primarily on agriculture. Leading crops are rice, coffee, bananas, palm kernels, and pineapples. Rich deposits of iron ore, gold, and diamonds exist. Bauxite sales provide Guinea with more than 90 percent of export revenues. Guinea possesses about 30 percent of the world's known bauxite and ranks second only to Australia in its production.

Program Focus

From 1962 to present, more than 1,000 Americans have served as Volunteers in Guinea. The Peace Corps enjoys strong support from all levels of the government and the people of Guinea. An increasing number of international, national, and local nongovernmental organizations (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, and demand continues to exceed supply. All Volunteers, regardless of sector, are trained in how to promote HIV/AIDS awareness and prevention.

Volunteer Focus

Business Development

Though many Guineans are involved in small-scale income-generating activities, few have access to business advisory services to help them expand a simple income-generating activity into a business. Volunteers have been working in the business development sector since 2004 and work as small enterprise development advisors. Their work empowers youth and small-scale entrepreneurs (especially women) by strengthening their business management skills. Volunteers conduct business management and entrepreneurship training, create and strengthen market linkages, and establish basic accounting systems. The project supports three major cross-sector initiatives: empowering women, working with youth, and information and communication technology (ICT).

In 2005, one Volunteer led a four-day training program on ICT for a youth association and a group of out-of-work university graduates. The training covered topics such as basic computer literacy, software applications, e-mail, and the Internet. This activity served as a train-the-trainers event for 30 young people, who have since disseminated information about computer literacy and begun conducting ICT training activities in the city of Kankan. Other participants will begin training high school students in ICT during the school year and promoting computer clubs at local high schools.

Education

Volunteers have worked in Guinean secondary schools since 1986. In line with the country's priorities, Peace Corps/Guinea's education sector covers four areas: fostering student access and performance, building teacher capacity, improving school resources, and enhancing community self-reliance. Volunteers teach English as a foreign language, math, and physics. Education Volunteers incorporate gender equity values in their daily teaching and give remedial instruction to girls in their schools. Many do secondary projects that help females cope with educational and developmental problems they face. Volunteers have worked closely to strengthen the Global Learning and Observation to Benefit the Environment (GLOBE) program at

local schools by training students and teachers to collect and interpret climatic data and disseminate the data to GLOBE headquarters at Colorado State University, Fort Collins, Colorado.

Environment

Approximately 80 percent of Guineans derive their living from agricultural activities. Volunteers work with counterparts, water and forest technicians, and primary school teachers to raise environmental awareness and promote sound agroforestry practices. The program focuses on boosting farm yields, food security, income generation, and environmental protection and restoration. From his tree nursery, one Volunteer made 2,000 saplings available to a local youth development association during the last reforestation season. Currently, Peace Corps/Guinea is exploring the productivity possibilities of the Artemesia tree, the leaves and bark of which have chemical extracts that are emerging as effective remedies for malaria. If this initiative takes hold, there are enormous possibilities for contributing to income generation, reforestation, and combating malaria—the second most deadly disease in Africa.

Health and HIV/AIDS

Volunteers work as public health extension agents in small rural communities. Their overall task is defined as health promotion, with specific interventions that directly support the Ministry of Health's priority activities. These activities address diarrhea control, malaria control, reproductive health, and nutrition. Working with local counterparts, Volunteers design educational projects for their communities and transfer skills to their Guinean counterparts. Volunteers and their counterparts also participate in annual HIV/AIDS workshops that provide participants with tools to carry out effective health education work. One Volunteer collaborated with a local NGO and her health team to plan and execute a four-month nutrition training for mothers. She found mothers in her community who were making wise nutritional choices and could serve as role models and trainers for other women. Transferring skills and empowering these women were key to the project's success.



Guyana

Capital.....	Georgetown
Population	769,000
Annual per capita income	\$900
GDP growth	(-0.6%)
Adult illiteracy rate	3.5%
Infant mortality rate	52 per 1,000 live births
Immunization rate.....	DPT: 90%
	Measles: 89%
Foreign direct investment	\$ 55.6 million
Access to safe water	Urban: 83%
	Rural: 83%
HIV/AIDS prevalence.....	2.5%
Religions	Christianity: 57%
	Hinduism: 33%
	Islam: 9%
	Other: 1%
Official language	English

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	54	48
Program funds (\$000)	1,609	1,636

Country Overview

Program dates	1967-1971 1995-present
Program sectors	Education Health and HIV/AIDS

Guyana has a population of approximately 700,000 people, largely confined to a narrow coastal strip where sugar and rice cultivation is concentrated and where the nation's capital, Georgetown, clusters at the mouth of the Demerara River. There is a great diversity of racial and ethnic groups in Guyana. People of African descent constitute 35.6 percent of the population; people of East Indian descent, 49.5 percent; and people of Portuguese, Chinese, Amerindian, or mixed descent, 15 percent. In 2003, the two main political parties, which are divided along racial lines, made efforts at dialogue. This division is one of Guyana's greatest challenges.

Three major river systems, the Demerara, the Berbice, and the Essequibo, together with innumerable smaller rivers and creeks, drain this "Land of Many Waters" and link its vast forest and savanna interior to the coast. Agriculture and mining are Guyana's 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. Significant emigration since the 1960s has caused critical shortages of teachers and healthcare 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 1967, more than 380 Volunteers have served in Guyana. The reentry was initiated in response to the government's desire to improve its healthcare system in rural communities and respond to the needs of 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 (NGOs). They help facilitate community involvement, train service

providers, and introduce new training and teaching methodologies. The education project incorporates an information technology component that responds to a request from the Ministry of Education and community-based organizations to enhance computer training for students, educators, and others.

Volunteer Focus

Education

Education needs in Guyana include raising levels of literacy and numeracy; life skills; special education; environmental education; physical education; and teacher training in curriculum development, methodologies, and instruction. Much work is also needed in parental education, strengthening community-school linkages, social and sensitivity issues, and counseling. Volunteers work with youth organizations and the Ministry of Education to provide at-risk youth with educational, personal, and life-skills development opportunities. This enables these youth to meet the challenges of adolescence and contribute positively to their communities. One Volunteer held a workshop with youth on conflict resolution. Through teacher-training activities, Volunteers also work with educators on participatory teaching methods and life-skills training. They provide training in computer literacy to Guyanese teachers and training in literacy, remedial reading, and information and communication technology to students. Volunteers also help students with career preparation, teaching them to develop résumés, write application letters, create personal job networks, and establish goals and plans.

One Volunteer, in collaboration with the regional education department, made a plan to launch a phonics-based reading program in several of the surrounding primary schools. As part of his plan, he visited and worked with the reading teachers and students in seven primary schools on a rotating basis. A lesson is done each week with each group along with follow-up exercises. Though still in its early stages, the program is showing promise.

Health and HIV/AIDS

Guyana's general health indicators are the worst in the region with the exception of Haiti. The government has implemented a national health plan, and its first-order priorities are malaria, sexually

transmitted diseases, acute respiratory infections, immunizable diseases, and prenatal problems. Second-order priorities are malnutrition and diarrheal diseases. Volunteers focus on activities that are in line with these priorities.

They work directly with health centers, nongovernmental organizations (NGOs), and communities to identify local and national resources, conduct community health assessments, design and implement health education, and train health-center staff and community leaders. Volunteers address Guyana's high HIV/AIDS rates in their training and outreach efforts. They provide health education sessions on HIV/AIDS prevention to youth in collaboration with NGOs. Peace Corps/Guyana has strengthened and expanded its collaboration with the Centers for Disease Control and Prevention and the U.S. Agency for International Development (USAID) in addressing HIV/AIDS. Guyana is one of the focus countries in the President's Emergency Plan for AIDS Relief.

One Volunteer working in the health project helped establish a community-based organization to improve the physical and social conditions of four surrounding villages. In its first year, the group executed several community projects, including setting up street lamps and paving some of the village streets. Additionally, the group, in collaboration with the local health center, constructed a community playground for the children. With assistance from regional government, community members, and USAID's small projects assistance, the group prepared the ground and purchased and installed several pieces of playground equipment.

“Not only did my work with the school health clubs open up opportunities for my students, it also helped me to develop a network within my community, region, and the country as a whole. This, in turn, helped me to discover new Volunteer opportunities.”

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



Honduras

Capital.....	Tegucigalpa
Population.....	7 million
Annual per capita income	\$970
GDP growth	3.0%
Adult illiteracy rate	Male: 20%
	Female: 20%
Infant mortality rate	32 per 1,000 live births
Immunization rate.....	DPT: 92%
	Measles: 95%
Foreign direct investment	\$198 million
Access to safe water.....	Urban: 99%
	Rural: 82%
HIV/AIDS prevalence.....	1.8%
Religion	Christianity
	(Roman Catholic, Protestant minority)
Official language	Spanish

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	217	192
Program funds (\$000)	3,344	3,364

Country Overview

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

From the late 1960s to the early 1980s, the armed forces were the principal political force in Honduras, governing directly, influencing general policy, and controlling national security affairs. The Honduran Constitution of 1982 provides the foundation for democracy, which continues to evolve in the post-armed forces era. Ricardo Maduro of the National Party was elected president in 2001 and observers considered the elections free and fair. During his campaign, President Maduro promised to reduce crime, reinvigorate the economy, and fight corruption.

Honduras is one of the poorest and least developed countries in Latin America. Poverty and food insecurity are exacerbated by the continuing effects of natural disasters, such as Hurricane Mitch. Current Honduran initiatives for economic expansion include tourism—focused on the Caribbean coast, the Bay Islands, and the Maya ruins of Copan—and re-export factories called *maquiladoras*. Leading exports are coffee, shrimp, bananas, and forest products.

Program Focus

The Peace Corps has enjoyed a long history in Honduras. There have been more than 5,000 Volunteers since the program's inception in 1963. During the past 40 years, the Peace Corps has helped Honduras achieve many positive results, including creating and implementing a national park system, expanding the national education curriculum to include environmental education, reducing infant mortality through education, and constructing water and sanitation systems. Honduras is currently the largest program in the Peace Corps' Inter-America and Pacific region, with more than 200 Volunteers working in the areas of child survival and HIV/AIDS, business development, agriculture and management of protected areas, water and sanitation, youth development, 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, diminishes crop yields. Lack of crop diversification, poor management skills, and few small-scale agribusiness initiatives exacerbate this problem. Consequently, farmers have difficulty generating and effectively managing extra sources of income or food for their families. In response to this, Volunteers train farmers in sustainable production techniques to improve soil conservation and increase and diversify crops for greater food security and higher family incomes. In 2005, Volunteers helped organize two workshops that enhanced farming practices for more than 100 families by introducing the production of vegetables, using soil conservation techniques, and managing small animals.

Business Development

Lack of basic business skills has limited economic opportunities for many low-income Hondurans. Volunteers assist people in the poorest communities by identifying local employment opportunities, improving business management practices, and training micro-entrepreneurs in basic business skills. Volunteers are also developing training programs in information technology (IT) to help business owners and the Honduran government improve efficiency. One IT Volunteer, working in conjunction with the Honduran Institute of Tourism, implemented a community mapping project.

Environment

Honduran forest reserves and coastal areas are at risk of overexploitation. Urbanization poses a major threat to watersheds and protected areas throughout the country. Volunteers work with the national forest service and local nongovernmental organizations (NGOs) to promote environmental awareness, sound micro-watershed management practices, and ecotourism among farmers and

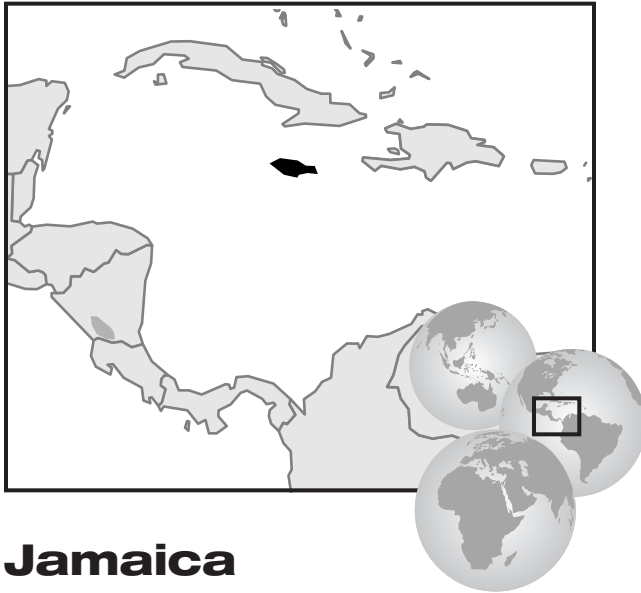
schools in communities adjacent to protected areas. In 2005, Volunteers helped to organize different environmental education campaigns in at least 40 communities. The trainings have enabled participants to build their own improved wood-burning stoves, reducing firewood consumption and lessening the pressure on surrounding forests.

Health and HIV/AIDS

In rural Honduras, poor knowledge of proper hygiene practices, sanitary waste disposal, and the protection of water sources is causing widespread health problems, disease, and malnutrition. Volunteers teach communities how to construct fuel-efficient wood-burning stoves. They are also responding to the critical need for health education and accessible healthcare by providing education on infant care, vaccination programs, and nutrition. In 2005, Volunteers supported the rehabilitation, expansion, and construction of potable water systems in 45 communities benefiting more than 40,000 people. One Volunteer supported the planning and implementation of the watershed management project for Las Cañas River to improve the water supply for 13 rural communities. In conjunction with the Global Fund, health Volunteers conducted HIV/AIDS training-of-trainers workshops with 70 adults, reaching more than 3,000 youth in three municipalities. To strengthen men's ability to combat HIV/AIDS, health Volunteers also organized a men's health initiative for 30 male participants.

Youth

Many Honduran youth face limited prospects of good employment, a sound financial situation, and stable family relationships. Volunteers work with youth, adults, and agencies to identify and initiate positive activities for young people that can help them develop as humans, citizens, family members, and professionals. In 2005, with funds from Baseball for Tomorrow, the youth development program purchased equipment, trained 24 coaches, and formed teams in 12 communities. More than 240 children are now practicing and enjoying the sport.



Jamaica

Capital.....	Kingston
Population.....	3 million
Annual per capita income	\$2,980
GDP growth	2.3%
Adult illiteracy rate	Male: 16% Female: 9%
Infant mortality rate	17 per 1,000 live births
Immunization rate.....	DPT: 81% Measles: 78%
Foreign direct investment	\$721 million
Access to safe water	Urban: 98% Rural: 87%
HIV/AIDS prevalence.....	1.2%
Religions	Christianity Judaism Rastafarianism
Official language	English

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	94	93
Program funds (\$000)	2,890	2,939

Country Overview

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

Jamaica is striving to strengthen its economy and escape from a burden of debt. Increased poverty caused by inadequate educational programs, fast urbanization, and a sluggish economy has had a tremendous impact. Close to 70 percent of the budget is set aside to service the national debt, leaving no other choice than to borrow for meeting vital national needs. About 20 percent of the population lives below the poverty line, and the government is struggling to provide the services and education that will improve Jamaicans' standard of living and promote productive enterprise. The country is still recovering from the devastating impact of Hurricane Ivan in 2004, which affected 207 communities. Providing opportunities to marginalized youth in urban areas is a main concern. With the lack of opportunities in Jamaica, many Jamaicans immigrate to the United States, the United Kingdom, and Canada, thus causing a "brain drain" and an insufficient labor force in the farming industry. The education sector has particularly suffered from this phenomenon as skilled teachers leave for overseas opportunities. Last year's remittances from overseas translated into 25 percent of the GDP, making this inflow of money the largest source of net foreign exchange before tourism and bauxite mining.

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 (1.2 percent adult prevalence rate), lack of potable water, and poor sanitary practices. Despite high enrollment rates in primary and lower secondary schools, there is 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 foreign investments in many sectors on the island.

In response to Jamaica's development priorities, the Peace Corps is addressing these issues through programs in environmental awareness and protection; community environmental health, particularly water and sanitation; HIV/AIDS education and prevention; youth at-risk development; information and communication technology (ICT); and, most recently, income generation/small business development for urban and rural youth.

Volunteer Focus

Environment

Volunteers in this sector are engaged in three important aspects of sustainable development. Some concentrate on the integration of environmental education themes in the formal education system in collaboration with 4-H and the School for the Environment Program (SEP). Others serve with community-based organizations and environmental nongovernmental organizations (NGOs) to facilitate the development of eco-friendly income-generation projects. Finally, small business and ICT advisors assist in institutional strengthening. The overall purpose of these activities is to nurture the development of a national environment ethic as well as to promote prudent management of the natural resources of the island.

Health and HIV/AIDS

The health project primarily addresses the sanitation system in Jamaica, which is increasingly inadequate. Water/sanitation Volunteers help to design and install wastewater treatment facilities and implement rural water systems that supply safe and reliable water to communities. Using an integrated health promotion approach, many Volunteers address other issues, such as basic hygiene and the maintenance and usage of latrines. They also

collaborate with teachers to develop health and hygiene curricula for schools; work in rural and urban squatter and underserved settlements to facilitate broad-based community development activities; and strengthen community-based organizations that support health projects. Through their secondary projects, Volunteers engage community groups in income-generating ICT activities.

One Volunteer is helping set up and network computers that were donated, but in storage during Hurricane Ivan. The Volunteer is also working with teachers to integrate health promotion into their daily curriculum.

A health Volunteer helped upgrade and retrofit a rural school's sanitation facilities and designed and implemented a harvested rainwater system. The new system cut costs and improved the water supply for the school. The Volunteer and counterparts also designed a fully automated support system for the appropriate treatment of the sewerage effluent using locally made tanks and an indigenous tile field.

Youth

The youth project was recently revised from a youth at-risk perspective to the "Youth as Promise Project" to better reflect Peace Corps' assets-based approach and to promote positive youth development. Volunteers work in collaboration with the Ministry of Education, Youth, and Culture, NGOs, community groups, and health centers to develop and strengthen programs that build skills and self-esteem in youth, youth workers/teachers, and parents. Volunteers and their sponsoring agencies work together to develop reading and ICT tutoring programs and youth entrepreneurship and employability programs. They also conduct HIV education/prevention and life skills training, which promote strategies to support persons living with HIV/AIDS.

"It is with a sense of appreciation that the ministry acknowledges the efforts of your office to maintain this program in the manner you have. I look forward to many more years of collaboration between Jamaica and the United States Peace Corps."

**K.D. Knight, Minister
Ministry of Foreign Affairs and Foreign Trade**



Jordan

Capital.....	Amman
Population.....	5 million
Annual per capita income	\$1,850
GDP growth	3.2%
Adult illiteracy rate:	Male: 4%
	Female: 14%
Infant mortality rate	23 per 1,000 live births
Immunization rate.....	DPT: 97%
	Measles: 96%
Foreign direct investment	\$376 million
Access to safe water	Urban: 91%
	Rural: 91%
HIV/AIDS prevalence.....	<0.10%
Religions	Sunni Islam: 95%
	Christianity: 4%
	Other: 1%
Official language	Arabic

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	51	52
Program funds (\$000)	1,599	1,614

Country Overview

Program dates	1997–2002 2002–present
Program sectors	Education Youth

Since assuming the throne in 1999, King Abdullah II has demonstrated a sustained commitment to economic and social reform. Numerous development challenges face Jordan, among them high levels of poverty and unemployment and ambitious growth goals in education and primary healthcare services. These are areas to which the Peace Corps contributes through programming initiatives and collaborative arrangements with other development and donor agencies.

Jordan is a small country with limited natural resources. Agricultural production is affected by 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 a 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 2000, Jordan has developed a number of social and economic initiatives to raise the standard of living, develop human resources, promote rural development, and increase participation in civil society and governance. High among the king's priorities is addressing future human capacity requirements through improved early childhood, primary, and secondary education, with specific emphasis on English fluency and computer literacy.

Due to security concerns, the Peace Corps suspended its program and withdrew its Volunteers in November 2002. The country director and Jordanian staff used this interim period to evaluate programs, redesign training, and upgrade site development and safety and security systems. In June 2003, a Peace Corps assessment team, working with U.S. embassy and Jordanian officials, deemed the situation in the

country stable and the population receptive to renewing the relationship with the Peace Corps.

Peace Corps/Jordan welcomed two groups of Volunteers in 2004: 25 English teachers arrived in February for placement in rural primary and secondary schools; 10 special education and 15 youth and community development workers arrived in July for assignments at centers in rural and urban communities. This plan was developed in close cooperation with Jordanian partners—the Ministries of Social Development and Education and the Higher Council for Youth. Areas for potential expansion in subsequent years include health education and information technology.

Volunteer Focus

Education

Volunteers assigned to rural primary and secondary schools enable Jordanian students, educators, and community members to improve their English language proficiency. This increases access to higher education and employment. Careful screening of underserved communities ensures that Volunteer contributions are focused less on carrying full class loads and more on maximizing Volunteers as resources, as native speakers, and as models of innovative and interactive teaching methods. Volunteers consult on the design and delivery of regional teacher-training workshops, conduct English clubs and camps for students, and teach groups such as women's clubs and youth centers.

The return of special education Volunteers has been particularly welcomed as they serve small- to medium-sized communities, often working with

charitable or parent-founded centers. The devotion of parents, families, and communities to their disadvantaged members sets the tone for a remarkable atmosphere of contribution and success.

Queen Rania has taken a strong interest in early childhood development and children with special needs. The University of Jordan now has a degree program in special education, though this remains an underdeveloped specialty. Volunteers are placed with rural and urban special education centers (some residential, some day care) under the auspices of the Ministry of Social Development. Beneficiaries have multiple physical and mental disabilities and are rarely integrated into the mainstream.

Current special education Volunteers have been warmly welcomed and counterparts have long lists of ideas, priorities, and proposals. This sense of urgency is a tremendous impetus to Volunteer integration and provides an early sense of fulfillment. At a recent counterpart conference, one center director expressed his appreciation for his new “exposure to other centers and their challenges and how we can unite to maximize resources.”

Youth

Given the population statistics on youth in Jordan and King Abdullah's commitment to investing in them, Volunteers assigned to centers with a range of youth-oriented community have access that bodes well for productive service. Activities are set according to community priorities and Volunteer talents and interests, and may include sports and recreation, health and fitness, and computer training. Scouting has also shown to be a particularly effective way to channel youth energy and productivity.

“My only concern is whether our Volunteer can extend her stay beyond two years, because both her skills and dedication qualify her to help our future generations.”

Besma Al-Qudah
Principal, Orjan Secondary Girls School



Kazakhstan

Capital.....	Astana
Population.....	15 million
Annual per capita income	\$1,780
GDP growth	9.2%
Adult illiteracy rate	Male: <0.5%
	Female: 1%
Infant mortality rate	63 per 1,000 live births
Immunization rate.....	DPT: 99%
	Measles: 99%
Foreign direct investment	\$2,088 million
Access to safe water	Urban: 96%
	Rural: 72%
HIV/AIDS prevalence.....	0.2%
Religions	Sunni Islam: 47%
	Russian Orthodoxy: 44%
	Other: 7%
	Protestantism: 2%
Official languages	Kazakh
	Russian
	English

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	131	134
Program funds (\$000)	2,526	2,637

Country Overview

Program dates	1993–present
Program sectors	Business Development Education

This year, Kazakhstan celebrates its 14th year of independence and the 10th anniversary of its constitution. Since its independence, Kazakhstan has been a constitutional republic led by Nursultan Nazarbayev, its only president to date. The country is proceeding along the difficult path of reforming and building an open democratic society with a market economy. Economically, Kazakhstan has many successes. Kazakhstan has experienced strong growth in its GDP, driven by vast reserves of natural resources, including oil and gas. The World Bank now classifies Kazakhstan as a country with above-average income. However, transitioning to a civil society and securing basic human rights has proven to be a more arduous task. With little history of, or experience in, citizen participation to promote local community change, Kazakhstan's fledgling nongovernmental organization (NGO) sector is beginning to take root and be recognized by the government as a viable avenue for community development.

Program Focus

In 1993, not long after the country declared its independence, President Nazarbayev invited the Peace Corps to help strengthen the human resource base in Kazakhstan. Since then, the Kazakhstani people and the government have been extremely supportive of the Peace Corps' role in development. Last year, President Nazarbayev announced his latest round of initiatives, including announcing English as the third language of Kazakhstan and stressing the importance of improving education in rural areas of the country. Peace Corps Volunteer activities are closely aligned with the president's vision in these areas.

Volunteer Focus

Business Development

Volunteers in the business development sector promote the development of civil society by working with host organizations, counterparts, and commu-

nity volunteers throughout Kazakhstan to improve a community's capacity to meet its needs—particularly in target areas such as HIV/AIDS, youth, environment, women, and economic development.

The ecotourism sector provides a good example of Volunteer success in this program. In a cooperative effort to provide access to a nature reserve in a remote part of the country and to boost environmentally friendly tourism, one Volunteer has worked with the government agency responsible for national parks to map, develop, and maintain hiking trails. In a partnership facilitated by Volunteers, a second Volunteer is working with an NGO to create a base for these excursions, including lodging for tourists, facilities for holding environmental summer camps for students, and space for holding environmental awareness and wilderness survival seminars. In addition, this Volunteer has secured a grant to purchase rock-climbing equipment that may be rented or used in various outdoor trainings. Both Volunteers are working together with the community and government on a comprehensive business plan for the promotion of ecotourism in a beautiful but unknown part of Kazakhstan.

Education

One of Kazakhstan's main goals is integration into the world market economy. As English is the language of international communication, the Ministry of Education has requested assistance from the Peace Corps in the areas of English language teaching and educational resource development. The ministry has requested education

Volunteers—particularly for placement in rural secondary schools. Most schools and institutions of higher learning have inadequate teaching staff, outdated and often ineffective textbooks, limited teaching resources, and teachers with limited fluency in English.

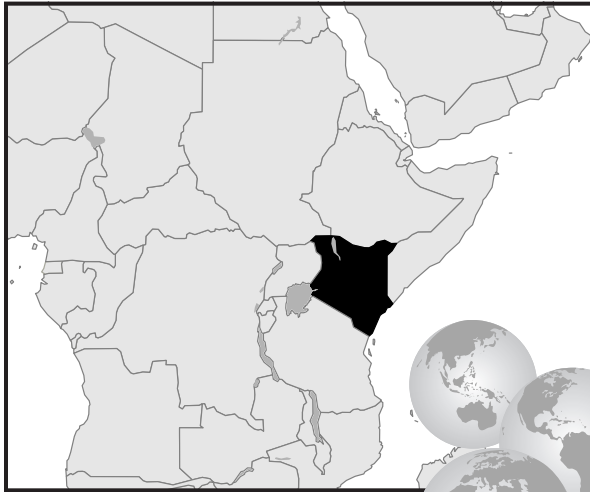
Volunteers also organize numerous community projects, including business, technology, and environmental clubs as well as HIV/AIDS awareness activities.

In addition to their formal roles as teachers in academic settings, education Volunteers are enthusiastic participants in summer camps across Kazakhstan. Building on the summer camp tradition that existed in the former Soviet Union, Volunteers work with local counterparts to provide campers with enriching, invigorating camp experiences. As a result of this work, counterparts improve their English ability and their planning, organizational, and leadership skills. In addition, Volunteers add a sustainability component by helping their counterparts seek local resources and sponsors for these camps. This summer, more than 60 Peace Corps Volunteers participated in camps with themes as diverse as girls' leadership, sports, English, ecology, and world cultures. One of the most popular camps was held for local English language teachers; there, in a relaxing environment, they learned new teaching methods as well as English games and songs. Many Peace Corps Volunteers report that working on summer camps is one the most enjoyable and rewarding aspects of their service.

“As for my personal feelings about Peace Corps service—it’s tantamount to asking someone about their children. After all, kids can be simultaneously wonderful, unpredictable, frustrating, amusing, and dozens of other things. But, parents will say, despite all the ups and downs, they love their children and wouldn’t trade them for anything.

That’s my Peace Corps experience.”

**Kazakhstan Volunteer
Business Development Sector**



Kenya

Capital	Nairobi
Population.....	32 million
Annual per capita income	\$400
GDP growth	1.8%
Adult illiteracy rate	Male: 10% Female: 21%
Infant mortality rate	79 per 1,000 live births
Immunization rate.....	DPT: 73% Measles: 72%
Foreign direct investment.....	\$82 million
Access to safe water	Urban: 89% Rural: 46%
HIV/AIDS prevalence.....	6.7%
Religions	Protestantism: 40% Roman Catholicism: 30% Islam: 20% Indigenous beliefs: 10%
Official languages	Kiswahili English

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	154	156
Program funds (\$000)	3,264	3,190

Country Overview

Program dates	1964–present
Program sectors	Business Development Education Health and HIV/AIDS

Since Kenya's independence from Britain in 1963, the first successful transfer of political power occurred with the December 2002 election of President Mwai Kibaki, leader of the National Rainbow Coalition. Kenya experienced economic growth after independence until the 1970s, but in the past two decades, Kenya's economy has declined, especially public sector investments. Agriculture is the main source of employment, with approximately 60 percent of the population engaged in farming. Although agriculture is Kenya's most important economic activity, only 20 percent of its land is arable. Kenya's economy is also heavily dependent on tourism. Kenya ranks 154 out of 177 on the 2005 United Nations Human Development Index. About half the population lives below the poverty level. Kenya is now the world's largest exporter of tea, which, together with coffee and horticultural products, constituted 53 percent of the country's merchandise exports in 2004.

Program Focus

Since 1964, more than 5,000 Volunteers have helped the people and government of Kenya meet their development needs. The work of Volunteers is well-regarded by government officials at both the national and district levels as well as by non-governmental organizations (NGOs) and community members. Peace Corps/Kenya has adapted its projects over the years to fit Kenya's changing needs. Volunteers are currently involved in health and HIV/AIDS education and prevention, secondary school education (math and science teachers), girls' education, business development and information and communication technology (ICT), and a unique deaf education program.

Additionally, the gender and development (GAD) committee, consisting of Volunteers from all sectors and programs, recently conducted girl-specific life-skills training in three major Kenyan cities. With the assistance of local NGOs, community-based organizations, and a Kenyan professional, girls were trained on issues relating to career development,

early pregnancy, HIV/AIDS, gender roles, women's health, and violence against women. All Volunteers, regardless of sector, are trained in HIV/AIDS prevention.

Volunteer Focus

Business Development

Business Volunteers help Kenyans start enterprises and other income-generating activities by providing training and technical assistance in market expansion. Volunteers also help local established Kenyan businesses improve product quality and access to business support services like credit. Volunteers help Kenyan entrepreneurs improve their productivity through the use of computers in their businesses.

One Volunteer's series of courses, "Farming as a Business (FAAB)," has assisted 78 previously subsistence-level maize farmers to successfully start commercial farming. As a result, the farmers have planted 50 demonstration plots with superior maize varieties and now support a profitable seed-maize marketing business in the community. Last season, the Volunteer helped the farmers bulk their significantly increased output, enabling them to market it alongside a large-scale farmer. This resulted in much better prices and the farmers were paid sooner for their produce.

Education

Volunteers serve as HIV/AIDS educators in secondary and primary schools and work with teachers to implement the government's HIV/AIDS education curriculum, improve students' appreciation of mathematics and science with special emphasis on girl students, and illustrate to teachers of the deaf the effective use of Kenya Sign Language as a medium of communication. In 2005, Volunteers began teaching math and science in secondary schools, an important contribution to Kenya's industrialization goals.

One Volunteer working in a semi-arid area with pastoralist Maasai taught a group of women how to construct solar cookers, which has greatly reduced

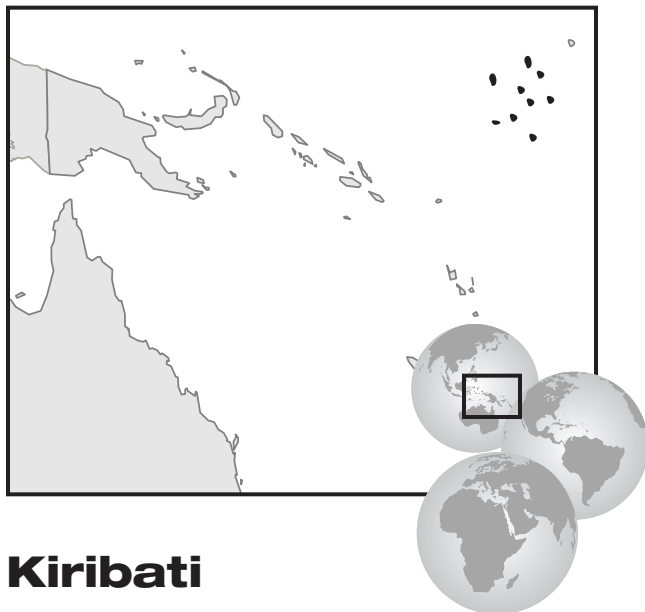
the time and distance the Maasai women travel to collect firewood. It has also had environmental advantages by reducing the charcoal and firewood used as fuel. In addition, these Maasai women are now earning a living through the sale of solar cookers to others in the wider community.

Health and HIV/AIDS

Volunteers, in partnership with the Ministry of Health, address key public health challenges through attitude and behavior change in communities and among youth to reduce the incidence of HIV/AIDS and water-borne diseases and to prevent malaria. Volunteers provided HIV/AIDS prevention training to 27,700 young men and women, more than 5,000 of whom went on to facilitate peer-led sessions in their communities. Health Volunteers have also been active in enhancing the capacity of community-based organizations and NGOs to provide training events to the populations they serve and to prepare family members and communities to care for persons infected and affected by HIV. Training in home-based care was provided to nearly 40 local agencies and individuals, and nearly 30 agencies and individuals were trained in orphan care. Volunteers have also worked with local community groups to establish sustainable income-generating projects to directly benefit more than 1,500 AIDS orphans and persons living with AIDS. In collaboration with the Centers for Disease Control and Prevention, Volunteers helped establish five community voluntary counseling and testing centers and helped train the centers' staff.

**"As a ministry, we highly appreciate
the work of Peace Corps Volunteers.
They have provided great support to
the poorest populations in some of
the most remote places in
this country."**

**Samuel Ndumbe Njoroge
Assistant Chief Public Health Officer
Ministry of Health**



Kiribati

Capital.....	Tarawa
Population:.....	96,000
Annual per capita income	\$860
GDP growth	1.4%
Adult illiteracy rate	Not available
Infant mortality rate	49 per 1,000 live births
Immunization rate.....	DPT: 99%
	Measles: 88%
Foreign direct investment	Not available
Access to safe water.....	Urban: 77%
	Rural: 53%
HIV/AIDS prevalence.....	Not available
Religions	Roman Catholicism: 53%
	Kiribati Protestantism: 39%
Official language	English

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	52	63
Program funds (\$000)	1,642	1,648

Country Overview

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

Kiribati (pronounced Kir-ee-bas) is a small, isolated group of islands in the central Pacific that straddles the equator and the international dateline. The country is composed of three island groups: the Gilbert Islands, Phoenix Islands, and Line Islands. It has 33 coral atolls scattered over more than 2 million square miles, yet its total land area is only 264 square miles. Kiribati gained independence from Britain 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 (copra) and fish, and the sale of fishing rights. Agriculture is limited because of poor soil and scarce rainfall. Most citizens live at a subsistence level. 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. Many of the country's educated and trained workers leave the country, making it a challenge to find people with the skills needed for successful development programs.

Program Focus

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

The Peace Corps' current program strategy supports the efforts of the government of Kiribati to address the key development areas of English education, health promotion, and community development. The work of Volunteers supports the national plan to enhance teachers' English language skills as well as their skills in planning and conducting classes that are learner-centered and participatory. Kiribati's geography makes it difficult for the government to provide health services and education to citizens in more rural, isolated villages, so Volunteers provide outreach to villages and develop

awareness campaigns to inform youth and adults about important health issues. Volunteers also collaborate with individuals and groups to support community-determined projects and activities that increase the quality of life of village members.

Volunteer Focus

Education

Volunteers support the Ministry of Education, Youth, and Sports in its efforts to better prepare I-Kiribati students to continue their education or enter the workforce by enhancing teachers' professional development, improving classroom environments, and increasing learning opportunities in outer island communities. Volunteers work in primary and junior secondary schools to enhance the English language and overall teaching skills of I-Kiribati teachers through delivery of in-service training workshops and co-teaching/co-planning skills transfer. Volunteers work at the national teacher-training college teaching English, math, science, accounting, crafts/creativity, physical education, and new teaching methodologies. They also contribute to school administration, develop classroom materials, and coach sports teams.

Peace Corps/Kiribati Volunteer leaders worked in collaboration with the Ministry of Education, Youth, and Sports; and the ministry of Labor and Human Resource Development to plan career fair 2005. The planning committee expanded the Career Fair to include Kiribati youth as well as all secondary students. In addition, the committee worked closely with representatives of youth groups, secondary schools, and several other organizations. Along with planning Career Fair 2005, the committee

discussed the importance of this event for youth and students and ministry representatives have lobbied for the career fair to be included in the 2006 annual budget.

Health and HIV/AIDS

Volunteers in the health and community development project support the Ministry of Health and Medical Services and the Ministry of Internal and Social Affairs by undertaking activities that promote the good health and well-being of outer island communities. Volunteers collaborate with a variety of government employees, including medical assistants, field nurses, island community workers, women's interest workers, island project officers, and community development officers. They work directly with men, women, boys, and girls; families and schools; and women's, youth, church, and village welfare groups. Volunteers educate their communities on the prevention of common health problems and diseases, including smoking/alcohol abuse, diabetes, hypertension, and sexually transmitted infections (STIs), including HIV/AIDS. They encourage behavior that promotes health and well-being, addressing issues of nutrition, exercise, clean water and sanitation, life skills, and reproductive health.

One health and community development Volunteer, assigned to the National HIV/AIDS Unit, worked on a second-generation surveillance study funded by the Global Fund to Fight AIDS, TB, and Malaria. The study provided baseline data on HIV prevalence, behavioral risk factors, and STIs in two focus groups—seafarers and pregnant women. The study revealed that the management of collected statistical information needs to be strengthened to plan timely and effective interventions.

“Peace Corps has a wealth of information, expertise, and human resources for developing nations. (The) Kiribati government will support the Peace Corps to support our people.”

**President Anote Tong
Republic of Kiribati**



Kyrgyz Republic

Capital	Bishkek
Population.....	5 million
Annual per capita income	\$340
GDP growth	6.7%
Adult illiteracy rate	1.3%
Infant mortality rate	59 per 1,000 live births
Immunization rate.....	DPT: 98%
	Measles: 99%
Foreign direct investment.....	\$46 million
Access to safe water	Urban: 98%
	Rural: 66%
HIV/AIDS prevalence.....	0.1%
Religions	Islam
	Russian Orthodoxy
Official languages.....	Kyrgyz
	Russian

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	140	126
Program funds (\$000)	1,915	1,849

Country Overview

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

After declaring its independence from the Soviet Union in August 1991, the government of Askar Akayev ruled this small central Asian republic with few serious challenges to its authority until 2005. In March 2005, after parliamentary elections widely viewed as fraudulent, the government of President Akayev was overthrown following widespread street protests. In July 2005, Kurmanbek Bakiyev, a former minister in the Akayev government, was elected president in elections generally considered free of widespread irregularities. Although the Kyrgyz Republic is viewed as one of the most democratic of the former Soviet republics, corruption continues to be a major impediment to the country's development.

The collapse 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 toward creating a market economy that began in 1993 have started to improve the situation; however, GDP growth has averaged only 5 percent per year since 1996, with particular impact on the important agriculture and mining sectors. In 1998, the Kyrgyz Republic became the first central Asian republic to join the World Trade Organization. However, the country remains one of the poorest in the world.

Program Focus

The first Peace Corps Volunteers arrived in the Kyrgyz Republic in 1993 to serve in this historically significant nation along the ancient Silk Road. After a temporary suspension of the Peace Corps program following the events of September 11, 2001, the program reopened in March 2002.

Since independence, the Kyrgyz Republic has demonstrated a commitment to achieve full participation in the global market. The government has been eager to establish projects that will assist in the difficult transition from a state-controlled to a market-based economy. To promote sustainable development and poverty alleviation, a key area of focus has been strengthening indigenous

nongovernmental organizations (NGOs). Although the Kyrgyz Republic continues to reform much of its legal and social structure to accommodate private sector activities, poverty remains a serious problem.

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

Volunteer Focus

Business Development

The business development project places Volunteers directly at the grass-roots level. The project helps community-based NGOs become sustainable, participatory, and effective entities. Volunteers help improve access to information at the local level and work with NGOs to develop effective networks and programs consistent with the organizations' missions and community needs. Work of these NGOs includes helping communities develop sustainable rural tourism and handicraft projects, increasing economic opportunities for women, and assisting small-scale farmers in marketing their goods. Additionally, Volunteers help local organizations and communities link with resources from international development efforts.

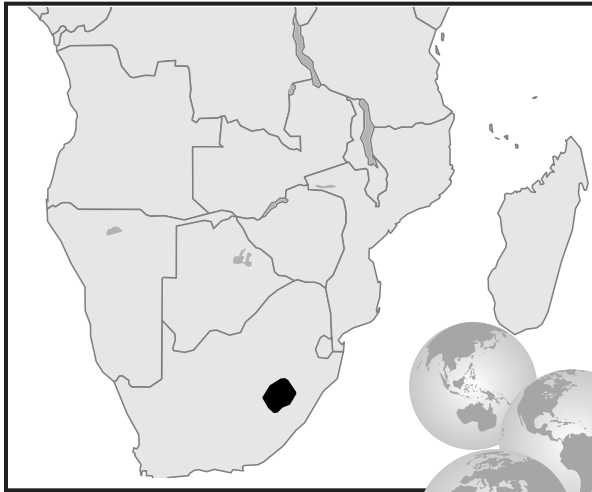
This year, 10 Volunteers participated in a youth summer camp entitled, "New Leaders for Equal Rights and Opportunities." The program included discussions with experts involved in modern aspects of gender relations in the Kyrgyz Republic,

evaluating the problem of human trafficking and the systemic efforts needed to combat it, and addressing other issues related to gender, violence, and protection. Participants were third-, fourth- and fifth-year male and female university students from every region of the country. Volunteers acted as counselors and facilitated sessions on gender issues, including gender violence, perceptions of men and women, and equal opportunity.

Education

The education project helps Kyrgyz students and English teachers improve their English language competency. Volunteers are assigned as English teachers to secondary schools in rural towns and villages and to institutes of higher education throughout the country. Education Volunteers introduce communicative teaching methodologies and critical thinking skills. In addition to their teaching assignments, Volunteers help enhance students' computer and Internet skills and develop libraries and resource centers. Volunteers have formed English clubs, helped their students participate in local debates, and worked with local English teachers to develop lesson plans. Improved English skills have helped both students and teachers win scholarships to study abroad.

Youth development is a major focus of Volunteers in the Kyrgyz Republic. In addition to their primary assignments, Volunteers are actively involved in secondary projects, such as assisting their counterpart organizations with organizing summer camps and other educational activities. For instance, one education Volunteer organized a four-day Diversity Week conference at his university. The conference was attended by several area Volunteers who gave presentations on American diversity to the university's faculty and students, as well as students and teachers from local secondary schools. The language and cross-cultural coordinator for Peace Corps/Kyrgyz Republic also gave a presentation about his experiences living in the U.S. during his graduate school studies.



Lesotho

Capital.....	Maseru
Population.....	2 million
Annual per capita income	\$610
GDP growth	3.3%
Adult illiteracy rate	Male: 26%
	Female: 10%
Infant mortality rate	79 per 1,000 live births
Immunization rate.....	DPT: 79%
	Measles: 70%
Foreign direct investment	\$42 million
Access to safe water	Urban: 88%
	Rural: 74%
HIV/AIDS prevalence.....	28.9%
Religions	Christianity: 80%
	Hinduism
	Islam
	Indigenous beliefs
Official languages	English
	Sesotho

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	81	84
Program funds (\$000)	2,507	2,562

Country Overview

Program dates	1967–present
Program sectors	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. Parliamentary elections were held in May 2002, and the government of Lesotho is confident that the country will remain politically stable.

Lesotho is a small, landlocked, mountainous country. Its 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 third highest HIV infection rate in the world.

Program Focus

The Peace Corps was invited to work in Lesotho in 1967; since then, nearly 2,000 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 by providing training in education, business development, health, permaculture, and HIV/AIDS prevention and awareness. Peace Corps' primary focus is on rural development. Volunteers serve mainly in the rural areas where 85 percent of the population resides. 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

Education

Education Volunteers are working in two assignment areas: as resource teachers in early childhood and primary education programs and as secondary education English teachers. Resource teachers work with the Ministry of Education and Training to upgrade teacher skills at numerous schools through teacher-training workshops, materials development, and working one-on-one with teachers. Additionally, resource teachers work with their counterparts to integrate special education into the mainstream curriculum. Volunteers provided teacher training to 500 primary school and early childhood teachers. One Volunteer and her counterpart organized and conducted a successful workshop for 42 teachers at a remote mountain district of the country. The workshop covered a variety of themes, including teaching place values, experiential learning cycles, and learning styles.

Secondary education English teachers provide classroom instruction in English language and literature at the secondary school level. During fiscal year 2005, Volunteers taught English language and literature to approximately 2,300 boys and girls in secondary and high schools. One of the Volunteers used a variety of innovative classroom teaching methodologies and, for the first time, a student in his class obtained an "A" in English. Many more realized a marked improvement in their national examination scores.

In addition to providing support to teachers and students, Volunteers promote gender equality in school settings, deliver lessons on HIV/AIDS awareness, train counterparts and parents in special education concepts, and establish community libraries and youth clubs.

Health and HIV/AIDS

The community health and economic development program helps to develop an HIV/AIDS-competent and economically productive society. Volunteers focus on preventing and mitigating the effects of HIV/AIDS, strengthening community-based organizations, promoting youth development and skills, and enhancing business promotion and economic development. The four areas of concentra-

tion are: HIV/AIDS, permaculture/nutrition, youth, and economic development. HIV/AIDS Volunteers are working at village and district levels to provide HIV/AIDS education and prevention programs. Other Volunteers in this program provide sustainable, effective outreach to youth, entrepreneurs, and income-generation groups.

HIV/AIDS Volunteers work with local chiefs to assess the needs of orphans and vulnerable children in communities. Volunteers work with support groups for people living with HIV/AIDS to help establish sustainable income-generation activities for families affected by the pandemic and lessen the stigma of HIV/AIDS in communities. Youth Volunteers work with youth who are either in school or have completed their secondary education, but are currently unemployed, lessening their risk of HIV infection by training them as peer educators. These Volunteers also help local youth identify and implement small- to micro-business activities. Agriculture and nutrition Volunteers help organizations and groups mobilize resources and community support for needed food security and HIV/AIDS mitigation programs. Economic development Volunteers help communities develop cultural tourism markets, such as guided horseback riding tours; and they provide technical assistance to producer groups on product diversification, quality control, and marketing.

**“Education Volunteers who served
in Lesotho have contributed
tremendously to the education of
Basotho. Even though the Volunteers
may feel that their work has been
insignificant, on the contrary, they are
leaving footprints within the schools
and communities that they served
and for this the Ministry of Education
and Training is grateful.”**

**Paramente Phamotse
Chief Education Officer/Primary
Ministry of Education and Training**



Macedonia, Republic of

Capital.....	Skopje
Population.....	2 million
Annual per capita income.....	\$1,980
GDP growth.....	3.2%
Adult illiteracy rate.....	5.4%
Infant mortality rate.....	10 per 1,000 live births
Immunization rate.....	DPT: 96% Measles: 96%
Foreign direct investment.....	\$95 million
Access to safe water.....	Not Available
HIV/AIDS prevalence.....	<0.1%
Religions.....	Eastern Orthodoxy: 65% Islam: 29% Catholicism: 4% Others: 2%
Official language.....	Macedonian

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	95	93
Program funds (\$000)	1,846	1,833

Country Overview

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

Macedonia's objectives are to develop a society based on democratic principles; to develop economic opportunities for its citizens; to share the benefits of growth more equitably among groups and regions; and to move toward European integration. Despite much progress, the unemployment rate is high and industrial production continues to fall. The peace agreement that ended the ethnic conflict of 2001 will hopefully put that conflict firmly in the past, while membership in the World Trade Organization, progress toward membership in NATO, and increased regional and international trade ties will bring Macedonia closer toward European Union (EU)-level political and economic development.

In the recent past, decentralization reforms were passed, especially the Law on Territorial Division, which reduced the number of municipalities from 124 to 84. Municipal elections were held in March and April 2005. These reforms decentralized authority to local government for education, healthcare, infrastructure, and other services. Financing these now local-level responsibilities will be the key element to monitor in the future. Security within Macedonia has improved since the peace agreement was signed in 2001. In January 2004, the EU's military force was replaced by a mostly unarmed EU police mission of 200. In cooperation with the Organization for Security and Cooperation in Europe (OSCE), this EU mission trains and deploys the newly integrated Macedonian police force.

Program Focus

The Peace Corps was established in Macedonia in 1996 with seven Volunteers who were assigned to the Ministry of Education and Science and worked in the secondary school English education program. As new Volunteers arrived after 1996, the program included business development within municipalities and nongovernmental organizations (NGOs) and environmental education and management. Despite early successes, the program did not fully

develop because of regional political instability that suspended the Peace Corps program twice between 1999 and 2001. Since the Peace Corps returned in November 2002, it is again making significant progress in its three current program areas. Strengthening the youth development sector and incorporating information technology into existing programs are also being explored.

Volunteer Focus

Business Development

As government structures devolve from centralized to more localized systems, government officials must learn anew how to operate effectively. Most municipalities have limited budgets and little experience in addressing increased public administration responsibilities. Peace Corps Volunteers assist local/municipal governments and staff, and NGOs by creating training programs and establishing projects to include more responsive management styles. Volunteers provide organizational and management assistance to host organizations; conduct computer skills training; share expertise in donor resource research methods, project planning, and management; conduct community outreach in the areas of human rights, health, and environmental awareness; and initiate small project assistance for various community activities.

One Volunteer, working with an NGO, completed a project to stimulate volunteerism in her small town by renovating a public park in a highly visible location with the help of volunteers. The NGO worked with the local government and other NGOs in town to recruit volunteers, renovate the park, and organize an annual "Day of Beautification." In addition to completing this activity, local organizations developed ongoing partnerships.

Education

The Ministry of Education and Science is refining its curriculum and making concerted efforts to improve the skills of teachers, particularly in smaller towns and rural villages where the need is greatest. The Peace Corps' involvement in this endeavor is twofold: to improve the effectiveness of instruction through teacher training and resource center devel-

opment; and to help students improve their English language communication skills, critical thinking skills, and independent life-long learning skills. Volunteers serve as English language resource teachers and facilitators in primary and secondary schools. Volunteers also work on summer projects, including girls' leadership training camps, and they organize English clubs after school, incorporating technology skills into the clubs when possible.

Five Volunteers produced a Broadway musical, *Broadway Comes to Kochani*, with their high school students and teachers, creating sets and costumes, and practicing dance routines and songs for three performances that raised funds to purchase musical instruments for the high school.

Environment

Environmental degradation and lack of clean water, air, and affordable energy services are addressed at the national and community levels. Peace Corps strengthens the capacity of local environmental NGOs, public works organizations, schools, and natural parks. Volunteers support public works organizations in wastewater and solid-waste management; support organizational and management development with NGOs; work with national parks in management and sustainable use of natural resources, and develop nonformal environmental educational activities. Recently, a local NGO opened the first environmental education center in Macedonia, with the assistance of two Volunteers who conducted a needs assessment, trained environmental educators, and used local resources to renovate an old building. The new center provides hands-on activities for Macedonian children.

"Peace Corps Volunteers bring more than just English education to Macedonia. They teach us about volunteering and they help different ethnic groups learn to live together."

**Macedonia
Ministry of Education Official**

Country Overview

Program dates 1993–present

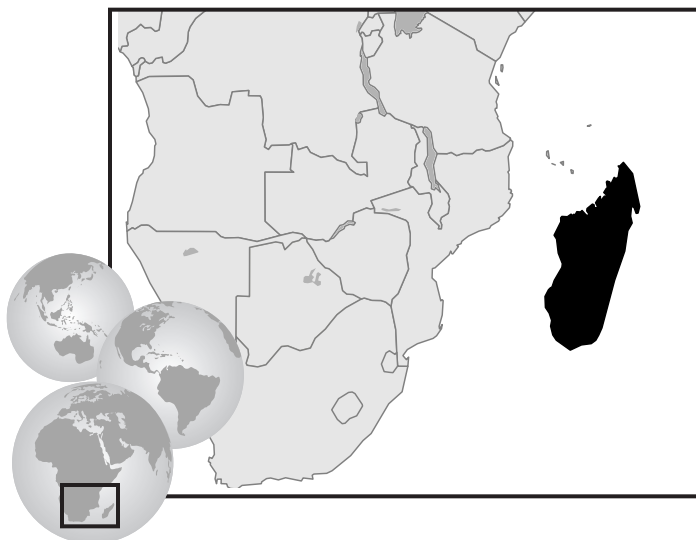
Program sectors Education
Environment
Health and HIV/AIDS

Backed by its international partners, the government of President Marc Ravalomanana has embarked on economic recovery and poverty reduction and is committed to fighting environmental degradation, poor health, and the HIV/AIDS epidemic. Numerous international development agencies and volunteer organizations have been welcomed to Madagascar, joining the growing number of Malagasy nongovernmental organizations (NGOs) working with the people of Madagascar on their development efforts. Madagascar is ranked 146 of 177 countries on the 2005 United Nations Human Development Index.

The economy of Madagascar is dominated by agriculture, which employs 80 percent of the population. Agriculture, including fishing and forestry, contribute 25 percent of gross domestic product (GDP); industry, 12 percent; and services, 63 percent. Major exports, including coffee, vanilla, cloves, shellfish, and sugar, are estimated at \$700 million. Madagascar's natural resources are severely threatened by deforestation and erosion, aggravated by the use of firewood as the primary source of fuel. A great need continues for teachers, health specialists, and environmental counselors, particularly in rural areas.

Program Focus

The first education Volunteers arrived in late 1993. In subsequent years, the Peace Corps initiated programs in ecological conservation and community health education. Today, Volunteers work in the education, environment, and health and HIV/AIDS sectors. Some Volunteers concentrate on the prevention of HIV/AIDS and other sexually transmitted diseases; others teach English and train teachers. Volunteers also work with communities and national parks to find ways to balance human needs with environmental conservation. All Volunteers, regardless of sector, are trained in how to promote HIV/AIDS awareness.



Madagascar

Capital.....	Antananarivo
Population.....	17 million
Annual per capita income.....	\$290
GDP growth.....	9.8%
Adult illiteracy rate.....	Male: 23.6% Female: 34.8%
Infant mortality rate.....	78 per 1,000 live births
Immunization rate.....	DPT: 55% Measles: 55%
Foreign direct investment.....	\$13 million
Access to safe water.....	Urban: 75% Rural: 34%
HIV/AIDS prevalence.....	1.7%
Religions.....	Indigenous beliefs: 47% Christianity: 45% Islam: 7%
Official languages.....	French Malagasy

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	130	130
Program funds (\$000)	2,203	2,173

Volunteer Focus

Education

Volunteers are posted in rural communities and work with students, teachers, and the larger community to raise the standard of teaching, develop teaching resources, and strengthen the links between schools and communities. Middle and high school students are taught English through both traditional classroom lessons and nontraditional methods, such as songs, drawing, poetry, and drama. Volunteers transfer teaching skills to Malagasy English teachers to increase their capacity to plan lessons and create classroom resources. Volunteers and their counterparts use English as a vehicle to promote community programs such as girls' camps, HIV/AIDS prevention, and tree plantings. One Volunteer recently completed a revised curriculum guide for the Ministry of Education on incorporating environmental education messages into the English-teaching curriculum.

Environment

Working with the government, NGOs, and local communities, Volunteers provide training for managers of protected areas, community members, and groups to improve their skills in environmental conservation, natural resource management, and sustainable agroforestry and agriculture. More than 300 communities have learned about environmental

conservation through theater projects, videos, and workshops. Volunteers have helped establish 40 tree nurseries, plant more than 3,500 trees, and build over 400 wood-saving mud stoves in 65 villages. One Volunteer working with a farmers' association helped increase rice harvests by 300 percent and established connections with a European distributor to purchase the unique rice at a tenfold price increase.

Health and HIV/AIDS

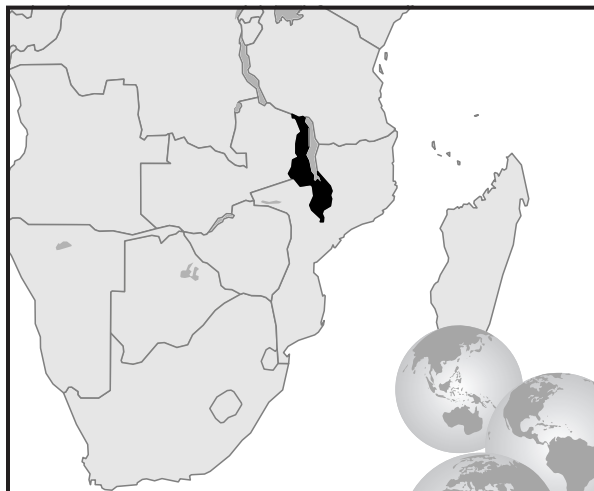
The community health project helps communities address health issues through behavioral change methodologies and by effectively disseminating health messages. Volunteers concentrate on preventing the main life-threatening childhood illnesses; helping mothers understand basic maternal health issues, such as how to ensure safe pregnancies; and providing the general population with information about preventing HIV/AIDS and other sexually transmitted diseases. Through their outreach programs, Volunteers provide vital health information to more than 400 communities each year. One Volunteer and her counterparts organized a Bike for AIDS race to raise awareness. Senior Malagasy government officials as well as the U.S. ambassador attended the event and through the race, an estimated 25,000 people learned more about the serious threat of HIV/AIDS.

“We need Peace Corps now more than ever. We do need development and there are resources for that, but principally we need to learn how to think differently and the Peace Corps is the only group that helps with that.

We need to see opportunities, not challenges. We need to find solutions, not problems. And for this we need more

Peace Corps Volunteers.”

**The Honorable Marc Ravalomanana
President of the Republic
of Madagascar**



Malawi

Capital.....	Lilongwe
Population.....	11 million
Annual per capita income.....	\$160
GDP growth.....	4.4%
Adult illiteracy rate.....	Male: 24%
	Female: 51%
Infant mortality rate.....	112 per 1,000 live births
Immunization rate.....	DPT: 84%
	Measles: 77%
Foreign direct investment.....	\$23 million
Access to safe water.....	Urban: 96%
	Rural: 62%
HIV/AIDS prevalence.....	14.2%
Religions.....	Protestantism: 55%
	Islam: 20%
	Roman Catholicism: 20%
	Indigenous beliefs: 3%
	Other: 2%
Official languages.....	Chichewa
	English

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	119	115
Program funds (\$000)	2,400	2,429

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 rule dating back to independence from Britain, Malawi peacefully elected a new government committed to multiparty democracy. Malawi has a parliamentary government with a president as the head of state. Peaceful presidential elections were again held in 1999 and in 2004. Control by local government is gradually increasing due to a decentralization policy in which responsibilities and resources are moving from the national to the district level. Even though Malawi is on a path of social, political, and economic reform, Malawians continue to face environmental degradation, hunger, disease, rising crime, illiteracy, and poverty.

Agriculture continues to be the mainstay of Malawi's economy, accounting for nearly half of its gross domestic product (GDP). Tobacco, tea, and sugar generate more than 70 percent of export earnings, with tobacco providing more than 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 expensive.

Program Focus

The change of government in 1994 allowed for the placement of Volunteers at the community level for the first time and the Peace Corps began working with counterpart ministries to identify appropriate areas for program involvement at the community level. Currently, Volunteers work in health and HIV/AIDS, education, and the environment. All Volunteers, regardless of sector, are trained in how to promote HIV/AIDS awareness.

Volunteer Focus

Education

In 1994, the government implemented free primary education that swelled the ranks of schools and seriously strained the country's resources. To support the government's initiative, the Peace Corps focused its efforts on secondary schools in rural areas, where skills transfer and capacity building have the greatest impact. Currently, Volunteers help educate 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, discussing strategies for teaching, evaluating students, and preparing exams. They use local resources to produce innovative and participatory teaching materials. Recently, Volunteers have helped their schools acquire new textbooks and reference libraries as well as science and computer labs and equipment so students can more actively participate in their own learning.

The education program is introducing a teacher-training component that focuses on secondary schools grouped into clusters. This project will help teachers improve their teaching skills and produce teaching materials with local resources.

Environment

The community-based natural resource management project assists communities surrounding protected areas to create long-term natural resource management plans. Partnering with Malawi's Department of National Parks and Wildlife and the Department of Forestry, Volunteers are placed in communities around parks and forest reserves. They work with government staff and surrounding communities on issues of conservation and resource use, including agroforestry, income generation, appropriate technology, small-scale irrigation, legal co-management of protected areas, and extension training. Volunteers have helped increase the productivity of fish farming and beekeeping, and they have taught conservation farming approaches, including the propagation of trees and other plants so critical to the rural farming system in Malawi. Volunteers have helped adults establish official vil-

lage natural resource management committees and village forest areas, while simultaneously fostering conservation education with local schools.

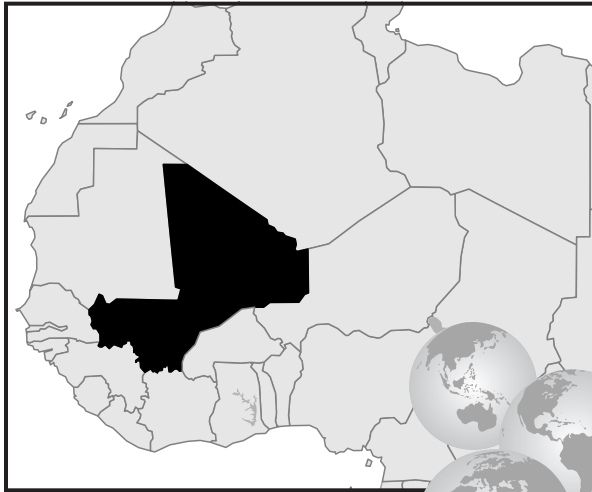
Working alongside hillside farmers, Volunteers have helped develop springs and water-conserving swales to prevent erosion and increase water retention thereby increasing agricultural productivity. This work, directly adjacent to protected areas, has markedly reduced illegal income generation methods of firewood poaching and charcoal burning.

Health and HIV/AIDS

Malawi is severely affected by the HIV/AIDS pandemic as well as many other serious health conditions. The community health project works with the Ministry of Health and Population to address health issues in rural parts of the country. Volunteers work in AIDS education, orphan care, home-based care, child survival, nutrition, disease prevention, environmental health, and women's health. Many work with youth and other at-risk groups. The project focuses on behavior change and integrates other health concerns linked with the HIV/AIDS epidemic (such as sexually transmitted diseases). The project has enabled behavioral change through life-skills training offered to a wide range of Malawians, particularly youth. Volunteers have helped create 50 support groups for people living with AIDS. The program has also introduced a health personnel development component to help community nursing colleges fill the acute country-wide shortage of healthcare workers.

**“To see the looks on farmers’ faces
when they see how we can
actually manage water and not be
at the mercy of it is truly inspiring
One of the best things I have been
able to teach has been this—that
farmers can take control and
improve their own lives in this
relatively simple way.”**

**Malawi Volunteer
Environment Sector**



Mali

Capital.....	Bamako
Population.....	12 million
Annual per capita income.....	\$290
GDP growth.....	6.0%
Adult illiteracy rate.....	Male: 73% Female: 88%
Infant mortality rate.....	122 per 1,000 live births
Immunization rate.....	DPT: 69% Measles: 68%
Foreign direct investment.....	\$129 million
Access to safe water.....	Urban: 76% Rural: 35%
HIV/AIDS prevalence.....	1.7%
Religions.....	Islam: 90% Indigenous beliefs: 6% Christianity: 4%
Official language.....	French

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	155	156
Program funds (\$000)	3,819	3,880

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. Mali is a young, growing democracy, which has held two national elections since 1992. The government continues to promote democratization and administrative decentralization and has become a model in the region.

Mali is among the poorest countries in the world, and ranks 174 of 177 on the 2005 United Nations Human Development Index. As a landlocked country with 65 percent of its land desert or semi-desert, Mali is dependent on its neighbors for port facilities. Economic activity is largely confined to the area irrigated by the Niger River. Eighty 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. The country is not self-sufficient in food production, a problem exacerbated by frequent droughts and a rapidly increasing population that strains the natural resource base. A growing tourism industry is centered on Mopti, a major thoroughfare en route to Tombouctou.

Program Focus

The first Volunteers arrived in Mali in April 1971. Volunteers assist the government of Mali in addressing multiple development challenges. A new initiative promotes decentralization so that local communities 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, micro-enterprise development, and preventive healthcare. 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 serve as technical resources for community members, associations, and youth groups on a variety of projects. These include animal husbandry, vegetable gardening, irrigation systems, and experimental farming at both regional and national levels. Their goals are to improve agricultural practices that will help increase food production, and to increase access to resources that can help local communities generate income and improve their diets.

Volunteers also work at the local level with community leaders and associations, individual community members and the health infrastructure to provide increased access to potable water and to water for agricultural use. They raise awareness of hygiene issues and promote improved community sanitation.

One agriculture Volunteer helped her community establish a women's community garden. Lack of water was the main problem, so the Volunteer and her counterpart helped the community build two wells equipped with straddle pumps and a cistern irrigation system that enable the women to garden all year long.

Business Development

Volunteers work closely with small businesses to improve the management capabilities of entrepreneurs and to increase financial and technical resources. They provide training and counseling to entrepreneurs on feasibility studies, marketing surveys, inventory control, accounting, and product pricing. Some Volunteers help micro-finance institutions establish management systems, loan-tracking systems, business education programs, and awareness campaigns about the importance of savings and available credit. Other Volunteers work to strengthen existing computer centers and set up Internet cafes. A new initiative works with a nationwide network of community learning and information centers to train young Malians in basic computer and Internet skills.

One Volunteer has developed an innovative accounting approach targeting Mali's large population of illiterate craftspeople to help them take better control of their income and expenses. After working for two years with individuals developing the idea, the Volunteer held a nationwide training-of-trainers workshop that brought these business practices to a large cross-section of craftspeople. This system is being introduced to all Peace Corps countries in Africa with small enterprise development programs because of its adaptability.

Environment

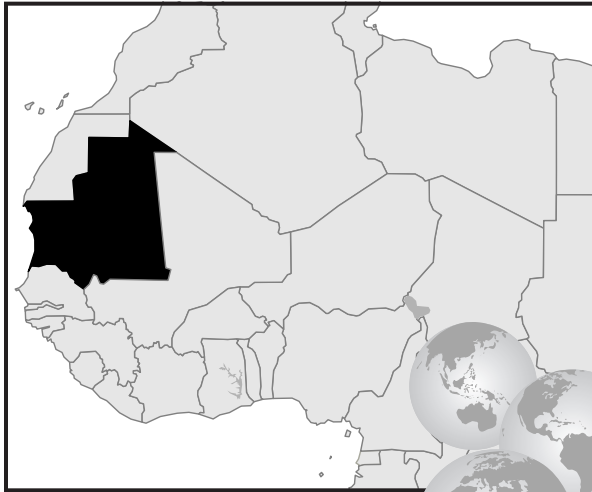
The need for better natural resource management and conservation has grown with Mali's increasing environmental problems. Peace Corps/Mali created the natural resource management project in 1986 with the Ministry of Environment to introduce sustainable environmental management systems to communities nationwide. Volunteers also seek to increase safe drinking water sources and encourage proper disposal of wastewater and solids.

The loss of soil and vegetation cover due to wind and water erosion severely impacts the potential to grow human and animal food. One Volunteer and his counterpart addressed these problems by establishing a fodder bank with selected forage species. They protected the forage bank from destructive livestock invasion by growing a live fence, using local species. The live fence also provided a windbreak to control erosion.

Health and HIV/AIDS

Volunteers help restructure the public health sector at the local level through their work with healthcare providers, local associations, and individual community members. They raise awareness of health issues such as balanced nutrition practices and breastfeeding, and promote prevention measures, such as diarrhea and disease control, polio eradication, and vaccinations.

One Volunteer spearheaded an effort to promote a model nutritional program in her community. Twelve women and their infants participated in a two-week nutritional education program where the infants gained a total of more than four kilos. This model has been replicated by other Volunteers in at least four other sites.



Mauritania

Capital.....	Nouakchott
Population	3 million
Annual per capita income	\$400
GDP growth	4.9%
Adult illiteracy rate	Male: 49%
	Female: 69%
Infant mortality rate.....	77 per 1,000 live births
Immunization rate	DPT: 76%
	Measles: 71%
Foreign direct investment.....	\$214 million
Access to safe water	Urban: 63%
	Rural: 45%
HIV/AIDS prevalence	0.6%
Religion	Islam
Official language	Arabic

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	92	96
Program funds (\$000)	2,443	2,449

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. In August 2005, a bloodless military coup d'état brought to power the Military Council for Justice and Democracy. Conflict between Moor and non-Moor ethnic groups centering on language, land tenure, and other issues has been a problem in the country since its independence. Sparsely populated, with most of its land covered by the Sahara Desert, Mauritania is one of the least developed countries in the world. It ranks 152 of 177 on the 2005 United Nations Human Development Index. Besides mining, the only commercially viable industry is fishing, although offshore oil reserves are currently being explored.

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 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 2000, Peace Corps/Mauritania reinstated the teaching English as a foreign language (TEFL) project and created a new environmental education project. Girls' education and information technology projects were created in 2001. Volunteers, regardless of sector, are trained in how to promote HIV/AIDS awareness.

Volunteer Focus

Business Development

Volunteers transfer basic business skills to micro-entrepreneurs in Mauritania's informal economic sector 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. Several Volunteers work directly with mayors' offices in small towns on issues related to ecotourism and community economic development. Other Volunteers work with vocational students at four regional centers, strengthening their basic marketing, accounting, and computer skills. Information technology (IT) is an increasingly important part of the business development sector. Volunteers work with the Ministry of New Technology, the Cisco Networking Academy, and select high schools to transfer the IT skills that are needed for the country to develop a new generation of students and entrepreneurs.

Education

Volunteers teach English in middle and high schools throughout Mauritania. They have trained Mauritanian teachers in English as they seek to become more qualified, creative, and effective in a work environment with few resources. Volunteers continue to work at the University of Nouakchott and the National Center for Curriculum Development where they provide input on teacher training and the development of classroom curriculum. With funding through the African Education Initiative, Volunteers and their community partners have worked to build stability into 13 Peace Corps-sponsored girls' mentoring centers. The centers are open to secondary female school students and are managed by professional women from the community

and Peace Corps Volunteers. These centers provide a positive environment where girls are encouraged to continue their studies and share their accomplishments with their peers.

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. Environmental education Volunteers work with teachers and students to increase awareness of the importance of environmental protection. One Master's International (a partnership program between the Peace Corps and U.S. universities) Peace Corps Volunteer worked with colleagues and counterparts from other program sectors to develop a project designed to train local women's groups in the production, use, and marketing of high nutritional-value food supplements that may be used to enhance the diet of the local community.

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 water-borne and hygiene-related diseases, such as malaria and diarrhea. They also promote access to potable water through the construction, repair, and maintenance of water sources, such as wells. Volunteers have also designed and implemented HIV/AIDS trainings of trainers and launched major HIV/AIDS awareness campaigns in different regions of the country through sports, cultural events, and formal training sessions.

“The Peace Corps program in Mauritania is an effective and meaningful opportunity for both Mauritians and Americans to work together and bridge the cultural and ideological gap between the Western and Muslim worlds. The chance to interact with one another on a personal basis allows people from both societies to form relationships that break down barriers and promote understanding and cooperation.”

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



Mexico

Capital.....	Mexico City
Population	102 million
Annual per capita income	\$6,230
GDP growth	1.3%
Adult illiteracy rate	Male: 7% Female: 11%
Infant mortality rate.....	23 per 1,000 live births
Immunization rate	DPT: 91% Measles: 96%
Foreign direct investment.....	\$10,783 million
Access to safe water	Urban: 97% Rural: 72%
HIV/AIDS prevalence	0.3%
Religions.....	Roman Catholicism: 89% Protestantism: 6% Other: 5%
Official language	Spanish

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	42	61
Program funds (\$000)	1,581	1,632

Country Overview

Program dates	2004-present
Program sectors	Business Development Education Environment

As a nation of more than 100 million people, Mexico is the most populous Spanish-speaking country in the world. About 70 percent of the population lives in rural areas. Many Mexicans emigrate from rural areas to the industrialized urban centers and the developing areas along the U.S.-Mexico border. In late 1994, the devaluation of the Mexican peso sent the country into its worst recession in over half a century. Since then, there has been substantial progress in building a modern, diversified economy, improving infrastructure, and tackling the causes of poverty. Educational levels in Mexico have improved substantially in recent decades, and education continues to remain one of the government's highest priorities.

In July 2000, Vicente Fox of the National Action Party was elected president. This marked the first time since the Mexican Revolution that the opposition defeated the party in power, the Institutional Revolutionary Party. President Fox began his six-year term on December 1, 2000.

Program Focus

The Peace Corps program in Mexico is a unique partnership that provides an opportunity for the Peace Corps to recruit highly specialized, technically trained, and experienced Volunteers to work side-by-side with Mexican counterparts. The Peace Corps first began exploring the possibility of entering Mexico after President George W. Bush and President Fox announced the Partnership for Prosperity initiative during their summit in September 2001. On June 10, 2003, the Peace Corps and CONACYT (National Council for Science and Technology) signed a memorandum of understanding regarding the Peace Corps' entry into Mexico. The full partnership accord was formalized at a signing ceremony at the Mexican embassy in Washington, D.C., on November 12, 2003, and the first group of Volunteers arrived in Mexico in October 2004. More than 20 Volunteers are currently working as consultants with several CONACYT scientific and technological national research centers located throughout central Mexico.

Their work encompasses water and environmental engineering, knowledge management, information and communication technology, business development, and English teaching. All Peace Corps/Mexico programming emphasizes the provision of top-quality technical assistance by highly experienced Volunteers and the strengthening of the Mexican institutions, primarily CONACYT and its clients.

Volunteer Focus

Business Development

Volunteers in the business development sector are assigned to one of several CONACYT centers where they provide advice and training that will gradually help CONACYT become less dependent on federal government funding while better addressing the needs of the private sector. Volunteers also work closely with the managers of Mexican firms to improve their competitiveness, particularly of small- and medium-sized businesses. Volunteers collaborate in the following areas: improvement of business processes, accounting and finance, marketing, and production/operations management. One Volunteer is working with the leather industry to help shoe manufacturers produce higher-quality products at competitive prices.

Volunteers also work with CONACYT and its clients in the area of knowledge management to utilize the most appropriate systems, software, and computers to effectively meet data management and information needs. One Volunteer is working to apply improved human resources management software that can be shared by various centers. Three Volunteers work in highly specialized engineering

fields involving materials development (plastics) and manufacturing processes improvement. These Volunteers train staff at CONACYT and provide advice to clients.

Education

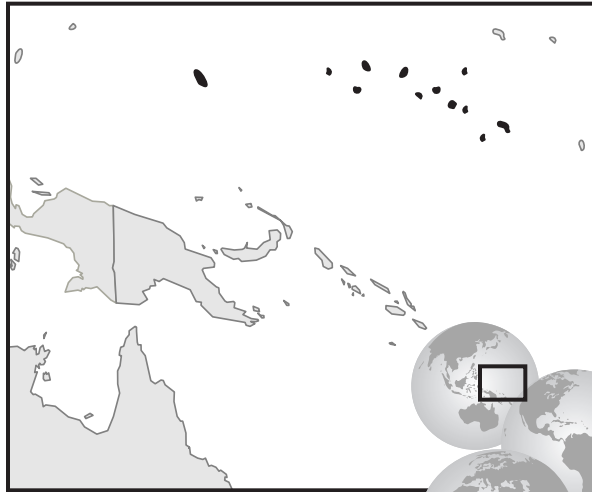
Volunteers teach English to staff at CONACYT centers in an effort to improve their conversational, writing, and technical language skills. In some cases, Volunteers help prepare technical presentations and research findings. The English students include engineers, interns, and CONACYT students involved in research projects. One Volunteer teaches at three CONACYT centers where she provides both small group and individualized instruction.

Environment

Volunteers in the environmental sector work with CONACYT centers and clients in activities related to water supply, waste-water treatment, and the reduction of industrial pollution. Specific tasks for Volunteers include assessing industrial pollution and recommending mitigation strategies and technologies; promoting improved hazardous waste-management strategies for industry; assisting cities with the planning, design, and implementation of their water and sanitation projects; assessing and recommending alternative cost-effective water supply and treatment systems; promoting watershed protection and management; and seeking financial support for pilot projects. Two Volunteers are working with the leather-tanning industry to encourage the adoption of best practices aimed at reducing soil and water pollution by hazardous chemicals. One Volunteer is working with the state petroleum company to reduce pollution and improve safety at its refineries.

“Working directly in the field with Mexico’s critical water-sanitation issues has allowed me to use my skills as an environmental scientist in a much more direct way than I was ever able to do in the U.S. Not only do I feel and know that I am contributing in a meaningful way, but I am learning more from this experience than ever before in my career.”

**Mexico Volunteer
Environment Sector**



Micronesia, Federated States of, and Palau

Capitals:	Micronesia: Palikir Palau: Koror
Average population.....	72,500
Average annual per capita income.....	\$4,285
Average GDP growth.....	1.95%
Average adult illiteracy rate	9.5%
Average infant mortality rate	21 per 1,000 live births
Immunization rate	DPT: 95.5% Measles: 95% (<i>Micronesia only</i>)
Foreign direct investment.....	Not available
Access to safe water	Urban: 87% Rural: 94%
HIV/AIDS prevalence	Not available
Religions.....	Modekngiei Roman Catholicism Protestantism
Official languages	English Palauan (<i>in Palau</i>)

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	54	63
Program funds (\$000)	1,882	1,979

Country Overview

Program dates	1966–present
Program sectors	Environment Youth

Both the Federated States of Micronesia (FSM) and Palau are democratic republics modeled on the U.S. federal system. FSM and Palau are highly autonomous, exercising great independence from the federal government. Both countries have economies and governments that are dependent on funds from the U.S. Compact of Free Association funds and U.S. foreign aid, both scheduled to decline over time. Both countries lack self-sustaining programs to provide for the needs of their populations. Most people of FSM and Palau have subsistence lifestyles, few private sector jobs exist, and basic infrastructure, education, and health services are underdeveloped. Both FSM and Palau have failed to develop a viable private sector. The newly established compact agreements require greater accountability for funds, and focus on helping FSM and Palau become self-reliant.

Developing viable industries and exports is challenging because of the geographic isolation and small size of FSM and Palau. Additionally, the nations' fragile natural resources are in danger of exploitation.

Program Focus

The focus of Peace Corps/Micronesia is to build the capacity of Micronesians and Palauans so they can provide for their own needs, appreciate and preserve their environment, and provide opportunities and a healthy environment for youth. The two Peace Corps focus areas for FSM/Palau are environment and youth. Volunteers work in health and nutrition education, libraries, teacher training and curriculum improvement, information technology, small business development and women's income generation, marine resources conservation, environmental education, and terrestrial resource conservation.

Volunteer Focus

Environment

Volunteers are involved in marine and terrestrial resource conservation projects as well as environmental education activities. Volunteers promote an

understanding of marine resources, watersheds, and mangrove ecosystems to build the capacity of government agencies and local conservation organizations to create and implement sound resource-management policies. Volunteers also team with government agencies to develop marine resource-based and agricultural economic opportunities while providing training in business planning and operations. Volunteers lead environmental education programs in rural and urban communities and schools, and they foster community involvement. Some environment Volunteers also teach gardening techniques in their communities.

One Volunteer has worked with the Yap State Environmental Protection Agency (EPA) to develop monitoring systems for coral dredging operations. Dredging of coral reefs has been a necessary and accepted practice in the Pacific as a cost-effective way to acquire road construction material; unfortunately, the dredging impact on reefs in FSM is becoming a great concern, as these reefs provide a unique economic resource critical to sustaining life on the islands. By linking local partners with international experts on dredging practices and environmental monitoring, this Volunteer has helped the Yap State EPA strengthen community awareness and involvement in policy decisions, enforcement, and scientifically based monitoring, minimizing the negative environmental impacts of these operations. Yap State environmental organizations have made significant progress in coral reef conservation efforts, helping to ensure that essential infrastructure development in the state does not cause irreversible damage to these unique and valuable resources.

Youth

There are limited opportunities for youth in FSM and Palau. This has caused increasing problems with substance abuse, alcoholism, violence, suicide,

obesity (leading to heart disease and diabetes), and teen pregnancy. The Peace Corps' youth project creates meaningful activities and opportunities for youth to establish healthy lifestyles and increase their participation in social and economic opportunities. Volunteers also help youth to take pride in their culture and traditions and promote community membership.

Volunteers work with youth group leaders, teachers, traditional community elders, local non-governmental organizations, government agencies, and families to promote self-esteem and encourage youth to continue their education. Many schools in FSM/Palau have limited resources and under-trained teachers. Volunteers work with teachers to enhance literacy and improve teaching methods by establishing school libraries and developing new curricula. Volunteers also actively promote extra-curricular and summer camp activities for students in both primary and secondary schools.

One Volunteer has been assisting government efforts in the fight against HIV/AIDS and in raising awareness among youth. The HIV/AIDS virus has only recently surfaced in FSM with 28 confirmed cases scattered throughout these small islands. Due to the small size of island communities and local practices, the potential for HIV/AIDS to spread rapidly throughout the populace is of great concern. This Volunteer has been working with Pohnpei State Public Health Department, the Department of Social Affairs, the Micronesia Red Cross Society and local government to promote HIV/AIDS awareness and education. The Volunteer and her local counterparts have initiated training sessions and workshops in local villages, developed counseling and informational services for youth, and trained a group of peer educators, who are now training fellow youth on HIV/AIDS prevention. HIV/AIDS education is new to FSM, and these successes in Pohnpei will help drive efforts in other FSM states.

“Even though it was seemingly an impossible dream, I began to think of going to college...I am sure there are many Micronesians who had the same positive experience as I had with the Peace Corps teachers in their schools.”

John Haglelgam
Former President of
the Federated States of Micronesia



Moldova

Capital.....	Chisinau
Population	4 million
Annual per capita income	\$.590
GDP growth	6.3%
Adult illiteracy rate	Male: <0.5%
	Female: 1%
Infant mortality rate.....	26 per 1,000 live births
Immunization rate	DPT: 98%
	Measles: 96%
Foreign direct investment.....	\$58 million
Access to safe water	Urban: 97%
	Rural: 88%
HIV/AIDS infection rate:	0.2%
Religions.....	Eastern Orthodoxy: 98%
	Judaism
Official language	Moldovan

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	152	152
Program funds (\$000)	2,442	2,484

Country Overview

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

Moldova is the poorest nation in Europe, though upon independence it was a middle-income country. It is one of the region's most heavily indebted countries, especially to Russia. Moldova elected a Communist Party majority to parliament in February 2001, in part as a response to the difficulties people faced in a transitional economy. Separatist forces in the Transnistrian region, along the Ukraine border, have prevented the government from exercising full control over its territory, exacerbating economic difficulties. The Organization for Security and Cooperation in Europe, with the support of the U.S. Embassy in Moldova, is seeking a solution to this conflict. In autumn 2003, President Vladimir Voronin publicly expressed the desire to move toward European Union (EU) membership. However, first the Transnistrian issue must be resolved. In 2005, Moldova held peaceful parliamentary elections, and the new parliament reelected President Voronin.

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 critically needs 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 educators, and basic healthcare services have deteriorated considerably in recent years. Privatization of the large agricultural industry and dissolution of much of the centralized control over many aspects of community life have left the population with many needs but lacking some of the skills and approaches needed to make use of available resources and opportunities. Peace Corps Volunteers address these issues with their primary projects; they also work in areas such as creating resource or information technology centers; leading sports activities, summer camps, and model United Nations programs; and combating human trafficking.

Volunteer Focus

Agriculture

Volunteers work with farmer-support organizations and individual farmers to increase incomes by developing information dissemination channels, consulting and training centers, and networking and marketing opportunities. Volunteers assist nongovernmental organizations (NGOs) with strategic planning, development, and organizational management. They provide training in basic farm management and financial analysis and work to enhance computer literacy and Internet capabilities. One Volunteer worked with farmers to identify efficient land-management strategies. This included developing practices to overcome efficiency barriers resulting from the ownership and management of small five-acre plots. Another Volunteer worked with his community to renovate and restock fishponds. The fishponds now provide valuable income to the farmers operating the pond, lease income to the municipal government, and an inexpensive source of high-quality protein to the community.

Education

Volunteers teach at the primary, secondary, and university levels. They use English-language classes to improve student abilities in critical thinking, decision-making, teamwork, and problem-solving. Volunteers work with Moldovan teachers of English through peer-training workshops on a variety of topics. Volunteers also actively promote the use of information and communication technology inside and outside the classroom.

Environmental education has become an important part of Volunteers' work in the teaching English as a foreign language (TEFL) project. Many students and even teachers lack basic understanding of such concepts as recycling, pollution, and proper disposal of trash, and how these issues impact their environment. To address these issues, the TEFL project incorporated environmental education into its project goals. Now, environmental education is being taught not just in English, but in Romanian and

Russian in schools throughout Moldova. Teachers and students are initiating environmental activities in the wider community, including clean-up projects, tree planting, and environmental poster competitions.

Health and HIV/AIDS

Each Volunteer works with two partner agencies, a school and a healthcare provider, to promote health education in Moldova. In school, Volunteers co-teach health education classes to more than 30,000 students for a minimum of eight hours per week. They also work intensively with students to develop peer education activities focused on HIV/AIDS prevention and substance abuse. One Volunteer, along with school and community partners, carefully identified and prioritized her community's most critical health problems. A primary target was treating community wells, which were identified as a source of hepatitis A. With the help of a small grant and community coordination, the wells have been treated with chlorine, and no hepatitis A cases have been reported at the school for almost two years.

Youth

Volunteers in the community and organizational development project work with NGOs, local governments, and social services agencies. They target community-based organizations that promote sustainable community development, especially in the social welfare field, with activities focused on children and youth. Several Volunteers have helped set up Internet cafes in their towns to provide low-cost access to the Internet for local citizens and children. While Internet access is prevalent in the larger cities, in rural areas it is much more rare. This access provides important learning opportunities for people who cannot afford their own computers, and are valuable resources for small businesses as Moldova tries to rebuild its economy. They also help young people in villages research job opportunities abroad and be better informed about their prospects before being approached by human traffickers.



Mongolia

Capital.....	Ulaanbaatar
Population	2 million
Annual per capita income	\$480
GDP growth	5.6%
Adult illiteracy rate	Male: 2% Female: 2%
Infant mortality rate.....	56 per 1,000 live births
Immunization rate	DPT: 98% Measles: 98%
Foreign direct investment.....	\$132 million
Access to safe water	Urban: 87% Rural: 30%
HIV/AIDS prevalence	<0.10%
Religions.....	Tibetan Buddhist Lamaism: 94% Islam: 6% Shamanism
Official languages	Mongolian Kazakh Russian English

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	93	98
Program funds (\$000)	1,876	1,956

Country Overview

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

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, economic and societal changes have stressed economic, social welfare, and education systems. Although English-language acquisition is of primary importance to citizens and the government, most rural schools do not have enough qualified teachers and resources. Even at urban universities and teacher colleges, textbooks are outdated and training is insufficient. The health system faces challenges as it moves from a focus on Soviet-style curative treatment to a more modern, preventive approach. With 66 percent of the population under 30 years of age, and 50 percent under 23 (according to United Nations Development Programme statistics), Mongolia is a country rich with human resources eager to improve their quality of life and the future of the country.

Program Focus

The people of Mongolia are directing their own transition and advancement and consider Peace Corps' development approach—which emphasizes human capacity building—as compatible with their country's own approach to development. Volunteers provide assistance to organizations and communities whose people lack basic technical skills or knowledge to assist in the transition. The Peace Corps/Mongolia program began with an English education project in 1991 and has expanded to include Volunteers working in numerous sectors directly relevant to national development priorities. In July 2005, President Nambaryn Enkhbayar and Prime Minister Tsakhi Elbegdorj both expressed their desire for increased numbers of Peace Corps Volunteers in Mongolia.

Volunteer Focus

Business Development

Volunteers are actively assisting Mongolia's transition to a free-market economy. Through capacity building of nongovernmental organizations (NGOs) and Mongolian citizens, Volunteers increase the management and strategic planning skills of business owners. Volunteers transfer knowledge of accounting, bookkeeping, customer service, business English, and how to incorporate information and communication technologies into a successful business. Business Volunteers have organized seminars on networking and cost-benefit analysis, and helped rural business owners identify markets for their products. Through a new private sector-led initiative in the telecommunications industry, Volunteers are helping rural herders access market information around Mongolia for agricultural products via cellphone, bringing new technology to the most needy of Mongolia's population.

Education

This past spring, the government of Mongolia declared English as the second official language. Education is at the forefront of the government's national agenda and it identified the English language as a top priority. Consequently, education Volunteers focus on teaching English to students and building the capacity of Mongolian English teachers through teacher training. As co-teachers in the classroom, Volunteers teach methodology, lesson planning, grammar, and communication skills at secondary schools, universities, and workshops across the country.

The education project has a strong community development component. In addition to English language training, Volunteers also co-teach computer skills, economics, and health classes. Volunteers engage in community service activities during summer and holiday breaks. They also help co-workers create clubs focusing on life skills, ecology, debate, technology, and drama. Volunteers have co-written teacher-training manuals, curricula guidebooks, a resource book to develop visual aids, and a classroom management handbook. This summer, education sector Volunteers and their community partners began collecting data and pictures in a collaborative effort to build Mongolia's national tourism Web portal.

Health and HIV/AIDS

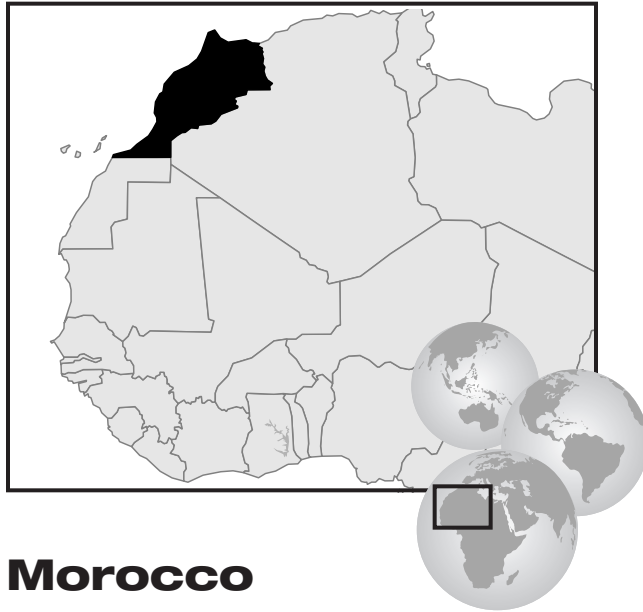
The community health project educates and trains students, community members, and health service providers on disease prevention and public health issues. Health Volunteers partner with provincial health departments, health facilities, NGOs, and international agencies to promote public awareness of issues such as HIV/AIDS and sexually transmitted illnesses, and to support life-skills development, all especially relevant for Mongolian youth. Volunteers have been instrumental in designing and implementing health education outreach activities as well as incorporating healthy habits into the daily lives of their communities.

Health project activities include working to develop a counseling training curriculum for health service providers, collaborating with the Red Cross in the training of trainers in first aid and CPR, assisting with an NGO's teen counseling hotline, and initiating exercise and stress reduction classes.

Volunteers have also developed behavior change communication materials for both youth and adults, and designed training programs on life-skills education, anti-smoking, anti-alcohol abuse, and HIV/AIDS prevention in the Mongolian language (and Kazak language for life-skills materials). Volunteers have conducted health education programs on nutrition; established health information centers; organized reproductive health fairs; and conducted cooking classes focusing on food safety, vegetable cultivation, and health and hygiene practices.

Youth

Peace Corps/Mongolia launched the youth development project in August 2005. Volunteers work with youth-focused NGOs, children's centers, schools, and civil society organizations to address the major issues confronting Mongolian youth today: education, life-skills development, employability, and leadership. Youth development Volunteers increase the capacity of youth-serving organizations and Mongolian youth to overcome challenging life circumstances and become young adults who contribute to improving the quality of life for themselves, their families, and their communities.



Morocco

Capital.....	Rabat
Population	30 million
Annual per capita income	\$1,310
GDP growth	5.2%
Adult illiteracy rate	Male: 37%
	Female: 62%
Infant mortality rate.....	36 per 1,000 live births
Immunization rate	DPT: 91%
	Measles: 90%
Foreign direct investment.....	\$2,279 million
Access to safe water	Urban: 99%
	Rural: 56%
HIV/AIDS prevalence	0.1%
Religions.....	Islam: 99%
	Christianity
	Judaism
Official language	Arabic

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	176	170
Program funds (\$000)	3,554	3,508

Country Overview

Program dates	1962–1991
	1991–2003
	2003–present
Program sectors	Business Development Environment Health and HIV/AIDS Youth

In 1999, King Mohammed VI assumed the throne after the death of his father, who had ruled for 38 years. Gradual political reforms in the 1990s led to 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 in the late 1970s, and the status of the territory remains unresolved.

By enhancing tourism, Morocco hopes to attract 10 million tourists by 2010, which will, in turn, support small businesses and reduce unemployment. Until then, the government aims to produce quality crafts and to market and export products made by artisans. The kingdom has moved firmly into the reformist, liberalizing camp in the Islamic-Arab world, just as it has lately adopted a new family law. The approved law, which is considered “revolutionary” in the Arab and Muslim world, promotes women's rights and puts wives on a more equal footing with their husbands.

Morocco faces issues typical to developing countries. These include restraining government spending, reducing constraints on private activity and foreign trade, and achieving sustainable economic growth. The country remains vulnerable to drought, as rainfall is key to the performance of the agriculture-dominant economy. Financial reforms have been implemented, but long-term challenges remain, such as servicing the debt, improving trade relations with the European Union, increasing education and job prospects for youth, and attracting foreign investment.

Program Focus

Almost one out of four Moroccans in rural areas is poor, compared with one out of 10 in urban areas. Literacy rates are low in rural areas, particularly among girls. Maternal and child health is still a major concern as maternal and infant mortality rates are quite high. While sexually transmitted diseases are widespread, reports of HIV cases remain unrealisti-

cally low. Climatic swings hamper harvests, while drainage of wetlands, deforestation of public areas, and erosion in national parks present continuing challenges. High unemployment and low wages have limited opportunities for entrepreneurs to access capital, putting them at a disadvantage in a rapidly evolving global economy. To help address these concerns, Peace Corps Volunteers are assigned to projects in business development, the environment, health and HIV/AIDS, and youth.

Volunteer Focus

Business Development

Volunteers assist artisan communities by teaching business management, entrepreneurship, and computer skills; and by offering consulting services. One Volunteer has been working with male weavers of Moroccan textiles. His work has focused on teaching basic business skills, such as costing and pricing, and marketing the weavers' products through local craft fairs. Most recently, the Volunteer helped one weaver showcase his products in a New York City gift fair. As a result, the weaver has received a first order for \$3,000 worth of products.

Environment

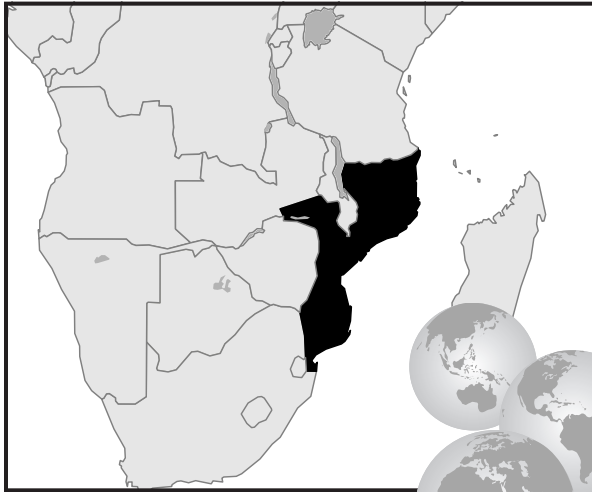
The environment project seeks to reinforce the Moroccan government's conservation initiatives and to help rural populations achieve a higher standard of living. Volunteers work with government representatives, youth groups, and environmental interest groups. They are assisting local development associations in communities located within national parks and areas of biological and ecological importance to promote ecotourism and income-generating activities. Volunteers encourage and help establish small community-based and school-based tree nurseries; this year alone, more than 11,000 tree seedlings were planted. Volunteers are also involved in projects to control erosion and prevent water supply contamination. They have co-facilitated workshops to identify topics on environmental awareness and methods to limit desertification in three provinces.

Health and HIV/AIDS

Morocco's high infant mortality rate reflects the adverse living conditions associated with poor water quality and inadequate sanitation facilities. A major component of Volunteers' projects is health education focusing on maternal and child health and safe water. Volunteers have collaborated with the government in increasing community access to health services and assisted in educational activities during local vaccination drives conducted by health officials. With their Moroccan counterparts, Volunteers have developed and delivered informal health and hygiene lessons and activities for school-age children outside of school hours. Health Volunteers, in collaboration with youth development Volunteers, organized HIV/AIDS awareness activities in youth centers, high schools, and health clinics. One group of health Volunteers set up an information booth at a cultural festival that attracted several thousand Moroccans and foreign visitors.

Youth

One-third of Moroccans are 15 years old and younger. Volunteers encourage youth to attend citizenship and leadership-building activities. Volunteers teach English at local youth centers and help implement extracurricular activities, such as managing sports teams, youth mentoring, and teaching computer skills. The Ministry of Youth has made educating girls a priority, so Volunteers, their supervisors, and other community members are addressing the needs of local girls. Volunteers work with teachers, women's centers, and parent-teacher associations. This year, all 46 Volunteers working with youth helped develop and implement a curriculum for spring and summer language camps, which were attended by more than 1,000 Moroccan youth. Outside funding was procured that permitted each Volunteer to bring three underprivileged children from their host community to these summer camps. Additionally, four Volunteers worked collaboratively to plan, organize, and conduct an English teacher-training workshop for Moroccan public school teachers in their region.



Mozambique

Capital.....	Maputo
Population.....	19 million
Annual per capita income.....	\$210
GDP growth.....	7.1%
Adult illiteracy rate.....	Male: 38% Female: 69%
Infant mortality rate.....	101 per 1,000 live births
Immunization rate.....	DPT: 72% Measles: 77%
Foreign direct investment.....	\$337 million
Access to safe water.....	Urban: 76% Rural: 24%
HIV/AIDS prevalence.....	12.2%
Religions.....	Indigenous and other beliefs: 45% Christianity: 30% Islam: 17%
Official language.....	Portuguese

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	129	138
Program funds (\$000)	2,345	2,367

Country Overview

Program dates	1998–present
Program sectors	Education Health and HIV/AIDS

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 1999, President Joaquim Chissano was reelected in the country's second general elections, with a slight parliamentary majority for his party, the Front for the Liberation of Mozambique (FRELIMO). In 2003, municipal elections were held in 33 selected districts and cities for the third time. President Chissano did not run in the presidential elections in December 2004, and he was succeeded by FRELIMO candidate Armando Guebuza, who won the popular vote.

Despite impressive political achievements since gaining independence in 1975, Mozambique remains one of the poorest countries in the world, ranking 168 of 177 on the 2005 United Nations Human Development Index. However, the country is beginning to exploit the economic potential of its sizeable agricultural, hydropower, and transportation resources. Economic improvements include hooking up secondary urban centers throughout the country to the power grid of the Cahora Bassa hydroelectric dam; constructing a natural gas pipeline to South Africa; restoring three major sugar-cane processing factories; and investing in rare minerals mining. Due to widespread poverty, poor infrastructure, a dispersed population, low education levels, and the growing threat of HIV/AIDS, the health status of Mozambicans is among the lowest in the world. Treatable diseases such as malaria, tuberculosis, diarrhea, and respiratory infections are the most common causes of premature deaths, particularly of children and infants.

Program Focus

In 1998, the Peace Corps began a program in Mozambique to assist the government in English language teaching and expanded this assistance to include science teaching and teacher training. Peace Corps/Mozambique collaborates with the Ministry of Education to provide in-service training

opportunities for teachers, produce low-cost materials from local resources, and facilitate projects that link schools and communities. In 2004, the Peace Corps/Mozambique program expanded to the health sector with a focus on HIV/AIDS. All Volunteers, regardless of sector, are trained in the promotion of HIV/AIDS awareness.

Volunteer Focus

Education

Volunteers provide quality English and science instruction to students in secondary and technical schools. Additionally, Volunteers support Mozambican teachers in expanding their teaching methodologies, improving English communication skills, and developing educational materials. Four Volunteers serve as teacher-trainers, helping Mozambican primary school teachers to expand English teaching in the sixth grade as a part of a major curriculum overhaul. One teacher trainer created the first English course curriculum in his training center, which is now being used to train future primary English teachers. In addition to their primary assignments, Volunteers promote education outside the classroom as well, with activities such as tutoring, coaching, organizing school libraries, and directing theater. They are also trained to be advocates and educators for HIV/AIDS prevention.

When the Mozambican English Language Teacher Association (MELTA) conducted its 8th annual English competition, the theme was gender roles. Theater groups from 12 secondary schools in the Sofala province participated and of these 12 groups, five were directed by Peace Corps/Mozambique education Volunteers. The Volunteers spent months working with students to write and rehearse plays dealing with gender issues in Mozambique, including *lobola* (bride price) abuse, education, division of labor, and the importance of women bearing children, especially sons.

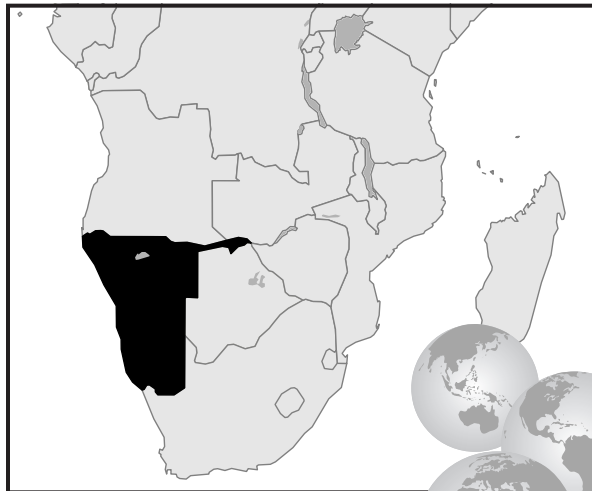
Health and HIV/AIDS

Volunteers serve in five provinces helping to build the capacity of small organizations and community groups to combat HIV/AIDS. These Volunteers are on the front lines, assisting their colleagues in improving planning and management; providing technical training to staff and community volun-

teers; and helping to develop new strategies, ideas, and materials. With training and material enhancement supported by the President's Emergency Plan for AIDS Relief (Emergency Plan), these Volunteers have been particularly active in prevention education, the care of orphans and vulnerable children (OVC), palliative care, and education for high-risk groups. Volunteer activities include establishing and assisting support groups for persons living with AIDS; establishing community-run HIV counseling and information centers; conducting trainings for schools and households in growing nutritional home gardens; establishing standards of care and developing new forms of creative counseling for traumatized children in OVC centers; training youth groups on life skills for making health choices; and training community workers to produce HIV/AIDS newsletters and radio programs. One Volunteer helped her organization create an HIV/AIDS program that included carrying out household vulnerability assessments, conducting trainings, establishing community homes for the elderly and orphans, creating data banks, and developing monitoring and reporting systems. In another case, health and education Volunteers collaborated to host a girls' leadership camp to bring girls together from across the country to discuss their issues.

**“Real change happens at the
community level through day-to
day contact with people. And that
is exactly why we need the Peace
Corps Volunteers. We need people to
go and live in Mozambican villages,
learn to speak the language of the
people, and teach them that real
change can and must happen so that
we can defeat this horrible epidemic
before it defeats us.”**

**National AIDS Council Official
Peace Corps Swearing-in Ceremony
July 2005**



Namibia

Capital	Windhoek
Population	2 million
Annual per capita income	\$1,930
GDP growth	3.7%
Adult illiteracy rate	Male: 16%
	Female: 17%
Infant mortality rate	48 per 1,000 births
Immunization rate	DPT: 82%
	Measles: 70%
Foreign direct investment.....	Not available
Access to safe water	Urban: 98%
	Rural: 72%
HIV/AIDS prevalence	21.3%
Religions.....	Christianity
	Indigenous beliefs
Official language	English (Afrikaans)

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	81	78
Program funds (\$000)	2,650	2,674

Country Overview

Program dates	1990–present
Program sectors	Education Health and HIV/AIDS

Since becoming independent in 1990, Namibia has established 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.

The country had its first change of top political leadership since independence when Hifikepunye Pohamba was elected president in November 2004. This election was a major test of the political institutions that have been built since 1990. Mining, agriculture, and fishing account for more than 25 percent of gross domestic product (GDP). Namibia's mineral resources include diamonds, uranium, copper, lead, zinc, and a variety of semiprecious stones. These industries, however, are 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 educated and least skilled. The overall unemployment rate exceeds 30 percent. People residing in urban areas, including many migrant workers, have adopted Western ways; however, in rural areas, traditional society ways remain intact.

Program Focus

Immediately after Namibia's independence in 1990, the Ministry of Basic Education, Sport, and Culture began to reform the apartheid-influenced educational system. The first Peace Corps Volunteers arrived in Namibia less than six months after independence; since then, Volunteers have contributed directly to that educational reform. Peace Corps/Namibia still collaborates extensively with the Ministry of Education and the education sector will likely remain the principal platform from which the Peace Corps contributes to Namibia's overall economic and social development. The Peace

Corps has also increased its cooperation with the Ministry of Health and Social Services, the Ministry of Youth and Sports, and Namibian faith-based organizations (FBOs) to expand and intensify Peace Corps/Namibia's role in the fight against HIV/AIDS. In collaboration with the Centers for Disease Control and Prevention and USAID/Namibia, Peace Corps Volunteers directly support the government ministries and FBOs by providing community-level training in reproductive health, positive living, and home-based care. These efforts promote enhanced HIV/AIDS awareness, prevention, treatment, and care. All Volunteers, regardless of sector, are trained to promote HIV/AIDS awareness and prevention.

Volunteer Focus

Education

Peace Corps/Namibia has significantly contributed to educational reform through teacher training, classroom teaching, and subject matter support for teachers, especially in science, mathematics, English, and information and communication technology.

For example, Volunteers organized a successful art competition among students from all parts of Namibia to promote cultural awareness. Twenty-seven students from more than 400 applicants were selected to participate in a Volunteer-organized, five-day cultural tour. One Volunteer secured a donation of 25,000 books that have been categorized and distributed to school libraries throughout the country. Other Volunteers worked with the Ministry of Education to develop regional databases and to organize workshops for information technology administrators covering networking, file sharing, remote administration, and website development.

Health and HIV/AIDS

Working with the Ministry of Education, Volunteers support capacity building at regional and school levels, help establish HIV/AIDS clubs, organize HIV/AIDS dramas, and conduct HIV/AIDS workshops using local and Volunteer-developed resources. For example, Volunteers successfully

solicited funding from nongovernmental organizations to organize a Girls Leading Our World (GLOW) Camp that taught leadership skills, self-confidence and HIV/AIDS awareness to 80 boys and girls from throughout the country. One Volunteer also worked with nonprofit organizations to arrange for the donation and shipment of nine pallets of used sports equipment to be distributed to youth and sports groups in southern Namibia. These clubs help promote HIV/AIDS awareness and life skills through sports training and other activities.

Volunteers also work with the Ministry of Health and Social Services and faith-based hospitals to promote awareness of a new antiretroviral treatment program, help build the capacity of the regional staff to use instructional technology, and strengthen the capacity of FBOs to assist communities to develop HIV/AIDS action forums and strategies for prevention, care, and treatment. For example, Crisis Corps Volunteers are working directly with the ministry to develop and install a new digital videoconferencing network to select regions in the country to facilitate long-distance communication and training within the ministry.

“My Peace Corps experience in Namibia has been a challenge and a success. At times it was difficult, but always rewarding. I have taught and been taught. I’ve shared memories, made relationships, and gained experiences. Most importantly, I’ve realized that people of different races and cultures can and should learn from one another’s lifestyles to promote peace and understanding in our world.”

**Namibia Volunteer
Education Sector**



Nicaragua

Capital.....	Managua
Population	5 million
Annual per capita income	\$740
GDP growth	2.3%
Adult illiteracy rate	Male: 23%
	Female: 23%
Infant mortality rate.....	30 per 1,000 live births
Immunization rate	DPT: 86%
	Measles: 93%
Foreign direct investment.....	\$201 million
Access to safe water	Urban: 93%
	Rural: 65%
HIV/AIDS prevalence	0.2%
Religion	Roman Catholicism: 85%
Official language	Spanish

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	155	157
Program funds (\$000)	2,653	2,610

Country Overview

Program dates	1968–1979 1991–present
Program sectors	Agriculture Business Development Environment Health and HIV/AIDS

Nicaragua is a constitutional democracy with executive, legislative, judicial, and electoral branches of government. The president and members of the unicameral National Assembly are elected to concurrent five-year terms. Though the turbulent events of the past few decades have been reported widely, Nicaragua has become the newest democracy in the Americas. President Enrique Bolaños is only the third democratically elected president since the end of the Sandinista regime in 1990.

Nicaragua has the appropriate soil, climate, and altitude for the cultivation of a wide variety of crops and livestock. Its rivers, volcanoes, coastline, timber, and mineral resources present impressive economic potential as well as a great challenge to sound environmental management.

More than half of Nicaragua's population is underemployed or unemployed. The country has suffered from catastrophic natural disasters. Severe environmental degradation and flood damage from Hurricane Mitch compromised the fragile food security of many rural areas. Limited access to healthcare and health education has led to a high rate of infant and maternal mortality. More than one-fourth of young women have their first child by age 19. 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 four sectors: agriculture, business development, environment, and health and HIV/AIDS.

Agriculture

The sustainable food security project focuses on improving the standard of living of rural farming

families through improved agricultural techniques. Volunteers work closely with field technicians from the National Agricultural Technological Institute to help members of rural households develop skills in sustainable crop production, environmental protection, and integrated pest management.

Several Volunteers in the agriculture program have set up a series of trainings for rural students and teachers on sustainable agriculture techniques. These trainings focus on organic gardening methods and use of natural fertilizers and pesticides. The trainings take place in the homes and fields of Nicaraguan farm families.

Business Development

The small business development project focuses on the nation's youth, providing them with business and life skills that will enhance their capacity to gain meaningful employment and increase economic opportunities in their communities. Volunteers teach business enterprise development, primarily in secondary and vocational schools. In a creative business course given by Volunteers, students participate in all phases of business development—from product conception to selling shares to running the business to, finally, its eventual closeout and paying of shareholders.

In 2005, a Volunteer helped organize a group of talented local artisans to construct an artisans' market in their community. The artisans garnered support from the local municipal government, raised their own money, and, with the Volunteer's help, obtained a USAID-funded small project assistance grant to build the market. The market is open and successfully attracting tourists and locals alike, helping to raise income levels in the local community.

Environment

The environmental education project works directly with the Ministry of Education, Culture, and Sports (MECD). Peace Corps/Nicaragua and MECD created and published an environmental education guide for primary schools. Volunteers assigned to rural school districts work with at least three elementary schools in their respective districts and use interactive, student-centered methods and community efforts to address local environmental concerns.

This year, a Volunteer helped organize an environmental fair at the school where he teaches environmental education. The fair began as a small effort through the local primary school, but eventually involved the entire community, including the mayor's office, local businesses, and community groups. Fair stands were set up with themes as wide-ranging as clean water, home and school gardens, trash disposal, and reforestation. The fair attracted many community members as well as people from neighboring communities. It was so successful that there are plans to hold the event annually.

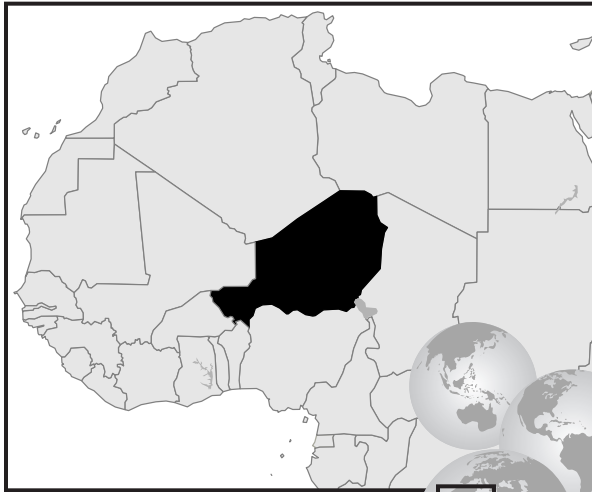
Health and HIV/AIDS

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 project works directly with the Ministry of Health and focuses on four primary areas: hygiene education, nutrition, adolescent health, and maternal and infant health. Volunteers also conduct HIV/AIDS prevention education.

Volunteers and counterparts coordinated a series of local workshops focusing on HIV/AIDS prevention in Volunteer communities. Community members participated in educational sessions on HIV/AIDS transmission and prevention as well as basic health issues. Participants were also taught nonformal education techniques. Follow-up showed how participants were implementing their new skills.

“My service in the Peace Corps has been one of deep commitment and love. The quality of my service has been full of strength, endurance, positivism, and sustainability. I am so very honored and proud to be a Peace Corps Volunteer. Thank you for giving me the opportunity for such fulfillment in my life.”

**Nicaragua Volunteer
Environment Sector**



Niger

Capital.....	Niamey
Population.....	12 million
Annual per capita income.....	\$200
GDP growth.....	5.3%
Adult illiteracy rate.....	Male: 75%
	Female: 91%
Infant mortality rate.....	154 per 1,000 live births
Immunization rate.....	DPT: 52%
	Measles: 64%
Foreign direct investment.....	\$31 million
Access to safe water.....	Urban: 80%
	Rural: 36%
HIV/AIDS prevalence.....	1.2%
Religion.....	Islam: 95%
	Indigenous beliefs
	Christianity
Official language.....	French

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	142	123
Program funds (\$000)	2,963	2,990

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 the country held free and fair elections. A military coup occurred in 1996, but in late 1999, democratic elections were held again, renewing hopes for economic growth. Since then, Niger has remained politically stable. The last elections were held in December 2004, and incumbent President Mamadou Tandja won a second term.

Niger remains one of the poorest countries in the world, ranking 177 out of 177 on the 2005 United Nations Human Development Index. Natural impediments to growth include its landlocked position, its limited arable land, and the vulnerability to drought of its agriculturally based economy. These obstacles are compounded by a large population with a limited supply of skilled personnel, rapid population growth, intense exploitation of already fragile soils, and insufficient health services. Nearly 90 percent of Niger's population is vulnerable to malnutrition. The inability to produce, access, and use 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. Volunteers now work in agriculture, the environment, community development, youth, education, and health projects to help Nigerien communities attain household food security and to promote sustainable development. All Volunteers, regardless of sector, are trained 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 acquisition systems. Volunteers work directly with farmers in their villages on issues such as water harvesting, crop rotation, soil fertility management, and improved animal husbandry.

After an international agricultural research organization developed an improved, highly productive fruit tree (Sahelian apple) especially adapted for arid areas such as Niger, an agriculture Volunteer was trained by the organization on how to effectively propagate this tree. He then trained dozens of farmers in three villages on this new technology, and now hundreds of the trees are growing in the area.

Education

Inspired by UNESCO's World Education Forum in 2000, the Nigerien Education Ministry developed a 10-year plan, launched in 2003, to ensure access to quality education for all Nigeriens. In response to this plan and a request from the government to support its goals, Peace Corps/Niger inaugurated its community and youth education project in 2003. Volunteers work with local counterparts to strengthen the capacity of teachers and vocational trainers, promote girls' education, and help teach English through English clubs.

One Volunteer and her counterpart organized a weekly workshop for English teachers to share best practices and to introduce new teaching techniques. The workshop was so popular that participants grew from 6 to 45 in only three weeks. After the workshop ended, 11 participants decided to have an English school camp during the upcoming summer holidays to practice their newly acquired skills with 80 students at different levels. The camp was also a great success, and local radio stations broadcast the graduation events with students performing skits, songs, and poems in English.

Environment

In Niger, where food production is a primary concern, the environment and natural resources it supports are often overexploited. Land degradation, the second highest population growth rate in the world, and diminishing natural resources (e.g., fuel wood) are critical problems. Poverty exacerbates these conditions, as most rural people must constantly weigh short-term resource use against long-term protection and restoration of the

landscape. Volunteers in the environment project implement land reclamation/anti-erosion activities, organize tree plantings/protection, and conduct environmental education and awareness sessions in schools and with youth.

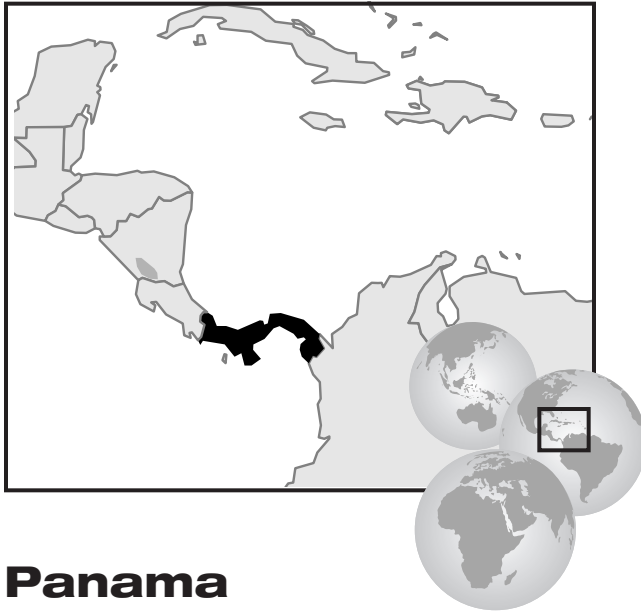
An environment Volunteer successfully linked a 4,000-seedling tree nursery with her local community's needs. With their primary school teacher, schoolchildren raised the trees and then sold them to gardeners for live fencing. Community members improved their environment and the school earned income for supplies.

Health and HIV/AIDS

Niger has one of the world's highest infant mortality rates. Roughly 40 percent of children under age five 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. In a successful Guinea worm eradication project, Volunteers educated people living in endemic zones by distributing flyers that provided important health information and treated infested ponds. Peace Corps/Niger is also promoting HIV/AIDS awareness and prevention on a region-wide basis through an annual AIDS Bike Ride that reaches several thousand people every year.

A health Volunteer collaborated with local government authorities to construct an integrated health center in her remote rural village. She arranged the necessary outside funding, and helped select a young man from the village to receive training and serve as the village health agent. She also organized the purchase of an initial stock of medicine and supplies with contributions from the villagers and outside sources and organized a cost-recovery payment system to maintain supply stocks.

Another health Volunteer installed a pump in her village to provide potable water. She helped the villagers organize a sanitation committee and a way to finance maintenance for the pump. The improved water supply has not only reduced cases of diarrhea and skin diseases, it has also enabled villagers to plant gardens to improve nutrition. Moreover, the reduced workload for the village women in obtaining water has enabled them to focus more time on child care and income-generating activities.



Panama

Capital	Panama City
Population	3 million
Annual per capita income	\$4,060
GDP growth	4.1%
Adult illiteracy rate	Male: 7% Female: 8%
Infant mortality rate	18 per 1,000 live births
Immunization rate	DPT: 86% Measles: 83%
Foreign direct investment.....	\$792 million
Access to safe water	Urban: 99% Rural: 79%
HIV/AIDS prevalence	0.9%
Religion	Roman Catholicism: 84% Protestantism: 15% Other: 1%
Official language	Spanish

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	141	187
Program funds (\$000)	2,812	3,051

Country Overview

Program dates	1963–1971 1990–present
Program sectors	Agriculture Business Development Environment Health and HIV/AIDS

Panama's history has been shaped by globalization and the ambitious dreams of Europeans and Americans. The achievements of the Panama Canal and the construction of the glass-and-steel towers of Panama City obscure the reality that nearly 40 percent of Panamanians live in poverty. Rural Panamanians, especially members of indigenous groups, suffer from disturbing rates of poverty. Panama also is threatened by a rising HIV/AIDS incidence rate.

Panama's greatest resource—and its foundation for future success—is its environment, which is in peril. Poor management of natural resources has caused alarming rates of deforestation, erosion, and pollution. Panama's famed biological diversity is threatened as ecosystems, including coastal and marine systems, are degraded. As Panama looks to expand tourism and the canal, these natural resources are more important than ever.

Program Focus

The Peace Corps works in Panama's poorest rural and indigenous areas to identify, develop, and promote sustainable development projects. Peace Corps/Panama supports four programs: sustainable agriculture systems, environmental conservation, economic development, and environmental health. The combined effect of these programs leads to greater income-generation opportunities, increased food security, more efficient use and conservation of natural resources, greater environmental stewardship, and improved health and sanitation in Panama's poorest areas. Peace Corps/Panama works as development partners with the Ministries of Health, Agriculture, and Education, as well as with the National Environmental Authority, indigenous councils, and many nongovernmental organizations (NGOs).

Volunteer Focus

Agriculture

Traditionally, Panamanian agriculture has been based on “slash-and-burn” land-clearing techniques, which caused extensive soil erosion and habitat loss. The sustainable agriculture systems program works to preserve natural resources while increasing viable sources of income for farmers. Volunteers work with subsistence farmers to increase production using new agriculture methods and principles. Additionally, a greater emphasis is being placed on promoting small-scale agribusiness. Volunteers have helped create integrated farm plans that have resulted in experimental vegetable plots, improved pasture grasses, increased production and sales of cacao, coffee plant nurseries, irrigation systems, and goat projects. Some Volunteers teach organic agriculture techniques to rural coffee growers. Working closely with USAID Coffee Corps technicians, these Volunteers are teaching rural farmers how to grow high-quality organic coffee that brings in top dollar from export companies.

Business Development

The economic development project increases household and community incomes by supporting community cooperatives, community-based tourism initiatives, and youth and information technology initiatives. To further support youth development and employability, the program supports Junior Achievement programs in schools. Volunteers help establish computer centers and training in schools and communities interested in increasing computer literacy to prepare youth for work. Two Volunteers put their business and marketing experience to work supporting a federation of artisan groups from 10 Ngobe communities to develop the first indigenous artisan market in the province of Bocas del Toro, a growing tourist destination. The Volunteers also work with a leading ecotourism tour operator to bring tourists to the market to learn about the Ngobe culture, history, and environment.

Environment

Environmental conservation Volunteers work to protect Panama’s imperiled environment by working in and around priority protected areas, including the Panama Canal watershed. Volunteers work in schools and with youth groups to teach environmental conservation and promote greater environmental stewardship. They also work with community-based conservation groups to promote the use of appropriate technologies that conserve resources and increase the quality of life. Two Volunteers living in the watershed area of an important hydroelectric-generation facility partnered with the local utility company to deliver a series of workshops that led to the construction of more than 60 fuel-efficient wood stoves. Built at little to no cost, the clay and sand stoves reduce the amount of firewood used in cooking. The addition of a chimney, which reduces smoke inhalation, also reduces the incidence of pulmonary disease among stove users.

Health and HIV/AIDS

The environmental health program addresses health and sanitation issues in the poorest indigenous communities, as well as HIV/AIDS awareness and prevention. With a focus on access to potable water, availability of proper sanitation services, and improving hygiene, Volunteers work with the Ministry of Health to develop action plans, design infrastructure, and identify needy communities. In fiscal year 2005, the program received funds from the President’s Emergency Plan for AIDS Relief to raise HIV/AIDS awareness through education and national youth conferences. One Volunteer in the environmental health program oversaw the construction of more than 200 composting latrines funded by a local NGO and the Inter-America Development Bank. The Volunteer’s innovative designs have led to the growing popularity of composting latrines in high water-table areas.



Paraguay

Capital.....	Asunción
Population	6 million
Annual per capita income	\$1,110
GDP growth	2.6%
Adult illiteracy rate	Male: 7%
	Female: 10%
Infant mortality rate.....	25 per 1,000 live births
Immunization rate	DPT: 77%
	Measles: 91%
Foreign direct investment.....	\$91 million
Access to safe water	Urban: 100%
	Rural: 62%
HIV/AIDS prevalence	0.5%
Religions.....	Roman Catholicism: 90%
Official languages	Spanish
	Guaraní

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	205	208
Program funds (\$000)	2,504	2,453

Country Overview

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

For the past decade, Paraguay has labored under serious economic challenges, aggravated by inadequate government policies. Though the government administration, elected in August 2003, has begun tackling some of the country's problems, social and economic development will continue to be challenges into the future. Paraguay has a predominantly agricultural economy and vast hydroelectric resources. Its main exports are soybeans, cotton, grains, cattle, timber, sugar, and electricity. Imports account for most of industrial products. The market economy contains a large informal sector that features both re-export of imported goods to neighboring countries as well as thousands of micro-enterprises and street vendors. Limited access to land resources and economic opportunities have caused significant migration of the predominantly rural population to Paraguay's urban centers or neighboring countries leading to extensive urban unemployment and underemployment.

Program Focus

The Peace Corps/Paraguay program opened in 1967. Since that time, more than 2,900 Volunteers have served in-country. To help address Paraguay's critical needs, Volunteers are assigned to projects in economic development, municipal services development, crop and beekeeping extension, early elementary education, environmental education, agroforestry extension, health and sanitation, and youth development.

Volunteer Focus

Agriculture

Farming employs 45 percent of the labor force, but the country is experiencing a decrease in agricultural productivity as a result of soil erosion and poor pest-control practices. Crop and beekeeping extension Volunteers work with small-scale farmers to improve soils, diversify crops, seek new

markets, improve nutritional status, and identify new income-generating activities. Projects promote horticulture and food crops for domestic consumption, both to reduce dependence on single cash crops and to increase nutritional levels in the diet of Paraguayans. Volunteers have helped farmers procure technical information and seeds for farm diversification efforts, and they have provided orientation in planting new crops and using new farming techniques. One Volunteer has helped farmers obtain and plant green manure (a crop of plants, like clover, which is plowed under while still green to fertilize soil), assisted farmers in organic pesticide production and use, and begun organizing an organic vegetable market in tandem with a nearby Volunteer.

Business Development

Volunteers provide technical training and assistance to small business owners and rural agricultural cooperatives to increase incomes and job opportunities. They work with cooperatives to improve their administrative and organizational operations, management, accounting, and marketing skills. Volunteers help cooperatives diversify their services in 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, members, and their families. As part of the municipal services project, Volunteers work with municipal governments to improve the planning and delivery of services to underserved communities. They also help municipalities modernize their data-collection techniques and services through information technology. Volunteers also help train neighborhood commissions on project design and management and civic education.

Education

Volunteers train kindergarten through third-grade teachers in new teaching techniques. They implement summer community education projects, assist families and schools in supporting children with special needs, and help school teachers and administrators promote gender equality in the classroom. Volunteers also work with community organizations, including health posts, municipalities, neighborhood commissions, nongovernmental organizations, youth, and women's groups. Several Volunteers have been assigned to teacher-training colleges to strengthen student teachers' skills.

Environment

Environmental degradation is dramatically increasing in Paraguay. Much of the deforestation, contamination, and inappropriate land use is due to lack of knowledge. Volunteers in the agroforestry project work to increase crop diversity on fragile deforested land while promoting resource sustainability. Volunteers incorporate environmental education into schools' curricula and participate in village-based projects to support the Ministry of Education's reforms. One agroforestry Volunteer helped her community introduce green manure. She motivated local farmers to establish new agroforestry systems and to use green manure for animal and human consumption. Volunteers also demonstrated the benefits of trees and gardening to children and youth.

Health and HIV/AIDS

Rural health and sanitation Volunteers work with Paraguay's National Environmental Sanitation Service. They focus on dental health education, parasite prevention, and nutrition education. They also help construct brick ovens, protect and decontaminate water sources, and construct and improve sanitary latrines. Volunteers work with the Ministry of Public Health to promote preventive healthcare practices among nurses, parents, and community members. Four health sector Volunteers, as part of an HIV/AIDS task force, worked with Peace Corps/Paraguay staff to create a three-day workshop that convened nurses, health educators, community members, and Volunteers from other sectors to improve their awareness of HIV/AIDS and motivate them to educate people in the countryside about the disease.

Youth

Urban youth development Volunteers live in marginal urban communities and work to form or strengthen youth groups associated with a variety of formal and nonformal institutions. Some Volunteers work with street children. By integrating life-skills education into various organized activities, Volunteers and local youth leaders help young people develop appropriate social and job skills and promote community service. When possible, Volunteers work to improve young people's employment prospects by teaching basic computer skills and a variety of other skills that fortify their employability.



Peru

Capital.....	Lima
Population	27 million
Annual per capita income	\$2,140
GDP growth	3.8%
Adult illiteracy rate	Male: 9% Female: 20%
Infant mortality rate.....	26 per 1,000 live births
Immunization rate	DPT: 89% Measles: 95%
Foreign direct investment.....	\$1,377 million
Access to safe water	Urban: 87% Rural: 66%
HIV/AIDS prevalence	0.5%
Religions.....	Roman Catholicism: 90%
Official languages	Spanish Quechua

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	169	167
Program funds (\$000)	2,704	2,837

Country Overview

Program dates	1962–1975 2002–present
Program sectors	Business Development Environment Health and HIV/AIDS Youth

Peru has significant development needs. According to USAID, 54 percent of the population lives below the official poverty line (\$58 per month), with 24 percent living in extreme poverty (under \$32 per month). Peru is plagued by severe unemployment (10.3 percent) and underemployment (estimated at 43 percent), and a significant portion of economic activity occurs in the informal sector. Health indicators show that large segments of the population suffer from nutritional deficiencies, a high infant mortality rate, and limited access to basic healthcare services. However, under the leadership of President Alejandro Toledo, various macro-economic measures and social programs have been implemented to address these issues, and an array of international development agencies are working with the Peruvian government to support these initiatives.

Program Focus

Peru was one of the first countries to welcome Peace Corps Volunteers. Since 1962, more than 2,400 Volunteers have served in-country. Volunteers worked in grassroots health, agriculture, education, and business development projects until the program closed in 1975. Returning in 2002, Peace Corps/Peru is responding to the national development goals of strengthening civil society, reducing poverty, and building human capital. The program reopened with projects in small business development and health. A youth development project was added in 2004, and an environmental awareness project was added in 2005.

Volunteer Focus

Business Development

To address the critical issues of poverty and underemployment, Volunteers help farmer associations, artisan associations, and small businesses improve incomes by enhancing links to urban

markets, improving administrative and organizational operations, and strengthening management and accounting practices. Several Volunteers are engaged in linking farmers, artisans, and small business owners to world markets through information technology.

Three Volunteers, each working with separate artisan associations, have successfully brought the associations together to open a retail shop in front of the cultural center in the city of Cajamarca, and early sales are encouraging. Other Volunteers have linked farmer and artisan associations together in marketing organic coffee and cane sugar in hand-woven gift bags to European specialty markets.

Environment

Despite a wealth of natural resources and biodiversity in Peru, there is a marked lack of environmental awareness among the general population. Rapid urbanization has brought problems with trash and waste disposal, water use, and loss of fragile ecosystems. Even in more remote areas, unsustainable exploitation of resources is occurring, and only a small percentage of Peru's territory is protected. Volunteers are helping to build environmental awareness of ecologically fragile areas in urban and rural communities. In cooperation with public sector and nongovernmental organizations, they are giving classroom sessions; forming environmental youth clubs; helping protect important local ecosystems; training residents in proper forestry, soil conservation, and water use techniques; working with authorities on recycling and other appropriate trash disposal activities; promoting ecotourism; and developing educational programs and materials for local residents and visitors.

Health and HIV/AIDS

The gap between rural and urban health indicators is stark, particularly in regard to infant mortality and chronic malnutrition. Through workshops, health education campaigns, and school lessons, Volunteers promote preventive healthcare practices and maternal/child care among health workers, families, community members, and local service providers. In several communities, Volunteers have linked chronic malnutrition not to a lack of food but to the local diet, which consists almost exclusively of carbohydrates. The Volunteers have started community and school gardens, and have provided classes to women's groups on preparing vegetables and salads. One Volunteer has started a swine-raising project to bring animal protein into the diet.

Youth

An estimated 63 percent of the children in Peru live below the poverty line. Groups of street children are evident everywhere, and are expected to bring a few coins home to supplement the family's income. While there are government-supported group homes for orphaned and abandoned children, the homes do little more than house and feed the children, most of whom become instantly unemployed when they leave the homes at age 18. Even children from more stable low-income families have issues with self-esteem, substance abuse, and lack of vocational training. Volunteers help address these multiple needs of youth. Working with organizations that assist disadvantaged youth, Volunteers teach vocational and life skills, encourage healthy and principled habits, and build self-esteem. Several Volunteers have initiated computer and English classes for street children.

"I have seen firsthand how adaptable a human being with an open mind is, and how strong the things are that bring different people together compared with those things that may separate them."

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



Country Overview

Program dates	1961–1990 1992–present
Program sectors	Business Development Education Environment Youth

The Republic of the Philippines is an archipelago of more than 7,000 islands. Filipinos are descendants of Indonesians and Malays who migrated to the islands hundreds of years ago. The Philippines has a representative democracy modeled on the United States. Its constitution, adopted in 1987, reestablished a presidential system of government with a bicameral legislature and an independent judiciary. The Philippines faces several serious issues. A significant debt service leaves few resources for development efforts. Economic growth, while positive in recent years, has not performed at a level needed to provide for the population. An estimated 14 percent of the population—11 million people—live in extreme poverty. Many Filipinos, unable to find work at home, seek employment overseas. Security concerns and crime impact tourism and deter investment. President Gloria Macapagal Arroyo continues to pursue peace talks with both Muslim separatist groups and Communist insurgents; however, the country remains threatened by those groups. Consequently, the Philippines devotes significant resources to quelling rebel group demands.

English and Tagalog are the official languages of the Philippines. Historically, Filipinos' English language skills have been a comparative advantage, attracting foreign investment. However, a dramatic increase in students and limited funding for the education sector have led to a decline in the quality of education and English language skills.

Philippines

Capital.....	Manila
Population.....	82 million
Annual per capita income.....	\$1,080
GDP growth.....	4.5%
Adult illiteracy rate.....	Male: 7% Female: 7%
Infant mortality rate.....	27 per 1,000 live births
Immunization rate.....	DPT: 79% Measles: 80%
Foreign direct investment.....	\$319 million
Access to safe water.....	Urban: 90% Rural: 77%
HIV/AIDS prevalence.....	<0.1%
Religions.....	Roman Catholicism: 85% Protestantism: 9% Islam: 5% Buddhism and other: 1%
Official languages.....	Filipino (based on Tagalog) English

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	135	133
Program funds (\$000)	2,776	2,910

Program Focus

The program in the Philippines is the second oldest in the Peace Corps. It began with the arrival of 123 education Volunteers in October 1961. Since then, more than 8,000 Volunteers have served in the Philippines. In June 1990, the program was suspended because of a threat from Communist rebels; the program resumed in 1992.

Volunteers are addressing the development priorities of the country through projects in livelihood

development, business development and training, education, information and communication technology (ICT), natural resource management, youth development, waste management, and access to water.

Volunteer Focus

Business Development

Volunteers work with youth, women, cooperatives, and local governments to promote business development and training. They create business training materials and facilitate workshops in project planning, accounting, marketing, ICT, management, and leadership. They provide consultation and advice on business plan development and on finding sources of start-up funds. Volunteers have also introduced alternative-livelihood projects, such as raising chickens, pigs, goats, and mud crabs; and turning trash into cash by developing waste-management marketing plans. One Volunteer has trained ICT specialists in business and office applications of open-source software and network administration.

Education

Volunteers are assigned at primary and secondary schools as resource teachers for English, math, science, ICT, and special education. They help Filipino teachers improve English language fluency and introduce new teaching methods. At universities, Volunteers teach classes and work with student teachers and staff to prepare new teachers. Volunteers help communities improve the quality of learning by enhancing school libraries and developing low-cost instructional materials. They organize teacher-training programs to provide professional development for Filipino teachers. In the Tudlo (teach) Mindanao teacher-training program, more than 800 Mindanao teachers have traveled to the island of Sebu where Volunteers provide training in English and content-based instruction in math, science, and ICT.

For instance, one Volunteer conducted ICT integration training into classroom teaching for 750 teachers at 50 secondary schools.

Environment

Volunteers promote improved environmental governance and education by working with schools, local government, fishing cooperatives, and community groups. They develop grassroots projects that focus on environmental education, sustainable natural resource use, alternative livelihoods, and improved sanitation and access to water. Volunteers promote conservation and protection of coastal and upland natural resources through resource management projects, such as coral reef gardening, diversifying mangrove plantations, and establishing protected marine areas. Volunteers also engage youth as conservation volunteers helping to manage and rehabilitate protected and sensitive areas. One Volunteer assisted the local government in developing an energy conservation program that will reduce energy costs by 30 percent.

Youth

Volunteers provide mentoring and life-skills training for youth, at-risk youth, and families. They are assigned to local government agencies, regional social centers for youth at risk, and nongovernmental organizations. Volunteers facilitate professional development training for institutional staff to enhance capacity and skills in caregiving, counseling, and administration. They have developed networks among youth organizations and provided training in HIV/AIDS awareness, reproductive health, family violence, and trafficking of persons. They have facilitated livelihood skills training for youth, including sewing, gardening, food preparation, marketing, and computer skills. Volunteers have organized Girls Leading Our World (GLOW) camps and environmental education camps for hundreds of youth. One Volunteer established a computer-training program at the regional center for abused girls. She established a linkage with a local computer college to provide technical education for older girls about to leave the centers and enter mainstream society.



Romania

Capital.....	Bucharest
Population	22 million
Annual per capita income	\$2,260
GDP growth	4.9%
Adult illiteracy rate	Male: 2% Female: 4%
Infant mortality rate	18 per 1,000 live births
Immunization rate	DPT: 97% Measles: 97%
Foreign direct investment.....	\$1,844 million
Access to safe water	Urban: 91% Rural: 16%
HIV/AIDS prevalence	<0.1%
Religions.....	Romanian Orthodoxy: 86.8% Roman Catholicism: 5% Other Protestantism: 5% Greek Catholicism: 1% Judaism: 0.01%
Official language	Romanian

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	135	133
Program funds (\$000)	2,959	2,950

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 (EU) and NATO. In fact, NATO formally invited Romania to become a member at the Prague Summit in November 2002, and Romania expects to join the EU in 2007. The country has recently taken significant measures to tackle needed reforms and is expected to continue on this path.

Romania has been transitioning to a market-based economy. In the years since the end of Nicolae Ceausescu's regime, small-scale privatization has moved forward, though large-scale privatization remains slow. Although macro-economic performance has improved, Romania's failure to receive "functioning market economy" status implies that further structural adjustments are essential. Foreign investment and development aid are increasing, and the country has great potential for future investment, with a well-trained workforce, vast natural resources, and opportunities for tourism. However, many challenges lie ahead as nearly 45 percent of the population lives below the national poverty line and corruption exists at many levels of society.

Program Focus

The Peace Corps is meeting numerous development needs in Romania. All program sectors address the country's educational needs and aim at building local capacity and sustainability. As Romania looks to Europe for assistance, institutional development and work with nongovernmental organizations (NGOs) remain important areas of emphasis.

Volunteer Focus

Business Development

The small business development project was established in 1993 to work with business advisory centers that were created as an initiative of the

United Nations Development Programme. Over time, the project focus has shifted to encompass community economic development and local capacity building for sustainable development. All project-related activities are conducted with Romanian partner agencies. The project provides technical assistance in many different fields and works to foster entrepreneurial spirit to help Romanians find ways to increase their standard of living. Volunteers work with a broad range of economic development organizations, including local and regional agencies, educational institutions, and NGOs. In 2005, Volunteers assisted individuals and organizations in more than 75 communities. Ten business Volunteers were involved in a project to help communities across Romania develop vital business skills. The project involves a series of seminars for young entrepreneurs with detailed and practical information on how to open and run a business.

Education

The English education project began in 1992 and addresses Romania's expressed need for improved English language instruction. Volunteers work directly with students and teachers to develop their English communication skills. In addition to classroom teaching and training, Volunteers organize and participate in a variety of summer activities, including drama courses and environmental, sports, and leadership camps. This year, Volunteers worked with middle and secondary school students, in schools across the country, teaching English, introducing American culture, and exchanging ideas on teaching methodology. One education Volunteer teaches English conversation classes, as well as U.S. history and geography. Observing that his school lacked resources in this area, he succeeded in getting a book donation for the school's library. With his students, he also organized a very successful fundraising event.

Environment

Romania's environment suffered considerably during the rapid, unregulated industrialization of the Communist era. The environmental management and education project helps Romanian organizations address the challenges posed by years of disregard for the environment. The project aims to develop an enhanced public awareness of responsible and sustainable environmental management that is compatible with economic development. Volunteers work primarily with environmental NGOs; however, collaboration with schools and governmental institutions is expanding to address sustainable development at the community level. This year, these Volunteers assisted individuals and organizations in more than 34 communities.

An environment Volunteer who works for an eco-counseling center has led the implementation of a reed-bed wastewater treatment plant project in a Romanian village. This pilot project will promote simple sustainable solutions for water pollution within rural communities.

Health and HIV/AIDS

Institutional development projects improve the quality and impact of services for youth and marginalized populations by establishing and strengthening local organizational capacity. Volunteers work in the areas of ethnicity and youth development and with organizations helping HIV-positive children, people with physical disabilities, orphaned or abandoned children, and the elderly. Currently, the central and local government cannot address the needs of these populations, so the nongovernmental sector, assisted by Peace Corps Volunteers, has committed its support. In 2005, these Volunteers assisted more than 2,000 people and 100 organizations in over 100 communities.

One Volunteer co-designed and implemented a questionnaire for multiple sclerosis patients to improve the effectiveness of her organization's services. The major success thus far has been the creation of a Meals-on-Wheels program for homebound patients.



Samoa

Capital.....	Apia
Population	178,000
Annual per capita income	\$1,440
GDP growth	3.1%
Adult illiteracy rate.....	1%
Infant mortality rate.....	19 per 1,000 births
Immunization rate.....	DPT: 94% Measles: 99%
Foreign direct investment.....	Not available
Access to safe water	Urban: 91% Rural: 88%
HIV/AIDS prevalence	Not available
Religion	Christianity: 99.7%
Official languages	Samoaan (Polynesian) English

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	44	48
Program funds (\$000)	1,481	1,561

Country Overview

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

The modern history of Samoa began with the arrival of John Williams and his team from the London Missionary Society in 1830. To this day, Samoa's parliament is modeled after the United Kingdom's Westminster System. The country has a head of state, and this appointment is for life. Members of the House of Representatives are elected by universal suffrage and serve a five-year term. In 1967, five years after independence and after experiencing a devastating cyclone, Samoa invited the Peace Corps. The first Volunteers worked in rural villages leading health and hygiene projects for the Department of Health. While Volunteers have served in most sectors and departments during the 35-plus year history of the Peace Corps in Samoa, the largest numbers have served via the Department of Education as classroom teachers and advisors.

Samoa's agriculture-based economy focuses primarily on crops such as cocoa, copra, and bananas. Other crops, such as kava and nonu, recognized for their medicinal value, have recently gained economic importance as well. The fishing industry also plays a significant part in the export economy. Tourism may soon overtake these sectors in overall economic importance, though Samoa continues to rely heavily on remittances from its citizens living and working overseas.

Program Focus

Peace Corps/Samoa works in two project areas that form the core of its programming in-country. The village-based development project addresses the needs of communities, especially in areas relating to project management and strategic planning. This project also encompasses agricultural training and environmental conservation. The capacity-building project recognizes the evolving role of Volunteers from classroom teachers to mentors in technical and professional areas, including information and communication technology (ICT), early childhood and special-needs education, and nongovernmental organization (NGO) development.

Volunteer Focus

Business Development

Volunteers work with community members to develop strategic plans and prioritize project areas to improve their lives. Once projects are identified, Volunteers conduct project design and management workshops that strengthen the planning, implementation, monitoring, and evaluation of the community-developed projects. These workshops have helped establish preschools and women's committee houses, homework centers and libraries, and numerous income-generating community gardens. Volunteers are also working with the Future Farmers of Samoa program to provide agribusiness training to 10 village youth groups and several schools.

Education

More than one-quarter of Peace Corps/Samoa Volunteers serve either formally or informally in the area of ICT by mentoring teachers and government officials and by teaching computer skills to community youth and counterparts. One Volunteer is training and mentoring his computer studies colleagues at Samoa College. They are now better trained and equipped for their classes. The Volunteer has helped update their computer studies curricula for years 9–13, and he has transferred lesson plans, notes, and other materials to CDs to enable the teachers to become more self-sufficient in accessing and utilizing resources. He has also secured more than 40 computers from foreign donors to operate a second computer lab to meet the school's increasing need.

Volunteers with experience in special needs education, such as autism, speech, and language therapy, are working as teacher trainers for the Ministry of Education, NGOs, and other educational institutions in Samoa. They conduct workshops for special needs teachers working at the primary and secondary school levels. They also conduct grassroots surveys to identify special needs students who could benefit from such programs. One Volunteer, working with a special needs education

NGO, developed and taught a computer studies curriculum at her school. She has also initiated a vocational curriculum that offers training for students to get employment. The challenging curriculum involves parents in their children's training.

Environment

Through an integrated coastal management project, Volunteers are working with communities to better manage their environmental resources. Several Volunteers have developed and are teaching a marine science curriculum for secondary and primary schools. As part of their classes, the Volunteers lead students on field trips to do transects in "no-take zones" and to conduct beach and mangrove cleanups. Other Volunteers have worked with villages to restore freshwater pools and mangroves. One Volunteer is using her engineering background to provide technical assistance and training to village counterparts so they can complete environmental projects and apply their skills to other projects in the future.

Health and HIV/AIDS

Though Samoa has very few documented HIV/AIDS cases, more NGOs are becoming involved in awareness and prevention outreach for HIV/AIDS and other sexually transmitted diseases. One Volunteer has been instrumental in helping to establish the Samoa AIDS Foundation. Volunteers also work in their communities to promote health education by organizing trainings for health professionals and community members on basic hygiene, sanitation, and nutrition practices. A Volunteer placed with the Nutrition Center provides cooking classes to newly diagnosed diabetes patients. She also edits a community-wide newsletter that highlights the value of eating local fruits and vegetables, nutritious recipes, and exercise tips to try to combat the four main noncommunicable conditions—high blood pressure, diabetes, obesity, and cardiovascular disease—that face Samoan society.



Senegal

Capital.....	Dakar
Population.....	10 million
Annual per capita income.....	\$540
GDP growth.....	6.5%
Adult illiteracy rate.....	Male: 51% Female: 70%
Infant mortality rate.....	78 per 1,000 live births
Immunization rate.....	DPT: 73% Measles: 60%
Foreign direct investment.....	\$78 million
Access to safe water.....	Urban: 90% Rural: 54%
HIV/AIDS prevalence.....	0.8%
Religions.....	Islam: 95% Christianity: 4% Indigenous beliefs: 1%
Official language.....	French

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	149	158
Program funds (\$000)	3,660	3,568

Country Overview

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

Senegal has the distinction of being an African state that has never experienced a coup d'état. Senegal has maintained a stable political climate, a free society, and viable democratic institutions. The government is committed to democracy, permits a flourishing independent media, oversees a generally tolerant sociopolitical culture free of ethnic or religious tensions, and provides a resilient base for democratic politics.

However, Senegal is one of the world's least developed countries, ranking 157 out of 177 on the 2005 United Nations Human Development Index. Rural migration to urban areas has increased rapidly and the population has more than doubled since 1975. Drought has recurred over three decades; correspondingly, agricultural production has declined. In particular, peanut production, historically the main agricultural export and basis of the economy, has greatly diminished. Desertification continues to threaten the subsistence farm output of 70 percent of the population. Agriculture now represents less than 20 percent of gross domestic product (GDP), reflecting continued decay of this once vital sector. The industrial sector, primarily agro-industrial and mining operations, accounts for about 20 percent of GDP. Fishing generates most foreign exchange earnings, followed by phosphate production and a growing tourism industry.

Program Focus

In 1963, Senegal's first Peace Corps Volunteers taught English. Most Volunteers work in critically underserved rural areas, providing essential information to the poor on primary healthcare, environmental education, agriculture and environmental technology. Volunteers help individuals and communities sustainably address their priority development needs and encourage girls' education in their assigned communities. All Volunteers, regardless of sector, are trained to promote HIV/AIDS awareness and prevention.

Volunteer Focus

Agriculture

Volunteers work in agroforestry, sustainable agriculture, improved crop production, and urban agriculture. They help communities and groups to improve soil fertility and production. They help farmers increase production through improved seed varieties and agricultural techniques, and train them in management and conservation techniques.

In an urban agriculture initiative, Volunteers are increasing employment opportunities, especially for women, and generating income for poor families. The initiative incorporates knowledge and skills transfer in effective traditional gardening, micro-gardening, and waste-recycling techniques.

In 12 towns across Senegal, Volunteers are working with local farmers to expand their gardens, consequently increasing income. Although the project remains focused on “demonstration sites,” farmers in three towns have begun to conduct urban agriculture activities on their own.

Business Development

Volunteers provide training and assistance in management, marketing, and finance. They promote business awareness and teach customer service, accounting, and marketing to entrepreneurs, groups, and individuals. They work in traditionally underserved towns and villages, providing information to create business services. In larger towns, Volunteers work with business trainers to expand business services to poorer segments of the population.

With strong support from the Tourism Ministry and National Park Service, ecotourism Volunteers now serve 11 communities. Placed near national parks and protected areas, these Volunteers advise tourism management committees and village representatives.

Peace Corps is an important partner in Senegal's pilot Digital Freedom Initiative. Volunteers increasingly incorporate information technology as part

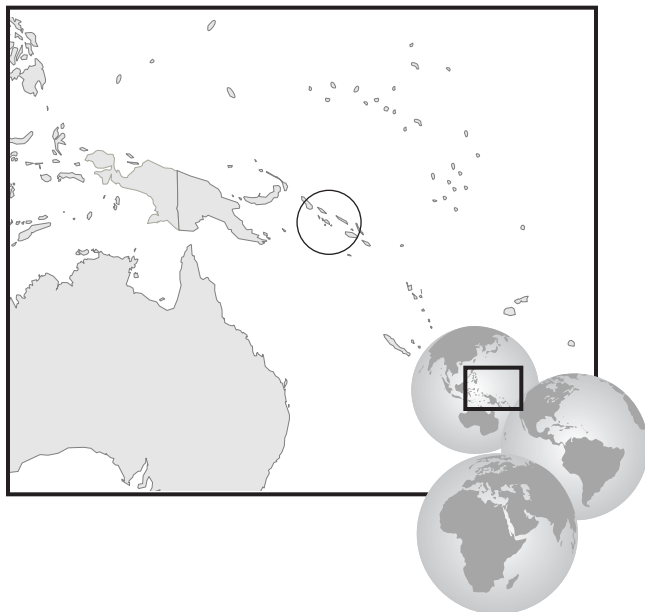
of their activities, and have successfully extended information technology to secondary school students. Volunteers also focus on applying business techniques to practical problems.

Environment

In rural community schools, Volunteers work with community leaders to increase awareness of human environmental impact. They help teachers design curricula to teach environmental lessons and work with students and community members to teach practical methods linked to classroom activities. Activities include tree planting for live fencing and community sanitation. Volunteers in one area of Senegal, working with their local counterparts, trained over 30 local farmers in fruit tree-grafting techniques. The farmers returned to their respective villages and began to apply the techniques they learned, sparking substantial interest among villagers in each of the villages involved.

Health and HIV/AIDS

Volunteers educate people in primary health-care, enabling them to avoid or treat common illnesses. Volunteers train community partners, who then train other members of the community. Volunteers train Senegalese in disease prevention and HIV/AIDS awareness using informal education techniques, including art, music, and theater. One Volunteer working in a poor area of Senegal near a large regional market organized training for 25 community health workers, including several who had worked with Volunteers in years past. The training covered malaria, tuberculosis, sexually transmitted diseases, first aid, and basic hygiene and sanitation. The health workers were taught how to present messages using verbal and visual techniques. Following training, the health workers returned to their communities and began teaching others how to spread healthy messages to their fellow villagers. An estimated 8,000 villagers benefited from these activities.



Solomon Islands

Capital.....	Honiara
Population.....	538,000
Annual per capita income.....	\$550
GDP growth.....	(-2.5%)
Adult illiteracy rate.....	23.4%
Infant mortality rate.....	19 per 1,000 live births
Immunization rate.....	DPT: 76% Measles: 78%
Foreign direct investment:.....	Not available
Access to safe water.....	Urban: 65% Rural: 94%
HIV/AIDS prevalence:.....	Not available
Religion.....	Christianity (95%)
Official language.....	English

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	0	0
Program funds (\$000)	34	35

Country Overview

Program dates 1971–2000
(program suspended in 2000)

Program sectors Education
Youth

In the 1890s, the United Kingdom established a protectorate over the Solomon Islands, in part, due to the practice of “blackbirding”—the often brutal recruitment of laborers for the sugar plantations in Queensland and Fiji.

The Solomon Islands were the scene of some of the most severe land, sea, and air battles of World War II from 1942 to 1945. One of the most furious sea battles ever fought took place off Savo Island, near Guadalcanal, in August 1942. By December 1943, the Allies were in command of the entire Solomon chain. Strong U.S. presence toward the end of the war, dwarfing anything seen before in the islands, triggered various millennial movements and left a lasting legacy of friendship. Following the end of World War II, the British colonial government returned and the capital was moved from Tulagi to Honiara to utilize the infrastructure left behind by the U.S. military.

In 1974, a new constitution was adopted establishing a parliamentary democracy and ministerial system of government. Self-government was achieved in 1976 and independence followed two years later on July 7, 1978. The Solomon Islands is a democracy within the British Commonwealth, with a unicameral Parliament. The British monarch is represented by a governor-general, chosen by the Parliament for a five-year term. The Parliament has 50 members, each elected for four-year terms.

Widespread civil unrest significantly undermined the country’s stability in 2000. As a result, the Peace Corps reviewed the security climate, especially in and around the capital of Honiara, and temporarily suspended its program. Though the agency continues to monitor the security climate, and conditions have improved, the Peace Corps has not yet made the determination to renew the program in-country.

Program Focus

Approximately 700 Peace Corps Volunteers served in the Solomon Islands from 1971–2000. At the time the program was suspended in June 2000,

approximately 60 Volunteers were serving in the youth and education sectors.

The Peace Corps program was suspended due to intensification of the intermittent fighting between rival militia from the provinces of Guadalcanal and Malaita. While the conflict did not affect all provinces of the Solomon Islands, the capital of Honiara was unstable and the ability to travel safely in and out of the country was difficult. The agency decided to maintain an office in Honiara with a skeleton staff to facilitate the return of the Peace Corps when conditions improved.

Volunteer Focus

Education

Volunteers provided instruction in math, science, business studies, and environmental education at national and provincial senior secondary boarding schools in remote areas. Volunteers were also assigned to rural training centers, often on remote outer islands. These training centers acted as vocational boarding schools for students who did not pass the examination necessary to advance to the secondary school level. The curriculum of these centers focused on subjects such as small engine

mechanics, woodworking, agriculture, crafts production, and small business management.

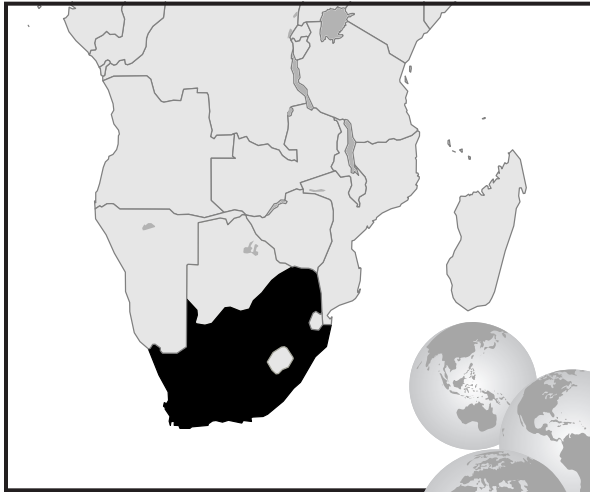
Volunteers worked as advisors to local leaders to strengthen community education programs and rural development projects. Volunteers assisted in the coordination of training events to help communities enhance the management of small-scale development projects, such as the introduction of improved poultry-raising techniques and beekeeping projects.

Youth

Due to inadequate classroom space, large numbers of Solomon Island children were unable to complete high school. In response to this, Peace Corps/Solomon Islands developed a youth project focused on engaging youth in community service activities as a means to discover their self-worth, build confidence, and acquire practical and leadership skills that could be used to find employment. Volunteers worked with the Department of Youth and Sport, the Ministry of Education, and local youth and community leaders to facilitate workshops to provide a forum to discuss at-risk youth issues and create collaborative working relationships and action plans.

“The people and the country of the Solomon Islands were wonderful. No matter where I went in the islands, I was made to feel welcome and received as an honored guest. Stories were always traded ... ‘Those stars are the three fishermen,’ I would learn; ‘Those stars are Orion’s Belt,’ I would share.”

**Former Solomon Islands Volunteer
Education Sector**



South Africa

Capital.....	Pretoria
Population	46 million
Annual per capita income	\$2,750
GDP growth	1.9%
Adult illiteracy rate	Male: 13% Female: 15%
Infant mortality rate.....	53 per 1,000 births
Immunization rate	DPT: 94% Measles: 83%
Foreign direct investment.....	\$820 million
Access to safe water	Urban: 98% Rural: 73%
HIV/AIDS prevalence	15.6%
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 2006	FY 2007
Volunteers	159	186
Program funds (\$000)	3,443	3,614

Country Overview

Program dates	1997–present
Program sectors	Education Health and HIV/AIDS

South Africa celebrated its first decade of democracy in 2004. In the 11 years since the end of apartheid, South Africa has emerged as a leader on the African continent, with political, economic, and cultural ties around the world. The country's first democratically elected government achieved significant progress on issues of nation-building and reconciliation. South Africa's second president, Thabo Mbeki, spent his first term of office building the country's profile and standing internationally. Now, in his second term, President Mbeki is focusing on ensuring that government services have a direct impact on poverty.

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, e-commerce, services, and agriculture, is well developed, but limited in reach. Current discourse and policy on economic issues focus on reconciling the country's "two economies" through developing and implementing initiatives that achieve sustained economic growth while simultaneously redressing the socioeconomic disparities created by apartheid. Despite the nation's abundant wealth, half the population lives below the national poverty line and 30 percent are unemployed. South Africa's constitution commits to establishing and maintaining a society that protects the human rights of all its citizens. However, the country continues to struggle with the legacy of apartheid and the challenge of achieving its full social and economic development potential. Developing human resources and tackling the specter of HIV/AIDS, which casts a shadow over all aspects of life, are two of the most pressing challenges the nation faces.

Program Focus

The government is committed to strengthening the educational system and is very supportive of the role of Peace Corps Volunteers. Volunteers work side by side with district and circuit officials

to instill a culture of learning and service as well as to ensure the delivery of quality education, based on a revised national curriculum, in schools and rural communities. The education project operates in predominantly black, rural primary schools. The health and HIV/AIDS project, which began in 2001, helps develop the capacity of local nongovernmental organizations (NGOs) to better support community responses to the pandemic. South Africa has more people with HIV than any other country in the world. Volunteers play a significant role in developing the human and organizational capacity of NGOs and community-based organizations (CBOs) to make meaningful contributions to this pressing development issue. Recent policy changes and the advent of the President's Emergency Plan for AIDS Relief have created new partnerships for Volunteers in this project. All Volunteers, regardless of sector, are trained in promoting HIV/AIDS education and prevention

Volunteer Focus

Education

Volunteers work with teachers and principals in nearly 400 rural primary schools and in more than 95 communities in the Limpopo, North West, and Mpumalanga provinces. Volunteers reach more than 100,000 students by working as school and community resources for clusters of three or four schools, each with 40 to 50 teachers. Volunteers placed at the primary school level facilitate workshops and help educators fully understand the country's revised curriculum. Their primary focus is English, math, science, and life skills. Additionally, Volunteers help school management teams implement administrative practices that help schools become entities that successfully support learning. Volunteers also seek to creatively involve parents and community members in a mutually reinforcing relationship

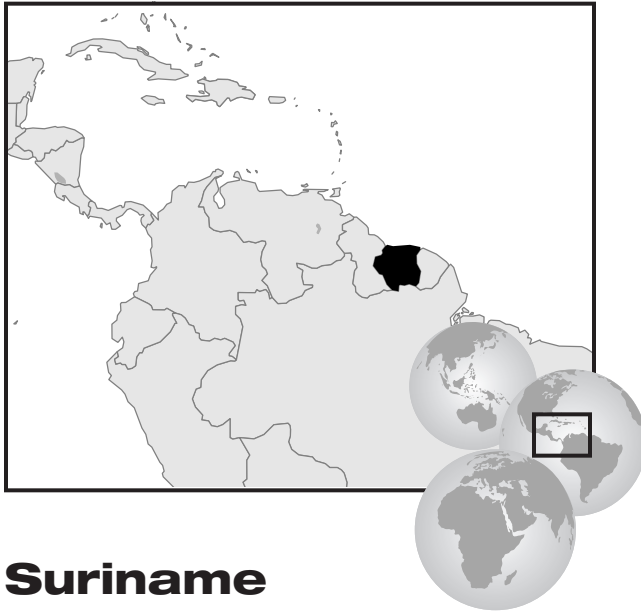
with schools. As community resources, Volunteers are involved in a variety of other activities, such as HIV/AIDS education, computer training, income-generating projects, and youth development. Several Volunteers have worked with schools and communities to develop libraries and other resource centers, and they have worked with teachers to help them make use of these expanded resources.

Health and HIV/AIDS

The South African government called on all organizations—local, national, and international—to join its Partnership Against AIDS at the end of 1998. The Peace Corps used this opportunity to expand its efforts to respond to the HIV/AIDS epidemic and initiated an NGO capacity-building and HIV/AIDS integration project. In this project, Volunteers are placed with NGOs and CBOs to help them become more effective and sustainable while providing appropriate HIV/AIDS-related services. One Volunteer assigned to an organization helping orphans and vulnerable children worked with the management team to sharpen the focus on their core mission and strategic planning skills.

Another Volunteer worked with a rural primary healthcare program to develop a new planning ethos focused on outcomes rather than a collection of activities. After two years of working with the Volunteer to improve project design and planning, program staff now talk about impact and focus on seeing and measuring the impact of the work they do.

A third Volunteer has worked with 60 home-based care workers to improve their skills through accredited training programs. All have completed theoretical modules, practical assignments at local clinics, and strengthened links between their CBO and area clinics. The caregivers now qualify for stipends for their work, which, in an area with 70 percent unemployment, significantly contributes to their families' survival.



Suriname

Capital.....	Paramaribo
Population.....	438,000
Annual per capita income.....	\$2,280
GDP growth.....	3.0%
Adult illiteracy rate.....	10%
Infant mortality rate.....	30 per 1,000 births
Immunization rate.....	DPT: 74% Measles: 71%
Foreign direct investment.....	(-\$65.9 million)
Access to safe water.....	Urban: 98% Rural: 73%
HIV/AIDS prevalence.....	1.7%
Religions.....	Hinduism Islam Christianity Judaism Baha'i
Official language.....	Dutch

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	39	48
Program funds (\$000)	1,379	1,492

Country Overview

Program dates	1995–present
Program sectors	Education Health and HIV/AIDS

After more than a decade of predominantly military rule, Suriname installed a freely elected Parliament and inaugurated a democratically chosen president in 1991. Most recently, in August 2005, the National Assembly elected Runaldo Ronald Venetiaan as president for a five-year term. Suriname hopes to increase international investment to generate greater economic opportunities and employment. Suriname's centralized system of government has traditionally focused on the capital of Paramaribo, generating a high sense of dependency among the indigenous and tribal peoples of Suriname's Amazon region.

Suriname is sparsely populated, with most of its inhabitants living in urban and semi-urban areas along the coast. Approximately 33,000 Maroons and 7,000 Amerindians—the principal inhabitants of Suriname's interior—face many 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. More than 85 percent of Surinamese live below the poverty line. The most recent election brought into office a new group of ministers who strongly support the work of the Peace Corps. The government faces great challenges in the development of the interior rain forest of the country, while it maintains a balance and vision of growth, prosperity, and sustainability across the entire country.

Program Focus

In 1995, the government of Suriname requested the Peace Corps' assistance in rural community development. Since that time, more than 250 Volunteers have served in Suriname. The Peace Corps provides assistance in the Amerindian and Maroon communities and in the coastal areas. Working in the interior, Volunteers address issues such as community organizing, resources identification, project planning, income generation, health, and adult education. In the coastal areas,

Volunteers focus on health-related issues, including HIV/AIDS, and strengthening local nongovernmental organizations.

Volunteer Focus

Education

The nonformal rural community education project improves the quality of life in rural communities by increasing educational opportunities and enabling communities to take responsibility for their own development. Volunteers assist community members through a variety of nonformal educational outreach activities. They organize after-school educational and basic hygiene activities and after-school programs. Adult education Volunteers focus on income-generating activities.

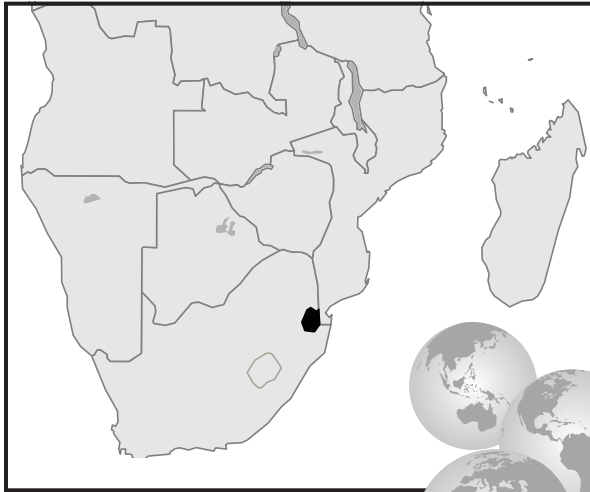
For example, three generations of Volunteers have served in an isolated Amerindian and Maroon village on the upper Marowijne River. The first Volunteers started with general education and focused on building trust and confidence with the village and the village elders. The second assigned Volunteers identified critical village needs. One of their great successes was helping the villagers build a bridge across a deep ravine and creek that the village children had to swim across to get to and from the school. The building materials from the bridge came in part from a USAID grant, local and city building materials companies, and businesses in Paramaribo. The bridge design and “expertise” came mostly from Peace Corps Volunteers at the village and across the country. The village worked nonstop to complete the bridge. From the time the first building materials were off-loaded from the first dugout canoe to the complete finished bridge was 72 hours. The bridge is approximately 140 feet long, 10 feet wide, and spans a depth of 20 feet. The third group of Volunteers has launched an income-generation effort by helping the village fund the purchase of three cassava mills. The mills are now in place, training for the villagers has been completed, and they are beginning a new phase of entrepreneurship.

Health and HIV/AIDS

Peace Corps/Suriname shares an affiliation with the Ministry of Public Health, which is responsible for overall health planning and services; and the quasi-governmental Medical Mission, which has primary healthcare responsibility for serving the interior populations. Volunteers support information technology planning affecting the health sector, and help the Medical Mission distribute health information throughout the interior. In turn, the Medical Mission shares its radio communication facilities to support Volunteer communication needs regarding safety and security. Volunteers support various health-sector providers in carrying out health education, prevention, and treatment. Recently, two Volunteers hosted an HIV/AIDS awareness campaign during a three-day youth camp at an Amerindian village. Additionally, Volunteers shared basic hygiene practices and basic life skills during several one-day children’s camps in interior villages.

“Being a Volunteer in Suriname is exciting both at work and at home. It is about making the most of your experience. I’ve gotten involved in activities outside my work assignment, activities that get me into the community. These opportunities are not always obvious, but the effort put into finding them is well worth it. They allowed me to learn about the different people and cultures in Suriname and enjoy every minute. I’ve grown from my experiences, learned a lot about myself, and made the most of my time here.”

**Suriname Volunteer
Education Sector**



Swaziland

Capital.....	Mbabane
Population.....	1 million
Annual per capita income.....	\$1,350
GDP growth.....	2.2%
Adult illiteracy rate.....	Male: 18% Female: 20%
Infant mortality rate.....	105 per 1,000 live births
Immunization rate.....	DPT: 95% Measles: 94%
Foreign direct investment.....	\$44 million
Access to safe water.....	Urban 87% Rural: 42%
HIV/AIDS prevalence.....	38.8%
Religions.....	Protestantism: 35% Zionism: 30% Roman Catholicism: 25% Other: 9% Islam: 1%
Official languages.....	Siswati English

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	80	49
Program funds (\$000)	1,929	1,913

Country Overview

Program dates	1969–1996 2003–present
Program sector	Health and HIV/AIDS

Though Swaziland's first post-independence elections were held in May 1972, King Sobhuza II repealed the constitution and dissolved Parliament in 1973, 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, a cabinet, and an elected Parliament, the Libandla, in which political parties would remain illegal. The current monarch, King Mswati III, was crowned in April 1986. Shortly afterward, he abolished the Liqoqo (Supreme Council of State), and in 1987, a new Parliament was elected and a new cabinet 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 government accountability, the king and prime minister initiated an ongoing national debate on the political future of Swaziland. A new constitution, nine years in the making, was signed by the king in 2005. Although there has been steady external and internal pressure on the king, 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 several agroprocessing factories. Mining has declined 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 80 percent of its imports and to which it sends two-thirds of its exports.

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. The Peace Corps closed its program in Swaziland in 1996.

In light of the devastating effects of the HIV/AIDS pandemic on the people of Swaziland, the Peace Corps reentered Swaziland in 2003 with a program focusing on HIV/AIDS prevention and impact mitigation. In 2002, the rate of HIV/AIDS among pregnant women was nearly 40 percent. Approximately 69,000 children have been orphaned as a result of AIDS. Despite King Mswati III's declaration of AIDS as a national crisis, infection rates have continued to escalate. It is estimated that Swaziland's HIV prevalence rate is the highest in the world.

Volunteer Focus

Health and HIV/AIDS

The health and HIV/AIDS program assists the government of Swaziland in HIV/AIDS risk reduction and impact mitigation, with a focus on youth. Since the target population is youth—both in-school and out of school—Volunteers assist Swazi teachers in primary and secondary schools. Classes are conducted in HIV/AIDS prevention through a life skills curriculum developed by Volunteers. The curriculum emphasizes goal-setting, decision-making, and peer pressure avoidance. Volunteers also use sports to attract young people and instruct them on HIV prevention. Likewise, drama, music, and art are used to engage and instruct Swazi students.

Out-of-school youth are also mobilized by boys' and girls' camps. Volunteers plan and implement these week-long day camps that recruit community young people who are out of school and unoccupied. The camps provide educational sessions on HIV/AIDS, arts and crafts activities, and guest speakers from the community such as police officials.

Discussion periods on topics like assault prevention provide young girls, in particular, with valuable information and resources.

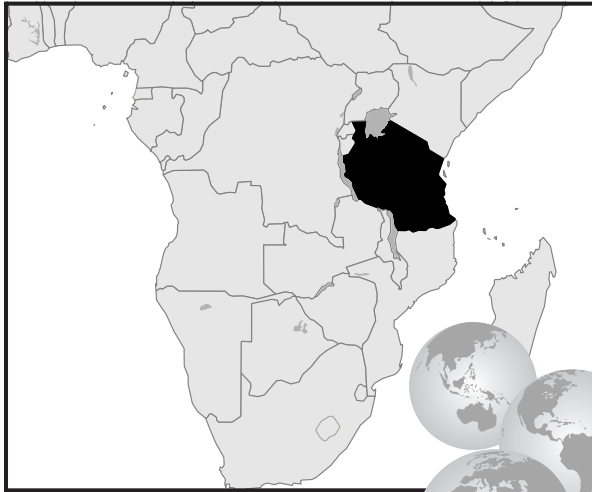
The devastation of AIDS is seen most clearly in the faces of Swaziland's orphans. Volunteers are active at Neighborhood Care Points where orphans and vulnerable children receive donated food for a daily meal. One Volunteer mobilized her community to construct a building to serve as a school for orphaned children. Today, the school provides meals and school lessons for nearly 100 children.

Volunteers are also actively involved in community mobilization. They encourage HIV testing as a measure for prevention and living positively. Other Volunteers have initiated projects on mitigating the impact of HIV/AIDS on orphans and vulnerable children (OVC). Their activities include working with youth clubs to provide food for OVCs and shelter for caregivers. Some Volunteers have started gardens and are improving the water sources to better serve the people who are living with the virus.

In addition, Peace Corps/Swaziland participates in the President's Emergency Plan for AIDS Relief, which enhances the existing work of the Volunteers in HIV/AIDS.

“I have noted the good work currently being undertaken by the Volunteers, particularly in the area of teaching life skills and HIV/AIDS classes, community integration, compiling of community profiles, and especially the registration and compilation of OVC registers jointly with the chiefdoms.”

**The Honorable Albert Shabangu
Deputy Prime Minister
of Swaziland**



Tanzania

Capital.....	Dar es Salaam
Population	36 million
Annual per capita income	\$300
GDP growth	7.1%
Adult illiteracy rate.....	Male: 15%
	Female: 31%
Infant mortality rate.....	104 per 1,000 live births
Immunization rate	DPT: 95%
	Measles: 97%
Foreign direct investment.....	\$248 million
Access to safe water	Urban: 92%
	Rural: 62%
HIV/AIDS prevalence	8.8%
Religions	Islam: 45%
	Christianity: 45%
	Indigenous beliefs: 10%
Official languages	Kiswahili
	English

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	131	119
Program funds (\$000)	2,663	2,686

Country Overview

Program dates	1962–1969
	1979–1991
	1991–present
Program sectors	Education
	Environment
	Health and HIV/AIDS

Although Tanzania has made some progress in restoring macro-economic stability during the past two years, widespread and persistent poverty is still a challenge. Tanzania is one of the poorest countries in the world, ranking 164 out of 177 on the 2005 United Nations Human Development Index. While poverty is mainly a rural phenomenon in Tanzania, urban poverty is also increasing. The rising rates of HIV infection and an unpredictable influx of refugees have aggravated the situation, and more than 36 percent of Tanzanians live below the poverty line. There is a small but growing manufacturing sector and agricultural products account for approximately 85 percent of exports. Inefficient land and labor markets, deteriorating environmental conditions, slow progress in improving infrastructure, and limited human capacity continue to be major challenges.

Program Focus

The Peace Corps arrived in Tanzania in 1962. Since then, Volunteers have served in the areas of education, health, the environment, and agriculture. Their work continues to be highly regarded by the government, and is seen as an important contribution to Tanzania's efforts to achieve community and national development. All Volunteers, regardless of sector, are trained to promote HIV/AIDS awareness and prevention.

Volunteer Focus

Education

Tanzania has a shortage of mathematics and science teachers. To address this, Volunteers work in secondary schools, teaching science, mathematics, and information technology to students. Recently, the program has extended to teaching information and communication technology in teacher-training colleges. Education Volunteers are helping Tanzania address its very critical need for secondary school

teachers. Volunteers prepare students for national examinations and promote the development of critical thinking skills. They also closely collaborate with teachers in developing subject resource materials. Education Volunteers also organize math and science clubs, facilitate HIV/AIDS seminars and girls' empowerment workshops, and promote environmental awareness in schools. One information technology Volunteer based at a teacher-training college established a computer lab using computers that had been sitting idle. Computers and other facilities were networked, allowing users to share information and resources with each other and facilitating easier access to teaching and learning resources for tutors and teacher trainees. Volunteers have also helped train teachers to use the Internet and other electronic resources as teaching tools.

Environment

Volunteers raise awareness of environmental conservation and assist village communities in effectively managing their natural resources. They promote soil improvement techniques, agroforestry (including tree planting for fuel wood and fruit trees and conserving indigenous community natural forests), beekeeping, fish farming, improved vegetable gardening, and live fencing. Volunteers teach farmers how to construct and use appropriate technologies, such as energy-efficient stoves and effective catchments. They also promote improved livestock practices, including chicken vaccination and raising milk goats, milking cows, and pigs.

Volunteers also engage youth in environmental education activities through school clubs, eco-

camp, and experiential education. Particular emphasis is given to working with women and youth. Environment Volunteers have implemented the "Get a Cow and Give a Cow" project to improve nutrition and raise income of participants. At present, there are 13 men and 2 women in the project who have been trained on dairy cattle management and record keeping. Members with cows are required to give a female calf to the next member of the group until all members receive a cow. Heifer International, a worldwide nongovernmental organization, supports this project, with the goal to provide milk for family use and generate income through the sale of the surplus.

Health and HIV/AIDS

The health education project seeks to empower youth with the knowledge and skills needed to make sound decisions about their health. Volunteers work mostly with communities and some schools on a variety of health issues, emphasizing HIV/AIDS education. They train peer educators who then work with other youth to foster increased HIV/AIDS awareness using drama, discussion groups, and organized debates. Volunteers also train Tanzanian teachers in life skills and HIV/AIDS awareness. Volunteers use question-and-answer boxes and health bulletin boards in schools to educate students. The youth usually congregate around the bulletin boards during breaks to review the answers. Some Volunteers and their communities are planning to set up suggestion boxes at the village government office for people passing by.

"Our Volunteer serves as a good example to be emulated by other teachers in the community. She tries her best to cope with all prevailing situations. She prefers counseling them. She has got a good mastery of Kiswahili and even fits in the cultural norms of the Bahaya community."

**School Principal
in Bahaya Community**



Thailand

Capital.....	Bangkok
Population.....	62 million
Annual per capita income.....	\$2,190
GDP growth.....	6.9%
Adult illiteracy rate.....	Male: 5% Female: 9%
Infant mortality rate.....	23 per 1,000 live births
Immunization rate.....	DPT: 96% Measles: 94%
Foreign direct investment.....	\$1,949 million
Access to safe water.....	Urban: 95% Rural: 80%
HIV/AIDS prevalence.....	1.5%
Religions.....	Buddhism: 94%–95% Islam: 4%–5% Christianity Hinduism Brahmin Other
Official Language.....	Thai

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	87	85
Program funds (\$000)	2,190	2,185

Country Overview

Program dates	1962–present
Program sector	Business Development Education

Thailand has a constitutional monarchy with a relatively stable political system. The king has little direct power under the constitution, but has great moral authority and 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 a free-enterprise economy and welcomes foreign investment. Exports feature computers and electrical appliances. Thailand's economy continues its robust recovery from the Asian financial crisis in 1998.

Program Focus

The Peace Corps has been collaborating with the Thai government and Thai communities since 1962. For more than 40 years, Peace Corps Volunteers have cooperated with Thai counterparts on activities in education, health, water and sanitation, agriculture, the environment, and rural community outreach and development. Throughout this relationship, some of the most successful and compelling projects have been in rural and underserved areas providing English education and community development.

In response to the unprecedented and devastating tsunami that struck Thailand on December 26, 2004, the Peace Corps placed eight Crisis Corps Volunteers in Thailand's tsunami-affected area in March 2005. To assist with the post-tsunami reconstruction efforts, an additional eight Crisis Corps Volunteers arrived in June and July. A total of 30 Crisis Corps Volunteers are expected to serve in Thailand, supporting the overall effort.

Volunteer Focus

Business Development

The Thai government initiated a historical change in the local government administration system in 1994 when it passed the Tambon Council and Tambon Administrative Organization Act, decentralizing its power to *tambon* (subdistrict) admin-

istrative organizations for the first time. Since the implementation of constitutional reforms in 1997, decentralization has become a strong emphasis of the Thai government. Local elections were held on July 31, 2005, and voter turnout was reported to be between 70 percent and 80 percent in most areas.

To support the government's initiative, Peace Corps/Thailand developed a community-based project to assist small businesses with organizational development. The second group of Volunteers for this project arrived in Thailand in January 2005. Volunteers in this project share experiences, strategies, and resources to assist administrative officials and communities at the grassroots level. They focus on capacity building within the subdistrict and community groups (e.g., small business groups, women's groups, youth groups, and farmers' groups) to improve the quality of their products and services in rural areas. They work to develop and enhance professional capacities in organizational development, project planning and management, project monitoring and evaluation, and basic business English.

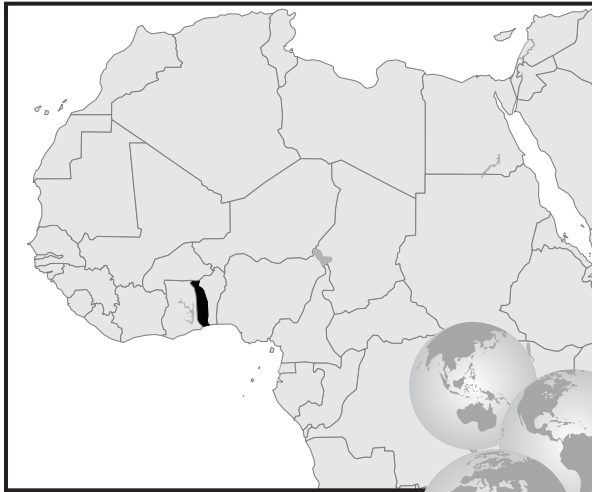
Education

To address Thailand's expressed needs in this sector, Peace Corps/Thailand initiated a teacher collaboration and community outreach project in 2003. The third group of Volunteers for this project, consisting of 26 education Volunteers, arrived in Thailand in January 2005. This project focuses on student-centered educational reform at the primary-school level and improving Thai citizens' quality of life through sustainable community development initiatives. Volunteers and their Thai partners collaborate in English-language classrooms to institute reforms that support the government's 1999 National Education Act and to develop and enhance the skills of primary school teachers.

Relationship-building and cross-cultural understanding are at the heart of this rural project. The project plan is sufficiently flexible to allow Volunteers to implement those activities that best match their interests and skills with the communities' needs and priorities. For example, one education Volunteer had a special interest in HIV/AIDS issues. He linked up with a Thai NGO in southeastern Thailand and is helping it develop strategies for public awareness campaigns to prevent the spread of HIV/AIDS. He is also assisting the NGO in developing income-generating activities for persons living with HIV/AIDS.

“Throughout the years, our countries have been working hand-in-hand in strengthening both human and institutional capacity, particularly at the grassroots level. The Peace Corps in Thailand has played an important role to this end. During our time of great loss as one of the tsunami-devastated countries, Thailand has received many helping hands in various forms. We deeply appreciate the generous contribution and continuing commitment offered by Peace Corps on the environmental rehabilitation and reconstruction in the tsunami-affected areas in Thailand. I wish to take this opportunity to extend my sincere thanks to the government of the United States and to the Peace Corps.”

**Apirath Vienravi
Deputy Director-General,
Thailand International
Cooperation Agency of
the Ministry of Foreign Affairs**



Togo

Capital.....	Lomé
Population.....	5 million
Annual per capita income.....	\$310
GDP growth.....	2.7%
Adult illiteracy rate.....	Male: 26%
	Female: 55%
Infant mortality rate.....	78 per 1,000 live births
Immunization rate.....	DPT: 64%
	Measles: 58%
Foreign direct investment.....	\$20 million
Access to safe water.....	Urban: 80%
	Rural: 36%
HIV/AIDS prevalence.....	4.1%
Religions.....	Christianity: 37.1%
	Animism: 33%
	Islam: 13.7%
Official language.....	French

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	117	117
Program funds (\$000)	2,637	2,652

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 on January 13, 1963. In 1967, General Gnassingbé Eyadéma became president and remained in power until his death on February 5, 2005. Following his death, a power struggle over the presidency gripped the country. On April 24, Faure Gnassingbé, the son of the previous president, was elected president. He was confirmed the winner of the presidential election on May 2.

Togo remains a poor nation, ranking 143 of 177 countries on the 2005 United Nations Human Development Index. The economy continues to suffer in the aftermath of the political instability that occurred in the spring of 2005. Signs of revival are present, but much more is needed to get the economy on stable footing. However, Togo's coastal location, good harbor, and better-than-average infrastructure in the capital, Lomé, which serves as a regional trading center, portends great potential for economic growth. Agriculture is the foundation of Togo's economy, contributing 40 percent of the country's gross domestic product (GDP) and employing 70 percent of its workers. Corn, sorghum, millet, cassava, yams, cowpeas, and rice are the major food crops. Cash crops include coffee, cocoa, and cotton. Togo is the fifth largest producer of phosphates. Industry and manufacturing account for about a quarter of Togo's GDP. More than a third of the total domestic output is accounted for in the service sector.

Program Focus

Peace Corps began its work in Togo in 1962, and since that time has hosted more than 1,700 Volunteers. Volunteers have a successful history of collaboration and involvement with the Togolese people at all levels. Their efforts build upon counterpart relationships and emphasize low-cost solutions that make maximum use of local resources. Partnering with local and international organizations is an important component of Volunteer

project activities. Volunteers work to promote self-sufficiency in the areas of business development, education, environment, and health. All Volunteers, regardless of sector, are trained in how to promote HIV/AIDS awareness and prevention.

Volunteer Focus

Business Development

The economy's informal sector offers the best opportunity for economic development in Togo. The business development project improves basic business and entrepreneurial skills, thereby fostering opportunities for job creation and growth. Volunteers are assigned to local credit unions or nongovernmental organizations and offer business training and consulting to members to improve their business skills. Workshops covering accounting, finance, marketing, and feasibility studies are offered to groups of tailors, retailers, and other small business people. Working with youth is also a focus of the program.

Education

Although women are 52 percent of Togo's general population, they are severely underrepresented in the development process of the country. Volunteers work with different community groups to develop an understanding of the importance and benefits of girls' education to increase their access to formal and nonformal education. They also work with teachers to create an environment that will keep girls in school and students in clubs and classrooms. In recent years, the project has expanded to address the educational needs of apprentices and the trafficking of children. Volunteers help coordinate boys' and girls' camps during the summer that focus on topics such as the importance of education, gender equality, reproductive health, HIV/AIDS prevention, and life skills.

Environment

Traditional farming practices cannot meet the needs of Togo's growing population, as soils have become severely degraded and demands for fuel wood are resulting in the removal of trees and vegetation from the land. Volunteers work with farmers to introduce sustainable farming practices that will lead to improved farm yields and reduce environmental degradation. Volunteers are also working with their communities on reforestation and tree nurseries.

In 2005, Volunteers and host country partners revised the environment program to better support sustainable practices in light of immediate demands for resources. They also created a "toolkit" containing practical ideas and tasks for new Volunteers to ease their transition into their communities.

Volunteers also organized a music contest around the theme of brush fires and the long-term effects of this practice on the soil and the environment. The contest resulted in a CD-ROM of winning songs. The CDs have been distributed to local radio stations and are being played throughout Togo.

Health and HIV/AIDS

The health and HIV/AIDS project promotes community health. Volunteers train and supervise community health workers and peer educators focusing on preventive health practices. They help local health personnel promote community health activities that address HIV/AIDS, malaria, nutrition, Guinea worm eradication, and community management of rural dispensaries and pharmacies. Activities addressing HIV/AIDS have grown from awareness raising and prevention to include palliative care for persons living with HIV/AIDS and care for orphans and vulnerable children.

Volunteers also engage in small projects that respond to community needs and contribute to the overall health of individual. Projects include constructing family latrines, wells, and "health huts." This summer, one Volunteer helped organize a successful "Camp Espoir (Hope)" for children affected by and/or living with HIV/AIDS.



Tonga

Capital.....	Nuku'alofa
Population.....	102,000
Annual per capita income.....	\$1,490
GDP growth.....	2.5%
Adult illiteracy rate.....	1.5%
Infant mortality rate.....	15 per 1,000 births
Immunization rate.....	DPT: 98.5% Measles: 99%
Foreign direct investment.....	Not available
Access to safe water.....	Urban: 100% Rural: 100%
HIV/AIDS prevalence.....	Not Available
Religion.....	Christianity
Official languages.....	Tongan English

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	48	45
Program funds (\$000)	1,341	1,303

Country Overview

Program dates	1967–present
Program sectors	Business Development Education Youth

Since the adoption of its constitution in 1875, Tonga has been a hereditary monarchy. The past two decades have seen the biggest changes in Tonga, especially its international status. In 1975, Tonga developed economic and political ties with the European Economic Community (now the European Union), and in 2000, Tonga became a full member of the United Nations. This led to an inflow of foreign aid from developed nations and international agencies, enabling Tonga to improve social services and construct essential infrastructure. Most Tongans are dependent on subsistence agriculture and fishing, which they supplement with remittances from relatives abroad. Reliance on agriculture and fishing depletes already scarce natural resources and degrades topsoil, rain forests, coastal reefs, and freshwater supplies. With more than 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 exacerbated by a chronic shortage of secondary school teachers, especially in science and information technology.

Program Focus

At the request of the Ministry of Education, Peace Corps projects focus on preparing youth to become productive members of their communities. The community education project works primarily with in-school students, while the youth development and business development projects address the needs of out-of-school youth. All projects emphasize building communities' capacity to prepare young people by developing leadership skills and income-generation opportunities. Volunteers also help interested young people and communities develop computer centers at the regional, district, and village levels. These centers provide opportunities for out-of-school youth and others to attend basic computer classes.

Volunteer Focus

Business Development

Volunteers work with community groups and nongovernmental organizations to implement small businesses for income generation. These small businesses are developing improved business practices, better products, and greater community employment. One Volunteer worked with women entrepreneurs to establish three small businesses: a bakery, a lunch take-away, and a photography business. She guided them through basic business training, worked with them on their micro-loan requests, and acted as their business advisor by visiting with them two to three times per week to discuss their business challenges and to keep them motivated. The Volunteer has completed her service and the three businesses are still running strong.

Education

Volunteers in the education project are placed in primary schools in remote villages and in outer islands where the greatest needs exist. With half of their time in the classroom, Volunteers introduce innovative teaching techniques and enhance teacher skills through modeling, team teaching, and workshops that highlight reading, pronunciation, spelling, and comprehension. The other half of their time is spent on community education initiatives that focus on health and environmental issues and activities.

Youth

Volunteers build the capacity of individuals, service providers, organizations, and communities. The youth project emphasizes community and family development and the role of youth as citizens and future leaders. Youth, as defined in Tonga, are those who are unmarried and between the ages of 14 and 35. Volunteers work with youth groups to carry out community projects, create income-generating opportunities, and develop employment skills. They are developing a curriculum accredited by the government that will allow youth to receive a certificate in information technology skills, increasing their employment options. Volunteers have also implemented a certificate program that gives school dropouts the opportunity to earn the equivalent of a high school diploma.

The Peace Corps helped create the Tonga National Volunteer Service, which is a vehicle for Tongan youth to serve as volunteers in Tonga. Many Tongan volunteers work alongside Peace Corps Volunteers in this project, which has become a model for other Pacific island countries. One youth Volunteer provided guidance to the Vava'u Youth Congress in writing a grant to acquire financial assistance to enable it to establish a site to train young women in growing vanilla for income generation. The training site is being developed and will soon be operational. Recently, the youth project in Tonga has begun to focus on small business development, providing income-generating opportunities for the large youth population.

“I write my friends and they ask, ‘How can you live without a washing machine, dishwasher, and hot water?’ I sit and wonder how they can compare those things to the ‘Tongan Moments’ I have experienced—children dancing traditional dances, young men burying their grandfather in a traditional tapa, and seeing kids ‘get it’ when I teach them computer skills. I’ll wash my clothes and dishes by hand and enjoy the cool water running down my face any day for that return.”

**Tonga Volunteer
Youth Sector**



Turkmenistan

Capital.....	Ashgabat
Population.....	5 million
Annual per capita income	\$1,120
GDP growth	16.9%
Adult illiteracy rate.....	Male: 0.7%
	Female: 1.7%
Infant mortality rate.....	79 per 1,000 live births
Immunization rate.....	DPT: 98%
	Measles: 97%
Foreign direct investment.....	\$100 million
Access to safe water	Urban: 93%
	Rural: 54%
HIV/AIDS prevalence	<0.1%
Religions	Islam: 89%
	Eastern Orthodox: 9%
	Other: 2%
Official language:	Turkmen

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	94	94
Program funds (\$000)	1,701	1,731

Country Overview

Program dates	1993–2001 2002–present
Program sectors	Education Health and HIV/AIDS

Turkmenistan 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 it has had diplomatic relations with the United States since 1992. Turkmenistan still 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 large reserves of natural gas; these two products drive the economy. However, Turkmenistan's gas and oil exports are dependent upon access to Russian pipelines and therefore Russia's cooperation. Additionally, cotton harvests have been poor over the past few years.

After ninth grade, schools send young people into the workforce with the expectation that they will work for two years to gain "practical experience." Since unemployment is already very high, especially for men, there is little opportunity for these young people to profitably occupy their time before higher education, which is limited at best. Readily available cheap drugs and alcohol further threaten the future of these youth.

Program Focus

Since gaining independence in 1991, Turkmenistan has experienced broad political, economic, and social changes, prompting the need for international assistance in training its professionals. Currently, Peace Corps Volunteers work in two projects: education/TEFL (teaching English as a foreign language), which provides training to English teachers and schoolchildren; and community health education, which trains health professionals and grassroots communities.

The Peace Corps program was suspended following the events of September 11, 2001. After a favorable reassessment in February 2002, seven Volunteers returned to Turkmenistan in April 2002 to complete their service. Since that time, approxi-

mately 40 Volunteers per year have been trained and sent to sites throughout the country, serving in schools and clinics and working with a broad base of community people.

Volunteer Focus

Education

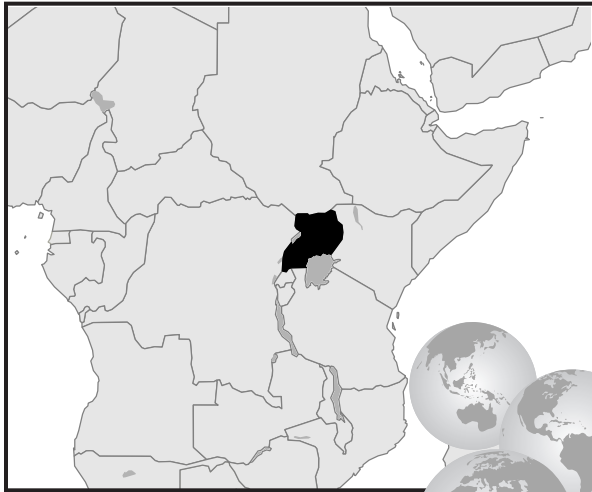
Volunteers focus on teaching English as a foreign language, including working in classrooms and training teachers. This summer, one education Volunteer was looking for a secondary project and she found the “World Map Project” on the Peace Corps website. The Volunteer initially wanted to do just one map for one school, but the project kept growing as more and more people saw the maps that she and her students created all over her town. Eventually, she approached the U.S. and British embassies to see if they would support the project so the project could be expanded nationwide. Both embassies enthusiastically agreed, and the Peace Corps/Turkmenistan World Map Project was launched. Approximately 35 world maps have been painted on the walls of schools, clinics, and sanatoriums around the country. It is hoped that by the end of the current phase of the project, approximately 500 world maps will have been painted on walls around the country, including the world’s largest map. In addition to the world maps, educational materials such as almanacs, paper maps, and atlases will be provided to participating schools, students, and others involved in the project.

Health and HIV/AIDS

A lack of supplies, training, and technology has contributed to a decline in basic health and health-care services since independence. One Volunteer married couple, serving as community health educators realized that they needed an adequate medical dictionary in the local languages to facilitate working with their medical colleagues in their village. They began to develop a medical dictionary in three languages within the first few months of their service; subsequently, the *Tri-lingual Medical Dictionary* (Turkmen-English-Russian) became a major focus of their work as the Peace Corps Volunteers. The first of its kind, the dictionary provides a basic English medical vocabulary for Turkmen medical professionals as well as for Peace Corps and other humanitarian agencies. Medical staff in Turkmenistan use both Turkmen and Russian in their work. With the increased use of English as an international language and its use for medication and equipment instructions, laboratory results, and for access to medical information on the Web, Turkmen health workers need to understand English medical terminology. The medical terms selected for the dictionary emphasize public health education and maternal and child health and other areas of current concern in Turkmenistan. Grant funding supported the initial printing of the dictionary. An improved version was completed and printed in July 2005. Additional monies have funded printing enough copies to provide dictionaries for many more individuals within the medical community, to students at the Turkmenistan Medical Institute, and to groups of incoming Volunteers and their colleagues.

“That is what is so gratifying, we just started this project [of building a baseball league] with a small idea, but the community has really taken it on and will continue it into the future.”

**Turkmenistan Volunteer
Education Sector**



Uganda

Capital.....	Kampala
Population.....	25 million
Annual per capita income.....	\$250
GDP growth.....	4.7%
Adult illiteracy rate.....	Male: 21% Female: 41%
Infant mortality rate.....	81 per 1,000 live births
Immunization rate.....	DPT: 81% Measles: 82%
Foreign direct investment.....	\$194 million
Access to safe water.....	Urban: 87% Rural: 52%
HIV/AIDS prevalence.....	4.1%
Religions.....	Christianity: 66% Indigenous beliefs: 18% Islam: 16%
Official language.....	English

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	52	54
Program funds (\$000)	1,848	1,868

Country Overview

Program dates	1964–1973
	1991–1999
	2000–present
Program sectors	Education
	Health and HIV/AIDS

In Uganda, economic change has accompanied political reform. The government's strong efforts over the past decade to reform Uganda's educational system, promote sustainable growth in key sectors, and move to a more liberalized, private sector-driven market economy have, encouraged international investment and involvement from international development agencies. The government will face elections in 2006, and a referendum and constitutional amendment was passed that allows the current president to seek a third term. Corruption is an increasingly significant issue with the potential to slow economic growth as investors and donors turn to more transparent economies.

Uganda has substantial natural resources, including fertile soils, regular rainfall, and sizable deposits of copper and cobalt. Agriculture is the most important sector of the economy, employing more than 80 percent of the workforce. Coffee is the primary export crop, accounting for more than 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 intended to reduce inflation and boost production and export earnings. Significant donor assistance has been vital in supporting growth policies. However, this assistance has been moderate over the past few years due to the continuing conflict in the north of the country, the perception by potential investors of corruption, and the lack of commitment to democratic principles.

Program Focus

The first group of Volunteers, secondary school teachers, arrived in Uganda in November 1964. A year later, the secondary education program consisted of 35 Volunteers, and by 1967, the program had more than doubled. 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 continued to be education, but Volunteers also worked in fisheries, agriculture, computer programming, and surveying. The Peace Corps terminated its program in 1973 during the civil unrest under 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. 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 community health project focusing on HIV/AIDS. Both of these projects are based on the interests and needs expressed by the government of Uganda and the communities where Volunteers work. In response to the AIDS pandemic, the Ugandan government and civil society groups launched a nationwide, multi-sector effort to reduce the spread of HIV/AIDS. Uganda has more than one million AIDS orphans, and two million additional children have parents who are HIV positive. Thus, Volunteers partner with Ugandans both on HIV/AIDS education and prevention and on providing community support and care to those affected by the disease. All Volunteers, regardless of sector, are trained in how to promote HIV/AIDS awareness.

Volunteer Focus

Education

Improving the quality of education, especially at the primary school level, has long been a priority of the government. With the introduction of universal primary education, the demand for primary teachers has doubled and, in some locations, even tripled. Each Volunteer works with a Ugandan counterpart to train teachers in teaching methodology, train school administrators in effective instructional leadership, and work with school communities to improve community and school relations. More broadly, Volunteers help improve the education of students by establishing children's clubs, conducting teacher workshops, and working with teacher and community organizations. Volunteers have worked to mobilize communities to connect with and support their primary schools, and they help

develop links between schools and communities through a variety of projects.

One Volunteer activity is the project, Uniting to Provide Literacy Instruction for Teachers (UPLIFT). UPLIFT was developed and implemented by several Volunteers and their counterparts in 2004 and 2005 in response to the Ministry of Education's renewed emphasis on basic literacy. Through this campaign, Volunteers and their counterparts trained nearly 5,500 teachers and school administrators in basic literacy-teaching skills. Lessons learned from the campaign have since been used to develop a USAID-funded literacy initiative throughout Uganda.

Health and HIV/AIDS

Volunteers working in the community well-being and positive-living project are assigned to small, community-based organizations, hospitals, and government health centers. Volunteers help these organizations provide information and support to people and families affected by the HIV/AIDS pandemic. In 2005, Volunteers worked with more than 40 communities to transfer the knowledge and skills needed to increase the communities' capacity in areas such as preventing HIV/AIDS, caring for people living with HIV/AIDS and orphans and vulnerable children, sanitation, nutrition education, health education, life-skills education, gardening, hygiene, clean water, collaborating and networking, management training skills, and immunization.

One Volunteer addressed the impact of HIV/AIDS in his community in a very personal way. He hosted as many as 15 children—including many AIDS orphans—at his house every day so they could play and he could help them with homework. In addition to the more systematic ways of addressing AIDS, this Volunteer is affecting the lives of those in his community by sharing his time and by providing care and support to children in need.

**“Obviously, I couldn’t do this work
if I didn’t live in this community,
and this is a strength of the
Peace Corps model.”**

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



Ukraine

Capital.....	Kiev
Population.....	48 million
Annual per capita income.....	\$970
GDP growth.....	9.4%
Adult illiteracy rate.....	Male: <0.5% Female: <0.5%
Infant mortality rate.....	15 per 1,000 live births
Immunization rate.....	DPT: 97% Measles: 99%
Foreign direct investment.....	\$1,424 million
Access to safe water.....	Urban: 100% Rural: 94%
HIV/AIDS prevalence.....	1.4%
Religions.....	Ukrainian Orthodoxy, Ukrainian Greek Catholicism, Judaism, Roman Catholicism, Islam
Official language.....	Ukrainian

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	387	413
Program funds (\$000)	5,079	5,132

Country Overview

Program dates	1992–present
Program sectors	Business Development Education Youth

Ukraine is Europe's second largest country and has a population of 48 million people. Until 1991, Ukraine was a principal part of the Soviet Union. Following independence, successive Ukrainian governments allowed sporadic growth of civil society and the development of some democratic institutions. This process peaked in the "Orange Revolution" in 2004 that culminated in a national election on December 26, 2004. The result has been sweeping changes in political power structures throughout the country and a reform agenda that foresees eventual World Trade Organization (WTO) accession and European Union (EU) integration.

In the time since the new government assumed power in January 2005, Ukrainian society has become more open in terms of press freedom, tolerance of criticism of the government, and rights of opposition political parties to operate. However, the new government's reform program has been plagued by the continuing effects of Ukraine's past: corruption and cronyism that affect almost all sectors of the economy and society, a dearth of free-market skills and practices, an antiquated education system, spotty infrastructure, unemployment, and vast income differences.

Despite some positive economic trends in investments, wages, and incomes in the past few years, most average Ukrainians have yet to benefit from Ukraine's economic transition. In country villages and urban centers, millions of Ukrainians lack dependable supplies of water, heat, and electricity, as well as access to quality educational, social, and medical services. People in all parts of the country are affected by poverty, alcohol and drug abuse, domestic violence, and the rapid spread of HIV/AIDS. Although, the progress may be slow, the Ukrainian government has stated its determination to implement comprehensive economic reforms.

Program Focus

The Peace Corps/Ukraine program helps build skills necessary for communities as they seek integration into Europe and the broader global economy. Volunteers work in teaching English language, good

management, and other contemporary business skills. Their work positively affects Ukrainians' readiness to build democracy and a market economy and communicate and transact business globally.

Peace Corps' new youth project teaches middle and high school students in villages and other disadvantaged areas computer and basic business skills; healthy lifestyles, environmental awareness, leadership, and good citizenship. Working in more than 170 Ukrainian communities with young people, teachers, activists, and business people, Volunteers serve as change agents who challenge their students to think for themselves and who facilitate community improvement projects that address critical needs. In response to Ukraine's HIV epidemic, and with funds from the President's Emergency Plan for AIDS Relief, Volunteers and their community counterparts are creating HIV prevention education programs for young people in 30 highly affected communities across Ukraine.

Volunteer Focus

Business Development

Volunteers transfer free-market business skills and expertise through teaching and consulting to business associations, individual entrepreneurs, nongovernmental organizations (NGOs), schools, and local governments. Volunteers have organized trainings on marketing, business infrastructure, sales techniques, advertising, and public relations for entrepreneurs and business students in communities throughout the country. These trainings have helped businesses improve their profitability and NGOs achieve sustainability and expand services. Citizen involvement in local governance has been encouraged through programs on inclusive budgeting processes, citizen information bureaus, and cooperative investment strategies.

In line with the priorities of the new Ukrainian government, the Peace Corps is expanding its support for public-private partnerships, strategic planning processes, public outreach programs, community forums, and customer service trainings.

Education

Volunteers work in educational institutions as business educators, English teachers, and teacher trainers. Volunteer English language teachers work in classrooms with more than 20,000 students each year. Many classroom teachers also work as teacher trainers and bring contemporary methodologies to the Ukrainian educational system. Through the creation of an interactive learning environment and use of contemporary methods and materials, Volunteers are enhancing students' and teachers' communication abilities as well as encouraging independent thinking and problem solving.

As a result of Volunteer community education activities, hundreds of Ukrainian village teachers now have access to modern resources for language instruction. English language teaching resource centers initiated by Volunteers now function in rural communities in most Ukrainian regions and thousands of young Ukrainians have been exposed to U.S. culture; community-awareness issues; and training in leadership skills, civic responsibility, and healthy lifestyles.

Youth

In 2005, under the auspices of the Ministry of Education and Sciences, 20 Volunteers began work on a pilot project to help youth in economically disadvantaged areas stay healthy and gain the knowledge and skills they will need to compete in modern Ukraine. The project focuses on providing education and skills to in-school youth and orphans ages 12 to 20. Volunteers conduct classroom lessons and extracurricular activities on civic responsibility, computer and Internet literacy, drug and HIV prevention, environmental awareness, and basic business—all interspersed with fun activities such as summer camps, sports, music, dance, and other activities designed to sustain interest. Following two years of testing, Peace Corps/Ukraine and three Ukrainian government ministries will produce a pilot youth development syllabus and a set of materials for use in all parts of the country.



Vanuatu

Capital.....	Port Vila
Population.....	210,000
Annual per capita income.....	\$1,180
GDP growth.....	2.0%
Adult illiteracy rate:.....	47%
Infant mortality rate.....	31 per 1,000 births
Immunization rate.....	DPT: 49% Measles: 48%
Foreign direct investment.....	Not available
Access to safe water.....	Urban: 85% Rural: 52%
HIV/AIDS prevalence.....	Not Available
Religion.....	Christianity
Official languages.....	Bislama English French

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	87	81
Program funds (\$000)	2,207	2,254

Country Overview

Program dates	1990–present
Program sectors	Agriculture Business Development Education Environment Youth

Vanuatu is an independent republic consisting of 83 islands in the southwestern Pacific Ocean. Beginning in 1906, Vanuatu was governed under a special agreement between the British and the French, 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 inhabited 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 most of the population. Copra and beef exports, fishing, offshore financial services, and tourism are the other main sources of revenue. Economic development is hindered by dependence on relatively few commodity exports, low market prices, vulnerability to natural disasters, long distances between main markets, and poor transportation and communication infrastructure. Although most of Vanuatu's population still lives in isolated rural areas, urbanization is increasing.

Program Focus

There is a growing awareness in Vanuatu that the education system is not meeting the social or economic needs of all people. The government is also turning its attention to practical training and vocational education that will enhance the skills, self-sufficiency, and employability of young people. However, the capacity of the government and civil society to provide services to rural populations is extremely limited. The Peace Corps has responded with a strategy that increases access to quality education, particularly in rural areas.

At the request of the government of Vanuatu, the Peace Corps is helping teachers implement improved methodologies for teaching literacy at the early primary school level. The program also addresses the

needs of the Vanuatu people for training and service provision through nonformal community education and development activities. These activities focus on income generation, food security, sustainable agriculture, environmental conservation, and youth development. The Peace Corps has also recently implemented a community health project, which focuses on developing preventive health strategies at the community level, thereby reducing the need for costly curative services.

Volunteer Focus

Agriculture

Volunteers promote sustainable farming practices and agroforestry to improve food security and income-generation opportunities for Vanuatu's population. Volunteers work with farming communities to expand opportunities for local processing and marketing of crops. The program focuses on the production of higher-value crops, such as vanilla, pepper and other spices, and cocoa, as well as small livestock and staple foods. Volunteers, in collaboration with national and international organizations, are helping farmers develop export-quality crops resulting in enhanced food security and a greater capability to generate income for farmers and revenue for the government.

Business Development

Volunteers work with rural and urban institutions facilitating training in business and organizational management, bookkeeping, credit management, cooperative philosophy, and product diversification. They work with entrepreneurs and other clients to conduct business feasibility studies, start small businesses, identify local and regional markets, and undertake small-scale processing of local resources. Volunteers also promote the formation of small community savings-and-loan groups. The main target populations are youth and women. One Volunteer, skilled in architecture and organizational capacity building, helped Habitat for Humanity expand its home-building program in Vanuatu using affordable and innovative methods of home construction.

Education

Volunteers serve in schools and community-based rural training centers, and their work has benefited more than 11,000 students and 450 teachers.

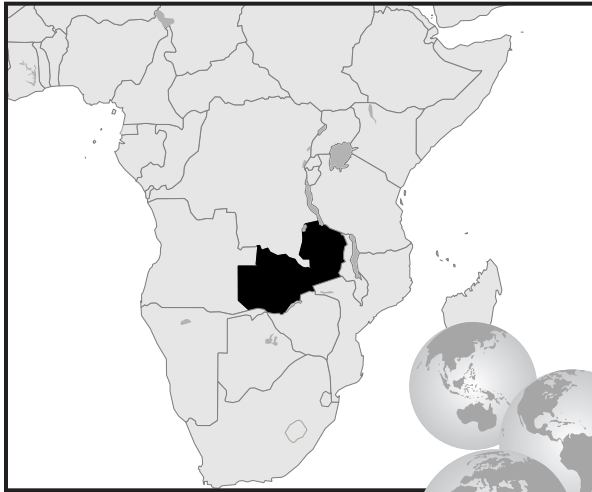
Volunteers support the teaching of disadvantaged students in secondary schools, teaching math, science, information technology, and English. They also enhance the quality of education through teacher training, curriculum and resource development, and school-based strategic planning. One Volunteer produced Vanuatu's first national history curriculum, which was presented to the Ministry of Education on the country's 25th independence celebration in July 2005. Volunteers assigned as field-based teacher trainers facilitated the country's first national symposium on literacy. This symposium and subsequent Volunteer support has led to a nationwide initiative to improve the teaching of reading and writing at the early primary school level.

Environment

Communities have a strong interest in improving the management of their natural resources, including coral reefs, forests, wildlife, and agricultural lands. Volunteers help communities promote sustainable land-use practices, develop natural resource management plans, establish conservation areas, promote ecotourism, and create conservation enterprises. Most activities promote conservation and sustainable use while generating income for community members. A Volunteer who helped communities on Nguna Island develop Vanuatu's first marine-protected area has also facilitated energy self-sufficiency through a solar battery project that is one of the finalists in the "World Challenge" contest sponsored by the BBC and *Newsweek*. Additionally, the Peace Corps' disaster preparedness and mitigation project has inspired communities to raise awareness about natural disasters, produced risk-assessment maps, and assisted community leaders in producing community disaster-preparedness plans.

Youth

Volunteers work in urban and rural settings to reach out-of-school youth, particularly those who are school dropouts or otherwise disadvantaged. They work on issues such as youth leadership, self-esteem, employability, food and livelihood security, HIV/AIDS awareness, basic literacy, conflict resolution, and culture. Volunteers facilitate and assist with workshops on leadership and business management, life skills training, and HIV/AIDS education and prevention.



Zambia

Capital.....	Lusaka
Population.....	10 million
Annual per capita income	\$380
GDP growth	5.1%
Adult illiteracy rate.....	Male: 14%
	Female: 26%
Infant mortality rate.....	102 per 1,000 live births
Immunization rate.....	DPT: 80%
	Measles: 84%
Foreign direct investment.....	\$100 million
Access to safe water	Urban: 90%
	Rural: 36%
HIV/AIDS prevalence	15.6%
Religions	Christianity
	Indigenous beliefs
	Islam
	Hinduism
Official language	English

Anticipated Number of Volunteers

Calculated September 30 each year

	FY 2006	FY 2007
Volunteers	126	145
Program funds (\$000)	3,536	3,534

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 in 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 ended. In November 1991, the Movement for Multiparty Democracy (MMD) 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. He was succeeded by Levy Mwanawasa, also a member of the MMD, who was elected president in January 2002. Today, Zambia is a multiparty, participatory democracy.

Zambia is one of sub-Saharan Africa's most highly urbanized countries. Approximately half of the country's 10.2 million people are concentrated in a few urban zones strung along major transportation corridors. Unemployment and underemployment are serious problems, and Zambia has a relatively low per capita income. It has a mixed economy with a large urban public sector dominated by government, nongovernmental organizations (NGOs), and quasi-governmental organizations, many of which have been, or are in the process of being, privatized.

Maize is the principal cash crop of a predominantly private rural agricultural sector and Zambia contains one of the world's largest copper deposits. It remains a leading world producer of refined copper and cobalt, which together comprise 95 percent of all exports. Historically, copper exports contributed to most of the country's earnings and provided the leading source of employment. Despite progress in privatization and budgetary reform, Zambia's economic growth remains somewhat below the 6 percent to 7 percent needed to reduce poverty significantly.

Program Focus

Peace Corps/Zambia opened its program in 1994 with a group of water sanitation/hygiene education Volunteers. In 1996, the program expanded to include a community health project and a rural aquaculture project. In 2003, a national education radio project was launched called Learning at Taonga Market (LTM). Additionally, an HIV/AIDS project began in late 2004 using funds from the President's Emergency Plan for AIDS Relief (Emergency Plan). All Volunteers, regardless of sector, are trained to promote HIV/AIDS awareness and prevention.

Volunteer Focus

Agriculture

Volunteers help the Department of Fisheries develop fish-farming projects to improve livelihoods in rural communities. Volunteers provide technical assistance in establishing dams, furrows, fish ponds, and integrated agriculture. In addition to providing an excellent source of nutrition for rural families, surplus fish and agricultural products are sold to provide substantial supplementary income. Volunteers also help enhance development capacity of fish-farming associations.

Education

Peace Corps/Zambia's education project builds on the success of LTM. This interactive program, produced by the Ministry of Education (MoE), is broadcast over the national radio station and covers the primary school curriculum in a fun, engaging way. The program provides a vehicle to deliver education that does not require a trained teacher or a school building. It improves access to basic education for all Zambians, including rural orphaned and vulnerable children and some rural adults who want to become literate. Volunteers work with MoE and community partners in district education offices and rural villages to increase the use of LTM in schools, develop radio schools where no government schools exist, build the capacity of rural communities to support their own schools, train radio teacher-mentors, and help monitor and evaluate the program.

Environment

In 2000, the Zambian Wildlife Authority (ZAWA) invited Peace Corps/Zambia to join a new environmental initiative to help communities living near national parks gain an economic stake in managing protected areas. In 2005, the focus of the program shifted from ZAWA to the Department of Forestry. Together with their forestry department counterparts, Volunteers are promoting sustainable forest utilization to more than 50 community groups through community-based natural resource management.

Volunteers also work with teachers in schools to develop environmental education lessons. As a result, more than 500 children are receiving environmental education. Communities are taught alternative means of enhancing food security through promotion of conservation farming, agroforestry, and seed multiplication. Using demonstration plots, some Volunteers show how effective farming techniques can increase crop yields.

Health and HIV/AIDS

Volunteers work with counterparts from rural health centers to build the capacity of neighborhood health committees to address health problems at the village or community level. Volunteers strengthen the skills of rural Zambians and facilitate better links among the committees, the rural health centers, and district health management boards. They also help communities implement cost-effective, sustainable health interventions.

Volunteers also work closely with these committees to help villagers understand the role they can play in HIV/AIDS prevention, care, and support. This Emergency Plan-funded initiative builds on the strengths of Peace Corps/Zambia's successful rural Volunteer model and places an increased emphasis on fighting the HIV/AIDS pandemic in-country. Volunteers live in rural communities throughout Zambia and work closely with their Ministry of Health partners in HIV/AIDS education, home-based care, prevention, and enhanced food stability and nutrition. Emergency Plan funds also support up to 10 Crisis Corps Volunteers who generally work with NGOs in more urban environments.

Photo courtesy of the Washington, D.C.
Convention and Tourism Corporation



Government Performance and Results Act



The Peace Corps' Performance Plans as Required Under the Government Performance and Results Act

FY 2006 and FY 2007 Plans

Strategic Goal 1

Assist interested countries with their identified needs by gradually expanding the number of trained Volunteers serving overseas; broadening the impact on the lives of men and women in their host communities by transferring tangible skills; and helping to promote an understanding of Americans, including representing American diversity, at a rate consistent with annual funding.

Outcome Goals:

- 1.1 Assist interested countries with their identified needs by gradually expanding the number of trained Volunteers serving overseas from 7,733 in FY 2004 to 8,000 in FY 2008, at a rate consistent with annual funding.
- 1.2 Broaden the impact of Volunteers on the lives of men and women in their host communities by transferring tangible skills, as measured by increasing Volunteers reporting in the Peace Corps' Close of Service survey that they were "adequately" to "exceptionally" effective in transferring knowledge and skills to members of their host community, from 80 percent in FY 2006 to 82 percent by FY 2008.
- 1.3 Represent American diversity in Peace Corps host communities by increasing the numbers of Peace Corps applicants representing diverse ethnicities and people 50 and over by 4 percent, from FY 2005 level of 24 percent to 28 percent by FY 2008.

Performance Goals 1.1.1 – 1.1.3

Increase the number of Peace Corps Volunteers to 7,850 by FY 2006; 7,895 by FY 2007; and 8,000 by FY 2008.

Means and Strategies:

The Peace Corps will:

- refine recruitment business processes to make it easier for potential applicants to enter Peace Corps service;
- continue to coordinate the increased use of returned Peace Corps Volunteers in awareness, recruitment, and retention activities for new applicants and Crisis Corps Volunteers;
- maintain the number of Crisis Corps projects in humanitarian relief and responses to natural disasters;
- conduct strategic recruitment and media campaigns designed to cast a wide net for prospective Volunteer candidates in communities and at campuses throughout the United States;

- increase the number of Volunteers working on HIV/AIDS activities, including the agency's involvement in the President's Emergency Plan for AIDS Relief;
- improve the functionality of Web-based application materials and expand the use of the Internet in marketing and retention activities; and
- identify new target markets and produce regionally appropriate marketing tools and other resources.

Verification and Validation:

Trainee input is tracked bimonthly and reported to the chief of staff by a group composed of staff from each of the three overseas regions, the Office of Volunteer Recruitment and Selection, and the Office of Medical Services.

Performance Indicators 1.1	FY 2006	FY 2007
i. Number of new country entries	1	2
ii. Percentage of focus countries participating in the President's Emergency Plan for AIDS Relief	100%	100%
iii. Number of Crisis Corps Volunteers (all funding sources)	100	100
iv. Overall visits to website	8.3 million	8.6 million

Performance Goals 1.2.1 - 1.2.3

Incrementally increase the percentage of respondents to the Peace Corps' Close of Service survey reporting the effectiveness of transferring knowledge and skills to members of their host community as "adequately" to "exceptionally" from 80 percent in FY 2006 to 82 percent in FY 2008.

Means and Strategies:

The Peace Corps will:

- Train Volunteers in effective ways to build capacity by increasing knowledge, improving skills, and promoting behavior change of individuals and families in the countries they serve;
- Enable Volunteers to effectively work with communities so they can manage their own development in a sustainable manner; and
- Promote Volunteer participation in the Peace Corps Partnership Program, which requires direct community initiation and involvement.

Verification and Validation:

The Center for Field Assistance and Applied Research, through its annual project status review (PSR) and training status review (TSR) processes, will compile annual data and review observations related to programming and training as submitted by the field; identify general trends and promising practices; and make information available to Peace Corps field staff to help improve programming and training. In the review processes, the capacity-building efforts of Volunteers are part of larger project goals that are analyzed and provide specific feedback for improvement.

The Office of Planning, Policy, and Analysis, through the Close of Service survey, will analyze survey data and provide information to Peace Corps management enabling it to improve programming and training.

Performance Indicators 1.2	FY 2006	FY 2007
i. Number of individuals assisted by Volunteers (e.g., students, farmers, community members) as reported via the prior year's project status report (PSR) annual review	2,165,000	2,176,000
ii. Number of service providers trained by Volunteers (e.g., teachers, health clinic workers, agriculture extension agents) as reported via the prior year's PSR annual review	113,800	114,300
iii. Number of community-initiated, Volunteer-led Partnership Program projects	430	465
iv. Percentage of Volunteers reporting that they have helped host country nationals gain a better understanding of the United States and its people, as reported by the Peace Corps Close of Service survey	90%	91%

Performance Goals 1.3.1 – 1.3.3

Incrementally increase the number of Peace Corps applicants representing diverse ethnicities and people 50 and over from a FY 2005 level of 24 percent to 26 percent by FY 2006, to 27 percent by FY 2007, and to 28 percent by FY 2008.

Means and Strategies:

The Peace Corps will:

- augment the use of targeted recruitment and communication strategies, which include multi-media campaigns to attract recruits requested by overseas posts, including minorities and others with needed skills;
- pursue marketing and recruiting initiatives that target colleges, universities, and community colleges with diverse populations, off-campus markets nationwide, and organizations serving the senior population, among others;

- increase the use of information technology to strengthen Web-based outreach to all groups and improve quality of contact information for minority recruitment; and
- implement recruitment techniques and materials that are specifically designed to attract greater numbers of minority applicants.

Verification and Validation:

The percentage of minority trainees has continued to rise over the FY 1999 level and is reflected in quarterly minority recruitment reports of the Office of Volunteer Recruitment and Selection.

Performance Indicators 1.3	FY 2006	FY 2007
i. Percentage of applicants older than age 50	7.8%	7.9%
ii. Percentage of applicants of diverse ethnicities	19%	20%
iii. Total visitors to website who access minority recruitment pages and/or scarce skills and family pages	430,000	440,000
iv. Number of articles placed in newspapers and other media that focus on diverse Volunteers and/or target diverse audiences	175	180
v. Total number of public service announcements (PSAs) placed in minority-and diversity-g geared media	3,500	2,500

Strategic Goal 2

Ensure a quality Volunteer experience by increasing the quality of healthcare and managing the safety and security risk factors in each of the communities where the Volunteers live.

Outcome Goals:

- 2.1 Increase the percentage of Volunteers indicating feeling “adequately” to “exceptionally” satisfied with their in-country healthcare from a FY 2002 level of 75 percent to 82 percent by FY 2008.
- 2.2 Increase the percentage of Peace Corps Volunteer survey respondents indicating they feel safe most of the time (“usually safe” to “very safe”) where they live from a FY 2002 level of 86 percent to 88 percent by FY 2008.

Performance Goals 2.1.1 – 2.1.2

Incrementally increase the percentage of respondents to the biennial Peace Corps Volunteer survey indicating feeling “adequately” to “exceptionally” satisfied with their in-country healthcare from a FY 2002 level of 75 percent to 80 percent by FY 2006, and to 82 percent by FY 2008.

Means and Strategies:

The Peace Corps will:

- identify, in a timely manner, areas within the healthcare system that need improvement; and
- monitor the impact of strategies designed to improve its healthcare system.

Verification and Validation:

The Office of Medical Services will collect, analyze, and monitor statistics on specific health indicators to gauge the health of Volunteers and monitor the impacts of improvement strategies.

Performance Indicators 2.1	FY 2006	FY 2007
i. Percentage of Volunteers medically evacuated to Washington, D.C., reporting they are satisfied with their medical evacuation care as measured by the medevac survey	90%	90%
ii. Percentage of Volunteers reporting feeling “adequately” to “exceptionally” prepared, both physically and mentally, to meet the challenges of Peace Corps service as measured by the Peace Corps Close of Service survey	90%	90%
iii. Incidence of falciparum malaria in Africa region (measure is in cases per 100 Volunteer/trainee years)	Target <6.0	Target <6.0

Performance Goals 2.2.1 – 2.2.2

Incrementally increase the percentage of respondents to the biennial Peace Corps Volunteer survey indicating that Volunteers feel safe most of the time (“usually safe” to “very safe”) where they live by 2 percent from FY 2002 level of 86 percent to 88 percent by FY 2008.

Means and Strategies:

The Peace Corps will:

- select Volunteer sites in communities that are stable and secure;
- through the Peace Corps safety and security officers, provide training and technical assistance so that posts meet compliance requirements;
- review communication and transportation systems to enhance Volunteer safety;
- conduct safety and security workshops for both overseas staff and Volunteers;
- conduct country assessments on safety and security concerns utilizing Peace Corps safety and security officers and State Department regional security officers in the field; and
- monitor post compliance with Peace Corps Manual, Section 270 (MS 270)—Volunteer Safety and Security.

Verification and Validation:

The Peace Corps will track its progress in meeting safety and security requirements through mandatory post reports to the regional director on MS 270 compliance. In addition, the agency will monitor results from the biennial Volunteer survey regarding safety and security issues, as well as information reported in Safety of the Volunteer, the Peace Corps’ annual report on safety and security incidents involving Volunteers.

Peace Corps country desk units will compile documentation that posts are meeting MS 270 compliance. The regional directors will work to ensure that posts receive the necessary resources to meet compliance goals.

Performance Indicators 2.2	FY 2006	FY 2007
i. Percentage of posts receiving safety and security report recommendations annually	85%	85%
ii. Percentage of Volunteer respondents reporting the safety and security portion of their pre-service training as “adequate,” “effective,” or “very effective” as measured by the biennial Volunteer survey	85%	N/A
iii. Percentage of Volunteer respondents reporting they were “somewhat,” “considerably,” or “completely” satisfied with support provided by Peace Corps staff for safety and security, as measured by the biennial Volunteer survey	85%	N/A

Strategic Goal 3

Increase the exposure of Americans to other cultures by sharing Volunteer experiences and stories in numerous venues, including the classroom, special events, community visits, and through electronic means, as well as engaging those who have completed their service in ongoing Peace Corps-supported Volunteer opportunities.

Outcome Goal:

3.1 Increase the number of interactions with Americans to further the Peace Corps' goals through Peace Corps-supported activities to 27,456 (aggregate of indicators i. through iv.) by FY 2008.

Performance Goals 3.1.1 – 3.1.3

Increase the number of interactions with Americans to further the Peace Corps' goals through Peace Corps-supported activities to 24,382 in FY 2006; 25,844 in FY 2007; and 27,456 in FY 2008.

Means and Strategies:

The Peace Corps will:

- continue to sponsor and engage participation of returned and current Volunteers in Peace Corps Week activities;
- sponsor events and provide services to help first-year returned Volunteers market skills and experience derived from their Peace Corps service to U.S. employers;
- improve communication with and information services to returned Volunteers, especially through the use of technology, to increase their awareness of Peace Corps activities and engagement in third goal initiatives;

- promote awareness of the Peace Corps' Coverdell World Wise Schools program to U.S. educators; and
- Expand participation in the Fellows/USA program for returned Peace Corps Volunteers.

Verification and Validation:

The Office of Domestic Programs will monitor and assess implementation of events and delivery of services to ensure increased returned Peace Corps Volunteers' involvement and participation in improving Americans' understanding of other peoples.

Performance Indicators 3.1.1	FY 2006	FY 2007
i. Returned Peace Corps Volunteers' interactions with the American public in communities and on campuses nationwide during Peace Corps Week and throughout the year through activities supported by the Peace Corps	14,550	15,200
ii. Donors supporting Peace Corps Volunteer projects through private sector contributions	5,500	5,800
iii. U.S. educators connecting with Peace Corps Volunteers through the Peace Corps' Coverdell World Wise Schools Correspondence Match program	4,000	4,500
iv. Fellows/USA participants serving in communities nationwide	332	344
v. Visits per year to the Peace Corps' Coverdell World Wise Schools website, which contains lesson plans, Volunteer stories, and other educational resources for use in the classroom and beyond	1.26 million	1.32 million

Strategic Goal 4

Increase the retention level of Americans interested in the Peace Corps by better facilitating the process of obtaining information, applying, joining, and completing their Volunteer service.

Outcome Goals:

- 4.1 Improve the responsiveness of the Volunteer application process by streamlining the application process and decreasing response time to applicants by 7 percent from 156 days (aggregate of time-liness indicators below) in FY 2005 to 146 days in FY 2008.
- 4.2 Maintain the overall 12-month Volunteer's resignation rate (with resignation officially defined as a decision made by a Volunteer/trainee that he/she no longer wishes to continue in Peace Corps service) at 10 percent or less.

Performance Goals 4.1.1 – 4.1.3

Decrease the Peace Corps' response time to applicants from 156 days in FY 2005 to 154 days in FY 2006, to 150 days in FY 2007, and to 146 days in FY 2008.

Means and Strategies:

The Peace Corps will:

- institutionalize and enhance Web-based application procedures for prospective recruits;
- pilot at each regional recruitment office a variety of innovative Internet outreach, visibility, recruitment, and applicant retention activities, including those oriented toward minority audiences;
- continue to modify the Peace Corps' external website to provide a more citizen-centered experience, including expanded country and assignment information;
- institutionalize and enhance Web-based medical screening procedures for prospective recruits;

- institutionalize customer service improvements and simplify process for nominating applicants to Peace Corps programs;
- strengthen outreach for hard-to-fill countries, including those in Central Asia; and
- use the website as a tool in training, educating, and preparing Volunteers for service.

Verification and Validation:

The Office of Volunteer Recruitment and Selection will manage and evaluate these strategies, using (among other tools) the Peace Corps online application manager system, which tracks online applications from the initiation of the process to submission of the application.

Performance Indicators 4.1.1	FY 2006	FY 2007
i. Number of days from receipt of application to nomination	66	65
ii. Number of days from nominee's completed health status review to medical kit sent	9	8
iii. Number of days from receipt of completed medical kit to medical qualification	32	31
iv. Number of days from medical qualification to invitation	47	46
v. Percentage of applicants who submit their Volunteer applications over the Internet	84%	85%

Performance Goals 4.2.1 - 4.2.3

Maintain the overall 12-month Volunteers resignation rate at 10 percent or less in FY 2006, FY 2007, and FY 2008.

Means and Strategies:

The Peace Corps will:

- develop and maintain systems to identify, collect, and disseminate promising practices in programming and training from posts and other sources;
- promote and support the exchange of resources for enhancing programming and training effectiveness;
- develop manuals, tools, and resources based on promising practices collected from the field and responding to needs expressed by posts; and
- develop materials and resources that address and integrate agency priorities.

Verification and Validation:

The regions will review and assess resignation data with the Office of Policy, Planning, and Analysis, and report on results. The Peace Corps Center for Field Assistance and Applied Research will monitor the production and quality of programming and training (including the quality of materials provided to posts) with the regions through review of annual reports and evaluations.

Performance Indicators 4.2	FY 2006	FY 2007
i. Percentage of sites described “very well,” “well,” or “adequately” prepared in the biennial Volunteer survey	80%	N/A
ii. Percentage of Volunteer respondents reporting their pre-service training to manage cultural differences as “adequate,” “effective,” or “very effective” as measured by the biennial Volunteer survey	90%	N/A
iii. Percentage of Peace Corps project and training programs reviewed annually to provide feedback for improvement to posts as reported via the prior year’s project status report/training status report review process	95%	96%
iv. Percentage of Volunteer respondents reporting their pre-service training as “adequate,” “effective,” or “very effective” in preparing them to maintain their mental/emotional health as measured by the biennial Volunteer survey	84%	N/A



The Peace Corps' Performance Results as Required Under the Government Performance and Results Act

FY 2005 Results

In response to President Bush's challenge to increase the size of the Peace Corps, the agency focused on growth in FY 2003 and FY 2004, achieving the highest number of Volunteers serving abroad since 1974, while providing a positive experience for Volunteers in a safe and secure environment. However, given the funds provided in the appropriations process since FY 2003, the Peace Corps is no longer on track to double in size. This has required the Peace Corps to modify Strategic Goal 1. This document continues to present the four strategic goals the Peace Corps seeks to achieve from FY 2003 through FY 2008, with minor modification. Each strategic outcome goal is followed by a set of measurable performance goals with accompanying means and strategies; a discussion of the relationship to the agency's annual performance goals in the performance budget; key factors potentially affecting achievement of goals; and the methods used to assess achievement.

Strategic Goal 1

Assist interested countries with their identified needs by gradually expanding the existing number of Volunteers in the field, at a rate consistent with funding levels and infrastructure support, up to 8,000 Volunteers by September 30, 2008.

Strategic Goal 2

Improve the health and safety of Volunteers by improving the Volunteer healthcare satisfaction rate by 7 percent, from 75 percent in FY 2002 to 82 percent by FY 2008; and increasing Volunteers' perception of their personal safety where they live by 3 percent, from 86 percent in FY 2002 to 89 percent by FY 2008.

Strategic Goal 3

Improve Americans' understanding of other peoples by increasing returned Peace Corps Volunteers' (RPCVs') visits to schools and community organizations by 29 percent, from 7,000 in FY 2003 to 9,000 by FY 2008.

Strategic Goal 4

Reduce the Peace Corps' overall response time for those applying to the Peace Corps by 5 percent, from 223 days in FY 2003 to 212 days by FY 2008.

Strategic Goal 1:

Assist interested countries with their identified needs by gradually expanding the existing number of Volunteers in the field, at a rate consistent with funding levels and infrastructure support, up to 8,000 Volunteers by September 30, 2008.

Outcome Goals:

- 1.1 Maintain the approximate number of Volunteers in the field from the FY 2003 level of 7,533 to 8,000 (6.2 percent) by FY 2008, assuming full funding for FY 2005 and future requests, and incrementally expand Volunteer programming to include the development of innovative responses to natural disasters and humanitarian crises.
- 1.2 Increase the combined number of applications to the Peace Corps from under-represented ethnic and age groups from 19 percent to 25 percent by FY 2008 in order to provide Volunteers to interested countries that better reflect American diversity.
- 1.3 Reduce overall Volunteers' 12-month early termination (ET) rate by 2.5 percent from the FY 2003 level of 11.6 percent to 9.1 percent by September 2008 through improved matching of Volunteers' skills to primary assignment, and improved satisfaction rate of Volunteer health and safety.

Performance Goal 1.1.1.

Incrementally increase in subsequent performance years Volunteers/trainees on board from the FY 2003 level of 7,533 to 7,803 (3.6 percent) by FY 2005.

FY 2005 Goal	FY 2005 Actual
7,803	7,810 ¹

¹ This 7,810 is an "on-board" count of all Peace Corps Volunteers and trainees, Crisis Corps Volunteers, and United Nations Volunteers serving under the Peace Corps. On September 6, 2005, FEMA requested 400 Volunteers and the agency deployed 131 Volunteers by September 30; through the Emergency Plan, the agency deployed 56 Volunteers. In total, under these various federally funded programs, 7,997 Volunteers were deployed under the administration and support of the Peace Corps.

Results and Analysis

In FY 2005, the Peace Corps not only achieved, but surpassed, the goal of 7,803 Volunteers in the field. With 7,810 Volunteers and trainees on board, the Peace Corps reached the highest Volunteer levels in 30 years. However, depending on appropriations levels and other trends, the agency may

face challenges in future years in maintaining the growth in Volunteer numbers. Peace Corps will continue to strive to find new ways to expand its presence and increase Volunteer activity in the assisted countries. The Peace Corps continues to broaden the impact that Volunteers have on the men and women of their host countries.

Performance Indicators 1.1.1.	FY 2005 Target	FY 2005 Actual
i. New country entries	1	0
ii. New country assessments	3	3
iii. Percentage of focus countries participating in the President's Emergency Plan for AIDS Relief	90%	100%
iv. Number of Crisis Corps Volunteers responding to natural disasters or humanitarian crises ²	65	62 CCVs + 134 FEMA + 20 Emergency Plan
v. Overall traffic to website	7.3 million	7.9 million
vi. Online applications completed	10,300	9,777
vii. Increase number of inquiries originating from website	155,000	137,988
viii. Rate of applications started vs. submitted	22.5%	17%
ix. Value of earned/donated media based on \$250k cost to produce (millions of dollars)	\$5	\$13.5

² See Note 1. Additionally, these numbers reflect the total number of CCVs that served throughout the fiscal year.

Results and Analysis

The Peace Corps continues to receive new requests and perform assessments as it works to broaden its mission and deepen the impact Volunteers have on the men and women of their host countries. Evidence suggests that there is an increasing demand for Peace Corps and the programs it provides foreign countries, which support the goal of increasing the number of Volunteers in its ranks and the activities they perform. The agency successfully completed three new country assessments; however, decisions to enter these countries were deferred until a determination could be made regarding the full impact of Hurricanes Katrina and Rita relief efforts on FY 2006 appropriations.

The Peace Corps is participating in the President's Emergency Plan for AIDS Relief at all nine posts³ that are working in the Emergency Plan focus countries.⁴ Additionally, the Peace Corps expanded its participation in the Emergency Plan through programs in nine other bilateral countries. This participation is enabling the agency to enhance and expand its contributions to the battle against AIDS.

During FY 2005, the Peace Corps continued to see an increase in traffic to its Internet site. The international climate continues to increase Americans' awareness of global issues. The Peace Corps is a key means for Americans to exercise their sense of service and ambassadorship overseas, and the successful reception of the marketing campaign, Internet resources, and related materials are key indicators of that success.

Applications made online were lower than targeted. This corresponds to an overall decrease in the number of applications received during FY 2005. Nevertheless, the Peace Corps received nearly three times as many applications needed for the more than 4,000 individuals that were accepted into the Peace Corps.

The agency found FY 2005 to be a tough recruiting year due to a vibrant economy and low unemployment numbers. In particular, recent college graduates had greater employment options and opportunities than has been the case in several years. The Peace Corps has found that such factors tend to decrease applications. Moving forward, the Peace Corps plans to track individuals through the online application process and provide them with updates, reminders, and assistance on their applications. Additionally, the agency is building upon its community outreach efforts, targeting audiences of diverse ages including those people approaching retirement.

The Communications Office launched the agency's first-ever, national out-of-home public service announcement (PSA) campaign, which garnered \$4.8 million in donated media placements and commitments in 27 markets. This office also launched a new PSA created to appeal to urban format radio stations, significantly increasing total audience size and outreach to African Americans. The agency continues to aggressively market its existing television, radio, and print PSAs, including customizing the latter to fit targeted national magazines. Media outlets appreciate the look, feel, and message of the advertising, which, combined with the agency's mission, has resulted in strong ongoing media support.

³ *These Peace Corps posts include: Botswana, Guyana, Kenya, Mozambique, Namibia, South Africa, Tanzania, Uganda, and Zambia.*

⁴ *The Emergency Plan has identified 15 focus countries that include, in addition to the nine countries listed above: Ethiopia, Haiti, Ivory Coast, Nigeria, Rwanda, and Vietnam.*

Performance Goal 1.2.1.

Increase the combined number of underrepresented ethnic and age groups applying to the Peace Corps from 19 percent to 21 percent by FY 2005.

FY 2005 Goal 21%	FY 2005 Actual 24.5%
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Results and Analysis

The Peace Corps, while gradually expanding the number of Volunteers to meet the President's challenge, is also attempting to increase the number of underrepresented ethnic and age groups applying to the Peace Corps. This effort ensures that the Peace Corps truly reflects the diverse face of the United States.

The Peace Corps exceeded its FY 2005 target, even though overall applications were lower than expected. The Peace Corps instituted several programs to continue progressing toward this objective. More and more underrepresented audiences are being reached in media and marketing. Additional website content speaks to diverse audiences, and further gains in this performance goal should continue in upcoming years.

Performance Indicators 1.2.1.	FY 2005 Target	FY 2005 Actual
i. Percentage of minority trainees	Measured on actual data only. No targets established.	15.8%
ii. Recruitment and support efforts focusing on applicants over age 50, diverse ethnicities, backgrounds, and level of education	10 diverse conferences; 5 panel presentations	14/7
iii. Percentage of Volunteers over age 50	Measured on actual data only. No targets established.	5.9%
iv. Visitors to website who access minority recruitment pages and/or scarce skills, family pages	350,000	415,802
v. Collateral pieces used (i.e., all marketing material printed by Peace Corps) that target diverse audiences	1.2 million	533,252
vi. Articles placed in newspapers and other media that target diverse audiences	150	155

Results and Analysis

The Peace Corps places significant importance on attracting underrepresented ethnic and age group applicants. The redesign of the Peace Corps Internet site, additional content geared towards underrepresented audiences, and the overall Peace Corps marketing campaign, have attracted many new and repeat visits to the portions of the Internet site devoted to minority groups.

The agency continues to create new content and promotional vehicles to attract additional visits to its website, such as new “mini-sites,” content in flash format, and electronic tools to help recruiters drive potential candidates to the website. Innovations like this helped contribute to the agency exceeding its goal for total visitors to its website pages devoted to minority and/or scarce skills and family pages.

The target for “collateral used” was not met. However, the Peace Corps designed all recruitment materials under the “Life is Calling” campaign to include representation of and messages to diverse audiences. Thus, the need for specially targeted materials is less than in previous years. Additionally, the Peace Corps noticed a greater demand from potential applicants for the Peace Corps catalog and the Great Adventure books. This demand led to the production of 140,000 catalogs and 25,000 Great Adventure books.

In response to this change in demand, the Peace Corps is developing a mini-version of the catalog as a lower-cost option that should perform as effectively as the more expensive catalog, stretching the recruitment material budget further.

Performance Goal 1.3.1.

Reduce the overall 12-month Volunteer early termination (ET) rate by 1.5 percent from FY 2003 level of 11.6 percent to 10.6 percent by September 2005.

FY 2005 Goal	FY 2005 Actual
10.6%	11.9% ⁵

Results and Analysis

The historical early termination (ET) rate since 1961 has been on a downward trend. The current ET rate is well below the last high (20.5 percent in 1970) and the average ET rate of 13.3 percent. While the overall ET rate did not match the goal, it must be noted that three posts were suspended this past fiscal year. Volunteers in such situations have the choice to take a nondisciplinary administrative separation or be transferred to another post. Any Volunteer who does not complete two full years of service is counted as an ET. Thus, posts that have been suspended (which occur for reasons beyond the control of the Volunteer) result in an inflated ET rate.

Peace Corps developed a new survey instrument to collect additional data not previously available. The survey gathers data on reasons behind why Volunteers and trainees terminate early. This information provides feedback to the posts and headquarters about the reasons behind the ET rate, and has been helpful in analyzing the issue.

In addition, analysis of Peace Corps’ historical ET rates suggest that it may not be possible or even desirable to reduce the rates much lower than current levels.

⁵ Twelve-month ET rate for period ending September 30, 2005. ET rate excluding posts affected by suspensions = 10.9 percent in FY 2005. The agency plans to review the methodology for determining the ET rate to ensure the data collected provide a meaningful basis for analysis.

Performance Indicators 1.3.1.	FY 2005 Target	FY 2005 Actual
i. Percentage of sites described as “very well,” “well,” or “adequately” prepared in the biennial Volunteer survey ⁶	NA	NA
ii. Percentage of skills requests that align with available applicants	90%	81%*
iii. Percentage of Peace Corps project plans complete and current	75%	73%
iv. Percentage of Peace Corps projects and training programs reviewed annually	95%	95%
v. Number of field-based project reviews and evaluations	30	18
vi. Number of project and training technical assistance events for posts	105	111

* Based upon biennial Volunteer survey distributed to PCVs in 2004.

Results and Analysis

Although the skills match target was not achieved, the Peace Corps still hit an 81 percent match, according to Volunteers in the biennial survey. This goal remains an important indicator relating to Volunteers’ job satisfaction and overall satisfaction with their service. At the same time, countries request certain skills as many as 18 months in advance, and their needs and/or job requirements can change during this time frame. This tendency creates challenges for the agency in meeting the skills match targets, which the agency continues to assess and evaluate.

The Peace Corps has an ongoing process to review and update project plans at post. Some project plans continue to be under revision and therefore the percentage complete narrowly missed the FY 2005 target.

The current mechanism for tracking the number of project reviews and evaluations is based on evaluations conducted by headquarters staff. The number fell short of the target due, in part, to unplanned post suspensions in which scheduled reviews could not be completed. The agency is aware that some evaluations are being conducted directly by field-based staff; therefore, a system is being developed to also capture these efforts.

Additional funding helped the number of posts receiving project and training technical assistance to surpass the FY 2005 target.

⁶ Biennial survey—Volunteer survey is conducted every two years (last conducted in 2004).

Strategic Goal 2:

Improve the health and safety of Volunteers by improving the Volunteer healthcare satisfaction rate by 7 percent, from 75 percent in FY 2002 to 82 percent by FY 2008; and increasing Volunteers' perception of their personal safety where they live by 3 percent, from 86 percent in FY 2002 to 89 percent by FY 2008.

Outcome Goals:

- 1.1 Increase the percentage of Peace Corps Volunteers indicating feeling "well" or "completely" satisfied with their in-country healthcare from FY 2002 level of 75 percent to 82 percent by September 2008.
- 1.2 Increase the percentage of Peace Corps Volunteer survey responses indicating that Volunteers feel safe "most of the time" where they live from FY 2002 level of 86 percent to 89 percent by September 2008.

Performance Goal 2.1.1.

Incrementally increase the percentage of respondents to the biennial Peace Corps Volunteer survey indicating feeling "well" or "completely" satisfied with their in-country healthcare by 5 percent from FY 2003 level of 75 percent to 80 percent by September 2006.⁷

FY 2005 Goal	FY 2005 Actual
N/A	N/A

Results and Analysis

The last survey was completed in FY 2004. The next biennial survey will be completed in FY 2006.

⁷ See note 6.

Performance Indicators 2.1.1.	FY 2005 Target	FY 2005 Actual
i. Percentage of Volunteers medically evacuated to Washington, D.C., reporting they are satisfied with their medical evacuation care as measured by the medevac survey	90%	93%
ii. Percentage of Volunteer respondents reporting health training as “effective” or “very effective” as measured by the biennial Volunteer survey	N/A	N/A
iii. Incidence of vaccine-preventable diseases (e.g., hepatitis A & B). Measure is in cases per 100 Volunteer/trainee years	Target < 0.05	0.05
iv. Incidence of falciparum malaria in Africa region. Measure is in cases per 100 Volunteer/trainee years	Target < 6.0	1.33

Results and Analysis

The health, safety, and security of every Volunteer is the Peace Corps’ highest priority and is reflected as such in the Peace Corps’ strategic plan.

The results of the medevac surveys were 3 percent higher than the target. A medical evacuation is a stressful time, and Peace Corps does everything it can to ensure the safety and health of its Volunteers. Overall, 59 percent reported to be “very well satisfied” and 34 percent reported to be “well satisfied” with the overall quality of their medevac experience.

The agency achieved its goal for the incidence of vaccine-preventable disease. Overall, the agency had three cases (out of more than 6,400 Volunteer years).

The incidence of falciparum malaria is well below the 2005 target because of the comprehensive malaria education given to the Volunteers by Peace Corps medical officers, and the compliance to that training by the Volunteers, including the consistent use of malaria prophylaxis.

Performance Goal 2.2.1.

Incrementally increase the percentage of respondents to the biennial Peace Corps Volunteer survey indicating that Volunteers feel safe most of the time at home by two percent from FY 2003 level of 86 percent to 88 percent by September 2006.⁸

FY 2005 Goal	FY 2005 Actual
N/A	N/A

Results and Analysis

Not applicable.

Performance Indicators 2.2.1.	FY 2005 Target	FY 2005 Actual
i. Percentage of Volunteer pre-service training programs including safety training	100%	100%
ii. Percentage of Volunteers demonstrating 10 safety and security competencies at end of pre-service training	100%	100%
iii. Percentage of posts undergoing safety and security assessments	85%	86%
iv. Percentage of posts receiving emergency action plan training	90%	100%
v. Percentage of posts testing emergency action plans at least once a year	100%	100%
vi. Percentage of posts complying with all sections of MS 270, beginning July 2003	95%	90%
vii. Percentage of Volunteer respondents reporting the safety and security portion of their pre-service training as "adequate," "effective," or "very effective" as measured by the biennial Volunteer survey	N/A	N/A
viii. Percentage of Volunteer respondents reporting they were "somewhat," "considerably," or "completely" satisfied with support provided by Peace Corps staff for safety and security, as measured by the biennial Volunteer survey	N/A	N/A

Results and Analysis

The Peace Corps places the safety and security of its Volunteers as a key priority, with a prominence in the strategic plan for these issues. The Office of Safety and Security is responsible for several

training and review programs. Each region also continues this emphasis for the Volunteers. Fiscal year 2005 reports indicated that this vigilance has been meaningful and successful.

⁸ See note 6.

Strategic Goal 3:

Improve Americans' understanding of other peoples by increasing returned Peace Corps Volunteers' (RPCVs') visits to schools and community organizations by 29 percent, from 7,000 in FY 2003 to 9,000 in FY 2008.

Outcome Goal:

3.1 Increase RPCV visits to schools and organizations by 29 percent from FY 2003 level of 7,000 to 9,000 by September 2008.

Performance Goal 3.1.1.

Increase RPCV visits to schools and organizations by 800 from the FY 2003 level of 7,000 to 7,800 by September 2005.

FY 2005 Goal	FY 2005 Actual
7,800	12,264

Results and Analysis

The agency surpassed its FY 2005 goal significantly because of an improved reporting mechanism to capture RPCV interactions with schools and organizations around the country. While previous reporting focused solely on Peace Corps Week activities, the regional recruiting offices are now able to highlight other Peace Corps-supported activities that include RPCV interaction with the American public. Such activities include RPCVs giving talks

on campuses and at career fairs, in elementary and secondary schools, and at cultural and community fairs. The total also includes RPCV Peace Corps Fellows who interact with schools and communities as a part of their program activities. RPCVs are heavily engaged in educating the American people in many other ways, and the Peace Corps is taking steps to better capture these data.

Performance Indicators 3.1.1.	FY 2005 Target	FY 2005 Actual
i. RPCVs participating in Peace Corps Week activities	7,800	7,062
ii. RPCVs participating in career events	950	807
iii. RPCVs e-mailed the RPCV newsletter	10,000	9,322
iv. Percentage of active Volunteers (not trainees) during the year participating in the Coverdell World Wise Schools (CWWS) one-to-one Correspondence Match program	53%	54%
v. Average visitors per month to the CWWS section of the Peace Corps website	500,000	486,000

Results and Analysis

The Peace Corps witnessed a modest but steady growth in RPCV participation in Peace Corps Week activities (the main project where RPCVs visit schools). This growth represents the highest participation levels ever, even though the target of 7,800 was not met.

Improvements in gathering and maintaining contact information will allow the Peace Corps to organize activities for, and collect information from, Peace Corps Volunteers. Technology should continue to make this easier, so improvements in meeting this goal are expected.

Fewer RPCVs than anticipated participated in a variety of career events. This shortfall was largely due to the discontinuation of monthly “career brown bag lunches.” In previous years, approximately 250 people participated in those events annually.

The Peace Corps exceeded its goal regarding e-mailing the RPCV newsletter by about 10 percent, showing a strong success in its efforts to build and improve the database of e-mail addresses of the RPCV community.

The target for average number of visitors to the CWWS website as measured by page-view figures was developed using information from one month during the academic year. In fact, the average number of visitors per month exceeded expectations during each month of the academic year, yet the FY 2005 result reflects that there are fewer visits during summer months when school is not in session.

Strategic Goal 4:

Reduce the Peace Corps' overall response time for those applying to the Peace Corps by 5 percent, from 223 days in FY 2003 to 212 days by FY 2008.

Outcome Goal:

- 1.1 Reduce overall Peace Corps applicant response time by 5 percent by September 2008 through evaluation and integration of new technology and recruitment and placement of staff structures.

Performance Goal 4.1.1.

Reduce overall response time to applicants by 2 percent from FY 2003 level of 223 days to 219 days by FY 2005.

FY 2005 Goal	FY 2005 Estimated
219	261

Results and Analysis

The FY 2005 overall response time is calculated based on data from the Peace Corps Volunteer database system. During FY 2005, analysis of the data showed that there are several issues that need to be addressed. The most important is that the current system does not overwrite the dates of applications (and other stages). As such, if someone were to pick up the application process after having applied in the past, the original application date will still be

used. This stop-and-go approach by the applicant can inflate the overall response time, creating an inaccurate view of the agency's performance. The agency also has found that some applicants stop the process for reasons of their own without canceling their application. Such cases will also inflate the agency's overall response time. These issues, as well as those discussed in the indicators below, will be examined during FY 2006.

Performance Indicators 4.1.1.	FY 2005 Target	FY 2005 Actual
i. Percentage of applicants who complete their Volunteer applications over the Internet	77%	83%
ii. Percentage of applicants who complete their health status review for medical screening over the Internet	78%	83%
iii. Application to nomination (number of days)	64	68
iv. Nomination to medical qualification (number of days)	74	143
v. Medical qualification to invitation (number of days)	47	49
vi. Invitation to entrance on duty (number of days)	34	93

Results and Analysis

Several issues concerning these indicators emerged over the past fiscal year. The targets originally established in FY 2003 were found to be based on irregular data, resulting in unrealistic goals. The process used to report these indicators has now been standardized.

A key area of concern was that close to one-third of the time period for applications is in the hands of applicants when they are completing their medical data. This, on average, accounts for 85 out of the 253 days reported in this update. This area is largely out of the control of the Peace Corps and dependent upon the applicant.

The application process is fairly complex. It can involve the gathering and submission of many

different documents, and applicants may need to undergo several medical tests. As a result, timeliness of individual applicants varies widely. In addition, the Volunteer database system does not recognize whether an applicant applies twice and will count days from the first application date to the final medical qualification.

The Peace Corps is finding that the target for “Invitation to Entrance on Duty” is heavily influenced by an applicant’s need to have enough time to prepare for a two-year commitment to the Peace Corps. Most invitees feel that one month is not sufficient. In addition, applicants are invited to the Peace Corps based on the availability of programs, the timing of which may shift from year to year.

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