INTRODUCTION

IN THIS TOOLKIT

ROLES OF THE VOLUNTEER IN DEVELOPMENT: TOOLKITS FOR BUILDING CAPACITY

> *People cannot be developed;*
> *they can only develop themselves.*
>
> — **Julius Nyerere**

INTRODUCTION

What is the role of the Peace Corps Volunteer in development? This is arguably the most strategic question you will address during your entire Peace Corps service. The philosophical answer to the question is deceptively simple: **the role of the Volunteer is to help people help themselves**. But what does "helping people help themselves" mean in terms of your daily life and work in your community and your relationship with Counterparts and other community partners? Through what actions will you empower people to build their capacity and make decisions for themselves? How will you know if you are focusing on what the people themselves determine to be important? And how can you make a real difference in people's lives when your term of service in the community is only two years? These are but a few of the questions that reveal both the challenge and the immense potential of the role of the Volunteer in development.

There is a tendency by all of us from industrialized nations to view development as a finite project that addresses specific needs such as health, education, housing, income, and so on. Certain inputs are supposed to produce quantifiable results during a specific time frame. Often we assume the beneficiaries cannot achieve these objectives on their own and therefore we do it for them. We build their schools and houses, and think that getting them material goods (computers, construction supplies, machinery, transportation means) will improve their lives. What we fail to realize is that **development is a process, not a project**. It is a learning process in which the people involved are

developing skills, knowhow, confidence, and the ability to identify and address their own issues. As a process, development sometimes moves painfully slowly and goes through different phases leading to higher levels of skills, efforts, and achievements over time. When it is working well, it expands opportunities for people to fulfill their basic needs and achieve their aspirations for a better life.

Your role as a Volunteer, then, is to join your community in its learning process, serving as teacher and student, facilitator and participant. As you assist others in building their capacity, you will strengthen your own abilities in ways you perhaps never imagined possible. This manual will help you get started in your work, not by prescribing your exact role, but by describing and demystifying the key knowledge, skills, and attitudes you will need to draw on during your service as a capacity builder and community partner. Composed in the form of a series of Toolkits, the manual offers concepts, ideas, stories from the field, practical exercises, and information sources to help you deepen your understanding of your particular roles in development as you prepare to make a unique and lasting contribution to your community.

HOW TO THE USE THE TOOLKITS

The Toolkits define the role of the Volunteer in terms of six capacity-building subroles:

1. **Learner**
2. **Change Agent**
3. **Co-Trainer**

4. **Co-Facilitator**
5. **Project Co-Planner**
6. **Mentor**

The matrix on the following page lists the six roles and identifies the knowledge, skills, and attitudes (KSAs) Volunteers need in order to function effectively in each one. These roles are not completely distinct from one another; in real life, they all build on and overlap with one another. We intentionally separate and distinguish the roles here in the Toolkits to give you an opportunity to experience each one and begin linking them together in ways that are appropriate for you and your particular situation. Each of the Toolkits emphasize one of the six capacity-building roles and provides information and community-based practice activities to help you gain the KSAs specific to that role.

The Toolkits are primarily for use by Trainees and Volunteers. That said, many others will also find the materials interesting and applicable to their roles in development work.

☐ **If you are a Volunteer or a Trainee, you are the primary user of the Toolkits.** Starting with this introductory section and the "Volunteer as Learner" chapter, begin working through the Toolkits during your Pre-Service Training (PST) and use it to continue building your capacity as you begin work in your site. Since time is limited during PST, consult with your trainers and Associate Peace Corps Director (APCD) to determine which of the roles are most critical for you to practice first. Many Volunteers find it helpful to focus on the learner, co-trainer, and co-facilitator role preparation during PST and then move on to the change agent, project co-planner, and mentor roles once they have settled into their communities.

As you become more familiar with the Peace Corps Project in which you will be working, explore the relationship between the Project and each of the six capacity-building roles. For example, if you are assigned to work in a Small Business Development Project, how does the co-trainer role (or change agent, mentor, and so on) relate to your Project's goals and activities? You may find that some roles are more important than others for your particular Project and technical sector.

Use the Toolkits as a resource throughout your service, and by all means share their contents with your Counterparts, community members, and others.

☐ **If you are a Pre-Service Trainer,** use the readings, concepts, and suggested activities to **develop competencies and create learning opportunities for Trainees.** For example, you can assist Trainees in identifying community mentors to "shadow" for a day and then debrief with them about what they learned from the experience. Or, help Trainees plan and lead a one-day workshop with a local community group so that they experience the entire process of planning, implementing, and evaluating a training project. Create learning opportunities that are centered on the Trainee and the community and that model and reinforce the principles of capacity building. To allow for maximum learning, integrate the capacity-building activities as much as possible with technical, language, and cross-cultural training.

☐ **If you are an APCD or other staff member,** encourage Volunteers to continue to draw from the Toolkits as they begin to design and implement activities related to their Peace Corps Project and their communities. The Toolkits may also serve as a source for In-Service Training ideas and other continuous learning opportunities for Volunteers.

CAPACITY BUILDING ROLES

KNOWLEDGE, SKILLS, AND ATTITUDES YOU NEED TO BE EFFECTIVE

CAPACITY BUILDING ROLE	KNOWLEDGE	SKILLS	ATTITUDES
Learner *Intervention level –* • *Self*	Adult learning model, community systems, assets and deficits approaches to community development; host country development plan; Peace Corps programming; understanding of Peace Corps Project/technical assignment	Community entry and engagement skills, e.g., observation, interviewing, and listening; information gathering, synthesis, and analysis skills; introducing oneself to community	Respect for local knowledge; curiosity about others; willingness to consider others' opinions, values, methods
Trainer *Intervention level –* • *Professional* • *Organization* • *Community*	Technical content; adult learning principles; non-formal educational theory and methods; training design process	Technical skills; presentation skills; facilitation skills (listening, questioning, encouraging, summarizing); leading participatory activities; session planning	Confidence to apply technical knowledge and skills; enthusiasm for subject; flexibility and adaptability in relation to learners' needs; ability to receive and use feedback from learners
Co-Facilitator with Community/ Groups *Intervention level –* • *Professional* • *Organization* • *Community*	Knowledge of sector-specific groups/projects; group dynamics theory; leadership styles; types of decisions; participatory methods	Listening, questioning, encouraging others; team building; facilitating group tasks and decision making, e.g., consensus; problem solving; conflict resolution; leading meetings; modeling	Willingness to share leadership; trust in group process; patience and perseverance; respect for diversity
Change Agent *Intervention level –* • *Organization* • *Community*	Community participation/ mobilization theories; change models including appreciative inquiry; diffusion of innovation; gender equity issues; youth development best practices; networking together for action	Selecting and using participatory activities with community/groups; gender analysis; inquiry skills; strategic planning skills; promotion skills; networking and linking people	Flexibility, ability to deal with ambiguity; enthusiasm; confidence in change process; appreciative outlook; respect for local values, traditions, and ingenuity
Project Co-Planner *Intervention level –* • *Professional* • *Organization* • *Community*	Project planning steps/cycle; local resource identification; resource development; examples of successful small-scale projects in sector and region	Small Project design and action planning skills; drafting/managing budgets; proposal writing; resource identification/mobilization; project monitoring and evaluation; time management	Tolerance for opposing views; thoroughness; diplomacy/tact; realistic expectations; flexibility
Mentor *Intervention level –* • *Individual* • *Professional*	Examples of successful development models and mentoring models; youth issues/practices related to working effectively with youth	Modeling skills; relation-skills such as guiding with ship building; coaching questions; interpersonal communication skills such as active listening and feedback	Respect and trust in others; consistency/reliability; desire patience and perseverance; to help self and others grow personally and professionally; give/receive feedback; self-esteem

OVERVIEW OF THE PEACE CORPS' APPROACH TO DEVELOPMENT

WHAT IS "DEVELOPMENT"?

The word "development" is used in so many ways that it has come to mean different things to different people. Some speak of housing developments or the development of infrastructure, such as roads and bridges. Others speak of the economic development of countries. **Development in its broadest sense is any process that promotes the dignity of a people and their capacity to improve their own lives.** For people to live the fullest lives possible they sometimes must struggle to overcome such obstacles as climate, geography, economics, and social conditions. Peace Corps Volunteers become catalysts for facilitating such change.

WHAT IS THE PEACE CORPS' APPROACH TO DEVELOPMENT?

The Peace Corps uses the term "development" in human, people-to-people terms: **helping people develop the capacity to improve their own lives**. By working within a human capacity building framework, the focus of the work is on the development of people, not things. Many development activities might seem to center around "things" such as community gardens, wells, or a school library. The capacity building approach focuses on helping people learn to identify what they would like to see changed, use their own strengths, and learn new skills to achieve what they believe is most important. A community garden, for example, is part of the picture; by creating and then maintaining a community garden a village or other group realizes its own potential to accomplish self-defined goals.

CAPACITY BUILDING FRAMEWORK

Capacity building, to be an effective approach to development, needs to happen at a number of levels.

- **Individual members of the community, project participants:** They could be the students in a classroom, farmers in a cooperative, members of a household, or clients served by a non-governmental organization (NGO). Building capacities at the individual level is usually a major focus of the Volunteer.

- **Professionals, service providers:** These could be teachers in a school, leaders of an NGO, or managers of a farmers' cooperative. While each Volunteer has an identified community partner who may or may not be a service provider, there are others at the same level of leadership as Volunteers who provide services to the individual members of the community. Strengthening capacities at this level helps ensure local leadership for continuing activities into the future. Capacity building activities might include training workshops, modeling improved technical methods, or supporting a community activity.

- **Organizations:** Examples include schools, NGOs, or farmers' cooperatives where Volunteers are placed. Strengthening organizational capacities, such as management skills within an NGO, working with teachers to develop organizational skills and materials for a school, and helping health workers develop a record-keeping system for a clinic all help root other activities in an ongoing, functioning, and supportive environment.

- **Communities:** These include the village or neighborhood in which the Volunteer lives or the area served by the project in which the Volunteer is working. Reaching out into communities and building capacities with activities, such as co-organizing a community health committee, a Parent Teacher Association, or an Earth Day cleanup campaign, help broaden the base of participation and ensure continuity.

Taken as a whole, this framework provides the structure for planning and evaluating sustainable development work in any sector.

"SUSTAINABLE" DEVELOPMENT

Development work is said to be "sustainable" when the community is able to continue on its own without outside support. The Peace Corps sees sustainable development as a process whereby people learn to build on their own strengths to take charge of their lives, and to address their expressed needs. Planning for sustainability requires considering all of the following factors:

- **Culturally sustainable:** Does the basic approach or concept fit within and build on local beliefs and traditions, or will it be seen as an "outsider's idea" and not be acceptable or continued when the Volunteers leave?

- **Politically sustainable:** When there is no longer an outsider, such as a Peace Corps Volunteer, in the project, will it be sustainable within the sociopolitical context?

- **Economically sustainable:** Will there be sufficient local resources or the capacity to generate them when supportive outsiders, such as Volunteers, leave?

- **Managerially sustainable:** Will there be the local management capacity to carry on the work when the Volunteers leave?

- **Environmentally sustainable:** As the project grows, will the environment be able to sustain the use of resources?

LONG-TERM VERSUS SHORT-TERM APPROACHES

Human capacity building is by its nature a long-term process. In development it is often more appealing to work on short-term goals that can be completed quickly. For example, in an area that needs clean water, it might appear to be most efficient to simply build village wells so that people can have clean water. A hired crew could come in and do it quickly and leave.

In a capacity building approach, the real goal is building the capacity within the community to identify the changes they want to make, identify their strengths, plan the project, and build and maintain the wells themselves. This approach might include working with a youth development NGO focused on job skills training, helping them teach young people well digging and maintenance skills. This might take a year or more, but it builds capacities that last over time.
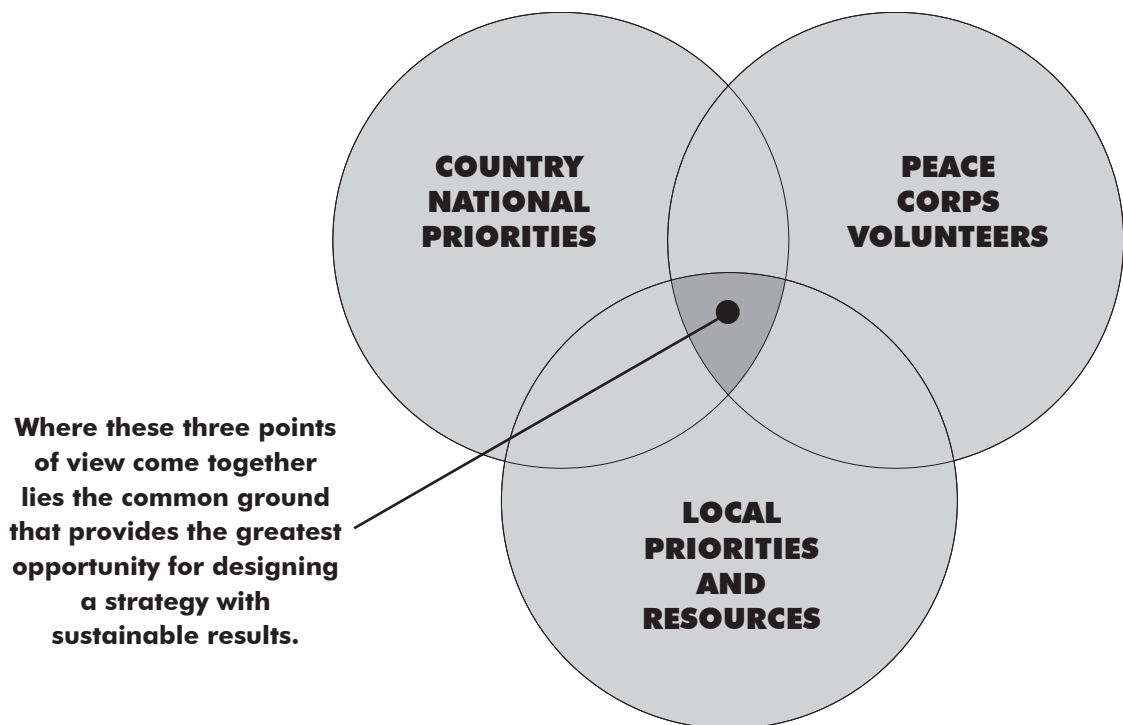
HOW DOES THE PEACE CORPS TRANSFORM IDEAS INTO ACTION?

While sending 50 well-intentioned Volunteers into a country, each to do good work in different ways, might ultimately result in some good outcomes, it would be difficult to paint an overall picture of what the Peace Corps is doing. It would also be hard for the Volunteers and host country community partners to see whether or not they were accomplishing something sustainable. To create a positive, long-term impact, it is necessary to know what the host country hopes to accomplish, what the Peace Corps Volunteers are actually going to do toward that effort, how they will do it, and how to prepare them for the work ahead. The Peace Corps ensures lasting impact by organizing Volunteer efforts strategically through country program strategies and projects that have well-thought-out purposes, goals, and objectives.

Peace Corps' country program strategies are designed from three points of view.

1 One point of view is the priorities and needs expressed in the host countries' national plans for development.

2 Always important are local communities' expressed priorities for assistance. In identifying community priorities, it is important to ensure that all members representing the diversity of the country have a voice in the discussions (e.g., both women and men, ethnic groups, religions, caste/class, and age).

3 The Peace Corps' three goals, philosophy, resources, and availability of Volunteers must also be considered.

Where these three points of view come together lies the common ground that provides the greatest opportunity for designing a strategy with sustainable results.

COUNTRY NATIONAL PRIORITIES

PEACE CORPS VOLUNTEERS

LOCAL PRIORITIES AND RESOURCES

The situation below demonstrates how all three points of view are considered in designing a strategy.

A priority for a national government was to promote education. The government described its goals in a Five-Year Plan document and also allocated funding for the effort. At the local level, parents were requesting more schools and teachers so students would not have to move to large cities to go to school. The government had funding for constructing schools. It also developed a program to give high school graduates six months of teacher training so they could staff the new schools. The Peace Corps recognized the importance of education for development in its program strategy. Volunteers were available. A project was then designed with the Ministry of Education to provide "resource teachers" to work with the new host country national teachers to improve the quality of education provided in the new schools.

[Excerpted from *Programming and Training Booklet 1: The Basics for Peace Corps Staff and Host Country Agency Partners,* Peace Corps, Washington, DC. 2000. (ICE T0113)]

UNDERSTANDING HOW YOU FIT INTO THE DEVELOPMENT FRAMEWORK

Once you have completed your Pre-Service Training and are sworn in as a Volunteer, you are assigned to live in a particular community and work in a sector-specific Project that has been developed by Peace Corps staff in collaboration with host country development planners. Your Peace Corps Project has goals and strategies based on host country national priorities, Volunteer resources, and locally expressed priorities. (See the Glossary at the end of this Introductory section for detailed definitions of "Peace Corps Project," "community project," and other terms used frequently in this manual.)

Understanding how you fit into this development framework is not unlike putting together a rather complex puzzle—once you get a few of the most important pieces in place, you begin to visualize the whole picture. In getting started, it may be helpful to consider the following three major components in this "development puzzle": the players, the processes, and the plans.

THE DEVELOPMENT PUZZLE
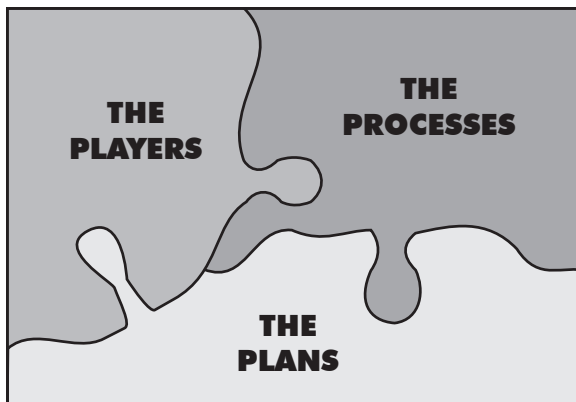
THE PLAYERS

- You, the Volunteer

- Your host community

- Specific individuals and/or groups within the community who have been identified in the Peace Corps Project Plan to which you are assigned

- Other individuals and groups who express a desire to get involved in activities related to your assignment area or who identify new priorities for which you have some expertise/interest

- Your Counterpart/s (women, men, or youth in your community who share responsibilities with Volunteers to carry out project activities, e.g., teachers, health clinic nurse, president of a local women's group, local business leader)

- Your supervisor (usually a person in a leadership capacity in the host country organization or agency that is the primary sponsor of your Project)

- Peace Corps staff (especially your APCD)
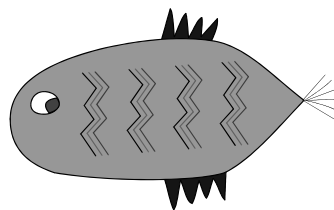
- Peace Corps trainers

To be an effective Volunteer, you will need to build and sustain relationships with each of these people or groups of people during your Peace Corps service. They are integral to your effectiveness.

In most Peace Corps Projects, the APCD and host country supervisor have already identified one or more individuals and groups with whom the Volunteer will work. These people are local community members who will be project beneficiaries and participants in the process. For example, a Girls' Education Project might target primary school students, teachers, and parents. Or, an NGO Strengthening Project might identify two or three community-based groups as potential Project participants. Depending on the community and nature of the work, the Volunteer might also work with groups that were not originally identified, or even organize new groups of individuals who express an interest in a particular issue.

In some cases, the APCD and the sponsoring agency or organization will identify the Volunteer's Counterpart(s). In other cases, the Volunteer has the responsibility of finding and cultivating a relationship with one or more community members who want to collaborate closely in a Counterpart role.

THE PROCESSES

- The national level development process

- The Peace Corps programming and Project cycle

- The community action cycle (see next page)

- Your own learning process as a new member of the community and culture

During your Pre-Service Training, your APCD and trainers will brief you on the national-level development process of your host country, Peace Corps programming strategies, and the various Peace Corps Projects that are currently underway in your country of assignment. This "big picture" information will serve as a backdrop for the development processes in which you will be directly involved: the specific *Peace Corps Project* to which you are assigned and the *development process ongoing in your community*. One important distinction to make here is the difference between a "Peace Corps Project" and a "community project." Usually sector specific, a Peace Corps Project is based on a national agenda but focused locally. You and several other Volunteers will be assigned to work on the same Peace Corps Project (that is, toward the same common purpose and goals) but in different communities. At the community level, you will collaborate with your Counterparts and other community members to plan and implement small-scale projects that address local priorities relating directly or indirectly to the goals of your Peace Corps Project. For example, a small business advisor might work with entrepreneurs to create a local business association. This is a community priority and it also contributes to the capacity building goals (such as strengthening leadership) of the Peace Corps Small Business Project to which the Volunteer is assigned.

Because capacity building is a long-term investment in the community, Peace Corps Projects frequently have a time frame of eight years or more, and often place multiple generations of Volunteers in the same communities and/or with the same organizations. In other words, when you arrive in your community, you might be the second or third Volunteer who has worked there in your particular technical sector and Project assignment. In such cases, you will need to carefully define your role in light of the accomplishments of the Volunteers who came before you and/or the projected goals of those who will follow your tour.

THE PLANS

- National-level long-range plans for socioeconomic and ecological development

- Peace Corps Project Plan (sector-specific plan that details the purpose, goals, and activities, and serves as a guide for all Volunteers assigned to that particular Project)

- Local project plans (small scale plans you and your community draft to guide and monitor local development activities)

Ask your APCD and trainers for a copy of your Peace Corps Project Plan and examine it in light of each of the roles described in the Toolkit. The Project plan will give you guidance on establishing the priorities and parameters of your capacity-building work and it will help you understand how you and your community are contributing to the national agenda.

THE COMMUNITY ACTION CYCLE

Since most of your work will focus on local development, it is useful to understand the phases a community moves through as it identifies its priorities and takes action to make desired changes. Here is a diagram of the process:

THE COMMUNITY ACTION CYCLE

GETTING ORGANIZED & IDENTIFYING RESOURCES

EXPLORING THE SITUATION & SETTING PRIORITIES
Where are we now and where do we want to go?

PLANNING TOGETHER
How will we get there?

COMMUNITY ACTIONS
Go ahead with plan

EVALUATING & CELEBRATING TOGETHER
How did we do; what did we learn?

[The Community Action Cycle diagram is excerpted with permission from ***How to Mobilize Communities for Health and Social Change*** (draft form). Lisa Howard-Grabman and Gail Snetro. Save the Children Federation, Westport, CT. 1989]

In reality, a given community will move through this cycle over and over again, and the length of each cycle will vary according to the nature and scope of the actions undertaken. Depending on the size and complexity of the community, there may be overlapping or concurrent cycles. By being aware of the community action cycle, you can use it to help you assess your particular situation: Where is your community in its development cycle in relation to your Peace Corp Project? As you gather information to address that question, you begin to understand how and where you might fit into the picture.

For example, if you are an Education PCV assigned to teach math and science in a secondary school, then quite obviously you work with teachers and students, and a sizable portion of your assignment is well defined (plan lessons, teach classes, grade papers, attend meetings with other teachers). Let us suppose your school has a strong, dedicated director and several equally committed faculty who have identified two priorities for the coming year—increasing girls' enrollment and raising students' math scores on the national exam. In such a case, part of your role would be to assist them in developing projects or activities that address these priorities. As time goes by and your relationships with the community and school grow stronger, your role will inevitably take on new dimensions. Some of the teachers might be impressed by your innovative approaches in the classroom and want you to lead a series of in-service workshops on methods and materials. Or maybe as a result of your use of community content-based instruction (CCBI), several young people might express a desire to get involved in particular extracurricular projects and you would decide to help them get organized.

As this example illustrates, your role is something that will evolve over time. It is not ad hoc, nor is it totally predictable. Individual people, groups, and communities are dynamic. Once you start taking action as a Volunteer, you initiate change both in yourself and in others around you. Here are some key questions to get you started.

VOLUNTEER LESSONS LEARNED
PEACE CORPS SLOVAKIA, 2000

Your role will be to advise your Counterparts and to assist them in accomplishing their own goals and objectives. Your job will be to share your experiences and ideas, transferring the skills and knowledge you have. You will work in close cooperation with your Slovak Counterparts; however, you may be expected to take the initiative in developing independent projects while at the same time including your colleagues in the process. Your different perspective will help you and your Slovak Counterparts develop new solutions and techniques for managing the development of the organization.

You may be frustrated by not being able to "just do it." Your role is to listen, observe, train, advise, consult, and coach. Your expertise and value lie in your ability to transfer your knowledge, to coach Counterparts and introduce them to innovative and creative approaches to problem solving; however, the real challenge will come in implementing these new ideas. The real sense of accomplishment will come when these ideas actually become a part of your colleagues' way of thinking.

Peace Corps/Slovakia Volunteer Assignment Description (VAD),
NGO Environment Project

KEY QUESTIONS TO HELP YOU BEGIN DEFINING YOUR ROLES

WHO?

- Who am I? (What are my areas of expertise and interests in relation to my technical assignment and my community's expressed desires or areas of change?)

- Who are the individuals and groups in my community? Who of these people are most greatly affected by/involved in my Project's areas of focus? Which individuals or groups are identified in my Project plan as key stakeholders?

- Have other Volunteers worked in my community? How did they define their roles in the community? In what ways might their relationships and development activities affect my role in serving the same community?

- What other "development" organizations work in or around my community? What is their mission or goal here? How do they relate to my Project assignment? How might they be a potential support, resource, or partner?

WHAT?

- What do community members express in terms of desired change/needs/problems? What resources do they have to help them accomplish the changes they want?

- What are the goals and overall strategies of my Peace Corps Project? What does the Project plan state about changes in behavior? What does the Plan say about capacity building?

- Where do my Peace Corps Project goals, the community's priorities for change, and my expertise intersect or interrelate? (This intersection defines the areas of primary focus.)

HOW?

- How can I engage with the community? How can I help community members use and/or find resources to reach their goals (approaches, strategies, methods, and tools that will help the community achieve its goals)?

- How do people in the community currently communicate and collaborate in their development activities?

- How can I build on indigenous knowledge and tradition in my development work?

WHEN?

- When do my Counterpart and I plan our first meeting with the community?

- When should I begin doing participatory analysis activities with community members/groups?

- When should I start co-planning projects with interested people/groups in my community?

As you work to find answers to these questions, you are effectively joining your community in its development process. To be truly capacity focused, the community will always be your partner in gathering information, making decisions, taking action, and improving on your successes (or learning from your mistakes). Here are a few guidelines to help you along the way.

CAPACITY BUILDING GUIDELINES

☐ Articulate your role as a development partner and capacity builder; relate it to your technical assignment/Project.

☐ Take action to learn about people (who they are, how they live and work together, what they want/need) and begin building relationships.

☐ Select and use appropriate participatory tools and methods for helping communities: involve all stakeholders (including women and youth), assess their strengths and resources, identify changes they want, and plan, implement, and/or evaluate activities or projects to achieve and sustain those changes.

☐ Show respect for indigenous knowledge by consistently gathering and applying it in work-related decisions and plans.

☐ Initiate and build relationships with supervisors and Counterparts, partnering with them in ways that promote personal and professional growth for all involved.

☐ Demonstrate strong interpersonal skills—listening, creating appreciative conversations, encouraging others, giving/receiving feedback—that model positive leadership.

☐ Create opportunities—mentoring relationships, skills training, exposure to new ideas—that encourage leadership development for your Counterparts and others in the community. Plan intentional and timely actions to ensure you successfully "share leadership" with others throughout their service.

☐ Facilitate participatory processes—teambuilding, decision making by consensus, problem solving, conflict management/negotiation—that encourage critical thinking, information gathering and analysis, and sustainable change.
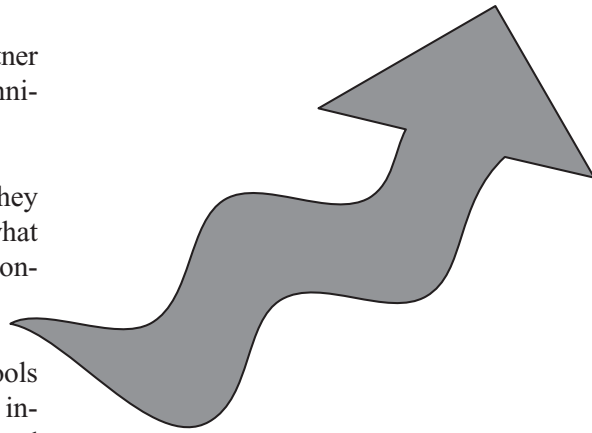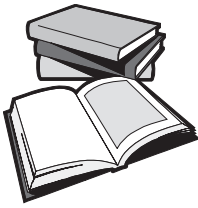
GLOSSARY

Community – Used here to depict more than geographical location. It may be any of the following:

- the village or neighborhood of the town or city where the Volunteer lives

- institutions, such as schools, or subdivisions of those institutions, such as a class of students or the faculty

- professional groups, such as secondary and university English teachers, small business advisors, extension agents, or farmers, among others

- affinity groups from one or more locations, such as a women's group, youth club, or income-generating group

Community Development – A process that enables individuals, families, organizations, businesses, and government agencies to come together, learn, develop a vision and strategy for the community's future, make well-reasoned and collaborative decisions about that future, and work together to carry out those decisions—all the while drawing upon the community's collective skills and abilities.

Community Members – The individuals who are the ultimate target of a project intervention and for whom the project is working to improve upon a basic life condition, i.e., food, shelter, health, employment, education, income, and so on quality of life indicators. The Volunteer works directly with community members.

Community Project – Set of actions planned and undertaken by a group of people in response to a collaborative decision to make a change or an improvement. Community projects are characterized by a high degree of participation and commitment on the part of the community.

Counterparts/Community Partners – The men, women, or youth in communities who share responsibility with Volunteers to carry out project activities. There is an exchange of skills and cultural information between Volunteers and their Counterparts or partners. Counterparts may be selected at sites prior to a Volunteer's arrival or Volunteers may select appropriate Counterparts once they develop relationships at their sites.

Host Country Agency Partners – Both host country government ministries and local non-governmental agencies that are co-designing, implementing, and assessing a project. There may be a single agency or several agencies that are involved in a project in some role.

Peace Corps Programming – The process by which the Peace Corps and host agency partners work together to co-design, implement, and assess Projects that are carried out by Volunteers and community partners.

Peace Corps Project – All Volunteer activities related to a common purpose. The purpose is achieved by implementing a set of goals and objectives. A Peace Corps Project may be defined by sectors (for example, a Community Health Project, a Micro-Enterprise Project) or it may be focused on one issue and involve sectors (for example, a Household Food Security Project).

Resource Development – The process of identifying, valuing, and mobilizing the human, physical, material, and monetary resources that exist within a community. Resource development envelops a wide range of ideas about how needed resources might be solicited or earned <u>within</u> the community and, secondarily, sought from external sources.

Sector – All Volunteer activities within one content area. Peace Corps activities are classified according to the following sectors: agriculture, education, environment, health, business development, and youth. Water and sanitation projects are included in the health sector.

Stakeholder – Any person or organization that a project touches, either in implementing the project or in relation to the activities.

Supervisor – A person within a government agency or non-governmental organization in charge of a particular department or unit to which Volunteers are assigned and by whom they are supervised. In some cases, the supervisor can also have a community partner relationship with a Volunteer.

NOTES