

**Small Projects Assistance Program
Fiscal Year 2004 Annual Activity Report**

U.S. Agency for International
Development



U. S. Peace Corps



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Executive Summary

In FY 2004, the Small Projects Assistance (SPA) Program funded by USAID and implemented by the Peace Corps continued to successfully engage community members in countries around the world in a participatory process leading to capacity-building and sustainable development at the local level. Small grants and field assistance activities have ranged from business skills and marketing training to water-system construction. Other major focus areas have included the support of healthy lifestyles via peer education, protection of biodiversity through ecotourism, agricultural and environmental activities leading to improved food security, and increased utilization of information technology (IT) in education and Non-Governmental Organization (NGO) service provision.

In FY2004, the SPA Program utilized \$1.6 million in USAID funds to support 774 community grants and 66 field assistance activities, in 58 Peace Corps' posts. Local community organizations and third-party donors contributed an almost identical amount, \$1.568 million, for grant and field assistance activities, demonstrating genuine community interest and commitment to these projects. In addition, Peace Corps provided \$182,600 in appropriated funds from its FY04 budget to cover Volunteer and staff costs for travel, lodging and per diem in field assistance training workshops. Overall, community grant and field assistance activities trained more than 18,500 participants and strengthened more than 2,500 organizations.

Beneficiaries of the community grant projects numbered more than 1.1 million. In FY 2004, the largest number of SPA grants were in the area of education (32%) and health (15%), followed by environment and business development (both at 13%), water and sanitation (10%), agriculture (7%), youth development (6%) and municipal development (3%).

By USAID region, the largest portion of grant projects took place in the Europe and Eurasia region (35%), while the Africa region accounted for 32%, the Latin America and Caribbean region for 24%, and Asia/Near East for 9%. In Africa, the largest percentage of community grant projects were in the health (25%), education (24%) and agriculture and business development (each at 13%) sectors. In the Asia/Near East region, education was the predominant area of community grant activity with 39% of activities, followed by business development (16%) and youth development (12%). In the Europe and Eurasia region, education grants total 48% of all grants, the largest percentage across all sectors and regions; following behind at a distance were business development (15%) and health (12%). Finally, in the Latin America region there is a slightly different distribution of grants by sector with environment (21%), followed by water sanitation (20%), and education (17%).

Programs were suspended for part of the fiscal year in Haiti and Nepal for safety and security reasons related to ongoing civil conflict. In FY04, funding for the SPA program declined by 30%. Despite this reduced funding level, the SPA program still met or exceeded a number of program objectives and intermediate results (IRs):

- Community and third party contributions exceeded projected levels under the economic growth Intermediate Result (IR).
- The number of individuals trained under the global health IR and economic growth IR exceeded planned levels, more than doubling the expected numbers under the economic growth IR.
- The numbers of beneficiaries served was more than projected levels for all Intermediate Results, more than twice the projected level under the environmental IR, and almost three times greater than projected levels under the economic growth IR.
- The number of organizations strengthened exceeded projected levels.

The SPA program gives the Bureau of Democracy, Conflict and Humanitarian Assistance the ability to work effectively on the grassroots level, making progress towards its goal of promoting sustainable development through democracy and good governance. The program operates in a number of transition countries, fragile democracies, and post-conflict environments, including many of the former soviet bloc countries in Eastern Europe and Eurasia, and others including East Timor, Ecuador, Haiti and Togo.

Indigenous civil society is strengthened by projects which train the staff of community based organizations (CBOs) and NGOs in needs assessment, participatory project implementation and effective monitoring and evaluation. Increased stability is created by building the capacity of community health workers to provide services, particularly in the area of HIV/AIDS prevention and mitigation in those countries hard hit by the global pandemic. Food security is improved by the means of projects that create community gardens, train agriculturalists in crop diversification, promote soil conservation and introduce additional opportunities for non-farm income. Many of the projects in the environmental sector work to decrease the conflict between the need for conservation of biodiversity and the immediate resource requirements of the rural poor.

Local level governance is improved by the training of municipal staff in transparent operations and by exploring partnerships with civil society and the private sector. The training of teachers in alternative dispute resolution and civic education facilitates increased student participation in the classroom and involvement in community issues. Local conflict management and mitigation is an important element of many projects, particularly those involving youth participants, providing training in life skills, peer education, leadership and girls' education and empowerment.

The following report highlights some of the successful country-specific community projects under each USAID Pillar, Intermediate Result, and programming category. The text is supplemented with tables and charts depicting details on the distribution of activities, and performance measures which include numbers of activities, numbers of beneficiaries, local resources leveraged, and individuals trained.

Program Overview

The Small Projects Assistance (SPA) Program enables USAID to have a direct developmental effect in selected priority areas, and enables Peace Corps Volunteers to engage community members in a participatory process that contributes to capacity-building and sustainable development at the local level. Through both small grants and field-based technical assistance, the SPA Program's progress towards its Special Objective continues to enhance USAID's ability to have an impact at the grassroots. In FY 2004, many of the intermediate results (IRs) targets were met, and program performance was acceptable given the reduction in available funding. Each aspect of the four IRs has been cross-referenced with the USAID pillar it supports.

Intermediate Results Indicators for Special Objective (SPO) 940-001-01:

The SPA Program has proven an effective mechanism for supporting development efforts in many programming areas, including improved family health and nutrition, small enterprise development, education, environmental conservation, and growth of civil society. In order to measure accomplishments and accurately reflect the range and impact of these cross-cutting activities and their link to USAID goals, the following intermediate results were developed for the SPO: **Enhance communities' capabilities to conduct low-cost, grassroots, and sustainable development activities.**

Global Health Pillar (IR1): *The effective implementation of health and water sanitation projects by community groups.* Projects include involving water system installation and maintenance, latrine construction and the expansion of health services through increased community level training. Indicators are the annual number of SPA activities conducted; the number of beneficiaries from these activities; the amount of local resources generated for each activity; and the number of individuals trained.

Economic Growth, Agriculture, Trade Pillar (IR2): *The effective implementation of economic growth projects by community groups.* These projects focus on education, small business development, youth development, municipal development and better food security. Indicators are the same as under IR1.

Economic Growth, Agriculture, Trade Pillar (IR3)

The effective implementation of environmental projects by community groups. Projects include environmental awareness campaigns and educational materials production, training in sustainable agricultural practices and the preservation of biodiversity via activities such as ecotourism. Indicators are the same as under IR1.

Democracy, Conflict, and Humanitarian Assistance Pillar (IR4): *The strengthened local organizational capacity to implement sustainable development projects.* Note that this indicator is a proxy since determining impact through analysis of each organization would be time-consuming and prohibitively costly. The indicator for IR4 is the annual number of people trained in local CBOs or NGOs worldwide.

Table 1. Projected Annual Indicators of Progress Toward SPA SPO

Objective Name: Enhance communities' capabilities to conduct low-cost, grassroots, and sustainable development projects.								
Objective ID: 940-001-01			Organization: Peace Corps Small Project Assistance (SPA) Program					
Intermediate Results	Indicator	1999 (Actual)	2000 (Actual)	2001 (Actual)	2002 (Actual)	2003 (Actual)	2004 (Actual)	Cumulative Total
IRs 1,2, and 3	1. Activities Conducted	1,088	1,303	1,580	1,400	1,272	840	7,483
	2. Beneficiary Served	766,020	949,995	889,737	954,014	1,029,292	1,143,960	5,733,018
	3. Resources Generated	2,198,807	2,513,064	2,623,051	2,393,738	2,383,084	1,568,095	13,679,839
	4. Individuals Trained	14,747	17,598	17,598	31,711	23,484	18,764	123,902
IR 4	1. Organizations Strengthened	2,369	2,478	3,904	2,300	3,265	2,535	16,851

Program Performance

Beneficiaries: Community members, health care professionals, teachers, students, women’s groups, NGO/CBO staff, agriculturalists, small business people, and at-risk youth benefited from training offered to them in FY 2004 by the SPA Program. “Training of Trainers” activities increased technical skills in HIV/AIDS peer education for youth; provided new skills in project design and implementation for HCN counterparts and Volunteers; built management capacity for women’s civil society organizations and business cooperatives; updated knowledge of nutrition and HIV/AIDS prevention and mitigation for community health workers; and shared new methods of creating community content-based curricula with teachers.

The intermediate results and corresponding USAID Pillars under the *Key Achievements* section describe the different areas in which real skills were transferred, organizational capacity was increased, health care and sanitation were improved, new business opportunities were created, natural resource management was improved, and training materials were developed - all ultimately benefiting community members at the local level.

Volunteers, HCN counterparts, Peace Corps programming staff, HCA partners and NGO representatives in 10 countries participated in 17 Project Design and Management (PDM) workshops. Some of these workshops were conducted as training of trainers (TOT) workshops, including those in Peru, Macedonia, Benin and Mali. The workshops built the capacity of Volunteers and counterparts in small community-based project design, management, and monitoring and evaluation, in order to conduct sustainable and participatory project planning and community development activities. Staff participation in the TOTs provides post with a cadre of trainers who can continue to facilitate this workshop for groups of Volunteers and their community counterparts in the future.

The integration of women in SPA-supported community grants continues to be a strength of the program. Numbers for male and female beneficiaries of SPA grants are disaggregated in project completion reports, and this information is used to measure progress in this area. During FY 2004, 51 percent of all SPA grant beneficiaries and participants were women or girls (a total of 581,433).

Key Achievements: In FY 2004, a total of 774 community-based grants were funded by SPA directly benefiting over 1,143,960 individuals. A total of \$1,360,488 in USAID funds was approved for SPA grants, while local community and third party contributions (including cash, labor and in-kind) reached \$1,538,795. Of the 774 grants 69% reported either a medium or high level of training and skills transfer.

In keeping with a capacity-building focus, SPA funds enabled host-country nationals and counterparts to participate in 66 Peace Corps training events. These field assistance activities complement the grant component of the SPA Program by strengthening the technical skills of NGO and community group representatives and enhancing the design and management of community-based projects. Globally, field-based technical assistance activities equaled eight percent of the total activities conducted in FY 2004.

Program Challenges and Responses

The start-up of new country programs and suspensions at other posts continues to have an impact on global and regional administration of the program. Programs were suspended for at least part of the year in Nepal and Haiti for safety and security reasons due to ongoing civil unrest. On a more positive note, in fiscal year 2005 Peace Corps expects to initiate programs in Azerbaijan, Bangladesh, and Chad.

Staff turnover continues to be a challenge in managing the program, including the position of SPA grant coordinator at post. In FY 2004 this was partially addressed by updating the SPA program handbook and reporting forms, ongoing support via phone and email, and an expanded presence on the Peace Corps intranet.

Declining core funds resulted in the approval of fewer SPA grants in FY 2004. The challenge of managing fewer resources impacted non-presence posts in Africa most directly, with these posts experiencing the largest decline in SPA grant resources. To mitigate this impact somewhat, a number of the non-presence posts in Africa where HIV/AIDS is a major concern received additional grant funds under the separate *USAID HIV/AIDS Prevention and Care Interagency Agreement*. Information on these grants, while managed with and integrated into the same reporting structure as SPA grants, is not included in this report.

Program Support:

The SPA Program Coordinator and Program Assistant provided on-going guidance and administrative support to 58 posts throughout the year. Additional targeted trainings were conducted with in-country SPA Coordinators in Mali, Macedonia and Peru leading to better management of program resources and the approval of more sustainable community development activities. Training on the SPA grant program was given to Peace Corps Country Directors, Administrative Officers and other Programming and Training staff during two overseas staff trainings (OSTs) in Washington in FY 2004.

The Interagency Agreement also funded publication of several training workbooks for volunteers and their community counterparts. These included the revised *Non-Formal Education Manual*, the *Participatory Analysis for Community Action Handbook*, and the new *Guide to Environmental Education in the Community*.

Table 2. Summary of Progress Toward SPA SPO

Objective Name: Enhance communities' capabilities to conduct low-cost, grassroots, and sustainable development projects.						
Objective ID: 940-001-01		Organization: Peace Corps Small Project Assistance (SPA) Program				
Intermediate Results	Indicator	1997 (Baseline) ^a	1999 Actual (Revised Baseline) ^b	2004		
				Planned ^b	Actual	Exceed Plan
IRs 1,2, and 3 (Cumulative Presentation of Performance Data)	1. Activities Conducted	781	1,088	855	840	No
	2. Beneficiaries Served	458,347	766,020	583,200	1,143,960 ^c	Yes
	3. Resources Generated	1,772,593	2,198,807	1,663,000	1,568,095	No
	4. Individuals Trained	7,948	14,747	13,650	18,764	Yes
IR 4	1. Organizations Strengthened	2,259	2,369	2,100	2535	Yes

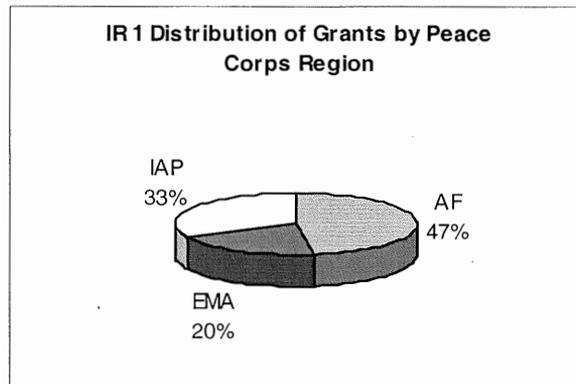
^a Baseline represents actual performance levels achieved during FY-1997.

^b Using revised baseline, planned performance levels have been projected for FY-2000 through FY-2004.

^c The 1,029,292 beneficiaries reported represents 581,433 women and 562,527 men.

Global Health Pillar (IR 1)

SPA grant projects contributed to this Intermediate Result by implementing capacity-building activities leading to increased community health, hygiene and nutrition. These activities included community-based health trainings, materials development for health education programs, community gardens, and the construction or renovation of local infrastructure including water and sanitation systems and rural health clinics. Many of these projects included indicators to report on the improved quality of life among project participants and beneficiaries, as well as indicators to measure changes in attitudes and behavior. The projects related to IR1 comprised 36 percent of all projects in the Africa region, 13 percent in the EMA region, and 26 percent in IAP.



Community Health Training:

Trainings for community health workers, village health committees and others involved in health education were carried out in all regions. These health education efforts have resulted in substantial skills transfer to community counterparts, immediate health benefits for the wider community, and more available and accurate information on a variety of health issues.

Benin: The members of a local hygiene committee were trained in skills such as participatory community planning and resource mobilization, and in such technical skills areas as composting, waste management and the prevention of water-borne illnesses. The group now leads regular cleanings of the village market, conducts neighborhood health and hygiene surveys, and presents health information through a radio program.

Turkmenistan: Instructional materials can be crucial to supporting community health programs. Volunteers worked with staff from health clinics and hospitals in six communities to create local language health education lesson plans, workbooks and other teaching tools. Local doctors, nurses, and teachers were trained in the use of these materials to raise awareness on such issues as the importance of breastfeeding, proper immunization, dealing with substance abuse and nutrition for the prevention of anemia.

Uganda: Teachers from forty five primary schools were given training in basic first aid and taught how to incorporate learning aids, games and skits to train other staff at their schools. The teachers were also given first aid kits and resource materials to use in peer training. The trainings were conducted by local chapters of the Red Cross, raising their profile in the communities, and allowing them to organize several successful blood drives.



Teachers practice an improvised stretcher

HIV/AIDS Education and Awareness:

Approximately 21 percent of all SPA projects under this Intermediate Result addressed HIV/AIDS by conducting training or awareness-raising events. Projects ranged from HIV/AIDS prevention, to support for people living with AIDS (PLWA). Innovative ways of spreading awareness included the use of varied instructional media such as murals, audio cassettes and video (**Lesotho, Ghana, Niger, Dominican Republic**), and training theatre groups (**Benin, Burkina Faso**). More formal training workshops were conducted with both secondary school teachers (**Togo, Madagascar, Benin**) and primary school teachers (**Gabon**).

Other grants integrated HIV/AIDS information into projects with such diverse goals as community capacity building and youth development. Examples included HIV/AIDS awareness sessions as a component of youth camps (**Macedonia, Ukraine, Turkmenistan, Mali**); agricultural trainings (**Zambia**); and small business seminars (**Togo**). Many HIV/AIDS training activities targeted specific populations, principally youth and women, so that they could, in turn, train their peers.

Belize: A women's association focused on building HIV/AIDS awareness received peer education training. These newly trained peer educators played a key role in educating and empowering other women in the community to adopt positive strategies for behavior change and risk-reduction.

Burkina Faso: Village health workers, including traditional birth attendants, received training in techniques to mitigate risk to themselves while treating HIV/AIDS infected patients. They were also trained in methods for effective HIV/AIDS counseling.

Dominican Republic: Youth from six communities were educated in sexual health and in preventing HIV/AIDS. A follow-up workshop further built the young people's capacity to work as peer educators, and provided them with the resource materials to facilitate their outreach to their schools and communities.

Construction of Wells, Water Storage and Water Delivery Systems:

The lack of clean, potable water is a problem that communities around the world continue to face on a daily basis. SPA projects not only improved water systems, thus reducing disease transmission, but also expanded participants' capacity to maintain the systems and to help others with similar projects. Projects

were made more effective by including additional training on the health and environmental implications of poor water resource management. Some examples include:

Cameroon: As the result of training in small project design, a community chose to address its lack of potable water by constructing a springbox. The project committee also organized informal sessions on good hygiene and sanitation practices for community volunteers working on the project.

Guatemala: A community achieved its top priority - a consistent and safe water supply for its school. They worked together to construct a rain catchment tank, septic tank and sinks for hand washing. The students will now learn proper hygiene through their school's health curriculum.

Uzbekistan: A village in Uzbekistan was able to cost effectively repair its non-functional Soviet-era water system, by modifying the local artesian well system, which had previously been used only for irrigation. Through the implementation of this new design, the project committee gained technical skills and management experience, and was able to coordinate what became the biggest community-led project in the history of the village.

Sanitation Systems:

SPA grants have supported latrine construction in villages, markets, schools and municipalities, improving sanitation in more than 40 communities. The construction and repair of toilet facilities accounts for 14 percent of the health and sanitation activities supported by SPA in the Africa region, three percent of health and sanitation activities in the EMA region, and 39 percent in IAP, where sanitation remains a strong program focus.

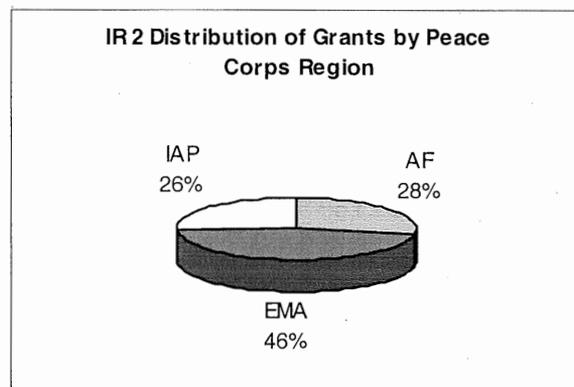
Nicaragua: A community located in a nature reserve received training on the importance of sanitation, both for their health and for the local environment. The project also provided the technical skills and the materials which allowed each of the 27 families to construct its own latrine. Follow-up training and project monitoring will be carried out by the local ecology club with the support of the village nurse.

Morocco: The school association planned and implemented a project to construct latrines in the local school with volunteer labor provided by the community. To accompany the addition of new sanitary facilities, the school has created a health and hygiene curriculum for all students.

Malawi: Two communities benefited from two weeks of training in pit latrine construction, and the importance of sanitation for the prevention of disease. Working together, all 227 households now have a latrine, and have the skills to assist surrounding villages which have expressed interest in following the same process.

Economic Growth, Agriculture, and Trade Pillar (IR2)

Reflecting the broad nature of IR2, progress was achieved through diverse projects focused on income generation, food security, and education. These included projects focusing on commercial agriculture, handicrafts production, micro-enterprise development and employment preparation (particularly among women), school construction and repairs, application of information technology, and the development of instructional materials. SPA grants related to IR2 accounted for 52 percent of all grants in Africa region, 73 percent in EMA, and 52 percent in IAP. Education sector projects comprised 54 percent of all IR2 grant activities.



Libraries, Community Resource Centers and Information Technology:

The establishment or enhancement of school and community-based libraries and community or NGO resource centers took place in all regions, including projects in **Albania, Belize, Bulgaria, Ecuador, Kazakhstan, Madagascar, Mauritania, Namibia, Nepal, Paraguay, Tonga** and **Ukraine**, among others. As information technology (IT) becomes more and more important in the global economy, the SPA program continues to connect communities by the renovation of resource centers, the purchase of computer equipment and IT instruction. Students, teachers, and community members are better able to access information at these centers, and acquire the skills necessary for future employment. In light of rapidly changing technology and the need for on-going maintenance, many SPA projects include income generating components for greater sustainability. Some examples include:

Ghana: Members of a parent-teachers' association built their organizational capacity in skill areas including project management, grant writing and community fundraising, while coordinating the creation of a computer lab at the local secondary school. As a result of staff training, computer literacy will be integrated into all aspects of the school curriculum. The project received support on many levels, from the free labor provided by the community to the follow up promised by the Minister of Youth Education.

Kyrgyz Republic: The Department of International Relations at a local university set up a study abroad center, complete with relevant resource materials and a multimedia language lab. The creation of the center has already led to expanded student interest in studying abroad. Applications for grants and scholarships to study overseas, and related language study have both increased dramatically.

Guatemala: A computer resource center was established at an NGO which provides microcredit support to more than three thousand indigenous women in eleven communities. The NGO staff will be trained to use the computers to create new non-formal training materials, and to provide IT instruction to fifty scholarship students whom the organization supports as part of its initiative to increase civic involvement among youth.



The microcredit NGO's resource center in use

Teacher Training:

In FY 2004, SPA grants contributed to the professional skills development of teachers in using both proven teaching methodologies as well as new techniques. Training programs for teachers also provided them with the skills to address other pressing problems, such as the need for HIV/AIDS education, good sanitary practices, IT training and environmental awareness. Funds spent on training teachers have a multiplying effect, as those teachers pass on knowledge to new students and share their experiences with colleagues.

Ukraine: The instructors at a pedagogical college were trained in the communicative approach to teaching English as a foreign language. They also learned how to successfully incorporate internet-based resources into a classroom environment with limited teaching materials. The staff will now pass on this methodology to more than one hundred current students training to be teachers.

Zambia: Fifty-seven teachers participated in a three-day training in effectively teaching rural youth basic literacy and numeracy through interactive radio instruction. The training focused on setting up a community-based learning center, teaching HIV/AIDS awareness and life skills, and action planning.

Uzbekistan: English teachers from more than thirty rural schools in one district attended a week-long summer workshop which allowed them to learn new teaching methodologies and practice with native speakers. The teachers' network created at the workshop will sponsor monthly, one-day follow-up seminars, the first of which focus on effective lesson planning.

Instructional Materials and Equipment:

SPA grants have helped to expand the quality of basic education through the development and use of improved instructional materials, and by publishing language training materials or other text books not readily available in host countries. Once developed in one community, many of these resources can be adapted for use in other areas of a country or region.

Romania: A curriculum focusing on western business practices was developed by a community-based association for use in their business skills classes, and for use by local schools and other NGOs. To best meet the needs of the region, the curriculum was distributed in both English and Hungarian, and instructors from both the local government and local NGOs were trained in use of the instructional materials.

Belize: The Council for the Visually Impaired expanded its curriculum to achieve greater computer literacy based on the incorporation of a widely used and supported software package for the blind. The organization translated the new training materials into Braille and will conduct training for the visually impaired. The project was carried out in conjunction with the local Lions club, as part of a broader curriculum designed to expand the participants' economic opportunities.

Kazakhstan: English teachers were trained to incorporate environmental education into their regular classes by means of a seminar offered at the local teacher training center. A new curriculum was created by combining general ecological content with locally relevant environmental information. Follow-up indicates that the twenty teachers trained in this methodology are using the new curriculum to include environmental themes in their English classes and with student ecology clubs they facilitate.

Classroom Construction, Rehabilitation and Maintenance:

The lack of educational infrastructure, particularly in rural areas and informal settlements, continues to be a problem in many countries. Unsuitable school conditions affect students' safety, attendance, motivation and concentration – often impacting negatively on academic achievement. Classroom construction projects also can provide community members with new construction and project management skills:

Tanzania: A school committee and the village government worked together to carry out a much needed renovation of five classrooms in their primary school. The positive working relationship established while implementing this successful project has led to further collaboration in implementing various agricultural projects, which, in turn will provide food for the new school lunch program and generate income for future school maintenance.

Guatemala: Community members worked in rotating shifts for two months to construct two new classrooms, thereby reducing overcrowding in their primary school. Additional outcomes of the project included a project committee whose members were trained in proposal writing and management skills as well as new construction skills for members of the community at-large.

Armenia: Community members showed their support for improving their children's education by providing all of the labor necessary to renovate the second floor of their village school. As a result, second floor classrooms are now usable during the winter months and unutilized space was modified to set up new computer and chemistry labs.

Vocational Training:

Communities are initiating SPA projects that include opportunities for women and for in- and out-of-school youth to gain vocational training and experience. Non-formal vocational training can complement formal education and expands the economic opportunities of the participants who in turn may provide services or products needed by their communities.

Dominican Republic: A community organization organized three trainings, each lasting six weeks, in candle-making, tannery and ceramics. Each training class consisted of fifteen at-risk youth, who acquired both vocational and business skills. A number of the participants are now successfully selling their products from their homes or in local shops.

Armenia: Thirty-six at-risk youth participated in a handicrafts course, where they learned practical skills in sewing, cross-stitching, puppetry, and woodworking. The classes will continue to give the youth a safe place to express themselves through art, and teach them marketable skills.

Tanzania: A women's cooperative learned to bake bread to generate additional income, and were assisted in constructing a community oven. The women were also trained in business skills, such as marketing and bookkeeping, in order to help them to make their new cooperative venture sustainable.

Non-formal Education and Youth Development:

Non-formal education (NFE) remained an important SPA focus area in FY 2004, with a strong emphasis on the role of gender in community development and healthy decision making for at-risk youth. SPA projects increased social awareness as follows:

Suriname: Students at nine schools were taught a variety of agricultural skills and learned about basic nutrition, receiving hands-on training by setting up gardens at their schools. The gardens will improve nutrition and will provide a source of income for the schools. The project received favorable television coverage, spreading awareness to other communities, and the project manager has been asked by the Ministries of Agriculture and Education to 'scale up' the project to the national level.

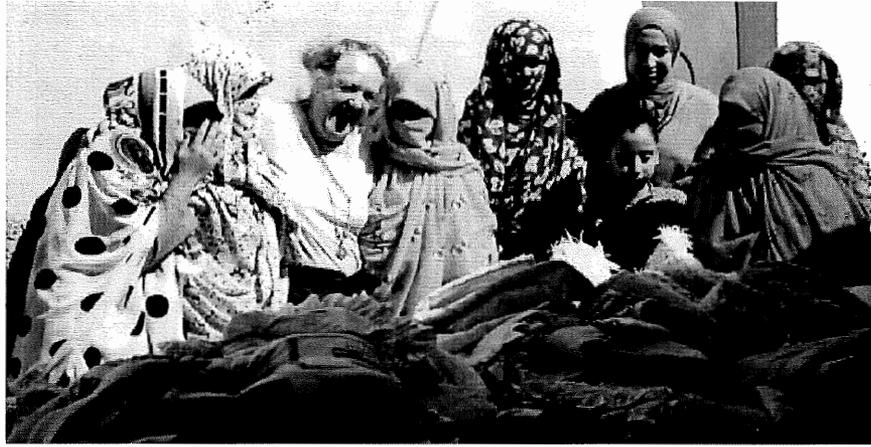
Thailand: A three-day camp offered life skills and computer skills training to forty students and twenty teachers. They learned about HIV/AIDS prevention, gender roles, healthy decision making and leadership skills. In addition, they were given the opportunity to supplement their knowledge in the future, by viewing relevant internet websites and learning to improve their web-searching techniques.

Guinea: To better educate the male population, young men from twenty rural villages were trained as peer educators in gender issues. The participants attended sessions on HIV/AIDS, reproductive health, gender roles and public presentation skills. They returned to their villages ready to carry out an action plan developed during the training workshop.

Access to Economic Opportunities, and Microenterprise Development:

SPA resources support projects that help to expand family income and provide hands-on training for groups of individuals who have not previously had access to the capital, equipment, or markets required to generate income. These activities are designed to improve business management skills, increase the sustainability of micro-enterprises and expand entrepreneurial opportunities for urban and rural women and their families.

Panama: A local artisan group gained experience in conducting market research, putting together a sales brochure, exercising quality control and producing a cost-effective mix of products. Applying their new skills made it possible for the group to identify three new venues for sales, sell \$300 of handicrafts, and secure two new sales contracts.



The women of the new cooperative and their trainer

Morocco: More than one hundred women were trained in a three-week quilting workshop. The local social welfare organization is now assisting the women in setting up a cooperative, representing a significant new income generating opportunity for the women of this community.

Madagascar: A training workshop for a group of local seamstresses concentrated on building upon their existing skills, teaching them new techniques to expand their product line. The women are now receiving commissions for producing more expensive clothing from community members who previously went to the regional center, thus helping to expand the local economy.

Support of Agriculture Markets and Food Security:

Projects improved nutrition and food security by enhancing community members' ability to produce more nutritious and diversified foods. Agricultural processing, marketing, and financial management skills helped farm families to increase their income through more effective production and sales. SPA grants also increased awareness of the health benefits of organic farming, and of the importance of a more varied diet. Community garden projects and better livestock management practices helped families, as well as school and community organizations, to focus on providing better nutrition for all community members and achieving greater financial independence. Some examples include:

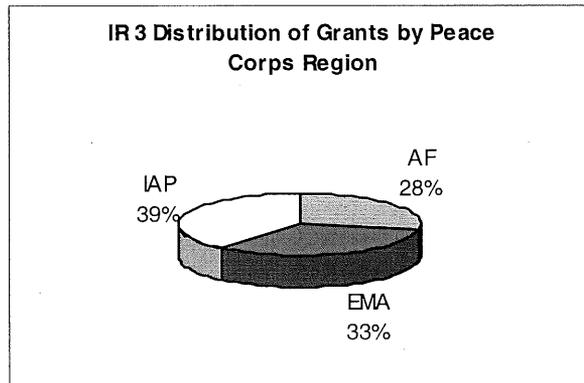
Niger: Four villages now have a para- veterinarian, an individual trained in basic animal care and nutrition, and who is able to recognize diseases common to the area and administer medication. The villages now have a greater capacity to successfully generate income by raising livestock. The villagers will contribute part of their increased income, through the payment of small service charges, to support the sustainability of the para-veterinarians' program.

Nepal: Three Community Forest User's Groups (eighty percent of the membership being women and one quarter being low caste) were trained in mushroom cultivation. In addition to acquiring skills in cultivation, harvesting and drying, the groups learned about marketing, bookkeeping and creating a sales group. Any unsold mushrooms will provide additional nutritional benefits for the family diet.

Vanuatu: Local farmers learned about the importance of crop diversification – i.e. raising high value crops such as pepper, pineapple, vanilla and cocoa. Local facilitators trained the farmers in the planting, cultivation and harvesting of these crops while stressing that diversification will make the farmers less vulnerable to price fluctuations.

Economic Growth, Agriculture, Trade Pillar, Global Health Pillar (IR3)

The grant activities related to IR3 focus on environmental education, conservation of biodiversity, and sustainable natural resources management and include reforestation, agro-forestry, and soil conservation efforts. In FY 2004, environmental projects accounted for 13 percent of total SPA grant activity worldwide. Environmental grants made up 11 percent of all grant activities in Africa, 11 percent in EMA, and 17 percent in IAP.



Environmental Education:

SPA resources were employed in formal and non-formal settings to help raise awareness and positively influence community attitudes towards the environment. Activities also encouraged volunteerism and created support for environmental education within the school system. Some examples from 2004:

Senegal: Teachers from five contiguous schools attended a training on using community content-based instruction (CCBI), a Peace Corps developed environmental education methodology. The eighteen participants learned how to design and conduct a CCBI lesson, and how to incorporate specific activities into the educational curriculum, such as composting, natural pesticides use and recycling paper and plastic.

Romania: The staff of an environmental NGO built upon its previous experience of providing support in environmental education to local teachers on an ad-hoc basis by developing an integrated curriculum. An environmental education manual was developed during the project and distributed to local schools. The manual included activities that promoted linkages to other local environmental groups. The NGO will continue to work with local teachers, using their feedback to improve future editions of the manual.

El Salvador: High School students in environmental and journalism clubs worked together to produce the first local newspaper in their community. The paper allows them a forum to educate the community about environmental issues, as well as reporting on local news and new projects planned by the mayor's office. Both clubs have been revitalized by this project, and have initiated other activities, including a reforestation project.

Conservation and Sustainable Use of Biodiversity:

Ecotourism projects have been undertaken in numerous countries, as Volunteers work with communities to strike a balance between the immediate needs created by rural poverty and preserving the diversity of interdependent flora and fauna. Communities have learned how to design and manage projects that engage youth in environmental conservation, promote linkages with municipal development plans, and highlight the environmental conservation benefits of ecotourism.

Guinea: The membership of a newly formed ecotourism group brought an experienced guide to their community to conduct a training on ecotourism strategies. The group learned how to respond to the demands of tourists, create an ecologically sensitive hike, and how to best inform and involve the larger community in future ecotourism efforts.

Bulgaria: Communities surrounding a natural park came together to organize a rhododendron festival, which served to showcase regional ecotourism resources both to visitors and through newspaper and TV coverage. Close cooperation between the Park staff, local NGOs and the community members resulted in a number of activities in the lead-up to the festival. These included a two-day ecotourism conference for sixty

community members, newly sign-posted nature trails, the installation of public trash containers in four communities, the opening of three new guesthouses and the production of new ecotourism brochures for the region.

Benin: A three-day training was conducted for all of the waste haulers in the municipality, which has led to more efficient services and improved environmental health for all citizens. The training focused on improving waste management and administrative skills, and introduced recycling. The immediate results of the training were increased cooperation between the municipality and the waste haulers, and the commencement of trash pickup for 150 households who had not previously received this service.

Sustainable Natural Resource Management:

For the most part, natural resource management grants concentrated on low cost, local interventions and training exchanges between farmers and extension agents, to share practical natural resources management strategies and techniques.

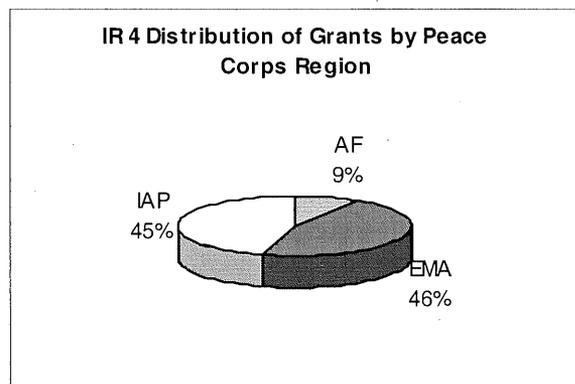
Panama: Forest conservation and management were discussed during a seminar for community members from five neighboring villages. The participants gained knowledge of seeds (selection, collection, preparation and preservation), construction of nurseries, tree ecology, soil science, and sustainable agroforestry techniques. The participants have already collected and planted more than 5,000 native plant seeds.

Senegal: Thirty farmers, including women and youth, participated in a technical exchange with a farmer in a nearby village who is successfully implementing agroforestry techniques. The farmers were strongly motivated when they saw the benefits of using these soil preservation techniques and were encouraged that the work had been accomplished by one of their peers.

Morocco: In order to encourage the effective management of the argan tree, a women's cooperative was assisted in developing a local market for argan oil. As a result, the cooperative now has its own label and marketing brochures, has exhibited the product at local trade fairs, and sells it at two stores in nearby communities.

Democracy, Conflict, and Humanitarian Assistance Pillar (IR4)

Grant activities referenced under IR4 include training activities that strengthen the organizational skills or otherwise provide assistance to civic organizations and local NGOs of all types. Contributions towards IR4 are measured by the number of activities and individuals who have received SPA-supported technical training, as well as training in community project design and management. In FY 2004, this IR accounted for three percent of total SPA grant activity worldwide, encompassing one percent of all activities in Africa, three percent in EMA and four percent in IAP.



NGO Development and Strengthening:

Host country nationals who participated in SPA-supported training activities during FY 2004 represented more than 2,535 different organizations and communities, primarily local civic groups, NGOs and, occasionally, local, state and national government agencies.

Two examples of grant activities for NGO/CBO capacity-building in 2004 include:

El Salvador: Two projects used the Project Design and Management (PDM) methodology to provide training to community leaders, including youth and women. Participants learned how to carry out participatory planning assessments, conduct priority rankings, and design and implement projects that addressed their communities' needs.

Moldova: Local organizations worked together to carry out a day-long Health Expo, which was attended by more than 400 community members. This event greatly increased the visibility of new health-focused NGOs, and gave all the organizations an opportunity to make the community aware of the services they provide. Additionally, more than half of the attendees also participated in at least one of the many community health seminars offered throughout the day.

In addition to community grants, the SPA Program will continue to emphasize the importance of field-based technical assistance, which transfers skills to Host Country Nationals in focused training events which take place at the regional or national level. Such field-based technical assistance complements grant activities, primarily by strengthening the skills of Volunteers and their community counterparts to design and implement sustainable grassroots development projects. An example of this is PDM training, which builds the skills of Volunteers, counterparts and community members in planning and managing projects that respond to community needs and priorities. Under IR4's proxy indicator, it is assumed that when the members of a local organization participate in such formal training activities and acquire new skills, they will then take these skills and apply them back in the community, in their own organizations. Application of these skills can strengthen the capacity of each organization to analyze past performance, manage existing efforts, execute performance plans, and assess the impact of their activities.

Some examples of the field-based technical assistance provided through the SPA program in FY 2004 include:

Cameroon: A PDM workshop was carried out for Peace Corps Volunteers and their extended network of host country national counterparts, providing more than fifty counterparts with knowledge of the project planning, design and management process. Participants learned how to carry out participatory community analysis, establish goals and objectives for the identified priority, monitor and evaluate the project, and budgeting and resource mobilization techniques. The participants indicated that they were particularly impressed with the participatory methodology of the sessions, and planned to apply parts of this process in their associations and during community meetings.

Kyrgyz Republic: A conference on Gender and Development brought together Peace Corps Volunteer teachers, their counterparts within the school system, and representatives from the government and international organizations. They discussed a number of gender-related issues and problems, which have been exacerbated by the rise of religious fundamentalism. The participants learned about the more inclusive gender strategies used by the government and civil society organizations, opportunities for collaboration, and how to better integrate a gender perspective into their school curriculum.

Samoa: This workshop in computer instruction expanded the skills base of host country national counterparts in the Education sector. Participants were able to create a strategic plan for an integrated information technology (IT) curriculum in their schools, revise and update previously developed IT instructional manuals, and devise an effective assessment tool for measuring student performance.

Democracy, Conflict Resolution and Civic Education

SPA grants have supported workshops and other training opportunities for members of NGOs, women's groups and other local organizations to share information on human rights, gender equity and citizenship. Examples include:

Uzbekistan: Local youth attended a leadership camp, which led to the formation of service-oriented youth clubs in each of the three participating communities. The youth participants gained skills in leadership, team-building and conflict resolution, while the youth who served as counselors gained valuable mentoring experience.

Togo: A training on girls' education and empowerment for coaches and team captains of a regional girl's soccer league was offered by the staff of community based organizations, along with the local midwife and paralegal. The training focused on helping the participants develop leadership, mentoring and conflict mitigation skills, which they will use to teach their teammates about healthy lifestyles and decision making.

Macedonia: An NGO held a seminar in inter-ethnic cooperation for youth volunteers drawn from Roma, Albanian, Turkish, Vlach and Macedonian community organizations. The youth were given the opportunity to form new friendships, learn more about each other's culture, and work together on cross-community projects.

Appendix 1: FY 2004 Project Overview for the USAID CBJ

SPECIAL CONCERNS

The Bureau for Democracy, Conflict, and Humanitarian Assistance (DCHA) in USAID is the lead US government organization for providing disaster relief and humanitarian assistance to developing countries. The bureau's programs also encourage responsible participation by all citizens in the political processes of their countries, assist those countries to improve governance, especially the rule of law, and help strengthen non-governmental organizations and other elements of civil society. Within DCHA, the Office of Private and Voluntary Cooperation (PVC) supports projects that strengthen the capacity of indigenous NGOs in the delivery of sustainable development services at the grassroots level.

Since 1985, the U.S. Peace Corps and USAID, through an interagency agreement, have worked in partnership to enhance the impact of development programs in over 70 countries. Through this program, the technical skills of Peace Corps volunteers enable communities to address and resolve persistent development problems by utilizing low-cost community-based development approaches. USAID and Peace Corps work together to identify common community concerns and to develop strategies to address them. The SPA program achieves its programmatic goals in four USAID priority goal areas: (1) stimulating economic growth and agricultural development, (2) improving global health, (3) protecting the environment, and (4) education and training. These goals are met by providing community capacity building and field-based technical assistance, including project design and management training, information development and dissemination, and a community small grants program. Both USAID and the Peace Corps plan to continue this program. Reflecting the increasing decentralization of the program, more than 60% of the resources available in FY04 came from USAID mission buy-ins. Key results achieved last year include:

- Construction or improvements to school facilities increased educational opportunities at the community level in countries in every region, including Georgia, Guatemala, Jamaica, Lesotho, Malawi, Namibia, Romania and Uzbekistan.
- Water system projects were carried out in Kiribati, Moldova, Suriname and Tanzania.
- Community health workers and other key stakeholders received training in the prevention and treatment of HIV and opportunistic infections in Benin, Burkina Faso, the Dominican Republic and Togo.
- Environmental Education, particularly of school-age children, was the focus of youth camps and youth-focused public awareness campaigns in Belize, Bulgaria, El Salvador, Macedonia, Madagascar and Ukraine.

Appendix 2: Program Data Sheets by SO for the USAID CBJ

ACTIVITY DATA SHEET

PROGRAM: Central Programs

TITLE AND NUMBER: Enhance communities' capabilities to conduct low-cost, grassroots, sustainable development activities, 940-001

STATUS: Continuing

PLANNED FY 2005 OBLIGATION AND FUNDING SOURCE: \$ 1,000,000 DA

PROPOSED FY 2006 OBLIGATION AND FUNDING SOURCE: \$ 0 DA

INITIAL OBLIGATION: FY 1985; **ESTIMATED COMPLETION DATE:** FY 2006

Summary: The joint USAID/Peace Corps Small Project Assistance (SPA) program enables Peace Corps Volunteers worldwide to work with local communities to identify, design, and implement small-scale, sustainable development activities in areas of priority interest to USAID. These activities increase participation at the local level and help lay the foundation for long term economic and social progress.

The SPA program facilitates local grassroots efforts by combining PCV knowledge of local conditions with USAID technical and financial resources. With two components, the SPA program is an agile mechanism that provides modest resources to small-scale projects and training workshops which have an immediate impact at the community level. The SPA-supported grant component provides funding to small-scale development projects developed by volunteers and their local community organizations. The SPA-supported training component makes it possible for host country nationals and counterparts to acquire project planning and other technical skills that will enhance the sustainability of community development projects that are the focus of the SPA grant component.

Inputs, Outputs and Activities: FY 2005 Program: In FY 2005 funds will support a wide range of services to host country officials and community counterparts, non-governmental and community organizations, and Peace Corps volunteers and field staff. These activities will include more than 700 small-scale self-help project grants, and approximately 75 technical skills and capacity building events as well as project design assessments or evaluations.

Planned FY 2006 Program: Although the Budget Justification does not request additional resources from USAID/DCHA, additional contributions for the SPA Program will be received from USAID Missions around the world. USAID and Peace Corps intend to use the FY 2006 resources to bring more Volunteers and counterparts into the process of promoting grassroots sustainable development. Though the type of program activities will remain the same, new SPA grants will be awarded and training activities and information production and dissemination will be enhanced to meet the growing need for capacity building skills and material support. The level of funding is yet to be determined.

Performance and Results: Since 1999, an estimated 16,851 indigenous community groups have enhanced their capacity to address self-identified community needs by increasing economic and educational opportunities and improving health conditions for over 5.7 million community members.

In FY 2004, 774 community-based grant activities were supported by SPA. These activities directly benefited over 1.1 million individuals (51 percent of whom were women or girls). Grants totaled \$1,360,488 and were more than matched by local contributions of \$1,538,795. Support was provided for approximately 1,800 host country nationals to participate in 66 Peace Corps-sponsored capacity building events, including Project Design and Management workshops and other technical skills training for local community and organization leaders. A wide range of community-initiated activities were implemented, which included:

- **Improvements to community health clinics and facilities** (Armenia, Burkina Faso, Dominican Republic, El Salvador, Lesotho, Moldova, Niger, Peru, Romania, Tanzania, Turkmenistan, Uzbekistan) and **basic community health training** including birthing, maternal and child health, first aid, physical therapy techniques for the disabled, and nutrition (Armenia, Ecuador, Kazakhstan, Madagascar, Mali, Mauritania, Moldova, Nicaragua, Niger, Peru, Tanzania, Turkmenistan, Uganda, Ukraine).
- **Providing HIV/AIDS training in prevention, care and treatment** to community health workers and other groups focusing on community health (Belize, Benin, Burkina Faso, Cameroon, Dominican Republic, Gabon, Madagascar, Niger, Senegal, Uganda), to classroom teachers (Gabon, Kazakhstan, Lesotho, Madagascar, Moldova, Togo), and to youth leaders (Benin, Cape Verde, Dominican Republic, Guinea, Lesotho, Madagascar, Moldova, Namibia, Senegal, Thailand, Togo, Ukraine).
- **Construction and improvements to local water sanitation and water delivery systems** (Belize, Benin, Bolivia, Cameroon, Dominican Republic, El Salvador, Gabon, Ghana, Guatemala, Jamaica, Kiribati, Kyrgyz Republic, Lesotho, Madagascar, Malawi, Mali, Moldova, Morocco, Nicaragua, Niger, Peru, Samoa, Suriname, Tanzania, Togo, Turkmenistan, Uzbekistan).
- **The establishment and improvement of libraries and community resource centers, many incorporating updated information technology** (Albania, Armenia, Belize, Benin, Bulgaria, Burkina Faso, Dominican Republic, Ecuador, El Salvador, Georgia, Ghana, Guatemala, Jamaica, Kazakhstan, Kyrgyz Republic, Macedonia, Madagascar, Mauritania, Moldova, Namibia, Nepal, Paraguay, Romania, Suriname, Tanzania, Thailand, Tonga, Turkmenistan, Uganda, Ukraine, Uzbekistan, Vanuatu).
- **Classroom construction, rehabilitation and maintenance** (Armenia, Bulgaria, Cameroon, El Salvador, Georgia, Guatemala, Jamaica, Romania, Suriname, Tanzania).
- **Activities strengthening non-formal education** (Albania, Armenia, Belize, Benin, Bulgaria, Burkina Faso, Cape Verde, Dominican Republic, Gabon, Ghana, Guatemala, Macedonia, Madagascar, Mali, Mauritania, Moldova, Niger, Panama, Romania, Senegal, Suriname, Thailand, Togo, Tonga, Turkmenistan, Ukraine, Uzbekistan, Zambia) and **vocational training** opportunities (Armenia, Benin, Dominican Republic, Guatemala, Madagascar, Mali, Namibia, Senegal, Thailand, Togo, Tonga, Uganda).
- **Activities strengthening economic opportunities and microenterprise development** (Armenia, Benin, Bulgaria, Burkina Faso, Dominican Republic, Georgia, Ghana, Guatemala, Kazakhstan, Kyrgyz Republic, Mauritania, Morocco, Nepal, Nicaragua, Panama, Paraguay, Philippines, Peru, Romania, Senegal, Tanzania, Thailand, Togo, Ukraine, Vanuatu).
- **Activities supporting agricultural markets and food security** (Belize, Benin, Bolivia, Burkina Faso, Dominican Republic, Ecuador, El Salvador, Mali, Moldova, Namibia, Niger, Peru, Senegal, Tanzania, The Gambia, Uganda, Vanuatu, Zambia).
- **Environmental education, stressing conservation and sustainable use of resources** (Belize, Benin, Bolivia, Bulgaria, Cape Verde, Dominican Republic, Ecuador, El Salvador, Guatemala, Guinea, Kazakhstan, Macedonia, Madagascar, Morocco, Panama, Peru, Philippines, Romania, Senegal, Togo, Tonga, Ukraine), and **maintaining the productive capacity of natural resources through agroforestry and soil conservation** (Bolivia, Dominican Republic, El Salvador, Guatemala, Panama, Senegal).

Principal Contractors and Grantees: USAID obligates funds through this interagency agreement to the Peace Corps which, in turn, provides grant funds and field-based technical assistance to local community organizations. Most grant recipients provide approximately 40% of total project costs, while the Peace Corps covers the cost of Volunteer participation in field assistance trainings from its own operating budget.

Appendix 3: Countries Participating in SPA Program

Activity: Peace Corps Small Projects Assistance Program.
 Special Objective: 940-001-01: To enhance communities' capabilities to conduct low-cost, grassroots, sustainable development projects.

Total Number of Peace Corps Posts Participating in the SPA Program in FY 2004: 58
 Total Number of Peace Corps Countries Participating in the SPA Program in FY 2004: 63

Africa Bureau	Latin America Caribbean Bureau	Asia and Near East Bureau (including Pacific)	Europe and Eurasia Bureau
Benin (NP) Burkina Faso (NP) Cameroon (NP) Cape Verde Islands (NP) Gabon Ghana Guinea Conakry Kenya (NP) Lesotho Madagascar Malawi Mali (NP) Mauritania Mozambique Namibia (NP) Niger Senegal South Africa Tanzania (NP) The Gambia (NP) Togo Uganda Zambia	(NP) Belize Bolivia Dominican Republic *(NP) Eastern Carribean: -(NP) Antigua -(NP) Dominica -(NP) Grenada -(NP) St. Kitts -(NP) St. Lucia -(NP) St. Vincent Ecuador El Salvador Guatemala [S]Haiti Jamaica Nicaragua Panama Paraguay Peru (NP) Suriname	Morocco [S]Nepal Philippines (NP) Thailand East Timor (NP) Kiribati (NP) Samoa (NP) Tonga (NP) Vanuatu	Albania Armenia Bulgaria Georgia Kazakhstan Kyrgyzstan Macedonia Moldova Romania Turkmenistan Ukraine Uzbekistan
23 Counties / 23 Posts	19 Countries / 14 Posts	9 Countries / 9 Posts	12 Countries / 12 Posts

(NP) = USAID non-presence countries)

[S] = Peace Corps post suspended during FY 2004

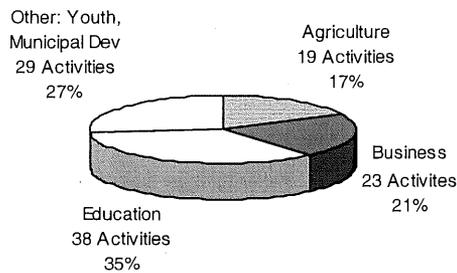
* The Eastern Caribbean was part of the SPA Program in FY2004, but did not conduct community grant or field assistance activity

Appendix 4: Indicator Tables

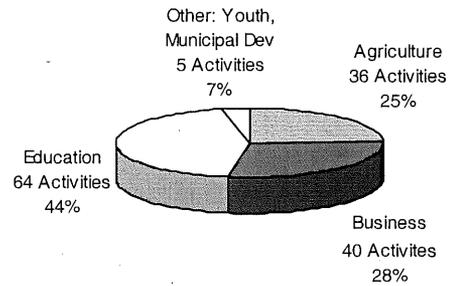
Breakout of Activities under Economic Development IR 1.2.1 (by USAID Regions)

Objective Name: Enhance communities' capabilities to conduct low-cost, grassroots and sustainable development activities.					
Objective ID: 940-001-01		Organization: Peace Corps Small Projects Assistance (SPA) Program			
Region	Agriculture	Business	Education	Other: Youth, Municipal Dev)	Total
LAC	19	23	38	29	109
Africa	36	40	64	5	145
Europe & Eurasia	1	43	133	41	218
ANE/Pacific	6	11	32	10	59
Worldwide	62	117	267	85	531

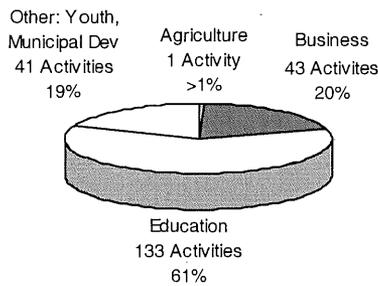
SPA Program IR2 Breakdown LAC Region



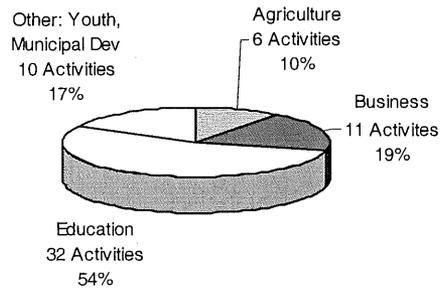
SPA Program IR2 Breakdown AF Region



SPA Program IR2 Breakdown Europe/ Eurasia Region



SPA Program IR2 Breakdown ANE/Pacific Region



Appendix 5: FY 2002 Performance Data Tables and Results Framework

Selected Performance Measures:

Indicator 940-001	FY97 (Actual)	FY98 (Actual)	FY99 (Actual)	FY00 (Actual)	FY01 (Actual)	FY02 (Actual)	FY 03 (Actual)	FY 04 (Actual)
Indicator 1: Number of people served annually by activities related to health and water/sanitation	192,650	241,139	327,629	485,136	428,476	455,454	406,404	275,013
Indicator 2: Number of individuals trained in the skills related to health and water/sanitation	2,023	2,747	5,050	5,849	5,451	10,081	4,729	4,247
Indicator 3: Number of people served by Small Project Assistance activities conducted	458,347	567,674	766,020	949,995	996,738	954,014	1,029,292	1,143,960

Indicator Information

Indicator	Level (S)or(IR)	Unit of Measure	Source	Indicator Description
Indicator 1:	IR	Individual beneficiaries	Peace Corps Volunteers, Counterpart, staff reports	With increased focus on integrating community activities as part of the Peace Corps Volunteer (PCV) assignment, the baseline targets established in 1995 for FY 1999 were adjusted upwards from 98,412 to 241,139. This increase was also attributed to several large-scale community health activities, public awareness campaigns and clinic constructions affecting large population areas.
Indicator 2:	IR	Number of people trained	Peace Corps Volunteers, Counterpart, staff reports	With increased focus on integrating community activities as part of the PCV assignment, the baseline targets established in 1995 for FY 1999 were adjusted upwards from 2,200 to 2,747. This better reflected the number of community health training activities in hygiene, child care, nutrition, midwifery, HIV/AIDS and STDs, latrine and water source maintenance.
Indicator 3:	IR	Number of people served	Peace Corps Volunteers, Counterpart, staff reports	The 1,143,960 beneficiaries reported in FY 04 represents 581,433 women and 562,527 men.

Appendix 6 - Success Stories

IR1 (Global Health Pillar) - Effective implementation of health and water/sanitation activities by local communities.

A community-based organization conducted a seminar on HIV/AIDS education for the representatives of HIV/AIDS clubs throughout a province in **Gabon**. The participants were active in the design and implementation of the seminar, building their program management capacity and leading to a useful sharing of best practices and facilitation techniques. Many of the participants applied their new skills by facilitating a peer education follow-up session in their clubs. The clubs have also formed a network and are exchanging ideas for further collaboration.

Prevention Health Education has been declared by the government of **Kazakhstan** to be the responsibility of each physician. In the western part of the country, the students and instructors of the regional medical academy developed a series of seminars on how to identify the early signs of lung cancer, diabetes, breast cancer and how to deal with such issues as stress reduction, weight loss, and smoking cessation. In all, twenty nine students and their instructors developed and presented 78 seminars to the citizens of their town, and followed up with free health screenings. The students are continuing to develop new seminars, and are working with local companies and NGOs to replicate the program in other communities in the region.

Raising neighborhood awareness about sanitation, and in particular waste water management, was the goal of a public information campaign carried out by an NGO in Bamako, **Mali**. Specific information was delivered via radio, in newspapers, on billboards, in pamphlets, and in other informational materials. More than 12,500 people developed a better understanding of the sanitation services offered by the city and by private companies, the importance of a new waste water treatment plant, and the benefits of proper sanitation and hygiene. In addition, training in hygiene education was provided to members of the local sanitation committee, the local government, NGO staff, workers from the private sanitation companies and the new treatment plant. The project has helped to establish a working relationship among all parties which will facilitate ongoing collaboration.

A nursing college in a major city in **Nepal** was assisted in setting up a community service program for its students. The program provides regular maternal and child health support to local sukumbassi (landless) residents, who previously had no access to health care, by establishing a new permanent clinic. Antenatal check ups and immunizations are provided to mothers and their under-five children, while both are benefiting from health education on topics such as safe motherhood, hygiene, nutrition and the importance of breastfeeding. In cooperation with a local NGO, a community sanitation campaign was carried out, and every household now has a trash container. The college will continue to support the community service program as part of its regular curriculum, and local doctors have contacted them to offer their services to the clinic.

IR2 (Economic Growth, Agriculture and Trade Pillar) - Effective implementation of economic growth (food security, agribusiness, community economic development and education) activities by local communities.

For the first time, a secondary school in **Burkina Faso** has a functioning library and a trained librarian. Though there was strong support from the school administration and teachers, students were the driving force behind this project. Each class elected two of their peers, one male and one female, to a library committee. Committee members were then trained to organize and manage a library, as well as how to educate their fellow students about the proper procedures and the benefits of library use.



A natural dye and herbal balm training in **Thailand** helped to improve the quality of life in one community. The two-day training focused on providing two useful vocational skills that utilized locally available natural resources. These skills will permit the development of alternative employment opportunities for those unable to work in the traditional job market. Participants included members of the local women's group, the elderly, and those suffering from sickness related to HIV/AIDS. All of the products made during the first training were sold, and the community group used the profits to pay for training in two additional vocational skills, thus further diversifying their production. Community members have passed along their new skills by training interested groups in four other villages, and have participated in a government-sponsored exchange of best practices with another community conducting a similar project.



In **Senegal**, men and women who depend on fishing as their primary source of income were trained in the management of a small business. They learned about the business cycle, basic accounting practices, how to effectively manage risk, and how to develop a business plan. Due to the fact that the majority of the participants were illiterate, the training was very hands-on and focused on learning through group discussions and simulations of their work environment. The trainers also invited members of local community banks to explain their services and to encourage the participants to reevaluate the opportunity cost of savings.

A technical exchange allowed a group of small-scale farmers in **Bolivia** to explore their options for product diversification by visiting a successful project carried out by a group of their peers. The farmers were exposed to new income generating ideas, including the production of peanut products and salsa. A follow-up training provided the skills needed to process, package and sell these value-added products. The farmers are now producing several of the most popular varieties of salsa (which were determined by basic market research), and plan to use some of the profits to further diversify their product line.

IR3 (Economic Growth, Agriculture and Trade Pillar) - Effective implementation of environmental activities by local communities.

Teachers and students, who were already active in local ecology clubs, participated in a three-day environmental education camp in **Madagascar**. They received more detailed information about locally effective methods for sustainable natural resource management from the staff of the nearby national park, university professors, and professionals from environmental NGOs. Teachers then shared these techniques in their classrooms and as advisors in the clubs. Students also made formal presentations to their families and their peers following the camp. These students will form the core leadership in the revitalized ecology clubs, and they were encouraged by the career counseling from the environment sector professionals.

A community foundation in **Ecuador** worked with five local communities in a protected area to establish an integrated ecotourism program. The foundation set up a tourist information center for the region and produced a brochure to publicize ecotourism opportunities in the area. They worked with the leadership of local communities to improve the ecotourism infrastructure. Information on providing services to tourists was presented to all families interested in offering homestays, to complement a similar government-run training for hoteliers. Twenty individuals also participated in an eco-guide training, and received an additional three days of field-based practical education. The foundation is now working with the communities to raise money to hire a guard for the protected area.

Better waste disposal was identified as one of the major priorities of a **Macedonian** city's environmental action plan by citizens and local professionals. The local government responded by initiating a new public awareness campaign about littering, in conjunction with the installation of new public trash bins and the renovation of infrastructure in the central square. To bolster public service announcements broadcast on radio and television, the government worked with a local NGO to promote a community clean-up. Two primary school classes learning about environmental education held a poster contest, and the winning entry was reproduced and displayed in the windows of many local businesses. As a result of the project, the municipality received numerous compliments from members of the public, and municipal workers report that their daily street sweeping takes less time and effort.

IR4 (Democracy, Conflict and Humanitarian Assistance Pillar) - Strengthened local organizational capacity to implement sustainable development activities.

In order to better support local NGOs and improve their ability to deliver their services, a municipality in **Bulgaria** set up an IT training center. Municipal staff offered training to thirty one NGOs and community-based organizations on how to use the new technology to produce informational materials and facilitate training. At the time of the project report, ten organizations had completed the course and had produced new promotional materials, while the remaining organizations were still undergoing training. In addition to allowing free use of the IT equipment for the production of new materials, the municipality opened the IT center as a training venue for all local organizations. This resulted in the center's use by community organizations to conduct six events in only two months of operation.

Representatives from five community development organizations in **Togo** attended a week-long training on gender equity, and now plan to incorporate this approach into all of their community development projects. To better coordinate awareness-raising on the community level, they formed a joint committee on gender and development. The first item on the committee's action plan is to conduct a gender awareness training for thirty local teachers. The committee is already financially self sufficient, supported by the profits from a student-run community garden.

Field Assistance

The following examples illustrate how SPA field-based technical assistance funds helped support organizational development workshops:

A cross-sectoral three-day workshop in **Romania** for Volunteers and their host country national counterparts focused on building and sustaining public-private partnerships. In particular, partnerships between local government and non-governmental organizations could be made more sustainable through buy-in from the private sector. Supporting partnerships by leveraging all locally available resources is good development practice, as well as one of the areas where improvement is needed for EU ascension. The participants learned new methods to improve cooperation among all sectors and had an opportunity to share best practices. All of the information presented in the workshop was burned to a CD and given to each participating organization for ease of reference.

In support of the US government-sponsored *Digital Freedom Initiative*, Volunteers and their host country national counterparts from the health sector in **Peru** attended a workshop on the use of Information Technology (IT) to facilitate monitoring and evaluation. The participants received hands-on computer training and learned methods for using IT to better monitor their programs at community health centers. As a follow up to this workshop, USAID is coordinating the donation of IT equipment to the health centers participating in this workshop - making it possible for participants to share their knowledge to build the capacity of other staff and the community at-large, while providing more effective monitoring and evaluation of existing health services.

940-001-01 Peace Corps
Small Project Assistance (SPA) Program
FY 2004 Annual Report

Appendix 7
Performance Data Table IR1.1.1

Objective: Enhance communities' capabilities to conduct low-cost, grassroots sustainable development projects.			
Objective ID: 940-001-01			
Approved:	Country/Organization: Peace Corps Small Project Assistance (SPA) Program		
Result Name: IR1.1.1: Effective implementation of health and water/sanitation activities by local communities.			
Indicator: Annual number of activities related to health and water/sanitation			
Unit of Measure: # activities conducted	Year	Planned	Actual
Source: PCV, Counterpart, & Staff Reports	1999	212	356
Indicator/Description:	2000	360	409
	2001	355	479
	2002	330	423
	2003	300	337
Comments: In FY 2004, activities conducted fell short of planned levels by 30%. This was due to a decline in funding that particularly affected Non-Presence African posts. Slightly less than 40% of the total activities were water/sanitation infrastructure-related improvement activities – latrines, wells, and water systems). HIV/AIDS continues to be a major area of focus, regardless of the Volunteer's primary project area. Sixty activities with an HIV/AIDS training or support component were conducted.	2004	280	197

Performance Data Table IR1.1.2

Objective: Enhance communities' capabilities to conduct low-cost, grassroots sustainable development projects.					
Objective ID: 940-001-01					
Approved:	Country/Organization: Peace Corps Small Project Assistance (SPA) Program				
Result Name: IR1.1.2: Effective implementation of health and water/sanitation activities by local communities.					
Indicator: Number of people served annually by activities related to health and water / sanitation					
Unit of Measure: Individual beneficiaries	Year	Planned	Actual	Female	Male
Source: PCV, Counterpart, & Staff Reports	1999	241,139	327,629	178,270	149,359
Indicator/Description:	2000	328,500	485,136	254,381	230,755
	2001	327,500	428,476	216,847	211,629
	2002	303,000	455,454	238,469	215,728
	2003	280,000	406,404	210,008	196,396
	2004	259,200	275,013	143,259	131,754
Comments: More beneficiaries than expected (by 6%) despite the decline in the number of activities (see table above), reflects the use of more limited funding primarily for community-based trainings and production of instructional materials. In FY 2004, 46% of Health/Water Sanitation activities took place in Africa, focusing on HIV/AIDS, instructional materials, and community health trainings in maternal/child health, hygiene and nutrition.					

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Performance Data Table IR1.1.3

Objective: Enhance communities' capabilities to conduct low-cost, grassroots sustainable development projects.			
Objective ID: 940-001-01			
Approved:	Country/Organization: Peace Corps Small Project Assistance (SPA) Program		
Result Name: IR1.1.3: Effective implementation of health and water/sanitation activities by local communities.			
Indicator: Local resources generated annually through activities related to health and water/sanitation			
Unit of Measure: \$ equivalents of labor, supplies / materials, and local currency	Year	Planned	Actual
	1999	363,562	641,748
Source: PCV, Counterpart, & Staff Reports	2000	650,000	729,417
Indicator/Description:	2001	625,000	730,063
	2002	579,000	760,431
	2003	535,000	573,811
Comments: In FY 2004, local resources of \$214,999 leveraged an additional \$39,611 from local and municipal governments, embassies and national and international NGOs such as CARE, PAHO, World Vision, UNAIDS, PLAN International and Water for the People. With inclusion of third party contributions, actual resources generated fell short of planned levels due to a decline in the number of projects and more small-scale projects. These projects were more community focused, and thus less likely to leverage large amounts of international donor funding.	2004	494,000	254,610

Performance Data Table IR1.1.4

Objective: Enhance communities' capabilities to conduct low-cost, grassroots sustainable development projects.					
Objective ID: 940-001-01					
Approved:	Country/Organization: Peace Corps Small Project Assistance (SPA) Program				
Result Name: IR1.1.4: Effective implementation of health and water/sanitation activities by local communities.					
Indicator: Number of individuals trained in the skills related to health and water/sanitation					
Unit of Measure: # people trained	Year	Planned	Actual	Female	Male
Source: PCV, Counterpart, & Staff Reports	1999	2,747	5,050	2,947	2,103
Indicator/Description:	2000	5,200	5,489	2,881	2,608
	2001	4,900	5,151	2,501	2,650
	2002	4,600	10,081	5,025	5,056
Comments: The actual number of community participants trained exceeded planned levels by 6%, even as the number of activities declined.	2003	4,250	4,729	2,183	2,546
	2004	4,000	4,247	2,355	1,892

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Performance Data Table IR1.2.1

Objective: Enhance communities' capabilities to conduct low-cost, grassroots sustainable development projects.			
Objective ID: 940-001-01			
Approved:	Country/Organization: Peace Corps Small Project Assistance (SPA) Program		
Result Name: IR1.2.1: Effective implementation of economic growth activities by local communities.			
Indicator: Annual number of activities related to economic growth.			
Unit of Measure: # activities conducted	Year	Planned	Actual
Source: PCV, Counterpart, & Staff Reports	1999	487	561
Indicator/Description:	2000	575	749
	2001	560	947
	2002	520	812
	2003	480	717
	2004	440	531
Comments: In FY 2004, actual activities under this IR are broken out between Agriculture (62), Business (117), Education (267), and Youth Development/ Municipal Development (85). A large number of the activities categorized as Education either created or improved libraries, business and/or computer resource centers to benefit the larger community. Other activities included in this IR were capacity building trainings and camps for local youth.			

Performance Data Table IR1.2.2

Objective: Enhance communities' capabilities to conduct low-cost, grassroots sustainable development projects.					
Objective ID: 940-001-01					
Approved:	Country/Organization: Peace Corps Small Project Assistance (SPA) Program				
Result Name: IR1.2.2: Effective implementation of economic growth activities by local communities.					
Indicator: Number of people served annually by economic growth activities					
Unit of Measure: Individual beneficiaries	Year	Planned	Actual	Female	Male
Source: PCV, Counterpart, & Staff Reports	1999	264,792	300,343	103,800	92,925
Indicator/Description:	2000	301,000	318,722	170,352	148,370
	2001	283,000	365,296	195,183	170,113
	2002	261,800	381,457	204,866	176,591
	2003	242,100	461,267	240,167	221,100
	2004	224,000	644,701	323,171	321,530
Comments: The actual number of beneficiaries exceeded the planned levels by 188% in FY2004. This was due to an increased focus on smaller-scale community based trainings across all sectors. More precise reporting to more accurately track the number of youth beneficiaries contributed to higher numbers, which were particularly evident under this Intermediate Result.					

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Performance Data Table IR1.2.3

Objective: Enhance communities' capabilities to conduct low-cost, grassroots sustainable development projects.			
Objective ID: 940-001-01			
Approved:	Country/Organization: Peace Corps Small Project Assistance (SPA) Program		
Result Name: IR1.2.3: Effective implementation of economic growth activities by local communities.			
Indicator: Local resources generated annually by economic growth activities			
Unit of Measure: \$ equivalents of labor, supplies / materials, and local currency	Year	Planned	Actual
	1999	857,724	1,229,220
Source: PCV, Counterpart, & Staff Reports,	2000	1,250,000	1,465,774
Indicator/Description:	2001	1,193,000	1,680,800
	2002	1,103,500	1,485,897
	2003	1,021,000	1,525,196
	2004	945,000	1,097,773
Comments: In FY 2004, community contributions of \$809,231 leveraged an additional \$288,502 in third party resources from local and municipal governments, embassies and national, regional and international organizations, such as PACT, the European Union, the Organization for Security and Cooperation in Europe, the Sabre Foundation, Darien Book Aid, World Vision, and Food for the Poor, and international business such as Macmillan Publishing, Bass Industries and the Datacard Group. With inclusion of third party contributions, actual resources generated surpassed planned levels by 16%, despite a decline in the number of activities.			

Performance Data Table IR1.2.4

Objective: Enhance communities' capabilities to conduct low-cost, grassroots sustainable development projects.					
Objective ID: 940-001-01					
Approved:	Country/Organization: Peace Corps Small Project Assistance (SPA) Program				
Result Name: IR1.2.4: Effective implementation of economic growth activities by local communities.					
Indicator: Number of individuals trained in skills related to economic growth activities					
Unit of Measure: # people trained	Year	Planned	Actual	Female	Male
Source: PCV, Counterpart, & Staff Reports	1999	5,500	5,652	3,488	2,164
Indicator/Description:	2000	6,450	7,193	4,556	2,637
	2001	6,200	6,709	3,737	2,972
	2002	6,100	-	-	-
	2003	5,700	10,192	5794	4398
Comments: In FY 2004, the number of individuals trained surpassed expected levels by 104%, due to the same factors cited in IR 1.2.2.	2004	5,300	10,816	6,562	4,254

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Performance Data Table IR1.3.1

Objective: Enhance communities' capabilities to conduct low-cost, grassroots sustainable development projects.			
Objective ID: 940-001-01			
Approved:		Country/Organization: Peace Corps Small Project Assistance (SPA) Program	
Result Name: IR1.3.1: Effective implementation of environmental activities by local communities.			
Indicator: Annual number of activities related to the environment			
Unit of Measure: # individual activities	Year	Planned	Actual
Source: PCV, Counterpart, & Staff Reports	1999	104	171
Indicator/Description:	2000	175	145
	2001	165	154
	2002	160	141
	2003	145	156
Comments: As was the case in IR1, environmental activities fell short of planned levels in FY2004. However, as a proportion of FY2004 activities, the percentage of environmental activities actually increased slightly as compared to the previous fiscal year. This was due in to an expanded focus on ecotourism and environmental education activities, particularly in the LAC region.	2004	135	112

Performance Data Table IR1.3.2

Objective: Enhance communities' capabilities to conduct low-cost, grassroots sustainable development projects.					
Objective ID: 940-001-01					
Approved:			Country/Organization: Peace Corps Small Project Assistance (SPA) Program		
Result Name: IR1.3.2: Effective implementation of environmental activities by local communities.					
Indicator: Number of people served annually by environmental activities					
Unit of Measure: # individual beneficiaries	Year	Planned	Actual	Female	Male
Source: PCV, Counterpart, & Staff Reports	1999	61,743	138,048	72,244	65,804
Indicator/Description:	2000	138,500	146,137	74,328	71,809
	2001	125,500	95,965	47,625	48,340
	2002	116,000	118,360	58,268	60,092
	2003	107,500	161,621	81,756	79,865
Comments: Reflecting expanded environmental education and ecotourism, and the more accurate reporting of youth participation, the number of beneficiaries exceeded planned levels by 124%, despite the decline in the number of activities.	2004	100,000	224,246	115,003	109,243

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Performance Data Table IR1.3.3

Objective: Enhance communities' capabilities to conduct low-cost, grassroots sustainable development projects.			
Objective ID: 940-001-01			
Approved:		Country/Organization: Peace Corps Small Project Assistance (SPA) Program	
Result Name: IR1.3.3: Effective implementation of environmental activities by local communities.			
Indicator: Local resources generated annually by environmental activities			
Unit of Measure: \$ equivalents of labor, supplies / materials, and local currency	Year	Planned	Actual
	1999	152,712	327,839
Source: PCV, Counterpart, & Staff Reports	2000	330,000	317,873
Indicator/Description:	2001	282,000	212,188
	2002	261,000	147,410
	2003	242,000	284,077
	2004	224,000	215,712
<p>Comments: Actual resources generated by communities and third party sources fell short of planned levels by 4%, largely due to the community-focused nature of many of the projects. Nevertheless, in FY 2004, community organizations contributed \$112,458 and leveraged an additional \$103,254 from government ministries, embassies, local NGOs, the United States and California State Environmental Protection Agencies, international organizations such as Oxfam, PLAN International, Aid to Artisans, Trees for the Future, Wildlife Conservation Society and Trees, Water and People as well as international businesses such as Exxon Mobil.</p>			

Performance Data Table IR1.3.4

Objective: Enhance communities' capabilities to conduct low-cost, grassroots sustainable development projects					
Objective ID: 940-001-01					
Approved:			Country/Organization: Peace Corps Small Project Assistance (SPA) Program		
Result Name: IR1.3.4: Effective implementation of environmental activities by local communities.					
Indicator: Number of individuals trained in environmental skills					
Unit of Measure: # people trained	Year	Planned	Actual	Female	Male
Source: PCV, Counterpart, & Staff Reports	1999	2,848	4,045	2,149	1,905
Indicator/Description:	2000	4,800	4,916	2,578	2,338
	2001	5,100	1,269	591	678
	2002	4,900	5,136	2,318	2,818
	2003	4,700	6,474	3,212	3,262
	2004	4,350	2,302	1,014	1,288
<p>Comments: The number of individuals fell short of planned levels by 47% in FY2004. Again, due to the nature of many projects, the number of direct beneficiaries trained does not reflect the larger numbers who are reached by environmental awareness campaigns and/or ecotourism services.</p>					

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Performance Data Table-IR1.4

Objective: Enhance communities' capabilities to conduct low-cost, grassroots sustainable development projects						
Objective ID: 940-001-01						
Approved:			Country/Organization: Peace Corps Small Project Assistance (SPA) Program			
Result Name: IR1.4: Strengthened local organizational capacity to implement sustainable development activities.						
Indicator: Annual numbers of people trained in local civic organizations or NGOs world-wide (proxy indicator)						
Unit of Measure: # people trained		Year	Planned	Actual	Female	Male
Source: PCV, Counterpart, & Staff Reports		1999	2,281	2,369	904	1,465
Indicator/Description:		2000	2,420	2,478	1,405	1,073
		2001	2,660	3,094	1,767	1,327
		2002	2,460	2,300	1,137	1,163
		2003	2,275	2,089	1,168	921
		2004	2,100	1,399	750	649
Comments: This IR reports the number of people trained not otherwise reported on in IR 1-3. Therefore, the numbers, although smaller than projected, reflect the lower funding available and the smaller number of activities.						