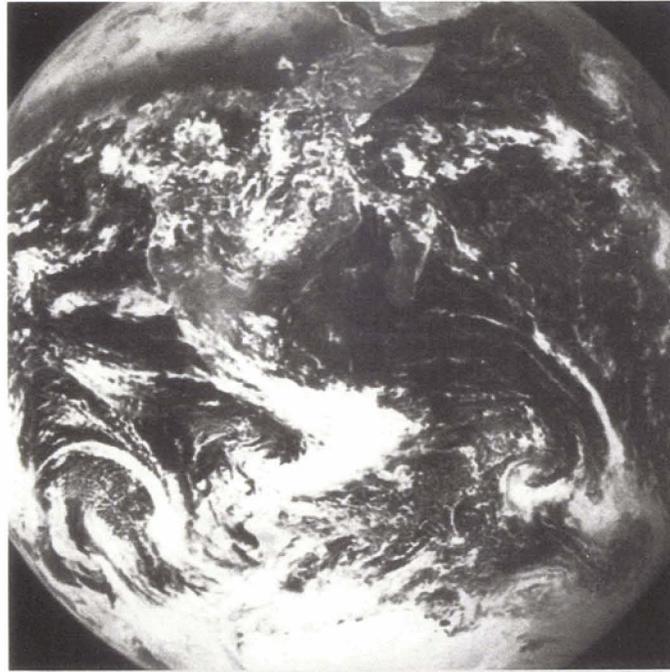


PEACE CORPS



Congressional
Budget
Presentation
Fiscal Year
1999

TABLE OF CONTENTS

Agency Overview

The Peace Corps: Charting a Course for the Millennium	1
The Contributions That Peace Corps Volunteers Make Overseas	3
The Domestic Dividend: The Contributions that Volunteers Make at Home	6
Allocating Resources: Priorities and The Peace Corps Global Presence	8
Closure of Country Programs	10
Laying the Foundation for Growth: The Peace Corps' Business Operations	12
Attachments:	
Languages Spoken By Peace Corps Volunteers	16
Peace Corps Charts and Maps	18

Budget Information	23
---------------------------------	----

International Operations

Africa	33
North Africa and the Middle East	36
Central and Eastern Europe	37
The Caucasus and Central Asia	39
Asia	40
The Caribbean	41
Central America	42
South America	43
The Pacific	45

Country Program Profiles	47
---------------------------------------	----

Government Performance and Results Act	207
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PEACE CORPS APPROPRIATIONS LANGUAGE

For expenses necessary to carry out the provisions of the Peace Corps Act (75 Stat. 612), \$270,335,000, including the purchase of not to exceed five passenger motor vehicles for administrative purposes for use outside of the United States: Provided, That funds appropriated under this heading shall remain available until September 30, 2000.



PEACE CORPS

DIRECTOR

February 6, 1998

The Honorable Mitch McConnell
Chairman
Subcommittee on Foreign Operations
Committee on Appropriations
United States Senate
Washington, D.C. 20510

Dear Mr. Chairman:

On behalf of the 6,500 men and women currently serving as Peace Corps Volunteers, I am pleased and honored to submit the Peace Corps' FY 1999 budget request of \$270 million. With your support, this funding increase, which represents the first year of a three-year plan, will place the Peace Corps on the path toward having 10,000 Volunteers serving overseas by the year 2000.

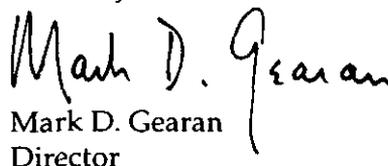
This is the right time to expand the number of opportunities for our fellow citizens to serve in the Peace Corps. Since its inception in 1961, more than 150,000 Americans have joined the Peace Corps, devoting their time, skills, and energies to help the people of developing countries build a better future. Today, Volunteers from every state in America are making a difference in 84 countries around the world. They are helping more people gain access to education and lead healthy lives. They are protecting the environment, encouraging economic opportunities, and helping communities produce healthier foods. In the process, Peace Corps Volunteers earn enormous respect and admiration for the American people and for our values. When Volunteers return home, they utilize their Peace Corps experience in their careers and help strengthen our understanding of other cultures, providing our country with an important "domestic dividend."

As this document demonstrates, the Peace Corps has taken a series of steps to improve management operations. These improvements have made available more resources that now can be devoted to supporting Volunteer programs overseas. They also better position the Peace Corps to support the 10,000 Volunteer corps that Congress first established as a goal in 1985.

In the past two years, I have had the opportunity to see the tremendous impact Volunteers make in the communities in which they live and work. The Peace Corps is one of the most successful endeavors supported by American tax dollars because the men and women who serve as Volunteers embody many of our country's finest traditions: service, altruism, and dedication to the cause of peace. With continued bipartisan support, we can approach the new millennium with invigorated commitment to these ideals.

I appreciate for your continued support for the Peace Corps and look forward to working with you to ensure that more Americans can serve our country as Peace Corps Volunteers.

Sincerely,


Mark D. Gearan
Director

THE PEACE CORPS: CHARTING A COURSE FOR THE MILLENNIUM

The Peace Corps was established 37 years ago to promote international peace and friendship through the service abroad of American volunteers. It has since emerged as a model of citizen service on an international scale and of practical assistance to people in developing countries. More than 150,000 Americans from every background have served in the Peace Corps in 132 countries.

Through their service, Volunteers have fostered people-to-people relationships that help establish a foundation for peace among nations. They continue the tradition of working in partnership with people worldwide to improve basic conditions and create new opportunities. They speak the local languages and live in the communities where they work. In this process, Volunteers share and represent the culture and values of the American people, and in doing so earn respect and admiration for our country. Upon their return, they help expand Americans' understanding of the world by bringing a keen understanding of the cultures, customs, languages, and traditions of other people.

The Peace Corps is charting a course for the millennium that builds upon the lessons learned over the past 37 years in a way that makes sense for today's circumstances. Today, in 84 countries, more than 6,500 Peace Corps Volunteers are living and working alongside local people trying to build a better future. The FY 1999 budget request represents the first year of a three-year plan for the Peace Corps to reach 10,000 Volunteers—a goal that Congress enacted into law in 1985 "as the policy of the United States and a purpose of the Peace Corps." The proposed budget will put the Peace Corps on a track to achieve this important goal by the year 2000.

The Peace Corps' operations and the important development work of Volunteers are outlined in the following pages. Through their individual and collective service, Volunteers also contribute to our country and society in the following ways:

A Different Type of American Leadership — Peace Corps Volunteers worldwide represent some of the finest characteristics of the American people: a strong work ethic, generosity of spirit, a commitment to service, and an approach to problems that is both optimistic and pragmatic. The people-to-people nature of the Peace Corps, and its separation from the formal conduct of the foreign policy of the United States, has allowed Volunteers to establish a record of service that is respected and recognized globally.

Preparing America's Work Force with Overseas Experience — Peace Corps training and service provides skills that are increasingly important to America's participation in the international economy. Volunteers worldwide learn more than 180 languages and dialects (see pages 16-17), and they receive extensive cross-cultural training that enables them to function effectively at a professional level in different cultural settings. Returned Volunteers often use these skills and experiences to enhance careers in virtually every sector of our society—Congress, the Executive branch, the Foreign Service, education, business, finance, industry, trade, health care, and social services.

Peace Corps Volunteers Educating Young Americans — The Peace Corps' World Wise Schools Program helps educate young Americans about the peoples and cultures of other countries and provides students with positive role models who have engaged in public service as Peace Corps Volunteers. This successful program is another example of the Peace Corps' "domestic dividend." The experiences of current and returned Volunteers are shared with schools through the Internet, print materials, video conferences, and educational broadcasting. Thousands of current and returned Peace Corps Volunteers are sharing their experiences in developing countries with students in America's classrooms through correspondence exchanges and classroom presentations.

Contributing to America's Legacy of Service — Encouraging service and volunteerism among the American people is part of a long, bipartisan tradition in the United States. In 1997, more than 150,000 people contacted the Peace Corps seeking information about serving as a Volunteer—more than 40 percent increase from the number of inquiries in 1994 (see page 18). When they complete their overseas service, many returned Peace Corps Volunteers continue to contribute their time and skills to communities across the country.

THE CONTRIBUTIONS THAT PEACE CORPS VOLUNTEERS MAKE OVERSEAS

Peace Corps Volunteers work in a myriad of activities within the general areas of education, business, environment, health, and agriculture. Volunteers typically must adapt their activities and approaches to their assignments in response to the specific circumstances and needs that exist. Volunteers serving as teachers, for example, often incorporate health, business, or environmental education messages in their lessons, and many Volunteers have assisted in curriculum revisions to institutionalize such practices.

Despite the differences in their work assignments, all Volunteers serve a similar role in contributing to their host communities' understanding of the American people. They may also provide more direct opportunities for their communities to learn about the United States by facilitating cross-cultural links through the World Wise Schools program or other partnership programs. The benefits from these activities are proving as valuable and lasting as the technical skills that Volunteers share.

Expanding Horizons Through Education — Education is the path to progress: it enables individuals and communities to grow and prosper. Yet in much of the developing world, access to basic education is limited. Education systems suffer from a lack of resources, both human and financial, and many students are unable to attend school beyond the elementary level. Only a few students reach high school, and even fewer attend college.

The Peace Corps' commitment to education began when the first Volunteers went to Ghana as teachers in 1961. Since then, Volunteers have touched the lives of hundreds of thousands of students in developing countries. They teach English, math, and science in classrooms. They help build libraries, promote adult literacy, and work to improve education for girls and women. Volunteers work with teachers to develop educational materials that incorporate themes to address the needs of the local community, such as environmental protection and health awareness. They also encourage parents to become more involved in the education of their children.

The impact that Volunteers have had on education, however, goes beyond the knowledge and skills they have imparted to their students and colleagues. Volunteers have helped change attitudes about education. They encourage the concepts of individual achievement, civic responsibility, and problem solving. In the process, Volunteers help more people expand their horizons, lead fuller lives, and participate actively in the development of their communities.

Promoting Economic Opportunities — Peace Corps Volunteers have a long history of working with individuals and communities to promote economic opportunities at the grass-roots level and to improve the quality of life for the people they serve. They train entrepreneurs in the basic skills of small business development, such as marketing, business planning, and bookkeeping. Volunteers are helping women gain access to credit, find new markets for the products they create, and increase their incomes. They work with educators to establish business management training at secondary schools and universities, and to provide job opportunities for youth. Volunteers are also working with non-governmental organizations, municipalities, and development banks to support local development projects.

Protecting and Preserving the Environment — When the Peace Corps was established, environmental issues barely registered on the international development agenda. Today, they often occupy center stage. Depletion of forests, threats to fragile biodiversity, pressures on national parks and public lands, and exhaustion of natural resources are problems that affect communities worldwide. In many developing countries, people are often directly dependent on their local environment, and its degradation can have enormous and unintended consequences for their livelihoods.

Peace Corps Volunteers have become leaders in grass-roots efforts to protect and preserve the environment. Their work reflects the growing consensus that environmental protection can go hand-in-hand with economic development. To help prevent deforestation, for example, Volunteers help establish forest conservation plans, lead tree-planting projects, and develop alternatives to wood as a source of fuel and energy. They collaborate with schools, youth groups, and non-governmental organizations to promote environmental education. Volunteers work to involve more people in the creation of park management plans, protection of endangered wildlife species, recycling projects, and local clean-up initiatives.

By strengthening understanding about the environment, Peace Corps Volunteers are helping people make informed choices about how to protect and preserve it.

Keeping Families Healthy — In many developing countries, resources for basic health care are often severely limited. In some communities, the lack of clean water and inadequate sanitation expose children to life-threatening but preventable illnesses. Many pregnant women do not have access to prenatal and postnatal care. The rapid spread of HIV/AIDS and other communicable diseases poses a growing threat to the health, safety, and prosperity of people throughout the world, particularly in developing countries.

Peace Corps Volunteers make important contributions to improving basic health care for people and communities at the grass-roots level, where the health needs are most pressing and where the impact can be the most significant.

Volunteers focus on preventing health problems, and through education, they promote healthy behavior. Historically, they have played a leading role in international efforts to eradicate Guinea worm. Volunteers also work to improve nutrition, especially among women and children. They help communities expand their supplies of clean water and manage their sanitation needs by digging new water wells, building latrines, and teaching people how to maintain them. In addition, Volunteers conduct education programs about the importance of proper immunization, controlling parasitic diseases, and preventing the spread of HIV/AIDS. Most importantly, Volunteers work with people and communities to help them assume more responsibility for providing their own health care.

Over the years, Volunteers have worked to meet the changing health needs of the communities they serve. Their principal objective, however, has remained the same: To help families live longer, more productive, and healthier lives.

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

Peace Corps Volunteers seek to improve agricultural production in developing countries by working directly with rural farmers and their families. They teach men and women how to diversify their crops, prevent soil erosion, and reduce the use of harmful pesticides. Volunteers work with farmers on small animal husbandry projects and fisheries to increase protein consumption in the local community. They collaborate with farmers to grow gardens with fruits and vegetables that are high in micro-nutrients to help alleviate iron, iodine, and vitamin A deficiencies among children. Volunteers introduce crops that help improve the soil conditions in land that has suffered from "slash and burn" agriculture. As communities adopt more sustainable and productive agricultural practices, Volunteers work with farmers on agri-business projects to find new markets for their products and expand their incomes.

By supporting community efforts to grow more and healthier food in environmentally sound ways, Volunteers help people to meet their most basic need and fulfill their human potential.

Crisis Corps: Responding to Natural Disasters and Humanitarian Needs — In the summer of 1996, the Peace Corps formally launched the Crisis Corps, an innovative program that allows experienced Volunteers and returned Volunteers to provide short-term assistance in disaster relief and humanitarian response efforts. By virtue of their Peace Corps service, these currently serving and returned Volunteers possess the language, technical, and cross-cultural skills to make a valuable contribution in the most challenging environments.

Over the past year, Crisis Corps Volunteers have worked on natural disaster relief projects in Madagascar, the Czech Republic, and Chile. In Madagascar, Volunteers, using cyclone-resistant materials and techniques, helped rebuild health clinics destroyed by Cyclone Gretelle. Seven Crisis Corps Volunteers who had previously served in the Czech Republic returned to that country to assist in relief efforts after devastating floods occurred in the summer of 1997. The Crisis Corps Volunteers helped municipalities organize reconstruction activities and worked in collaboration with the Bohemia Corps, a new Czech-based volunteer organization. In Chile, Crisis Corps Volunteers assigned to a Chilean non-governmental organization are helping communities in the northern area of the country assess the damage caused by a recent earthquake. In addition to their assessment duties, the Volunteers will also build several model homes using earthquake resistant techniques.

Crisis Corps Volunteers have also provided much needed assistance to refugees in West Africa. Crisis Corps Volunteers in Guinea and Côte d'Ivoire have been working with refugees from Liberia and Sierra Leone. The Volunteers' activities include projects in education, environment, health, small business, water, and Food for Work.

Based on the success of these initiatives, expanded Crisis Corps efforts are being developed in refugee relief and disaster response efforts. The Crisis Corps may also undertake pilot projects in disaster preparedness and mitigation activities in the Americas and the Pacific in 1998.

THE DOMESTIC DIVIDEND: THE CONTRIBUTIONS THAT VOLUNTEERS MAKE AT HOME

The Peace Corps' Third Goal—to help strengthen Americans' understanding of other peoples and cultures—is an integral part of the agency's mission. By living and working at the grass-roots level for two years, Peace Corps Volunteers acquire an in-depth understanding of the cultures, languages, and customs of other countries. When they complete their service overseas, Volunteers bring their experience and skills home to the United States and enrich their communities' understanding and appreciation of the people of other countries. The Peace Corps helps create opportunities for current and returned Volunteers to share their skills and experiences with the American people through two programs: World Wise Schools and the Peace Corps Fellows Program.

World Wise Schools — Established in 1989 under the leadership of former Peace Corps Director Paul Coverdell, the World Wise Schools program seeks to give our nation's school children an opportunity to learn first-hand about the world from currently serving and returned Peace Corps Volunteers. Volunteers' experiences are shared with schools through the Internet, print materials, video conferences, and educational broadcasting. In addition, 3,600 Peace Corps Volunteers are sharing their experiences with students in America's classrooms through correspondence exchanges (see map on page 19). Since 1989, over 300,000 students in all 50 states have communicated directly with Peace Corps Volunteers serving in 100 countries, and more than 10,000 returned Peace Corps Volunteers have participated in the World Wise Schools program. The Peace Corps has established a goal to reach 10,000 teachers across the United States through the World Wise Schools program. The agency will continue to produce and update its award-winning "Destination" videos and teacher guides, which provide information about life in countries where Peace Corps Volunteers serve and are distributed to World Wise classrooms and other interested groups.

On November 20, 1996, the Peace Corps celebrated World Wise Schools Day. Approximately 4,000 returned Peace Corps Volunteers shared their overseas experience with as many as 100,000 students across the country. The agency will continue this national event with the observation of "Peace Corps Day" in America's schools on March 3, 1998. Secretary of Education Richard Riley will serve as the Honorary Chairman of this event, which will include classroom presentations by returned Volunteers across the country, special events in partnership with the National Geographic Society and the Smithsonian Institution, video and telephone links between currently serving Volunteers and U.S. classrooms, and a variety of other local and national activities.

Peace Corps Fellows Program — The Peace Corps Fellows Program, which was established in 1985 under the leadership of the late Peace Corps Director Loret Miller Ruppe, is a public-private partnership that brings together returned Peace Corps Volunteers, institutions of higher education, community organizations, foundations, and corporate supporters behind a common purpose: to use the experience and skills of returned Volunteers to help address some of the most pressing problems in communities across America.

Today, 26 colleges and universities across the United States offer scholarships or reduced tuition, which are financed by the private sector, to more than 250 returned Volunteers—Peace Corps Fellows—who are enrolled in master's degree programs (see map on page 19). Each Peace Corps Fellow, in return, makes a two-year commitment to work in a local, under-served community and employ the skills he or she gained during service as Volunteers: resourcefulness, adaptability, cultural sensitivity, and a commitment to improve the lives of the people they serve. Peace Corps Fellows teach in schools or work on local social projects, such as public health, community development, and business development programs. More than 1,000 returned Volunteers have participated in the Fellows program since it was established.

ALLOCATING RESOURCES: PRIORITIES AND THE PEACE CORPS' GLOBAL PRESENCE

The Peace Corps statutory mission, "to promote world peace and friendship," is, by definition, global in breadth. The agency seeks to fulfill this mission by maintaining a broad global presence and by providing as many opportunities as possible for Americans to help respond to chronic and emerging needs for assistance.

Since its inception, the Peace Corps' policy has been to attempt to respond favorably to all reasonable requests for assistance from interested countries, provided that basic safety and programmatic conditions are met. However, demand for Volunteers and programs has generally outpaced available resources. And because each country program entails fixed costs (to maintain an office for Volunteers' medical, logistical, and technical support), a choice must always be made between the number of Volunteers and the number of posts that can be supported at any time. Within this context, the agency must determine how many programs to maintain, in which countries, with how many Volunteers, and in response to which circumstances.

In determining the relative priorities and corresponding funding decisions, the agency evaluates several factors. As noted above, the aggregate number of Volunteers and the number of programs are in dynamic tension. In addition, the dual aspects of the Peace Corps' mission—development assistance and the promotion of mutual understanding—must both be considered. And new opportunities and requests, and changed international circumstances, must be evaluated together with valued long-standing commitments and partnerships.

The Peace Corps recognizes that, despite the complexity involved, decisions as to the size of the volunteer corps and global presence must be made within the confines of the agency's resources, and be subject to continuing review and evaluation. Resource allocations are developed on a regional basis, based on program managers' thorough knowledge of conditions in those countries. The agency's annual budget process—the Integrated Planning and Budget System (IPBS)—and its annual reviews of volunteer projects have provided the basis for an ongoing, rigorous review effort.

A threshold consideration for the Peace Corps' presence in any country, or area of a country, is whether an acceptable safety and security environment exists for Volunteers and staff. The following general criteria are integral to the agency's planning and help guide the allocation of Volunteers and financial resources, and identify candidates for new country programs or closure:

- I. Indicators of development status;
- II. Assessment and viability of Volunteer projects;
- III. Cost effectiveness of programs and post management;
- IV. Indicators of host country support for the program; and
- V. Existence of particular needs (development or cross-cultural) that Peace Corps is well-suited to address.

Within each of these general categories, additional specific issues are reviewed. Country status indicators, for example, include the United Nations Development Program's Human Development Index ranking and other appropriate economic indicators or other measurements of income disparities within countries. The Peace Corps may also consider the extent of development of a country's private and non-governmental organization sectors in its decision-making process. Factors relating to post management include average costs per Volunteer, post size, and staff/Volunteer ratio. Indicators of host country support include the level of cooperation and extent of contributions from the host government.

These factors were used to formulate a Strategic Plan for the Peace Corps in October 1995 to respond to a reduction in the agency's budget. In formulating this plan, alternative budget cuts were evaluated, and the final plan called for the closure of thirteen country programs but preserved the agency's commitment to place 3,500 trainees annually. These criteria were used in planning for FY 1998, and underlie decisions made during the past few years to increase new projects and Volunteer positions in Ukraine and Mongolia, and to make reductions in the number of Volunteers in Togo, Niger, the Dominican Republic, and the Eastern Caribbean. The criteria also shaped decisions to establish new programs in Bangladesh, Georgia, and Mozambique. (See pages 55, 96, and 146 respectively for country profiles).

While these factors are broadly applicable and useful in determining priorities, they do not provide a strict formula that is universally applicable. Rather, they provide a basis for comparing the strengths and weaknesses of programs, and highlight issues that should be considered before a program is opened or closed. The overriding objective of agency decision making in this regard is to balance geographic presence and programmatic efforts in the most sensible manner, given existing international circumstances and available resources.

CLOSURE OF COUNTRY PROGRAMS IN FY1998

Botswana — The Peace Corps program in Botswana was established shortly after the country gained independence in 1966. Since then, more than 2,000 Peace Corps Volunteers served in cities, towns, and villages throughout Botswana. They made important contributions to Botswana's education system, especially in meeting the country's need for teachers as school enrollment grew rapidly. Volunteers also collaborated with the people of Botswana on a variety of community development projects. In December 1997, the Peace Corps closed operations in Botswana.

Fiji — After 30 years of uninterrupted service, the Peace Corps program in Fiji will close operations in March 1998. More than 2,200 Volunteers have contributed to Fiji's remarkable social and economic progress. Volunteers helped establish Fiji's Junior Achievement programs for school children and "youth at risk." The Peace Corps Women in Development initiative has contributed significantly to Fiji's social and economic development. Volunteers also have helped create economic opportunities for women and integrate environmental awareness into Fiji's educational curriculum; others designed and helped construct a rainforest park near the capital city of Suva, which has served as a model for other parks and ecotourism sites. Volunteers also assisted in the establishment and training of rural fish farmers and witnessed the birth of a new fish farming industry in Fiji. Because of the strong partnership between Volunteers and the people of Fiji, Peace Corps Fiji now stands as a model of success for other programs around the world.

Tuvalu — Since 1974, more than 50 Volunteers have served in Tuvalu, making important contributions to the small island nation's public works, rural community development, marine fisheries, energy planning, health education, and computer technology. Although the number of Peace Corps Volunteers serving in Tuvalu has been small, their impact has been particularly prominent. Volunteers helped design and supervise the construction of many buildings, introduced modern offshore fishing techniques, established an offshore fishery to enable Tuvaluans to secure food and income, and helped build a model rural electrification project using solar energy. With the closure of the Peace Corps program in Fiji, which had administered the Tuvalu program, Peace Corps/Tuvalu will close in March 1998.

Chile — In September 1998, the Peace Corps will close its program in Chile, recognizing the significant level of development the country has attained in recent years. During the Peace Corps' 27-year presence, more than 2,400 Volunteers have served in Chile in a variety of project areas. From 1961 to 1981, Volunteers worked in agriculture, forestry, and education, and later made important contributions in youth rehabilitation and parks management. The Peace Corps withdrew from Chile for a period and returned in 1991. The program in recent years has focused on municipal management, with Volunteers helping communities work together to prepare local development plans. Volunteers also have worked on environmental education projects by helping schools integrate environmental themes into their curricula. Through these efforts, Volunteers have made tangible contributions to Chile's development while acquiring a greater understanding of the country and its people.

Costa Rica — The Peace Corps will close its office in Costa Rica in June 1998, but will maintain a limited Volunteer presence over the next five years through a partnership with the National Institute for Child Welfare (PANI). The project will be administered from the Peace Corps post in neighboring Nicaragua, with a substantial reduction in cost to the agency. No resident staff will remain in Costa Rica. Volunteers will work on the Urban Youth project which aims to meet the crucial needs of "at-risk" youth while training PANI to develop its institutional capacity and promote volunteerism. PANI will provide significant in-kind support of office infrastructure and will assume full responsibility for the project at the end of five years. Volunteers will also assist in the development of a corps of Costa Rican volunteers to carry on the work with PANI.

**PEACE CORPS COUNTRIES CLOSED OR EVACUATED
BETWEEN FY 1995 AND FY 1997**

FY 1995

Cook Islands	closed
Nigeria	closed
Seychelles	closed

FY 1996

Central African Republic	evacuated
Comoros	closed
Marshall Islands	closed
Sao Tome e Principe	closed
Tunisia	closed

FY 1997

Albania	evacuated
Czech Republic	closed
Hungary	closed
Republic of Congo (formerly Congo)	evacuated
Swaziland	closed
Uruguay	closed

LAYING THE FOUNDATION FOR GROWTH: THE PEACE CORPS' BUSINESS OPERATIONS

As part of its efforts to prepare for the next century, the Peace Corps has taken numerous steps over the past four years to streamline agency operations so that resources can be redirected to support additional Volunteers. Headquarters staffing has been reduced 11 percent since 1993. Certain medical costs have been reduced by 14 percent. Five of sixteen domestic recruiting offices have been closed, and by the end of FY 1998, 16 country programs will have been closed since FY 1995. Financial savings in basic business operations have been achieved by realigning the headquarters organization and improving overseas financial operations. The sum of all of these financial savings have contributed to a 19 percent reduction in the average cost per Volunteer (in constant dollars) since 1993.

Even as the Peace Corps has reduced the size of its staff and the cost of its operations, the agency has remained firm in its commitment to provide as many opportunities as possible for Americans to serve overseas as Volunteers. In four out of the last five years, the Peace Corps has recruited, trained, and placed more than 3,500 new Volunteers. This placement process has been important to the stability of Volunteer projects and will enable the Peace Corps to place future Volunteers in the most effective manner.

In addition, organizational and process improvements are being implemented so that the Peace Corps can take advantage of the best technology and business practices available today, and ensure that the agency's business functions are prepared for the challenges of the new century.

The following highlights the progress of major management changes already underway to improve the Peace Corps' operational effectiveness.

Realignment of Headquarters Operations — During FY 1997, the Peace Corps began an internal restructuring effort to merge functions and organize the agency's operations in a more efficient way. The realignment of the agency's headquarters operations involved the consolidation of the overseas "regional" organizations from four to three; the consolidation of program and training functions into a central office; and planned modifications in budget and financial management functions in order to take advantage of new technology and further streamline the agency's overall support and business functions. This internal realignment effort will lead to further reductions in the agency's headquarters staffing needs and allow scarce resources to be redirected to supporting Volunteers.

In compliance with the spirit of the Information Technology Management Reform Act of 1996 (ITMRA), the Peace Corps appointed a Chief Information Officer (CIO) to oversee and coordinate agency initiatives in information systems. The CIO will ensure that the agency complies with all aspects of the ITMRA and OMB circulars relating to information systems and ensure that the Peace Corps properly plans for the acquisition of systems that will support the agency's technology needs.

Taking Advantage of Technology — Today's information technology provides opportunities to improve agency operations and strengthen the support network for Volunteers. The Peace Corps is, among other things, an organization with worldwide operations and associated financial

commitment. In FY 1998, the agency will continue the process of assessing computer systems that will require replacement before the year 2000. Of particular importance is the replacement of the agency's core financial management system. The investment in this new system is a sound business decision that the Peace Corps must take to prepare for the arrival of the year 2000.

Additionally, the agency must monitor and manage closely the need for upgraded computer capabilities in FY 1998. Many of the agency's essential business practices — from writing basic correspondence, to recruiting Volunteers and staff, to maintaining financial system and Volunteer databases — are increasingly conducted through computer networks. The capabilities that the Peace Corps now enjoys from the Internet, the Intranet, and international e-mail are providing many new opportunities. At the same time, these capabilities are making the Peace Corps more dependent than ever on adequate and well-supported computer platforms. The new Chief Information Officer (CIO) will be working throughout FY 1998 to plan support systems that will enable the Peace Corps to use technology in the most effective and cost efficient manner.

The Peace Corps' posts are also dependent on sound technological support to maintain agency-wide systems, particularly financial management, and to communicate effectively. As a result, the CIO will also be working to provide support from headquarters for posts in the Inter-America and the Pacific (IAP) posts and the Europe, Mediterranean, and Asia (EMA) posts through central support systems. In Africa, the agency will pilot a field-based support system to provide this support. An assessment will identify the strengths and weaknesses of each approach so that best practices can be determined.

Overseas Financial Management Support — During FY 1997, the Peace Corps began to provide direct overseas financial management support for the former Inter-America Region and other selected posts. This project was initially in response to projected increases in the cost of purchasing these services from the State Department. To date, the new International Financial Operations (IFO) is providing quality service to these posts, and the agency is planning an expansion of this project in FY 1998. Posts in the former Asia and the Pacific Region were brought under IFO during the summer of FY 1997. A final phase-in of all remaining posts in Africa and EMA will be undertaken in FY 1998. Once the process of providing financial management services to posts has been completed, the Peace Corps expects a net savings of \$1 million or more each year in administrative costs that can be redirected to support Volunteer programs.

Containing Medical Costs — Peace Corps continues to realize the cost savings and benefits of improved quality medical service as a result of entering into a managed health care contract with a third-party administrator in FY 1996. Peace Corps created a service delivery network tailored to the specific needs of Peace Corps Volunteers in order to contain medical costs while preserving rapid access to high-quality care for Volunteers who require medical evacuation. This program has contained direct medical costs through preferred provider fee structures and indirect costs through increased efficiency of bill payment systems. Starting in FY 1996, the program has saved Peace Corps more than \$600,000 annually, or 14 percent of the centrally managed medical care budget per Volunteer.

Relocation of Peace Corps Headquarters — In FY 1997, the Peace Corps began planning for the expiration of its current lease and subsequent relocation of its headquarters to 1111 20th Street, N.W., Washington, D.C. The move is scheduled to occur during the third quarter of FY 1998.

ATTACHMENTS

Languages Spoken by Peace Corps Volunteers

Peace Corps Charts and Maps

LANGUAGES SPOKEN BY PCVS IN AFRICA

Benin	Adja Fon Bariba Dendi Ditemari French Goun Gourmatche Ife Kotafon Mina Yom Yoruba (Nagot) - • -	The Gambia	Jola Mandinka Pulaar Wolof - • -	Mauritania	Arabic French Hassynia Pulaar Soninke Wolof - • -
		Ghana	Asanti Buli Curuni Dagare Dagbani Dangme Ewe Fanté Ga Gonja Hausa Kasem Kusaal Twi - • -	Namibia	Afrikaans Damara/Nama Jul Ihoasi Oshikwanyama Oshindonga Otji Herero Rukwangali Silozi - • -
Burkina Faso	French Fulfulde Gulmanchema Jula Lobiri Mooré - • -			Niger	French Fulfulde Hausa Zarma - • -
Cameroon	Bulu Creole (English based) French Fulfulde Ghom alà Kako - • -	Guinea	French Guerzé Maninka Pulafuta Soussou - • -	Senegal	French Jaxanke Mandinka Pulaar (du Nord) Pulaar (du Sud) Pulafuuta Seereer Wolof - • -
Cape Verde	CV Criolo Portuguese - • -	Guinea Bissau	Crioulo Pulaar Portuguese - • -		
Chad	Arabic French Mundang Mussai Ngambaye Sara - • -	Kenya	Kalenjin Kikuyu Kiswahili Luo Luyha - • -	South Africa	Northern Sotho Tsonga Venda - • -
		Lesotho	Sesotho - • -	Tanzania	Kiswahili - • -
Cote d'Ivoire	Dioula French - • -	Madagascar	Antanosy Bara French Malagasy Sakalava - • -	Togo	Ewe Kabiye Moba Tchokossi Bassar Tem Ife (Ana) French - • -
Eritrea	Tigrinya - • -			Uganda	Acholi Kiswahili Lhukonzo Luganda Runyankole Runyoro - • -
Ethiopia	Amharic Oromo Tigrinya - • -	Malawi	Chichewa Chitumbuka - • -		
Gabon	Fang French Mitsogo Nzebi Obamba Punu Teke	Mali	Bambara Dogon French Fulfulde Malinke Minianka Senoufou Sonrai	Zambia	Bemba Kaonde Lunda Nyanja - • -
				Zimbabwe	Ndebele Shona

LANGUAGES SPOKEN BY PCVS IN EUROPE, MEDITERRANEAN & ASIA

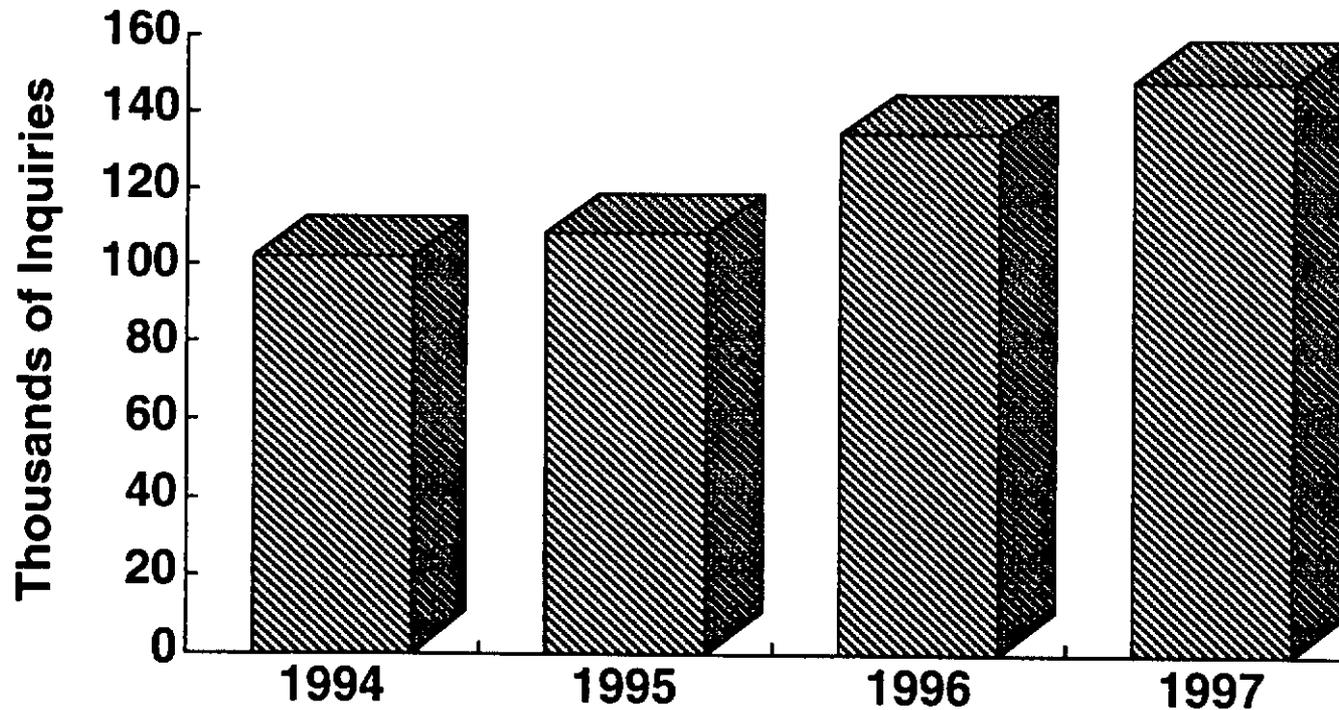
Albania	Albanian - • -	Mongolia	Mongolian - • -	Poland	Polish - • -
Armenia	Armenian - • -	Morocco	Arabic French Tamazight Tashelheet - • -	Romania	Romanian - • -
Bulgaria	Bulgarian - • -			Russia	Russian - • -
China	Mandarin - • -	Nepal	Nepali - • -	Slovakia	Slovak Hungarian - • -
Estonia	Estonian - • -	Philippines	Asi Bantayonon Bantuanon Bikol-Albay Bikol-Naga Bikol-Norte Cuyunon Hiligaynon Ilokano Itbayaten Ivatan Loocnon Porohanon Romblomanon Tagalog Viracnon Waray	Sri Lanka	Sinhala Tamil - • -
Jordan	Arabic - • -			Thailand	Thai - • -
Kazakstan	Kazak Russian - • -			Turkmenistan	Turkmen Russian - • -
Kyrgyz Republic	Kyrgyz Russian - • -			Ukraine	Ukrainian Russian - • -
Latvia	Latvian - • -			Uzbekistan	Uzbek Russian
Lithuania	Lithuanian - • -				
Moldova	Romanian Russian				

LANGUAGES SPOKEN BY PCVS IN INTER-AMERICA & PACIFIC

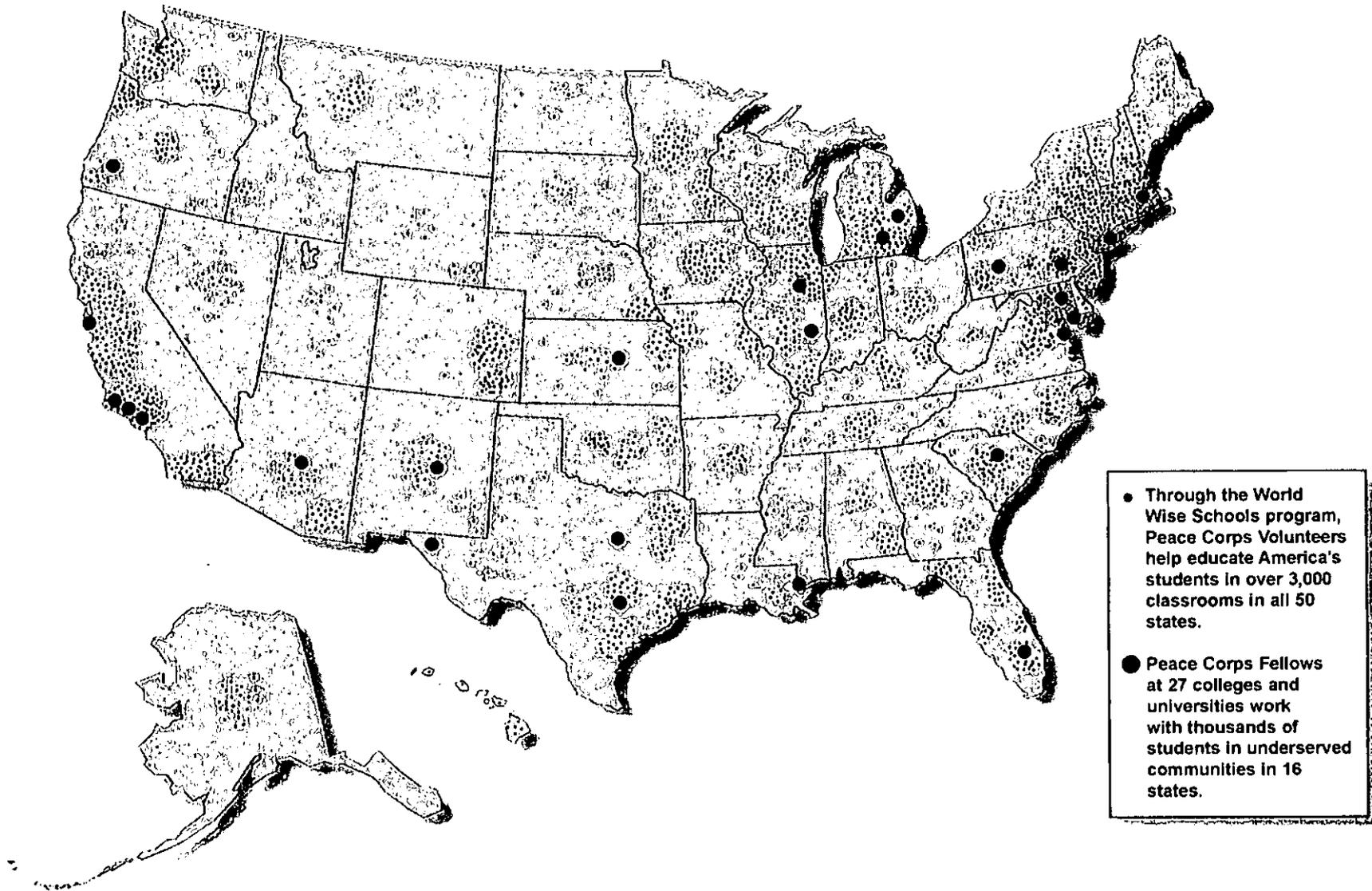
Belize	Creole Spanish - • -	Haiti	Kreyòl - • -	Nicaragua	Spanish - • -
Bolivia	Quechua Spanish - • -	Honduras	Mískito Spanish - • -	Panama	Spanish - • -
Chile	Spanish - • -	Jamaica	Jamaican Creole (Patwah) - • -	Papua New Guinea	Tok Pisin - • -
Dominican Republic	Spanish - • -	Kiribati	i-Kiribati - • -	Paraguay	Guarani Spanish - • -
Eastern Caribbean	French Creole (Kweyol) Caribbean English Dialect - • -	Micronesia	Chuukese Halls Island Dialect Kapingamarangi Kosraean Namonuito Nukuoro Palauan Pingilapese Pohnpeian Sapwuafik Satawalese Ulithian Woleain Yapese	Samoa	Samoaan - • -
Ecuador	Quechua Spanish - • -			Solomon Islands	Solomon Pidgin - • -
El Salvador	Spanish - • -			Suriname	Carib Ndjuka Saramaccan Sranan Tongo - • -
Guatemala	Cakchiquel Kek'chi Spanish - • -			Tonga	Tongan - • -
Guyana	Creole			Uruguay	Spanish - • -
				Vanuatu	Bislama

Interest in Peace Corps Service is Growing

Number of Inquiries per Year, 1994-97

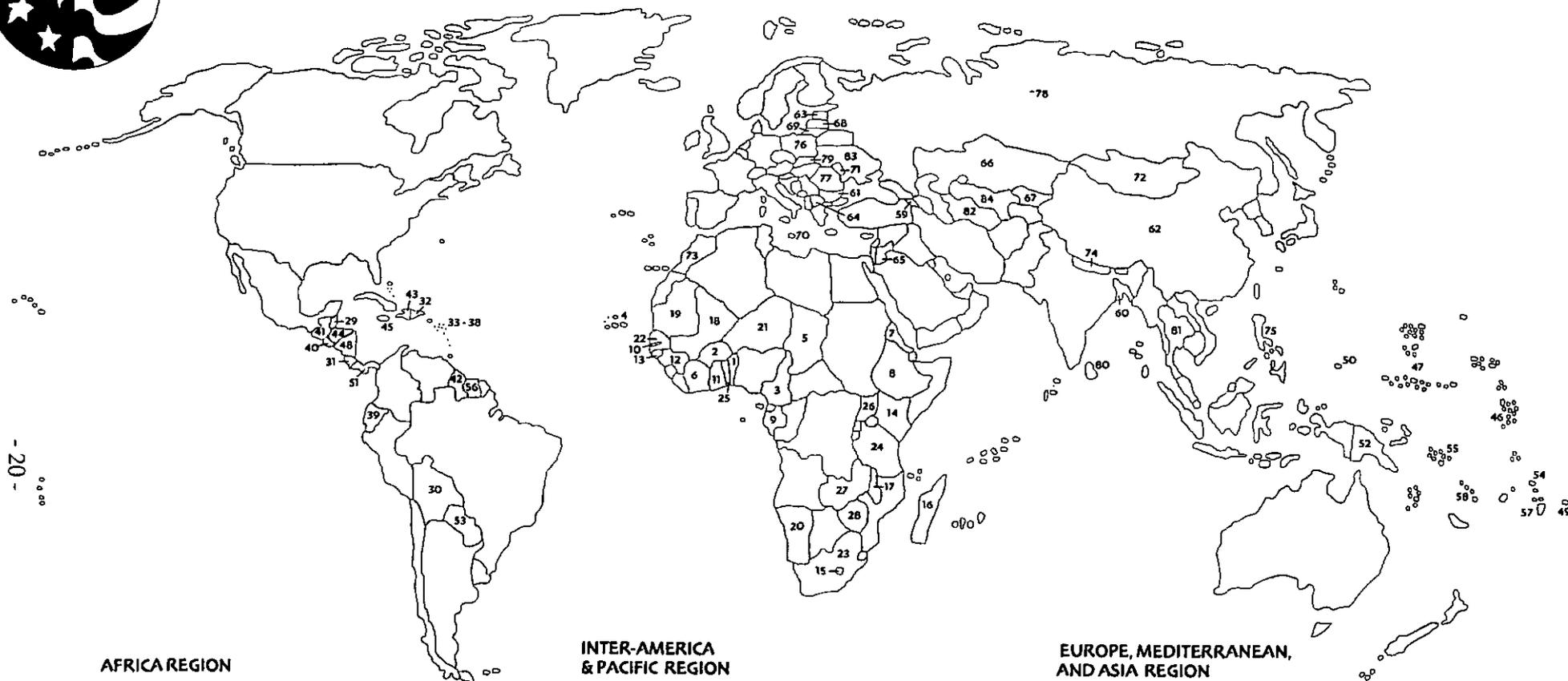


Peace Corps' Domestic Dividend





Countries Where Peace Corps Volunteers Serve



AFRICA REGION

- | | |
|-------------------|------------------|
| Benin- 1 | Lesotho- 15 |
| Burkina Faso- 2 | Madagascar- 16 |
| Cameroon- 3 | Malawi- 17 |
| Cape Verde- 4 | Mali- 18 |
| Chad- 5 | Mauritania- 19 |
| Côte d'Ivoire - 6 | Namibia- 20 |
| Eritrea- 7 | Niger- 21 |
| Ethiopia- 8 | Senegal- 22 |
| Gabon- 9 | South Africa- 23 |
| The Gambia- 10 | Tanzania- 24 |
| Ghana- 11 | Togo- 25 |
| Guinea- 12 | Uganda- 26 |
| Guinea Bissau- 13 | Zambia- 27 |
| Kenya- 14 | Zimbabwe- 28 |

INTER-AMERICA & PACIFIC REGION

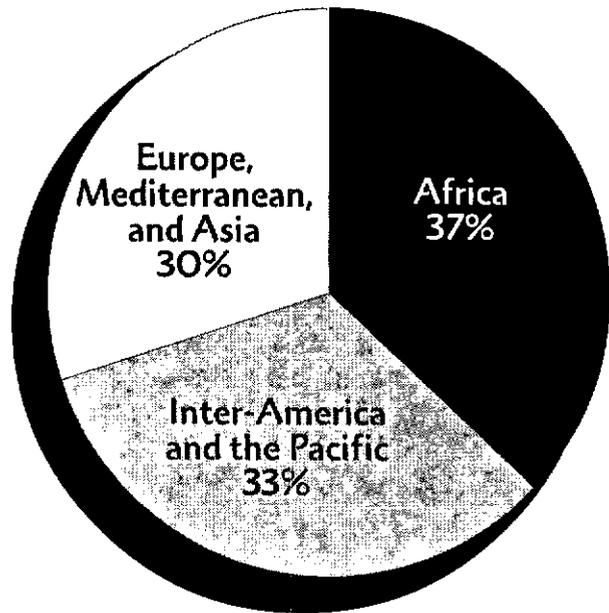
- | | |
|----------------------------|----------------------|
| Belize- 29 | Haiti- 43 |
| Bolivia- 30 | Honduras- 44 |
| Costa Rica- 31 | Jamaica- 45 |
| Dominican Republic- 32 | Kiribati- 46 |
| Eastern Caribbean- 33-38 | Micronesia- 47 |
| • Antigua/Barbuda | Nicaragua- 48 |
| • Dominica | Niue- 49 |
| • Grenada & Carriacou | Palau- 50 |
| • St. Kitts/Nevis | Panama- 51 |
| • St. Lucia | Papua New Guinea- 52 |
| • St. Vincent & Grenadines | Paraguay- 53 |
| Ecuador- 39 | Samoa- 54 |
| El Salvador- 40 | Solomon Islands- 55 |
| Guatemala- 41 | Suriname- 56 |
| Guyana- 42 | Tonga- 57 |
| | Vanuatu- 58 |

EUROPE, MEDITERRANEAN, AND ASIA REGION

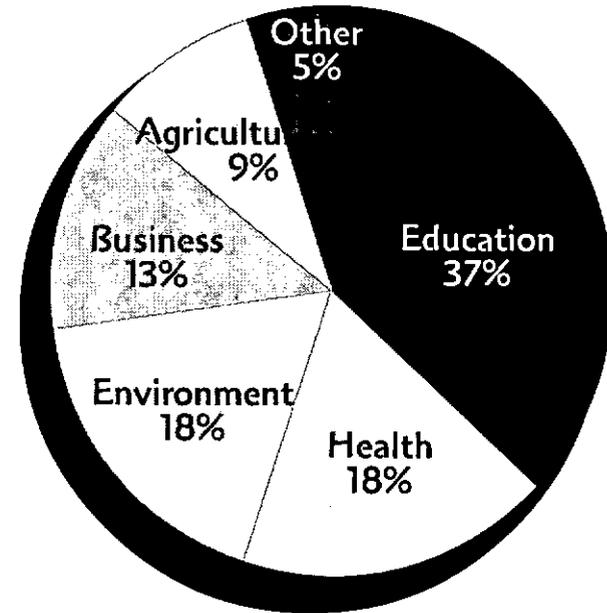
- | | |
|--|------------------|
| Armenia- 59 | Mongolia- 72 |
| Bangladesh- 60 | Morocco- 73 |
| Bulgaria- 61 | Nepal- 74 |
| China- 62 | Philippines- 75 |
| Estonia- 63 | Poland- 76 |
| Former Yugoslav Republic
of Macedonia- 64 | Romania- 77 |
| Jordan- 65 | Russia- 78 |
| Kazakhstan- 66 | Slovakia - 79 |
| Kyrgyz Republic - 67 | Sri Lanka- 80 |
| Latvia- 68 | Thailand- 81 |
| Lithuania- 69 | Turkmenistan- 82 |
| Malta- 70 | Ukraine- 83 |
| Moldova- 71 | Uzbekistan- 84 |

As of September 30, 1998 Peace Corps Volunteers will be serving in 84 countries worldwide

Volunteers By Region

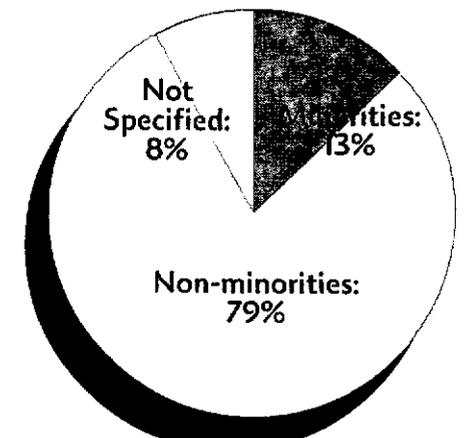
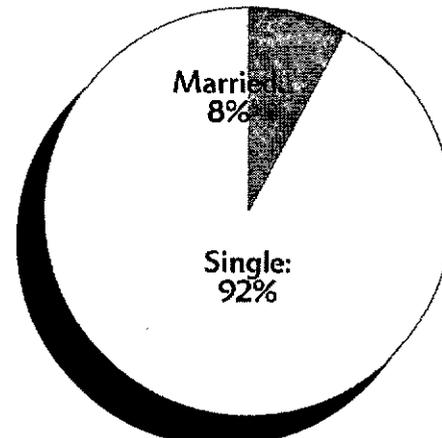
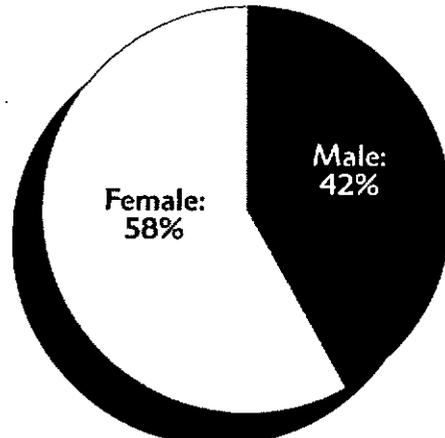
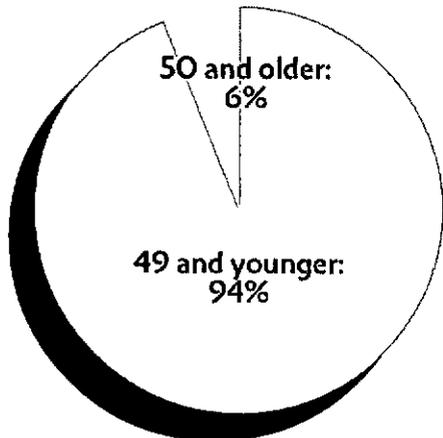


Volunteer Projects



- 21 -

Volunteer Profile



PEACE CORPS FY1999 BUDGET REQUEST

The Peace Corps' budget request for FY 1999 is \$270,335,000, an increase of \$48,335,000 over the \$222,000,000 provided to the Peace Corps' in the FY 1998 Foreign Operations Act.* (See note below) The FY 1999 request represents the first year of a three-year plan for the Peace Corps to reach 10,000 Volunteers—a goal that Congress established for the Peace Corps in 1985. In order for the Peace Corps to reach this goal, the agency will need an estimated budget of \$322,000,000 in FY 2000 and \$355,000,000 in FY 2001 to recruit, train, place and support a Volunteer corps of 10,000.

The Peace Corps FY1999 request includes the following:

Growth in the Volunteer Corps (+\$29,169 thousand)

The budget increase requested in FY 1999 will fund an increase in the number of new and existing Volunteers from approximately 6,500 to 8,500.

Increase World Wise Schools (+\$1,195 thousand)

The Peace Corps requests an increase in funding to expand the number of U.S. classrooms reached through the World Wise Schools Program to 10,000, which would triple the program.

Expansion of the Crisis Corps (+\$1,038 thousand)

With an increasing number of people in the developing world vulnerable to natural disasters, and with the continued press of refugees' needs, the Crisis Corps requests funding for an additional 100 Volunteers.

Year 2000 Technological Requirements (+\$1,352 thousand)

Many of the Peace Corps' central legacy systems (the Volunteer tracking database system and the payroll system, for example) cannot process data into the year 2000. The Chief Financial Officer and the Chief Information Officer are responsible for addressing these system needs. The requested increase will be used to continue Peace Corps' work to prepare our systems for the year 2000.

Maintaining Current Operations (+\$12,001 thousand)

The Peace Corps will need \$237,582,000 in FY 1999 to continue to operate at the same level of effort as in FY 1998. This additional request of \$12,001,000 reflects cost increases resulting from inflation, pay raises, and annualization of programs begun during FY 1998.

* Note: In FY 1998, the Peace Corps also received a one-time transfer from the Department of State of \$3,581,000 to support increased servicing costs associated with the implementation of the International Cooperative Administrative Support Services systems.

**PEACE CORPS
FY 1999 BUDGET REQUEST**

	<u>Dollars in Thousands</u>
FY 1998 ENACTED	
FY 1998 Foreign Operations Act Appropriation *	222,000
FY 1998 ICASS Transfer *	<u>+3,581</u>
Total Enacted Appropriations	225,581
 FY 1999 REQUEST	
Growth in Volunteer Corps	+29,169
Expansion of World Wise Schools Program to 10,000 Teachers	+1,195
Year 2000: Technological Requirements	+1,352
Expansion of Crisis Corps for an additional 100 Volunteers	<u>+1,038</u>
Subtotal, Program Additions	+32,754
Maintaining Current Operations	<u>+12,001</u>
FY 1999 Requested Increase	+44,755
 FY 1999 TOTAL REQUEST	 270,335

(Detail may not add due to rounding)

* Note: The FY 1998 Commerce, State, Justice Appropriation Act provided a one-time base transfer to all agencies that receive support services from the Department of State overseas to compensate them for the increased costs associated with the implementation of the International Cooperative Support Services System (ICASS). The Peace Corps received \$3,581,000 for this purpose.

**PEACE CORPS FY 1999 BUDGET REQUEST
(IN THOUSANDS OF DOLLARS)**

DIRECT VOLUNTEER OPERATIONS

	FY 1997	FY 1998	FY 1999
	Actual	Estimate	Estimate
Overseas Operational Management			
Africa	53,854	53,507	54,955
Europe, Mediterranean, and Asia 1/	36,392	36,808	39,163
Inter-America and Pacific 1/	39,473	39,081	39,118
International Operations 2/	1,547	0	0
Crisis Corps and United Nations Volunteers 3/	0	1,165	1,192
Subtotal, Overseas Operational Management	131,265	130,560	134,427
Overseas Operational Support			
Volunteer Support Operations	5,821	5,545	6,265
Federal Employees' Compensation Act	10,733	11,509	11,188
Medical Services Centrally Shared Resources	6,249	3,221	6,876
The Center for Field Assistance and Applied Research 4/	4,184	4,915	4,589
Volunteer Recruitment and Selection	10,925	12,264	12,598
Private Sector Cooperation and International Volunteerism	323	618	652
International Financial Operations 5/	717	2,061	2,013
Centrally Processed Overseas Equipment and Supplies	1,748	1,785	3,654
Volunteer Readjustment Allowance	16,957	17,334	17,779
Reimbursements to Department of State 5/6/	4,819	7,672	5,140
Subtotal, Overseas Operational Support	62,475	66,924	70,755
SUBTOTAL, DIRECT VOLUNTEER OPERATIONS	193,740	197,484	205,183

VOLUNTEER OPERATIONS SUPPORT SERVICES

Third Goal Programs			
World Wise Schools	420	602	598
Fellows U.S.A. Program	153	147	151
Returned Volunteer Services	499	543	604
Subtotal, Third Goal Programs	1,071	1,292	1,353
Agency Administration			
Director's Office, General Counsel, and Congressional Relations	2,831	3,093	3,263
Communications	1,884	1,933	1,983
Office of Planning, Budget, and Finance (OPBF) 7/	3,131	6,032	4,229
OPBF Centrally Managed Resources	2,115	2,203	2,080
Office of Management 7/	6,633	6,957	6,826

	FY 1997	FY 1998	FY 1999
	Actual	Estimate	Estimate
Office of Management Centrally Managed Resources	8,638	11,729	11,825
Inspector General	1,291	1,409	1,448
Subtotal, Agency Administration	26,523	33,356	31,654
SUBTOTAL, VOLUNTEER OPERATIONS SUPPORT SVCS	27,594	34,647	33,007
EXPANSION OF VOLUNTEER CORPS			32,754
GRAND TOTAL AGENCY PROGRAM LEVEL	221,334	232,132	270,944
APPROPRIATED RESOURCES	208,000	222,000	270,335
TRANSFER FROM NIS	13,000		
TRANSFER FOR ICASS		3,581	
UNOBLIGATED BALANCE FROM PREVIOUS YEAR	8,079	7,373	608
TOTAL APPROPRIATED RESOURCES	229,079	232,954	270,943
MISCELLANEOUS RESOURCES	412	585	600
RESERVE FOR UNRECORDED OBLIGATIONS	-783	-800	-600
ESTIMATED UNOBLIGATED BALANCE AT END OF YEAR	-7,373	-608	0
ESTIMATED REIMBURSEMENTS	6,921	8,000	8,000
TOTAL AVAILABLE BUDGETARY RESOURCES	228,255	240,132	278,944

(Detail may not add due to rounding)

Notes:

- 1/ As a result of Agency realignment in late FY 1997, three regions (Asia Pacific; Europe, Central Asia, and Mediterranean; and Inter-America) were consolidated into two (Europe, Mediterranean, and Asia; and Inter-America and Pacific). Regional budgets are displayed under the realigned structure for all three years.
- 2/ Functions of the Office of International Operations were realigned in FY 1997 as follows: Crisis Corps became an independent office; training enhancement funds were transferred to the newly created Center for Field Assistance and Applied Research, as was overseas staff training. Other positions in International Operations were eliminated.
- 3/ Newly created office in late FY 1997, including Crisis Corps (transferred from International Operations) and United Nations Volunteers (transferred from the former Office of Training and Program Support.)
- 4/ This office has many of the functions of the former Office of Training and Program Support.
- 5/ The Peace Corps began providing certain financial management services to some overseas posts in FY 1997 rather than purchasing them from the Department of State. This successful pilot is being expanded to all overseas posts during FY 1998. As a result, the Peace Corps expects significant savings in its Reimbursements to the Department of State in FY 1999 and beyond.
- 6/ In FY 1997 these reimbursements were made under the Foreign Affairs Administrative System and Memorandum of Agreement arrangements. International Cooperative Administrative Support Services (ICASS) charges begin in FY 1998.
- 7/ The Office of Contracts was realigned into OPBF from the Office of Management effective November 23, 1997. The Office of Contracts budget is included in the OPBF budget as of that date.

DESCRIPTION OF THE PEACE CORPS' PROGRAMMATIC AREAS

DIRECT VOLUNTEER OPERATIONS

Overseas Operational Management

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

In addition, overseas budgets cover the costs of maintaining the posts: local staff (long term and contractual), rents, communications, utilities, supplies, and equipment.

Regional budgets also include headquarters costs of managing overseas operations. Among these are overseas American salaries and benefits, headquarters regional staff salaries and benefits, assignment travel for staff and Volunteers, and certain pre-service training costs borne here.

Crisis Corps and United Nations Volunteers — Crisis Corps sends extending and returned Peace Corps Volunteers on short assignments to assist with disaster relief and humanitarian response efforts. Peace Corps also participates in the United Nations Volunteer (UNV) program by recruiting American UNVs and providing them with some support.

Overseas Operational Support

Volunteer Support Operations — This function provides medical support for Volunteers, medical screening oversight for applicants, and initial and on-going training for medical contractors. It also develops programs and materials to train Volunteers in maintaining their health and safety.

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

Medical Services Centrally Shared Resources — These are direct Volunteer medical expenses including care and travel for medical evacuations, and the costs of pre- and post-service examinations.

The Center for Field Assistance and Applied Research — This new office combines functions formerly administered by the regional operations offices, the former Office of Training and Program Support, and the office of International Operations, which was abolished. This office will: identify and disseminate best practices in Volunteer programs and training; collect and analyze data from Peace Corps projects; apply technology to the promotion of innovation and learning; manage partnerships and reimbursable agreements with other agencies; and provide training and development opportunities to overseas field staff.

Volunteer Recruitment and Selection — This office oversees the recruitment of Peace Corps Volunteers through 11 offices across the U. S. The technical and personal skills of applicants are assessed and qualified persons are matched to specific Volunteer assignments. Applicants go through a multi-faceted and competitive screening process that includes interviews, evaluations, and reference checks. As of FY 1998, this office manages staging, the short orientation Volunteers receive in the U.S. before leaving for pre-service training.

Private Sector Cooperation and International Volunteerism — This office manages private sector funds and in-kind contributions which the Peace Corps receives. These funds are used primarily in support of Volunteer projects.

International Financial Operations — This office provides direct financial management support to overseas posts. These services were previously provided by the Department of State. By the end of FY 1998, the Peace Corps plans to service all posts through IFO.

Centrally Processed Overseas Equipment and Supplies — Overseen by the Office of Management, this account funds the purchase of vehicles for overseas Volunteer support and certain medical supplies for Volunteers - medical kits, eyeglasses, and mosquito nets.

Volunteer Readjustment Allowance — This allowance of \$200 per month of service is provided to Volunteers upon termination to assist them when they return to the United States.

Reimbursements to the Department of State (ICASS) — These are the payments the Peace Corps makes to the Department of State for administrative and some financial management support at overseas posts. By the end of FY 1998, most financial management support will be provided by Peace Corps directly to its posts.

VOLUNTEER OPERATIONS SUPPORT SERVICES

Third Goal Programs

World Wise Schools — This program allows current and returned Peace Corps Volunteers to share their overseas experiences with American schoolchildren. Through this classroom program, more than 300,000 students in 50 states have communicated directly with Volunteers serving in 100 countries since the program's inception in 1989.

Peace Corps Fellows Program — This program is a public-private partnership that provides scholarships to returned Volunteers who make a two-year commitment to work in local, underserved communities.

Returned Volunteer Services — This office assists returned Volunteers with the readjustment process when they return to the United States by providing job and other practical information. It also liaises with private returned Volunteer groups and with Peace Corps offices that collaborate with returned Volunteers.

Agency Administration

Director's Office, General Counsel, and Congressional Relations — These offices provide general policy and direction to the agency, and serve as a liaison with Congress. Also included is the American Diversity Program and the Office of Planning, Policy, and Analysis.

Communications — This office manages all official, external communications, including the Press Office. A major part of this office's function includes marketing, which directly supports Volunteer Recruitment and Selection.

Office of Planning, Budget, and Finance (OPBF) — OPBF maintains the financial planning, oversight, and internal controls necessary to ensure that the agency operates in a fiscally sound manner. As of November 1997, the Office of Contracts became part of OPBF.

OPBF Centrally Shared Resources — These resources are primarily for specific staff costs including unemployment compensation, severance pay, terminal leave payments, and overseas staff medical evacuation costs.

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

Office of Management Centrally Shared Resources — These funds include GSA rent for headquarters and recruiting offices, telecommunications costs, and data center operations.

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

**PEACE CORPS AUTHORIZATIONS AND APPROPRIATIONS
FY1962 - FY1999**

(in thousands of dollars)

Fiscal Year	Authorized	Budget Request	Appropriated a/	Trainee Input	Average Number of Volunteers 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/	3,601 est.	6,050 est.
1999	—	270,335	—	5,712 est.	6,175 est.

NOTES:

- a/ Starting in FY 1992, funds to remain available for two years.
- b/ 1962-1971 Average Number of Volunteers not available (N/A). Average Number of Volunteers includes UNVs (as does Trainee Input). Crisis Corps Volunteers also included in Average Number of 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 Peace Corps from assistance funds for the Newly Independent States (NIS).
- h/ In addition, Peace Corps received a transfer of \$12.5 million for assistance to the NIS.
- i/ In addition, Peace Corps received a transfer of \$11.6 million for assistance to the NIS.
- j/ Appropriation of \$219,745 thousand was later reduced by a rescission of \$721 thousand.
- k/ In addition, Peace Corps received a transfer of \$13 million for assistance to the NIS. An additional \$1 million of NIS funds, intended for FY 1996, was received in FY 1997.
- l/ In addition, the President requested a transfer of \$5 million for assistance to the NIS .
- m/ Appropriation of \$205,000 thousand was later reduced by a rescission of \$296 thousand.
- n/ In addition, Peace Corps received a transfer of \$12 million for assistance to the NIS. An additional \$1 million of NIS funds, originally intended for FY 1996 in addition to the \$13 million received that year, was received in FY 1997.
- o/ In addition, Peace Corps received a base transfer of \$3,581 thousand from the Department of State for Peace Corps' participation in International Cooperative Administrative Support Services.

INTERNATIONAL OPERATIONS

This section of the Peace Corps' Congressional Budget Presentation provides a general overview of the agency's programs in various sub-regions of the world. Each section describes the general conditions that exist in the countries where Volunteers serve, as well as the activities that Volunteers carry out. The final section of each sub-regional overview provides a description of Peace Corps' opportunities for growth.

Peace Corps' FY 1999 budget request provides for an increase of more than 2,100 new Volunteers focusing their efforts on both chronic and emerging needs for assistance and integrating technology into their work where feasible and appropriate. Approximately 30 percent of the new Volunteers would work to expand horizons and provide opportunities through education. The expansion would promote girls' access to education and integrate relevant community issues such as environmental awareness and HIV/AIDS education into course content. Volunteers working to protect and conserve the environment would make up 25 percent of the increased Volunteer levels. Nearly 20 percent of the new Volunteers would work in the area of health to improve maternal and child health care, stem the spread of HIV/AIDS infection, enhance sanitation in urban areas, and increase accessibility of potable water. Volunteers working to encourage economic opportunities would make up more than 10 percent of the increased Volunteer levels. The remaining 15 percent of the new Volunteers would work in a variety of areas which would include working with farmers to increase the quality and quantity of available foods, municipal managers to improve the delivery of municipal services and "at-risk" youth to develop leadership and job skills. Finally, Volunteers would work with both government and non-government organizations to help develop indigenous volunteer corps.

Peace Corps' primary areas of growth would be in four regions of the world. The largest growth area would be in the Caucasus and Central Asia. Africa would receive the second largest proportional increase. North Africa and the Middle East would rank third, and Asia would be fourth. A smaller proportion of new Volunteers would be sent to Peace Corps programs in Central and Eastern Europe, the Caribbean, Central and South America, and the Pacific.

AFRICA

Benin, Burkina Faso, Cameroon, Cape Verde, Chad, Côte d'Ivoire, Eritrea, Ethiopia, Gabon, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Madagascar, Malawi, Mali, Mauritania, Mozambique, Namibia, Niger, Senegal, South Africa, Tanzania, The Gambia, Togo, Uganda, Zambia, Zimbabwe

For the past 37 years, Peace Corps Volunteers have worked together with people in Africa who strive to build better futures in the face of enormous challenges. Since 1961, when the first Peace Corps Volunteers arrived in Ghana, more than 57,000 Americans have served in countries across Africa—in fields, forests, schools, markets, villages, and towns. Today, an average of 2,200 Volunteers serve in 28 African countries, where they contribute to grass-roots development projects in education, business, the environment, health, water sanitation, and agriculture. At the same time, Volunteers learn the languages, cultures, and customs of the people in their African communities, and, in the process, establish a long-term credibility that is the hallmark of Peace Corps service.

Africa's many challenges and vulnerabilities are still evident: the dramatic spread of HIV/AIDS has decimated communities and left a legacy of orphaned children; rapidly expanding populations have put enormous pressures on the land and natural resources; lack of financial and human resources is depriving millions of school age children from basic education; and many towns and rural villages do not have electricity, clean water, or roads. Despite these obstacles, ordinary African men and women demonstrate a resiliency and commitment to improving conditions for their families and communities, and Volunteers work in partnership with them in the following areas.

HIV/AIDS Care and Prevention — Peace Corps Volunteers work in health projects in 20 African countries, promoting community-based solutions in preventive health services. But the specter of HIV/AIDS threatens 30 years of hard-won gains, particularly in eastern and southern Africa. Volunteers contribute to HIV/AIDS education and prevention efforts through their projects in education, community health, and youth development. In Malawi, they are working with the Ministry of Health to strengthen the country's National AIDS Program. Peace Corps Volunteers work to implement HIV/AIDS education and prevention projects with particular sensitivities to, and within the context of, the local culture.

Clean Water, Clean Neighborhoods — A leading cause of death among children in Africa is diarrhea caused by contaminated water. Water and Sanitation Volunteers mobilize leaders to form water committees, which take on the leadership and decision-making responsibility to manage and maintain clean water supplies for their communities. In Cote d'Ivoire, Volunteers are pioneering inexpensive methods for solid waste collection and gray water disposal in small towns.

Strengthening Household Food Security — In most African communities, women bear the daily responsibility for securing and preparing food for each person in the home. Women cultivate the land, harvest the crops, store food and cook the meals—despite climatic uncertainties and dependence on marginal soils. Volunteers working in agriculture, environment, health, and small business are joining with farmers, health workers, and business people to develop a broad-based strategy for increasing Africa's agricultural output. Volunteers in Gabon and Zambia are teaching farmers to increase their incomes and improve their diets through small-scale fish farming. In Benin, The Gambia, and Guinea Bissau, Volunteers work with primary school children and their families to improve gardens, decreasing the negative effects of farming on the environment, and increasing the quality and quantity of available foods.

Spreading Environmental News — Environment and Education Volunteers teach school children to take home messages about conservation and care of natural resources. Through school clubs, Earth Day events, theater groups, and science classes that demonstrate the links between tropical rain forests and global climate, Volunteers are introducing environmental education to students and their families. In 10 African countries, Volunteers are helping children participate in GLOBE, thereby providing experience in using computers to communicate their findings across the Internet.

Expanding Education Opportunities — The Peace Corps has had a long-term commitment to the youth of Africa, who often must walk miles to school, and whose determination to learn is tested daily. Approximately 800 Education Volunteers serve in 24 African countries. The majority of Volunteers are secondary school teachers who provide quality instruction in rural or small town schools, which often have too many students and too few books. In an average year, these

Volunteers teach over 200,000 children in Africa. In FY 1998, Peace Corps will establish a new program in Mozambique. Volunteers will arrive in FY 1999, and will focus on education.

In the past year, Volunteers launched a Girls' Education Initiative in Guinea, Ethiopia, Eritrea, and Tanzania. With a range of activities from career fairs and girls' study groups, to bring-your-daughter-to-work days, to scholarships for girls, Volunteers help build the self-esteem and confidence of their female students.

Volunteers also encourage students to share their knowledge with others through extra curricular activities such as environmental clubs, drama clubs, libraries, school choirs and sports events. In reaching beyond the classroom, students in Namibia and Burkina Faso discover ways of using their education to serve their communities. The first Volunteers in South Africa work at rural schools to assist teachers and to develop and promote community activities.

In addition to their work in the classrooms and communities of Africa, Peace Corps Volunteers are also making an intangible contribution to the education of Africa's children by instilling the belief that every child has a contribution to make, and that Africa's children can have a role and stake in their communities' futures.

Helping Small Businesses — Small Business Volunteers are working with their African counterparts to help continue this promising trend. They are working with Beninese soap makers, Ghanaian basket makers and shea nut processors, Togolese credit unions, Kenyan wood carvers, Senegalese farmers, Basotho film-makers, and Zimbabwean seamstresses. Volunteers share networking skills with entrepreneurs and business people so that producers of raw materials connect with other businesses to market their goods or process them for sale. In Mauritania and Niger, Volunteers with business skills work in health, environment, and rural community development promote projects' sustainability by transferring management skills and increasing the capacity of non-government organizations (NGOs) to assist businesses.

Opportunities for Growth — Peace Corps' FY 1999 budget request would fund additional Volunteers working in four priority areas: Education, Environment, Health and Business Development.

Education — More Volunteers would be fielded throughout Africa to meet the demand for teachers in English, mathematics, and science in rural or small town secondary schools. Volunteers would help to make curriculum relevant through the integration of the community's development issues into course content, e.g. girls' access to education, environmental challenges, and the prevention of HIV/AIDS infection.

Environment — Additional Volunteers would be assigned to new and existing projects to address environmental challenges across the continent. Volunteers would collaborate with the Southern Africa Development Council (SADC) to promote a comprehensive, integrated approach to natural resources management that contributes to income generation and self-sufficiency in food production. Volunteers also would expand existing efforts in environmental education and increase collaboration with GLOBE, offering children experience in the application of new technologies and sharing of information across borders about environmental issues vital to their future.

Health — More Volunteers would work on maternal and child health projects, stem the spread of HIV/AIDS infection, enhance sanitation in urban-areas, and increase accessibility of potable water. The Peace Corps would initiate new projects in community health education, with an emphasis on HIV/AIDS prevention, in East Africa, and expand similar efforts underway in West and Central Africa. In addition, Volunteers would concentrate on meeting the need for clean water and healthy urban environments among the growing numbers of Africans who are moving from the countryside into towns and city neighborhoods.

Business Development — More Volunteers would be assigned to business development projects. Peace Corps would build on successful projects in promoting access to credit and micro-enterprise development and current work with Junior Achievement to promote the development of entrepreneurial and business skills among young people.

NORTH AFRICA AND THE MIDDLE EAST

Jordan, Morocco

Since 1962, when Volunteers first arrived in Morocco, Tunisia, and Turkey, more than 10,000 Volunteers have served in ten countries in North Africa and the Middle East. Today, approximately 150 Volunteers serve in this region in two countries: Jordan, where the Peace Corps established a program in 1997, and Morocco.

Two other regional programs have ceased operations in recent years. The program in Yemen was suspended in 1994 due to civil unrest, and the Peace Corps concluded its program in Tunisia in 1996 after 34 years of successful collaboration. The Government of Yemen recently invited the Peace Corps to consider re-establishing a presence.

Volunteers work on similar development issues in Morocco and Jordan. Challenges in both countries include high population growths, high unemployment, and the depletion of valuable non-renewable resources. The lack of economic opportunity poses significant challenges, especially for women who have historically been limited to traditional female roles. Population growth, climatic changes, and increases in tourist populations have taxed the environment and contributed to the drainage of wetlands, deforestation and soil erosion.

Conserving and Protecting the Environment — Environment Volunteers are working in national parks with park managers to develop materials that will spread the messages of conservation and care for natural resources. They have introduced solar ovens to people living near the national parks to reduce wood consumption and protect the forests. Volunteers are also working with non-government organizations to develop communication and education tools that will inform people about the importance of using natural resources in an environmentally sustainable fashion.

Expanding Economic Opportunities — In Jordan, Volunteers assist and advise rural Jordanian women on income generation activities. They also teach basic business skills, such as planning, record-keeping, and marketing strategies, while emphasizing leadership skills. In Morocco, an agriculture project initiated by Volunteers to help farmers develop income-generating activities has led to the development of three small-animal production cooperatives that are being managed by Moroccan women.

Crossing Cultures — The work of Peace Corps Volunteers in all countries is intended to fulfill the dual purposes of development and improved mutual understanding between Americans and other peoples. Improving mutual understanding is particularly important in this region, because interaction between Americans and people from these countries has not been extensive. Volunteers who learn about the rich heritage, the Arabic language and culture, and the Islamic religion in this region add to America's understanding of the people in this important part of the world. And through their service, their daily efforts, and their friendships, Volunteers provide the citizens of these countries an insight into Americans' character and culture.

Opportunities for Growth—Peace Corps' FY 1999 budget request would fund additional Volunteers in North Africa and the Middle East who would work to expand assistance to rural women in the development of income-generating activities. They would also work to improve access to health facilities and provide health education primarily to women and children in rural areas.

CENTRAL AND EASTERN EUROPE

Bulgaria, Estonia, Former Yugoslav Republic of Macedonia, Latvia, Lithuania, Malta, Moldova, Poland, Romania, Russia, Slovakia, Ukraine

Following the collapse of the Berlin Wall in 1989, the Peace Corps was asked by several countries in Central and Eastern Europe to assist in their transition to market-oriented democracies. In responding to these requests over the past eight years, Volunteers have also helped overcome the historically limited contact between Americans and the people of the region, and they have established new bonds of friendship and promoted cross-cultural understanding.

While these countries have made considerable strides in adjusting to a new economic system, efforts are frustrated by a lack of understanding at the individual and institutional levels regarding the basic assumptions, structures, and techniques required for a free market economy. Many of the region's economies suffer from unstable monetary systems, industries that rely on antiquated technologies, and inconsistent legal and business practices that discourage local and foreign investment. These pressing economic needs have hampered governments' ability to provide adequate financial support to other important areas, such as English education and environmental protection.

To help address these varied needs, countries such as Ukraine, Russia, Lithuania, Bulgaria, and Moldova have asked for Peace Corps' assistance in disseminating practical business information, building new civic institutions such as non-profit organizations, revitalizing education, and protecting the environment. More than 3,600 Americans have served as Peace Corps Volunteers in Central and Eastern Europe, and today, an average of more than 900 Volunteers are working with people in 12 countries to help them adapt, live, and work within an often very challenging new era.

Promoting Small Business Development — When the command economies collapsed, many businesses were unable to respond effectively due to a limited understanding of market principles. The need for tangible business skills at the grass-roots level—where Peace Corps operates—is evident in the beginnings of local entrepreneurial associations and a widespread demand for free

market business education in secondary schools, universities, and institutes. Countries have also asked for training for middle- and senior-level government administrators in applied western management and business expertise. Volunteers help disseminate information about new economic laws to entrepreneurs and local businesses.

In nearly every country in the region, Volunteers work in economic development and business education projects. In Ukraine and Moldova, Volunteers provide recently privatized businesses and new entrepreneurs with technical advice through training seminars and one-on-one counseling. Volunteers have also helped introduce local youth to business basics by establishing Junior Achievement programs throughout the region.

Teaching English — The demand for English language education remains strong in Central and Eastern Europe. Governments recognize that integration into the global economy requires a cadre of English-speaking professionals who can access the wealth of technical and scientific information available in English. With Russian declining as the primary foreign language of study throughout the region, English instruction has become a high priority. Unfortunately, many students are unable to study the language of their choice due to the shortage of qualified English teachers. Peace Corps' host countries seek to improve the overall quality of their education systems by changing outdated methods of teaching and introducing modern technology and materials in the classroom.

Volunteers in Poland, Slovakia, and the Former Yugoslav Republic of Macedonia are working as English teachers in secondary schools, institutions of higher learning, and teacher training colleges. They are also developing and teaching English courses to meet the specific needs of business, government and medical professionals who are expanding their contacts with the international community. Volunteers' efforts in Romanian universities and youth outreach centers have also resulted in a national strategy to redevelop the social work profession.

Protecting the Environment — Among the legacies of the communist era in Central and Eastern Europe is a degraded and polluted environment. Clear cutting of the forests, unlimited use of natural resources, and industrial, chemical and nuclear pollution, have raised regional and international concern. The economic hardships that occurred during the transition to market economies have placed tremendous pressure on governments to pursue development policies that maximize short-term economic gains without regard to environmental conservation. To address these concerns, Volunteers are working in a variety of projects that promote environmental awareness in schools, protect national and community parks, improve access to environmental resources, and encourage local environmental restoration projects. Across the region, thousands of young people participate in Volunteer-organized environmental summer camps, which also provide an opportunity to improve English skills and learn about American culture.

Strengthening Non-Governmental Organizations — The government-provided social safety nets that existed under the previous systems, such as pension and health care programs, are now desperately inadequate. The need for well-managed non-profit and non-governmental organizations has become even more acute. In eight Central and East European countries, Volunteers help establish and promote environmental groups, local chambers of commerce, 4-H clubs, and parent/teacher associations to address needs that governments often cannot.

Opportunities for Growth — Peace Corps' FY 1999 budget request would fund additional Volunteers in Central and Eastern Europe to provide assistance in the transition to free market economies. Volunteers would provide entrepreneurial skill development to a wider cross-section of the population, including non-governmental organizations, local entrepreneurial associations and business education in secondary schools, universities, and institutes. Volunteers will also provide training in the use of technology to access resources available on the Internet.

THE CAUCASUS AND CENTRAL ASIA

Armenia, Georgia, Kazakhstan, Kyrgyz Republic, Turkmenistan, Uzbekistan

In Armenia and the new republics of Central Asia—parts of the world that were in many ways isolated from the United States just a few years ago—Peace Corps Volunteers are working side-by-side with people who are struggling to overcome the legacies of the past and build a better future as the next century approaches. The transition to free market economies has been difficult because of slow progress on privatization legislation and a lack of general business expertise among entrepreneurs. These countries are now looking to the West to help strengthen their economic structures, provide training in western management to local professionals, and improve outdated technical resources. The ability to communicate in English is also viewed as vital to the region's development. A growing public concern in the region is the environment issues and their relationship to public health.

Since 1992, when the Peace Corps established programs in the Caucasus and Central Asia, approximately 3,000 Americans have served as Peace Corps Volunteers in communities throughout the region. Today, an average of more than 300 Volunteers are supporting the social and economic transitions within these countries. They are connecting business leaders and community innovators to U.S. and international funding organizations, developing curriculum reforms for English teachers, and linking their counterparts with programs that bring citizens from the Caucasus and Central Asia to the United States for training. At the same time, Volunteers are establishing new bonds of friendship and understanding between Americans and the people of these important countries. Volunteers have played a pivotal role in changing the perceptions of their host communities and counterparts about the United States and the American people. And Volunteers, upon their return to the United States after their Peace Corps service, have in turn helped educate Americans about the people of these lesser-known countries.

Strengthening Education — Although countries in this region have declared education a high priority, most schools have inadequate teaching staff, outdated textbooks, and limited resources to teach English. Volunteers address these needs by teaching English to students and by enhancing the ability of local instructors to conduct English language classes. The activities of Education Volunteers extend beyond traditional classroom teaching. Volunteers in Kazakhstan, Uzbekistan, and the Kyrgyz Republic, for example, have introduced new teaching techniques, established libraries and resource centers for students and teachers, and frequently have taken a leading role in local community activities through English language radio and television programs, English summer camps, and theater productions.

Promoting Business Development — Volunteers work with a variety of institutions, including business advisory centers, local governments, educational institutions, non-governmental organizations, and local community business associations. In Armenia, Volunteers are working with Armenian entrepreneurs and other international development organizations to establish Business Development Centers around the country, which will provide a nation-wide network to promote economic opportunities. At Karshi State University in Uzbekistan, Volunteers have developed curricula, organized internships for university students, and developed materials specific to the needs of the country.

Improving the Environment — Large portions of this region's air, water, and land resources are contaminated. Environmental organizations are hindered in their attempts to address these problems by inadequate access to technical information and limited knowledge of potential funding opportunities. Volunteers are working to help reverse these trends by raising public awareness of environmental issues and concerns. Earth Day and other environmental activities initiated by Volunteers have been established across the region, with thousands of students and community members participating in public awareness campaigns, clean-up projects, and tree-planting efforts.

Helping the Advancement of Women — Peace Corps Volunteers are making important contributions to the economic and educational advancement of women in the region. Women Volunteers serve as role models for opportunities, ideas, and initiatives, and they have conducted workshops to motivate girls' achievements and encourage further education. Maternal and child health care remains a serious problem in rural parts of Central Asia. To help respond to this need, Volunteers in Turkmenistan work in curriculum development and training to improve the quality of local medical workers.

Opportunities for Growth — Peace Corps' FY 1999 budget request would fund additional Volunteers in the Caucasus and Central Asia to strengthen existing efforts in business development, environmental conservation and education. They would work to strengthen non-governmental organizations and local community business associations and assist in the creation of networks to promote business opportunities. Volunteers also would work with community groups and school students to raise public awareness and devise creative solutions to critical environmental problems. Additional resources would be used to expand the number of Volunteers to meet the demand for English teachers.

The Peace Corps anticipates fielding the first Volunteers in Georgia in FY 1999.

ASIA

Bangladesh, China, Mongolia, Nepal, The Philippines, Sri Lanka, Thailand

Since 1961, more than 26,000 Americans have served as Peace Corps Volunteers in the countries of Asia. Today, in five Asian countries more than 400 Volunteers play an important role in helping people address changing and complex needs in the areas of health, education, business, and the environment.

Strengthening Education —Volunteers are working with communities in Asia to address the shortage of qualified English teachers and lack of adequate teaching resources. In China, for example, Volunteers train English teachers throughout the Sichuan Province and are one of the few people-to-people linkages between the American and Chinese people. In Mongolia, Volunteers and their counterparts have developed a new English curriculum for the country's secondary school students. Across the region, Volunteer teachers also serve their communities through a variety of other activities, including establishing English-language clubs, linking schools and communities with counterparts in the United States, and working on community development projects. In FY 1998, the Peace Corps will establish a new program in Bangladesh to improve the English-language skills of primary school teachers.

Protecting the Environment — Environmental Volunteers are working with community groups and students to address major environmental problems. They work to protect national and community parks and encourage local environmental restoration projects. Thousands of students participate in Earth Day and other environmental awareness activities initiated by Volunteers. In the Philippines, an element of every Volunteer's assignment is to promote environmental protection and education. In Nepal, Volunteers assist farmers in soil conservation and horticulture projects.

Promoting Family Health — Maternal and child health care remains an area of focus for Volunteers, especially in rural areas. In Thailand, Volunteers work in rural child health projects, which include education about HIV/AIDS. Volunteers in Sri Lanka work in community health education, while in Nepal Volunteers have helped rural villages improve their water and sanitation infrastructure.

Opportunities for Growth — Peace Corps' FY 1999 budget request would fund additional Volunteers in Asia to work in three critical areas: health, education and the environment. Volunteers would promote maternal and child health, enhance sanitation in rural and urban areas, increase accessibility of potable water and stem the spread of HIV/AIDS. Volunteers also would work to meet the demand for English teachers and would help to make curriculum relevant through integration of communities' development issues into course content, e.g. girls' access to education, environment challenges, and prevention of HIV/AIDS. Peace Corps would expand its efforts in environmental education and natural resource management.

THE CARIBBEAN

Dominican Republic, Eastern Caribbean, Haiti, Jamaica

The nine Caribbean countries in which Peace Corps Volunteers are serving share many things: rich and diverse cultural traditions, historical linkages to the United States, and world-renowned hospitality. These countries also share many of the same development challenges as the next century approaches: massive deforestation, marine pollution, inadequate waste treatment and disposal systems, raiding of the coral reefs, inadequate opportunities for young people, and a lack of environmental awareness. These conditions threaten to destroy the natural resources of the Caribbean. Moreover, the alarming rise in the number of people infected with HIV/AIDS has made the Caribbean region second only to Africa in the rate of AIDS infection.

Volunteers Meeting the Challenge — Over the last three decades, more than 10,000 Peace Corps Volunteers have served in Caribbean countries. Today, an average of almost 400 Volunteers are working with the people of the Caribbean to address these important challenges. They are working on complementary initiatives with dozens of non-governmental organizations, government agencies, community groups, and with other donor agencies in the areas of youth development, environmental protection, HIV/AIDS education, public health, and small business development.

Volunteers are helping to educate people and communities about the importance of environmental protection and preservation. They serve in marine parks and schools, they organize environment camps, and they initiate small projects to plant trees and promote soil conservation.

In the area of health, Volunteers are working alongside local health officials on the prevention of water-borne diseases, child survival, and basic public health. In addition, the increasing number of persons infected with HIV/AIDS has expanded the need for effective education and prevention programs. In Jamaica, Volunteers are teaching young people how to avoid contracting the disease and how to give care to people afflicted with HIV/AIDS. Volunteers have targeted 3,000 youths in their host communities for training as community health aides and home health care providers.

In response to the alarming rate of increase in HIV/AIDS cases in the Caribbean, the Peace Corps, in collaboration with counterpart agencies in the region, will expand efforts to educate "at-risk" populations about how to prevent the spread of the disease. The Peace Corps will also expand efforts in small business development promotion with special emphasis on "at-risk" youth to help develop opportunities for young people.

Opportunities for Growth — Peace Corps' FY 1999 budget request would fund a small increase in Volunteers in the Caribbean to work in small business development, environment, and health education. In response to the alarming rate of increase in HIV/AIDS cases in the Caribbean, Volunteers, in collaboration with counterpart agencies in the region, would expand their efforts to educate "at-risk" populations about how to prevent the spread of the disease. The Peace Corps would also expand efforts in small business development promotion with special emphasis on "at-risk" youth to help develop opportunities for young people.

CENTRAL AMERICA

Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama

After years of conflict, the advent of peace in Central America has brought with it hope and opportunity for the people of Guatemala, Honduras, El Salvador, Nicaragua, and Panama. Governments are decentralizing, leaders are being popularly elected, and hundreds of non-governmental organizations (NGOs) and local citizen action committees are being established to help communities take charge of their own development committee

Even as many people in Central America approach the next century with a spirit of hope, however, they continue to face enormous obstacles and challenges. Decades of civil conflict have left deep scars in the infrastructure of many communities. Few education and employment opportunities

exist for young people. Many pockets of deep poverty and unemployment remain. Entrepreneurs lack access to credit and new markets. People living in rural areas do not have adequate health care, clean water, and sanitation. Deforestation is a significant environmental problem.

Volunteers Meeting the Challenge — Since the 1960s, nearly 17,000 Peace Corps Volunteers have served in the countries of Central America. Today, an average of almost 700 Volunteers are working in partnership with hundreds of local/rural indigenous NGOs, international organizations, government agencies, and most importantly, the people of Central America to overcome these challenges.

Volunteers are helping address the needs of poor people and fostering and strengthening the institutions of civil societies. Last year, for instance, Volunteers in Guatemala, Honduras, El Salvador, and Nicaragua provided technical assistance to more than 2,400 women and 1,700 youth, enabling them to gain access to micro-credit and small business programs. Throughout Central America, Volunteers and their counterparts helped educate over 100,000 school children, farmers, and community groups about the environment. While direct technical assistance to the poor remains a principal objective, Volunteers also helped dozens of local citizens' groups and NGOs that focus on these issues to become more efficient and effective.

"Decentralization" has created a new focus for Volunteers' work in the region. Volunteers in El Salvador and Honduras are assisting dozens of municipal officials to improve the delivery of municipal services and helping citizens' groups to petition local governments more effectively about their needs. In Panama, Volunteers are working with parent and teacher groups to help strengthen their capacity to meet new education responsibilities brought on by decentralization. And in Guatemala, Volunteers will continue to promote leadership among hundreds of teachers and community members and school children to address nutrition and basic health needs. In Honduras and El Salvador, an additional 100 communities are targeted for Volunteer assistance to gain access to potable water and assist local water committees in the management of those resources.

Opportunities for Growth — Peace Corps' FY 1999 budget request would fund additional Volunteers in Central America to help create much needed jobs and develop opportunities for "at-risk" youth.

SOUTH AMERICA

Bolivia, Ecuador, Guyana, Paraguay, Suriname

In recent years, the countries of South America have made impressive strides toward liberalizing their economies, promoting economic growth and opportunity, and strengthening democratic institutions. Despite, and in some cases because of, this important progress, many countries in South America face significant challenges as the next century approaches: rapid urbanization, high unemployment and large pockets of extreme poverty, excessive rates of deforestation, a widening gap between rich and poor, and a growing population of disenfranchised youth. Moreover, South Americans living in isolated rural areas of their countries continue to have limited access to basic services such as health care, potable water, and education.

Over the last 37 years, more than 28,000 people from the United States have served as Peace Corps Volunteers in South America. Today, an average of more than 500 Volunteers are serving in five South American countries, where they are making an important difference in the lives of people across the continent.

Encouraging Economic Opportunities — In response to the problems of poverty and limited access to basic services, Volunteers and their South American counterparts work to improve nutrition, expand access to clean water, and prevent the spread of disease. They are helping entrepreneurs develop alternative methods of income generation through crop diversification, creating new marketable goods, and establishing women's cooperatives. In the past year, Volunteers provided management training and increased profits of approximately 100 small businesses and cooperatives. Also, working together with over 50 NGOs and government agencies, Peace Corps Volunteers are promoting natural resource conservation in Bolivia, Paraguay, and Ecuador.

Strengthening Municipal Management — Volunteers are playing key roles in facilitating linkages between communities and local governments in a number of South American countries. In Chile, for example, Volunteers work directly with 25 municipalities in six different geographic regions to strengthen the planning and implementation of local development plans. In 1997, more than 240 municipal officials, 800 community leaders, and approximately 4,000 Chilean citizens participated in local strategic development projects that were developed by Peace Corps Volunteers. In Bolivia, the newly created Law of Popular Participation is providing Peace Corps Volunteers with many opportunities to collaborate with municipalities and other organizations throughout the country to strengthen program in agriculture, conservation, small business, and water sanitation. As the pace of further reform and stabilization increases, the Peace Corps hopes to expand the reach of Volunteers a greater number of municipalities.

Working with Youth — The rapidly increasing youth population throughout South America is creating a high demand for programs to help young adolescents who are "at-risk," such as street children and teenagers who need to develop leadership and job skills, as well as a sense of responsibility to their communities. In Guyana, Volunteers initiated the development of workshops for youth trainers on leadership and life skills. The Peace Corps intends to expand its work with schools and youth programs by collaborating with other donor agencies in this area to focus on youth.

Opportunities for Growth — Peace Corps' FY 1999 budget request would fund additional Volunteers in South America to support small business initiatives and work in municipal management projects. In Bolivia, the Peace Corps would help support an initiative to establish a national volunteer corps, together with national and international NGOs and academic institutions.

THE PACIFIC

*Kiribati, Micronesia, Niue, Palau, Papua New Guinea, Samoa,
Solomon Islands, Tonga, Vanuatu*

The Pacific Islands of Polynesia, Melanesia, and Micronesia are spread over one-third of the surface of the globe, and they are characterized by extraordinary cultural diversity, including nearly a fourth of the world's languages. The people of the Pacific Islands face very serious social and economic development issues. The countries in the region are in transition, moving from subsistence agricultural economies to cash-based economies. Economic growth remains nominal due to a lack of educational opportunities, commercial isolation, cultural diversity, clan loyalty, and vulnerable resource bases. In addition, Pacific Islanders face a number of other development problems, including a lack of basic services, disenfranchised youth, heightened urbanization, limited job opportunities, poor natural resource management, weak public and private institutions, and inadequate access to secondary education.

Over the last 37 years, more than 16,000 Americans have served as Peace Corps Volunteers in the Pacific Islands. Today, an average of 350 Volunteers are serving in ten Pacific Island nations, helping the proud people of this region build better lives.

Promoting Economic Opportunities — Peace Corps Volunteers work and live in communities on some of the most remote outer islands in the region, where the greatest needs are located. Volunteers work with high school "push outs" in rural vocational centers, helping them to establish local businesses. Volunteers also conduct workshops in areas relevant to village life, including preventive health care, natural resource management, mechanics, and carpentry. As a result of these Volunteer projects, young people who might otherwise migrate to cities or overseas are creating their jobs, remaining in their villages, and enhancing rural life in a myriad of ways.

Expanding Access to Education — Peace Corps Volunteers also serve as teachers and provide students with urgently needed educational opportunities to build skills that are essential for the future of the region's young people. Volunteers are teaching math, science, and English to over 28,000 elementary, high school and university students throughout the region. They are providing another 1,200 primarily "at-risk" youth with training in career and leadership development, health and HIV/AIDS awareness, business management, and sustainable agriculture in Tonga, Samoa, Micronesia, and Papua New Guinea. Volunteers have also helped establish approximately 60 libraries and seven handicraft businesses, while others have developed national science and English curricula in Kiribati, Vanuatu, and the Solomon Islands. In addition, Peace Corps Volunteers provided assistance to the governments of Papua New Guinea, Samoa, Palau, and Tonga in the planning of domestic, indigenous volunteer agencies that have been influenced by the Peace Corps model.

Strengthening Non-Governmental Organizations (NGOs) — As communities in the South Pacific have taken more responsibility for their development, the role of NGOs has expanded significantly. Volunteers are playing a key role in strengthening and sustaining local institutions by assisting NGOs and local government agencies to become more effective and responsive, and by training government and civic leaders in management and planning.

The Peace Corps will engage in a region-wide planning effort with other volunteer-sending organizations to strengthen development assistance programs in the Pacific. In addition, the effects of *El Niño*, in the form of severe drought and devastating cyclones, may affect some of the Peace Corps' programming options. In Papua New Guinea, for instance, it is estimated that nearly 700,000 people are now at severe risk of starvation or serious illness from drought. Peace Corps Volunteers have the right skills—language, technical, and cross-cultural—to contribute meaningfully during these emergencies. Crisis Corps Volunteers could be utilized to mitigate the effects of natural disaster.

Opportunities for Growth — Peace Corps' FY 1999 budget request would fund additional Volunteers in the Pacific to work in health education and youth development. Volunteers would focus their efforts on working with youth who have been forced out of the formal education system. Volunteers also would work to help increase opportunities for "at-risk" youth. In addition, Volunteers will work with Australians and New Zealanders to design, plan, develop, and implement a Solomon Island domestic volunteer corps focused on rural youth who could contribute to village economic and social development.

COUNTRY PROFILE TABLE OF CONTENTS

Country Profile Information	48	Lesotho	126
Armenia	53	Lithuania	128
Bangladesh	55	Madagascar	130
Belize	56	Malawi	132
Benin	58	Mali	134
Bolivia	61	Mauritania	137
Bulgaria	63	Moldova	139
Burkina Faso	65	Mongolia	141
Cameroon	67	Morocco and Malta	143
Cape Verde	70	Mozambique	146
Chad	72	Namibia	147
China	74	Nepal	149
Côte d'Ivoire	75	Nicaragua and Costa Rica	152
Dominican Republic	77	Niger	154
Eastern Caribbean	80	Panama	156
Ecuador	82	Papua New Guinea	157
El Salvador	84	Paraguay	159
Eritrea	86	Philippines	162
Estonia	87	Poland	164
Ethiopia	89	Romania	166
Federated States of		Russia	168
Micronesia (FSM) and Palau	90	Samoa and Niue	170
Former Yugoslav		Senegal	172
Republic of Macedonia	92	Slovakia	174
Gabon	94	Solomon Islands	176
Georgia	96	South Africa	178
Ghana	97	Sri Lanka	179
Guatemala	99	Suriname	181
Guinea	101	Tanzania	183
Guinea-Bissau	103	Thailand	185
Guyana	105	The Gambia	187
Haiti	107	Togo	189
Honduras	109	Tonga	191
Jamaica	112	Turkmenistan	193
Jordan	114	Uganda	195
Kazakhstan	116	Ukraine	197
Kenya	118	Uzbekistan	199
Kiribati	120	Vanuatu	201
Kyrgyz Republic	122	Zambia	203
Latvia	124	Zimbabwe	205

THE PEACE CORPS: COUNTRY PROFILES

The following pages provide a description of the work Peace Corps Volunteers are doing within individual countries. Each country profile contains information about the country's population, annual per capita income and the length of time Peace Corps Volunteers have served within the country. Peace Corps resources that are allocated to the country are also provided and include the number of trainees, the average number of Volunteers and total program funds.

HOW THE PEACE CORPS COUNTS VOLUNTEERS

The Peace Corps counts Volunteers in the following three different ways:

Trainee Input

Americans enter Peace Corps Volunteer service as trainees. Peace Corps training is conducted overseas and lasts an average of ten weeks. Training programs start throughout the year, depending upon the program and the country. Upon successful completion of training, a trainee becomes a Volunteer. Volunteers serve for approximately two years.

The total number of new trainees who enter service in a given fiscal year is identified as trainee input.

Average Number of Volunteers

Throughout the fiscal year, constant fluctuations occur in the size of the Volunteer corps. Trainees become Volunteers; other Volunteers complete their overseas service; some Volunteers leave Peace Corps service early for other reasons (health, family emergencies, or a decision to terminate service early); and some Volunteers elect to extend their service beyond two years. In order to estimate the size of the Volunteer corps, Peace Corps calculates the average number of Volunteers during the fiscal year. This estimate excludes trainees.

New and Existing Volunteers

The Peace Corps is often asked "How many Americans serve in the Peace Corps?" An accurate answer to this question should capture the total number of Americans, trainees and Volunteers, who are in service at any given time. Thus, the Peace Corps counts the number of trainees and Volunteers on board on the last day of the fiscal year (September 30th).

THE PEACE CORPS BUDGET INFORMATION

The Country Profiles also display information about the dollar resources used to support the Peace Corps program within each country for each of three fiscal years.

FY 1997 Budget Actuals

For FY 1997, the budget figures are the actual amounts that were obligated to support Peace Corps programs.

FY 1998 Budget Estimates

For FY 1998, the budget estimates reflect the planned budget requirements needed to support the Peace Corps programs based on available annual appropriations and programmatic needs known at the beginning of FY 1998.

FY 1999 Current Operations

For FY 1999, the budget estimates show the level of resources needed to continue the Peace Corps programs at the same level and effort as in FY 1998, including adjustments for anticipated inflation, annualization of programs begun or modified during the course of the year, and reassignments of Volunteers from one country to another. This "current operations" estimate, does not include resources related to the increased number of Volunteers as requested in this budget.

Note: WorldBank Atlas 1997 is the source of population and per capita income in this document.

PEACE CORPS
FY 1999 CONGRESSIONAL PRESENTATION

	<u>Trainees <1></u>			<u>Average Number of Volunteers <1></u>			<u>Program Funds (\$000) <1></u>		
	<u>FY 1997</u>	<u>FY 1998</u>	<u>FY 1999</u>	<u>FY 1997</u>	<u>FY 1998</u>	<u>FY 1999</u>	<u>FY 1997</u>	<u>FY 1998</u>	<u>FY 1999</u>
Albania	9	0	0	30	0	0	548	0	0
Armenia	37	31	31	48	46	50	1,103	1,125	1,161
Baltics <2>	79	70	70	98	118	130	2,216	2,317	2,401
Bangladesh	0	20	20	0	0	16	0	750	1,160
Belize	27	22	22	51	50	44	976	989	979

Benin	48	51	50	73	74	78	1,719	1,712	1,719
Bolivia	78	77	77	136	132	117	2,408	2,414	2,156
Botswana	0	0	0	44	1	0	965	87	0
Bulgaria & Macedonia	69	66	66	83	116	118	1,668	1,919	1,962
Burkina Faso	57	50	49	44	82	82	1,495	1,716	1,750

Cameroon	81	62	61	126	100	90	3,102	2,744	2,684
Cape Verde	23	23	23	38	39	44	967	1,076	1,153
Chad	23	21	21	27	33	34	1,114	1,170	1,207
Chile	0	0	0	45	16	0	1,131	696	0
China	24	32	32	24	37	51	869	1,007	1,140

Congo	0	0	0	25	0	0	559	0	0
Côte D'Ivoire	49	48	47	84	94	80	1,892	2,111	2,025
Czech Republic	0	0	0	23	0	0	429	0	0
Dominican Republic	83	75	75	133	137	138	2,694	2,648	2,751
Eastern Caribbean	56	55	55	104	102	99	2,236	2,206	2,227

Ecuador	83	85	85	154	161	147	2,611	2,621	2,574
El Salvador	44	40	40	65	67	67	1,131	1,186	1,237
Eritrea	41	50	49	37	55	80	1,187	1,285	1,512
Ethiopia	32	47	46	31	43	63	1,246	1,460	1,695
Federated States of Micronesia & Palau	37	30	30	39	50	53	1,520	1,611	1,696

Fiji Islands & Tuvalu	0	0	0	44	6	0	810	349	0
Gabon	45	40	39	84	77	76	2,548	2,122	2,161
Georgia	0	0	20	0	0	1	0	71	1,308
Ghana	79	75	74	148	142	139	2,408	2,441	2,466
Guatemala	108	145	116	148	172	192	3,077	3,587	3,794

Guinea	51	67	66	96	93	110	2,438	2,695	3,184
Guinea-Bissau	20	20	20	36	37	32	1,055	1,063	986
Guyana	21	20	20	29	37	34	678	784	795
Haiti	13	46	34	22	40	47	914	1,104	1,234
Honduras	101	92	92	170	169	162	2,765	2,771	2,825

Hungary	0	0	0	31	0	0	393	0	0
Jamaica	60	58	58	103	101	96	1,935	1,980	2,015

	<u>Trainees <1></u>			<u>Average Number of Volunteers <1></u>			<u>Program Funds (\$000) <1></u>		
	<u>FY</u> <u>1997</u>	<u>FY</u> <u>1998</u>	<u>FY</u> <u>1999</u>	<u>FY</u> <u>1997</u>	<u>FY</u> <u>1998</u>	<u>FY</u> <u>1999</u>	<u>FY</u> <u>1997</u>	<u>FY</u> <u>1998</u>	<u>FY</u> <u>1999</u>
Jordan	29	36	36	7	33	57	1,062	1,214	1,470
Kazakhstan	52	56	56	83	78	89	1,694	1,681	1,760
Kenya	71	62	61	101	106	106	3,017	2,813	2,867

Kiribati	18	25	25	23	32	37	528	618	687
Kyrgyz Republic	47	42	42	61	77	78	1,183	1,269	1,274
Lesotho	55	45	44	93	84	78	2,000	1,930	1,918
Madagascar	23	32	31	34	36	46	1,035	1,048	1,158
Malawi	61	35	34	129	115	83	2,051	1,859	1,726

Mali	64	86	85	156	144	136	2,930	2,885	2,871
Mauritania	38	27	26	37	52	47	1,302	1,372	1,357
Moldova	49	54	54	62	82	89	1,154	1,553	1,598
Mongolia	26	35	35	48	57	55	966	1,253	1,250
Morocco & Malta	77	74	74	116	120	128	2,219	2,234	2,299

Mozambique	0	0	25	0	0	18	0	726	1,210
Namibia	69	78	77	86	123	128	2,133	2,449	2,544
Nepal	79	88	88	135	145	133	2,331	2,384	2,249
Nicaragua & Costa Rica	72	81	81	165	134	146	2,752	2,442	2,285
Niger	63	50	49	118	105	88	2,585	2,154	2,052

Panama	41	42	42	65	81	79	1,345	1,494	1,549
Papua New Guinea	48	50	50	71	73	85	1,541	1,556	1,719
Paraguay	87	87	87	185	174	174	3,126	3,159	3,271
Philippines	60	55	55	96	106	100	1,967	2,028	1,977
Poland	84	85	85	126	124	135	2,603	2,591	2,637

Romania	40	57	57	60	60	80	1,306	1,375	1,514
Russia (Eastern)	38	42	42	71	79	78	1,769	1,784	1,770
Russia (Western)	72	48	48	73	84	75	2,448	2,171	2,119
Samoa & Niue	30	26	26	45	49	49	1,023	1,033	1,047
Senegal	66	35	34	115	116	77	2,426	2,387	2,135

Slovakia	44	48	48	70	76	73	1,395	1,409	1,404
Solomon Islands	36	35	35	51	61	64	1,153	1,186	1,290
South Africa	32	35	34	13	50	68	1,528	1,958	2,199
Sri Lanka	18	25	25	20	43	45	595	718	731
Suriname	18	26	26	25	34	44	804	890	1,025

Swaziland	0	0	0	0	0	0	117	0	0
Tanzania	44	43	42	75	85	82	1,853	1,991	1,999
Thailand	38	15	15	71	42	38	1,449	644	638
The Gambia	41	33	32	65	65	58	1,322	1,264	1,231
Togo	35	35	34	93	80	67	1,974	1,682	1,598

Tonga	30	25	25	41	40	41	823	857	895
Turkmenistan	38	35	35	52	56	67	1,006	1,029	1,090

	<u>Trainees <1></u>			<u>Average Number of Volunteers <1></u>			<u>Program Funds (\$000) <1></u>		
	<u>FY 1997</u>	<u>FY 1998</u>	<u>FY 1999</u>	<u>FY 1997</u>	<u>FY 1998</u>	<u>FY 1999</u>	<u>FY 1997</u>	<u>FY 1998</u>	<u>FY 1999</u>
Uganda	23	34	33	49	53	56	1,453	1,764	1,821
Ukraine	112	91	91	138	175	168	2,685	2,897	2,860
Uruguay	0	0	0	24	0	0	679	0	0

Uzbekistan	31	35	35	57	63	63	1,335	1,385	1,390
Vanuatu	15	24	24	24	33	38	815	900	1,069
Zambia	58	45	44	56	80	85	2,042	2,127	2,224
Zimbabwe	33	43	42	61	64	71	1,389	1,415	1,503

GRAND TOTAL	3,583	3,578	3,557	5,817	5,990	6,069	129,719	129,395	133,236

Detail may not add due to rounding

<1> FY 1999 Trainees, Average Number of Volunteers, and Program Funds represent current operations. United Nations Volunteers and Crisis Corps Volunteers are not included in this chart.

<2> Includes Estonia, Latvia, and Lithuania.

ALLOCATION BY PEACE CORPS REGION

Africa	1,325	1,272	1,272	2,172	2,227	2,202	53,854	53,507	54,955
Europe, Mediterranean, & Asia	1,152	1,140	1,160	1,682	1,815	1,916	36,392	36,808	39,163
InterAmerica & Pacific	1,106	1,166	1,125	1,962	1,947	1,951	39,473	39,081	39,118

ARMENIA

Population: 3,760,000

Annual Per Capita Income: \$730

Program Dates: 1992-Present



Country Overview:

Armenia, the smallest of the former Soviet Republics, is in the midst of historic change. It is a country that has endured war, blockades, a devastating earthquake and chronic shortages of power over the past decade. Although Armenia is making the difficult transition to a market economy, progress has been difficult. Private sector activities are only beginning to emerge, and wide-scale entrepreneurship needs to be supported through training and education. Armenians recognize the importance of English fluency in linking them to economic and education opportunities in their region. Peace Corps is responding to these needs with programs in business development and education.

Resources:

Armenia	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	37	31	31
Average # of Volunteers	48	46	50
Program Funds (\$000)	1,103	1,125	1,161

Peace Corps Program by Sector:

Business Development

In an attempt to foster business infrastructure outside of the capital, Volunteers are working in business development to organize business services, increase access to information, train entrepreneurs and managers, and provide general business advice. Business development centers are focal points at the regional level in supporting these activities. Based on the successful model of the Business Support Center in Yerevan, Peace Corps Volunteers established three new business development centers in FY 1997, which operate as non-governmental organizations and are managed by local community residents.

In the future, Volunteers will help establish an association of business centers that will provide support to each of the member centers and be proactive in supporting overall business development. In addition, Volunteers foster business skills among Armenian youth with Junior Achievement partnerships. Throughout their service, Peace Corps Volunteers actively collaborate with other assistance organizations in Armenia.

One successful program is the A&L Business Center in Vanadzor, directed by an Armenian business woman who began the center with the assistance of the Peace Corps and the Eurasia Foundation. Over the past two years, the center has developed business training and grant programs in conjunction with Save the Children and World Vision, developed a small agri-business loan program in collaboration with USDA and the United Methodist Committee on Relief (UMCOR), and provided basic business support services to local businesses.

Education

To meet the increased interest in English, Volunteers are teaching students and teachers in secondary schools and institutions of higher education. They also conduct workshops with Armenian teachers to share various teaching methods and techniques and are active in maintaining English language and American culture clubs.

One Education Volunteer set up a school lunch program for the students at her school. With the help of a Business Volunteer, she obtained funding through the United Nations World Food Program. The Volunteer was able to obtain flour, beans, lentils, oil and other foodstuffs for the school. School staff were so enthusiastic about this program that four women volunteered to work in the kitchen and cook for the students for free. The lunch is served in two shifts so that more students can eat at school. The teachers and parents were encouraged by the Volunteers' efforts and have initiated similar projects at schools in two other towns.

BANGLADESH

Population: 119,768,000
Annual Per Capita Income: \$240
Program Dates: New Country Entry



Country Overview:

While it remains one of the poorest and most densely populated countries in the world, Bangladesh has continued to show signs of progress in a variety of key areas. The country is now self-sufficient in rice production, and the infant mortality rate has declined significantly - from 140 per 1,000 births to 80 per 1,000 births. Also, as a result of concerted government efforts, primary school enrollment has increased from 54 to 77 percent, with girls comprising two and a half times as many students as they did in 1971. Progress in these areas has created new and important challenges. While the number of children now attending school has increased, the availability of teaching resources and the number of teachers qualified to teach critical subjects remain low. Peace Corps Volunteers will help address these challenges when they arrive in September 1998.

Resources:

	FY 1997	FY 1998	FY 1999
Bangladesh	Actual	Estimates	Current Operations
Trainees	0	20	20
Average # of Volunteers	0	0	16
Program Funds (\$000)	0	750	1,160

Peace Corps Program by Sector:

Education

Recognizing the growing importance of English as the language of commerce, the Government of Bangladesh has reinstated English instruction for all students, beginning in grade three. Most elementary school teachers have a tenth grade education but lack sufficient background in English to teach it well. Volunteers will work in Primary Training Institutes, helping teachers to improve their English language proficiency. As the program expands over the next several years, Volunteers will be placed in rural primary schools where most children are educated and where professional support and training for teachers are limited.



BELIZE

Population: 216,000

Annual Per Capita Income: \$2,630

Program Dates: 1962-Present

Country Overview:

Belize is a country that faces many development challenges. Sixty-five percent of the population is under the age of twenty-five. The education system is unable to cope effectively with such large numbers of young people, and schools are overcrowded and lack books and supplies. Less than half of Belizean youth finish primary school and drop out rates for high school are also high. The shortage of secondary and vocational schools is exacerbated by the shortage of qualified teachers.

Sixty percent of Belize is covered by forest ecosystems that accommodate endangered species. The barrier reef off the coast of Belize is an important coastal and marine ecosystem, which was declared a World Heritage Reserve. Effective management of these areas will be required to maintain these valuable natural resources.

To help address these problems, Volunteers are working in five projects: youth enhancement services, vocational education, rural primary education, health education and prevention and environmental conservation and awareness.

Resources:

Belize	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	27	22	22
Average # of Volunteers	51	50	44
Program Funds (\$000)	976	989	979

Peace Corps Program by Sector:

Education

Volunteers assigned to the Belize Teacher Training College conduct teacher training workshops in rural areas. In 1995-1996, more than 500 teachers were trained, many of whom had never received any previous teacher training. One Volunteer teaches visually impaired students to read Braille and trains their teachers and parents how to meet the students' special needs.

The Health Education and Prevention Project works to reduce the high infant mortality rate, high maternal mortality rate, chronic malnutrition, cholera, malaria, and to provide information about HIV/AIDS and other sexually transmitted diseases. Volunteers in this project trained 1,030 youth and 1,327 adults on topics including the prevention and/or treatment of cholera, malaria, skin infections, water-borne diseases, malnutrition and HIV/AIDS and other STDs.

Environment

Volunteers in the Environment Sector work to increase awareness of the relationships between human activity and the environment. Volunteers assist in environmental education training workshops and activities for teachers, school children and out-of-school youth. In 1997, 1,854 primary school students participated in environmental activities coordinated by Volunteers, including summer camps, International Clean-Up Day, Reef Awareness Day, Earth Day and endangered species projects. Volunteers have helped establish and manage nature reserves and protected areas including the Tapir Mountain Nature Reserve, 5 Blues Lake and the Siwa-Ban Foundation. Other Volunteers have worked on improving conditions for endangered species such as the manatee, the green iguana and the yellow-headed parrot, and have participated in barrier reef marine research. Volunteers work with the Ministry of Agriculture to educate farmers on pesticide safety, integrated pest management techniques, plant protection research, and disease identification and control.

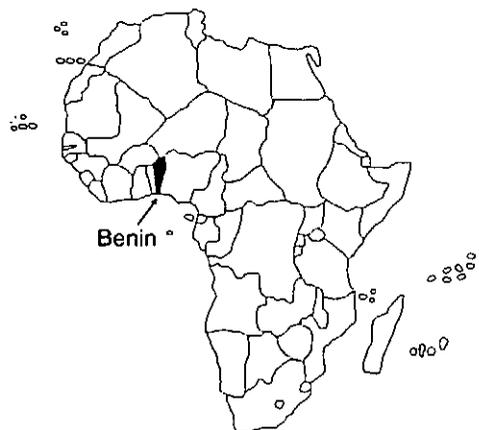
In 1997, Volunteers organized the second National Symposium on the Belize State of the Environment. Over 400 participants attended the two-day educational event. One Volunteer created an Environmental Conservation Carnival featuring Rainbow the Toucan and H₂O Joe, a water droplet. These costumed cartoon-like characters visited 34 schools to increase environmental awareness among students.

Youth Development

Volunteers teach unemployed Belizean youth vocational skills such as auto-mechanics, construction, welding, electronics, hospitality management and agribusiness. One Volunteer works with young women who have not had opportunities to succeed in the traditional education system. Several Volunteers are working with non-governmental organizations to provide social services for at-risk adolescents and young adults. Through the Rural Community Development Project, Peace Corps Belize is collaborating with the United Nations Development Program and the Ministry of Human Resources. Volunteers help improve the development, planning and management capacities of village councils and civic organizations so that they can define their own goals, assess the options open to them and implement their decisions. Volunteers have worked with these organizations to construct seven new schools, five libraries, 140 latrines and a gravity flow water system for over 300 families.

BENIN

Population: 5,475,000
Annual Per Capita Income: \$370
Program Dates: 1968-Present



Country Overview:

Although Benin's economy has experienced modest improvements in recent years, the country still faces serious development challenges. Environmental degradation frequently translates into longer-term social and economic degradation. Insufficient resources in the classroom and poorly trained teachers hamper the educational system. Inadequate health care systems and an undeveloped private economic sector frustrate advancement of the people. Peace Corps Volunteers are rural-based and work as person-to-person local capacity builders. President Kérékou, in his first meeting with the American Ambassador after his 1996 election, identified the Peace Corps as a valued component of American development assistance.

Resources:

Benin	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	48	51	50
Average # of Volunteers	73	74	78
Program Funds (\$000)	1,719	1,712	1,719

Peace Corps Program by Sector:

Business Development

With levels of business activity increasing in Benin, the Peace Corps has responded to the government's request for assistance in the fields of enterprise and private organization development. Volunteers work directly with market women and entrepreneurs, village associations and non-governmental organizations teaching marketing, accounting, business management and organizational techniques. As a result, more goods are being produced for a profit, and local organizations are able to address their communities' needs.

At a recent in-service training, a Beninese entrepreneur who has established a weaving factory with 20 employees identified a Peace Corps Volunteer as his principal motivation and support for entering into private enterprise. Another Volunteer provided managerial guidance to a girls' training center. As a result, the management of the center was restructured and a dynamic three-committee executive board was created.

Education

Volunteers are helping Benin address its teacher shortage by teaching math, physics and chemistry in secondary schools and by developing improved teaching materials, such as instructors' lesson plans and corresponding student workbooks. One Volunteer, recognizing that a relatively small number of students in her secondary school would go on to the university, created a small business club with students who hoped to work for themselves after graduation. With their own savings, these students have transformed that club into a functioning cooperative of entrepreneurs. Another Volunteer formed a computer club for interested students, some of whom are already planning on pursuing computer science studies.

Volunteers are working towards the goal of incorporating environmental lessons into the existing curriculum. Notable in this effort is the role of Volunteers in implementing the Global Learning and Observation to Benefit the Environment Project (GLOBE), an international science program. GLOBE connects students around the world through the Internet, in order to share their environmental knowledge. Volunteers have introduced approximately 13,000 students to GLOBE; these are the first students in Africa to submit environmental data to the project.

Environment

With an estimated 2,500,000 acres of land deforested annually, a rapid reduction of soil fertility, and 70 percent of the population working in rural agriculture, Benin faces serious environmental consequences of insufficient land management. Volunteers are working on activities related to community forestry, soil conservation, environmental protection and environmental education. Volunteers help to increase villagers' awareness of the processes of environmental degradation and provide training in practical methods to address the problem. Volunteer activities are primarily focused in the northern provinces of Atacora and Borgou.

One Volunteer has worked with other Beninese teachers and education Volunteers to develop an Environmental Education Teachers Manual. This manual is currently being tested and revised in schools throughout the country. The Ministry of Education has enthusiastically embraced it and approved its use in the primary and secondary schools. Outside of the schools, Volunteers are promoting community involvement in the conservation of natural resources with activities such as building fuel efficient cookstoves, and planting tree nurseries.

Health

Volunteers collaborate with social service centers throughout the country in conjunction with the Ministry of Health, Social Protection, and Women's Affairs. The focus of the project is health education with a special emphasis on maternal and child health issues. Volunteers working specifically in the Guinea worm program have made astounding progress, as Guinea worm has been virtually eradicated nationwide. Volunteers collaborate with UNICEF, to improve knowledge of and skills in Guinea worm prevention. There were fewer than 1,000 cases reported this year – a significant decrease of more than 3,000 cases from three years ago.

HIV/AIDS is one of Benin's growing social health problems. A group of Volunteers provided 165 Beninese peer trainers with educational materials and training on HIV/AIDS and its transmission. The peer trainers, in turn, share this information with their communities. One Volunteer developed a series of twelve bi-weekly animated strip-newsletters, each depicting a theme related to the transmission of HIV/AIDS and its prevention. Sixty-five thousand copies of each of these newsletters have been distributed throughout the country.

BOLIVIA

Population: 7,414,000
Annual Per Capita Income: \$800
Program Dates: 1962-1971; 1990-Present



Country Overview:

Bolivia remains one of the least developed countries in South America. Eighty-five percent of the rural population lives in poverty and suffers from one of the highest infant and under-five mortality rates in Latin America. The average life expectancy at birth is among the lowest in South America. Bolivia has an agriculture-based economy that lacks modern technology. The country faces environmental concerns, including unplanned forest conversion, uncontrolled logging and problems associated with rapid urban growth.

To address these problems, Volunteers work with national agencies, municipal governments and private volunteer organizations on projects in agriculture, water and sanitation, soil conservation, micro enterprise development and environmental education.

Resources:

	FY 1997	FY 1998	FY 1999
Bolivia	Actual	Estimates	Current Operations
Trainees	78	77	77
Average # of Volunteers	136	132	117
Program Funds (\$000)	2,408	2,414	2,156

Peace Corps Program by Sector:

Agriculture

Volunteers work with farmers and their families to improve agricultural production and family nutrition and increase incomes while preserving natural resources. In 1997, Volunteers trained over 500 people in various agricultural production techniques, including vegetable production for improved nutrition and methodologies for increasing yields of traditional crops. Volunteers and counterparts built 48 greenhouses in the *altiplano* area of Bolivia in order to produce vegetables for communities that suffer from poor nutrition, especially during the harsh Andean winters. One Volunteer improved a vegetable seed supply system for rural communities that was initiated by a previous Peace Corps Volunteer. The system has enabled many rural families to have access to seeds that are not normally available outside of larger cities.

Business Development

Volunteers work with their Bolivian counterparts in various micro-enterprises, including rural agricultural associations, mothers' clubs, artisan groups, youth development organizations, cooperatives, as well as working closely in coordination with government ministries and local municipalities. Volunteers assist in developing better business management skills and improving production and services. Several Volunteers are involved in a new ministry initiative to develop eco-tourism at the local community level. One Volunteer is working closely with rural Aymara Indians on the islands of the Sun and Moon in Lake Titicaca, helping these communities initiate tourism that is environmentally sound. This Volunteer was responsible for organizing a recent three-day cultural and economic exchange program in which communities from both Bolivian and Peruvian islands in the lake came together to discuss shared experiences and to formulate plans to improve and promote tourism.

Environment

Volunteer activities are primarily focused on soil conservation techniques and environmental education. Last year, Volunteers trained over 200 farmers in erosion control, terrace building and the establishment and management of tree nurseries. In addition, farmers and Volunteers reforested 30 hectares of land and reclaimed more than 60 hectares of land through the construction of rock terraces and retention walls.

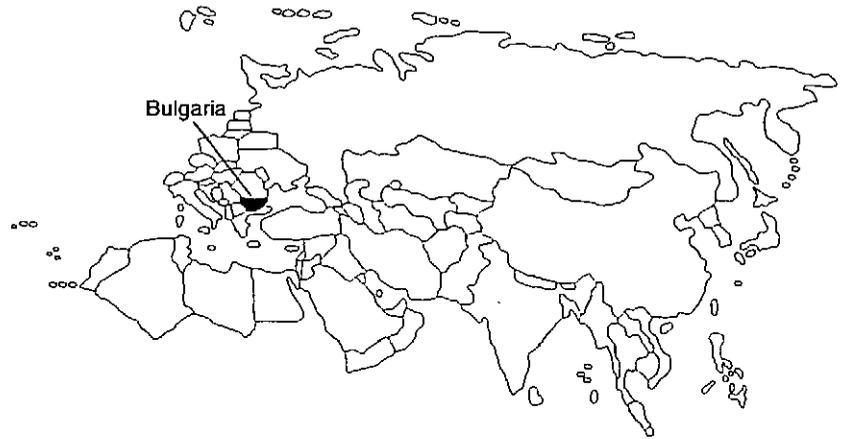
Health

Water and sanitation services in Bolivia are very poor. To address these issues, government and donor organizations financed the construction of water systems, but few resources were dedicated to training people to manage the systems. Volunteers have therefore become involved in the organization of community water committees and the training of system operators. In addition, Volunteers are working with communities on system design and construction, latrine construction, sanitary extension and the prevention of Chagas disease.

In 1997, Volunteers assisted in the construction of 16 water systems in 14 communities, reaching more than 1,700 people. Additionally, 82 water committees were formed or revived, benefiting over 9,000 water users. Almost 200 latrines were constructed, benefiting over 1,000 rural people. A Volunteer assigned to a hospital in Vallegrande developed a food-handling course for people who work in local markets and restaurants. The course was designed to address and prevent cholera outbreaks. Because of its initial success, the course is now being replicated around the country by other Volunteers.

BULGARIA

Population: 8,409,000
Annual Per Capita Income: \$1,330
Program Dates: 1991-Present



Country Overview:

The post-communist Bulgarian economy has encountered significant challenges in its transition to a market-oriented economic system and decentralization of government services. Inflation and unemployment are high, and shortages of food and fuel are relatively widespread. Environmental degradation is prevalent, as concern for economic recovery and growth have overshadowed efforts to protect and restore the environment. Peace Corps is addressing these issues with projects in business and economic development, environmental education, and natural resource management. Volunteers also play key roles in providing English language instruction, which Bulgarians view as a critical means of integrating into international business and commercial activities.

Resources:

Bulgaria	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	56	48	48
Average # of Volunteers	74	94	94
Program Funds (\$000)	1,355	1,515	1,523

Peace Corps Program by Sector:

Business Development

The Peace Corps business program was developed to help Bulgarians adapt to their rapidly changing economic and political environment. Volunteers work with small business owners, entrepreneurs, and students to develop skills in business administration and management. They also assist in strengthening the capacities of Bulgarian business-assistance organizations to provide technical services and access to business resources and information. Volunteers are assigned to Business Resource Centers, local and regional economic development agencies, and serve in secondary schools as business educators. In FY 1997, Peace Corps Volunteers trained or provided consulting services to over 1,000 Bulgarians.

During the past year, a Volunteer helped develop and expand the scope of the Junior Achievement program. Through his efforts, Junior Achievement is now an established organization in Bulgaria, producing its own materials in the Bulgarian language. Over 30 Bulgarian teachers recently received instruction in implementing Junior Achievement programs in their own communities. Twelve Peace Corps Volunteers, from all sectors, teach Junior Achievement.

In addition to their regular business activities, three Volunteers created project SCREEN, a program designed to address breast cancer, a major health problem in Bulgaria. Working together with the Bulgarian Foundation Against Cancer and the National Oncological Center, they provide education and assistance in cancer prevention activities throughout the country.

Education

As Bulgaria continues its economic reforms and its attempts to expand into the global marketplace, the need for English language fluency has increased significantly. Instructors face shortages of educational resources and proper training on how to use what resources they have. Peace Corps Volunteers work within the Bulgarian school system to improve students' and teachers' English language skills, and to develop and enhance English as a Foreign Language (EFL) resource centers. Since the first Education Volunteers arrived in Bulgaria in 1991, they have taught English to more than 6,000 Bulgarian students in 38 communities. Five resource centers have been established, and over 16,000 books have been donated to schools.

Recently, several Volunteers assisted with the second annual "Women's Issues Essay Contest." The project was sponsored by the Bulgarian Association of Women, the Bulgarian Ministry of Education and Science, and the American University in Bulgaria. Over 850 entries were received, with winning essays compiled in a book and distributed to contestants, sponsors, and collaborating institutions. The project was a resounding success, resulting in improved English language skills of Bulgarian students and a broader understanding about the role of women in Bulgarian society.

Environment

Bulgaria's environment has experienced increasing pressure and stresses resulting in deforestation, wetland destruction and general degradation. Peace Corps began its environment project in Bulgaria in 1995, working with schools, NGOs, national parks and local governments to educate and empower communities to understand and address environmental problems and to develop and implement community-based environmental initiatives. Volunteers facilitate cooperation between NGOs and local, national and international environmental organizations to develop a dynamic network for environmental information exchange and technical assistance.

During the past year, Volunteers created and distributed "School Recycling Programs: A Manual for Educators," which is being used in Bulgarian schools. Another Volunteer-initiated environment project involved the creation of an arboretum and outdoor environmental facility, developed in cooperation with city and NGO officials and local businesses. Several Volunteers also participated in an Earth Day celebration which included tree planting, a city-wide clean-up, art and essay contests, and radio shows. These projects were all designed and implemented in such a way that the local community would be able to maintain the project after the Volunteers' departure from Bulgaria.

BURKINA FASO

Population: 10,3770,000

Annual Per Capita Income: \$230

Program Dates: 1966-1987; 1995-Present



Country Overview:

Foreign investment and private sector development are increasing in Burkina Faso. Despite these trends, Burkina Faso still ranks among the poorest countries in the world. It is estimated that only 20 percent of the population has access to clean drinking water. Health care remains poor, and many diseases such as malaria and malnutrition are endemic. According to Ministry of Education statistics, even though Burkina Faso devotes 24 percent of its budget to education, only 19 percent of the population is literate and only 38 percent of eligible children go to primary school (up from 16 percent in 1983). Peace Corps resumed work in Burkina Faso in 1995 after eight years of absence. Volunteers provide assistance in the critical areas of health and education which are priorities of the Government of Burkina Faso.

Resources:

Burkina Faso	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	57	50	49
Average # of Volunteers	44	82	82
Program Funds (\$000)	1,495	1,716	1,750

Peace Corps Program by Sector:

Education

In September 1997, the first group of Volunteers assigned to the Ministry of Education arrived at both urban and rural sites to teach secondary school English, math, science and university English. Promoting girls education is a major component of Burkina Faso's education policy. Encouraging girls in male-dominated subjects such as mathematics and science will promote equal educational opportunities among students. Counterparts and Volunteers work together to address issues of gender awareness and equality.

Health

Volunteers are assigned to the Ministry of Health to promote health education in village clinics. These Volunteers work with the people to revitalize the primary health care system by strengthening local health management committees and working with communities to develop health promotion programs on such priority concerns as childhood communicable diseases, malaria, HIV/AIDS education, and Guinea worm eradication.

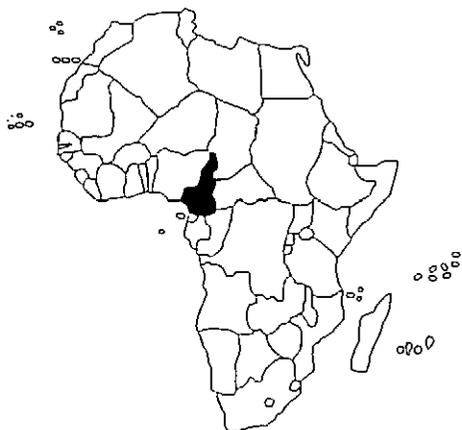
One Volunteer organized a health education fair which addressed issues such as HIV/AIDS, family planning, and hygiene. The fair, which was managed by the staff and the management committee of the health center, is a good example of local ownership of health-related activities. Approximately 800 people from six villages attended the fair.

CAMEROON

Population: 13,288,000

Annual Per Capita Income: \$650

Program Dates: 1962-Present



Country Overview

Agriculture continues to be the mainstay of Cameroon's fragile economy, with many geographical areas in need of improved land management to preserve the country's biodiversity and rich agricultural productivity for future generations. Although Cameroon has experienced steady gains over the years in the general quality of life, large disparities remain in education and health conditions between the rural and urban communities. The government continues to open new rural schools in an attempt to address the disparity, but faces a shortage of qualified teachers. Water-borne illnesses, poor nutrition, and sexually transmitted diseases are preventable conditions that threaten the general health in many rural areas. Volunteers concentrate their efforts at the grassroots level in education, agriculture, agro-forestry, and health.

Resources:

Cameroon	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	81	62	61
Average # of Volunteers	126	100	90
Program Funds (\$000)	3,102	2,744	2,684

Peace Corps Program by Sector:

Agriculture

Volunteers are helping farmers gain the management skills necessary to maintain pond fisheries that increase the quantity and quality of farmers' food production, as well as generate income. Cameroonians with strong leadership and communication skills have been identified and trained by Volunteers as farmer leaders to extend fish farming techniques to other farmers. Volunteers established and promoted fish farmers' associations that provide support and a forum for identifying and responding to commonly encountered problems.

In 1997, Volunteers supported farmers in the construction of 19 fish ponds and provided technical assistance to farmers with 72 ponds producing tilapia fish. In the current economic climate, more and more farmers are becoming interested in small-pond fisheries as an income-generating activity. The Peace Corps averages two requests per week for fisheries Volunteers.

Education

Cameroonian youth now total 54 percent of the population. Providing the ever-expanding school-age population with a quality education remains a challenge for the government. As a bilingual country, Cameroon places emphasis on students learning both French and English to increase national unity as well as to communicate with the rest of the world. Volunteer educators help to alleviate the shortage of qualified teachers in English, math, chemistry, biology and physics. English teachers supplement their students' knowledge of English with health education using the "Teach English, Prevent AIDS" curriculum. Volunteers—seen by their communities as a motivating force for both students and Cameroonian colleagues—bring innovative techniques to the classroom by introducing new teaching approaches and methodologies to enhance students' critical thinking skills.

The twelve environmental education lessons produced last year by Volunteer and Cameroonian educators were used this year in 22 schools, effectively integrating environmental topics with math and science learning for 4,200 students. One English-teaching Volunteer joined efforts with an agroforestry Volunteer to plant soil-enriching trees on the school campus and create a "Friends of Nature" club with 60 students as members. Another Volunteer was active in creating the "Friends of Mbe," a community organization that encourages collaboration between the primary and secondary schools in the village.

Environment

Rapid population growth and increasing competition for land have given rise to land scarcity in most parts of Cameroon. As a result, some farmers cultivate steep slopes on low fertility, marginal land, and thus encroach on ecologically important forested areas. Volunteers promote agro-forestry techniques and ways to enrich soils using little or no chemical inputs such as fertilizer or herbicide. These techniques are appreciated by farmers as affordable and efficient ways to increase agricultural and firewood production without harming the environment.

Over the past year, Volunteers have helped 1,351 farmers integrate appropriate agro-forestry practices on their private farms and on demonstration plots at 62 group farms. Some farmers who have participated in the project for several years have raised their agro-forestry trees to seed-bearing size. Sixty-four farmers sold their tree seeds to other farmers and to agro-forestry projects with which Volunteers are working, thus receiving income directly from their trees and ensuring that seeds will continue to be available locally.

Health

Although reliable statistics are difficult to obtain, infant and maternal morbidity and mortality appear to be increasing in rural Cameroon. Infant mortality is 71 per 1,000 live births; half of these deaths are thought to be from diarrheal disease due to poor sanitation and a lack of potable water. A significant percentage of other deaths of infants and young children are from preventable diseases, including measles and malaria. In some neighborhoods, nearly 20 percent of young adults, ages 15 to 24, are positive for the HIV/AIDS virus. Volunteers are based in rural areas where the need for health services and community development activities is greatest. Together

with local individuals, health committees, government personnel and communities, Volunteers help plan and implement preventive health-care activities. Through these activities, individuals become empowered to take responsibility for their own and their community's health.

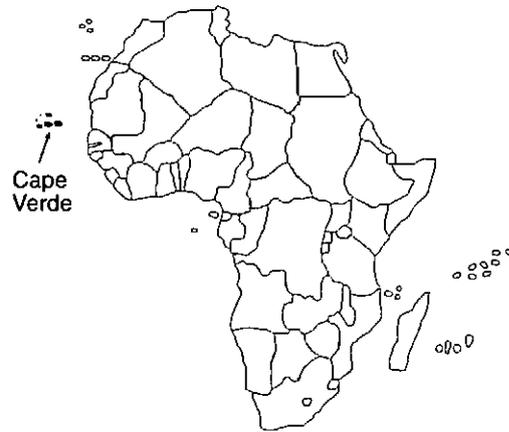
In 1997, Volunteers gave 1,330 demonstrations in water treatment, proper sanitation, family life education, and gardening for nutrition in schools, health centers and communities. As a result of the Volunteers' and Cameroonian counterparts' outreach demonstrations, 127 health and water/sanitation committees are organized and functioning.

CAPE VERDE

Population: 380,000

Annual Per Capita Income: \$960

Program Dates: 1988-Present



Country Overview:

Cape Verde is a nation of nine islands located off the coast of West Africa. Each island's topography, size, population, and other features are distinctive. The government's priority is the decentralization of the majority of its functions to the local level on each island. According to the Secretary of State for Decentralization, the country "counts on the Peace Corps Volunteers working in community development as an integral part of the process of decentralizing government, working with communities to identify their most pressing needs and appropriate strategies for resolving these problems." Volunteers are working in the health sector and in an English education project. Although Portuguese is the official language of Cape Verde, the government has determined that knowledge of English will enhance prospects for economic development.

Resources:

Cape Verde	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	23	23	23
Average # of Volunteers	38	39	44
Program Funds (\$000)	967	1,076	1,153

Peace Corps Projects by Sector:

Education

English is taught at the secondary school level, but there is a chronic shortage of qualified English teachers. The Minister of Education remarked, "Without the presence of the Peace Corps in Cape Verde, we could be severely handicapped in reaching our goal of securing Cape Verde's place in the process of globalization. We recognize that English is the language of commerce, education and international relations. We are most grateful to have the Peace Corps in our country."

Volunteers teach 50 percent of the secondary school students studying English, and play a primary role in the pre- and in-service training of licensed English teachers. Volunteers also have developed and introduced into secondary schools instructional materials which incorporate Cape Verdean culture and history. Volunteers organize various supplementary English activities, including a two-week English summer camp and a career day for third-year female students.

Health

A significant number of health problems in Cape Verde stem from poor access to potable water and inadequate sanitation facilities in rural communities. Infants and children suffer high incidence of diarrheal diseases and mortality. Volunteers attempt to increase community awareness of better health practices through access to clean water and basic sanitation services.

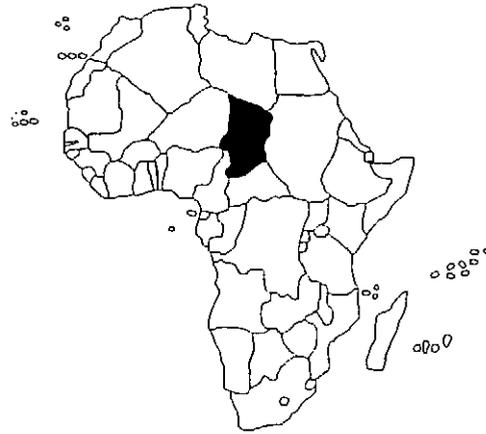
Two Volunteers institutionalized the use of an appropriate and low-cost technology for testing the level of chlorine in public watering points in a municipality. The pilot program was so effective that many other municipalities are seriously considering use of the same technology.

CHAD

Population: 6,448,000

Annual Per Capita Income: \$180

Program Dates: 1966-1979; 1987-Present



Country Overview:

The people of Chad face many challenges, including the lack of trained teachers in secondary schools, degradation of natural resources, high mortality and morbidity rates, and insufficient community health outreach. The government recognizes these challenges and is enthusiastic about having Peace Corps Volunteers work with their rural communities in the areas of English teaching, environmental education, and community sanitation and preventive health services.

Resources:

Chad	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	23	21	21
Average # of Volunteers	27	33	34
Program Funds (\$000)	1,114	1,170	1,207

Peace Corps Program by Sector:

Agriculture

Volunteers are working with their local communities to increase environmental awareness and to assist them in increasing self-sufficiency in food and natural resources security. One Volunteer trained three teachers and 500 students in environmental education. Another Volunteer collaborated with village groups to establish fruit tree nurseries, producing over 5,000 trees.

Education

Education is recognized by the Chadian people as an important means of helping the country achieve its long-term goals. The Chadian education system is well-established in the cities and larger towns throughout the country where the availability of Chadian teachers is adequate. In rural areas, however, there is a great need for schools and qualified teachers of English language. The Government of Chad has requested that the Peace Corps send Volunteers to teach English in the rural schools.

Education Volunteers will arrive in Chad in June 1998. Volunteers will teach English at the secondary school level, assist Chadian teachers in their English teaching skills and methods, participate in the development of English teaching materials for secondary schools, and strengthen the links between the school and the community.

Health

Despite the Chadian government's and international donors' efforts to improve health care services, the country's health indicators are well below average for sub-Saharan Africa. Most notable are high maternal, infant and child mortality rates and limited access to safe water and vaccinations. The financial and personnel constraints of Chad's health care system are evident in the quantity and quality of services available to the population. Since 1997, Volunteers have focused on disseminating preventive health information to village health care workers. Volunteers train the health workers in health education and communication skills, in order to increase their capacity to instigate behavioral change in the population. Volunteers also have been working toward improving access to potable water and health services at the community level, with a focus on women and children.

The head of the medical center in Maro and other health workers received training in growth monitoring from Volunteers, and are now using a Volunteer-designed growth monitoring chart. Another Volunteer trained 21 secondary school teachers in STD/HIV/AIDS education and communication. One Volunteer built 20 latrines to improve hygiene and sanitation in such places as the hospital, the market, the city hall, and the primary and secondary schools in the town of Kelo. The Volunteer's activity has generated interest in latrine construction in many private homes in the town.

CHINA

Population: 1,200,241,000
Annual Per Capita Income: \$620
Program Dates: 1993-Present



Country Overview:

The Government of China has asked the Peace Corps to provide educational assistance in the form of training English language teachers. China is also experiencing a growing interest in addressing environmental protection issues. The country plans to increase the number of nature reserves by 50 percent over the next several years. As a way to promote environmental education and awareness in China, Peace Corps Volunteers have begun to introduce environmental content-based curricula into their English classes. In light of the historical lack of interaction between Americans and people in China, the Peace Corps also places a particularly high value on the cross-cultural exchange that the program fosters.

Resources:

China	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	24	32	32
Average # of Volunteers	24	37	51
Program Funds (\$000)	869	1,007	1,140

Peace Corps Program by Sector:

Education

The Peace Corps program in China is located in Sichuan Province, the most populous province in China with approximately 110 million people. Peace Corps Volunteers are working at teacher training colleges in the province. Their primary goal is to teach English to students who expect to become middle school English teachers in the more remote areas of Sichuan Province. Volunteers are integrating environment-related issues and information into their English classes to increase environmental awareness, stimulate critical thinking, and enhance problem solving skills. In addition to teaching, Volunteers work closely with their Chinese colleagues to exchange ideas and 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.

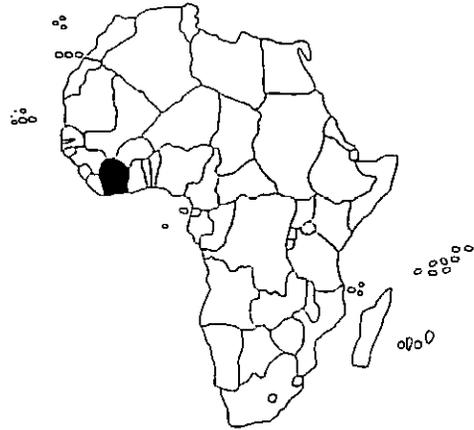
Volunteers recently co-hosted a four-day workshop with provincial educational officials to integrate environmental protection themes into the core English Language Curriculum used at teacher training colleges. The training was held at Wolong Nature Reserve, a critical habitat for the endangered Giant Panda.

CÔTE D'IVOIRE

Population: 13,978,000

Annual Per Capita Income: \$660

Program Dates: 1962-1981; 1990-Present



Country Overview:

Côte d'Ivoire continues to face serious social and economic problems stemming from the economic crisis in the early 1990's and its high population growth rate. While health indicators have improved in recent years, preventive health care remains an area of great concern. HIV/AIDS education is a critical challenge, and easily preventable Guinea worm is not yet eradicated. The rapid and recent urbanization process has resulted in an inadequate social infrastructure and a largely idle youth population, particularly in large towns. Geographic and urban/rural disparities exist in access to potable water, waste disposal, nutrition and employment opportunities. Only seven percent of the country's rural population has access to potable water, compared to 62 percent of the urban population. Peace Corps Volunteers are working in preventive health care, water and sanitation, urban environmental management, and small business. Peace Corps Côte d'Ivoire is one of the first countries to implement a Crisis Corps program. These Volunteers work on short-term assignments to address the socio-economic, health, and environmental problems posed by the massive influx of refugees from Liberia.

Resources:

Côte d'Ivoire	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	49	48	47
Average # of Volunteers	84	94	80
Program Funds (\$000)	1,892	2,111	2,025

Peace Corps Program by Sector:

Environment

Volunteers work with local officials in secondary cities to enhance the capacity of municipal governments to plan for and provide adequate public services for lower income people. Since 1991, 22 cities have implemented solid waste management collection systems and composting projects. In 1997, with the assistance of Volunteers, two cities built 30 soak-away pits in target neighborhoods, six cities constructed latrines with hand-washing stations at primary schools, and 600 trash cans were distributed throughout a city as part of a new trash collection and disposal system.

Working with his counterpart, a Volunteer designed a trash collection and disposal system for a municipality. The system is now operational, using funds from the U.S. Embassy's Self-Help program for the purchase of 1,700 trash cans.

Health

Volunteers work with the Ministry of Health and Social Welfare as part of health teams to improve access to and awareness of primary and preventive health care services. They work with nurses and local leaders to develop health education activities in support of child survival and to improve the training of village health workers, traditional birth attendants, and village health committees. Volunteers team with their counterparts to bring about behavioral changes in the rural population. Volunteers have trained a total of 207 health agents (nurses, midwives, health assistants and supervisors) and 525 community health workers. Volunteers also are active in HIV/AIDS education and Guinea worm eradication.

In the water and sanitation project, Volunteers work with local rural communities to improve water supplies, improve access to proper sanitation, and increase understanding of the impact of clean water and hygiene on good health. One project focus is maintenance of village hand-pumps that often fall into disrepair. Volunteers are helping to create a network for distribution of spare parts to keep the pumps operating. In October 1997, Volunteers facilitated the first ever training meeting of 20 artisan technicians on how to apply their expertise in spare parts to the local level water systems. Use of hand-pumps significantly aids the eradication of Guinea worm, reduces some forms of diarrheal disease, and provides clean and potable water for many villages.

Crisis Corps Volunteers also contributed significantly to improving health conditions. A Crisis Corps Volunteer assigned to a refugee-impacted area in western Côte d'Ivoire enhanced the dissemination of health education information. Another Crisis Corps Volunteer successfully trained a refugee to take over a sanitation program at the camp. The Volunteer worked with engineers and found a solution to a drainage problem for 60 showers at the camp, started a program to recondition 30 showers and 35 latrines, and organized a food-for-work program using 50 sanitation workers.



DOMINICAN REPUBLIC

Population: 7,822,000
 Annual Per Capita Income: \$1,460
 Program Dates: 1962-Present

Country Overview:

The Dominican Republic remains the second poorest country in the Caribbean and the sixth poorest in the Western Hemisphere. Dominican primary school completion rates are the worst in the Hemisphere. Twenty-one percent of Dominicans live on incomes of less than \$1.00 per day. Eighty-nine percent of rural residences do not have running water. Rapid urbanization has transformed the country from a majority rural to a majority urban population in one generation. The micro-enterprise sector is often the only recourse for the poor and especially for women, who have limited opportunities and suffer discrimination in the formal sector. Land degradation is exacerbated by slash-and-burn agriculture and widespread use of fuel-wood and charcoal to meet domestic energy needs. These practices contribute to a high degree of soil erosion, destruction of watersheds, decreased flow of streams and rivers, and decreased agricultural productivity. For these reasons, Volunteers are focusing their efforts on projects in agriculture, economic development, education, the environment and health.

Resources:

	FY 1997	FY 1998	FY 1999
Dominican Republic	Actual	Estimates	Current Operations
Trainees	83	75	75
Average # of Volunteers	133	137	138
Program Funds (\$000)	2,694	2,648	2,751

Peace Corps Program by Sector:

Agriculture

Volunteers are assigned in groups to regions with a high incidence of poverty and land degradation. They work with small farmers on soil and water conservation, integrated pest management and organic composting. Volunteers also strengthen local agriculture associations and improve the extension services available for farmers.

During 1997, Volunteers in the sustainable agriculture project introduced more than 300 farmers to appropriate agriculture practices on their land. Volunteers trained their counterparts in organic agricultural practices at the rural training center and established over 35 demonstration plots for appropriate agriculture techniques. Peace Corps Volunteers cooperate with the Foundation for Agriculture and the Environment to promote the use of natural pesticides.

Business Development

To strengthen local organizations that provide credit and technical assistance to rural and urban micro-entrepreneurs, Volunteers provide assistance in the areas of finance, accounting and controls, credit and collections, planning, human resources, marketing and computerization. They promote basic business practices among Dominican youth through educational workshops and programs such as Junior Achievement.

Small Business Development Volunteers work with host country agencies to standardize their operations in the areas of human resources management, accounting, budgeting techniques and computer technology. Due to the efforts of Volunteers, eleven host country agencies now use strategic planning, feasibility studies and evaluation measures to ensure improved services.

Education

Volunteers work at educational resource centers that provide teacher training, instruction in the production and use of low-cost educational materials and the bulk purchasing of educational supplies. The resource centers are nearly self-sufficient as each participating family contributes \$0.40 per child per year. The Ministry of Education plans to expand the program to create resource centers in all school districts.

In 1997, Volunteers trained over 2,100 teachers in the creation and use of low-cost, easy to reproduce teaching materials. Volunteers also organized students and teachers in school districts to paint over 60 murals as an alternative teaching technique.

Environment

Volunteers are working to reverse soil erosion and environmental degradation and to strengthen environmental awareness among Dominicans. Agro-forestry Volunteers work with low-income farmers to promote reforestation activities and soil conservation techniques. Other Volunteers help the Ministry of Education develop and implement programs that train teachers to incorporate environmental concepts into their education curricula. Volunteers also work with national park administrators to develop educational programs and to promote eco-tourism around protected areas.

One Volunteer introduced soil conservation to reluctant farmers by developing an income generating project. She introduced the idea of planting bamboo to reduce erosion. The farmers could use the bamboo to make handicrafts to be sold in the market. Together they established a community nursery for seedlings production. *Quisqueya Verde*, a national conservation initiative funded by the Central Government will be providing more support to the project.

Health

Volunteers work on a variety of activities including the promotion of breast feeding, use of oral rehydration therapy and HIV/AIDS education and prevention. During the past year, they trained 200 community leaders to serve as health resources in 20 rural and urban communities, instructed 1,000 families about health measures to prevent child mortality, and trained 120 local professionals and 400 local leaders in HIV/AIDS prevention. Volunteers are also helping many communities construct and manage potable water systems.



EASTERN CARIBBEAN

Population: N/A

Annual Per Capita Income: N/A

Program Dates: 1961-Present

Country Overview:

The Peace Corps' Eastern Caribbean program serves six island nations located in a 350 mile archipelago: Antigua/Barbuda, St. Kitts/Nevis, St. Vincent/Grenadines, Dominica, St. Lucia, and Grenada/Carriacou. The economies of these small countries rely heavily on trade, especially in bananas, sugar and spices. In response to a recent decline in the banana trade, Peace Corps Volunteers are helping to expand micro-development projects in the islands. Sixty percent of the islands' population is under 25 years of age. As the population has expanded, the strain on education systems has become severe. The lack of trained teachers and classroom space has meant that less than half of the children enter secondary school. Eighty-five percent of Volunteers teach young people who otherwise would not have access to school or have failed to complete school. In addition, Volunteers work with the ministries to support community health projects to combat various health problems including HIV/AIDS and nutrition-related diseases. Peace Corps is assessing the possibility of working with refugees from Montserrat on the island of Antigua.

Resources:

	FY 1997	FY 1998	FY 1999
Eastern Caribbean	Actual	Estimates	Current Operations
Trainees	56	55	55
Average # of Volunteers	104	102	99
Program Funds (\$000)	2,236	2,206	2,227

Peace Corps Programs by Sector:

Education

Volunteers work with local government, non-governmental and community-based organizations to meet the needs of the expanding youth population. Youth development activities place particular emphasis on skills training, counseling, continuing education, personal development, organizational development, and integration of youth into community activities and employment.

In 1997, Volunteers worked with almost 200 students at four adolescent development centers in St. Lucia, helping almost 80 percent of those students graduate successfully. In addition, Volunteers organized workshops about learning disabilities, early childhood intervention and special education and other child advocacy projects. Volunteers have been instrumental in designing

and implementing a new reading curriculum in Grenada that reaches every primary school student. Test scores have risen dramatically as a result of this project. Volunteers also trained over 30 elementary school teachers to identify and address the needs of children with disabilities.

In St. Vincent, Volunteers conducted workshops on employment skills such as sewing skills and pre-school education training for girls who left school early. They also conducted trainings for professionals on counseling skills as well as substance abuse education. Over fifty individuals learned carpentry skills from Volunteers.

Health

In Dominica, Volunteers work with the Ministry of Health as rural health educators to reduce the incidence of communicable and nutrition-related diseases. These Volunteers and their Dominican colleagues, with the help of a Volunteer who is a mass media specialist, have produced educational materials for public distribution to promote public health issues. They also have conducted assessments on various public health problems including diabetes and hypertension, cervical cancer, HIV/AIDS and nutrition.

In St. Lucia, Volunteers upgraded blood quality control mechanisms and have increased the quantity and quality of blood donation to approximately 5,000 units per year. Volunteers have also given HIV/AIDS education seminars to more than 600 people.

One Volunteer in Antigua, together with a group of host country nationals, helped to build a home for disabled children. The Volunteer was inspired to build the home after he met a severely disabled girl who was living at a hospital because there was no place that could care for her special needs. The home, called the Amazing Grace project, was formally opened late in 1997.

ECUADOR

Population: 11,477,000

Annual Per Capita Income: \$1,390

Program Dates: 1962-Present



Country Overview:

Ecuador is a poor country, and its citizens have limited access to basic services, significant nutritional deficiencies, and a high infant mortality rate. Respiratory illnesses, parasites, dehydration caused by diarrhea and malnutrition are the leading causes of death for children under the age of five. The growing population of low-income urban youth are of increasing concern as problems such as drop-out rates, illiteracy and unemployment continue to rise. In addition, Ecuador suffers from large-scale environmental degradation as it continues to lose 200,000 hectares of forest a day, which leads to soil degradation and a loss of biodiversity. To help address these challenges, Volunteers are focusing their efforts in the areas of agriculture, health, education, youth and the environment.

Resources:

	FY 1997	FY 1998	FY 1999
Ecuador	Actual	Estimates	Current Operations
Trainees	83	85	85
Average # of Volunteers	154	161	147
Program Funds (\$000)	2,611	2,621	2,574

Peace Corps Program by Sector:

Agriculture

Volunteers work on agribusiness and animal production. They teach farmers to make more efficient, environmentally-friendly use of their land and to use marketing techniques to increase prices for their products. In 1997, Volunteers introduced organic farming methods to 350 farmers, helping them obtain higher prices for their produce. One Volunteer developed workshops on micro-enterprise development and market research to help farmers assess which products would have the best return on their efforts.

Volunteers working with Ecuador's animal production project help farmers improve animal management skills. This year, Volunteers trained over 1,500 farmers in the prevention and treatment of common animal diseases. One Volunteer assisted more than 200 farmers in almost 20 communities purchase pure-bred rams to improve meat and wool production. These farmers were also trained in genetic management in order to sustain the genetic quality of the local gene pool.

Education

Peace Corps has worked to improve special education in Ecuador through its work with non-governmental educational centers for deaf, mentally challenged and physically challenged students. Hundreds of special education students have learned living skills, economic independence and community acceptance with the help of Volunteers. Volunteers taught over 150 teachers to organize special education projects in their schools and institutions. As a result, many of these institutions are able to deliver quality services to students, parents and community members. Peace Corps/Ecuador closed this project in December 1997, as it has successfully met its objectives.

Environment

Peace Corps Volunteers work on projects in agro-forestry, conservation and urban forestry. One Volunteer lived in a community whose dependance on selling its trees to the logging industry was quickly depeleting its forests. He worked with community members to develop small animal projects, which successfully generated sustainable income. Now there is less pressure on the community to sell its trees.

Health

Volunteers serve as health educators at community clinics to improve hygiene practices, combat malnutrition, increase the use of oral re-hydration treatment solutions, and to provide HIV/AIDS education and prevention information. In 1997, one Volunteer wrote an HIV/AIDS prevention and education plan that received substantial support from Plan International to continue and expand the project.

Youth Development

Volunteers help "at-risk," low-income youth and their families to improve their economic, social, and living standards. In 1997, one Volunteer worked with the Ministry of Education and Culture to develop an educational component for a "Life Skills" manual that is used to teach high school students the importance of community and family responsibilities. This Volunteer organized a "Family Day" that stressed the importance of the family as a basic unit of society.



EL SALVADOR

Population: 5,623,000

Annual Per Capita Income: \$1,610

Program Dates: 1962-1980; 1993-Present

Country Overview:

Large-scale reform efforts are continuing in El Salvador as part of the post-conflict process. Unfortunately, many people in the rural areas do not have access to such basic needs as potable water or sanitation services, and rural incomes lag far behind urban incomes. In addition, as Central America's smallest and most densely populated country, El Salvador faces tremendous environmental challenges. Volunteers are assisting in efforts to decentralize local governments, rebuild communities, and develop sustainable economic and environmental activities.

Resources:

El Salvador	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	44	40	40
Average # of Volunteers	65	67	67
Program Funds (\$000)	1,131	1,186	1,237

Peace Corps Program by Sector:

Business Development

As economic decentralization continues throughout the country, Volunteers are helping municipal governments improve the quality of municipal services through better management practices and greater citizen involvement. Volunteers work with their counterparts on the design and management of community projects. In addition, Volunteers work with community banks, local cooperatives and micro-entrepreneurs to teach business and management skills and to increase employment opportunities.

Environment

Over 40 percent of the land in El Salvador is severely eroded, creating the nation's most serious ecological problem. Volunteers educate farmers on sustainable agro-forestry practices that result in increased forestation and soil fertility as well as lowering rates of soil erosion.

Over the past year, Volunteers worked with community and school nurseries to plant more than 20,000 trees, covering approximately 8.4 hectares of land. Volunteers trained over 800 El Salvadorans in methods to prevent soil erosion. Volunteers in all sectors are implementing a variety of environmental education programs at the local level.

Health

Access to potable water and sanitation services is limited in rural areas. Forty-eight percent of the rural population have no access to proper waste disposal and 84 percent of the rural population obtains water from unprotected wells. Volunteers work to improve community access to water and sanitation services and teach communities how to manage their water and sanitation resources.

In FY 1997, Volunteers trained more than 5,000 people in such skills as proper water and latrine management, personal hygiene and garbage disposal. Volunteers have trained 35 women to become village volunteers to continue the work of on-going home visits to reinforce the proper maintenance of latrine projects and personal hygiene practices.

ERITREA

Population: N/A

Annual Per Capita Income: N/A

Program Dates: 1995-Present



Country Overview:

Eritreans are leading the way in developing their nation after three decades of war. In a public forum in 1997, the Government of Eritrea set priorities and requested that assistance organizations focus their efforts on education. The government also stated that it will take an active part in monitoring and auditing the education projects. Eritrea's illiteracy rate is 80 percent, and only 14 percent of the secondary education population is enrolled in school. Girls' education has become especially important to the Eritrean government. Volunteers are working with Eritreans to help address these important education needs.

Resources:

Eritrea	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	41	50	49
Average # of Volunteers	37	55	80
Program Funds (\$000)	1,187	1,285	1,512

Peace Corps Program by Sector:

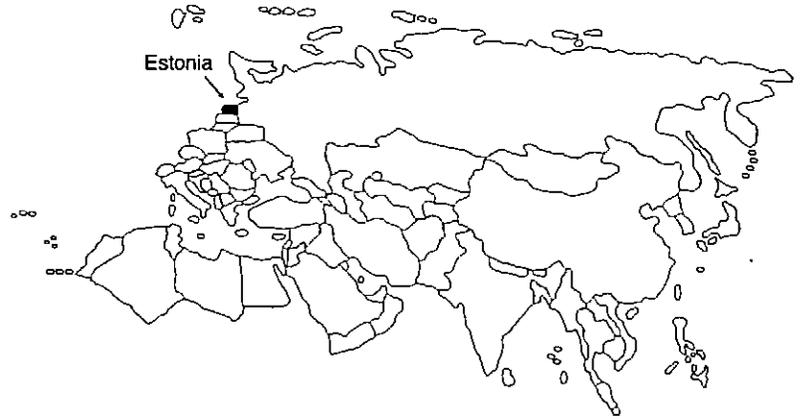
Education

Peace Corps' education project is designed to strengthen the country's education system by improving the capabilities of both students and teachers. Volunteers are working in secondary schools teaching English, science, math, and training teachers. Volunteers are also participating in Eritrea's summer service campaign, working alongside teachers and students on community projects. These projects help reconstruct the country through activities such as reforestation and working on roads and dams. One Volunteer organized and led a pilot agricultural training camp as part of the summer service campaign.

Volunteers organized three regional conferences focusing on education of girls. One hundred and six girls attended what, for many of them, was their first opportunity to travel outside their towns or villages. The conferences featured sessions on family, education, health and the workplace and included discussion on the value of the work girls do in the home and its impact on their schooling. Doctors, businesswomen, teachers, homemakers and students were among the speakers invited. Volunteers reported that participants showed increased awareness about women's issues, enjoyed a chance to see and learn about another part of their country, and had the opportunity to develop friendships with girls from other areas. Plans are underway to hold additional regional conferences in 1998.

ESTONIA

Population: 1,487,000
Annual Per Capita Income: \$2,860
Program Dates: 1992-Present



Country Overview:

Since reclaiming independence in 1991, Estonia has made considerable strides in economic and political reform. Widespread support to reintegrate into Western Europe has enabled the government to implement ambitious programs of privatization and economic reform. However, much of the progress has been limited to the capital city of Tallinn. Rural regions and towns are still in great need of assistance in strengthening the capacity of local governments and local organizations to provide technical assistance to emerging entrepreneurs. Peace Corps Volunteers are supporting the Ministry of Education's efforts to alleviate the shortage of English teachers in Estonia by expanding resources for English language education in schools throughout the country.

Resources:

Estonia	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	19	20	20
Average # of Volunteers	24	28	33
Program Funds (\$000)	595	608	639

Peace Corps Programs by Sector:

Business Development

Peace Corps Volunteers play an important role in providing needed technical assistance to emerging entrepreneurs, supporting Estonia's privatization efforts and rebuilding the national economy. In towns outside of the capital, local governments have been charged with designing and implementing economic development plans in their areas in conjunction with the national office of Local Governments and Rural Development. To assist with this effort, Volunteers are assigned to local government offices and work with local economic planning units or with recently founded enterprise resource centers. In addition, Volunteers provide planning assistance to municipal governments and business advisory centers.

One Volunteer recently helped to organize Estonia's first Junior Achievement student company trade fair. The fair increased the participation of the top student companies in Estonia from just three percent to 50 percent. Another Volunteer helped rural women in their farming efforts by working in cooperation with the Trickle Up Grant Program, which provides small start up grants for entrepreneurs.

Education

Peace Corps Volunteers assist the Ministry of Education's efforts to alleviate the shortage of English teachers in Estonia while at the same time helping to upgrade the skills of currently practicing English teachers. Volunteers teach secondary school students and develop outreach activities for community teachers and learners. In 1997, close to 2,000 students were taught by 20 Volunteers in 15 secondary schools and five tertiary level institutions.

A significant contribution has been made by Volunteers in obtaining textbooks, dictionaries, magazines, and newspapers for 48 school libraries across the country. Volunteers have also made great strides in expanding access to English education to many levels of Estonian society: over the past year, over 800 community members from ages six to 75 participated in English clubs and conversational English classes conducted by Peace Corps Volunteers.

ETHIOPIA

Population: 56,404,000

Annual Per Capita Income: \$100

Program Dates: 1962-1977; 1995-Present



Country Overview:

After years of war and periods of drought and large-scale famine, Ethiopia now faces the daunting task of rebuilding its social structures and economy. Ethiopians, with a per capita income of \$100 per year, are among the poorest people in the world. Eighty-five percent of the population cannot read, and there is also a severe shortage of schools. To help meet Ethiopia's educational challenges, Peace Corps Volunteers focus their efforts on teaching and teacher training.

Resources:

Ethiopia	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	32	47	46
Average # of Volunteers	31	43	63
Program Funds (\$000)	1,246	1,460	1,695

Peace Corps Program by Sector:

Education

The Peace Corps provides assistance to under-served rural secondary schools and to the teacher training institutes which train primary school teachers. As teachers and teacher trainers, Volunteers improve the quality of English language instruction, assist in the development of inexpensive educational resources and strengthen the links between schools, parents and communities. They use English lessons as a vehicle to promote awareness of community issues, to develop critical thinking and problem-solving skills and to encourage the utilization of schools as a base for community activities.

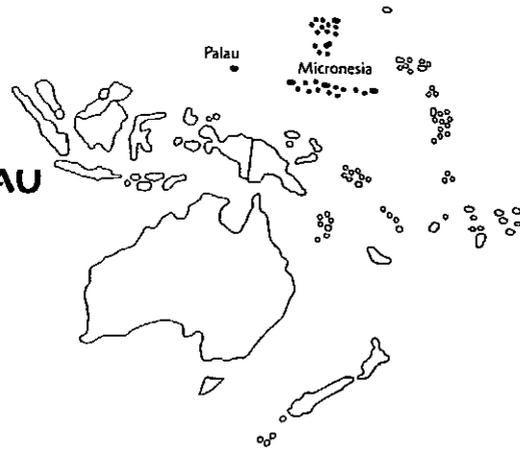
A Volunteer and six Ethiopian teachers helped organize a school-based environment club with 68 student members. The club raises environmental awareness and distributes trees to the surrounding community. At another school, students have been involved in the construction of a latrine for girls. Students learned how to make blocks, mix cement and perform other basic tasks of latrine construction.

FEDERATED STATES OF MICRONESIA AND PALAU

Population: 107,000

Annual Per Capita Income: N/A

Program Dates: 1966-Present (FSM); 1986-Present (Palau)



Country Overview:

The Federated States of Micronesia (FSM) and Palau both operate under Compact Agreements of Free Association with the United States. Economic development has progressed slowly and the residents of the islands are heavily dependent on imported foods, which has caused a drain on the economy and contributed to health and nutrition problems. There is virtually no industry, no commercial agriculture and a very small commercial fishing industry. Although more than 50 percent of the people are under the age of 18, resources for education are scarce. Very few schools have enough trained teaching staff, equipment or books to educate their students.

Resources:

Federated States of Micronesia and Palau	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	37	30	30
Average # of Volunteers	39	50	53
Program Funds (\$000)	1,520	1,611	1,696

Peace Corps Program by Sector:

Agriculture

In 1997, the agriculture sector was expanded to include all FSM States and Palau. Agriculture Volunteers work with government officials to encourage home gardening and the production and consumption of local foods. They raise public awareness of nutrition issues and help community leaders to develop and implement nutrition education activities. To promote a more nutritious diet, one Volunteer is collaborating with the community to construct a community chicken house. Another Volunteer is conducting cooking demonstrations of healthy foods for students and their parents in local schools and community organizations.

Business Development

Because of Micronesia's isolation and limited foreign investment, small-scale local enterprise development holds the greatest promise for the country's economic growth. Volunteers provide small businesses with management, accounting and marketing skills and help them identify credit sources and emphasize the development of local sustainable resources. Current and future business owners work with Volunteers to write business plans, apply for loans and provide training for

how to start up a new business. In Palau, Volunteers teach business skills to individuals hoping to take advantage of the burgeoning tourist trade. One Volunteer and his counterparts have held over 30 workshops concerning business and entrepreneurial principles in six municipalities. Graduation certificates were awarded to 38 entrepreneurs, over 50 percent of whom were women.

Education

Education Volunteers serve as teacher trainers and teach English as a Second Language (TESL) at the elementary, secondary and college level. Volunteers develop resource and reference materials and share education techniques and methodologies with fellow teachers. Volunteers also support school library development, promote reading comprehension and encourage community involvement in education by developing school/community linked activities.

Volunteers and their Palau counterparts have established more than 20 school based libraries with over 5,000 books in each library. Paluan children without previous access to libraries routinely use the facilities to borrow books and for their pleasure reading. The success of the library project on Palau has led Peace Corps to broaden this project to the four states of Micronesia. Two Volunteers in Chuuk have trained 15 English teachers and have held four teacher seminars over the past year to improve English language teaching techniques. Other Volunteers throughout the FSM have successfully promoted parent-teacher associations which regularly meet to increase community support for education.

Environment

Volunteers in the Micronesia marine resources project increase community and government understanding of marine resources and help develop and implement sound coastal resource management policies and practices. These Volunteers also work with government agencies to demonstrate the viability of marine resource-based economic opportunities such as clam and sponge farming. They then provide training in business planning and operations.

One Volunteer in Chuuk is promoting long-term marine awareness by conducting a coral reef protection program with 17 high school students. A marine survey by Volunteers and their counterparts in Kosrae has led to a moratorium on the harvesting of sea cucumbers until a environmentally sound management plan can be implemented.

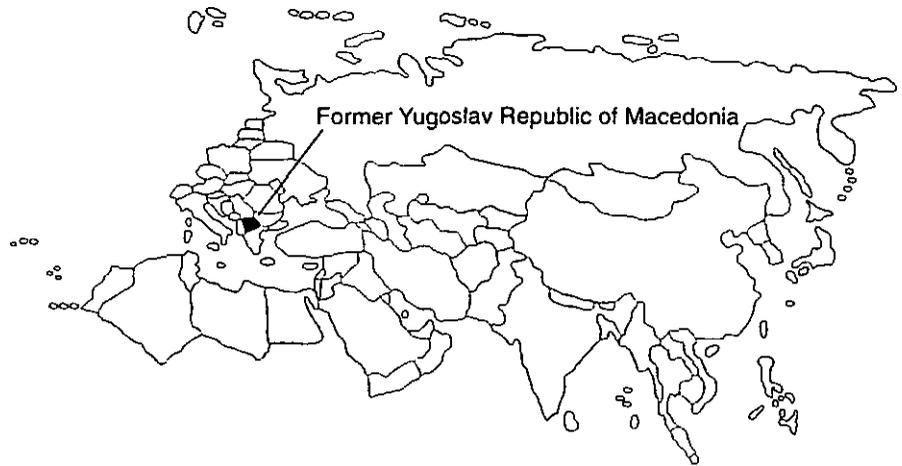
Youth Development

The first Volunteers in the Micronesia youth development project began work in 1997. Volunteers work with an environmental youth corps, counseling young people and developing activities to promote greater involvement of young people in the development of their communities. Volunteers work with youth officers, coordinators, teachers and families to develop activities that promote and foster self-esteem, self-discipline and decision-making skills in young people.

One Volunteer is researching the possibility of developing a Palau Youth Conservation Corps. Such an organization might provide the foundation for a future Palauan Peace Corps type volunteer organization.

FORMER YUGOSLAV REPUBLIC OF MACEDONIA

Population: 2,119,000
Annual Per Capita Income: \$860
Program Dates: 1996-Present



Country Overview:

The former Yugoslav Republic of Macedonia (FYROM) is making significant efforts to develop a society based on democratic principles and a viable market economy. Peace Corps Volunteers are participating in this challenging endeavor by working in the education sector and assisting in the development of small businesses and non-governmental organizations.

Resources:

FYROM *	FY 1997	FY 1998	FY 1999
	Actual	Estimates	Current Operations
Trainees	13	18	18
Average # of Volunteers	9	22	24
Program Funds (\$000)	313	404	439

*The program in FYROM is administered from the Peace Corps program in Bulgaria and included in that budget.

Peace Corps Program by Sector:

Business Development

Although the country has experienced a rapid emergence of non-governmental organizations and has a strong commitment to market-based approaches to business, it lacks experience in Western organizational and management practices. In March 1997, four Volunteers were assigned to work as business consultants and NGO development advisors. Their efforts focus on training and skills transfer through organizations such as Junior Achievement, micro-lending programs, craftsmen's associations and work with small town municipal governments.

One Volunteer is working with a new Junior Achievement program to design schedules, develop materials for distribution and train Macedonian English and economics teachers in Junior Achievement instruction. Twenty-seven secondary schools in the capital are implementing the program; approximately 30 students per school will participate from their first year of study through graduation.

Education

The Ministry of Education is refining its English language curriculum and texts and is making concerted efforts to improve and enhance the teaching skills of its teachers. Over the past year, approximately 42 Macedonian English teachers have worked with Volunteers to develop lesson plans, share communicative approaches to teaching and adapt new materials to their classroom sessions; some 7,000 students directly benefited from the Volunteers' work.

One Volunteer has organized a magazine club which publishes a monthly English magazine for distribution to students and instructors at her secondary school. More than 20 students from all grade levels are directly involved, writing stories and editing various parts of the magazine. The first and second editions, 200 and 300 copies respectively, have all sold out. The club is currently investigating ways to distribute the magazine to a broader market.

Another Volunteer worked with 14 third-year English club students to create a weekly half-hour radio program in English. The program aired on a national radio station which donated time and services. Students developed themes of interest to their peers, such as "What's Popular?" "How Many People Speak English?" and "Environmental Concerns of Students."

GABON

Population: 1,077,000

Annual Per Capita Income: \$3,490

Program Dates: 1963-1967; 1973-Present



Country Overview:

Gabon is seeking to diversify its economic base away from dependence on the oil sector. Increased priority is being given to agriculture, with a renewed emphasis on farmer productivity and farm production. Realizing that farmers cannot be productive when they are ill, the government is placing more emphasis on alleviating fundamental public health problems, including HIV/AIDS transmission, diarrheal diseases, and malnutrition. Another important Gabonese government initiative is to improve the quality of education by building durable classrooms and furnishing them with sturdy desks and chairs. Peace Corps Volunteers help Gabon meet its development goals by focusing on agriculture, education, and health.

Resources:

Gabon	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	45	40	39
Average # of Volunteers	84	77	76
Program Funds (\$000)	2,548	2,122	2,161

Peace Corps Projects by Sector:

Agriculture

Volunteers have worked for many years to promote the integration of fish culture with other agricultural activities. This integration helps to stabilize farms on one land unit, and reduces the slashing and burning of forested land and shifting cultivation that threaten the tropical rain forests. The effort to protect the environment while also generating income has given rise to a new initiative in the agriculture sector, development and marketing of forest and agricultural resources. Volunteers in the project work closely with fisheries project Volunteers to better respond to rural farm families' needs.

Education

Over the years, Volunteers in Gabon have taught mathematics, physical sciences, and English, in addition to training secondary school teachers. This year, Volunteer teachers also served as curriculum advisers and helped develop textbooks and resources on a variety of topics.

A Volunteer educator and his Gabonese counterpart wrote a series of English teaching textbooks for the seventh through tenth grades which the Ministry of Education has officially adopted for the national curriculum. The national newspaper reported the adoption of these texts as a watershed change for Gabon where the curriculum had been centered around British textbooks. Another Volunteer organized the first-ever national Math Olympics in Gabon.

Volunteers are improving the skills of their Gabonese counterparts who build primary schools and teacher houses in rural areas. Villagers participate in the construction process and learn masonry and carpentry techniques. Previously, Volunteers played an active leadership role at the construction sites. Now, due to the successful transfer of skills and knowledge, Gabonese counterparts construct schools without direct Volunteer help. At a recent ceremony inaugurating one of these schools, the governor of the province awarded the school construction program the Order of Merit in recognition of Peace Corps' outstanding contributions in the education sector.

Health

Health Volunteers work with counterparts in medical facilities, teaching them to conduct health education outreach activities. With motivated community members, Volunteers conduct home visits, assess community health needs and facilitate community action for health improvement. Volunteers' activities also include the organization of vaccination campaigns, village health worker seminars, and gardening for nutrition workshops.

One Volunteer created a flip chart series on safe motherhood, and Gabonese hospital personnel now use the series to conduct health education sessions. Another Volunteer created a health information center where she and student assistants provide information and counseling to students. Two Volunteers collaborated to organize an HIV/AIDS awareness week in their town. Programs included informational games, discussion groups, and presentations at area schools.

GEORGIA

Population: 5,400,000

Annual Per Capita Income: \$440

Program Dates: Potential New Entry



Country Overview:

Georgia has struggled to overcome the internal conflicts that emerged during the initial period of independence from the former Soviet Union. Since the election of President Eduard Shevardnadze, the Government of Georgia has expressed a commitment to improve stability within its borders while embarking on an ambitious economic and social reform effort. The government has requested that the Peace Corps consider establishing a program in Georgia and to assist in this reform.

The Peace Corps hopes to begin the negotiation of a country agreement with the Government of Georgia during FY 1998. Placement of Volunteers is contingent upon satisfactory findings that the country is safe and secure for Volunteers and that there is an otherwise supportive environment for progress through Peace Corps programs. The Peace Corps plans to investigate these issues in FY 1998 with hopes of placing Volunteers in early FY 1999. Consistent with Peace Corps policy, programs will be determined after consultation with the Government of Georgia.

Resources:

Georgia	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	0	0	20
Average # of Volunteers	0	0	1
Program Funds (\$000)	0	71	1,308

GHANA

Population: 17,075,000

Annual Per Capita Income: \$390

Program Dates: 1961-Present



Country Overview

Even with its stable political environment, Ghana continues to face impediments to economic growth: inflation is estimated at 31 percent, a third of the people live below the national poverty line, and the population growth rate is more than three percent. More than half of the Ghanaian population is under 18, and the number of unemployed youth in urban areas is increasing. Much of the population does not have access to potable water and basic sanitation facilities. While nearly half of all males enter secondary school, only 29 percent of females go beyond the primary grades. Environmental degradation is causing serious drought-related food shortages and deforestation. The Peace Corps, which is working in business development, health, education, and environment, has an important role in Ghana's development efforts.

Resources:

Ghana	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	79	75	74
Average # of Volunteers	148	142	139
Program Funds (\$000)	2,408	2,441	2,466

Peace Corps Projects by Sector:

Education

In an effort to accelerate technological development, the Ghanaian Ministry of Education has initiated programs to improve access to and quality of education. These efforts have led to an expansion in senior secondary education and have resulted in high demand for senior secondary teachers. For the 1997/98 school year, for example, only 36 percent of requests for teachers at the senior secondary level were filled.

Volunteers teach science and mathematics to at least 8,000 students in 50 senior secondary schools. They work closely with host-country counterparts in the development of subject resource manuals. Volunteers also are involved in secondary projects that include establishment and rehabilitation of school libraries, laboratories, computer literacy/use classes, environmental awareness campaigns and HIV/AIDS education. One Education Volunteer has been instrumental in educating his entire school of nearly 1,500 students and teachers about HIV/AIDS. With reference to the education project, the President of Ghana recently said, "The reason I want Peace Corps Volunteers here is because they bring a quality of planning and organizational skill that inspires their students."

Some Volunteers teach visual arts in senior secondary schools and schools for the deaf. By drawing upon the rich visual arts traditions of Ghana, Volunteers transfer marketable skills with which the students can enter Ghana's growing contemporary art field in Ghana or benefit from tourism. Volunteers produced an art manual for students which identifies locally available art materials.

Business Development

Ghana is embarking on an economic recovery program to promote private sector growth. In this economic climate, Volunteers are working with counterparts to assist local artisans and farmers to form cooperatives and market their products locally. Other small enterprise development Volunteers are working in community-based ecotourism.

One Volunteer is supervising the planning and installation of the first farmer-owned cashew processing center in Ghana. Second only to a mining company, the cashew processing center is the largest employer in town. The Volunteer also has helped develop a manual on the planting and care of cashew trees.

Environment

To combat deforestation, seasonal droughts, frequent food shortages, and environmental degradation, the Peace Corps and five governmental and non-governmental agencies formed a Collaborative Community Forestry Initiative (CCFI) to establish Volunteer-managed tree nurseries. The Volunteers work with community-based tree-nursery workers and committees to ensure appropriate technical and management skill transfer.

As the project progresses, nursery workers are being trained in business skills to ensure economic self-sufficiency and are following a plan to transition to an unsubsidized community-managed project. To date, 31 CCFI nurseries have been established and 27 continue to be facilitated by Volunteers. Only one year after it was established, one Volunteer's nursery earns an income of about \$3,000 from the sale of tree seedlings and other income-generating activities.

Health

Volunteers collaborate with district water and sanitation committees created by the government to promote community control over water supply and hygiene. Working closely with these largely rural-based committees, Volunteers implement a comprehensive program of hygiene education, including participatory community assessment, delivery of health talks, and training of other community groups.

A water and sanitation committee in one Volunteer's community gathers in different areas of the village on Friday mornings with a prepared kit of games and activities to deliver a specific health message. Participants are encouraged to ask questions and bring up other issues for discussion. At one such meeting, women indicated that they wanted to learn how to build household latrines. The committee then shared the women's ideas with the whole community. As a result, the Volunteer is assisting in planning a project to build household latrines to improve sanitation in the community.

GUATEMALA

Population: 10,621,000

Annual Per Capita Income: \$1,340

Program Dates: 1963-Present



Country Overview:

Guatemala in 1997 enjoyed its first year of peace since 1960. However, the country continues to face serious development challenges. Fifty-one percent of its rural population lives below the poverty line. Poor diets and lack of access to potable water and adequate sanitary facilities are common among the rural population. Volunteers and their host country counterparts address the needs of poor rural families by working in agriculture, environment, health, and business development projects in coordination with public and private institutions.

Resources:

Guatemala	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	108	145	116
Average # of Volunteers	148	172	192
Program Funds (\$000)	3,077	3,587	3,794

Peace Corps Projects by Sector:

Agriculture

Volunteers work with Guatemalan family farmers to diversify agricultural production, increase their capacity to store their harvest safely, develop and improve marketing strategies for products and improve animal production. One Volunteer works with 17 families to develop a black pepper production and marketing strategy. These farmers are expecting to show a 14 percent profit in the first year. Volunteers are also helping rural families build silos, which allow these families ready access to food and to improve incomes.

Business Development

Volunteers work with local organizations to introduce small business owners and young people to basic business skills. Through the Junior Achievement program, Volunteers work with young people to help them improve their family businesses. Several Volunteers are assisting communities to develop community banks that benefit women.

One Volunteer developed a course on business fundamentals for sixth grade students in a small rural village. Following the course, 12 students approached the Volunteer for advice on starting a small business to help them earn enough money to continue their education in secondary school. The Volunteer helped the students set up a stand selling food and fruit drinks. The enterprise has already earned enough money for all 12 to pay their initial tuition costs and fees for secondary school, and the students plan to continue the business in order to further their studies.

Environment

Environmental degradation due to deforestation and poor land management practices is common throughout Guatemala. Farm families are affected by the loss of soil, decreased crop production and the loss of animal habitats. Volunteers and their counterparts help farmers develop farm management plans to improve conservation and reforestation. Volunteers stress the importance of environmental management and protecting fragile eco-systems in rural communities. They also work in the areas around national parks to help communities promote economic development while protecting the environment.

Health

Volunteers train elementary school teachers and students in basic health, hygiene and nutrition skills. In addition, Volunteers train student leaders who will continue to teach these skills to an even wider group of people. Two Volunteers started a poster contest designed to illustrate, "How Can I Make My School Healthy?" The contest involved students from eight school districts and received local press attention. The Ministry of Education and Health now plans to implement a "National Healthy Schools Project" similar to the one started by the Volunteers.

GUINEA

Population: 6,591,000

Annual Per Capita Income: \$550

Program Dates: 1962-1966; 1969-1971; 1985-Present



Country Overview:

While Guinea has shown modest improvement in its economic and social indicators in the past few years, many development challenges remain. Despite an abundance of natural resources, environmental degradation of the country's lush forests is continuing. The adult literacy rate of 36 percent includes many fewer females than males, and only 17 percent of males and six percent of females reach secondary school. Infant mortality is 133 per 1,000 births, with overall life expectancy a mere 44.7 years. In response to these concerns, Peace Corps Volunteers focus their efforts on critical problems in environment, agro-forestry, education, and health. Guinean Minister of Agriculture Jean Paul Sarr recently praised Peace Corps' presence in Guinea by saying, "I am a product of Peace Corps. Because I had Peace Corps teachers as a young student, I was encouraged to take my education seriously and to think about giving something back to my country."

Resources:

Guinea	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	51	67	66
Average # of Volunteers	96	93	110
Program Funds (\$000)	2,438	2,695	3,184

Peace Corps Projects by Sector:

Education

Volunteers provide Guinean secondary students access to quality education in math and English and develop instructional materials in collaboration with host-country colleagues. A few Volunteers teach English at the university level. Girls' education is becoming an increasingly important focal point of Volunteer activities in this project.

One Volunteer became acutely aware that many children in his village were unable to satisfy the prerequisites of the national math curriculum. Girls in particular often failed in math and dropped out of school. Students seemed to have a fear of math, as its presentation was based largely on abstract theory. To address this situation, the Volunteer established a "Touring Math Camp," complete with math games, real world applications of math concepts, and competitions with prizes for all participants. He included other math teachers from the region to expose them to new approaches in math instruction and to demonstrate first-hand that girls are as capable in math skills as boys. The project has been replicated and now is being piloted in another region.

Environment

In late 1998, in joint partnership with the United States Agency for International Development and the Ministry of Agriculture, Weather and Forest, Volunteers will begin work on a new environment project that will focus on environmental education and agro-forestry. This project will build upon a previous natural resource management project in which Volunteers introduced environmental themes into the primary school curriculum and made modest agro-forestry interventions in targeted villages. Volunteers will collaborate closely with teachers and community members to increase their awareness of the importance of preserving the environment and will provide training on agro-forestry conservation methods.

Health

Volunteers team up with local health committees to identify priority health needs and educate groups and schools within communities about preventive health care practices. Activities focus on the needs of women and children and include talks on malaria prevention, vaccinations, oral rehydration therapy, and HIV/AIDS education. Volunteers give health education lessons in primary and secondary schools, and to community groups. Working with local counterparts and community members, Volunteers help develop the skills necessary to write proposals and conduct health education sessions.

One Volunteer found that vaccination tours in her area were irregular, resulting in a poor turnout by members of rural communities and a low rate of completion of vaccination series. The Volunteer took the initiative to assist with vaccination records, discussing problem areas with the vaccinator. She set up a vaccination calendar well in advance and began tracking individual children. The Volunteer's counterparts are now taking on the responsibilities of tracking un-vaccinated children and have been successful in maintaining a more regular schedule of community rotations.

GUINEA-BISSAU

Population: 1,070,000

Annual Per Capita Income: \$250

Program Dates: 1988-Present



Country Overview:

Guinea-Bissau ranks among the least developed countries in the world, but the government is making positive moves to stimulate growth. The country recently took measures to combat its traditionally high inflation rate by joining the currency union of the West African franc. The economy continues to grow at about three percent per year. Still, the average income is around \$250 a year and the country's external debt is three times the total gross domestic product. Financial resources are minimal, and the government has a very limited ability to provide services to its people. The Peace Corps strives to help people seek solutions within their own communities, focusing on the areas of agriculture, education and health.

Resources:

Guinea-Bissau	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	20	20	20
Average # of Volunteers	36	37	32
Program Funds (\$000)	1,055	1,063	986

Peace Corps Program by Sector:

Agriculture

Over 80 percent of the population live in rural areas and are engaged in diverse agricultural practices. Volunteers serve as catalysts, enabling the various communities to identify their particular needs. Volunteer activities include livestock vaccination, tree grafting, crop diversification and rice production.

Cashew nuts are the number one cash crop in Guinea-Bissau, but villages receive only a small portion of the profit because they do not process the nuts themselves. One Volunteer helped two village youths receive training in cashew nut processing. These youths are now able to train other community members. The entire village will benefit as they process the cashews and sell them for a higher price.

Education

The Government of Guinea-Bissau considers English necessary to achieve greater economic and educational opportunities for its people. Volunteers currently staff the English department of the national teacher training institute.

The best of Peace Corps' accomplishments in the education sector can be seen in the fact that, ten years after the project's inception, Volunteers have trained enough Guineans to be able to meet the nation's demand for English teachers. Volunteers are also preparing Guineans to assume responsibility for the national curriculum. The National English Language Committee, an organization formed by and consisting of Volunteer-trained English teachers, will manage curriculum development and distribution.

Health

Only 40 percent of Guineans have access to health care. Preventable illnesses such as malnutrition, diarrhea, cholera and sexually-transmitted diseases are among the nation's major concerns. Volunteers work in rural communities, focusing on hygiene, nutrition, and maternal and child health.

Two Volunteers worked with approximately 75 villagers on a latrine-construction project. Their combined efforts produced a total of over 120 latrines for use by more than 1,200 people. While addressing a group of new Volunteers, the Minister of Health expressed his appreciation for "the work Volunteers are doing to improve the lives of the needy people in difficult-to-reach communities."

GUYANA

Population: 835,000

Annual Per Capita Income: \$590

Program Dates: 1967-1971; 1995-Present



Country Overview:

Guyana continues to move with some success from a centralized to a market-oriented economy. However, Guyana's health care system suffers from a lack of facilities, equipment, supplies and trained workers. This problem is particularly acute in rural areas. In addition, Guyana faces many challenges providing for the educational and employment needs of its growing youth population. Volunteers address these problems by strengthening the decentralized primary health care program and by working with organizations to develop skill-building activities for young people to improve their responsible involvement with their communities.

Resources:

Guyana	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	21	20	20
Average # of Volunteers	29	37	34
Program Funds (\$000)	678	784	795

Peace Corps Program by Sector:

Health

Volunteers are helping communities identify leaders, facilitate community health assessments and improve the quality of health information distributed to the public. Volunteers also train health care workers and develop health education outreach programs for schools, community groups and youth.

One 68-year-old Volunteer is actively involved in health education activities with nursery and primary schools in several communities. He often goes on home visits to teach parents how to care for their physically challenged children using a simple range of motion and stimulation techniques.

Youth Development

Volunteers work with youth organizations to assist them in skill-building activities and networking with other communities. One Volunteer worked with the Inter-American Development Bank's Board of Industrial Training program to introduce a youth development and life skills component

to what was once a solely technical and vocational skills program. She initiated a series of half-day workshops with the instructors on positive youth development and youth leadership techniques, including a workshop on development and life skills training.

HAITI

Population: 7,168,000

Annual Per Capita Income: \$250

Program Dates: 1982-1987; 1990-1991; 1996-Present



Country Overview:

Haiti is the poorest country in the Western Hemisphere. Hillsides that were once forest-covered are today eroded because of uncontrolled exploitation of natural resources. Only two percent of Haiti is now covered by trees. Approximately 70 percent of the adult population is illiterate. Malnutrition and infectious diseases are widespread, and over 40 percent of the population does not have access to potable water. Twenty-five percent of Haiti's children suffer moderate or severe malnutrition, and life expectancy is 35 percent below that of other Caribbean nations.

To help address these pressing needs, Volunteers work with local non-governmental organizations through programs in agro-business, animal husbandry and community development to help address the issues of poverty, unemployment, and environmental degradation.

Resources:

Haiti	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	13	46	34
Average # of Volunteers	22	40	47
Program Funds (\$000)	914	1,104	1,234

Peace Corps Program by Sector:

Agriculture

Volunteers work with local farmers and farmer groups to develop agro-businesses that are ecologically sound and incorporate the planting of trees or other soil conservation efforts. For example, Volunteers work with fruit tree farmers to increase production and assess the potential for the processing of fruit and other vegetables into products that will sell for higher prices, such as dried fruit and preserved vegetables.

Since the inception of the project last year, over 500 farmers have attended training sessions on small business development and over 15 feasibility studies for agro-business ventures have been completed. One Volunteer is instructing his counterparts in methodologies to calculate survival rates, production capacities, and market values for various fruit trees in different regions of the country. He is also instructing them on how use a computer system to analyze and present the results.

At the request of farmer groups and government officials, Volunteers are organizing and implementing animal health training programs in rural communities. To date, Peace Corps Volunteers have trained more than 350 farmers in improved animal nutrition and general health care.

Business Development

Volunteers are helping Haitian governmental and non-governmental organizations to strengthen their institution-building skills in areas such as financial administration; personnel management; strategic planning and project design, management and implementation.

Two Volunteers participated in a UNDP in-depth survey of 28 village savings and loan associations and are using the results to help associations improve their operations. Thirteen Volunteers have given project design, management and proposal writing seminars to their counterpart agencies, and have helped agency representatives identify and network with potential project donors. Several of these organizations have successfully solicited funding for small credit programs for women, a livestock production project, and a women's group to create a small general store.

HONDURAS

Population: 5,924,000

Annual Per Capita Income: \$600

Program Dates: 1963-Present



Country Overview

Honduras remains one of the least developed countries in the Western Hemisphere. Seventy percent of Hondurans live in poverty. Hondurans are challenged by one of the highest child and maternity mortality rates in the hemisphere and the highest level of HIV / AIDS in Central America. Rates of illiteracy and unemployment are high. The country suffers from severe ecological degradation. Exploitation of natural resources has cost Honduras half of its broadleaf forest.

Peace Corps/Honduras has developed a plan to work in the poorest communities in seven project areas: child survival, water sanitation, primary education, economic development, agriculture, environmental education and management of protected areas.

Resources:

Honduras	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	101	92	92
Average # of Volunteers	170	169	162
Program Funds (\$000)	2,765	2,771	2,825

Peace Corps Program by Sector:

Agriculture

Volunteers train farmers in sustainable production techniques to produce food and to generate income for their families. They teach farmers about soil conservation and enrichment and integrated pest management. Over the past year with the help of Volunteers, over 650 farmers now have demonstrated knowledge of the basic hillside farming technologies that lead to crop yield increases. Almost 500 acres of land are now being farmed utilizing soil conservation strategies.

Of special note are the efforts of one resourceful Volunteer. Having noticed that a group of women waiting for appointments at a health clinic were a willing audience, she offered to teach them new garden and farming techniques. Together they built permanent terraces and vegetable plots around the health center. The women invested a few hours a week while waiting for their appointments. The male farmers from the village came to see what their wives had done and then helped to expand the project to include fruit tree production. Families have been inspired to begin individual home gardens. Volunteers have worked with the community reforesting the grounds of the community's schools and are currently preparing over 10,000 fruit tree seedlings for distribution in nearby villages.

Business Development

Volunteers are assisting low-income Hondurans in the poorest municipalities by identifying local employment opportunities, training micro-entrepreneurs in basic business skills, and developing and training community organizations to serve as business leaders.

One Volunteer works with a group of youth from the local high school whose first venture was the production of trees for the reforestation and beautification of the town. These same students noticed that the only way to buy fresh vegetables was to take a long, crowded bus ride to another city. The students took the lessons they learned from their tree venture and organized a Saturday vegetable market. It has been so successful that several store owners now are able to purchase these vegetables and offer them for sale throughout the week.

Environment

In response to the increasing environmental degradation and destruction of natural resources, Peace Corps Volunteers work with the National Forest Service and local NGOs to help them manage protected areas and to provide environmental education. Volunteers conduct environmental awareness and education training workshops for management teams in 20 environmentally protected areas. Together they improve the living conditions of rural populations in the zones which surround the protected areas. They also create base maps with inventories of natural resources, mark the boundaries of protected zones, and take management teams on educational trips to these areas.

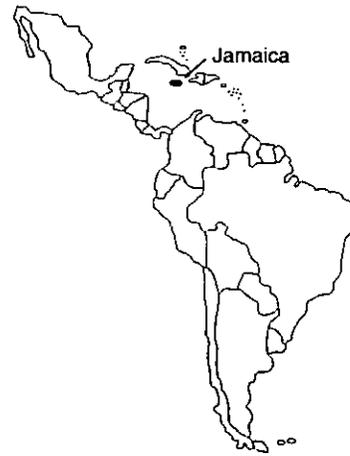
Over the past year, Volunteers have conducted over 80 workshops for teachers, children and youth, reaching nearly 10,000 participants and covering topics such as wildlife management, soil conservation, watershed protection, ecosystems and forest management, and ecotourism development. Two Volunteers working with the Pech Indians organized a group of artisans who produce traditional Pech hammocks and ceremonial drums. The group raises money from the sale of traditional products and also raises awareness and recognition of the importance of the natural resources in the forest.

Another Volunteer works with first through eighth graders to help them understand the importance of environmental awareness. Together, they painted park benches with environmental messages, planted approximately 500 trees in the community's watershed, made signs to accompany and call attention to trash cans throughout town, and distributed environmental awareness signs to local stores. The program was so successful that a teacher from a nearby town has copied the designs and program to teach her students.

Health

Honduras suffers from high a infant mortality rate and incidence of child malnutrition. Volunteers train midwives in breast feeding, vaccination techniques, the dangers of high-risk pregnancies, and newborn examinations. In addition, Volunteers train health care workers to administer vaccinations, use oral re-hydration salts, treat acute respiratory infections, and to monitor children's medical conditions accurately.

Volunteers also work to improve water quality and sanitation conditions by organizing community groups to oversee water systems, watershed protection, and latrine projects. These community groups are trained to function as community water associations. One Volunteer's work has helped bring a water system to an area that previously had no access to potable or running water. The water board formed by the community has since taken over full responsibility for the operation and maintenance of the water system.



JAMAICA

Population: 2,522,000

Annual Per Capita Income: \$1,510

Program Dates: 1962-Present

Country Overview:

Although Jamaica's reform program has created a more open economy, years of stagnant growth and reduced social expenditures have led to increased poverty and income inequality. The failing economy has increased migration of the rural poor to urban areas as they search for work. These urban areas lack the capacity and resources to provide basic services for this expanding population, including transportation, shelter, sanitation, health care and education. Urban areas are becoming increasingly violent. Forty-five percent of all Jamaican youth between the ages of 10 and 18 are not in school, and unemployment of youth and women continues to be a problem.

In addition, Jamaica's natural resources are being destroyed, and the country lacks a national plan to address environmental concerns. Jamaica faces massive deforestation, rapid disappearance of wetlands, pollution of surface and ground water, death of the coral reefs and serious waste management issues. To help address these problems, Volunteers are working on a variety of projects in the areas of youth development, health and the environment.

Resources:

Jamaica	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	60	58	58
Average # of Volunteers	103	101	96
Program Funds (\$000)	1,935	1,980	2,015

Peace Corps Program by Sector:

Environment

Environment Volunteers collaborate with government agencies and NGOs to combat environmental degradation, develop management plans for protected areas and develop public awareness of pressing environmental issues. With support from Volunteers, community leaders are taking responsibility for managing endangered areas and addressing waste management concerns. Volunteers work with students and community youth clubs, as well as with fishermen and farmers, to promote responsible use of the land. Volunteers also encourage teachers to incorporate environmental education themes into the primary, secondary and all-age school curricula.

Health

Volunteers work with government agencies, NGOs and voluntary organizations to increase public awareness and understanding of various health issues, including HIV/AIDS. Volunteers have also organized a comprehensive approach to community sanitation and hygiene education for primary school teachers and children.

In 1997, Volunteers helped develop eight citizen associations which meet regularly to discuss health and environmental issues. One Volunteer is working with a community to combat respiratory illnesses, serious eye problems, and the destruction of local marine life cause by pollution of a local sugar cane processing plant. She is assisting the community as they seek to encourage the factory and the government to clean up the pollution.

Youth Development

In Jamaica, 40 percent of children live in extreme poverty, and at least 200,000 children are considered "at-risk." Volunteers focus their efforts on teaching life skills, technical skills, and training in conflict resolution. They provide instruction in the arts, sports and community service. Volunteers are assigned to children's homes, community NGOs, youth clubs, the National Youth Service, the Ministry of Health and other agencies. Their activities include developing new libraries, tutoring, assisting in upgrading classrooms and community facilities, and developing programs that deal with HIV/AIDS, and drug use.

In 1997, Volunteers trained 60 Community Health aides in HIV/AIDS prevention and helped organize four support groups for HIV-positive individuals and their families. One Volunteer organized students to tutor residents of a home for abused boys. Another Volunteer has worked with at-risk youth to develop a 30-minute drama production about HIV/AIDS, which has been seen by 3,000 people and videotaped for further distribution.

JORDAN

Population: 4,212,000
Annual Per Capita Income: \$1,510
Program Dates: 1997-Present



Country Overview:

The first group of Peace Corps Volunteers to serve in Jordan arrived in May 1997. Volunteers work with Jordanian institutions in predominantly rural settings, focusing their efforts on community development initiatives, micro-enterprise development, and environmental management and education. Proficiency in English is seen as the key to higher education and professional success within Jordan and the region. To improve the quality of English among students, Peace Corps/Jordan plans to diversify its program in 1998 to include ten new Volunteers to teach English in secondary schools.

Resources:

Jordan	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	29	36	36
Average # of Volunteers	7	33	57
Program Funds (\$000)	1,062	1,214	1,470

Peace Corps Program by Sector:

Business Development

Rural poverty and a lack of economic opportunity pose a significant challenge for Jordanians. This is especially true for women, who historically have been limited to traditional female roles within society. However, opportunities for women are beginning to emerge. Fifteen Volunteers currently work with three local development organizations — Queen Alia Fund, Noor Al-Hussein Foundation, and Jordan River Designs — to implement micro-enterprise projects in small towns and villages. In this capacity, Volunteers assist and advise Jordanian women on income-generation activities and teach basic business skills such as planning, record-keeping, and marketing strategies. The program also emphasizes leadership training for women.

This year, nine Volunteers are collaborating with the Jordanian Ministry of Social Development at government-sponsored schools for Special Education. They work with children who have mental and physical disabilities and train teachers in using appropriate pedagogical techniques, such as Arabic visual aids.

Environment

As Jordan plays host to an increasing number of tourists, environmental issues, such as the maintenance of the country's delicate ecosystem and protection of natural resources, have assumed a critical national importance. The scarcity of local water supplies combined with overgrazing has decreased the fertility of the soil in many parts of Jordan. To address these concerns, three Volunteers are working with the Jordanian-sponsored Royal Society for the Conservation of Nature to educate communities about the importance of utilizing their natural resources in an environmentally sustainable fashion.

One Volunteer currently works on wildlife conservation with ten local rangers from the national park system, focusing on the re-introduction of the Nubian Ibex to the Wadi Mujib Reserve. The Volunteer is also helping to build boundary markers along the edge of the park to prevent illegal hunting and grazing from depleting the viability of Jordan's indigenous animal herds.

KAZAKHSTAN

Population: 16,606,000
Annual Per Capita Income: \$1,330
Program Dates: 1993-Present



Country Overview:

Since the dissolution of the Soviet Union, Kazakhstan has struggled with a variety of issues related to economic reform, democratization, and ethnic tension. Financial support for modernizing the educational system and addressing critical environmental needs is limited. The country has emphasized the importance of privatization and is working to strengthen its small business sector. Although Kazakhstan has declared education a high priority, most schools have inadequate teaching staff, outdated textbooks, and limited resources to teach English.

Public concern regarding environmental issues and their relationship to public health is growing in Kazakhstan. Environmental organizations lack access to technical information, ways to communicate internationally and even inter-regionally, and knowledge of potential funding opportunities. Volunteers are helping to address these issues with activities in business development, education, and the environment.

Resources:

Kazakhstan	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	52	56	56
Average # of Volunteers	83	78	89
Program Funds (\$000)	1,694	1,681	1,760

Peace Corps Program by Sector:

Business Development

Volunteers balance their time between teaching business in universities and institutes and serving as business consultants. They provide training and consulting in marketing skills and internationally accepted accounting systems, necessary components for the integration of Kazakhstan into the global economic community. In 1996, Volunteers taught basic economics, marketing, and business plan creation to nearly 1,500 Kazakhstani students.

In FY 1997, a Business Development Volunteer has been responsible for establishing Kazakhstan's largest ever Junior Achievement (JA) program. Prior to the creation of the JA program, many Kazakhstani professors were teaching business with little or no background in economics. The Volunteer worked with school principals and administrators to replace old lecture formats with a

more effective applied economics format endorsed by Junior Achievement. With interest from 21 schools, the Volunteer organized the participation of 70 Kazakhstani teachers in a week-long seminar for teaching techniques in Junior Achievement; a second seminar was held two months later for 45 additional educators. Throughout the project, the Volunteer has worked closely with the Head of the Economics Department at East Kazakhstan University to ensure sustainability of the Junior Achievement program.

Education

Volunteers provide English language instruction, establish English language resource centers, develop and conduct workshops for teacher education, and facilitate the formation of both local and national organizations of teachers of English. Over the past four years, Volunteers have taught more than 8,000 secondary students and 2,500 college and university students. Nearly 700 Kazakhstani teachers have attended skill-enhancing workshops. Outside the classroom, Volunteers host English-language radio and television programs, organize summer camps, work with orphanages, coach drama groups, and facilitate education exchanges between the United States and Kazakhstan.

In April 1997, a group of Kazakhstani students developed a plan to clean a local park, motivated by the environmental awareness class taught by their Peace Corps teacher. The students took action to clean the area by creating signs in Russian, Kazakh and English which directed people to dump their garbage in trash bins. Students reported that their education efforts resulted in a noticeable decrease in the amount of trash in the park and remarked that they learned how small actions can modify people's behavior and bring about positive change.

Environment

Volunteers work with local teachers, scientists, and concerned citizens at environmental non-governmental organizations to assist with grant and proposal writing, establish local and international networks, and raise the public's awareness of environmental issues. Volunteers develop environmental education curricula, present environmental education lectures at schools, and assist with research projects. Last year, over 70 local environmentalists participated in NGO development and grant writing seminars organized by Volunteers, and Volunteers helped to create six new environmental organizations throughout Kazakhstan.

In 1996, the Peace Corps initiated a pilot environmental health project. Several Volunteers now work with the Ministry of Health to coordinate environmental health data and to develop awareness programs in order to increase public recognition of environmental issues as they relate to health concerns.

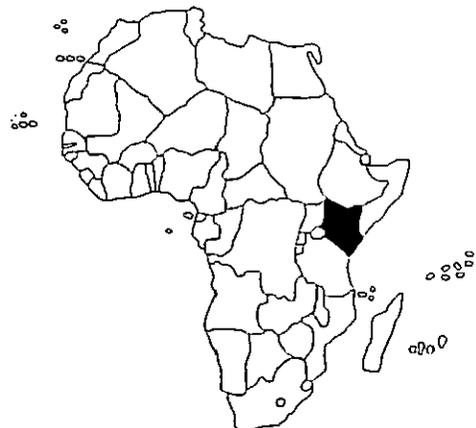
Two environment Volunteers took the lead in organizing 75 Kazakhstani secondary school teachers, NGO representatives, and Peace Corps Volunteers from other countries in the largest ever international GLOBE training workshop. GLOBE is a U.S. initiative to encourage students to learn about their environment and interact with other students around the world. As a result of the conference, 12 schools in Kazakhstan started their own GLOBE programs.

KENYA

Population: 26,688,000

Annual Per Capita Income: \$280

Program Dates: 1965-Present



Country Overview:

Kenya is ranked among the least developed countries and has a rapidly increasing unemployment rate, which particularly affects the youth population. Kenya faces challenges in improving the quality of education, especially in math and science, where there is a critical shortage of teachers. The country's focus on gender equity has created a need to expand girls' access to, and retention in, secondary schools. Improving the management of water resources and developing more efficient waste disposal techniques are key components of the Government of Kenya's preventive health care strategy, primarily in rural areas where 80 percent of Kenyans live. Environmental degradation is evident as virgin forests are burned and converted to farm land, and trees are cut for timber and charcoal. The Peace Corps enjoys strong support in Kenya. Volunteers work in economic development, education, health, and environment.

Resources:

	FY 1997	FY 1998	FY 1999
Kenya	Actual	Estimates	Current Operations
Trainees	71	62	61
Average # of Volunteers	101	106	106
Program Funds (\$000)	3,017	2,813	2,867

Peace Corps Program by Sector:

Business Development

Volunteers are helping Kenyans develop employment and income-generating opportunities in both urban and rural areas. Volunteers work with business owners, entrepreneurial members of youth and women's groups and non-governmental organizations with small business programs. These activities strengthen the management capacity of the informal sector and entrepreneurs by providing basic business skills, by linking smaller businesses with bigger businesses and by encouraging greater access to credit.

In 1997, nearly 4,000 Kenyans, including an increased number of youth, worked with Volunteers in business development activities. Two Volunteers trained small business owners involved in handicrafts and wood carving and introduced them to marketing skills, costing, quality control and proposal writing. Other Volunteers organized a two-day seminar for small business owners. Over 450 members of women's and men's groups directly benefited from the training.

Education

The demand for trained teachers in math, physics, chemistry, and English in Kenya remains high, and Peace Corps is helping to meet that need. Over the past year, Volunteers have worked to incorporate HIV/AIDS and environmental awareness issues into their lesson plans. Many Volunteers are engaged in activities to provide more students with access to secondary schools, including construction of classrooms, laboratories, dormitories and libraries. Emphasis is placed on female education, and Volunteers help to evaluate curriculum in an effort to minimize gender stereotyping.

Kenya is currently the only country hosting Peace Corps Volunteer teachers in schools for the deaf. The arrival of deaf education Volunteers was featured in a local newspaper and highlighted on the national news, and the Peace Corps received special commendation for its work in deaf education.

Health

Volunteers work with government counterparts to meet a growing demand for water, sanitation and health education. Volunteers assist in the construction and maintenance of appropriate water storage systems and facilities. Another element of their work is educating community members about personal and home hygiene and proper sanitation practices. These preventive approaches to public health are aimed at reducing the incidence of water-borne diseases. Volunteers also helped construct or refurbish water catchment facilities benefiting over 6,000 community members.

Environment

The Kenyan government seeks to increase the adoption of appropriate agro-forestry practices that will reduce environmental degradation. Working with counterparts, Volunteers transfer appropriate technology skills to farmers, primary and secondary school teachers and students and women's groups. They conduct environmental education programs for schools, farmers, and the general public and promote the use of energy conservation devices to reduce the use of fuelwood.

In 1997, 209 farmers and 37 women's groups were assisted by Volunteers to adopt agro-forestry practices, including on-farm tree nurseries and energy conservation techniques. Fifty schools with a total of 1,303 students developed tree nurseries at their compounds through environmental clubs. Also, extension workers from collaborating ministries were informally trained by Volunteers on a variety of sustainable agriculture techniques, which will enhance their capacity to contribute to sustainable agro-forestry and to ensure food security.



KIRIBATI

Population: 79,000

Annual Per Capita Income: \$920

Program Dates: 1973-Present

Country Overview:

The Republic of Kiribati remains one of the poorest countries in the world. Its few natural resources are expensive to extract and export. This poor resource base makes it difficult for the government to raise enough revenue to provide for the educational and health needs of its people. Although English is one of the nation's two official languages, it is not widely spoken or understood. Due primarily to the lack of properly trained teachers, students have a difficult time progressing through the educational system. As a result, Kiribati finds it difficult to obtain the educated and trained work force it needs for economic development. In addition, the Republic of Kiribati faces a severe shortage of trained medical professionals. Peace Corps' work in Kiribati is focused on developing trained teachers and health professionals to address these shortages.

Resources:

Kiribati	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	18	25	25
Average # of Volunteers	23	32	37
Program Funds (\$000)	528	618	687

Peace Corps Program by Sector:

Education

Volunteers' principal objective is to improve the math, science, and English-teaching skills of students. They teach students directly as well as train those who will become teachers, working at all levels of the educational system, in primary schools through to college level. Volunteers also work with their counterparts to develop appropriate curriculum, lesson plans, classroom materials, and teaching techniques.

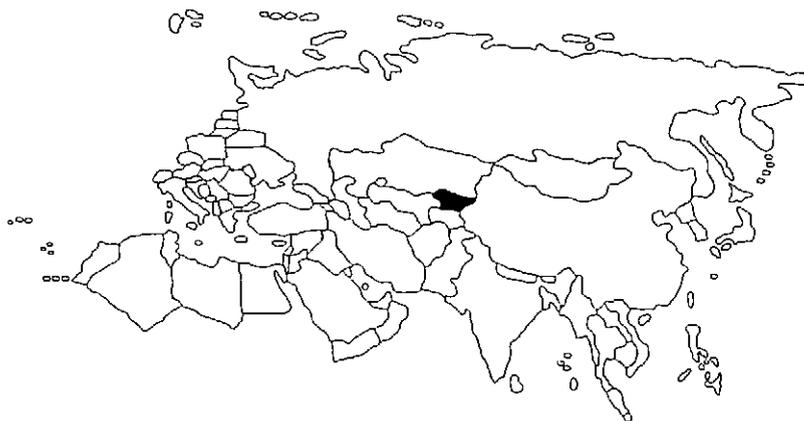
Fifteen Volunteers conducted over 200 in-service workshops in 1997 for approximately 137 teachers. In conjunction with these workshops, the fifteen Volunteers helped their counterparts develop lesson plans and to teach over 2,000 hours of lessons. Volunteers and their counterparts established eight school-based libraries in 1997, and Volunteers continue to develop and expand library centers in two other schools that were initiated by previous Volunteers. Children without previous access to libraries routinely use these facilities to improve their reading skills.

Health

Kiribati faces a shortage of medical professionals needed to address such varied health issues as poor access to potable water, dysentery, and malnutrition. In November 1997, Peace Corps/Kiribati introduced a new Rural Community Health Project. Ten Volunteers work with health extension agents to provide education in preventable diseases and promote improvement of the general health and well being of rural dwellers in the outer islands.

KYRGYZ REPUBLIC

Population: 4,515,000
Annual Per Capita Income: \$700
Program Dates: 1993-Present



Country Overview:

Since independence, the Kyrgyz Republic has demonstrated a commitment to achieve full participation in the global market. The government is eager to establish projects that will assist in the complex process of privatization, the transition to a market economy, and the alleviation of poverty. Peace Corps' business development project is designed to assist non-governmental organizations to access available funds, develop strategic management plans, and to generate their own resources.

The Kyrgyz Republic has also placed a high priority on English education as a means of linking their country to the world. However, the education system faces a severe shortage of trained teachers of English, textbooks, and basic instruction materials. Volunteers are working with the Kyrgyz Republic to address these needs for English teachers and resources.

Resources:

Kyrgyz Republic	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	47	42	42
Average # of Volunteers	61	77	78
Program Funds (\$000)	1,183	1,269	1,274

Peace Corps Program by Sector:

Education

Volunteers teach English and communicative methodologies in secondary schools and institutes of higher education. They introduce cooperative learning strategies and work with students to develop analytical, problem-solving, and decision-making skills. Volunteers and their local counterparts develop teacher training workshops and create English language resource centers. Since 1993, Volunteers have taught nearly 6,000 secondary school students, 1,000 higher education students, and have worked with over 300 local counterpart teachers. Outside the classroom, Volunteers have hosted English-language television programs, facilitated health seminars, organized women's career days, coordinated summer camps for youth, and coached soccer, basketball and baseball teams.

Recently, two Education Volunteers initiated a seminar for 57 local English teachers to introduce new teaching methodologies. The Volunteers' efforts were recognized by the Kyrgyzstani Minister of Education, who expressed his gratitude for the conference and the openness to new ideas which Volunteers shared with the Kyrgyzstani educators. Five other Volunteers are collaborating on a "Kids Helping Kids" program, where high school students plan and participate in activities with children at a local orphanage. The program benefits both the children living at the orphanage and the high school students who volunteer their time in their own communities.

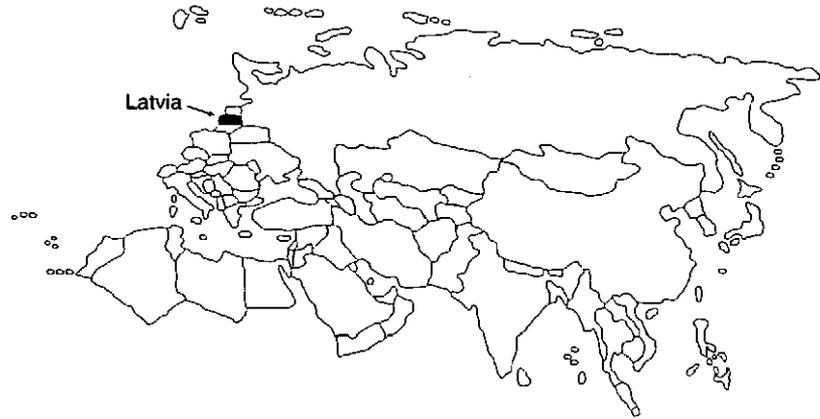
Business Development

Volunteers are helping Kyrgyzstani non-governmental organizations and farmers' associations become sustainable, self-sufficient, and effective entities by sharing knowledge and experience regarding business practices in market economies. Over the past year, twenty-eight NGOs and farmers' associations received direct assistance from Volunteers, ranging from training in micro-credit program management and computer skills to establishing a board of directors.

With the assistance of a Business Development Volunteer, a women's non-governmental organization in Kyrgyzstan recently established a "Women's Credit Program." This micro-credit program provides opportunities for groups of women to begin income-generating activities such as wool producing, sewing, and handicraft projects. The credit program has earned approximately \$200, which it will reloan to local groups. Another successful project involves a Volunteer who works with six university interns to initiate a local tourism project in one of the newly created Free Economic Zones of Kyrgystan. To improve their management skills, the interns learned new computer skills, brochure writing techniques, marketing strategies, and advertising. With tourism becoming a growing business in the Kyrgyz Republic, the project provided the interns with an opportunity to learn valuable skills for the future.

LATVIA

Population: 2,516,000
Annual Per Capita Income: \$2,270
Program Dates: 1992-Present



Country Overview:

Since regaining its independence in 1991, Latvia has experienced an economic and political transformation. Yet significant challenges still remain. Peace Corps Volunteers are working with Latvian sponsors and counterparts to address issues of particular concern to the rural sector of society: low agricultural output, a declining rural standard of living, and the lack of rural business expertise. Latvians also face an immediate need to improve English language abilities, especially in the area of English for business purposes. By teaching English skills, Volunteers are assisting Latvia to integrate successfully into the European and wider international communities, to prosper in science and technology, and to compete in international commerce.

Resources:

Latvia	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	35	25	25
Average # of Volunteers	40	53	54
Program Funds (\$000)	876	950	967

Peace Corps Program by Sector:

Business Development

While the majority of international organizations and private businesses have focused their development efforts on Latvia's capital, Peace Corps Volunteers are working to assist small businesses in rural areas. They provide hands-on technical assistance to entrepreneurs through regional and local governments; organize and conduct small business training programs, workshops, and seminars; and support the creation of information centers, data banks, and business centers.

One Volunteer and her Latvian counterpart arranged a two-week long computer training course for the Regional Agriculture Department. The participants learned to use computers to write memos, letters, and reports and create charts and spreadsheets. A basic e-mail course was also included as part of the training. As a result of this activity, thirty people from the Agriculture Department and county governments gained skills that can be applied to their daily work and which will facilitate improved communication with the regional farmers they serve.

Education

In addition to teaching English at the secondary level, Volunteers provide training for Latvian teachers to enhance their English language proficiency and teaching skills. A number of Volunteers also focus on teaching business-English skills, which are needed to help the country integrate successfully into the European and wider international communities.

Peace Corps Volunteers, in conjunction with the Latvian Center for Human Rights and Ethnic Studies, recently organized the second annual writing contest on women, which took place in 19 regions throughout Latvia. Over 300 high school and university students participated in the contest. To prepare students, two Volunteers wrote a gender-issue curriculum which was distributed to each of the participating regions. The contest increased awareness of gender issues among Latvian students, promoted critical, analytical and creative thinking skills and emphasized the importance of English-language skills in a competitive environment.

LESOTHO

Population: 1,980,000

Annual Per Capita Income: \$770

Program Dates: 1967-Present



Country Overview:

Most of the population of Lesotho live in rural areas and depend on agriculture as their primary source of income. More than half of the rural households live in poverty, and over 40 percent of children under five suffer from chronic malnutrition. Unemployment continues to rise, due in part to the high drop-out rate in local schools. Only a quarter of males and half of females in Lesotho can expect to reach grade seven. To help address these needs, Peace Corps Volunteers work in the agriculture, education, and environment sectors.

Resources:

Lesotho	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	55	45	44
Average # of Volunteers	93	84	78
Program Funds (\$000)	2,000	1,930	1,918

Peace Corps Program by Sector:

Agriculture

In conjunction with the Ministry of Agriculture, Peace Corps Volunteers are working in the areas of poverty alleviation, household food security and employment creation. Volunteers support these objectives through projects to diversify crops, increase livestock and promote income generation activities. They train students, teachers and community members from 46 schools in techniques to improve vegetable gardening practices, such as hydroponics, double digging of garden beds, organic fertilizing-composting, organic pest control and construction of winter-use gardening. Volunteers are also involved in the reorganization and expansion of the government's farmer training centers, in order to facilitate the dissemination of various growing methods to rural farmers.

The Peace Corps has joined with other organizations in community development efforts. Volunteers help communities assess their needs, organize themselves and undertake such activities as pit latrine and pre-school construction, development of marketing strategies, and construction of water collection systems.

Education

The Ministry of Education and the Peace Corps focus on teacher training to increase the overall quality of education and its relevance to everyday life. Volunteers work as pre-service teacher trainers at the national teacher training college, coordinating with approximately 250 teachers. Other Volunteers are assigned to clusters of five primary schools and serve as in-service teacher trainers. They provide assistance with teaching techniques, material development, health and nutrition, special needs curriculum and improvement of school facilities. Volunteers also are working on secondary projects in HIV/AIDS education and environmental education.

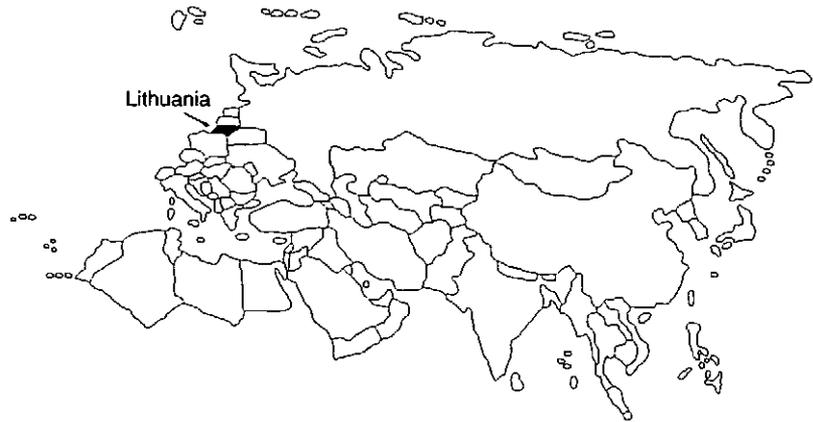
One Volunteer has helped establish a pre-school in her village that will serve nearly 100 children. Four instructors at the pre-school are receiving training from the Volunteer. A library has also been established at the pre-school for use by the community.

Environment

The Peace Corps has been working with government and donor organizations to promote environmental conservation and food security. Volunteers have been integral to government efforts to reduce land erosion by planting thousands of multipurpose trees in environmentally fragile areas. Volunteers also work with over 60 primary schools providing technical assistance in intensive gardening techniques, poultry production and water harvesting skills. Three Volunteers organized a garden competition encompassing 16 primary schools, which has enhanced the gardening skills of approximately 3,000 students and their teachers.

LITHUANIA

Population: 3,715,000
Annual Per Capita Income: \$1,900
Program Dates: 1992-Present



Country Overview:

The government of Lithuania is working diligently to support the development of small- and medium-sized businesses in the difficult transition from a planned economy to a free-market economy. However, entrepreneurs in Lithuania lack expertise in marketing and business-management skills, as well as access to information resources. Rural regions and towns are still in great need of assistance in strengthening the capacity of local governments and local organizations to provide technical assistance to emerging entrepreneurs. Business English skills are needed to help the country integrate successfully into the global marketplace and gain better access to information and technology resources. Peace Corps Volunteers are making contributions in both business development and education with projects designed to address the country's multi-dimensional needs.

Resources:

	FY 1997	FY 1998	FY 1999
Lithuania	Actual	Estimates	Current Operations
Trainees	25	25	25
Average # of Volunteers	34	37	43
Program Funds (\$000)	745	759	795

Peace Corps Program by Sector:

Business Development

Volunteers are assigned to business development units of local governments, Business Advisory Centers, Junior Achievement programs, and non-governmental organizations (NGOs) involved in small-business development. They provide business-management skills and training to entrepreneurs and potential entrepreneurs and work with local governments on economic development plans. Volunteers contribute to the development of business management and marketing materials, the design and distribution of tourism guides in both Lithuanian and English and the organizational development of the Lithuanian Junior Achievement Program.

In 1997, Volunteers provided consultations on business planning, accounting and basic business practices to over 700 business start-ups, entrepreneurs, and established business owners. Several Volunteers organized and conducted a trade fair for women-owned businesses in the town of Kaunas. The fair was a resounding success with over 60 businesses represented and more than 4,000 visitors.

Education

The Education project in Lithuania has two major areas of focus: Teaching English as a Foreign Language (TEFL), and English for Business Purposes. TEFL Volunteers work with the Ministry of Education to increase access to English language instruction in Lithuania at the secondary school level, thereby giving citizens access to newly expanding technological, educational, social, and commercial developments. Volunteers provide training for Lithuanian teachers to enhance their English language proficiency and teaching skills, increase the number of teaching resources, and promote community activities. English for Business Volunteers teach Business English classes for secondary level students in vocational colleges or specialized schools. They coordinate a variety of activities that help their students and colleagues develop both basic and business-specific English language skills. Volunteers in both projects participate in English language curriculum and materials development in their schools.

By the end of 1997, Education Volunteers will have taught English language skills to over 2,300 students in 23 schools, and business English to over 650 students in eight schools throughout the country. One successful program involved a Volunteer who collaborated with a Women's Society organization and helped them acquire funding for training seminars, development workshops and brochure writing. Another Volunteer worked in conjunction with prominent community members on the design and funding of a community-based youth center in a small, rural town west of the capital. An overwhelming success, the center offers young people in the community an alternative learning environment through computer workshops, a library, reading rooms, youth development activities and team sports.

MADAGASCAR

Population: 13,651,000

Annual Per Capita Income: \$230

Program Dates: 1993-Present



Country Overview:

Madagascar continues to face many development challenges. The education system is burdened by overcrowded classrooms, poorly trained teachers, and a severe shortage of teaching materials. Many people lack access to basic health and social services. Ten percent of children die from preventable diseases, while 40 percent of those who survive are stunted from malnutrition. The natural-resource base is severely threatened by deforestation, loss of biological diversity, soil erosion, and the decline in overall land productivity. Peace Corps Volunteers in Madagascar are training teachers, conducting health education and child survival activities, and working on natural resource management and community development.

Resources:

	FY 1997	FY 1998	FY 1999
Madagascar	Actual	Estimates	Current Operations
Trainees	23	32	31
Average # of Volunteers	34	36	46
Program Funds (\$000)	1,035	1,048	1,158

Peace Corps Program by Sector:

Education

Volunteers are improving middle school English teaching skills by introducing participatory classroom techniques and new teaching methods and materials. Since the project was initiated, Volunteers have joined Ministry of Education officials in conducting more than 60 in-service training sessions for approximately 450 teachers. Volunteers have also established eight English language resource centers and are implementing training seminars and evening English classes in their communities.

This year education Volunteers in three regions joined with health and environment Volunteers to conduct theme-based English language summer camps. One female Volunteer's community center hosted 25 girls aged 13 to 15 for a five-day camp to improve English through recreational activities and to learn basic health messages through theater skits and a radio show. Another Volunteer organized field trips to Nosy Be, an island off the northwest coast of Madagascar. As a result, about 1,500 middle and high school students became familiar with local businesses and potential employers.

Environment

Madagascar has several protected wildlife areas. Volunteers provide training for community members and groups to improve conservation in these areas. Their goals are to reduce the degradation of natural resources, to develop the capacity of local individuals and institutions to manage sustainable income-generating activities, and to enhance the management capabilities of responsible government officials.

One Volunteer successfully introduced improved honey production in his community by training a villager to use and teach new techniques, which benefited 30 community members. Another Volunteer has become an integral part of the ecotourism and community development activities in his region. He worked with conservation agents and staff to clear and maintain 23 kilometers of trail, complete 150 meters of new trail, construct a log bridge, and build interpretive signs.

Health

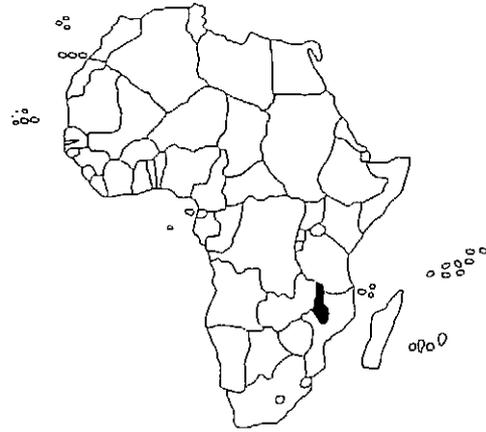
Volunteers provide assistance to community health personnel and community leaders who have had little training in public health, program management, or supervision. Community efforts are geared toward disease prevention, child survival, and improved nutrition. All Volunteers participated in a health and nutrition survey that surveyed over 3,000 mothers of children younger than two years of age. Using the results, Volunteers developed health messages targeting the participating communities. In addition, some Volunteers assisted with polio immunization by working with health agents and community leaders to heighten awareness of the need for immunization among approximately 4,000 mothers and caretakers.

MALAWI

Population: 9,757,000

Annual Per Capita Income: \$170

Program Dates: 1963-1969; 1973-1976; 1978-Present



Country Overview:

Although Malawi is a newly established democracy, its gains in political and individual freedom are tempered by continuing concerns about disease, drought, hunger, and environmental degradation. Twelve percent of the urban middle-class between the ages of 15 and 44 are infected with HIV/AIDS, and projections indicate that the number of children orphaned by this epidemic will reach 600,000 by 1998. These statistics, along with growing demands for education and environmental rehabilitation, reinforce the important role that Peace Corps Volunteers play in the country's development. Malawi's Vice President, Justin Malawezi, was a Peace Corps language instructor from 1964 to 1966 and is working to develop a national service corps in Malawi.

Resources:

	FY 1997	FY 1998	FY 1999
Malawi	Actual	Estimates	Current Operations
Trainees	61	35	34
Average # of Volunteers	129	115	83
Program Funds (\$000)	2,051	1,859	1,726

Peace Corps Program by Sector:

Health

Approximately one million Malawians are infected with HIV/AIDS. Volunteers work in rural communities as educators and counselors, teaching HIV/AIDS prevention strategies and counseling techniques to Malawian counterparts, patients, students and community groups. Over 1,800 "Edzi Toto" ("No AIDS") youth clubs have been formed and registered. Volunteers have started drama clubs and shown videos at counseling centers. Due in part to these interventions, the prevalence of sexually transmitted diseases in some parts of the country is declining.

Volunteers instruct families in childhood disease prevention, nutrition and appropriate sanitation practices. In one child survival project, a Volunteer provided nutrition training for 41 Health Surveillance Assistants. In a Volunteer-assisted health campaign, 14 Village Health Committee members constructed sanitation platforms for pit latrines. A Volunteer helped a community install three new garbage collection sites.

Environment

In a dozen national parks and reserves around the country, Volunteers are serving as environmental educators, national park officers, and community coordinators. They work with local residents of national parks and neighboring protected areas to relieve human pressures on the natural environment, increase food security, and create income-generating activities for local residents.

Volunteers have included approximately 5,000 villagers in an Educational Outreach program conducted around Liwonde National Park. With Volunteer encouragement, over 2,000 teachers and students went on overnight visits to national parks in Malawi, and most were able to see for the first time the complexity of nature in the forests. A wildlife club, assisted by a Volunteer, conducted a week-long workshop called, "From Awareness to Action," for its members.

Education

The new government has implemented a policy of free education, an action which has swelled the ranks of schools and sorely tested the country's resources. More classrooms and an estimated additional 22,000 teachers are needed. Volunteers teach math and science in secondary schools located primarily in underserved rural areas. Additionally, 15 Volunteers are involved with HIV / AIDS education and wildlife clubs.

In addition to classroom teaching, Volunteers also help develop teacher resources. Twelve Volunteers have developed a Mathematics Teachers Guide, which will be distributed to all math teacher Volunteers and math teachers in Distance Education Centers. Three Volunteers are involved in training counterparts in the use of teaching aids such as games and activity packets.

MALI

Population: 9,788,000

Annual Per Capita Income: \$250

Program Dates: 1971-Present



Country Overview:

Mali faces multiple development challenges. The country is not self-sufficient in food production, a problem exacerbated by frequent droughts. The country's rapidly increasing population continues to strain the natural resource base. A new government initiative promotes decentralization so that local communities will assume responsibility for development projects. These communities, however, lack the skilled personnel needed to identify, plan and implement such projects. Currently, Peace Corps Volunteers are working in the priority areas of food production, water availability, environmental conservation, small income generation, and preventive health care. In addition, the Peace Corps is also providing advice to the Government of Mali as it works to expand the Malian volunteer corps.

Resources:

Mali	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	64	86	85
Average # of Volunteers	156	144	136
Program Funds (\$000)	2,930	2,885	2,871

Peace Corps Projects by Sector:

Agriculture

In response to high local demand for poultry, many Volunteers are working with local community members, associations, and youth groups to improve chicken-raising practices. The Volunteers serve as technical resources to promote vaccinations, to introduce better breeds, and to improve designs for chicken coops. Funds are raised locally to purchase imported roosters intended for breeding purposes. Their offspring are healthier and provide more meat per bird than local varieties. Through these activities, local communities are able to generate income and to have better and more nutritious food.

Volunteers also work with farmers to increase crop production and improve the diets of local people. They focus on gardens, planting practices, and food preservation/storage techniques. They also introduce high-yield soybean plants to help improve the nutritional intake in many communities.

Business Development

Volunteers work closely with small businesses to improve management capabilities of entrepreneurs and to increase the availability of financial and technical resources. In cooperation with a local counterpart agency, they provide training and counseling to entrepreneurs on feasibility studies, marketing surveys, inventory control, accounting and product pricing. Peace Corps Volunteers also promote more effective savings and credit models, which have been adopted by several local organizations.

One Volunteer is involved in the organization of an innovative project focusing on both small enterprise development and cultural heritage. The Culture Bank is a grass-roots institution that works to make cultural heritage preservation both interesting and viable for an African village. Local residents donate artifacts that they find in the countryside or have as family heirlooms. They then receive access to a line of credit which is equal to the value of the article they donate. Through this system, the Culture Bank transforms cultural resources into tangible economic resources, providing financial independence for villagers and insuring that historical and cultural artifacts are retained in the local community.

Environment

Volunteer foresters encourage communities to use their natural resources efficiently and to conserve biodiversity. They promote soil conservation and tree production, the use of fuel-efficient stoves, and the construction of woodless houses. Environmental education is also a priority, both in the primary schools and with out-of-school youth. Volunteers work with blacksmiths to construct low-cost water pumps, which can be manufactured and repaired locally and which provide an affordable alternative to high-cost motor pumps.

With the government's push towards decentralization, local communities are taking on more and more responsibility for managing local resources. In the southwestern region of Mali, three Volunteers have been working with local officials and residents to increase their ability to manage and benefit from a wildlife reserve in their area. They have assisted villagers to become more aware of the importance of biodiversity and the value of maintaining land in its natural state. Local flora and fauna are being catalogued so that the richness of the area will be understood.

Health

Volunteers at the local level play an active role in the on-going restructuring of the public health sector through their work with health care providers, local associations, and individual community members. Their interventions include introducing long-term methods for reducing preventable deaths among children and for insuring the continued viability of local health center operations. Volunteers work to raise awareness of health issues and promote preventive care measures such as nutritional practices, weaning, breast feeding, diarrhea disease control, vaccinations, and HIV/AIDS prevention.

In the remote village of Koro, one Volunteer took on the challenge of confronting the combined effects of malnutrition and infection. The Volunteer introduced simple health and hygiene sessions in local classrooms. She worked with a group of children who then made their parents aware of vitamin A deficiencies, vaccination dates, the threat of Guinea worm disease, and the importance and benefits of sanitary latrines.

MAURITANIA

Population: 2,274,000

Annual Per Capita Income: \$460

Program Dates: 1967; 1971-1991; 1991-Present



Country Overview:

Intermittent droughts have forced a large percentage of the rural population of Mauritania to abandon a traditional nomadic way of life and move to the larger towns and cities. The urban areas are unable to cope economically or structurally with this influx, resulting in insufficient health and sanitation facilities, a reduction in agricultural productivity and high unemployment. The Government of Mauritania has requested Peace Corps assistance to: increase agricultural production and incomes, promote reforestation and dune stabilization, implement preventive health care with an emphasis on providing clean water, and develop the formal and informal business sectors.

Resources:

	FY 1997	FY 1998	FY 1999
Mauritania	Actual	Estimates	Current Operations
Trainees	38	27	26
Average # of Volunteers	37	52	47
Program Funds (\$000)	1,302	1,372	1,357

Peace Corps Projects by Sector:

Agriculture

Volunteers participate in an integrated development effort to improve agricultural and forestry practices throughout rural Mauritania. They are working to improve the capacity of local farmers in selected oases and villages to produce nutritious food for their own consumption and for income generation. Volunteers assist farmers to protect garden sites, villages, and oases against sand encroachment and natural degradation.

Environmental education is an integral part of Peace Corps' agriculture projects. Two Volunteers from different regions teamed up this year to organize a fruit tree expo to promote fruit tree cultivation and to bring attention to the National Fruit Tree Research Station. Twenty villages were involved, and 700 fruit trees were sold.

Business Development

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

Business Volunteers also contribute to the sustainability of projects in the health and agriculture sectors. For example, some business Volunteers are teaming up with health Volunteers and Mauritanian welders to organize an appropriate technology water pump conference. Emphasis will be placed on developing skills in marketing, sharing technological innovations and production and repair strategies.

Health

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. Specific projects include constructing and maintaining public water and waste-elimination systems, training village-based health agents and promoting community health education in the areas of HIV/AIDS awareness, Guinea worm eradication, and nutrition. By installing water pumps on wells and nearby rivers, communities can increase their access to potable water and reduce the incidence of water-borne diseases.

MOLDOVA

Population: 4,344,000
Annual Per Capita Income: \$920
Program Dates: 1993-Present



Country Overview:

Although Moldova has made significant progress since 1991, the transition from a centrally planned economy to a market system is proving to be a challenge. While the currency is stable and signs of structural reform are evident, macro-economic success has yet to improve the standard of living for the average Moldovan. Registered unemployment is low, but estimates of the true figure are still over 10 percent.

In addition, Moldova's education system has a critical shortage of English teachers and English-language resources. The government has expressed concern that lack of English proficiency, especially in areas such as the environment, agriculture, trade, and business development, will inhibit cultural and economic contact with the West. Peace Corps Volunteers are helping to address these issues by focusing their efforts in the areas of economic and organizational development and education.

Resources:

	FY 1997	FY 1998	FY 1999
Moldova	Actual	Estimates	Current Operations
Trainees	49	54	54
Average # of Volunteers	62	82	89
Program Funds (\$000)	1,154	1,553	1,598

Peace Corps Program by Sector:

Business Development

Six years into independence, the vast majority of Moldovans do not directly feel the benefits that can come from free enterprise and democracy. In response to this concern, the Peace Corps is undertaking business development activities that facilitate and/or support the transformation and expansion of the Moldovan economy. Volunteers have been placed at business centers, mayors' offices, banks, and Moldova's Academy of Public Administration. Recently, the focus has expanded to include agricultural land privatization, business education, business English, and development of non-governmental organizations. During the past year, over 3,300 Moldovans participated in seminars and workshops, over 450 Moldovans were trained as staff or trainers, and nearly 2,000 business consultancies were conducted.

One Volunteer coordinated efforts between a local fundraising group, the local UNICEF office, and the staff of a regional sanitarium to provide support for children at risk of tuberculosis. This collaboration resulted in a \$14,000 grant to refurbish and renovate parts of the sanitarium, which serves as an orphanage, boarding school, and treatment center for the children.

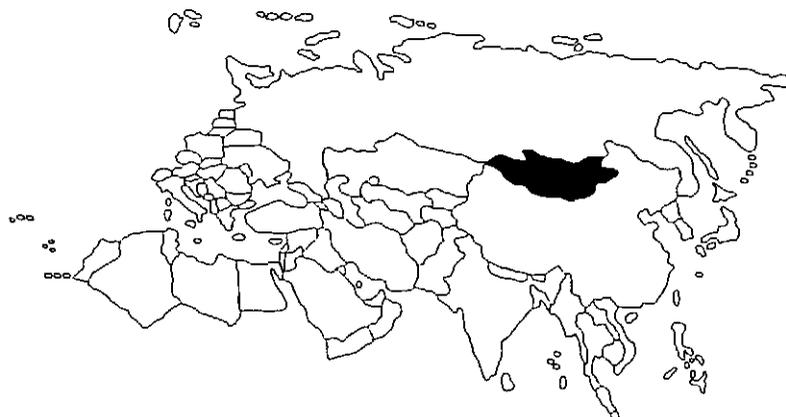
Education

In August of 1997, Peace Corps/Moldova began a pilot health education project to address a variety of health concerns. Volunteers will be based in regional school headquarters and will work with the Ministry of Education to develop curricula for the classroom. This program is designed to improve collaboration between the schools, community groups, and local non-governmental organizations.

An additional area of need in Moldova involves English education. The country faces a critical shortage of English resources of all kinds: established English language programs, qualified instructors, written and audio visual materials, and contact with native speakers. There are currently 41 TEFL Volunteers working in secondary cities, regional centers, and villages. In FY97, Volunteers taught over 2,100 primary and secondary students, trained over 200 future Moldovan TEFL teachers, and opened six new English Resource Centers.

MONGOLIA

Population: 2,461,000
Annual Per Capita Income: \$310
Program Dates: 1991-Present



Country Overview:

As are many countries in the region, Mongolia is experiencing the transition from a centrally-planned economy to a market economy. The Government of Mongolia places education as a top priority, with education spending accounting for a fifth of its national budget. In 1997, the Ministry of Education officially approved English as the primary foreign language to be taught in schools. Mongolians view English proficiency as a critical means of acquiring current knowledge and skills in all fields. Peace Corps has responded to these requests by placing Volunteers as Teachers of English as a Foreign Language (TEFL) in secondary schools as well as in business and health institutions.

To support areas where natural habitats and lands are threatened by ecological degradation, Peace Corps/Mongolia recently developed an environmental project. The Natural Resources and Community Development project serves to increase the capacity of Mongolians working in environmental organizations to achieve their organizational missions and assist with community development activities where local practices are threatening natural resources and biological diversity.

Resources:

Mongolia	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	26	35	35
Average # of Volunteers	48	57	55
Program Funds (\$000)	966	1,253	1,250

Peace Corps Program by Sector:

Education

Volunteers working in the Education sector are teaching English and training teachers in secondary schools and in institutions of higher learning. As part of their efforts, a group of Volunteers has collaborated with local teachers to develop a four-year National English Curriculum Guide. This guide has received official endorsement by the Ministry of Education as a national English curriculum and will be used by teachers throughout the country. Copies will be distributed to every English teacher in Mongolia.

The education project is also designed to promote community-based outreach activities. Volunteers are providing support in health projects, developing ecotourism ventures, helping homeless children in the capital city, creating agricultural programs and promoting small business development. Peace Corps has also been instrumental this past year in developing and implementing a Junior Achievement program in Mongolia.

One Volunteer secured funding to help his middle school manufacture school uniforms. Four sewing machines and all the necessary materials for producing the first 150 uniforms were purchased. The school is now producing high quality uniforms which are being sold at reduced rates to the students. Students from low income families are able to pay for their uniforms in reasonable monthly installments. The income generated from this project has gone into procuring new machines and new materials, which will help insure the sustainability of the project. Students are also being trained to use the new sewing machines.

Environment

Volunteers working in the Natural Resources and Community Development project coordinate a variety of activities which serve to increase the English language proficiency of counterparts, develop technical and networking resources available to host organizations, and expand community development projects which have conservation benefits. Volunteers in this new project work with officials in area offices, provincial and local governments, and Mongolian environmental non-government organizations.

MOROCCO AND MALTA

Population: 26,562,000

Annual Per Capita Income: \$1,110

Program Dates: 1962-1991; 1991-Present



Country Overview:

Although Peace Corps Volunteers have helped to improve the quality of life in Morocco over the last 35 years, the country continues to face a number of pressing development challenges. Outside of large cities where poverty is most acute, maternal mortality rates remain exceptionally high, with an average of 3.7 maternal deaths per 1,000 births. Literacy rates are also low in these rural areas, where qualified school teachers remain in short supply. Climatic swings continue to hamper harvesting, while over-grazing impedes livestock production and management. Burgeoning population growth has contributed to the drainage of wetlands, deforestation of public areas, and erosion in national park reserves. To help address these concerns, Volunteers are assigned to projects in health, education, agriculture, and environment.

Peace Corps/Morocco also administers a program in Malta. Although a small program, the two highly skilled Volunteers serving on that island play key roles in the coordination of Malta's health care management services and agricultural extension systems.

Resources:

Morocco and Malta	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	77	74	74
Average # of Volunteers	116	120	128
Program Funds (\$000)	2,219	2,234	2,299

Peace Corps Program by Sector:

Health

Morocco's high infant mortality rate reflects poor living conditions that are closely associated with poor water quality and inadequate sanitation facilities. Volunteers work in predominantly rural Moroccan communities to improve maternal and child health care and increase access to safe water supplies. Health education is a major component of their projects. In the past year alone, Volunteers have implemented vaccination campaigns, trained fifteen nurses in communication and patient counseling, constructed water supply systems, designed and produced safe birthing kits, and developed dental hygiene awareness campaigns.

Efforts in pit latrine construction have resulted in two new school latrines, which will benefit 850 students; skills for continued latrine construction have been transferred to Moroccan counterparts through training in project design, management, and funding. In a similar effort to improve local sanitation and water supplies, one Volunteer helped a community equip their well with a new hand pump, providing access to safe water for 250 people.

Education

English is the language of international communication, tourism, and science and technology. As the nature of education in Morocco moves towards technical and professional areas, Volunteers and their Moroccan colleagues are working together to adapt teaching techniques, expand educational resources, and design English curricula that is targeted to technical needs. At the university level, Volunteers are expanding and developing departmental resource centers to increase support for student research. This need was identified as an area where Peace Corps could make a lasting and valuable contribution to library development through former Volunteers serving as university professors.

Another area of the Moroccan Education Project involves Volunteers serving in schools for the blind. They develop curriculum which addresses the special needs of visually-impaired and blind students in the areas of orientation and mobility by expanding their access to basic education and vocational training.

In 1997, five Volunteers focused on the development of university libraries and information management systems. Ten others are teaching orientation and mobility skills at nine Moroccan schools for the visually-impaired to prepare students for integration into the education system and their communities. One Volunteer completed a teaching manual for teachers of the blind in grades 1-3 which focuses on the area of concept development.

Agriculture

Small rural farmers are an important part of Morocco's agriculture sector, yet they have only limited access to information and resources that could improve productivity or increase incomes. Through formal training, Volunteers have worked with farmers to improve sustainable agriculture and livestock production, develop income-generating activities, provide extension education and enhance rural women's development. As a result, three different women's cooperatives in rabbit, chicken, and dairy goat production were established in the last year. These cooperatives now provide a source of income for 34 local women. Volunteers also train young farmers and women in appropriate agricultural practices and the marketing of their products through projects such as the Agricultural Small Business Project, in which students participate in daily poultry raising activities as well as sessions on project development and implementation.

On Malta, one Volunteer conducts research and training on the use of soil solarization as a means to control insect infestation on agricultural lands. This control system has received significant attention throughout the Mediterranean region, where the hot, dry climate lends itself to solarization. This method has proved to be an economical and environmentally-friendly alternative to using methyl bromide, an ozone-depleting chemical typically used by Maltese farmers for the same purpose. National Maltese television recently recognized the Volunteer's efforts in promoting this sustainable technology.

Environment

Morocco is in the process of developing a national strategy to make its parks and ecological reserves more user-friendly and accessible so that tourism will increase and generate greater revenue. In collaboration with local park officials, Volunteers are developing management strategies which address the unique ecosystems of individual parks. They have promoted ecotourism development through the creation of brochures, terrain mapping, and species inventories; designed environmental education curricula; and introduced solar ovens to nearby communities to reduce wood consumption in these environmentally fragile areas. These projects have helped to increase the dialogue between park officials and local community leaders so that important environmental issues are addressed.

Volunteers have organized over ten nature field trips to enhance community interest and awareness of the local environment, and have planted hundreds of trees as part of "World Environment Day." One Volunteer coordinated the design, funding and construction of five incinerators in Tazekka National Park to address garbage and waste.

MOZAMBIQUE

Population: 16,168,000

Annual Per Capita Income: \$80

Program Dates: New Entry



Country Overview:

Due in part to the ravages and disruption of nearly thirty years of war, Mozambique's educational system has been decimated and is now struggling to rebuild. Schools were destroyed in the war, and trained personnel departed the country, leaving behind a broken infrastructure. Now that peace and democracy are taking root, children have the opportunity and desire to attend school. Education is a timely choice for a Peace Corps program in Mozambique. The Peace Corps anticipates that Volunteers will arrive in Mozambique in late 1998 and will focus their efforts on education.

Resources:

Mozambique	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	0	0	25
Average # of Volunteers	0	0	18
Program Funds (\$000)	0	726	1,210

Peace Corps Program by Sector:

Education

Since the end of the civil war, nearly five million refugees and displaced persons have returned to their homelands. This year, the nation's already strained schools will feel the pressure of an additional 200,000 pupils. Less than 60 percent of children between the ages of six and ten have access to primary education.

Mozambique identifies education as the key to building a new and prosperous country with equality and opportunities for all. The country is also conscious of its need to build commercial partnerships with its English-speaking neighbors. The government has therefore requested that Peace Corps Volunteers assist in teaching English at the secondary school level. Volunteers will offer quality instruction to students, collaborate with fellow teachers, develop relevant and inexpensive materials and strengthen the links between schools and local communities.

NAMIBIA

Population: 1,545,000

Annual Per Capita Income: \$2,000

Program Dates: 1990-Present



Country Overview:

The Namibian national development plan emphasizes meeting people's basic needs and providing economic opportunities for all Namibians. A large share of Namibia's annual budget is devoted to education. Efforts are being made to distribute educational expenditures per learner across regions and to increase the efficiency of the education system to enable a higher proportion of pupils to progress from primary to junior and secondary schools. The Peace Corps assists Namibians toward these goals through work in primary and secondary education, and in youth development.

Resources:

Namibia	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	69	78	77
Average # of Volunteers	86	123	128
Program Funds (\$000)	2,133	2,449	2,544

Peace Corps Program by Sector:

Education

Approximately 67,000 Namibian children between the ages of six and 16 are not in school. Of the more than 371,000 students enrolled in school, only 40 percent of them are expected to complete grade seven. Inadequate staffing conditions exist in most regions; less than half of secondary teachers have the requisite credentials. Science and mathematics is not taught in many schools because of the lack of qualified teachers.

The Peace Corps assists the government in its efforts to provide education for all its citizens. Volunteers work as primary education teacher trainers, and as secondary education teachers of mathematics, the sciences and English. To enhance the abilities of teachers, Volunteers conduct workshops that focus on methodology, continuous assessment, teaching strategies and instructional materials.

Volunteers are preparing their students to compete successfully in national science fair competitions and assisting counterparts to develop and operate scientific laboratories. In one instance, a Volunteer designed and developed a computer lab and trained a colleague to operate it. Volunteers have also involved their schools in the Global Learning and Observations to Benefit the Environment (GLOBE) project.

Youth Development

Namibia's annual population growth rate, constant over the last few decades, remains at three percent. Nearly three-quarters of the population is younger than 30 years of age. If the current birth rate continues, the number of youth (ages 15 to 30) is expected to double over the next 18 years.

Needs in the youth sector are tremendous, as no services or structures for providing information, training or counseling existed prior to independence. Youth in Namibia have had little experience forming organizations which develop leadership structures. Addressing these needs has been identified as a high priority for the Namibian government.

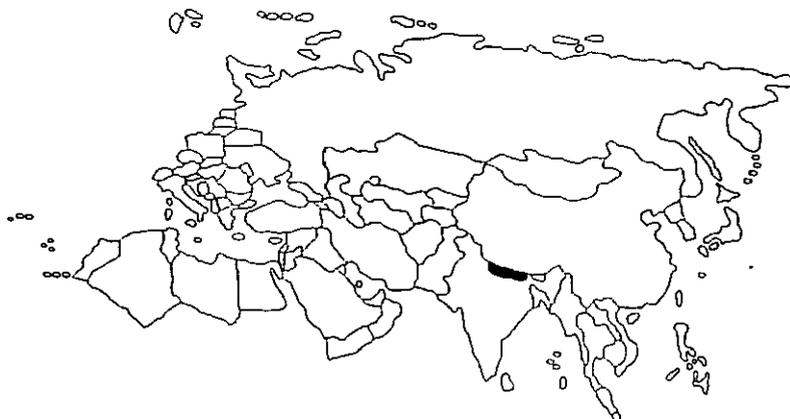
Volunteers work with their counterparts as regional youth center managers, youth development officers, and health officers. Volunteers have assisted in establishing multi-purpose youth centers and programs such as health units. They also have conducted workshops for youth focusing on such topics as business management skills and life skills, as well as environmental and outdoor leadership skills.

NEPAL

Population: 21,456,000

Annual Per Capita Income: \$200

Program Dates: 1962-Present



Country Overview:

Nepal is a landlocked, mostly mountainous country with many chronic development problems. The United Nations estimates that over half the population of Nepal lives in poverty, with few people in rural areas having access to sanitation facilities or potable water. Life expectancy in Nepal is 53 years, and the literacy rate is below 30 percent. The country's population has increased dramatically over the last three decades from nine million to over twenty million. Nepal is faced with a lack of educational opportunities for its children, poor health facilities, deforestation, soil erosion, and a dependence on subsistence agriculture.

The people of Nepal continue to look for innovative solutions to these problems, working side-by-side with Peace Corps Volunteers in remote areas. Volunteers are addressing these challenges by working in education, health, environment, urban youth development, and agriculture.

Resources:

Nepal	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	79	88	88
Average # of Volunteers	135	145	133
Program Funds (\$000)	2,331	2,384	2,249

Peace Corps Program by Sector:

Agriculture

Eighty-five percent of Nepalese live in rural areas and depend on agriculture for income. To help Nepal improve its agricultural productivity, Peace Corps Volunteers in Nepal work in horticulture and soil conservation. Volunteers have helped over 500 farmers to increase their skills and abilities to produce more fruits and vegetables, and they have taught over 400 farmers improved methods of soil conservation.

An agriculture Volunteer in one of Nepal's mountain regions works closely with a group of farmers who are motivated to raise their standard of living by improving food production for their families. The Volunteer introduced new production techniques through constructing demonstration plots, distributing improved vegetable seeds, and establishing nurseries. As part of his education efforts, he initiated a garden competition to motivate local farmers and helped a school establish a student garden.

Youth Development

Volunteers work to address some of the pressures brought about by rapid population growth in Nepal's urban areas. They work in municipal offices as community development facilitators to help neighborhoods and youth groups develop long-range plans, organize educational activities, and identify and solve development problems. In 1997, Volunteers trained over 900 urban residents in literacy, proposal writing, family planning, and sanitation. They built 25 latrines and conducted four training sessions on mother and child health care issues.

As evidence of the success of the Youth Development program, a Volunteer assigned to a large town in the western region of Nepal has received strong support and recognition from the mayor and other municipal staff. Together they have implemented many projects which benefit the local population, especially low-income women and children. She and her colleagues have delivered services such as literacy classes, health awareness activities, and town clean-up campaigns.

Education

Only one-third of Nepalese youth now attend school, and most teachers are under-qualified. During their first year of service, Volunteers teach in secondary schools, most of which are in the remote hills of the far eastern and western regions of Nepal. During their second year, they may choose to become teacher trainers and travel to different communities to conduct training sessions for secondary school teachers. Education Volunteers are encouraged to become involved in their communities through such activities as health training and boys' and girls' clubs. Over the past year, Volunteers have taught 5000 schoolchildren and have trained 1200 teachers.

In order to encourage a greater interest in science and technology, an Education Volunteer recently developed a mobile science exhibition at his school. The display demonstrated the use of various science equipment and expanded the students' awareness of scientific issues. Among other activities at the school, the Volunteer obtained a computer for a training center and trained one of his colleagues in computer operations.

Environment

Severe deforestation in Nepal has led to shortages of animal fodder and firewood. In response to this concern, Forestry Volunteers work with the District Forest Offices to promote the equitable and proper management of scarce forest resources. They help establish and train forest user groups, assist in reforestation efforts, and work with schoolchildren to increase their knowledge of the environment.

This year, a Forestry Volunteer trained villagers in techniques for constructing improved cooking stoves which use locally available materials. These stoves use less wood, thereby reducing the need to cut trees for fuel. A Nepalese woman who obtained an improved stove remarked that, "this smokeless *chulo* (stove) has really reduced the smoke in my kitchen and uses less firewood." An indirect benefit of this technology is that women don't have to travel as far to collect firewood, which enables them to devote more time to family and income-generating activities. The Volunteer also developed a program to provide Nepalese forestry students with practical field experience prior to their graduation.

Health

Volunteers work in community health, nursing education, and water and sanitation. Community health Volunteers work in remote hill areas to increase the effectiveness of health clinics by working with Nepalese female health volunteers. They educate people in such topics as: nutrition, family planning, maternal and child health, and AIDS awareness. Nursing education Volunteers teach similar subjects at provincial nursing campuses. Volunteers working in water and sanitation are assigned to local communities to improve access to safe water supplies and to teach basic sanitation practices.

One successful health project involves a water and sanitation Volunteer who secured funding for the Mira Peak Cleaning Campaign. With the cooperation of several trekking agencies, mountaineering associations, and non-governmental organizations, the Volunteer led a successful campaign to clean a local mountain area and increase public awareness of sanitation issues. In a similar effort, a health Volunteer who is a registered nurse initiated a program to dispose of used needles and syringes at a local hospital. To increase awareness among medical staff, she conducts a monthly training session on proper hospital waste management.



NICARAGUA AND COSTA RICA

Population: 4,375,000

Annual Per Capita Income: \$380

Program Dates: 1968-1979; 1991-Present

Country Overview:

While experiencing a peaceful transfer of leadership from one democratically elected president to another, Nicaraguans continue to face economic development challenges. Fifty percent of the population is poor and 20 percent live in extreme poverty. Infant mortality and child malnutrition rates are high. Micro-entrepreneurs have limited access to credit and technical assistance, and increasing deforestation is putting a strain on the environment. Since resuming operations in Nicaragua in 1991, the Peace Corps has established projects addressing some of the most pressing needs of the country's rural and urban population. Peace Corps Volunteers and their counterparts are working to improve the quality of life of Nicaraguans through projects in economic development, environment and health.

Peace Corps Nicaragua will begin administering a project in neighboring Costa Rica in June, 1998. Twenty Volunteers will be assigned to work with the National Institute for Child Welfare (PANI) in a project aimed at meeting the needs of at-risk youth.

Resources:

Nicaragua and Costa Rica	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	72	81	81
Average # of Volunteers	165	134	146
Program Funds (\$000)	2,752	2,442	2,285

Peace Corps Projects by Sector:

Business Development

Microenterprises and cooperatives provide employment opportunities for the poorest populations living in rural and urban areas. Volunteers are working with these organizations and with savings and loan cooperatives to ensure loan options for small producers.

One Volunteer works with a youth savings program in coordination with the members of a credit union. The program was initially promoted in twelve schools and now has over 150 young members enrolled in the credit union with an average savings of about fifty dollars per member.

Environment

In some areas of Nicaragua, farming methods employ "slash and burn" techniques and the population is heavily dependent on cutting trees for use as fuel wood. These traditional methods are putting considerable strain on Nicaragua's environment. Volunteers work at the community level with farmers and community associations and government and private voluntary organizations to address these environmental challenges. Volunteers also provide environmental education support to primary school students and to community based environmental volunteer groups.

One Volunteer is working in a rural community to reforest a mountain that contains a natural spring which provides a primary water source for the community. Volunteers are also training teachers in environmental education and establishing vegetable gardens with families.

Health

Despite serious resource constraints, the Nicaraguan government has a strong commitment to preventive health care and health education. Volunteers work as health educators in many of the poorest areas of Nicaragua to lower the rates of infant and maternal mortality, contagious diseases and other health problems.

One Volunteer in northern Nicaragua is promoting improved nutritional practices by encouraging people to use soy in traditional Nicaraguan dishes. The community now has three communal soybean plots and has inspired a neighboring community to request training and guidance about using and growing soybeans.

Another Volunteer works with a group of Nicaraguan women to operate twelve communal kitchens that provide one meal a day for poor, nutritionally high-risk children. The Volunteer promotes better nutrition to help prevent malnutrition, parasites, and diarrhea illness. She also taught the women to build clay stoves which consume less firewood and result in fewer burn accidents. The women meet regularly with the Volunteer to learn about different health themes and promote health issues in their communal kitchens.

Youth Development

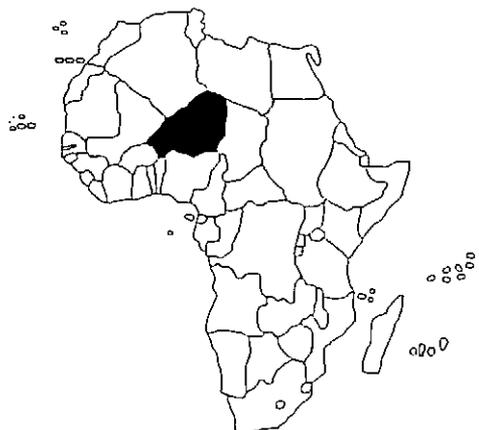
Beginning in June, 1998, Peace Corps Nicaragua will assign approximately 20 Volunteers to the Urban Youth project in Costa Rica. Volunteers in this model project work closely with staff and volunteers from the National Institute for Child Welfare (PANI). The Urban Youth project aims to meet the crucial needs of at-risk youth while training PANI to develop institutional capacity and promote volunteerism. PC/Costa Rica's Urban Youth project has been a model program in the Americas, serving as a laboratory for learning for the region.

NIGER

Population: 9,028,000

Annual Per Capita Income: \$220

Program Dates: 1962-Present



Country Overview:

Niger is one of the least developed countries in the world. The country's natural impediments to growth include its landlocked position, limited arable land, and the vulnerability of its agriculturally-based economy to the harsh, drought-prone climatic conditions. These obstacles are compounded by rapid population growth, a limited supply of skilled personnel, intensive exploitation of the already fragile soils and insufficient health services. To help address these challenges, Peace Corps assigns Volunteers to work in agriculture, environment and health in rural communities where 80 percent of the population lives.

Resources:

	FY 1997	FY 1998	FY 1999
Niger	Actual	Estimates	Current Operations
Trainees	63	50	49
Average # of Volunteers	118	105	88
Program Funds (\$000)	2,585	2,154	2,052

Peace Corps Projects by Sector:

Agriculture

Agricultural production is the number one concern for villagers in Niger, a country with extremely variable rainfall and predominantly sandy soils. Volunteers work directly with motivated farmers at the village level to find durable solutions to the problem of declining crop yields by introducing concepts such as water harvesting, crop rotation and soil fertility management.

Volunteers have been able to identify effective strategies for increasing agricultural production. Improved documentation and the use of model farms allows new generations of Volunteers and other development workers to determine the effectiveness of various interventions.

Environment

In Niger, where food production is a foremost concern, sacrificing an already fragile environment and dwindling biodiversity is an acceptable alternative to many villagers. Volunteers teach villagers how better management of resources like soil, trees and water contributes to their personal and economic well-being now and in the future. The project focuses on forestry, agro-forestry, soil

conservation and environmental education. A small number of Volunteers also do research in a national park in the Kouré Region, which is the refuge for the only herd of wild giraffes remaining in West Africa.

Volunteers target youth as the future managers of resources in the country. This past year, over 250 girls and boys participated in environmental youth groups. One Volunteer organized children to clean up trash and to build six community latrines in a village. Another Volunteer's youth group started a small store to earn income for the local school.

Health

Niger suffers from one of the world's highest infant mortality rates. Roughly 25 percent of children under the age of two are malnourished. Volunteers are working to improve the nutritional status of children and pregnant and lactating women in rural areas by educating mothers on how to improve their feeding and dietary practices.

One Volunteer is working in close collaboration with the head of the Maradi Regional Health District. The Volunteer involved all the nutritionists in her area to prepare for a Niger National Immunization Day Against Polio. Heads of the health departments and the local authorities are paying a great deal of attention to the important role of this and similar Volunteer activities, which help strengthen concepts of sustainability among the population of Niger.

PANAMA

Population: 2,631,000

Annual Per Capita Income: \$2,750

Program Dates: 1963-1971; 1990-Present



Country Overview:

Panama's relatively high United Nations Human Development Index obscures the extreme poverty that exists in many parts of the country. Mismanagement of natural resources has caused deforestation, erosion, pollution, loss of biological diversity and the degradation of the coastal and marine systems. As a result, many farm families have been forced off their land. Peace Corps Volunteers are working with farmers in the rural areas to introduce sustainable agriculture techniques aimed at reversing the dramatic environmental deterioration that threatens rural areas.

Resources:

Panama	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	41	42	42
Average # of Volunteers	65	81	79
Program Funds (\$000)	1,345	1,494	1,549

Peace Corps Program by Sector:

Agriculture

Volunteers work with the Ministry of Education and local non-governmental organizations to establish regional training sites for local farmers. Volunteers work with Panamanian farmers to introduce sustainable agriculture techniques, and to provide agro-forestry training in soil conservation, pest control, nursery development and reforestation techniques. Volunteers in two provinces have trained 30 Panamanian farmer leaders who are sharing what they have learned with other Panamanians throughout their provinces. This model is now being replicated across the country.

Environment

Volunteers work with the Ministry of Education to develop curricula to enhance the national environmental education program. Volunteers have developed activity guides that integrate environmental themes into existing primary school curriculum. Most Volunteers teach agro-forestry skills in their communities and schools. One thousand teachers and more than 70,000 elementary school children in grades K-6 have participated in the environmental education program during the 1997 school year. Since this project started, Volunteers have worked with junior high school and high school students throughout the country to form local ecological camps and clubs that are sustained with local funding.

PAPUA NEW GUINEA

Population: 4,302,000
Annual Per Capita Income: \$1,160
Program Dates: 1981-Present



Country Overview:

Although Papua New Guinea (PNG) has one of the largest natural resource reservoirs in the entire Pacific region, the World Bank ranks the country in the lowest category of developing nations worldwide. The literacy rate for women is only 38 percent. Of the students who enter primary school, only 58 percent reach grade six, and 16 percent go on to complete grade 10. There is a significant shortage of trained secondary school teachers, especially in science and mathematics. Another significant challenge is the management of the country's natural resources. In an effort to provide services to the rural majority, the government and landowners are eager to exploit these natural resources to accelerate economic development. As a result, environmental degradation, including water pollution, loss of habitat and biodiversity and soil erosion have become a pressing concern.

Volunteers are assisting the Papua New Guinea government in increasing the quality and access to education and providing social services and alternative economic opportunities for rural communities. Peace Corps/Papua New Guinea is concentrating its efforts in secondary school teaching and rural community development.

Resources:

Papua New Guinea	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	48	50	50
Average # of Volunteers	71	73	85
Program Funds (\$000)	1,541	1,556	1,719

Peace Corps Program by Sector:

Business Development

In remote areas of Papua New Guinea, employment in the formal sector is virtually non-existent. Interest in income generating activities is widespread as communities realize that in order to improve community health or provide educational opportunities for their children, they need a disposable income.

Volunteers have developed village-based health centers; introduced varieties of fruit trees; improved sanitation, nutrition and water supply; and organized cooperative village businesses based on sustainable natural resource practices. Many of these businesses, such as eco-tourism, rainforest jewelry, and handicrafts, are dependent upon the health of biologically diverse ecosystems and provide powerful incentives for conservation. Volunteers have helped women develop confidence and independence through such activities as nutrition, gardening, cooking, literacy training, bookkeeping and sewing.

Education

Education has been one of the highest priorities of the government and people of PNG. While considerable government resources have been devoted to the education sector, progress has been slow. Increasing shortfalls in recruiting host country teachers to fill a growing number of vacancies in secondary education has led to requests for Volunteers to teach core subjects, such as math, science and English.

In 1997, Volunteer secondary school teachers taught math, science, and English to over 9,500 students, conducted computer and teacher training for 200 national teachers, and assisted in the development of a science and math curriculum incorporating computers. Volunteers also participated in community activities outside of the classroom in areas such as agriculture, youth athletics, animal husbandry, literacy, health/first aid and conservation.

One Volunteer teaches science and math to students in one of the least-developed areas of PNG. In addition to teaching roughly 30 hours a week in the classroom, the Volunteer has initiated remedial math and science classes for his students after hours in an effort to improve their chances of passing their national examinations. As a result of his success, other schools have followed suit and started similar classes for their students.

PARAGUAY

Population: 4,828,000
Annual Per Capita Income: \$1,690
Program Dates: 1967-Present



Country Overview:

Paraguay is one of the poorest countries in Latin America. Less than ten percent of rural families has access to potable water. Forty-three percent of the labor force is dependent on agriculture, with incomes of rural farm families suffering due to a dependence on cotton monoculture, poor farming practices and the rising cost of credit. Paraguay's high population growth rate, combined with limited land resources and limited economic opportunity in rural areas, is causing urban migration. In both rural and urban communities, environmental contamination and degradation is also a growing problem. Few Paraguayans understand the negative impact of inappropriate waste disposal practices and mis-use of pesticides. Peace Corps Volunteers are helping address these challenges by working in the areas of agriculture, economic development, education, the environment and health.

Resources:

Paraguay	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	87	87	87
Average # of Volunteers	185	174	174
Program Funds (\$000)	3,126	3,159	3,271

Peace Corps Projects by Sector:

Agriculture

Volunteers work with small-scale farmers to improve productivity and crop diversification in order to alleviate the dependence on cotton monoculture. Farmers are learning to implement soil conservation and integrated pest management plans. Volunteers are also helping communities develop sustainable home gardens and animal production projects.

One Volunteer helped a farmer research production of strawberries. In one year, the farmer successfully produced and cultivated 4,000 strawberry plants, which earned \$1,500. The farmer has since installed an irrigation water pump and plans to sell young plants in neighboring cooperatives.

With the help of Volunteers, beekeeping is also gaining acceptance as a viable option for farm income generation. The number of Paraguayan beekeepers has increased from 810 in 1983 to over 5,000 in 1997. Volunteers have also introduced farmers to the use of macuna, an environmentally-friendly fertilizer that increases soil fertility. Some farmers have earned additional income by selling the macuna seeds to other interested farmers.

Business Development

Volunteers provide technical training and assistance to small business owners and rural cooperatives, helping create jobs and increase incomes by providing technical training and other assistance. Volunteers also work with small agricultural cooperatives in management, accounting, marketing, savings and loan services and educational programs.

One Volunteer taught cooperative members to use long-term plans in business operations, helped them understand international markets, and provided training in negotiations and how to set prices. The farmers are now in a better position to exercise market options as they proceed with their long-term plans for production and diversification.

Education

The Paraguayan Ministry of Education's 1992 Educational Reform calls for a decentralization of resources and teacher training and greater community participation in primary and secondary education, to improve education opportunities for students from traditionally neglected rural areas. The reform proposes a more democratic form of education aimed at developing participatory education, problem-solving skills, and personal development. The Peace Corps is supporting these efforts by providing training to Paraguayan primary school teachers to encourage more creative and interactive teaching methods for reading, writing and math. In addition, Volunteers conduct HIV/AIDS education, work with special education teachers, and visit families of children with special needs to strengthen their ability to help their own children.

One Volunteer carried out a reading project with area educators from the first, second and third grades at a teacher training college. This project created an extensive demand for further workshops to help teachers learn how to teach reading, and to document their student's progress. The very positive response to this project increased demand for education Volunteers to serve in other rural communities.

Environment

Nearly 90 percent of Paraguay's original forests have been depleted, and deforestation continues at an alarming rate. Small farmers suffer most from the devastating consequences of deforestation and require assistance in protecting their resources and livelihoods. Volunteers are helping farmers increase crop diversity and protect fragile deforested land. In addition, Volunteers are raising environmental awareness among children and adults, including those living in national parks and reserve buffer zones. In 1997, 800 people participated in extension activities related to agroforestry and/or soil conservation.

One Environmental Education Volunteer worked closely with a local teacher to develop a workshop to train Paraguayan teachers to incorporate environmental education into school curricula. Together, they successfully held the workshop in nearby schools and at a teacher-training college, where they received several invitations to return and repeat the workshop. Another Volunteer worked with 20 teachers and 170 students to organize a festival presenting plays, songs and dances tied to environmental themes. The event, which was attended by 300 parents, was a tremendous success.

Health

Morbidity and mortality of the maternal, infant, and child population in Paraguay is excessive. Volunteers are working to improve maternal and child health care in rural Paraguay by promoting pre- and post-natal care; providing training on parasite prevention, nutrition and other health topics; promoting gardens; teaching dental health care and promoting the construction of sanitary latrines, wells and water pumps.

One Health Extension Volunteer found a high incidence of parasites, diarrhea, and poor hygiene in her community. She and the members of her community identified the main cause of these problems as the lack of a potable water source. Together, they successfully planned and implemented the installation of a running water system and the construction of modern bathrooms, with 44 percent of the cost funded by UNICEF. Another Volunteer helped a community with no organizational experience establish a commission to assist in the implementation and construction of a new health post.

Youth Development

According to the most recent census, 51 percent of the population of Paraguay is under 20 years of age and nearly half of these youth are considered "at-risk," living in very difficult conditions. Most do not receive the benefits of a good education or health care. In the cities, many live in overcrowded slums, with no recreational spaces and scarce services. Drug abuse, delinquency and homelessness are increasingly common among Paraguay's youth. In May 1995, Peace Corps began a youth development project designed to help "at-risk" youth build their self-esteem, better integrate into their communities, and strengthen their employment skills. Volunteers have been working with community groups and organized clubs to increase youth participation.

One Volunteer noticed the lack of life-skills taught in high schools. She found the appropriate curriculum to share with the teachers who had never received such guidance training. She then presented various workshops to all interested teachers, making a sustainable impact on the youth in the area.

Another Volunteer taught basketball at a home for teen-age boys. The tournaments in which they participate serve as an important educational opportunity for these youths, many of whom had never before left the capital city. Local adults began to see the importance of the home's continued operation and organized fund-raisers to assist in its programs.

PHILIPPINES

Population: 68,595,000
 Annual Per Capita Income: \$1,050
 Program Dates: 1961-1990; 1992-Present



Country Overview:

The Philippines has experienced significant progress over the past several years. A measure of political stability has been achieved, and the economy has grown at a rate of 5.7 percent over the past year. However, over half of the total population lives below the poverty line, with the percentage even higher in rural areas. Rapid population growth in the Philippines—expected to reach 75 million by the year 2000—is threatening the country’s natural resources, upon which 57 percent of the rural population directly depend. As an example, forty percent of Filipinos rely on agriculture for subsistence.

Rural resource depletion, including deforestation and overfishing, have led a growing number of rural people to migrate to the cities. As the Philippines continues to grow and becomes a center of international business, fluency in English has become an important link for the work force. Peace Corps Volunteers help address these challenges with work in education and environmental protection, primarily in rural areas.

Resources:

	FY 1997	FY 1998	FY 1999
Philippines	Actual	Estimates	Current Operations
Trainees	60	55	55
Average # of Volunteers	96	106	100
Program Funds (\$000)	1,967	2,028	1,977

Peace Corps Program by Sector:

Education

The English Language Assistance project addresses the overall decline in English language fluency that has occurred throughout the Philippines. There is a critical need for the Philippines to increase its historical advantage in the region by improving the English language competency of its work force. Volunteers work primarily with Filipino secondary school teachers in a wide variety of projects designed to increase their English fluency and teaching skills. Since 1995, Volunteers have trained 8,400 Filipino teachers through workshops, seminars and consultations.

Volunteers organize workshops, often in collaboration with other Volunteers, in areas such as grammar, critical thinking, and reading comprehension. After one of the workshops, a Filipino teacher thanked the Volunteers for serving as "ambassadors of goodwill," for improving educational instruction in the community, and for providing techniques to make the learning process more effective for local teachers.

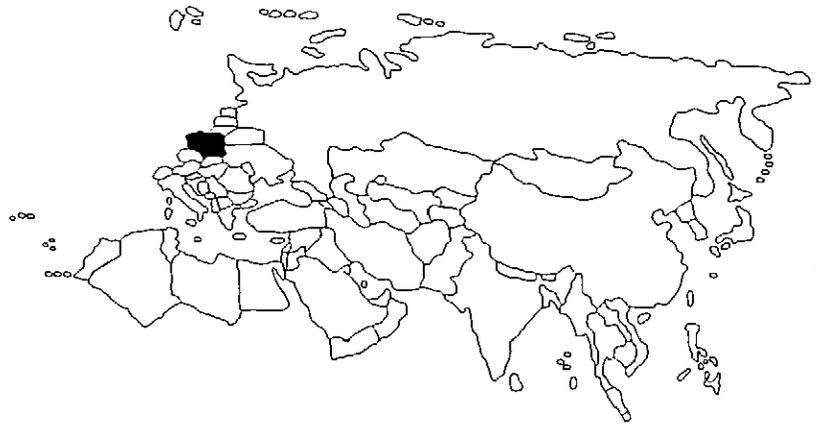
Environment

Volunteers work in small inland and coastal towns to encourage sustainable management of resources, proper waste management, and ecologically-sound development planning. Volunteers work closely with their Filipino colleagues in such activities as planting mangrove trees, establishing marine sanctuaries, and repairing water systems. At parks in 16 protected areas in the Philippines, Volunteers promote sustainable use of resources and conduct environmental education. Through an integrated program, Volunteers also address the development issues of the buffer zones surrounding these areas. Volunteers in the environment sector have collaborated with international organizations such as Habitat for Humanity and the World Wildlife Fund, and with other volunteer organizations, including the Filipino volunteer corps.

As part of their work in preserving the environment, two Peace Corps Volunteers, working in collaboration with Plan International, organized a youth ecology camp for young people from many parts of the Philippines. The camp was a pioneering effort to organize a youth constituency to promote conservation awareness in protected areas and buffer zones throughout the country. In a similar effort, several Volunteers organized a beach clean-up along with local village residents.

POLAND

Population: 38,612,000
Annual Per Capita Income: \$2,790
Program Dates: 1990-Present



Country Overview

During the past seven years, the people and government of Poland have taken fundamental and significant steps towards democracy, political pluralism, and a free-market economy. While a number of government agencies, non-governmental organizations and private businesses have stepped in to help Poles address economic development needs, there is still a tremendous need for improvement in the areas of English language education and environmental awareness. Peace Corps Volunteers continue to work with Polish counterparts and sponsors to provide assistance in addressing these long-term needs.

Resources:

Poland	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	84	85	85
Average # of Volunteers	126	124	135
Program Funds (\$000)	2,603	2,591	2,637

Peace Corps Program by Sector:

Education

The Government of Poland recognizes the critical importance of English language competency. This need is highlighted in a recent report from the Teacher Training Department of the Polish Ministry of National Education. The report indicates that if the number of Polish university graduates remains at the current level and their interest in choosing teaching as a career remains low, the next five years will witness a shortage of more than 25,000 teachers of Western European languages. Peace Corps Volunteers are responding to these needs by playing a prominent role in teaching English at secondary schools and teacher training colleges. Volunteers work not only to raise the students' English language ability, but also to heighten their cross-cultural awareness and understanding. Volunteers provide English instruction, improve learning resources, develop school-based community outreach projects, and enhance the confidence, skills and knowledge of Polish teachers.

To date, Peace Corps Volunteers have taught over 74,000 Polish students in 173 secondary schools and more than 10,000 students in 31 different teacher training colleges. In conjunction with their primary task of English language instruction, Peace Corps Volunteers have organized Earth Day clean-ups, Model United Nations assemblies, leadership camps for Polish girls, and English language clubs. Volunteers have also worked to integrate environmental education into their English lesson plans.

Environment

Poland faces the very difficult task of reshaping its environmental policy during a time of radical change in the national economic system. The purpose of the Peace Corps environment project is to enhance the ability of Polish environmental organizations, and consequently of the general public, to appreciate, address, and intervene in environmental protection and rehabilitation issues.

Peace Corps Volunteers continue to work with their Polish counterparts in designing and implementing environmental education curricula and establishing waste utilization programs. They also focus on strengthening NGO infrastructures through grant writing, fundraising, computer training, materials development, and organizational management mentoring.

ROMANIA

Population: 22,692,000

Annual Per Capita Income: \$1,480

Program Dates: 1991-Present



Country Overview:

Over the past seven years, Romania has been moving from a command economy toward a market economy. While small-scale privatization has moved relatively swiftly, large-scale privatization has been slow. Foreign investment is increasing, but overall economic growth remains sluggish. As more and more unemployed youth return to school, the need for highly skilled educators is increasing.

In particular, Romania has expressed concern over the lack of English language instructors, who are needed to teach local youth, community leaders and entrepreneurs the language skills to help them integrate more effectively into the global arena. Peace Corps Volunteers are addressing these issues by focusing on economic development, education, and the newly emerging non-government sector.

Resources:

Romania	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	40	57	57
Average # of Volunteers	60	60	80
Program Funds (\$000)	1,306	1,375	1,514

Peace Corps Program by Sector:

Business Development

Volunteers coordinate a variety of programs which aim to provide more entrepreneurs with access to education, training programs and individualized consultancies. Romanian entrepreneurs have expanded their knowledge and skills in areas related to effective business management, strategies, and practices. In the past year, Volunteer-supported business centers have assisted more than 4,500 clients with business planning, financial analysis, loan applications, marketing and organizational issues. Volunteers conducted 60 seminars on such topics as finance and banking, export and import techniques, marketing, tourism development and business English. The business English classes included courses on letter writing, business offers, product presentations and creating a company profile. An estimated 2,000 Romanians have participated in these programs.

In addition, 35 high schools are part of a nationwide Junior Achievement program initiated by Peace Corps Romania. Over 2,500 Romanians have participated in Peace Corps-supported Junior Achievement and business education classes. Another successful effort involved Peace Corps' sponsorship of a recent Women in Development conference for Romanian women. The conference provided a unique opportunity for local women to share common concerns and learn about time management, team-building, and communication techniques.

Education

The Peace Corps education program is designed to develop the potential of Romanian communities by increasing the quality and quantity of English language instruction, and by enhancing Romanian English teachers' communication skills. Volunteers have worked with more than 2,300 Romanian students in middle or secondary schools in Romania. Volunteers work directly with over 200 Romanian English teachers to exchange ideas on teaching methods and to introduce sessions on American culture into the classroom.

During the past year, Volunteers organized and participated in several summer student camps such as "Outward Bound" and "Camp Glow" for girls, both of which were designed to address a variety of Romanian youth needs. Volunteers also organized and coached sports teams, which promoted English as the primary means of communication. As part of several activities outside the classroom, a group of Volunteers participated in the National English Student Theater Festival.

Special Emphasis: Social Work/Non-Government Organizations (NGOs)

To ensure that Romania has enough qualified social workers and to support the emerging non-governmental sector, a number of Volunteers have been assigned to the areas of social work and NGO development. Some Volunteers are working in Romanian universities where they develop practicums for the School of Social Work. Of the 190 Romanian students participating in this program, approximately 80 percent are women. Other Volunteers are assigned to NGOs to provide managerial and technical assistance. Volunteers initiate projects to counsel street children, work with educational centers for the disabled, develop HIV/AIDS education materials, or work on improving computer technology within a local hospital. During the past year, 1,000 clients have been served by social service NGOs where Volunteers have been assigned.

One Volunteer helped develop a community school to provide education, self esteem, and nutritional programs for gypsy children. Another Volunteer assisted in the organization of an NGO resource center. Through Peace Corps' assistance, more than 5,000 books were distributed to 34 orphanages throughout Romania during 1997.

RUSSIA

Population: 148,195,000
Annual Per Capita Income: \$2,240
Program Dates: 1992-Present



Country Overview:

Peace Corps Volunteers are making important contributions to Russia's challenging transition to a democratic society and a free-market economy. Volunteers are helping to disseminate practical business information, build new civic institutions, revitalize education and protect the environment. Volunteers have received special recognition for their efforts from the Russian people, including an English Education Volunteer in Rostov who was recently awarded an honorary doctorate. A Business Volunteer in Astrakhan was awarded a certificate of merit from the State Technical University and was thanked specifically for training Russian professionals as managers and entrepreneurs.

Resources:

	FY 1997	FY 1998	FY 1999
Russia	Actual	Estimates	Current Operations
Trainees	110	90	90
Average # of Volunteers	144	163	153
Program Funds (\$000)	4,217	3,955	3,889

Peace Corps Program by Sector:

Business Development

Peace Corps Volunteers actively work to nurture business development by providing business education, consulting, and support to government officials, entrepreneurs, organizations, schools and institutes, professional associations and NGOs. Volunteers develop new curriculum and materials for Russian business trainers. They are also instrumental in preparing young Russians to participate in the global economy, with Junior Achievement partnerships encouraged throughout the regions served by Volunteers. Volunteers serve as information links to potential customers, suppliers and investors.

In 1997, Volunteers collaborated with editors of the U.S. Department of Commerce's "BISNIS - Search For Partners" to produce a special Peace Corps edition of the publication. Using their first-hand experience with communities, Volunteers identified genuine investment leads in Western Russia.

Education

As the Russian economic system and society changes, the subject matter and methodologies of education have been forced to adapt at all levels. Russians identify American English as an important step to generate economic opportunities and establish global contacts. Moreover, skilled Russian English teachers have left local schools and sought higher paying jobs in the new market. These combined factors explain the high demand for Peace Corps English Education Volunteers. As an example, over half of the higher education institutions in the Russian Far East have requested Peace Corps Volunteers.

Education Volunteers taught English to over 11,000 students during the 1996-1997 school year. They serve in a variety of key positions, including: native teachers of English, curricula resources, contributors to new texts and teaching methodologies, communication links, and resources for other organizations with similar goals, such as the U.S. Information Service and the Soros Foundation. Recently, four Volunteers serving at Russian teacher training institutes developed training manuals, curricula, and syllabi for American Studies courses, which are now being taught in Russian schools in four regions. In addition to these primary activities, Volunteers create and actively support extra-curricular clubs, little league teams, and Russian-American culture camps.

Environment

As environmental awareness increases in Russia, Environmental Education Volunteers contribute to the burgeoning environmental restoration and preservation movement and link communities with international conservation networks. Volunteers work in schools, extra-curricular environment centers, NGOs, and nature reserves to promote awareness and respect for the environment. During the 1996-1997 school year, Volunteers organized six environmental education resource centers for local communities, one of which serves as the central resource center for the entire Khabarovsk territory. Fourteen Volunteers participated in 21 environmental events, including Earth Day festivals and beach clean-ups.

This year, two Volunteers participated in an international GLOBE training program and were certified, along with their Russian counterparts, to disseminate school-based, international environmental science and education programs in the Russian Far East. The GLOBE program has been carried back to schools in the Russian Far East, and the Volunteers are actively training Russian teachers, students and other Volunteers to participate in the program.

SAMOA AND NIUE

Population: 165,000

Annual Per Capita Income: \$1,120

Program Dates: 1967-Present (Samoa); 1994-Present (Niue)



Country Overview:

While Samoans have made significant improvements in recent years, over half of the rural population still lives in poverty. Cyclones in 1990 and 1991 caused setbacks in agricultural, industrial, and infrastructure development. The recent taro blight has further reduced the availability of locally grown foods and worsened already poor nutritional standards. Educational opportunities remain limited and there is a shortage of qualified teachers, especially in math and science. The growth of Samoa's youth population is outpacing any increase in educational and employment opportunities. Women's issues are growing in importance and visibility as well. While women have always played a major role in the development of Samoa, they are now beginning to work together to expand their economic opportunities.

Peace Corps/Samoa also administers the program in Niue. Peace Corps and the Government of Niue have initiated an integrated island development program to strengthen the island's private sector and infrastructure, and provide Niueans with the capacity to run their government and economy independently.

Resources:

	FY 1997	FY 1998	FY 1999
Samoa and Niue	Actual	Estimates	Current Operations
Trainees	30	26	26
Average # of Volunteers	45	49	49
Program Funds (\$000)	1,023	1,033	1,047

Peace Corps Program by Sector:

Business Development

The focus of Peace Corps' involvement with Niue is to help the island reach its goal of self-sufficiency. Because of the small size of the program, Volunteers work in individual assignments in a variety of capacities. One Volunteer is an advisor to the recently formed Development Bank. An agricultural extensionist works with Niueans to improve and diversify crops and decrease imports of food. Another Volunteer has worked in various capacities over his three years of service. He originally arrived in Niue to train mechanics in maintaining and repairing public works equipment. Over time, with his considerable computer knowledge, the Volunteer became responsible for instructing counterparts in computer hardware repair and coordinating software trouble shooting for the national government.

Education

The Peace Corps has reduced and re-focused its education assistance with a gradual change in emphasis from junior secondary schools to senior secondary schools. Peace Corps combined the secondary-level math and science education and business studies projects in recognition of the similar purpose in developing in-country capacity. In addition, Volunteers are helping to improve teaching methodologies and curriculums in several subject areas. A teacher-training component has also been added to develop Samoa's ability to provide qualified instructors.

Peace Corps/Samoa and the Ministry of Education have developed a plan to address the shortage of teachers. The National University of Samoa will offer scholarships in a new degree granting program in education for secondary teachers with 5-10 years of teaching experience. In this scheme Volunteers will substitute in the classrooms of these teachers and serve as adjunct instructors and mentors to the teachers when they return to the classroom for the practical portion of their studies. The project will result in qualified retrained teachers replacing Volunteers and Peace Corps' eventual phasing out of classroom instruction.

One Volunteer serves as a representative for the Holiday English Camp Program, which offers week-long English language instruction to rural students to improve their abilities to communicate in English. The program was begun by Volunteers three years ago. It is now operated and staffed by Samoan teachers and students from the state teacher's college with only modest Peace Corps assistance.

Youth Development

Volunteers in this project are working with youth in the areas of community development and agriculture. Future Volunteers will assist traditionally underserved youth by developing projects in vocational, health and environmental education, participating in host country youth organizations (the Girl Scouts and Girls Brigade), and working directly with Ministry of Youth Sports and Culture Field staff. The development of a Samoa Youth Conservation Corps will provide the foundation for a future Samoan volunteer organization.

One Volunteer has recently gained the support of her local community to begin a 4H program at a local high school. This Volunteer works with several local youth groups to support youth focused agriculture, business and life-skill development projects.

SENEGAL

Population: 8,468,000

Annual Per Capita Income: \$600

Program Dates: 1963-Present



Country Overview:

Senegal, like many of its West African neighbors, ranks among the least-developed countries in the world. The government's efforts to stimulate the economy include privatization of state industries and reduction of the size of the bureaucracy. Progress is slow and the challenges are great. Creeping desertification limits agricultural production. Economic growth is hampered in part due to limited business training and most citizens do not have access to basic health care. To address these needs, Peace Corps Volunteers focus their efforts in the areas of agriculture, business development, environment, and health.

Resources:

Senegal	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	66	35	34
Average # of Volunteers	115	116	77
Program Funds (\$000)	2,426	2,387	2,135

Peace Corps Program by Sector:

Agriculture

Increasing desertification and deterioration of Senegal's resource base mean that farmers have to do more with less in order to feed the country. Volunteers assist this effort in the areas of sustainable agriculture, agro-forestry and improved rice production. One group of Volunteers assists rural communities, groups, and families improve soil fertility and increase the production of traditional and non-traditional crops. Another group works specifically with women farmers in the southern part of the country, helping them increase their rice production. A third group trains farmers in natural resource management and conservation techniques.

In 1997, the number of farmers receiving training from Volunteers in sustainable agriculture techniques increased from 150 to over 200. More than 40 villages in southern Senegal implemented improved rice and farming techniques. Volunteers held seminars in fruit tree grafting, composting, orchard management, and erosion control.

Business Development

To address loss of employment due to privatization and government down-sizing, Senegal began in 1990 to stimulate the private sector economy. Twenty-eight Volunteers currently provide training and assistance in marketing, financial management and organizational management. They work with individual entrepreneurs, groups and associations in market towns, and in semi-urban and urban areas.

Volunteers have assisted over 500 entrepreneurs, primarily women and youth, as well as nearly 100 community groups and associations. They provide training in basic business and project management. Volunteers work to improve market linkages between urban and rural communities. One Volunteer successfully established a connection between city leather workers and village herders. Several Volunteers also provide accounting, inventory and long-term management training to local health clinics.

Environment

The Ministry of National Education seeks to implement national training in environmental awareness at the primary school level. The hope is to change people's basic awareness and behavior in relation to their environment. Twenty Volunteers work with primary school teachers in the development and implementation of a national environmental education curriculum.

Nearly 23,000 students currently receive instruction from Peace Corps Volunteers in environmental education. Over the past year, Volunteers helped more than 50 schools implement projects such as tree nurseries, school beautification, paper recycling, and environmental murals. Volunteers held environmental awareness contests in nine school districts, incorporating the best drawings and essays into the national curriculum. Expressing his appreciation, senior ministry official Mr. Mamadou Ndoeye commended "unflagging efforts" of Volunteers working in environmental education.

Health

Due to high population growth and limited government resources, only 40 percent of the population has access to basic health care. Many of the country's main problems, however, are preventable. Efforts focus on educating people in basic practices which will help them avoid such illnesses as malnutrition, diarrhea, malaria, and sexually-transmitted diseases.

Volunteers trained 460 health care workers in effective health practices. With their Senegalese counterparts, they provided over 3,000 health talks. Other Volunteer activities include monitoring baby growth and vaccinating nearly 2,700 infants.

SLOVAKIA

Population: 5,369,000
Annual Per Capita Income: \$2,950
Program Dates: 1990-Present



Country Overview:

Slovakia's separation from the Czech Republic in 1993 significantly slowed its pace of reform. High unemployment (nearly 15%) and inflation, coupled with low foreign investment and industrial output, have hindered the country's economic progress. Like other Central European countries, Slovakia faces the conflict between pursuing economic growth while protecting and restoring its environment, which was damaged from years of mismanagement. In response to these needs, Peace Corps Volunteers are focusing their efforts on business development and improving environmental awareness. Volunteers also work in the area of English language education, which complements the efforts in business and environment by improving the Slovaks' ability to access international information, technology, and resources.

Resources:

Slovakia	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	44	48	48
Average # of Volunteers	70	76	73
Program Funds (\$000)	1,395	1,409	1,404

Peace Corps Program by Sector:

Business Development

Small Business Development Volunteers work with a variety of organizations, including business support centers, regional development agencies, city and regional governments, and non-governmental organizations (NGOs). They focus on transferring their business knowledge and skills to their Slovak counterparts in the areas of organizational development, strategic planning, fundraising, and general consulting. Volunteers also work on economic development issues emphasizing long-term sustainability of reform, increased public participation in community life, and democratization of decision-making processes.

One Volunteer is assigned to the Regional Business Advisory Center in Trebisov located at the far eastern end of Slovakia, an area of very high unemployment. Together with her Slovak counterpart, the Volunteer has developed a special accounting training seminar aimed primarily at unemployed and under-employed local women. The training course is unique in that it has brought together a variety of organizations which are cooperating and providing support: the Peace Corps program,

the local Slovak labor office and a dozen local private companies. The initial response from participants and sponsors has been very positive. Future evaluations of the training course are planned every three months to assess on-going needs of the program.

Education

Because Slovak universities and teacher training colleges have shifted almost universally from Russian instruction to English language training, there is a greater need to place Peace Corps Volunteers in smaller cities and towns in order to give those students a chance to compete with students from larger cities. Volunteers divide their time between direct classroom instruction, teacher training, and English conversation training. Over the past year, Peace Corps has expanded the secondary school English education program into primary schools.

This year, Volunteers at four schools are supporting the FAST project (Foundational Approaches in Science Teaching), an innovative environmental education program designed in cooperation with the University of Hawaii. FAST is targeted at 11-13 year-olds and exposes them to the basic principles of physics, biology, chemistry, geography, meteorology, and ecology in a creative and interdisciplinary manner. Most Education Volunteers in Slovakia are also involved in the Peace Corps World Wise Schools program, which supports classroom exchange between Slovak school children and their peers in the United States.

Environment

The Peace Corps environment project in Slovakia focuses on environmental education and awareness, NGO development, and national park assistance. As advisors to local governments and national park authorities, Volunteers help design strategic plans, evaluation tools, and public participation campaigns. Volunteers have also been instrumental in aiding Slovak organizations as they design pilot projects for tourism promotion and computer networking among Slovak national parks.

One Volunteer and his counterpart recently secured a grant which enabled a delegation of Slovak park officials to travel on a two-week study tour of selected U.S. national parks. The purpose of the project was to acquaint Slovak park officials with alternate ways of accomplishing the upkeep and service of their extremely underfunded facilities.

SOLOMON ISLANDS

Population: 375,000
Annual Per Capita Income: \$910
Program Dates: 1971-Present



Country Overview:

The Solomon Islands, with over half of its population under the age of 14, and a high population growth rate, is recognizing an urgent need to strengthen its educational system. Only nine percent of the population has any secondary education, and only one percent of the population is educated beyond the secondary level. This combination of factors has resulted in an urgent need for qualified secondary school teachers. In addition, the economy has not kept pace with population growth. In 1995, it was estimated that only 450 new wage earning jobs were created throughout the nation. Hence, there is a great need to provide rural peoples with training relevant to village life.

The Peace Corps has responded by providing secondary school teachers, particularly in math and science, and by sending rural community educators to provide vocational training and assistance in income generating activities at the village level.

Resources:

Solomon Islands	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	36	35	35
Average # of Volunteers	51	61	64
Program Funds (\$000)	1,153	1,186	1,290

Peace Corps Program by Sector:

Education

Peace Corps Volunteers work throughout the country as teachers in both secondary schools and rural training centers (RTCs). In 1997, 13 secondary school teachers and 14 RTC instructors reached over 1,000 students. The secondary school teachers also transfer skills and knowledge to their fellow teachers through informal training and the introduction of new teaching methodologies and approaches.

In a new initiative started last year, the Peace Corps began placing married couples in rural communities, one Volunteer serving as a teacher in the community high school while the other would focus on adult education. Volunteers have organized 18 school libraries and resource centers to benefit entire villages. In addition, Volunteers worked with Rotary Clubs to distribute thousands of used and new books throughout the country.

RTC instructors focus on a broad range of hands-on training including small engine mechanics, woodworking and building, bookkeeping, sewing machine repair, sustainable forestry, agriculture, crafts production, home economics, nutrition, first aid, small business management and sanitation. Volunteers have also helped to strengthen the RTCs by assisting their administrators in management and fundraising to ensure that they become self-sustaining. Examples of local RTC income-generating activities supported by Volunteers include bakeries, peanut cultivation, bee-keeping, clothing production, carpentry, animal husbandry, butterfly ranching, and bicycle repair.

SOUTH AFRICA

Population: 41,457,000

Annual Per Capita Income: \$3,160

Program Dates: 1997-Present



Country Overview:

South Africa is rapidly emerging as a regional leader on the African continent and is developing political, economic, and cultural ties around the world. Although the country continues to struggle with the legacy of apartheid, the new Government of South Africa is working to realize the country's full social and economic development potential, and to develop its human resources on an inclusive basis. In order to achieve these goals, the government has demonstrated significant commitment to strengthening the education system. The Peace Corps has entered into partnership with selected provincial departments of education in a concerted effort to develop a culture of learning, teaching, and service.

Resources:

South Africa	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	32	35	34
Average # of Volunteers	13	50	68
Program Funds (\$000)	1,528	1,958	2,199

Peace Corps Program by Sector:

Education

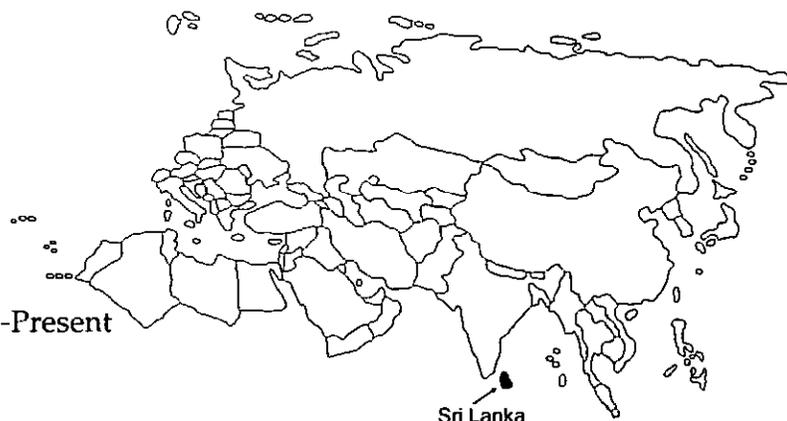
Peace Corps Volunteers are working with teachers and principals in 145 rural primary schools in the Northern Province. They are instructing teachers on how to manage classrooms, find alternatives to corporal punishment, and develop lesson plans in math, science and English. Volunteers also train teachers and principals how to use computers and teach lessons in teams. They connect educators to educational resources and networks within South Africa so that teachers and principals learn from each other and share the benefits of limited resources. As Volunteers move into their second year of service, many will work with teachers and community leaders to organize people and resources to meet the needs of the larger community. Community leaders will be encouraged to establish partnerships that will be sustained after the Volunteers are gone.

SRI LANKA

Population: 18,114,000

Annual Per Capita Income: \$700

Program Dates: 1962-1964; 1967-1970; 1983-Present



Country Overview:

Although Sri Lanka has enjoyed a high economic growth rate over the last several years, the country faces a number of important challenges. The population has nearly tripled in the last four decades and is expected to reach twenty million by the year 2000. One-third of all Sri Lankans are under the age of 15. This will have a major impact on future needs for infrastructure, education, and employment in Sri Lanka.

Roughly half the population is employed in agriculture, and 80 percent still live in rural areas. Public health issues are a major concern, with half of Sri Lankans lacking access to safe water and sanitation facilities. Residents of rural areas are likely to develop diseases such as malaria and to have poor nutrition. Volunteers are helping Sri Lanka meet these critical needs with programs in education and health.

Resources:

Sri Lanka	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	18	25	25
Average # of Volunteers	20	43	45
Program Funds (\$000)	595	718	731

Peace Corps Program by Sector:

Education

Knowledge of English is important in Sri Lanka, not only as the language of international commerce, but also as an important bridge between its two major ethnic communities. The Peace Corps is active in both teacher training and classroom teaching. Volunteers who are teacher trainers work closely with their Sri Lankan colleagues to improve methodology and develop teaching materials. Other Volunteers teach secondary school students in rural areas. In 1997, Volunteers taught 4,000 students and trained 2,500 teachers.

Volunteers organize a yearly English Education Camp, which gives students the opportunity to travel outside their villages and interact with fellow students from different areas and ethnic backgrounds. Volunteers have obtained book donations for their schools, introduced the concept of team teaching and have pioneered the use of sports and drama in teaching English.

Health

While Sri Lankans enjoy a relatively high level of health care, there are drastic differences in the quality of care provided in urban and rural areas. Sri Lankans living in rural areas are at risk of contracting malaria, gastro-intestinal disorders and other diseases. Poor nutrition continues to be a major health problem among children and pregnant women in rural areas. Volunteers work with Sarvodaya, a local organization, to strengthen the community capacity for addressing health problems through an integrated approach. They work closely with their local colleagues in the areas of nutrition, sanitation, HIV/AIDS awareness and family planning.

Among a variety of activities, Health Volunteers have established village health committees, organized optometry clinics, constructed wells and conducted public awareness campaigns on health issues. One Volunteer helped a youth group present a performance highlighting alcohol awareness.

SURINAME

Population: 410,000

Annual Per Capita Income: \$880

Program Dates: 1995-Present



Country Overview:

Suriname is a sparsely populated country with approximately 85 percent of its people living in urban and semi-urban areas along the coastal zone. The remaining rural populations are comprised of indigenous Amerindian and Maroon peoples. These rural groups traditionally have very little representation due to their geographic isolation, and they are not integrated into the general economic, political and social systems of the capital. Moreover, these isolated communities lack access to basic social services, such as education, health care, proper nutrition, and employment opportunities.

Peace Corps conducts needs assessments in rural areas by involving members of local communities. As a result of recent assessments and re-evaluations, Peace Corps has narrowed its Rural Community Development project to focus on health education and water/sanitation activities.

Resources:

Suriname	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	18	26	26
Average # of Volunteers	25	34	44
Program Funds (\$000)	804	890	1,025

Peace Corps Program by Sector:

Education

Peace Corps' rural community development project focuses primarily on health education and water/sanitation activities. Volunteers conduct informal preventative health sessions and construct demonstration latrines and rain catchment systems. Volunteers also work with rural village counterparts, promoting citizen participation in community planning and improving communication between local communities and national institutions, including Government Ministries and NGOs.

Two Volunteers constructed a latrine that would not be susceptible to unpredictable flooding and which served as a model for the village. As a result of the model's success, the Volunteers have begun to build other latrines in the community and the village has formed a committee to plan for a village-wide latrine project.

Two Volunteers living in an Amerindian community have initiated several projects, including the construction of a sports complex. They have also sponsored a cross-cultural food preparation exchange between women in their Amerindian village and women in a Maroon village on the other side of the country.

TANZANIA

Population: 29,646,000

Annual Per Capita Income: \$120

Program Dates: 1962-1969; 1979-1991; 1991-Present



Country Overview:

Although favored with abundant natural resources, Tanzania is still struggling to achieve self sufficiency. As Tanzania moves to modernize and privatize, the government has placed science education, technology, and the need for renewable natural resources at the center of its development strategy. The Peace Corps recognizes these objectives, and emphasizes Volunteer participation in secondary science and math teaching and community-based natural resource management. Tanzania's Prime Minister, speaking to the U.S. Ambassador, stated that close relations between the two governments is due in great part to the contributions of Peace Corps Volunteers.

Resources:

Tanzania	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	44	43	42
Average # of Volunteers	75	85	82
Program Funds (\$000)	1,853	1,991	1,999

Peace Corps Program by Sector:

Education

The Peace Corps education project is aligned with the national strategy to strengthen science and math education. Annually, Volunteers provide math and science instruction to 12,000 secondary school students. At a recent nation-wide meeting of 700 secondary school headmasters, the project was recognized as the center-piece of the science and math teaching efforts. About half of the headmasters indicated that they had been taught by Volunteers during the 1960s, and several offered unsolicited testimonies of the impact on them and their schools. As one headmaster proudly stated, "This year, our school finished seventh in the country in chemistry due to the efforts of our Peace Corps Volunteer and his hard work and dedication." Volunteers work closely with Tanzanian counterparts in developing modern science and math education materials and techniques.

The project also places special emphasis on girls' education. One female Volunteer teacher in a rural school helped her female students start a baking business to earn money to pay their school fees. She is working with the school and her community on a self-help project to establish and furnish a dormitory for 100 female students so they can live in safe, secure housing while attending school. Volunteers also teach English as a second language, support student activities, and assist

the schools in developing self-help projects. Two Volunteers recently authored a study guide that will be used nation-wide by advanced students in preparing for the National Advanced Mathematics Examination.

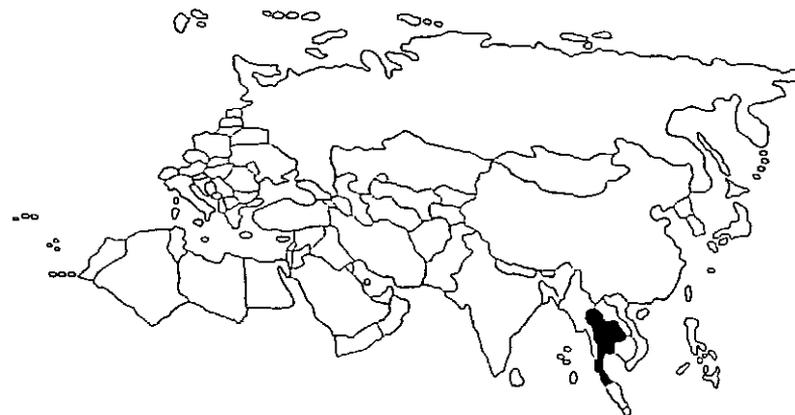
Environment

Volunteers assist in the implementation of the National Environmental Action Plan, which addresses major land and degradation problems in rural areas. Volunteers work closely with local villagers and district government supervisors to provide education and demonstration projects for improved practices in farming, forestry and animal grazing. Additionally, Volunteer activities focus on water and sanitation, family nutrition training, self-help activities, and the use of appropriate technology.

Two female Volunteers are training rural village women to construct fuel saving clay stoves and rain water catchment tanks used for irrigating fields. Other Volunteers have contributed to local education programs by helping students gain an understanding of environmental issues. They are also training village youth in agroforestry methods, such as tree planting and fruit and vegetable gardens.

THAILAND

Population: 58,242,000
Annual Per Capita Income: \$2,740
Program Dates: 1962-Present



Country Overview:

The English language is indispensable for Thais for communicating as a member of ASEAN and in all other international and educational venues. This year, English language is a requirement for all students, beginning in primary school. However, the lack of qualified primary school English teachers in rural areas is a concern. The Peace Corps has responded to this need with a project to assist in educating youth and providing training to teachers in rural communities. The focus of the Peace Corps' program is on the poor in the north and northeastern parts of Thailand which are often overlooked by development organizations.

The Peace Corps has identified two additional programming areas: public health and environmental education and awareness. Specific health issues, such as nutrition and HIV/AIDS education, are critical for the rural Thai population. Environmental conservation is also a growing concern in Thailand. Since 1961, the forested areas of Thailand have decreased from 53 percent to 11 percent of total land area.

Resources:

Thailand	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	38	15	15
Average # of Volunteers	71	42	38
Program Funds (\$000)	1,449	644	638

Peace Corps Program by Sector:

Volunteers in Thailand work in the "Integrated Education and Community Outreach" project which integrates education, health, and environmental development efforts into one overall program. The needs in these three sectors are greatest throughout rural Thailand. This is a diverse program which places Volunteers at rural primary schools in the poorest areas of the country. One Volunteer from each sector is placed in the same province to enable the Volunteers to consult with each other and work as a team on community development projects as appropriate.

Education

Volunteers in this sector work with teachers and students to enhance their English language skills, and are active in a variety of health and environmental crossover activities. The Volunteers work directly with English teachers to enhance their capacity to teach and interact in the English language.

Environment

Volunteers work primarily on environmental education with educators, students and community groups. The Volunteers help improve the relationship between schools and communities by taking an active role in the students learning as well as collaborating with schools in solving community environmental problems. This year, two Volunteers developed an incinerator project at a school in northeastern Thailand. The project taught students about school sanitation and environmental health issues, which motivated students to establish a recycling system at their school.

Health

Volunteers in this area are educating rural primary school students and local communities about ways to improve their minimum dietary requirements and maintain better overall health. Rural children and their families often have limited dietary choices and community members are not well-educated about nutrition, hygiene and other health threats to children. To help improve public awareness of nutrition, three Volunteers secured funds to raise chickens for school lunches and to establish pesticide-free vegetable gardens. They also constructed a school incinerator to improve sanitation facilities.

Another Volunteer is providing health education classes to the remote hill tribe communities in her work area. To complement her education efforts, she is working on several income-generating projects with hill tribe women, which serve as valuable alternatives to prostitution as a means of providing financial support to the women's families. This project has indirectly addressed an important public health issue by putting hill tribe women in a lower risk category for HIV transmission.

THE GAMBIA

Population: 1,113,000

Annual Per Capita Income: \$320

Program Dates: 1967-Present



Country Overview:

The Gambia, one of Africa's smallest nations, has an active private sector, a well-established infrastructure, and a telecommunications system that is considered the best in the sub-region. Despite these strengths, however, development is constrained by inherent social, economic and environmental conditions, as well as seriously limited governmental resources. Roughly 50 percent of all Gambians are under age 15, and the annual population growth rate is over 4.1 percent. The pattern of migration from rural to urban areas has compromised Gambians quality of life and is evident in reduced agricultural productivity and exacerbated urban problems. Peace Corps Volunteers work closely with Gambians to alleviate the most pressing development problems. In the words of the Gambian President Jammeh at the Peace Corps' 30th year anniversary celebration, "Their [Volunteers] unique experiences and fraternal interactions at the grassroots level of Gambian society can only add to greater understanding and good relations between the two peoples, and we urge them to continue their roles as American Ambassadors of peace, understanding, partnership, and progress."

Resources:

The Gambia	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	41	33	32
Average # of Volunteers	65	65	58
Program Funds (\$000)	1,322	1,264	1,231

Peace Corps Projects by Sector:

Education

Sixty-two percent of Gambian children of primary school age are enrolled in school, with less than half of the eligible girls enrolled. Many teachers are not fully qualified to teach in primary and middle school. Volunteers support basic education for all Gambian children by teaching in the classroom, conducting teacher training, promoting girls' education, and establishing resource centers and libraries at schools.

In one of the most isolated parts of the country, where the enrollment of girls in schools is very low, two Volunteers and their Gambian teacher colleagues organized a village celebration of International Women's Day. The highlights of the event were a debate on the importance of

educating girls, dramas performed by students and community members, and the presentation of a set of science laboratory equipment to the school. An eventual outcome of the gathering was the construction of a skills center for women to generate income through tailoring, tie-dye, soap making, and basket weaving.

Environment

Environmental degradation and decreased agricultural production are serious issues in The Gambia. Dense forest and woodland accounted for 80 percent of the country five decades ago, but are only eight percent today. Population density is one of the highest in Africa, and agricultural production for most crops has either remained static or declined. Uncontrolled burning is prevalent, fallow periods have been shortened or eliminated, and deforestation for fuel wood is indiscriminate. Volunteers work with the government, international donor agencies, and farmers to establish multi-purpose tree nurseries, introduce soil fertility and natural resource conservation, and promote improved horticultural techniques in gardens.

Three Volunteers provided training and implemented bee-keeping cooperatives in their respective villages. The boundaries of the apiaries were supplemented with locally grown trees and grasses to attract bees and form a live fence. The cooperatives enabled 150 villagers to cultivate, process, and sell honey in the local market. Several local officials have expressed a desire for more training and workshops so that additional bee-keeping cooperatives may be formed.

Health

The rates of mortality and incidence of disease are high among children and women of child bearing age in The Gambia. The infant mortality rate is 92 per 1,000 and the maternal mortality rate is 150 per 100,000 live births. In both cases, the contributing causes include insufficient access to health services, lack of awareness concerning the modes of prevention, and poor nutrition and sanitation practices. Volunteers conduct health needs assessments in their communities. Based on their findings, they form youth clubs for village clean-ups, organize peer HIV/AIDS/STD education groups, and conduct a wide range of other health education activities.

A Volunteer worked closely with hospital staff and government officials to design and construct a microbiology laboratory. Now the hospital is able to diagnose specific diseases without sending patients far away to the city hospital. In another rural area, a Volunteer and her Gambian counterparts organized an HIV/AIDS Awareness Day at a weekly market. A crowd of more than 300 attended, of which 40 percent were female. The event led other extension workers in the area to conduct similar trainings.

TOGO

Population: 4,085,000

Annual Per Capital Income: \$310

Program Dates: 1962-Present

Country Overview:



Togo continues to have numerous pressing development needs, and its challenges have been heightened in recent years by political instability. A significant percentage of Togo's rural population lives in extreme poverty. Diseases such as malaria and tuberculosis are endemic, as is malnutrition, and infant and child mortality rates are high. Environmental degradation, particularly deforestation, is occurring at a rapid pace, as the country's growing population places increased demands on its natural resource base. Peace Corps Volunteers work to promote self-sufficiency in areas of business development, environment, health, and agriculture.

Resources:

	FY 1997	FY 1998	FY 1999
Togo	Actual	Estimates	Current Operations
Trainees	35	35	34
Average # of Volunteers	93	80	67
Program Funds (\$000)	1,974	1,682	1,598

Peace Corps Program by Sector:

Agriculture

Volunteers work primarily in rural areas with village associations, women's and youth groups, and individual farmers on community organization and development skills. Working with villagers, Volunteers provide technical expertise in construction technologies for water cisterns, latrines, wells and hand pumps, grain storage facilities, schools, and market facilities. Other Volunteers concentrate on animal husbandry and garden projects.

While on a scheduled country-wide trip, a Togolese official of the Ministry of Rural Development was amazed at the common-sense approach of a Volunteer who introduced community development practices to primary and secondary school children. The students had recognized that each school was a community that needed an effective structure to identify and address issues of concern. The school organized a development committee that has initiated several projects, including development of a school/community library.

Business Development

Volunteers work with local credit unions to offer training and consultation to members and other entrepreneurs who wish to improve their business skills. They have taught approximately 1,000 individuals business practices such as accounting, finance, marketing, and feasibility studies, and have established business resource centers in three towns to provide on-site consultations. Several Volunteers trained local assistants who are now capable of conducting accounting classes and performing follow-up bookkeeping activities. Other Volunteers and their counterparts from the National Savings and Credit Organization have created a marketing training manual.

A Volunteer is working with an agricultural cooperative to produce a live theater production about good farming practices and to discourage the burning of fields for clearing and hunting purposes. She also organized a fashion show to display and promote work of tailors and seamstresses and to advertise a new business. In addition, this Volunteer is collaborating with two different women's cooperatives to build storage facilities for ceramic pots and agricultural produce.

Environment

Overpopulation is straining Togo's agricultural systems. Traditional farming practices cannot meet the needs of a growing population, and these practices exacerbate the problem of soil degradation. Togo's forests are being depleted while demand for tree products increases. Volunteers are working with farmers on projects to improve farm yields and reduce environmental degradation through implementation of sustainable farming practices. Some Volunteers are also developing environmental education projects in primary and secondary schools.

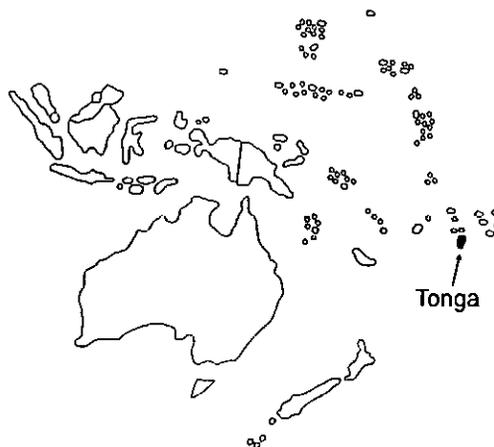
Through the efforts of Volunteers and their Togolese counterparts, nearly 2,100 farmers were trained in environmentally sound agro-forestry practices. Many of these farmers are considered model farmers and their farms serve as demonstration sites for other interested farmers and youth groups. One Volunteer organized a farmer-to-farmer exchange between one of his model farmers and two other model farmers from another region. This activity allowed the farmers to share information and ideas and legitimized the efforts of the farmers who tried innovative methods. This Volunteer also was instrumental in helping a local community solicit, obtain, and successfully manage a grant to build a much-needed middle school.

Health

As significant progress is made in the eradication of Guinea worm, Volunteers are beginning to shift their focus to maternal and child survival projects. Volunteers help local health personnel and regional offices promote community health activities such as growth monitoring and nutrition to address the high mortality rate among children.

TONGA

Population: 104,000
Annual Per Capita Income: \$1,630
Program Dates: 1967-Present



Country Overview:

In recent years, the Kingdom of Tonga has seen economic progress, with increasing squash exports to Japan, an expanding construction sector and a growing tourist industry. However, Tonga is still beset by problems that many small island nations face. A chronic shortage of secondary teachers, especially in science and math, makes it difficult to prepare enough Tongans for technical jobs. Tongans also feel pressure to learn and use English while still maintaining the Tongan language and culture. With over half the population under the age of 18, Tonga also faces the challenge of a growing youth population with limited educational and economic opportunities.

Resources:

Tonga	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	30	25	25
Average # of Volunteers	41	40	41
Program Funds (\$000)	823	857	895

Peace Corps Program by Sector:

Business Development

Volunteers work as small business advisors and educators for the Tongan Development Bank, the Ministry of Labor, Commerce and Industries, and Queen Salote College. As advisors at the Bank, they help entrepreneurs develop business plans, accounting systems and marketing strategies. Other Volunteers train Bank staff in advising new entrepreneurs and small businesses, as well as in accounting and loan management.

One Volunteer has improved student and staff business and English skills through her work at the Queen Salote College, an all girls school in the Kingdom. This Volunteer introduced her students to computer skills. The students practice their skills that they hope will help them get a job or go to college. She has instructed approximately 20 staff members and over 100 students on business and accounting software.

Education

Volunteers serve as secondary-school teachers in biology, chemistry, and physics. Peace Corps Tonga promotes peer teacher training by placing Volunteers in selected, rural middle schools where they can promote learner-centered techniques. As part of the increasing emphasis on transferring skills, science teachers now serve one year teaching students, and after additional training, spend their second year as teacher trainers to improve English skills of faculty and to strengthen teaching methodologies. Other Volunteers are involved in implementing a new national literacy curriculum at the primary level.

Education Volunteers also serve the population through community development activities involving youth, sports, and environmental education. Education Volunteers continue to broaden the teaching methods of their counterpart staff through various activities. One Volunteer helped organize an Art Contest for over 200 students from ages 8 to 10. The students displayed their art throughout Tonga and prizes were awarded to the best artists at the Tongan National Agriculture Show.

Youth Development

Volunteers have begun working with unemployed and at-risk Tongan youth to promote their active participation in their personal and professional development. This project places a strong emphasis on community development and the role of youth as citizens and future leaders. Volunteers work as sports instructors, small business and vocational skill advisors and environmental educators for the traditionally underserved youth.

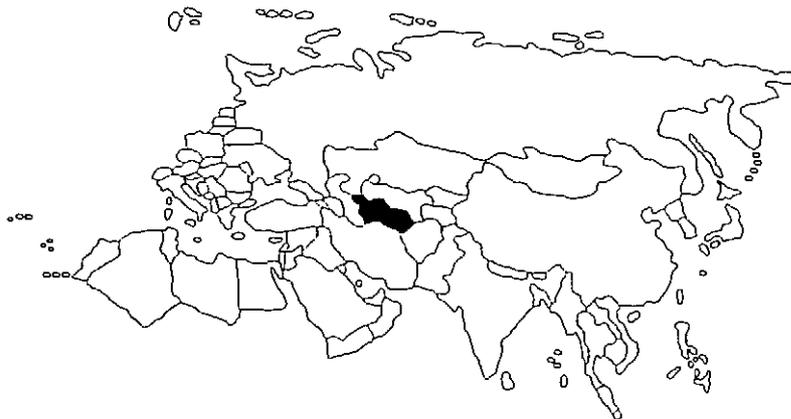
One Volunteer has worked with his community to renovate two community halls. These halls will be used by the local township for both short and long term program activities such as sports events, industrial arts classes, and other education activities.

TURKMENISTAN

Population: 4,508,000

Annual Per Capita Income: \$920

Program Dates: 1993-Present



Country Overview:

Since Turkmenistan gained its independence in 1991, it has experienced tremendous political, economic and social changes. Turkmenistan has begun to look to the West for trade, economic support and assistance in the training of professionals to enhance its economy and promote development. The government recognizes the need for increased English education and the need to communicate in English as it opens to the outside world. Peace Corps Volunteers work with local teachers and students to address this need.

During this transition, the health status of Turkmenistan's population has declined due to the lack of supplies, training and technology formerly provided by the Soviet Union. Maternal and infant mortality rates are the second highest in Central Asia. In order to meet international health standards set by the World Health Organization and UNICEF, the Ministry of Health has requested Peace Corps Volunteers to serve as nurses and health educators in assisting the medical community to raise the quality of care throughout Turkmenistan.

Resources:

	FY 1997	FY 1998	FY 1999
Turkmenistan	Actual	Estimates	Current Operations
Trainees	38	35	35
Average # of Volunteers	52	56	67
Program Funds (\$000)	1,006	1,029	1,090

Peace Corps Program by Sector:

Education

Volunteers teach English in secondary schools, institutes of higher education and health care facilities. Together, Volunteers and Turkmen teachers develop teacher training workshops and create English language resource centers for school and community use. Since 1994, more than 3,000 secondary school students, 700 college and university students and 500 medical students and professionals have received English language instruction from Peace Corps Volunteers. In addition, three Volunteers work in a pilot business education and development project. These Volunteers are teaching business courses at the university level, incorporating applied economics coursework from the American organization, Junior Achievement.

Recently, Volunteers helped to organize the third National Teachers Conference for university teachers in the capital city of Ashgabat. Fifty local faculty and six Volunteers attended the conference, with twenty local English teachers making presentations about their own teaching experiences. After Volunteers and local teachers from the city of Charjow described their success in developing and managing a resource center for students, other Turkmen teachers visited the Charjow resource center with plans to establish centers in their own cities.

Three Education Volunteers assigned to the Medical Institute worked with local health professionals and completed an English curriculum for intermediate and advanced English students. Topics included the cardiovascular system, HIV/AIDS, sanitation and hygiene, and other major health topics relevant to health care providers in Turkmenistan. In developing their curriculum, the Volunteers and local health professionals used materials from a resource center organized by previous Volunteers.

Health

Health Volunteers are assigned to nursing schools to develop practicum training and continuing education programs that emphasize modern clinical skills for nurses and midwives. Volunteers introduce contemporary techniques in pre- and post-natal care, labor and delivery practices, infant care, sick child care, breast feeding and nutritional practices. They also teach patient education skills and basic infection control. Volunteers and their local counterparts in the health field conducted 83 workshops over the past year reaching nearly 2,000 people.

One Volunteer nurse worked with community members from the fields of health and education to create a Health Education Resource Center for use by a local Turkmen community. The center is self-sustaining and supports itself by offering English language and other "for fee" classes. The funds pay for conferences, materials, and outreach activities in rural areas. The center not only has over 100 health education resources, it also serves as a place where students can study, faculty can conduct meetings and community members can hold seminars and workshops. The center is run by a Board of Directors, all Turkmen women, who have received training in developing and managing a budget, conducting meetings, setting priorities and fundraising. In overseeing its second year of operation, the Volunteer and the Board are enhancing the center with audio-visual equipment. Local people are being trained in video production skills in order to produce health education videos for use at the center.

UGANDA

Population: 19,168,000

Annual Per Capita Income: \$240

Program Dates: 1964-1973; 1991-Present



Country Overview:

In Uganda, the rapid spread of the HIV/AIDS virus continues to exacerbate socio-economic conditions in a society already devastated by two decades of political turmoil and economic decline. With half of the Ugandan population under the age of 16, managerial and administrative talents are scarce. The result has been an erosion in the quality of infrastructure, goods and services, including the educational system and the management of natural resources. Peace Corps Volunteers address some of Uganda's key development challenges through projects in business development, education, and environment.

Resources:

Uganda	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	23	34	33
Average # of Volunteers	49	53	56
Program Funds (\$000)	1,453	1,764	1,821

Peace Corps Program by Sector:

Business Development

Volunteers offer training to women and farmers to facilitate the growth of small business and agribusiness operations. Such training is significant because increased incomes from businesses can strengthen traditional extended families' abilities to support their households.

An estimated 388 training workshops and consultations have been presented by Volunteers for groups, individuals, and non-governmental organizations in 1997. Volunteers provided technical support in numerous areas including conflict resolution and problem solving, group leadership and administration, business loan and marketing management, and household finance.

Education

Education Volunteers in Uganda are working to improve the quality of basic education by providing in-service training of primary education teachers and headmasters. They mobilize community support of schools, develop resource learning centers and conduct hundreds of workshops each year.

Each Volunteer travels on foot, by bicycle, or even by dugout canoe to conduct outreach teacher training at as many as 15 rural schools. Among their numerous activities, Volunteers have started libraries, initiated teacher's newsletters, written a training manual on early childhood development, assisted in the establishment of nursery schools, conducted HIV/AIDS education training, and started adult literacy programs.

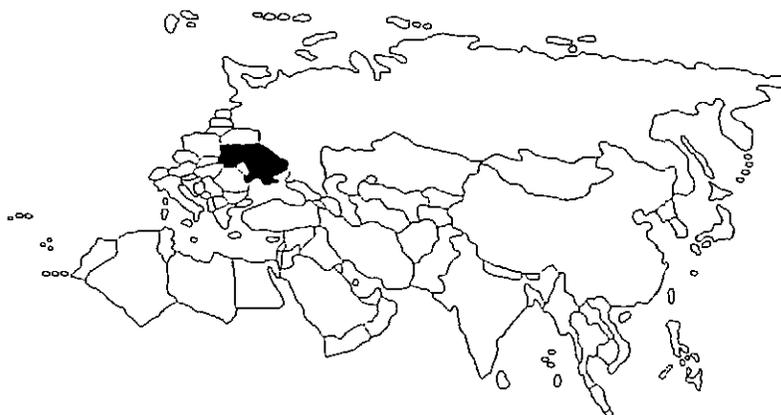
Environment

Volunteers are working with Ugandan counterparts to increase the effective management and sustainable use of natural resources. Volunteers work in national parks, forest reserves and among local communities, providing planning and management assistance, conservation extension support, and environmental education. They work in partnership with the Uganda Wildlife Authority and other local non-governmental organizations and community-based organizations.

A Volunteer in western Uganda helped a women's group start a visitor center. The center's profits have been used to support a school for local children and a community health center. Another Volunteer working as a park management advisor in the Rwenzori Mountains developed and organized a course in first aid and rescue techniques for park rangers and guides, who in turn trained over 200 local residents.

UKRAINE

Population:
Annual Per Capita Income:
Program Dates: 1992-Present



Country Overview:

Since achieving independence in 1991, Ukraine has taken significant steps toward democracy, political pluralism, and a free-market economy. There are, however, still many obstacles to overcome. While inflation has fallen to under 25 percent, the gap between the wealthy and the poor is widening. An insufficient understanding of the basic assumptions, structures, demands, and techniques required for a free-market economy exists at both individual and institutional levels.

In an effort to integrate into the global marketplace, the Ministry of Education has made English language education a top priority. However, the Ukrainian education system is unable to train a sufficient number of teachers to fulfill such a mandate. In addition, Ukraine's air, water, drinking sources and soil are heavily contaminated from industrial mining and agricultural pollution. In an effort to address these multi-dimensional needs, Peace Corps Volunteers work in the areas of business development, English language education, and environmental protection and management.

Resources:

Ukraine	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	112	91	91
Average # of Volunteers	138	175	168
Program Funds (\$000)	2,685	2,897	2,860

Peace Corps Program by Sector:

Business Development

In cooperation with government agencies, Volunteers are working to promote free-market business skills and expertise at the local and regional levels. This year, 138 volunteers served in 62 communities at educational institutions, government agencies, business associations, state cooperatives, privatization initiatives, and non-governmental organizations (NGOs).

In the northern Poltava Oblast region, one Volunteer worked as a business advisor to the Komsomolsk town administration and found investors for the local textile factory. The factory had been idle for several years with close to 3,000 employees out of work. The Volunteer's efforts helped to resume factory production and offer employment opportunities for more than 1,000 workers.

Education

The Education Project was developed in close cooperation with the Ministry of Education in response to needs identified by educators at all levels. Volunteers are assigned to secondary schools, pedagogical institutes, and universities as teachers of English. Volunteers work to improve English language ability, as well as to heighten cross-cultural awareness and understanding. Volunteers also provide assistance in curriculum development, facilitate workshops to introduce innovative and effective teaching approaches, and offer activities designed to improve the English language skills of Ukrainian teachers of English.

One Volunteer in Chervonograd, a small mining town 40 miles outside Lviv, recently joined three Ukrainian women to coordinate a community-sponsored English language learning camp. The camp was designed as an effort to rekindle enthusiasm for language learning in a community still suffering from the effects of a hunger strike by unpaid miners earlier in the year.

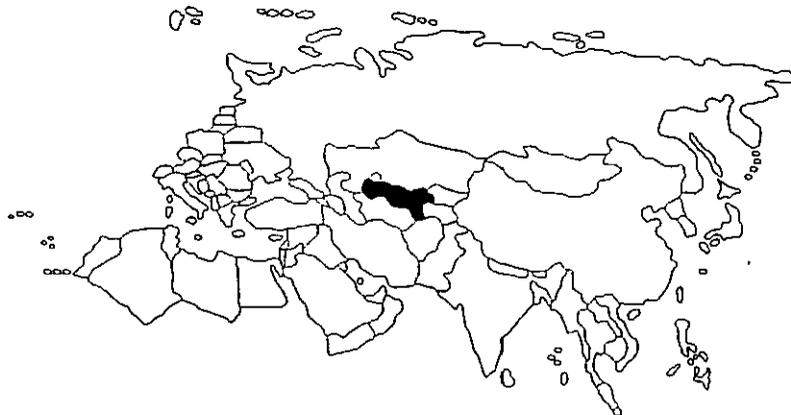
Environment

In Ukraine, nature conservation, environmental protection and ecological safety are all becoming top national priorities. Environment Volunteers work with governmental and non-governmental organizations active in environmental initiatives. Volunteer efforts seek to expand the awareness of environmental threats and their impact on natural resources, and to educate the public about environmental protection. Additionally, they work to establish and sustain management systems and strategies that address environmental problems throughout the country.

Two Volunteers started the *Earth Sport Project*. This project brings together school children to clear towns of discarded trash and debris and is designed to instill in young people a lasting understanding of the environmental problems faced by their nation. In May 1997, 60 students cleared nearly two tons of garbage from local streets, and national television broadcast a thirty minute special featuring the project.

UZBEKISTAN

Population: 22,771,000
Annual Per Capita Income: \$970
Program Dates: 1992-Present



Country Overview:

The people of Uzbekistan are working to make the difficult transition to a free market economy and cope with the many changes inherent in this kind of transition. The ability to communicate in English is viewed as vital to Uzbekistan's development and its status as a new nation in the international community. In support of these efforts, Volunteers provide English instruction to Uzbek youth and enhance the ability of local instructors to conduct English language classes.

Other pressing concerns that affect the development of the economy include slow progress on privatization legislation, changing laws that affect small business development, and a lack of general business expertise. In response to these needs, Peace Corps Volunteers are focusing their efforts in key areas of education and business education and development.

Resources:

	FY 1997	FY 1998	FY 1999
Uzbekistan	Actual	Estimates	Current Operations
Trainees	31	35	35
Average # of Volunteers	57	63	63
Program Funds (\$000)	1,335	1,385	1,390

Peace Corps Program by Sector:

Business Development

This past year, the Uzbek Ministry of Education mandated that economics be integrated into both secondary school and university-level curriculum. However, with very few local teachers familiar with market economics, business educators have been in high demand. Peace Corps Volunteers are responding to this need by instructing secondary and university students in applied economics and business. They also train Uzbek educators to teach these subjects using innovative teaching methodologies. In addition to working with educational institutions, Volunteers are collaborating with chambers of commerce, banks, business organizations, farmers' associations and various non-governmental organizations. In 1997, Volunteers worked with nearly 2,000 students and business people throughout Uzbekistan.

Several business development Volunteers recently collaborated with an English teacher in the Fergana Valley region to develop a curriculum that integrates free-market principles into the English curriculum. The curriculum is now the standard for the entire country, and today this teacher and other Uzbek teachers are working with business development Volunteers to train all of the country's educators. Another Volunteer in the city of Samarkand is working with a hotel to upgrade its services to meet international standards and attract more clientele. The Volunteer is helping hotel staff develop a business center with word processing and e-mail capabilities and has organized seminars on western "customer-oriented" service.

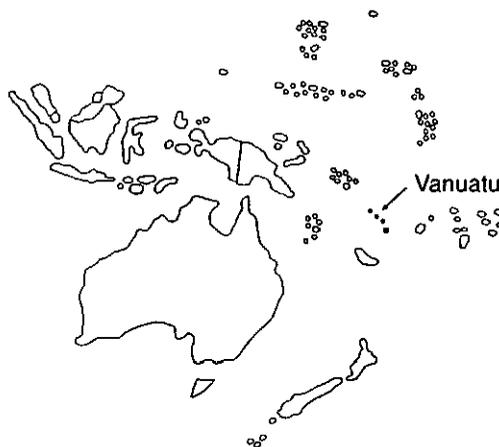
Education

Volunteers work closely with Uzbekistan's university and secondary school educators to increase the country's capacity for providing quality English education and to increase access to information available in the international community. This year, emphasis was placed on teacher training activities and information exchange. In conjunction with regional and local departments of education, Volunteers have organized and conducted numerous workshops and seminars for English teachers, in addition to teaching in the classroom. Last year alone, over 1,000 local teachers attended professional workshops organized by Volunteers. Nearly 2,500 university and secondary students have improved their English language skills. Since this project began in 1993, 5,500 students have studied with Peace Corps teachers in Uzbekistan.

Ten English Resource Centers have been established in regional and district capitals, with plans to include e-mail access and computer training in the near future. Another successful activity involved a nation-wide English immersion summer camp organized by Volunteers, which included over 450 secondary students, 80 English teachers and 80 university students. In response to the Minister of Education's request that all teaching materials meet international standards, two Volunteers are working with a local publishing house to develop a quality high school English textbook. In making his request, the Minister recognized the Peace Corps' leadership in developing English language materials and recommended Volunteers' involvement in the project.

VANUATU

Population: 169,000
Annual Per Capita Income: \$1,200
Program Dates: 1990-Present



Country Overview:

The Republic of Vanuatu, an archipelago of over 80 islands located in the South Pacific, is plagued with insufficient educational opportunities for its children. There is a severe shortage of trained teachers, especially those qualified to teach math and science. Its secondary schools can accommodate only 35 percent of the incoming primary school graduates. In addition, Vanuatu's urban areas are increasingly crowded with unemployed and dissatisfied youth who do not have the skills that would make them productive members of their rural communities.

Peace Corps Volunteers are helping fill teaching positions until enough indigenous Ni-Vanuatu teachers can be trained. They also work in rural communities at Regional Training Centers and at vocational and agricultural schools to help youth enhance the quality of life in their rural villages.

Resources:

Vanuatu	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	15	24	24
Average # of Volunteers	24	33	38
Program Funds (\$000)	815	900	1,069

Peace Corps Program By Sector:

Education

Peace Corps Volunteers are helping the country overcome the extreme shortage of qualified teachers. The government and rural communities are striving to build more schools to meet the ever increasing demand for education. Peace Corps Volunteers serve as skilled educators in math, science, and business studies in the secondary schools. Volunteers in the secondary education project improve the skills and knowledge of students, enhance professional leadership of educators, and promote community involvement in school-based activities. In addition, Volunteers assist in development of educational resources which includes a new curriculum.

Volunteers develop community activities that further support their formal education efforts. For example, one Volunteer produced a nationally-aired educational program which covered a variety of topics including HIV/AIDS, sustainable environment practices, and women's issues. Another

Volunteer completed and expanded a computer lab using money raised from a student-managed canteen. He helped mobilize the school community to participate in World Clean Up Day, the Annual Music Night, and a sports day involving five other local schools.

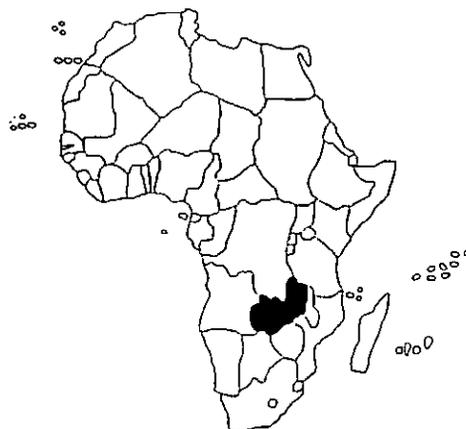
Volunteers work in Regional Training Centers (RTC) to provide basic hands-on skills to school drop-outs. The goal is to improve their living standards in their own communities which, in turn, will help stem the tide of migration to urban areas. During 1997, Volunteers in RTCs taught woodworking and carpentry, machine use and maintenance, business accounting, mathematics, home economics, health and nutrition, family planning, agriculture, sewing, environmental conservation, electrical engineering, and building construction. Volunteers also conducted community needs assessments and initiated income generating projects.

ZAMBIA

Population: 8,978,000

Annual Per Capita Income: \$400

Program Dates: 1993-Present



Country Overview:

Roughly two-thirds of Zambia's population is living below the poverty line, without access to safe drinking water, proper sanitation facilities, or adequate nutrition. The Minister of Science and Technology praised Volunteers for their dedication to working and living at the grass-roots level, thereby enhancing the nation's achievement of its own community development goals. Volunteers work primarily in health, agriculture, and education to help address Zambia's pressing development needs.

Resources:

Zambia	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	58	45	44
Average # of Volunteers	56	80	85
Program Funds (\$000)	2,042	2,127	2,224

Peace Corps Program by Sector:

Health

Volunteers in this sector are concentrating their efforts on promoting community participation in solving rural water and sanitation problems. Volunteers work with counterparts to create and strengthen village and district development committees. They provide preventive health and hygiene education to reduce the incidence of cholera, dysentery, and other water borne diseases, and they assist communities in the construction and maintenance of hand dug wells, springs, and latrines.

Agriculture

Volunteers, in conjunction with the Zambian Department of Fisheries, are working to aid rural farmers in the new Zambia aquaculture project. Volunteers and their counterparts assist farmers in assessing their needs and resources. They also provide assistance in building the infrastructure necessary to increase fish production in order to provide income and improved health and nutrition.

Education

Due to chronic shortages of qualified lecturers in Zambia, two Volunteers have been assigned to the School of Law at the University of Zambia. The Volunteer lawyers have established a worldwide web site called the **Zambian Legal Information Institute**, and have made it possible for Zambian law students and practitioners to access court information. They also have worked to revitalize the **Zambia Law Journal** and to establish a free legal clinic in their community.

ZIMBABWE

Population: 11,011,000

Annual Per Capita Income: \$540

Program Dates: 1991-Present



Country Overview:

Zimbabweans recognize the significance of education in the development of an independent, economically successful nation. In the past ten years, school enrollment has grown tremendously, and the number of secondary schools has increased by more than 800 percent. The massive expansion of the school system has meant that many schools lack materials and qualified teachers. In order to address this problem in rural secondary schools, the Zimbabwe Ministry of Education and Culture requested that Peace Corps provide teachers. Additionally, as Zimbabwe works to generate private sector jobs, Peace Corps Volunteers provide basic business training to entrepreneurs.

Resources:

Zimbabwe	FY 1997 Actual	FY 1998 Estimates	FY 1999 Current Operations
Trainees	33	43	42
Average # of Volunteers	61	64	71
Program Funds (\$000)	1,389	1,415	1,503

Peace Corps Program by Sector:

Education

Volunteers teach math, science, and English to secondary students in rural Zimbabwe. Working together with Zimbabwean counterparts, Volunteers have established libraries in more than twenty rural schools and significantly improved existing libraries at many other schools to benefit the wider community.

Volunteers have been involved in such projects as furnishing classrooms, locating and procuring additional teaching materials, and organizing school outings and other extra-curricular activities. By organizing a "Take Your Daughters to Work Day," Volunteers sought to raise teachers' awareness of gender bias in the classroom and to motivate female students to explore their career options. This project was well received and may become an annual event on a larger scale.

Business Development

Unemployment in Zimbabwe is estimated to be as high as 40 percent. Volunteers are helping to create jobs and improve the standard of living by encouraging the development of Zimbabwe's market economy. They are helping to increase the capacity of local institutions that promote small business development and improve the business skills of thousands of individual entrepreneurs.

Volunteers have provided training and support to numerous individuals and organizations through business courses, computer training, business plan writing, and fund-raising ideas. Volunteers also help create linkages for companies and trade organizations. For example, 120 small businesses and 1,200 individuals attended a small business exposition, organized in part by Volunteers, which gave them the opportunity to generate contacts and trade opportunities.

THE PEACE CORPS' PERFORMANCE PLAN

During FY 1999, the Peace Corps will work to meet the following agency-wide general goals and corresponding performance goals covered by the Peace Corps Strategic Plan.

Mission Statement

The purpose of the Peace Corps is to promote world peace and friendship by providing Volunteers who contribute to the social and economic development of interested countries; promote a better understanding of Americans among the people whom Volunteers serve; and strengthen Americans' understanding about the world and its peoples.

Peace Corps fulfills its mission by making it possible for American citizens to serve as Volunteers in developing countries and participate in the development efforts of their host communities. Based on 36 years of experience, the Peace Corps follows certain guiding principles to fulfill this mission:

The Peace Corps is committed to providing as many opportunities as possible for Americans to serve as Volunteers and seeks to maintain a global presence.

The presence of Volunteers in 132 countries over the course of 36 years has been central to the Peace Corps' ability to contribute to the social and economic development of many of the world's poorest countries. Maintaining a presence in a diverse group of countries has also enabled more than 150,000 Americans to engage in successful cross-cultural exchanges with the people of the developing world.

The Peace Corps' first responsibility is to assure, to the greatest extent possible, the safety and security of its Volunteers.

The Peace Corps staff, both in the United States and at overseas posts, work to ensure at all times that Volunteers are safe in their assigned areas, have adequate financial support, and have access medical support to keep them healthy.

The Peace Corps responds to needs identified by host country partners.

Peace Corps' collaboration with host countries during the program assessment and planning processes ensures that Volunteers can have the largest impact in projects that address the local community's priority development needs. Peace Corps Volunteers work with individuals and communities to improve education, expand access to basic health care for families, encourage economic development, protect and restore the environment, and increase the agricultural capabilities of farming communities.

The Peace Corps is committed to providing the technical, language, and cross cultural training that Volunteers require to be successful in their assignments.

High-quality technical and language training are essential to Volunteers' success during their two-year tours overseas. The Peace Corps devotes considerable resources to providing Volunteers and Trainees with a solid understanding of the languages and cultural norms of the communities where they live and work. The training is designed to ensure that Volunteers can accomplish their project goals and enjoy an enriching cross-cultural experience.

Peace Corps strives for a Volunteer force that reflects the diversity of the American people.

Efforts to recruit, train, and place a Volunteer Corps abroad that reflects the diversity and richness of America will continue to be a high priority for the agency.

Peace Corps encourages and supports returned Volunteers in their efforts to increase international understanding in their communities.

General Goal 1: The Peace Corps will ensure the health and safety of its Volunteers.

The safety and security of our Volunteers is the Peace Corps' highest priority. Over the next five years, the Peace Corps will continue to identify Volunteer sites in communities that are stable and secure. In addition, the Peace Corps will continue to monitor local situations on a regular basis and will require all posts to continue to maintain or update as appropriate their emergency plans in the event of a threat to Volunteer safety or security. The Peace Corps will continue to provide prevention and treatment services for health and safety and will continue to ensure the proper training and support of Peace Corps' local, in-country medical officers.

Consistent with the agency's goals of ensuring the health of Volunteers and making management operations more efficient, the Peace Corps will continue the implementation and monitoring of a managed care system for Volunteers who need medical treatment in the United States. The Peace Corps will work to ensure appropriate levels of care for Volunteers and streamline the management of medical support systems.

Outcome Measure for General Goal 1: The Peace Corps will track a number of statistics to gauge the health and safety of its Volunteers. To measure the overall health of Volunteers, the agency will monitor the incidence of service-related conditions in all Volunteers terminating service. The two following measures will be used.

- The number of new Federal Employees' Compensation Act (FECA) medical claims accepted annually by the Department of Labor (as measured in new claims per 100 Volunteers) does not increase when compared with the number of reported claims in FY 1997 (using the same measure).
- The annual dollar value of claims paid directly by the Peace Corps for evaluation and treatment occurring within 180 days of service completion, does not increase above FY 1997 levels.

To measure the overall safety of its Volunteers, the Peace Corps will monitor the incidence of assaults against Volunteers while they are in service.

- The rate of reported assaults against Volunteers (measured as the number of assaults per 100 Volunteers) will remain at or below FY 1997 levels.

Performance Goal 1A. The Peace Corps will continue to provide prevention and treatment services for trainees and Volunteers through trained in-country medical officers. Posts are staffed with Medical Officers who meet the agency's standards as determined by the Office of Medical Services in conjunction with the Peace Corps' Regional Directors.

Performance Indicators for Performance Goal 1A:

- The Peace Corps will continue to provide continuing medical education training courses for all Peace Corps medical officers. All medical officers will attend these courses annually.
- To ensure the consistency of quality medical care, over the next five years the Peace Corps will increase the retention rate of Peace Corps Medical Officers by 25 percent.
- The Peace Corps will take further steps to ensure that Peace Corps' Medical Officers have a working knowledge of Peace Corps' processes and procedures by ensuring that 100 percent attend and complete overseas staff training programs.
- Experienced Peace Corps Medical Officers provide valuable training to their recently recruited colleagues through participation in a mentoring program. Over the next three years, the Peace Corps plans to ensure that 80 percent of Peace Corps Medical Officers participate in this program.
- The Peace Corps will monitor and evaluate information on health conditions in host countries, training and credentials of local practitioners, quality of care available at local hospitals and other health related resources, by the use of a Country Health Survey. The Peace Corps will ensure that 100 percent of posts will have completed the survey by the beginning of FY 1999 and will update it annually thereafter.

Resources Needed: Resources to accomplish performance goal 1A are included in the Office of Medical Services budget of \$4,468 thousand and 46 FTE in FY 1998 and \$5,281 thousand and 49 FTE in FY 1999.

Verification/Validation: By the end of the first quarter of FY 1999, the Office of Medical Services will have completed the establishment of a process for tracking the information above.

Performance Goal 1B. For Trainees and Volunteers who cannot be appropriately treated in-country, the Peace Corps will continually improve the quality and contain the costs of its medical evacuation services through continued implementation and refinement of the Medevac Service Improvement Plan.

Performance Indicators for Performance Goal 1B:

- The Peace Corps will ensure high quality medical care for its Volunteers through the use of a managed care contract that provides additional credentialing, on an annual basis, of each provider and facility used.
- The Peace Corps will continue to pursue vigorously cost containment strategies while maintaining the highest quality of medical care available and will, if possible given the uncertainties of projecting medical costs, maintain costs (on a per Volunteer basis) at or below FY 1997 levels in real terms.

Resources Needed: Resources to accomplish performance goal 1B are included in the Office of Medical Services budget of \$4,468 thousand and 46 FTE in FY 1998 and \$5,281 thousand and 49 FTE in FY 1999 as well as in the Office of Medical Services Centrally Managed account of \$3,221 thousand in FY 1998 and \$7,464 in FY 1999. (\$3,000 thousand of FY 1998 costs were funded with FY 1997 funds available through the end of FY 1998.)

Verification/Validation: The Office of Volunteer Support will use a tracking system that provides detailed information on the number of medevacs and the costs for medical services.

Performance Goal 1C. The Peace Corps will strengthen and improve its health care delivery system through the development of a fully integrated Health Information System by the end of 2002 that takes advantage of modern technology. The system will link applicant screening, in-service medical care, health surveillance and post service health benefits. This fully integrated system will help with the timely identification of problem areas, and improve the Office of Medical Services' ability to monitor the impact of strategies designed to improve the system.

Performance Indicators for Performance Goal 1C:

- As a first step toward full implementation of this health information system, by the beginning of FY 1999 medical information will be collected from 70 percent of applicants through the use of scanning technology.
- By the end of FY 1999, medical information will be collected from 100 percent of applicants through the use of scanning technology.

Resources Needed: Resources to accomplish the performance goal above are included in the Office of Medical Services budget of \$4,468 thousand and 46 FTE in FY 1998 and \$5,281 thousand and 49 FTE in FY 1999.

Verification/Validation: By the end of FY 1999, the Office of Medical Services will eliminate the use of paper medical applications and will rely solely on scanning technology to input medical information.

Performance Goal 1D. The Peace Corps will continue to monitor, analyze, and address ongoing concerns and emerging trends related to Volunteer safety and security issues through the agency's Volunteer Safety Council and in concert with overseas staff.

Performance Indicators for Performance Goal 1D:

- All Peace Corps posts will test emergency action plans once a year and revise as necessary.
- By the beginning of FY 1999, the Volunteer Safety Council will revise and distribute to agency staff an Evacuation Support Guide to help the Peace Corps better support the field during and immediately after an evacuation.
- The Volunteer Safety Council will complete and distribute to posts a revised Crisis Management handbook by the end of FY 1999.

Resources Needed: Resources to accomplish the performance goal above are included in the Office of Special Services budget of \$485 thousand and 6 FTE in FY 1998 and \$498 thousand and 6 FTE in FY 1999.

Verification/Validation: The Peace Corps will use the annual Administrative Management Control Survey to ensure that each post maintains an up-to-date copy of the Emergency Action Plan; the Evacuation Support Guide; and the Crisis Management Handbook.

General Goal 2: The Peace Corps will work to provide to as many Americans as possible the opportunity to serve as Peace Corps Volunteers.

Volunteers are the heart of the Peace Corps and remain the agency's focus. Over the next five years, the Peace Corps will work within available resources to provide the opportunity for as many interested Americans as possible to become Peace Corps Volunteers.

Outcome Measure for General Goal 2: The Peace Corps will provide opportunities for 50 percent more Americans than in 1997 to enter service as new Volunteers, assisting countries with their development needs and increasing cultural awareness between Americans and people of the developing world.

Performance Goal 2A. Consistent with Director Gearan's initiative to recruit, train, place and support as many Volunteers as possible, the Peace Corps plans to place 5,700 trainees in FY 1999 (as compared to 3,600 trainees in FY 1998), and 5,700 in the year 2000.

Performance Measures for Performance Goal 2A:

- During FY 1999, 5,700 Americans will enter training to become Peace Corps Volunteers.
- During FY 2000, 5,700 Americans will enter training to become Peace Corps Volunteers.

Resources Needed: Resources to accomplish the performance goal above are included in the Office of Volunteer Recruitment and Selection budget of \$12,264 thousand and 184 FTE in FY 1998 and \$14,835 thousand and 226 FTE in FY 1999.

Verification/Validation: Trainee input is tracked weekly by the Program Advisory Group chaired by the Deputy Chief of Staff with membership from each of the three overseas Regions and the Office of Volunteer Recruitment and Selection (VRS).

Performance Goal 2B. To ensure that the Volunteer force represents an accurate picture of the American people, the Peace Corps will work to increase the number of minorities serving as Peace Corps Volunteers by pursuing marketing and recruiting initiatives that target colleges and universities with historically high minority populations. The Peace Corps will also continue outreach efforts to this community at large universities and in other off-campus markets nationwide.

Performance Indicators for Performance Goal 2B:

- Targeted marketing and recruiting campaigns will be completed as planned.
- As a result of these campaigns, an increase in the percentage of minority trainees is realized as compared to the FY 1997 level of 13 percent.

Resources Needed: Resources to accomplish the performance goal above are included in the Office of Volunteer Recruitment and Selection budget of \$12,264 thousand and 184 FTE in FY 1998 and \$14,835 thousand and 226 FTE in FY 1999. Marketing resources to accomplish this performance goal are included in the Communications budget of \$1,933 thousand and 15 FTE in FY 1998 and \$2,059 thousand and 16 FTE in FY 1999.

Verification/Validation: An increase in percentage of minority trainees over FY 1997 levels is reflected in the quarterly reports of the Office of Volunteer Recruitment and Selection.

General Goal 3: The Peace Corps will work within available resources to respond to requests for assistance from developing countries that need Volunteers.

The Peace Corps will continue to consider and, where possible, respond to new opportunities from among the many interested countries that request the assistance of Volunteers within the limits of the agency's budget. The Peace Corps will also continue to assess and modify as appropriate the level of Volunteers in specific projects in individual country programs, and will work with those host countries that are interested in beginning their own indigenous volunteer corps.

In FY 1998, Peace Corps will begin preparation for programs in Mozambique, Georgia, and Bangladesh. Staff will arrive in all three countries and the first trainees will also arrive in Bangladesh.

Outcome Measures for General Goal 3:

- Establish the planned new programs that meet the country presence criteria within available resources.
- The number of indigenous volunteer organizations that have requested Peace Corps assistance in establishing their organizations has increased as compared with FY 1997. While the Peace Corps has provided assistance to organizations in the past, a more formal approach was begun in FY 1997 to track progress in this area and to encourage requests for assistance where appropriate.

Performance Goal 3A. The Peace Corps fulfills its mission by responding to requests from other countries needing assistance in meeting their development goals. Provided that acceptable safety conditions exist for Volunteers, the Peace Corps plans to begin new programs in Mozambique, Georgia and Bangladesh in FY 1998 in preparation for full implementation in FY 1999.

Performance Indicators for Performance Goal 3A: Trainees will be on the ground in Bangladesh, Georgia and Mozambique in FY 1999.

Resources Needed: Resources to accomplish the performance goal above are included in the Africa and Europe, Mediterranean and Asia budgets as well as in all Peace Corps support functions that support Volunteers. \$1,547 thousand and 5 FTE have been budgeted in FY 1998 and \$3,678 thousand and 12 FTE have been budgeted in FY 1999 for these new programs.

Verification/Validation: All three new country entries are established as planned and trainees arrive in country.

Performance Goal 3B. Peace Corps posts will focus on efforts to promote and sustain local non-government organizations, especially indigenous Volunteer organizations.

Performance Indicators for Performance Goal 3B: The Peace Corps will, where possible and appropriate, provide assistance to local non-government organizations and indigenous Volunteer organizations. Peace Corps will monitor progress toward this goal by collecting information from posts on the number of organizations and type of assistance provided. Progress toward this goal will be measured by an increase in the number of organizations assisted as compared with FY 1997 levels, provided that appropriate opportunities exist.

Resources Needed: Resources to accomplish performance goal 3B are included in the Peace Corps' three Regions budgets of \$130,560 thousand and 575 FTE in FY 1998 and \$155,239 thousand and 649 FTE in FY 1999. Funds have been also budgeted in the Office of Private Sector Cooperation and International Volunteerism budget of \$618 thousand and 9 FTE in FY 1998 and \$652 thousand and 9 FTE in FY 1999.

Verification/ Validation: The work of Peace Corps' posts undertaken with non-governmental organizations will be reported through the annual Integrated Planning and Budget System submissions.

General Goal 4: Drawing on its unique pool of well-trained and experienced Volunteers and returned Volunteers, the Peace Corps will work to provide disaster relief and aid humanitarian response efforts.

The Peace Corps will continue to identify ways that experienced Volunteers and returned Volunteers can assist in responding to crisis situations resulting from natural and man-made disasters. Peace Corps Volunteers are uniquely qualified to provide assistance in many of these situations because of their cross-cultural experience, their language proficiency, and their technical skills. Through the Crisis Corps, Peace Corps Volunteers are provided yet another avenue to help those in critical need of assistance.

Outcome Measures for General Goal 4:

- Peace Corps will survey Volunteers that participate in Crisis Corps activities to ascertain whether they believe they were able to provide humanitarian assistance and relief to those in need. Initial survey results will contribute to the establishment of a baseline against which Peace Corps can measure future gains in the provision of assistance.
- Peace Corps will also ask the organizations that host Crisis Corps Volunteers to evaluate the contribution that the Volunteers make to the response effort.

Performance Goal 4A. The Peace Corps will continue implementation of the Crisis Corps through FY 1999. As announced by President Clinton in his June 1996 Rose Garden ceremony, the Crisis Corps will use the skills and expertise of trained Volunteers to assist in humanitarian relief efforts.

Performance Indicator for Performance Goal 4A: In FY 1999, the Crisis Corps will expand to more than 100 Volunteers serving in a variety of projects in response to crisis situations.

Resources Needed: Resources to accomplish the performance goal above are included in the Crisis Corps budget of \$866 thousand and 3 FTE in FY 1998 and \$1,923 thousand and 5 FTE in FY 1999.

Verification/Validation: The Crisis Corps office will monitor the number of Volunteers and associated costs through the annual Integrated Planning and Budget System Periodic Reviews.

General Goal 5: To help Volunteers to fulfill their technical and cross-cultural responsibilities, the Peace Corps will provide thorough training and support for Volunteers and will continue to strengthen its programming.

The Peace Corps will continue to ensure that Volunteers have the support and resources necessary to be effective in their assignments overseas. This support includes identifying Volunteer assignments that support host country development and cross-cultural learning; and adequate training and technical support needed to accomplish the assignment.

Effective programming is an especially important ingredient in ensuring a successful experience for Volunteers and host country participants. The Peace Corps is committed to the consistent planning, monitoring, and evaluation of individual Volunteer projects so that they can be strengthened and modified as appropriate. Over the next five years, the Peace Corps will continue to identify opportunities to encourage broader participation with host country nationals in project design, implementation, and monitoring, and will continue agency efforts to improve programming practices and procedures.

Outcome Measures for General Goal 5:

- The quality of Peace Corps training will be measured by the Annual Training Status Report and through scores on language competency exams. Overall Volunteer scores will be maintained at or above FY 1997 scores.
- The Peace Corps, as part of its surveying of Volunteers, will ask questions to ascertain Volunteer satisfaction with the training and support they receive. Overall Volunteer satisfaction with training and support will be maintained at or above FY 1997 levels.

Performance Goal 5A. To pursue improvement in the quality of Peace Corps projects, Peace Corps will continue its annual cycle of Project Status Reviews and involve Volunteers, host country officials, community members, and Peace Corps staff in assessing project results and making adjustments as needed.

Performance Indicators for Performance Goal 5A: Projects are assessed annually at Post and reviewed in headquarters, with course corrections adopted as necessary. Volunteer satisfaction with project assignments improves as measured by the annual Volunteer survey when compared with the FY 1997 results.

Resources Needed: Resources to accomplish the performance goal above are included in the Center for Field Assistance and Applied Research budget of \$4,915 thousand and 57 FTE in FY 1998 and \$4,904 thousand and 59 FTE in FY 1999.

Verification/Validation: The Project Status Review process is implemented as planned.

Performance Goal 5B. The Peace Corps will focus on and continue to improve the quality of Peace Corps language and cross cultural training through the development and introduction of new curricula and materials, especially in the area of self-directed language learning; the training of trainers in new techniques and approaches; dialogue with practitioners outside the agency; and experimentation with new models such as the Community-Based Training Model.

Performance Indicators for Performance Goal 5B: Peace Corps will evaluate improvements in training through ratings provided in the annual Training Status and language competency reports. Peace Corps will disseminate best practices in training strategies and will institutionalize successful training models throughout the agency.

Performance Measures: Scores on language competency exams.

Resources Needed: Resources to accomplish the performance goal above are included in the Center for Field Assistance and Applied Research budget of \$4,915 thousand, pre-service training budgets of \$19,389 thousand and in-service training budget of \$2,978 thousand in FY 1998. In FY 1999, the budget for the Center is \$4,904 thousand, the pre-service training budgets total \$28,123 thousand, and the in-service training budget is \$3,329 thousand.

Verification/Validation: The quality of Peace Corps training will be measured by the Annual Training Status Report. Volunteer satisfaction with training improves as measured by the annual Volunteer Survey compared with FY 1997 levels.

General Goal 6: The Peace Corps will continue to fulfill its mandate to increase understanding of other peoples on the part of the American people.

The Americans who first and most directly gain a better understanding of other peoples through the Peace Corps are the Volunteers themselves. In addition to the Volunteers' direct experience, other Americans are able to gain an understanding of other countries and peoples through contact with returned Volunteers. The Peace Corps helps to share the Volunteer experience with all Americans through its domestic programs, especially World Wise Schools and the Peace Corps Fellows program. World Wise Schools is the Peace Corps' ongoing global education program, which broadens the geographic and cultural horizons of U.S. students through the overseas experience of currently-serving and returned Peace Corps Volunteers. More than 3,500 teachers in the United States participate in the program which has reached more than 300,000 United States students. In FY 1999, the Peace Corps plans to triple this program.

Similarly, the Peace Corps Fellows program is a public-private partnership that brings together returned Peace Corps Volunteers, institutions of higher education, community organizations, foundations, and corporate sponsors in support of a common purpose: to use the experience and skills of returned Volunteers to help address some of the most pressing problems in communities across America.

Outcome Measures for General Goal 6:

- The Peace Corps will increase Americans' understanding of other peoples by tripling, from FY 1997 levels, the number of teachers participating in the World Wise Schools partnership with Peace Corps Volunteers (bringing the total number of teachers to 10,000).
- The Peace Corps will administer a survey of World Wise Schools teachers to determine the effectiveness of the program in educating children about the world.

Performance Goal 6A. As pledged in President Clinton's July 1997 speech on the new millennium, the Peace Corps will triple its World Wise School program to 10,000 teachers in FY 1999.

Performance Indicators for Performance Goal 6A: The number of World Wise Schools teachers will grow to 10,000 in FY 1999.

Resources Needed: Resources to accomplish performance goal 6A are included in the World Wise Schools budget of \$602 thousand and 7 FTE in FY 1998 and \$1,793 thousand and 21 FTE in FY 1999.

Verification/Validation: The Office of Domestic Programs will monitor and track the number of participating schools and classrooms and will report this information annually through the Integrated Planning and Budget System reviews.

Performance Goal 6B. The Peace Corps will continue its efforts at public-private collaboration and outreach to colleges and universities that are potential participants in the Peace Corps Fellows program.

Performance Indicator for Performance Goal 6B: The number of public-private partnerships in place will be sufficient to support Fellows programs at or above the FY 1997 level.

Resources Needed: Resources to accomplish performance goal 6B are included in the Fellows/USA budget of \$147 thousand and 6 FTE in FY 1998 and \$151 thousand and 6 FTE in FY 1999. Resources are also included in the Office of Private Sector Cooperation and International Volunteerism budget of \$618 thousand and 9 FTE in FY 1998 and \$652 thousand and 9 FTE in FY 1999.

Verification/Validation: The Office of Domestic Programs will monitor the number of Peace Corps Fellows programs and will report this information through the annual Integrated Planning and Budget System.

Performance Goal 6C. The Peace Corps will continue to encourage the Returned Volunteer community to share their experiences with all Americans, by providing a variety of special events.

Performance Indicators for Performance Goal 6C: The Peace Corps will continue to provide an annual Peace Corps Volunteer Day; books about the personal experiences of former Volunteers such as the "Bringing the World Back Home" series; and through other events and forums that tell the Volunteer story.

Resources Needed: Resources needed to accomplish performance goal 6C are included in the Office of Communication's budget of \$1,933 thousand and 15 FTE in FY 1998 and \$2,059 thousand and 16 FTE in FY 1999. Resources are also included in the Office of Returned Volunteer Services budget of \$543 thousand and 7 FTE in FY 1998 and \$604 thousand and 7 FTE in FY 1999.

Verification/Validation: Events are implemented as planned in FY 1999.

General Goal 7: The Peace Corps will pursue efforts to cut costs and improve agency productivity.

The Peace Corps is committed to maintaining a sound and efficient business operation in order to maximize the resources available for the direct support of Volunteers. Consistent with this goal, the Peace Corps is making significant progress in improving and simplifying its administrative functions, and is taking on a series of long-range projects designed to improve the agency's overall financial management. In addition, the Peace Corps is working to ensure the best use of available technology in domestic offices and overseas posts by supporting an effective Information Resources Management initiative.

In FY 1997, the agency began a pilot project to provide direct administrative support services to all posts in the Inter-America Region, Russia and Micronesia. The agency is standardizing procedures at each post, and eliminating or consolidating payment processes at posts. During FY 1998, the Peace Corps will expand this service worldwide.

Outcome Measure for General Goal 7:

- Administrative savings will be identified and re-directed to other programs within Peace Corps.

Performance Goal 7A. During FY 1999, the Peace Corps will continue to improve its internal controls and contain costs related to financial management services through the completion of a Financial Management Improvement Plan.

Performance Indicators for Performance Goal 7A: Costs related to overseas financial management processing services are reduced below FY 1997 levels, for the same services, by the end of FY 1999.

Resources Needed: Resources to accomplish performance goal 7A are included in the International Financial Operations budget of \$2,061 thousand and 14 FTE in FY 1998 and \$2,013 thousand and 16 FTE in FY 1999.

Verification/Validation: Implementation of the financial management improvement plan is completed.

Performance Goal 7B. The Peace Corps will continue current plans for the acquisition and installation of a new financial management system that will serve the Agency's financial management needs for the year 2000 and beyond.

Performance Indicator for Performance Goal 7B: The Peace Corps' planned implementation schedule stays on track to allow for system implementation by the beginning of FY 1999.

Resources Needed: The acquisition of a new financial management system is expected to cost \$2 million in FY 1998 and \$150 thousand in FY 1999. Current plans do not anticipate the need for additional FTE.

Verification/Validation: The progress of the new system's acquisition and implementation will be reported by the Office of the Chief Financial Officer in collaboration with the Chief Information Officer through the annual Integrated Planning and Budget System periodic review process.

Performance Goal 7C. Systematic improvements in Peace Corps' Information Resources Management efforts will continue, including plans to upgrade electronic mail capabilities, expand use and support of Internet for communication and data exchange, improve communications and long distance support, and upgrade the agency's legacy systems.

Performance Indicator for Performance Goal 7C: Progress toward the successful implementation of the FY 1996 Information Resource Management Five-year Plan is on track.

Resources Needed: Resources to accomplish performance goal 7C are included in the Information Resources Management Budget of \$3,246 thousand and 35 FTE in FY 1998 and \$3,331 thousand and 35 FTE in FY 1999.

Verification/Validation: The Chief Information Officer will report on the progress of IRM initiatives through the annual Integrated Planning and Budget System process periodic reviews.

EXTERNAL FACTORS AFFECTING THE PEACE CORPS' PROGRESS IN IMPLEMENTING PERFORMANCE GOALS

The Peace Corps operates throughout the world in countries where the economic, political, and social environment can be unstable. These factors may cause periodic disruption or create new opportunities in Peace Corps' programming. In recent years, Peace Corps has had to suspend or terminate its programs in several countries due to political instability, social unrest, and situations where the safety and security of Volunteers were potentially at risk. Examples include Congo (Brazzaville), Albania, Central African Republic, Rwanda, Burundi, and Sierra Leone. Natural disasters, infectious disease outbreaks, and other changes in host countries can also effect Peace Corps' ability to operate its programs as planned. Similarly, the change in internal political situations such as occurred with the countries of the former Soviet Union can often provide new opportunities for Peace Corps programs which were not previously possible.

Further, the work of the Peace Corps is characterized by collaborations with host countries, governmental and non-governmental organizations, colleges and universities and other groups that may take actions which fall outside the Peace Corps' control, but affect the agency's programs.

RESOURCES REQUIRED TO SUPPORT THE GPRA PERFORMANCE PLAN

Budget and Human resources: To meet the goals outlined above, the Peace Corps will require budget resources in the following amounts:

FY 1999	\$270.3 million	1,280 FTE
FY 2000	\$322.0 million	1,333 FTE
FY 2001'	\$355.0 million	1,361 FTE

Operational Processes: The Peace Corps will rely on its four main internal systems — PATS (the Program and Training System); IPBS (the Integrated Planning and Budget System); VDS (the Volunteer Delivery System) and the VHS (Volunteer Health System) to carry out this plan.

Information and Technology: To support the operational processes listed above the agency will use its two major database information systems, the Peace Corps Volunteer Database Management Systems and the Peace Corps Financial Management System. Further, as noted in the Performance Goals, the Peace Corps will continue work on its IRM Five-Year Strategic Plan. In addition, the agency plans to work on a new Health Information System and will continue to pursue innovative uses of technology, especially in electronic communications with overseas posts and in Volunteer recruitment and selection. (More information on Peace Corps' use of technology is contained in Goal 7.)

MEANS TO BE USED TO VERIFY AND VALIDATE MEASURED VALUES

Data will be drawn from the Agency's management information systems, reports from the Integrated Planning and Budget system, Project Status reviews, Volunteer surveys, and from other internal and external evaluation reports.



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