



Peace Corps

This document is a compilation of all project completion reports for approved and completed PCPP projects supported by Dining for Women to date. Summaries of initial project proposals – before the project was started – and the final completion reports – submitted at the conclusion of the project – appear as written by the Volunteer, and are edited to remove sensitive information.

Village to City		
Country - Mongolia	DFW Funds Expended: \$3,282.95	Project Completed
	Community Contribution: \$1,703.97	
Number of individuals who have increased capacity as a result of this grant: 14	Number of Service Providers who have increased capacity as a result of this grant : 5	Community members who received an indirect benefit from this grant: 420

Summary of Initial Project Proposal:

Mongolia’s economy is experiencing unprecedented growth in the industrial and business sectors. The goal of the Village to City project is to equip a cadre of the brightest and most ambitious students with the necessary knowledge to become future leaders. Many of Mongolia’s high-performing students are females, but the leaders are males. Exposure to female leaders will empower the female students to see and internalize the possibility of becoming leaders in their communities, and will encourage male students to actively prepare to become competitive job candidates.



Village to City was first proposed and implemented in 2013 by PCV Kari and her school's social worker, Enkhsuren. With the approval and support of her school's director, Kari worked with Enkhsuren, PCVs from three other communities, and businesses in Mongolia to organize the seminar. The driving force behind the project was the observed need by Kari and Enkhsuren that their older students needed to learn important information about how to prepare for the business world. The current Volunteers, Elisha, Eric and Benjamin, can now build on the success and relationships that came out of that initial project.

In the villages, teachers and other school officials will be involved in the process of selecting students to participate in the program. In addition, a teacher or other school official will be required to travel with their students to Ulaanbaatar (UB) for seven days and to participate in all

activities throughout the week. There will be a total of seven teachers and school officials. They will support and keep students accountable for presenting what they learned throughout the week. Even after the students graduate, the teacher or school official will be able to pass on what they learned to future students.

These students will come from rural villages in the Khovd, Bayankhongor, Bayan-Ulgii, Arkhangai, Uvs, and Khuvsgul provinces. They will visit nine different commercial companies to engage with company leaders in discussions about what these companies do, how they're contributing to Mongolia's growth in job opportunities and development, and what makes a candidate competitive. Students will participate in workshops, where they will begin developing professionalism, networking, goal setting, decision making, and action planning skills. Throughout the week, the students will meet key leaders of both genders and interact with professionals of all types. By the end of the week, these students will have successfully begun creating their own professional network.

The Village to City project gives this cadre of students from small rural communities the opportunity to develop their understanding of how crucial career development is in guiding their futures.



The students will then be asked to put this knowledge to work. At the end of the week, the students will participate in a daylong seminar where they will summarize all of the important information gathered throughout the week, including identifying what different companies look for, how candidates can prepare academically, and other ways in which candidates can be more competitive in the hiring process.

The seminar will also include a session where the students will develop their understanding of short- and long-term goals. Finally, each student will create personalized career plans that identify goals and timelines for achieving them, and they will create action plans for reaching their goals.

The Village to City Project's scope is not intended strictly for these 14 students, however. They will be the conduit through which the knowledge from the previous week flows back into their communities. During the last day's seminar, students will work with their adult supervisors to

create a presentation that will be taken back to their respective communities. These students will show everyone in their community that, while they may be from a small village, they have the world within their reach.

Summary of Completed Project:

The project of “Village to City” was not something that I thought of or started. When I had the opportunity to work on this project, it was already in its fourth year, having a rock solid foundation and roots in the Peace Corps Mongolia community as deep as the trees in the beautiful forests in the “khangai’s” of the Mongolian countryside. One of the reasons why we bring students to UB for a week of business visits and sessions on how to prepare themselves for their professional careers of their choosing, is to give students who might have not had the opportunity before, to be able to just see and experience the capital city. There was just one student who had not seen the capital before and it was pretty evident right from the first time we met. When we went as a group to dinner the first time, they were looking up, in awe, at all of the big buildings and digital boards that are present wherever you go in UB. It made us volunteers working on the project, who had experienced many things like this before in our lives, take a step back and remember what it was like for us when we were in similar situations.

Throughout the week, we had different sessions on professionalism, networking, and other topics pertaining to the acquisition of workforce-related skills. The students, who were all from small soums located great distances from the capital city, where almost half of all of the population of Mongolia calls home, were a little shy and reserved, definitely trying to get used to their surroundings. The first couple of days, it was a challenge to get them out of their shells and let all of the knowledge that they already had, shine through. With the distribution and completion of pre-tests, we were able to gauge what kind of pre-existing information our participating students had, prior to the project. Days of visiting different companies, ranging from a documentary crew to an international accounting firm, filled the rest of the week. There were also more light-hearted and fun activities that took place after our “work” was done, like playing basketball at one of the most welcoming schools I’ve been in contact with in Mongolia, and speed dating, which allowed the students to get to know each other and break down the awkward barriers that stand in the way of all teenagers, no matter where you go in this world. And throughout the week, our student, who was in the capital for the first time, was getting more and more comfortable every day. You could tell by his demeanor. You could tell by the way he interacted with his fellow project participants. You could tell by the smile that he had on his face, more often than not. Its things like this that keep us, as volunteers, going every day. The smiles, the laughter, the positive interactions with anyone and everyone we can; it all adds up and compounds until it’s just so infectious, we can’t help but sharing it with others in our daily lives.

We took a post-test and all of our participants scored higher than they did on their pre-tests, which statistically, signifies a successful project. But measuring the qualitative data is so much more enjoyable to me. Those smiles, that laughter, and all of the positive interactions that we had with our participants, is really what made Village to City a success. We were able to give information, give opportunities, as well as hope and desire, to kids that sometimes are forgotten about. Broadening horizons, giving hope, and spreading positivity; that’s why we do it, that’s why we volunteer. Success.

The Village to City project had three goals: 1. By the end of the weeklong seminar, 14 students would develop an educational plan for themselves, including setting goals and creating timelines of how they plan to achieve these goals. 2. By the end of the Career Skills Development Seminar, students would develop a short presentation to take back to their schools, to share information they learned about modern business in UB, what they do, and what skills are required for people who work in their industry. 3. By the end of the project, 14 students would increase their knowledge about career development in the field of their business by 50%. All three of these goals were met, with a 100% completion rate. Our initial objectives did not change throughout the completion of the project and we were able to successfully complete all of the objectives we set out to achieve. The feeling of the community before, during, and after the project was completed, stayed at a consistent level of excitement and gratitude for the project. Since the completion of the project, many of the participants have reached out to the volunteers and expressed their thanks and gratitude.

Resource Center		
Country - Moldova	DFW Funds Expended: \$500.00 Community Contribution: \$668.74	Project Completed
Number of individuals who have increased capacity as a result of this grant: 440	Number of Service Providers who have increased capacity as a result of this grant : 60	Community members who received an indirect benefit from this grant: 60

Summary of Initial Project Proposal:

My community has a population of 2,500 people. There is one elementary-school, two kindergardens, one public library, and one Community Center. The Community Center is located in the center of the village, however due to the lack of heat available equipment it is not being used. The village is located several kilometers from a major city - this gives students the opportunity to learn about a variety of jobs, but students don't know how to apply for these jobs. Due to the limited number of jobs (factory worker, teacher, shop-assistant, cleaning ladies, etc.) this project will offer students a chance to locate resources, learn about these opportunities and also increase their skills to apply for their future careers.

Through this project we intend to encourage women to improve their leadership skills and entrepreneurship skills among women professionals. Within this project we will partner with professionals to train students between the ages of 15-25, using seminars, workshops and practical activities. We propose this project to motivate young girls and women to extend their knowledge and to develop their professional abilities. We believe that our idea will include not only high school students from my nearest primary school, but also other students in the community from different schools.

Our objectives are:

- Students will be able to create a resume and be able to apply for college and jobs positions.
- To build self-esteem in women and to show them that women are not "inferior to men."

Summary of Completed Project:

This resource center has shown great success thus far. The funds from this grant started a long-term project hopefully that will spread throughout Moldova. The collaboration with different volunteers, community leaders and organizations has shown promise that this project will be beneficial and sustainable. We exceeded the initial goals. This project not only has student participants but it has drawn in community professionals, parents and teachers. The objectives remained the same. The promotion of health education, gender roles, and occupational skills have been achieved in the formulation of the upcoming resource center seminar schedules for the remainder of the year 2017. The community has had a positive and receptive attitude, in that it will benefit not only the youth but also other community members.

Human Rights for a Better Future

Country - Georgia	DFW Funds Expended: \$1,222.60 Community Contribution: \$598.29	Project Completed
Number of individuals who have increased capacity as a result of this grant: 90	Number of Service Providers who have increased capacity as a result of this grant : 4	Community members who received an indirect benefit from this grant: 90

Summary of Initial Project Proposal:

The population of my village is over 80% Azerbaijani, who are a minority ethnic group in the Republic of Georgia. The Government of Georgia has made securing the rights of ethnic minorities a top priority, but there is still much work to be done in this field, especially within minority communities themselves. In particular, statistics gathered by government ministries have shown that women and girls in ethnic minority communities are at significantly increased risk of having their personal, civil and economic rights violated. Therefore, it is crucial that youth in these communities are aware of their own rights and the rights of their fellow community members in order to more effectively address these issues. By educating both boys and girls in the community about the rights of women and girls, this project hopes to encourage active engagement and discussion on these topics within the community itself.



The project will begin with a Human Rights Club at the youth center consisting of 15 youth volunteers. The volunteers will attend meetings three times a week over the course of one month. Meetings will consist of trainings, discussions and critical thinking exercises on the topic of human rights with a focus on women’s and girls’ rights. In addition to meetings, 4 excursions are planned to visit local sites, museums and organizations that work in the human rights field. Throughout this first month, youth volunteers will develop their own presentations on women’s and girls’ rights with the assistance of youth center staff.

Following the first month of Human Rights Club meetings, the student volunteers will travel to five nearby villages to deliver their presentations to student groups at local schools or community centers. Following this, the MYC will hold a “Human Rights Week” consisting of debates, presentations, skits, guest speakers and community outreach activities.

Summary of Completed Project:

The initial idea for this project came from my own educational background. I have a MA in international human rights, and I wanted to share some of my knowledge with my students at the youth center. I was initially skeptical that it would be approved by the management at the organization, and even more skeptical that there would be real interest from the youth. However, my skepticism was unfounded, as both the staff and the youth enthusiastically embraced the project, which was the key factor in its success.



The chance to implement this project was very rewarding, but also quite challenging. This was the first time I have ever had to plan and give training presentations in a foreign language, and the subject of human rights is often difficult to articulate even in my native tongue. I was exceedingly nervous when I conducted my first training. However, by the end of the project, when I was watching my students participate in a debate on gender equality, I realized that despite my occasional difficulty in expressing certain concepts in Azerbaijani, the project participants had acquired a remarkable amount of new knowledge, as well as the ability to present it publicly.

While the trainings I presented on human rights were an integral part of this project, its success was really due to the enthusiasm of the youth, staff and volunteers who participated in it. The Human Rights Club we started as a part of this project has been adopted as a permanent club at the youth center, and the members are already planning more trainings in the near future. I feel that with this project we started something very important and truly unique for the youth here.

Hopefully what was started here will continue to grow and have a lasting impact on the community far into the future.

The overall increase in knowledge of women's and girls' rights, and human rights in general, was remarkable. During my first training session the Human Rights Club participants had little idea what human rights even were, much less how they affected their own lives. By the end of the project, these youth had developed a strong foundation of knowledge about the history, development, and international mechanisms of human rights. Additionally, they developed new skills in public speaking, debate, presentation development, and computer skills. Overall I feel these goals were met and even exceeded our initial expectations.

The only major change in objectives had to do with the timing of the project, which necessitated several last-minute schedule changes. Because the end of the project was in the beginning of August, many families both in the city and surrounding villages had gone on vacation to the mountains or sea to escape the summer heat. Because of this, the logistics regarding trainings in the villages had to be reworked several times, significantly altering our initial objectives and indicators. Overall community feeling toward the project was positive, especially with the village youth and non-Club members who participated in trainings and debates during Human Rights Week.

"Girls Can Code!" - Technology Camp 2017

Country - Zambia	DFW Funds Expended: \$14,626.81 Community Contribution: \$6,537.52	Project Completed
Number of individuals who have increased capacity as a result of this grant: 43	Number of Service Providers who have increased capacity as a result of this grant : 20	Community members who received an indirect benefit from this grant: 36,600

Summary of Initial Project Proposal:

Teachers from four district communities in our province along with the lead Peace Corps Volunteer (PCV) on the project proposed the “Girls Can Code” – Technology Camp 2017 after working with the local communities within the district, teachers, administrators, and youth to



identify the pressing need to narrow the “technology gap” suffered by most of rural Zambia. Particularly for the rural communities in the catchment there is a need to narrow the technology gap, therefore, the teachers and PCVs behind the project discussed the week-long technology camp to provide girls background on computer technology, basics of computer architecture, basic coding, communications, and introducing the use of the “Outernet – Libraries from Space.” The Zambian Education Ministry has identified the technology gap as an issue in Zambia and has created goals to introduce computer science skills and education across the country. Our team and the PCVs will work together to provide the training services, technical resources (software, hardware, books), and access to educational videos and books for the camp. The entire team will work together to implement the technology camp for students and teachers in the four communities along with four additional communities within the larger province.

The Girls Can Code - Technology Camp directly meets the tangible need of rural Zambia to narrow the “technology gap” through education and material support. Community members, Zambian technical counterparts, representatives from BongoHive, and Hackers’ Guild and the Peace Corps Office of Innovation, and four Peace Corps Volunteers will contribute to the camp’s execution, followed by monitoring, reporting, and evaluating. This weeklong camp will directly benefit the Zambian Ministry of Education’s goals to increase technology and initiatives such as Let Girls Learn’s goals of increasing female opportunity.

It has been proven around the world that novice youth can benefit from hands-on computer science in an accelerated training environment where daily, guided activities are followed by evening assignments and exercises. In Zambia, there is a demonstrated desire to build capacity for replicable, sustainable computer science education. Further, there is a confirmed need to

increase learning opportunities for females in Zambia seeing as in our province, approximately 51% of girls complete grade 9 but only 20% complete grade 12.



Participants will learn the basics of coding and work in teams to program, build applications, and create computer games. Each community represented will receive a Raspberry Pi/keyboard/mouse/mini HDMI monitor and other useful accessories.

In addition to the focus on coding, this camp will harvest creativity through promoting participation, teamwork, and leadership, and through developing confidence, a willingness to take risks, and problem solving skills.

Summary of Completed Project:

Over a year ago, I began developing a vision to reach marginalized, at risk adolescent girls because they are most vulnerable and yet somehow have the most potential for personal growth in rural Zambia. That vision became a dream that was fed by my passion to see its success. Through the ensuing year I began building consensus among fellow PCVs, as well as Peace Corps Zambia staff and PC Washington. That consensus has played a key role in the subsequent



success of this concept project that builds skills in what I call creative technical thinking, leadership, computer science, and computer coding of games in MIT's graphical programming language called Scratch. The first ever Girls Can Code! Technology Camp was a great success. This was shown by the immense changes in the girls' confidence and their computer skills.

Attendees arrived with little or no skills, or even knowledge of any kind, related to computer science. Not only did they leave understanding how to operate desktop computers, tablets, and

laptops, as well as how to program games, but they learned computer architecture, were exposed to basic electronics and physics, and learned about Virtual Reality (VR) technology. Additionally, they learned key principles of leadership and teamwork and values of personal growth in a safe environment. By the time they left, 23 girls and 11 mentors were changed in many ways, confident, and committed to helping their rural communities with new found knowledge. Further, the girls and mentors now have a support network that reaches across the country that will continue to grow for years to come.

Information, Communication, and Technology (ICT) Lab Project

Country - Kyrgyz Republic	DFW Funds Expended: \$628.07 Community Contribution: \$928.99	Project Completed
Number of individuals who have increased capacity as a result of this grant: 91	Number of Service Providers who have increased capacity as a result of this grant : 0	Community members who received an indirect benefit from this grant: 194

Summary of Initial Project Proposal:



The Kyrgyz Republic, previously a member of the Soviet Union, is a newly independent country, making its way into the developed world. This movement is dependent on the availability and affordability of resources. People living in remote villages, especially women and girls, are getting left behind from these technological revolutions. Many women and girls in Kyrgyzstan do not know basic computer skills including typing, comprehension of Word, PowerPoint, and Excel, creating and using an e-mail account, and navigating the internet.

My community is a small, close knit village with a population of 900 people. Many residents work in the nearby resorts in the summer, but work is seasonal. There are 135 students and 20 teachers in my school; Out of 20 teachers, only 3 are male. Many of the boys at school drop out after 8th grade to attend technical colleges in the capital; in grades 9th, 10th, and 11th, girls outnumber the boys in all classes.

The school currently has two working computers, for staff use only. The vice directors use these computers only for typing basic documents and printing. There is an old computer room with 8 broken computers over 20 years old that is always locked and not in use. The village does not have a library or resource room for its residents.

Currently, only grades 6th, 7th, and 8th are enrolled in Computer Science classes. They attended one hour classes, twice a week. However, with no working computers, students only learn information from their assigned books. There is a need for teacher training within this

department; the current Computer Science teacher has asked me for assistance with making an e-mail account and sending an e-mail with an attachment.

Throughout the world, there are few programs aimed at engaging and supporting adolescent girls in STEM topics. The Kyrgyz Republic is no different; few girls are encouraged to pursue science degrees, or even finishing any degree, as marrying and starting a family are seen as the highest priority for young women. Student computer trainings will focus on teaching STEM topics through the medium of computers. Students will learn computer and technology skills through the education and research of these science topics. With no previous access to computers or the internet, these students, especially girls, would not have access to this information.

With over 91 participants ages 10- 65 attending these computer trainings, their knowledge of computers and technology will not only increase, but more projects will emerge using technology as a tool to improve all aspects of education at the school.

Summary of Completed Project:



When I first came to my village, I held a meeting with school staff to assess needs at the school. I proposed several project ideas, then was informed by my school's director, vice- director, and several teachers that computer trainings were needed and should be made top priority.

My local counterpart and I proceeded to write a Let Girls Learn Grant, requesting funding for 5 computers, a laptop, printer, and projector screen in order to increase computer literacy skills of the teachers and students at school. The community was excited and eager to learn. Contribution was given for ongoing costs of Wi-Fi service, paper, ink and repairs as needed.

Computer workshops were held after school for all teachers, students in 6th-11th, and community members. Grades 6th -11th researched and presented about STEM topics. The current computer science teacher now uses the lab as her classroom, ensuring that technology is incorporated in her computer lessons.

The main goal of the Information, Communication, and Technology (ICT) Lab was for students and teachers to increase their computer literacy knowledge and academic research skills. All three objectives of this project were met.

Objective #1 met- Teachers scored an average 31% higher on the post test.

Objective #2 met- Computer teachers successfully gave student trainings to their students.

Although I needed micromanage/be more involved in the lessons than I initially thought I had be, the students' trainings were successful.

Objective #3 met- Students now have access to technology.

The community feels educated and empowered. Now they not only have access to internet and basic computer services, but they know how to use all the equipment competently.



Girls of Tomorrow Phase II		
Country - South Africa	DFW Funds Expended:	Project Completed
	\$500.10	
	Community Contribution:	
	\$1,082.91	
Number of individuals who have increased capacity as a result of this grant: 156	Number of Service Providers who have increased capacity as a result of this grant : 0	Community members who received an indirect benefit from this grant: 150

Summary of Initial Project Proposal:

Although our primary goal is empowerment, our focus as a Science Center will also aim to improve education in STEM. Throughout a standard K-12 education, it is estimated by the National Girls Collaborative Project that males are six times more likely to take engineering than females, and males take physics at a rate 8% higher than females. This dichotomy polarizes further during higher education, where only 19.1% of physics degrees are completed by women and even less in engineering. UNESCO estimates that of professional science researchers, only 27% are women. The Department of Commerce also estimates that women can earn 33% more than average when working in a STEM field. By improving the female to male ratio in the STEM fields, we can also see an increase in female salaries, which are, globally and in South Africa, on average lower than male salaries.



The Unizulu Science Center works with rural and township schools, so the community this project will impact is not limited to one school. My community is particularly plagued with a deficiency in the maths and sciences. In 2014, the average mathematics mark on the Annual National Assessment (ANA) for Grade 9 was 11%. The Department of Basic Education estimates that only 40% of students entering Grade One will matriculate from High School and only 4% of the students entering Grade One will enter university. Out of every 100 learners that enter Grade One, only one will graduate from a four-year University. Over 50% of the population is considered to be living in poverty (national statistical service of South Africa, "Statistics South Africa"), and it is with these destitute groups that we will be engaging. We will be reaching out to three township schools within a 100 km radius of the Science Center.

We have worked with the three schools selected and the girls in Phase I of Girls of Tomorrow, and it is because of the overwhelmingly positive reception of the project that we decide to launch

a second phase. We are familiar with the people we will be working with and the problems they face.

Earlier this year, in April and May, we launched the Girls of Tomorrow Program at the University of Zululand Science Center, a Let Girls Learn project. We worked with three schools and 120 Grade 7 girls to empower their educational ambitions, work with teachers, and provide an educational experience that the girls would carry with them into High School. The project ended in May, but the teachers, principals, Science Center and University staff, and of course, the girls from the project unanimously agreed that the project should continue.

Because of the success of the project, we decided to move forward with it, adding a second phase which will greatly increase the impact the program will have and add vital lessons. Our idea is to build on the established relationships we have with the schools and the learners and to further encourage the educational pursuits of the participants.

In Phase II, the learners will benefit from another two months of school visits during which we will discuss the benefits of going to University, how to apply, and what they will need to do in High School to prepare themselves. This will lead to each school taking a trip to the University of Zululand where the girls will get a campus tour, talks from current students and faculty, and information on how to optimize their time in High School.

Also, the girls will become Ambassadors for the Girls of Tomorrow Program and learn how to reach three girls each, whether they be friends at school, sisters, or other family members. The boys will be brought on too. Each school will be asked to select ten boys who have proven to be leaders in their studies and in their communities, and they will join us in our activities and become Ally Ambassadors. The learners will be provided with a curriculum describing how to reach out to other learners and teach them about the advantages of staying in school and forming positive habits.

On a separate day, the girls and boys will then reconvene at the Science Center for a day of empowerment and educational activities, as well as a concurrent teacher workshop. Their accomplishments will be celebrated and their results in reaching out to other learners in their communities will be shared. And to top it all off, one of the groups of girls that won the competition portion of Phase I of Girls of Tomorrow will present at our international SAASTEC Conference in November. Science and technology centers from across the African continent will be convening here at the Unizulu Science Center, and the girls will present on their female scientists in one of the conference sessions. The girls and I will also present about the importance of taking positive measures to include girls in science, and discuss with science centers ways they can effectively do so.

The project will end with the Grade 7 graduation ceremonies at each respective school, which I will attend with Science Center staff, so that we can see them off as they begin their journeys into High School.

Summary of Completed Project:

After a successful Phase I of the Girls of Tomorrow program, teachers, students, and Unizulu Science Center staff pleaded that we continue. We at the University of Zululand Science Center had already developed robust relationships with the learners and schools from Girls of Tomorrow Phase I and had seen the 120 girls we'd been working with come such a long way. We weren't ready to end it just yet, because we knew how extending the program could increase its impact exponentially. And so, we launched Girls of Tomorrow Phase II.

In Phase I, we had worked with 120 girls in Grade Seven, forty girls from three different schools. Over a period of months, we studied notable female scientists, the challenges and achievements



of those scientists, and some of the science behind their work. In Phase II, the girls we were working with became ambassadors for the program and went into their communities to spread some of their own empowered ideas and put to use their leadership skills.

In early August, Science Center staff and I began visiting the three schools we were working with. Each time, we were greeted with cheers and applause. We introduced some new resources we developed: the Girls of Tomorrow Booklets and Ambassador Pamphlets. We tasked the girls with spreading what they gained from Girls of Tomorrow with other members of their community. Many of them targeted sisters, schoolmates, cousins, etc.

From August through October, they engaged in activities with their community members. For example, one activity that almost all of the learners

reported on was teaching another student how to use the school library. And another was finding a community member they respect and conducting a short interview about the value of

education. The learners thusly learned about how education has improved that person's life while at the same time sharing the information with the partner that the Girl of Tomorrow has brought along. Later, we even connected the Girls of Tomorrow to female students in the U.S. through a NASA event.

We continued these school visits until October, when we had the girls from all three schools meet at the Science Center. This time, we brought on ten boys from each school too. The day started with a science show and other educational activities. Later we sequestered the boys and the girls for "Girl Talk" and "Boy Talk." During this time, the girls and boys, respectively, met with girls and boys from different ages and walks of life to hear their stories, and specifically why their education was so crucial to their successes. The sessions also went deep into various other issues, such as teenage pregnancy, HIV, gender-based violence, and high school relationships.

Later, the boys and girls reconnected for a long workshop on how to optimize the time spent in high school. They also explored positive strategies to interact with one another and support each other in various likely high school situations. At the end of the day, they shared their experiences from the tasks they completed as community ambassadors, and we sent them off with spirits high.

On November 8th, the UniZulu Science Center held the 18th Annual SAASTEC Conference (Southern African Association of Science and Technology Centers). During this conference, I gave a talk and a workshop where we showed other science centers around Southern Africa what the Girls of Tomorrow program is, and how to run one. But that's not all. Eight of the Girls of Tomorrow themselves were there for the conference, and they stole the show. In our workshop, they explained to directors and other staff of various science centers how to inspire their female learners, as well as went over what is and is not effective. They discussed some of the highlights from the program too. One learner, Snegugu, talked about how she worked with her cousin to share some of the lessons she learned. "Who am I to be an ambassador?" she remarked, proud of her accomplishments in the second phase of the program. Not only will the Unizulu Science Center continue to run the Girls of Tomorrow program after I leave, but a number of other science centers have already taken the first steps towards launching these programs in 2017.

We continued with a follow-up school visit, but there was still funding left in the budget. The original plan was to bring the girls to the University of Zululand, but due to protests on campus, we decided against it for safety reasons. Quick on our feet, we remembered a teacher workshop we ran in Girls of Tomorrow Phase I, where teachers learned how to use different types of science equipment to teach the lessons in their curriculum. With Peace Corps approval, we purchased some of this equipment for the schools with the leftover funding, and have already made our first round of visits. Next year, the Science Center will go back out to each of these schools and run a workshop where we actually put this equipment to use with the teachers in one of their classes, to ensure it's being used and that it's being used properly.

Overall, the project was a major success. Personally, it is something I'll never forget, and I hope to keep in touch with some of the learners. Not only will they bring the lessons with them to

High School, but the Science Center will keep producing more Girls of Tomorrow after I leave, and it appears that other Science Centers will as well!

We can confidently say that we have achieved our goals for this program, and exceeded our expectations. Time and time again, the learners have surprised us with their commitment to the program and what they seemed to take away from it. Our first goal, to educate learners about educational opportunities beyond the primary level, we have evaluated based on our interactions with the learners, the written work they have returned to us, and a survey that we conducted with 117 of the 120 girls. 99 out of 117 responses indicated that they plan to choose science subjects for their high school subject choices, and 76 out of 117 reported that they are now familiar with the STEM careers that are available in the area.

The community is unequivocally supportive of this project and enthusiastically engaged. All three schools are pushing for us to run the project again next year. But not only are the local schools excited, the science center community has been activated through this program as well. The program has been given a full page in SAASTEC's monthly newsletter, the Khoroni, and Girls of Tomorrow has also been featured on the internet homepage of ASTC, (Association of Science and Technology Centers) the largest association of science centers in the world, seated in the U.S. Moving forward, we are planning to support the other science centers that want to run this program, of which there are at least four.

Camp GLOW/BROS Thailand- Isaan

Country - Thailand	DFW Funds Expended: \$5,801.70 Community Contribution: \$3,170.28	Project Completed
Number of individuals who have increased capacity as a result of this grant: 115	Number of Service Providers who have increased capacity as a result of this grant : 37	Community members who received an indirect benefit from this grant: 459



Summary of Initial Project Proposal:

Camp GLOW (Girls Leading Our World) was created in 1995 by Peace Corps Volunteers and local teachers in Romania. The purpose of Camp GLOW is to encourage and empower young women “to become active citizens by building their self-esteem and confidence, increasing their self-awareness, and developing their skills in goal setting, assertiveness, and career and life planning.” Since 1995, PCVs in more than 60 countries have established similar camps to promote the empowerment of women around the world. Each

country adapts the camp activities and goals in order to meet the particular needs of women in their host country.

In recent years, Camp BROS (Boys Respecting Others and Self) has also been implemented in order to expand these ideals to young men and bring awareness and empowerment to their role in creating a gender equitable world. Last year for the first time, Peace Corps Thailand invited both girls and boys to simultaneously participate in camps, with both separate and joint sessions. The camp was a huge success and there was much interest for continuation and expansion of the program.

This year it was decided that regional camps would be the best way of expanding the program to reach more youth, youth leaders, and Thai counterparts, in an effort to achieve our goal of transforming the one-time GLOW/BROS camp into an ongoing community project or club. The camps of previous years have worked to address the issue of sustainability and continued

projects in volunteers' individual communities after returning home from the camp, but have yet to be successful in this regard.

This year Peace Corps Volunteers are working collaboratively across regions and closely with the new Peace Corps Thailand Gender and Youth Coordinator, as well as with host country community members, to design an expanded curriculum to directly address the issue of sustainability.

The data from previous camps, including last year's camp, has shown that Thai counterparts as well as youth enjoyed the camp, felt that there was a need in their communities to learn the skills addressed at the camp, and that attendance at the camp was a positively life changing experience.

In addition to the skills learned at the camp itself, Thai counterparts and youth leaders have expressed that they would like to increase their capacity-building capabilities and be provided with the skills to take what they learned at the camp and bring it back to their respective communities. This community-centered goal will be the driving force behind the GLOW/BROS camp across all the regions of Thailand for 2016.

Summary of Completed Project:

The GLOW/BROS Isaan Camp was preceded by a 3 day camp counselor training at the University. Twenty eight university students from the English education department attended the training. They gained knowledge with public speaking, youth facilitation and mentorship, sexual and reproductive health, gender equality, and gender based violence. The university students led most of the sessions for the first two days of the youth camp. They also facilitated many of the games and energizers throughout the rest of the event. Moreover, these students were



instrumental to the logistics of the camp and ultimately contributed greatly towards the success of the project. On the second to last day of the camp, the students took the youth on a campus tour; which was a great opportunity for both the university students and youth alike. Many of the youth had never stepped foot on a college campus- or had even left their own villages- and you could tell they were inspired. Likewise, the university students seemed very excited and proud to have provided a unique mentorship opportunity for the rural youth.

There were also seven Peace Corps Volunteers from the North-Eastern region in attendance at the week-long

men

camp (five from PCV Group 127 and two from Group 128). Each volunteer was accompanied by four boys, four girls, and two Thai counterparts. For the first two days of the camp, the adult counterparts participated in a training event led by Phayao News Group, a well-respected nonprofit from the north of Thailand. The counterparts learned how to provide youth friendly lessons around the topics of: self-esteem, body image, sexual and reproductive health, gender based violence, and gender equality. They were able to practice these new skills with their PCVS on the last few days of the event. Several sessions of the camp were also led by a member of the Peace Corps Thailand staff- our gender and youth coordinator- to help communities better understand gender based violence, gender in the media, and to help assist with action planning for when participants return to site. We were also joined by the regional Let Learns Learn Director for the first three days of the event.

This was the first year that Peace Corps Thailand had decided to host regional camps, and in my opinion GLOW/BROS Isaan was a huge success! There was an incredible amount of teamwork and collaboration between Peace Corps staff, the university, the university students, PCVs and counterparts. The kids seemed to have a great time- judging by the fact that there were many tears shed on the last night of the camp. Kids and university students kept coming up to me, hugging me, and telling what an incredible experience the past week had been. Facebook and other social media outlets used here in Thailand are still ablaze with photos, short videos, and positive remarks about the event, and I couldn't be more pleased with how everything went.

All of the goals and objectives laid out at the onset of this project have been achieved-with the exception of the few objectives we hope to occur in the months following the camp. It is my intention to follow up with many of the university students, and to hopefully partner with some of them for a youth based activity in my community before the end of my service. I also intend to keep in touch with the communities that participated in the camp- to let them know that I am here for them if they need any assistance with GLOW/BROS related activities. Furthermore, I will be reaching out to communities who've completed such activities, to inform them of the youth summit occurring sometime early next year. Initially, we were hoping that at least two communities would attend, but my goal is to have at least four communities in attendance from the region.

In regards to community feeling, I have heard nothing but positive feedback concerning the university training and about the youth camp itself. A PCV from my group sent me a message the next day which said, "Camp was so fun and awesome and the kids loved it very much. You did an amazing job and I'm so glad we got to go."

During each evening of the youth camp, we played a series of "Glow Games", where communities competed against each other for points. It was a close battle, but this Volunteer's region ended up acquiring the most points and winning the prize- which was the GLOW/BROS camp banner signed by each participant. The kids were so proud of this achievement and they decided to "show off" the banner and provided the entire school with a brief overview of their camp experience during the morning assembly of the following school day. The banner is currently on display at their school. This is but one story among many that depicts the impact this camp had on the students, the PCVs, the university students, and on me; and the best aspect about the GLOW/BROS camp is the wildfire-like effect that it creates. The kids are already

telling their friends about the camp and encouraging them to attend next year, and the university students are currently in the beginning stages of organizing a GLOW/BROS club for youth at the university. In summary, this project has vastly exceeded my expectations and the fruits of our labor are continuing to blossom.

Community GLOW/BRO (Girls Leading our World/Boys Respecting Others) Grant

Country - Kyrgyz Republic	DFW Funds Expended: \$3,820.25	Project Completed
	Community Contribution: \$1,450.41	
Number of individuals who have increased capacity as a result of this grant: 7	Number of Service Providers who have increased capacity as a result of this grant : 2	Community members who received an indirect benefit from this grant: 235

Summary of Initial Project Proposal:

Kyrgyzstan's youth are subject to peer pressure daily. Whether it is pressure to smoke, drink, do narcotics, participate in sexual contact or fulfil unhealthy gender roles, most of these young men and women are regularly encouraged to make destructive decisions and engage in risky behaviors. Few of these challenges are discussed at home or in the classroom due to the stigma these topics hold in Kyrgyzstan. Youth have no outlet with which to cope and discuss these constant troubles and attain correct information. If merely ignored, these pressures build and eventually lead to destructive decisions, which puts the youth at a higher risk of living an unhealthy, unfulfilling life.

With the expertise of trained community members and PCVs, the aforementioned issues will be taught and discussed so as to create a comfortable, safe, and nonjudgmental atmosphere where these young men and women can share their own experiences, openly discuss these issues, and support each other in combating the many challenges that being a teenager in Kyrgyzstan can entail. Specifically, professionals with strong experience in facilitating GLOW/BRO topics will be directly involved in the Training of Trainers and GLOW/BRO lessons. They will also be leading the Dance4Life session during the camp.

Additionally, this year the concept of peer leaders will be introduced. Camp participants will implement the information they learn at the camp in their community. The following year peer leaders will be identified by PCVs to conduct the trainings so camp participants will hear information from others who are similar to them in age and background. All future peer leaders will have attended this year's GLOW/BRO camp, so they will know what it feels like to hear information in this environment; and they will be prepared to present sensitive information and answer difficult questions following the training.

During this camp, participants will learn to make informed decisions about their personal health, marriage, and careers that will enable them to become healthy, aware, successful citizens who will become future leaders of Kyrgyzstan.

With students coming from different villages within the region, a variety of community environments will be represented, and thus a diverse range of opinions and experiences will be shared, helping Kyrgyzstan's youth understand each other and grow together.

GLOW camps have been conducted throughout the past all over Kyrgyzstan. The need for this camp and the camp structure is similar across oblasts, (with the exception of the BRO addition, which has been successfully done in the past in other Oblasts). For these reasons much of the information has been adopted from the 2015 GLOW grant, and adjusted to address the specific needs of this region.

Many of Kyrgyzstan's youth do not know about HIV/AIDs, about their own body's make-up, ways to creatively and critically think about issues in their country, and have not been exposed to open discussions about gender equality. Many of these topics are seen as 'ooyat' (shameful) and are often overlooked in schools.

Through a Girls Leading our World/Boys Respecting Others (GLOW/BRO) camp, we will directly address these issues with information about HIV transmission and prevention, peer pressure, reproductive health, healthy relationships, and women empowerment. The camp will take place over 6 days and will reach out to 16 girls and 16 boys aged 14-17 years-old from Talas Oblast. The camp will be facilitated by local contacts. One counterpart from each participating school (8 total) will be selected to conduct the sessions. Each of these counterparts will have a Peace Corps Volunteer (PCV) to support them in their lesson planning and facilitation. The counterparts and PCVs will be responsible for monitoring the implementation of the information learned at the camp when the students return to their schools.

The camp will: 1) Strengthen Kyrgyz youths' knowledge about HIV transmission and prevention; 2) Develop more tolerant and accepting attitudes towards others who may be different; 3) Increase Kyrgyz youths' knowledge about the risks associated with alcohol and drugs and learn how these risky behaviors can be directly linked with peer pressure; 4) Increase awareness and knowledge of gender issues specific to life in Kyrgyzstan; and 5) Train students to become trainers and conduct at least six hours of camp-related sessions within their communities.

There will be 3 phases to Talas' GLOW/BRO camp: 1) Training of Trainers (ToT) - 2 day training for 8 counterparts to prepare for lesson planning and camp facilitation; 2) 6-Day camp; and 3) Evaluation Day - 2 students from each village will present about their experience leading lessons in their villages after the camp.

Summary of Completed Project:

The Talas GLOW/BRO 2016 Camp allowed 31 students ages 14-17 from all over Talas Oblast to learn about many important issues affecting their lives and the lives of those around them. With the help of 7 local counterparts and 11 additional guest speakers, the students learned about and discussed several topics including gender equality, health, leadership, women's rights, and technology, among others. After sessions finished for the day the students had the opportunity to get to know each other during free time, a trip to the forest, and during a service project. The students showed off their talents during the end-of-camp talent show. Counterparts also showed off their acting skills during theatre hour. The camp concluded with roasting marshmallows around a fire, then having a dance party. Upon leaving the camp the students expressed their

enthusiasm for the camp, and several students expressed interest in coming back next year to help lead sessions.

After participating in the weeklong camp the students were equipped with the skills to become leaders, sharing what they learned with their peers. When the students returned to their schools they conducted their own sessions with their peers. During the follow-up evaluation day they shared their experiences as a leader. They discussed how they conducted their sessions, including successes and challenges. Student and counterpart evaluations revealed an overall positive camp outcome. Most students indicated they are confident in leading sessions and would like to continue to be a leader in the future. Counterparts also indicated their confidence and ability to lead camps similar to GLOW/BRO in the future.

Overall we were very pleased by the goals achieved during the Talas GLOW/BRO camp. All who attended walked away having gained something from the camp. We were unfortunately unable to reach the goal of having 8 counterparts leading the session. We brought in 7 counterparts initially, and two had to drop out throughout the week due to family health issues. With that being said, there were willing counterparts who filled in for them. All sessions were counterpart led.

We were just short of achieving the goal of 32 students participating, 16 boys and 16 girls. We had 31 students participate, one participant had to leave the first day because of a health issue. We had 14 boys and 17 girls participating. We were very pleased by these numbers, almost an even amount of boys and girls.

We didn't see the pre-test/post-test scores as high as we outlined in our goals (80%), however there was an overall increase in student scores, averaging at 72%. 100% of counterparts indicated being confident about teaching the material to others. During the Training of Trainers, the majority of counterparts reported not being comfortable talking about HIV/AIDS, however after the camp 1 CP indicated they were somewhat confident, 2 CPs indicated they were confident, and 3 CPs indicated they were strongly confident in teaching HIV/AIDS.

The weakest part of the camp was the peer sessions following the camp. The students, with their groups, were required to return to their schools and conduct at least 6 sessions of their choice to their peers. Only two groups completed all six sessions. 2 groups didn't complete any of their sessions. The other groups completed some sessions. Despite not completing their sessions, 80% of students indicated that they planned to be peer leaders following their sessions.

Camp Glow/Bros-Central Thailand		
Country - Thailand	DFW Funds Expended: \$8,057.14	Project Completed
	Community Contribution: \$3,434.24	
Number of individuals who have increased capacity as a result of this grant: 58	Number of Service Providers who have increased capacity as a result of this grant : 20	Community members who received an indirect benefit from this grant: 400

Summary of Initial Project Proposal:



Most PCV host communities are in rural areas of Thailand, which tend to follow traditional roles and values. These values can be rigid and prevent youth from fully exploring and accessing their options for the future. Another increasingly prominent issue for youth in Thailand is the pressure of beauty standards. Many girls and boys are told from a young age, by the people around them and by the media, that they are not beautiful or handsome because of the color of their skin, shape of their eyes, and many other physical

attributes. This cycle of negative body image and denigration of others often begins at a young age and can be detrimental to youth’s self-esteem and overall mental health. Supporting positive attitudes about physical appearance is an aspect of confidence-building rarely addressed by youth leadership programs in Thailand, but desperately needed.

Throughout Thailand, gender inequality contributes to Thai youth displaying an inaccurate sense of self-worth, capabilities, and potential. This barrier is the driving force behind GLOW/BROS camps. GLOW (Girls Leading Our World) is a global movement and the inspiration for Peace Corps Volunteer (PCV) projects worldwide, in which PCVs and their communities create camps that enable youth to become confident leaders. The most recent evolution of GLOW in Thailand is Camp GLOW/BROS (Boys Respecting Others and Self), which includes both girls and boys, as we recognize that all youth have an important role in promoting gender equality in their communities. Youth from PCV host communities across the central region of Thailand will be invited to attend a four-day camp accompanied by their PCV as well as a host country nationals, such as a teacher or youth group leader. The camp aims to empower youth through activities focusing on self-esteem, leadership, goal setting, and healthy relationships. By focusing on topics such as these, our camp will result in youth with an increased sense of control over their own

circumstances and the tools necessary to make informed decisions which will enable them to achieve their goals in life. The training that youth and staff will receive on gender-related issues can later be employed in their individual communities as they encourage their peers to create positive change by proliferating fresh ideas about gender issues.

Summary of Completed Project:



From October 3-7th in central Thailand, 58 students, 10 Peace Corps volunteers, and 15 host country nationals came together to learn about ourselves and each other in an encouraging and supportive environment. Throughout the week all parties grew and developed with respect to personal as well as professional skills. The lessons delved into issues of gender, gender based violence, sexual health, healthy relationships, puberty, self-respect, leadership, goal setting, responsibility and citizenship. As the week went on youth worked to define these topics and consider what implications their surroundings and personal beliefs have on the way in which they will utilize the information they have obtained. While these topics made up the curriculum for the camp, the activities, games and overall atmosphere gave way to many unplanned opportunities for growth. Youth, counterparts and the volunteers became a community that sought to help each other succeed as well as enjoy the

time spent. The group dynamic was an element that added extra meaning and value to the camp. The time spent working on skills as well as interacting with other participants set the foundation for further development work to be prompted by the camp participants in their regions and on a larger scale throughout the country.

GLOW central camp showed an increase in youth knowledge and understanding across every topic covered. This was evident in youth's participation and confirmed by Pre/Post test results. The counterparts present also showed excellent retention of their training materials as well as an increase in proficiency while facilitating those materials. An added benefit of the camp providing youth with an opportunity to interact with peers from various backgrounds and regions. This exposure gave each lesson and activity diverse responses, which furthered the discussions.

Camp GLOW (Girls Leading Our World)		
Country - Ukraine	DFW Funds Expended: \$3,964.65 Community Contribution: \$6,698.50	Project Completed
Number of individuals who have increased capacity as a result of this grant: 71	Number of Service Providers who have increased capacity as a result of this grant : 71	Community members who received an indirect benefit from this grant: 1035

Summary of Initial Project Proposal:

Looking at Ukraine as a whole "community," we have genuinely found a need for girls to play an active role as leaders, not only with projects but regarding other themes/topics such as: safe sex, sexual health, healthy relationships, self-empowerment, self-esteem, human trafficking, gender equality, gender roles around the world, women around the world and so on. Our priority in addressing this project is to create the opportunity for girls to learn all of this knowledge in a safe environment which will then lead to them implementing successful community projects within their own villages, towns and cities. The background of the Ukrainian community has seen successful projects such as this before, but the sustainability factor is lacking. Our objectives and goals will therefore point towards Ukraine's sustainability regarding these aspects in the girls' lives. This camp will bring students together from multiple locations throughout the country.

Camp GLOW (Girls Leading Our World) will offer a unique opportunity for girls, aged 14-17, from across Ukraine to connect with one another to build strong relationships while addressing serious themes together. The overall focus of the camp will revolve around Leadership in daily life and how it affects other important themes within the lives of girls and women throughout the world. Daily discussions will address such themes as: Gender Equality, Women Around The World, Women’s Health, Volunteerism, Healthy Relationships and Self-Importance while incorporating self-empowerment activities and practical life skills training. Campers will be guided through this week-long series of discussions and fun-filled activities by Peace Corps Volunteers and Ukrainian counselors in both English and Ukrainian language. This camp will provide a safe environment for girls to proactively tackle issues and stereotypes surrounding women, to empower themselves through the support of others and to find a voice in their communities, thanks to the Let Girls Learn initiative and Spring of Hope (NGO). By the end of this camp, the girls will be able to identify goals for themselves in the short term and within their individual communities for the long term. Through community support and contribution, these girls will be able to implement their own projects post-GLOW in their own communities thus providing a wide-spread impact throughout the entire community of Ukraine.

Summary of Completed Project:

Upon arrival to our permanent sites, the questions began circulating: What were our partners lacking or hoping for in their work with us as Peace Corps Volunteers? It became clear quickly that many of the young girls and women at our sites were consistently claiming that they did not have a voice, they were over looked constantly and they did not feel well-informed regarding hot

ticket themes across the world. Thus, we ventured into the re-creation of Camp GLOW, Girls Leading Our World. This camp would provide a safe environment for girls, ages 14-18, to share in their own creative processes, be heard and most importantly, to discuss such themes as Gender Equality, Diversity/Intersectionality, Human Trafficking, HIV/AIDS prevalence and Women at Work in Ukraine.

The campers approached our ideas cautiously at first but once they realized that they were in a completely safe space with the support of Ukrainian women and Peace Corps Volunteers, it became apparent that we had some really special moments to come. The girls were able to enjoy open forum classes taught by Ukrainian and Peace Corps Volunteer duos that forced them to think outside of the bubble of camp while utilizing their newfound friends and the ideas that were presented to them. We brought them through diversity simulations, proper condom application, positive self-esteem and body imagery, human trafficking resources and an HIV/AIDS simulation that we will never forget.

The girls left the camp as informed young women, intent on sharing their knowledge with as many people as they could find. Since then, there have been over 45 trainings, clubs and mini-camps held discussing our myriad of themes in detail. Many campers are specifically focusing on Human Trafficking and HIV/AIDS since both have a major prevalence in Ukraine and many young women are more affected by HIV/AIDS every year than men. Many of the girls have opted to involve boys and young men in their clubs and groups which is a massive step for gender equality in small and rural communities, especially.

This camp was not only an incredible experience for the campers, but also for the Peace Corps Volunteers and Ukrainian counselors working side by side to make it happen the first year that Peace Corps returned to Ukraine. Our joint lessons were informed, relatable and well-constructed and the girls flourished from the structure of the camp: they had the ability to ask questions at any time, free expression of thoughts/ideas and an opportunity to be actively creative. While there was a massive amount of hard work involved in getting this project off the ground, Peace Corps, Let Girls Learn and Ukrainians came together in a fantastic collaboration that provided a beautiful space for young women to learn and grow together in Ukraine.

Our goals revolved around our target group: Ukrainian girls ages 14-18. They included raising awareness of gender issues and knowledge of the prevalence of HIV/AIDS in Ukraine, the promotion of leadership skills amongst young women, sustainability of the GLOW program and ensuring our collaboration with Ukrainian counselors/teachers throughout the process. The girls had very frank and open conversations regarding gender equality in Ukraine, stigmatization, diversity, multiculturalism and what their roles in society would be in effect to change ideas or become leaders in their communities.

The objectives that we looked at included 60 campers but of course there were many who backed out at the last minute or had family emergencies crop up that were unavoidable. However, our main objectives remained the same: educating girls to make informed decisions regarding gender equality; demonstrating leadership and how they could emulate the idealisms focused on at camp; creating a safe space to discuss sexual and menstrual health and to dispel myths regarding both, etc. Promoting leadership skills also went along with the projects that the girls would

implement at home, and thus far we have heard nothing but positive reactions from the communities as the girls return and implement their projects! Community feeling has remained engaged and enthusiastic which is wonderful as the beginning of this project saw some skepticism. There are still skeptics but they have begun attending GLOW meetings and discussing alongside the rest of the groups!

Camp Atacora		
Country – Benin	DFW Funds Expended: \$3,495.40	Project Completed
	Community Contribution: \$1,618.00	
Number of individuals who have increased capacity as a result of this grant: 39	Number of Service Providers who have increased capacity as a result of this grant: 6	Community members who have received an indirect benefit from this grant: 45

Summary of Initial Project Proposal:

Camp Atacora is Benin’s first girls’ and boys’ camp aimed to bridge the gap between the two genders. This year we hope that by including both sexes in one camp, boys and girls will gain a greater understanding of what equality really is, while giving them opportunities to put these teachings into use. The week long camp is for students ages 12-16. Peace Corps Volunteers from the region will work with community members to identify 4-5 motivated middle school girls and boys from their villages to participate in the camp, for a total of 40 camp participants. In addition, each participating volunteer will bring one counterpart to serve as a role model, facilitator, and chaperone for the duration of the camp and ultimately as a more permanent resource for the community. Volunteers who participated in a Camp GLOW (Girls Leading our World) or a Camp BRO (Boys Respecting Others) in 2015 will bring camp alums that will serve as peer counselors throughout the camp.

Throughout the week, the participants will be led through sessions, and will identify and discuss how to bring their new skills and the ideas from camp back to their villages, specifically to other students of the same age group. The camp will incorporate sessions on gender equality, leading healthy lifestyles, the rights of women and children, health education, nutritional gardening, goal setting, and effective study skills. All of the sessions will be co-led by both the counterparts and the Peace Corps volunteers. The ultimate goal of the camp is to increase students’ awareness of gender inequality in their communities, develop strategies to respect males and females equally, and to share that information with their communities. We also hope to motivate them to continue their education and develop the skills necessary to grow into successful, confident, multi-talented individuals. We will mostly keep girls and boys both together to promote equality, but we will separate them for more sensitive issues.

Camp Atacora gives its participants a chance to practice gender equality after discussing it. Our camp is a unique opportunity to have girls and boys learning and working together because we believe that the only way to truly make progress is by providing these students with a safe environment to observe, exercise, and experience gender equitable practices. Our camp will also be highly focused on STEM (Science, Technology, Engineering, and Mathematics) projects to help students learn to think critically and explore new career paths while having fun and working with other motivated students in their region.

Summary of Completed Project:

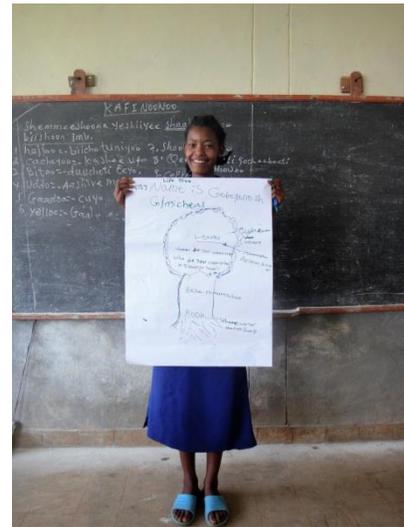
Camp Atacora was Benin's first co-ed gender equality camp. The idea behind the camp was to bring together motivated kids from around the region to promote gender equality through discussion, sports, and team activities. In the mornings, volunteers held sessions and presented on topics such as: hygiene, malaria prevention, nutrition, moringa, puberty and sexual health, sexual harassment and healthy relationships, strong women and leadership, self-esteem, gender equality, rights of women and children, goal setting, public speaking, sports, and community service projects. In the afternoons, we did STEM (Science, Technology, Engineering, and Mathematics) activities to stimulate creative thought processes and to enable team work. These activities included building straw towers, building unsinkable boats out of tinfoil, doing an egg drop in which they had to create a stable contraption out of trash to keep the egg safe during a drop, and finally, building volcanoes using pieces of cut up metal screen and papier mache. One of the volunteers was a history and geography teacher, and he gave a lesson on volcanoes. The objective of these activities was to show the kids that everyone has something to contribute. Everyone has different ideas and different strengths, and when you combine those and work together, you can achieve your goals, whether you are male or female. A total of 18 boys and 21 girls from 9 different villages around the region participated in the camp, along with 7 community partners and 8 volunteers.



Camp GLOW Bonga		
Country – Ethiopia	DFW Funds Expended: \$1,736.19	Project Completed
	Community Contribution: \$2,078.57	
Number of individuals who have increased capacity as a result of this grant: 55	Number of Service Providers who have increased capacity as a result of this grant: 7	Community members who have received an indirect benefit from this grant: N/A

Summary of Initial Project Proposal:

Girls Leading Our World (GLOW) camps are a key tool in the Peace Corps gender awareness toolkit. The 2016 Bonga Camp GLOW will be co-educational and will have students and counterparts from several communities participating. The camp will focus on several objectives: promoting gender equality; developing leadership skills; improving self-esteem; increasing knowledge of sexual/ reproductive health; supporting aspirations and post-secondary school goals; and enhancing environmental awareness. Along with the core objectives, the camp will also promote extracurricular activities and constructive free-time. The activities are outlined with each day’s focus themes.



- Monday's focus themes are: What is Gender Equality? What do Gender Roles mean?
- Tuesday: Focusing on life here (in Ethiopia); Resourceful Attitudes, Intrepid thinking/Setting and attaining goals; the importance of English in Education; and Becoming a role model.
- Wednesday: Sexual and Reproductive health and First-Aid; and Day of Dialogue.
- Thursday: Environmental Awareness Day; and Gender swap (male students will prepare a meal for the female students).
- The extracurricular activities will involve: Counterpart training on Project Design and Management; and students clubs in English, Sports, Arts and Crafts, and Drama.

The community will contribute lodging; the camp will be held at a local high school. The community will also contribute skills (language translations, resources, talents, cultural awareness, junior counselors) and labor.

The camp activities' have a heavy emphasis on positive behavioral change and promote peer support. With both of these factors, the students and counterparts will grow interpersonally and carry the growth back to their schools and communities.

Summary of Completed Project:

Camp GLOW-Bonga was an overall success. Like many planned events, there were unforeseen challenges that we overcame through the help of strong, reliable counterparts.

As Camp Director, I would like to highlight one camper's success story.

Camp GLOW-Bonga had students participate from seven different villages. Some of the students' villages are in remote areas of the southwest region. One female student from the Beha village (population 500), had participated in many gender empowerment and English enhancement activities prior to Camp GLOW. At first, she was very shy to come; other than the village nearest to her, she has never left her village of Beha. The first day of camp, she became overwhelmed and cried because of her new place setting. But, slowly throughout the week, with the encouragement of her peers, junior and camp counselors, she became one of the most enthusiastic and involved campers. As the director, it was inspiring to see her, along with others, develop stronger self-esteem and adaptation skills so quickly.

Camp GLOW Sidama		
Country – Ethiopia	DFW Funds Expended: \$1,262.55	Project Completed
	Community Contribution: \$1,257.52	
Number of individuals who have increased capacity as a result of this grant: 30	Number of Service Providers who have increased capacity as a result of this grant: 7	Community members who have received an indirect benefit from this grant: 90

Summary of Initial Project Proposal:

Peace Corps volunteers will work with counterparts to lead educational sessions to encourage and promote leadership, confidence, volunteerism, and positive self-esteem among rural Sidama girls in grades 5 and 6. In the rural areas no one knows their ages, but the ages could be anywhere from 11 to 14. The girls will impact their communities by applying newly acquired knowledge and skills in conjunction with their PCV at their sites. Camp activities include gender sessions, journaling, public speaking, teambuilding, tree planting, and mural design. Members of the community will contribute their time to benefit the camp. A local school will donate the use of their compound as well as discount prices for lodging and food for the participants of the camp.

Summary of Completed Project:

This August, twenty female campers, seven Ethiopian counterparts, and six Peace Corps Volunteers (PCVs) attended Sidama Camp GLOW 2016. Camp GLOW (Girls Leading our World) inspires girls and young women to be leaders within their communities and capacitates counterparts to lead gender equality sessions in the future. Sidama Camp GLOW 2016 succeeded in achieving Peace Corps goals by providing a capacity building experience for our Ethiopian counterparts and campers, as well as sharing American culture with our students. Thanks to Let Girls Learn funding and community contributions like accommodations, tea, coffee, and food, our program had adequate resources to be successful.

During camp, the girls addressed gender roles and norms; built hand-washing stations; planted seventy indigenous tree species; learned about the female anatomy and how to deal with menstruation; sewed twenty reusable menstrual pads; braided friendship bracelets; set long term goals for their lives; created personal portraits showing that they can be good role models; and performed skits about girls overcoming challenges. The campers and counterparts experienced American culture by eating popcorn while we watched a film, making s'mores by the campfire, and throwing a Frisbee around, and playing sports.

The campers were girls from rural areas who completed fourth, fifth, or sixth grade. In rural Sidama, most girls drop out of school after eighth grade while their male peers continue. We hope by teaching the students about leadership, volunteerism, and self-confidence that they will

become more active in and outside of the classroom. By empowering these girls at a young age, their communities can benefit from their new knowledge, skills, and attitudes.

The camp counselors, or counterparts, were seven young Ethiopian men and women who work with participating Peace Corps Volunteers at their sites. The counterparts taught the sessions in the local language, Sidamic, and translated when necessary. As indirect beneficiaries, counterparts learned and appreciated the importance of facilitating sessions in new interactive ways that attract young girls' attention. They also developed new positive attitudes about volunteerism and learned how to conduct a summer camp themselves. All seven counterparts expressed an appreciation of the summer camp learning style and expressed an interest in conducting similar programs in the future.

Sidama Camp GLOW's partner NGO was a school. The school aims educate vulnerable children from kindergarten to fourth grade to provide them with a good educational foundation. Common River also provides a women's empowerment program to increase literacy and teach practical skills like beekeeping and chicken rearing.

Camp counselor Caylene from G10 Health stated, "I enjoyed Sidama Camp GLOW because it gave my girls the opportunity to interact with other girls their age in a safe, encouraging environment, which is something they never experience in their rural villages. I brought 6 girls and even though the camp was less than 3 days, I observed a noticeable difference in how my girls expressed themselves. By the end of camp, they were confident to answer questions in front of the group, engage in new sports, and sing obnoxiously on the bus even though there were older men and women aboard who didn't know my girls or know about our program. I think inviting participants from the same background (rural Sidama girls) and facilitating sessions in Sidamigna was especially helpful for the girls to feel like they could freely express themselves."

Camp GLOW (Girls Lead Our World) Jamaica 2016

Country – Jamaica	DFW Funds Expended: \$3,894.08	Project Completed
	Community Contribution: \$2,793.76	
Number of individuals who have increased capacity as a result of this grant: 22	Number of Service Providers who have increased capacity as a result of this grant: 15	Community members who have received an indirect benefit from this grant: 30

Summary of Initial Project Proposal:

In over 60 countries, Camp GLOW (Girls Leading Our World) has been an effective strategy to empower adolescent girls by increasing their skills in leadership and opportunity, as well as encouraging community engagement. Peace Corps Volunteers and their teacher counterparts formed the first Camp GLOW in Romania in 1995 as a platform to address the challenges of local young women. Today, the camp has been replicated all over the world, with tailored programming to fit the needs of the young women in their individual communities. The Empress Women’s Group of Peace Corps Jamaica, in collaboration with Plant Jamaica, plans to coordinate Jamaica’s first Camp GLOW for thirty (30) Jamaican girls ages 13-17 from rural and low-income communities. During a 4-day, 3-night camp, the program aims to lead campers in activities centered on developing leadership skills and self-awareness, as well as increasing knowledge of and caring for the environment. We wish to promote the belief that every camper has the ability to make a difference in her community. The above objectives of Camp GLOW will be met through art, music, interaction with nature, and reflective writing.

Peace Corps Volunteers, in collaboration with their respective local counterparts across the island, will recruit girls who are interested in being active change-agents in their communities. The Camp GLOW Committee has partnered with Plant Jamaica and various other organizations and businesses to provide contributions of food items, guest speakers and activity facilitators. This project has incredible potential to set the stage for Camp GLOW to occur annually in Jamaica, with the local community taking ownership over the planning of the camp as it becomes more established.

Summary of Completed Project:

The biggest project-based accomplishment of my Peace Corps service was hands-down helping to organize Jamaica’s first Camp Girls Leading Our World (GLOW). Our initial committee consisted of Peace Corps Jamaica Group 86 POWER women, which tapped into their skills and networks to orchestrate an inspiring four days of empowerment, self-expression, and fun for twenty-two girls, ages 13-17, from across the island. We worked hard to ensure this camp would be sustainable by inviting two amazing women from Peace Corps Jamaica Group 87 (they came on the island a year after our group) to participate and take notes on areas of improvement for Camp GLOW 2017 since the torch is now passed on to them. In order to make this camp successful, we partnered with multiple national organizations, as well, including Plant Jamaica,

JN Foundation, Respect Jamaica, and Knox College. This camp would not have been possible without Michelle Obama's Let Girls Learn initiative and Dining for Women's generous donation.

I am thrilled with how the first year of camp worked out; there were only minor details that would make camp go smoother next year. I truly believe that every girl who attended left with new friends from across the island, improved self-esteem, awareness of volunteerism and increased professional development.

Campers made journals in order to explore creative writing and foster a safe space for self-expression; tie-dyed GLOW shirts to let their own unique style shine; and learned how they could become leaders in their communities. We also had a bonfire where we shared songs and s'mores, held spontaneous dance parties, and had a grand finale talent show.

"I learned that every person, including me, has the light of greatness within us," stated one camper when asked at the end of camp what she had learned about herself.

Another camper wrote the counselors a letter on behalf of all the GLOW girls: "Although it was just for a few days, we met each other and felt a little strange at first, but now we are letting go of a big part of us that we wish we could keep forever."

These girls will keep forever what they gained during GLOW camp, and can continue to explore the topics covered during camp in local GLOW camps that counselors will facilitate at their local schools or libraries. GLOW ON!

Camp GLOW 2016 Chuuk

Country – Micronesia	DFW Funds Expended: \$2,481.65	Project Completed
	Community Contribution: \$1500	
Number of individuals who have increased capacity as a result of this grant: 35	Number of Service Providers who have increased capacity as a result of this grant: 14	Community members who have received an indirect benefit from this grant: 600

Summary of Initial Project Proposal:

Lien Camp Fapul is a leadership camp for eighth grade girls in the islands of Micronesia. We work to educate young women about their bodies, the environment, and successful education practices. We also work to empower these girls to solve conflicts peacefully, express themselves artistically, and forge relationships across the islands. Lien Camp Fapul was started because PCVs and local teachers noticed a need for discussion and information about what it means to be a young women in Micronesia today. Such conversations are normally taboo so we aim to create a



space where these subjects can be discussed and reflected upon. Our purpose is to empower female students to be strong, independent, and intelligent young women in their community. The community really drives the success of the camp. Female teachers serve as the counselors; the community donates security, food, and housing; and the community leaders all look forward to seeing how the young women flourish during camp. Some specific project activities that help achieve our objectives include sex education, study tips, health and nutrition seminars, daily exercise and sports activities, as well as art projects. The girls return to their islands having formed strong bonds with female role models and with information about their bodies and life choices.

Summary of Completed Project:

Over the course of four days, 25 girls participated in activities and workshops led by local women, which were designed to empower and educate them about important issues facing young women in Chuuk today. The first workshop focused on good nutrition and diabetes prevention. The girls discussed healthy food that they can find on their islands and the types of food that they should eat less of. During the second workshop, the girls learned about female anatomy and menstruation, which is a topic that is not taught in their schools. The third workshop concentrated on male anatomy and STIs. The girls learned about the importance of using condoms and how to protect themselves from getting pregnant or infected with an STI. During the fourth workshop, the girls learned about different types of abuse and the importance of consent. The fifth workshop focused on LGBT rights and sexual orientation, which is a taboo

subject in the region and is therefore not openly discussed. During the sixth workshop, the girls talked about problem solving techniques and how to deal with their problems in a healthy, constructive way. In between workshops, the girls did team building exercises, played volleyball, tie dyed t-shirts and made s'mores.

Naryn Girls Leading Our World (GLOW) Grant

Country – Kyrgyz Republic	DFW Funds Expended: \$3,283.99	Project Completed
	Community Contribution: \$1,461.02	
Number of individuals who have increased capacity as a result of this grant: 345	Number of Service Providers who have increased capacity as a result of this grant: 0	Community members who have received an indirect benefit from this grant: 230

Summary of Initial Project Proposal:

Many young women in Kyrgyzstan do not know about STIs, about their bodies, ways to creatively and critically think about issues in their country, and how to have open discussions about gender equality. Many of these topics are seen as 'ooyat' (shameful) and are often overlooked in schools.

Through a Girls Leading our World (GLOW) camp, we will directly address these issues with information about STI transmission and prevention, peer pressure, reproductive health, healthy relationships, leadership, diversity education, and women's empowerment. The camp will take place over 6 days and will reach out to 20 girls aged 14-17 years-old from the region. The camp will be facilitated by local contacts. 2 Issyk Kul GLOW camp alumni will be chosen to be camp counselors. The camp counselors will have had 3 years of experience attending a GLOW camp as attendees, peer leaders, and camp counselors. They will help facilitate the ToT and run the camp. There will be a minimum of 5 local counterparts that will facilitate the lessons. Each of these counterparts will have a K-23 Peace Corps Volunteer (PCV) to support them in their lesson planning and facilitation.

The camp will: 1) Strengthen Kyrgyz girls' knowledge about STI transmission and prevention 2) Develop more tolerant and accepting attitudes towards others who may be different 3) Increase Kyrgyz girls' knowledge about the risks associated with alcohol and drugs and learn how these risky behaviors can be directly linked with peer pressure 4) Increase awareness and knowledge of gender issues specific to life in Kyrgyzstan 5) Train students to become trainers and conduct at least six hours of camp-related sessions within their communities.

There will be 3 events that will take place in this year's Naryn GLOW camp: 1) Training of Trainers (ToT) - 2-day training for 5 counterparts to prepare for lesson planning and camp facilitation 2) 6-Day camp 3) Evaluation Day - each village will present about their experience leading lessons in their villages after the camp.

Summary of Completed Project:

In the fall of last year, I started to hear about a project called GLOW. After asking some of my friends in a neighboring area about it, I started



thinking about what the girls in my community and in my area needed. I did research and started asking questions to test for motivation from other volunteers and community members. When I saw promise and motivated individuals eager to help, I started writing the grant and figuring out logistics. Working in the poorest and most traditional area of the country, I soon came to realize that this project was so needed and wanted. This project had been tried before by previous volunteers but had ended up unsuccessful because of the lack of venue. Since my neighboring area had had many successful camps in previous years at previous camps, I decided that it would be feasible to bring the girls to the same venue that they had been using. After that, I started getting quotes and working with local counterparts to bring my dream project into reality. Although the project was complicated after I moved to a different part of the country, I found ways to make it work. I refused to give away my project "baby" and recruited more people to help put the plan in action.

When the grant was approved and the money came, that's when the real work started. Coordinating everything was difficult and I ran into many barriers such as language, unreliable people, and logistical difficulties. However, when the ToT came and it was overwhelmingly successful, I started to breathe easier knowing I had an incredible team by my side. The point of this project is not for volunteers to teach, but to enable counterparts to teach lessons, even if it puts them slightly out of their comfort zone teaching about topics unknown to them before. After the ToT, we felt comfortable together and our team knew better what to expect. The first part of the project was a success.

Although the days leading up to the camp were a whirlwind of receipts and shopping, after we all arrived, it was a relief. The camp went as smoothly as I could have hoped. The counterparts taught their lessons with a capability that surprised me, the volunteers were all willing to help me, and the girls surpassed my expectations. The participants opened up, shared stories, asked questions, and expressed their gratitude for the opportunity.

Lastly, seeing all the girls' shining faces at Evaluation Day is what sealed the deal. The excited, motivated, and strong participants came back together in a bundle of joy. Gossip, lunch, and selfies aside, the girls displayed the confidence that they had taken from camp and utilized in their villages to lead trainings for their peers. From Goal Setting to Sexual Health, it was clear that the girls had truly grown due to this experience. All of Naryn Oblast is lucky to have these strong participants working in their communities, and hopefully they can spread the word to other schools, increasing the presence of GLOW Girls in Naryn.

Overall, the project was a huge success. My only wish is this project will sustain for years to come.

Girls Leading Our World Camp		
Country – Mongolia	DFW Funds Expended: \$2,690	Project Completed
	Community Contribution: \$968.63	
Number of individuals who have increased capacity as a result of this grant: 75	Number of Service Providers who have increased capacity as a result of this grant: 9	Community members who have received an indirect benefit from this grant: 275

Summary of Initial Project Proposal:

This girl’s leadership camp will teach 10th-12th grade female students about leadership skills (including teambuilding, critical thinking, communication, and project building), health, and improve self-awareness. Our objective is to teach our students these new skills which they can then apply in the community, either through a community or school project. The community will contribute both to the camp and the after-camp activities. During the camp, we will primarily have Mongolian teachers for each session and the Youth Development Center has said they will solicit financial and other contributions from the community. After the camp, it will be up to each Mongolian teacher to schedule monthly meetings with camp attendees to check on the project progress, provide some guidance, and continue their leadership training with a short session or game.

Summary of Completed Project:

While the idea for our camp was very well supported by teachers and students, we had some unforeseen circumstances. Our camp was scheduled for mid-August, but I thought nothing of it when originally planning the camp. I was thinking with my American brain, not my Mongolian one. Our camp was supposed to be a sleep-away camp in the mountains, but it began snowing in the mountains the week before our camp was scheduled to begin. Teachers became worried about the temperature. Then, days before the start of the camp, 3 teachers had to drop out due to health issues. They had been told by their doctors that going to the mountains wasn't a good idea in their condition (some were pregnant and some had other health issues). I was floored. There was no way we could have our camp with only half of the original teachers. We tried to find replacements, but most people go on vacation at that time of the year. Students were, reasonably, very upset.

The only way we could think of to save the camp was to make it a day camp in the city. All teachers could participate if the camp was in the city. Since we no longer had the major expense of camp tuition to pay for, we could add more girls to the day camp and give them more materials. This was not a popular decision and I wish we hadn't had to make it, but we strongly felt that some camp was better than no camp. The teachers also decided to make it a 3-day camp since we had to make some new plans so quickly. We ended up having the camp at my school. It was a good, central location. We still had lessons on communication, team building, self-

confidence, critical thinking, project design, sexual education, and healthy eating. Girls were split into 4 groups made up of a mixture of different schools, but returned to their own classmates for project design.

We were able to buy binders and pens for all students, snacks and lunches every day, and prizes for best attendance, most improved, etc. We had a "warm up" song in the mornings to get students laughing and excited. Teachers helped each other when they didn't have their own class, and in this way learned even more about each lesson.

Interestingly, the most popular thing we did was make friendship bracelets. Students went crazy for this activity. I believe they all ended up making several over the 3-day period, both at home and in sessions, and then they gave one of them to a new friend at our closing ceremony. It was a very sweet thing to see. I'm happy to say I made a friendship bracelet for each teacher, and received one from a student.

GLOW/BRO and SFS Camps		
Country – Thailand	DFW Funds Expended: \$500	Project Completed
	Community Contribution: \$1,476.85	
Number of individuals who have increased capacity as a result of this grant: 82	Number of Service Providers who have increased capacity as a result of this grant: 25	Community members who have received a direct benefit from this grant: 107

Summary of Initial Project Proposal:

Let Girls Learn/Camp GLOW (Girls Leading Our World) is a sustainable and capacity-building project set in a casual, fun environment. The purpose of the camp is to bring girls together for motivation and fostering of self-esteem, confidence and assertiveness, as well as to increase the students’ self-awareness and develop goal setting, career and life planning skills. This camp will also empower girls and boys to embrace positive gender norms and healthy relationships. This camp will help to identify and build youth leaders and to increase girls’ leadership and community involvement in support of positive gender equality.

We will be incorporating a series of team building activities into our sessions. The team building activities/games will help develop communication, coordination, cooperation and team spirit among the students. There will be a session on goal setting that will lead to a planning session on future aspirations and careers. We will provide a career panel of female role models (medical, law enforcement, politics, finance, education) in positions of importance within the community, to encourage the girls to think about what they might want to be one day.

This gender equality and empowerment project has the potential to keep girls in school, and the ability to inspire new ideas and opportunities for the girls within our community. The students will be encouraged to think more immediately about what activities during the camp affected them and how they will share those lessons with other girls in their community.

Summary of Completed Project:

Let Girls Learn/Camp GLOW Korat helped to build skills and foster the idea that every young woman can make a difference in her community. These youth will be champions for gender equality and female leadership.

During the camp, the following goals were achieved:

- 1.) Participants wrote career goals and plans.
- 2.) Teachers taught gender-based lessons to all participants.
- 3.) The majority of our targeted audience participated in all sessions.
- 4.) The majority of our targeted community members contributed as role models during camp.
- 5.) Camp participants were made aware of alternatives in education as well as informed of new opportunities.

It is interesting that in this context, separating the students by gender allowed for a safer and more private environment for all students to discuss gender related topics.

In addition to the skills and knowledge passed on to the campers, participation and planning of this camp fostered self-confidence and self-esteem within my counterparts. This camp provided the introduction of my counterparts and school staff to local community professionals and other organizations in their own backyard, thereby creating a sustainable network of support moving forward.