



## Health Part 1

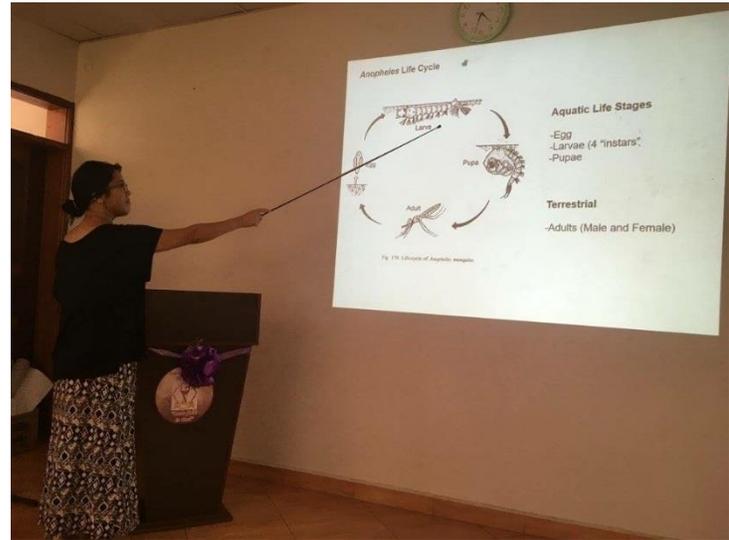
This sector of the IDEA Book includes health projects established by previous Peace Corps volunteers in their communities. These projects include a range of ideas that have helped their communities collaborate to create health centers, life-saving programs, and outbreak prevention plans. This sector includes projects from several grant types.

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# Uganda: 2017 Malaria Regional Boot Camp

*Peace Corps Volunteers Strengthen Community-Level Capacity to Fight Malaria*



*PCVs provided community members with technical knowledge on mosquito life cycle and mosquito net maintenance*

According to the 2016 Presidential Malaria Initiative, Uganda has the highest number of *P. falciparum* infections in sub-Saharan Africa and the highest reported malaria transmission rates in the world. Malaria kills between 6,000-7,000 Ugandans annually, making it the leading cause of death for children under 5. In response, PCVs partnered with a Think Tank to design a **'mini' boot camp** that would provide **capacity-building workshops** and **technical knowledge** for participants to be **Malaria Health Educators** in their community.

The 3-day boot camp focused on addressing existing knowledge gaps, and included **20 sessions** to educate participants in topics such as malaria in pregnancy, malaria and co-infections, and malaria in children under 5. Likewise, participants **created community specific action plans** to control malaria. As a result, **250 malaria activities were facilitated** by community participants during the World Malaria Challenge in April: with 89% participants in the East and 60% of participants in the North having facilitated **Behavior Change Communication (BCC)** messaging regarding net usage, early treatment, Indoor Residual Spraying (IRS), Intermittent Presumptive Treatment for pregnant women (IPTp).

## Small Investments

Total Project Amount: \$5,280.82

SPA Funded Amount: \$3,784.40

(Including: accommodations, meals, conference hall)

Community Contribution: \$1,496.42

(Including: flip chart, soccer balls, projectors)

## General Grant Information

This application has been developed as a tool to help Volunteers and their communities plan successful small grant projects. The information that you record here will also be transmitted to Peace Corps Headquarters for internal reporting and reporting to donors. Please work with your community to fill out this application and return it to the appropriate staff member at post for review. Before completing any section, make sure to read the entire application.

**Project Title:** 2017 Malaria Regional Boot Camp

**Grant Type:** Small Project Assistance (SPA)      **Status:** Project Completed

**Volunteer:** PCV #1      **Responsible Program Manager/APCD:** Program Manager

**Country:** Uganda      **Program Element:** 3.1.3, Malaria

**Project Start Date:** 11/1/2016      **Project End Date:** 7/31/2017

*The budget information below will auto-fill once the budget has been entered into PCGO. If these fields are blank, you do not need to fill them in.*

**% Comm. Contribution Proposed:** 30.09      **% Comm. Contribution Final:** 28.34

**Comm. Contribution Amount Proposed:** \$3,970.15      **Comm. Contribution Amount Final:** \$1,496.42

**Amount Requested:** \$9,223.13      **Amount Approved:** \$9,223.13      **Amount Remaining:** \$5,438.73

### Requested Grant Amount (local currency)

30897500.00

**Exchange Rate: \$1US= (enter local currency value here):** 3350.00

**Number of PCVs working on project:** 1

## Community Information

City/Town/Village	Community Group Name	Group Contact Information (phone, address, etc.)	Group Contact Person
Community #1, Community #2, Community #3, Community #4	Organization #1		Group Contact Person #1

Click Ctrl+Home to return to top

## Classification

Choose from the following categories to give your project a primary classification: Agriculture, Education, Environment, Health, Municipal Development, Community and Economic Development, Youth Development, Water and Sanitation, HIV/AIDS, ICT, NGO Development, Volunteerism, Food Security, or Gender and Development.

From the same list above, choose one or more secondary classification to describe your project, if applicable

Primary Classification?	Classification(s)
No	Education
Yes	Health

## Volunteer Information

<b>Primary PCV</b>	PCV #1	<b>Peace Corps Sector</b>	Health	<b>COS Date</b>	9/14/2017
	_____		_____		_____
<b>PCV 2</b>		<b>Peace Corps Sector</b>		<b>COS Date</b>	
	_____		_____		_____
<b>PCV 3</b>		<b>Peace Corps Sector</b>		<b>COS Date</b>	
	_____		_____		_____
<b>Other PCVs:</b>					
	_____				

## Project Narrative

Please fill in each box explaining the planning for your project.

### Summary

Please provide a brief summary of the project (up to 250 words). Include project activities, objectives, the community's contribution and the potential impact the project may have. For PCPP applications, this is the text that will appear on the PCPP webpage, please omit specific location information.

According to the President's Malaria Initiative 2016, Uganda has the highest number of *P. falciparum* infections in sub-Saharan Africa and the highest reported malaria transmission rates in the world. The two regions most impacted by malaria are the mid-north and east-central. Recently, we have seen increased cases nationwide and the Think Tank #1 wants to equip PCVs with the skills and knowledge acquired by our representatives at the April 2016 Malaria Boot Camp in Senegal. Because this is the first malaria boot camp in Uganda, we want to focus on the two most impacted regions.

### Background

Describe the background of the community and what priority this project addresses.

Facilitators will create sessions that will address topics such as (but not limited to) malaria in pregnancy, malaria and co-infections, and malaria in children under 5. The project will increase the knowledge of PCVs and their counterparts and identify their role in community health activities while also firmly establishing their connection with other community based organizations, primary and primary teachers' colleges, and health care providers.

### Community Involvement

How is the community the driving force behind the project? Provide examples that demonstrate the community's involvement in the design and planning of this project.

Think Tank #1 will work together with Ugandan governing bodies Government Agency #1 and Government Agency #2 representatives. Additionally, we will work with district and community officials in Community #2 and Community #3 to identify venues and discuss the local malaria situation to cater the boot camp to the region. We will also create a counterpart application and distribute it beforehand to identify the specific needs of the communities they're working with.

### Outcome

Briefly describe the desired outcome of the project.

This project is set to contribute to the reduction in the prevalence rate of malaria and incidences of new cases registered at the health centers. It also serves as a means to raise awareness among PCVs from all sectors about the impact of malaria in the country and to become engaged in prevention activities, building momentum for a movement within both Peace Corps Uganda and Ugandan communities to utilize malaria interventions year-round. The goal is eliminating malaria in the country.

### Implementation

Describe the implementation plan that will be used to achieve the goals and objectives of this project. Do you foresee any challenges to project implementation?

Think Tank #1 will send out applications for PCVs to apply to attend the mini boot camps along with a counterpart. It will be 3 days of boot camp not including 2 travel days. There will be 20 sessions that will focus on the approach of malaria in agribusiness, health, and education sectors. At the end of the mini boot camp, each region will be provided a malaria resource kit at their nearest VRC. PCVs attending will also be provided a small resource kit to utilize at their site.

### Capacity Building

How will the project contribute to building skills and capacity within the community?

Think Tank #1 will send out applications for PCVs to apply to attend the mini boot camps along with a counterpart. It will be 3 days of boot camp not including 2 travel days. There will be 20 sessions that will focus on the approach of malaria in agribusiness, health, and education sectors. At the end of the mini boot camp, each region will be provided a malaria resource kit at their nearest VRC. PCVs attending will also be provided a small resource kit to utilize at their site.

**Sustainability**

How will the community be able to sustain the activities and/or benefits of this project? What is the community's plan to sustain the benefits of the project after the initial project funding has been exhausted?

PCVs will be acting as their facilitators in these communities to educate different demographics about the disease and their role in the fight. In addition, PCVs will work with their counterparts in these community sensitizations. Counterparts will adopt methods to train in malaria prevention strategies that can be adopted by community members' daily routine.

**Goals & Objectives**

What are the project's goals and objectives and how will you know if your project is reaching them to produce the desired benefits or change? Please list corresponding goal and objective for each line when entering multiple indicators under a single goal/objective. Add rows if needed.

Fill out for Initial Grant/Application					Fill out for Completion Report	
Goal	Objective	Indicator(s)	Who	When	Results	Comments

Community members will use their knowledge of malaria prevention and control to facilitate malaria prevention projects and activities at their local schools, organizations, and health care facilities	By April 25, 2017, 500 youth between the ages of 15 - 35 will be able to identify at least 1 way of preventing malaria	500 youth between 15 - 35 will be tested before and after education on the 4 pillars of malaria prevention	Volunteer and counterpart/community group	Pre/post test administered with malaria curriculum	In Community #2, the average of pre test scores were 61.4% and had increased to 75.5% in the post test. In Community #5, the average pre test scores were improved from 59.4% to 80.6% on the post test	14.1% increase in Community #2 & 39.2% increase in Community #5
Community members will use their knowledge of malaria prevention and control to facilitate malaria prevention projects and activities at their local schools, organizations, and health care facilities	By April 25, 2017, 20 communities will be mobilized to celebrate World Malaria Day through community mobilization events	20 PCVs will submit reports of World Malaria Day events	Volunteer and counterpart/community group, Think Tank #1	Volunteer will submit project report to Think Tank #1 upon its completion	20+ PCVs submitted reports during World Malaria Challenge and 250 activities were facilitated	Media was also used to convey messages to communities for mobilization efforts
Community members will use their knowledge of malaria prevention and control to facilitate malaria prevention projects and activities at their local schools, organizations, and health care facilities	By April 25, 2017, 200 community mobilizers will be trained in Malaria Behavior Change Communication. (HE-130)	Volunteers and counterparts will conduct trainings for at least 200 community mobilizers in Malaria Behavior Change Communication	Volunteer and counterpart/community group, Think Tank #1	Attendance logs, Volunteer will submit project report to Think Tank #1 upon its completion	20+ PCVs and CPs conducted trainings for 200 community mobilizers in malaria behavior change and prevention	Grassroots Soccer SKILLz curriculum was used as a behavior change communication

## Timeline

Person Responsible	Activity	Implementation Time
Community Member #1 & PCV #1	Peace Corps Malaria Boot Camp: grant writing	July 2016
Community Member #1, Community Member #2, Community Member #3	Identify the malaria boot camp venue locations in Community #3 & Community #2	November 2016
Community Member #1, Community Member #2, Community Member #3	Contact Community #3 & Community #2 Government Agency #3 for involvement in boot camps	September 2016
Community Member #4, PCV #1	Email All PC applications for boot camps	November 2016
Community Member #1, Community Member #4, Community Member #5	Finalize boot camp agenda and facilitators	January 2017

PCV #1, Community Member #4	Confirm attendance and book malaria boot camp venue	January 2017
Community Member #5	Distribute invitation to attendees	January 2017
Government Agency #2, Government Agency #1, Government Agency #3, PCVs, Think Tank #1	Host camps in Community #2 & Community #3	February 2017

## Do No Harm

### General

Please report on the results of your "do no harm" discussions with community members. Did you find that there were consequences you hadn't thought about?

None

### Environmental

If the proposed project is not solely a training project, please discuss possible negative environmental impacts with your community. What are potential negative Environmental impacts of the project activities?

None

### Mitigation

For each of the potential negative impacts described in your prior responses please describe the measures the community will adopt in order to monitor and mitigate against potentially harmful effects.

None

## Budget Detail

Enter each item that will be required to complete the project. For the budget category, you will need to classify each item as one of the following budget categories: Equipment, Labor, Land/Venue Rental, Materials Transport, Materials/Supplies, Other, Travel/Per Diem/Food/Lodging. It is recommended that you use the supplemental spreadsheet to complete your initial budget offline. This can be found at [http://files.peacecorps.gov/donate/Small\\_Grants\\_Budget\\_Worksheet.xls](http://files.peacecorps.gov/donate/Small_Grants_Budget_Worksheet.xls). The Grants Coordinator at your post can also provide you a copy.

Item Description	Budget Category	Unit Cost	Qty	Total Cost	Grant Amount Local	Grant Amount \$US	Community Contribution In Cash (Local/\$US)		Community Contribution In-Kind (Local/\$US)		Third-Party Contribution In Cash (Local/\$US)		Third-Party Contribution In-Kind (Local/\$US)	
cones	Equipment	10000.00	6.00	60000.00	0.00	\$0.00	0.00	\$0.00	60000.00	\$17.91	0.00	\$0.00	0.00	\$0.00
soccer balls	Equipment	60000.00	16.00	960000.00	0.00	\$0.00	0.00	\$0.00	960000.00	\$286.57	0.00	\$0.00	0.00	\$0.00
projectors, computers, LCD screens,	Equipment	500000.00	4.00	2000000.00	0.00	\$0.00	0.00	\$0.00	2000000.00	\$597.01	0.00	\$0.00	0.00	\$0.00

electronic materials														
community planning/organizing	Labor	100000.00	40.00	4000000.00	0.00	\$0.00	0.00	\$0.00	4000000.00	\$1194.03	0.00	\$0.00	0.00	\$0.00
conference hall hire	Labor	200000.00	15.00	3000000.00	3000000.00	\$895.52	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
training venue	Land/Venue Rental	250000.00	10.00	2500000.00	0.00	\$0.00	0.00	\$0.00	2500000.00	\$746.27	0.00	\$0.00	0.00	\$0.00
material transport	Materials Transport	100000.00	10.00	1000000.00	0.00	\$0.00	0.00	\$0.00	1000000.00	\$298.51	0.00	\$0.00	0.00	\$0.00
jerry cans	Materials/Supplies	1000.00	10.00	10000.00	0.00	\$0.00	0.00	\$0.00	10000.00	\$2.99	0.00	\$0.00	0.00	\$0.00
name tags	Materials/Supplies	2000.00	150.00	300000.00	0.00	\$0.00	0.00	\$0.00	300000.00	\$89.55	0.00	\$0.00	0.00	\$0.00
permission slip, waiver, invitations	Materials/Supplies	1000.00	350.00	350000.00	0.00	\$0.00	0.00	\$0.00	350000.00	\$104.48	0.00	\$0.00	0.00	\$0.00
malaria resources: posters and guides	Materials/Supplies	20000.00	100.00	2000000.00	0.00	\$0.00	0.00	\$0.00	2000000.00	\$597.01	0.00	\$0.00	0.00	\$0.00
flip chart	Materials/Supplies	10000.00	20.00	200000.00	200000.00	\$59.70	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
binders, pens, notebooks	Materials/Supplies	2000.00	200.00	400000.00	400000.00	\$119.40	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
camp certificates	Materials/Supplies	4650.00	150.00	697500.00	697500.00	\$208.21	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
camp manuals	Materials/Supplies	20000.00	150.00	3000000.00	3000000.00	\$895.52	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Bank fees, MTN mobile money tariff 0.3%	Other	60000.00	20.00	1200000.00	1200000.00	\$358.21	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
water	Travel/Per Diem/Food/Lodging	20000.00	6.00	120000.00	0.00	\$0.00	0.00	\$0.00	120000.00	\$35.82	0.00	\$0.00	0.00	\$0.00
water	Travel/Per Diem/Food/Lodging	9000.00	100.00	900000.00	900000.00	\$268.66	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
facilitation per diem	Travel/Per Diem/Food/Lodging	50000.00	30.00	1500000.00	1500000.00	\$447.76	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
accommodations	Travel/Per Diem/Food/Lodging	50000.00	100.00	5000000.00	5000000.00	\$1492.54	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00

incidentals	Travel/Per Diem/Food/Lodging	50000.00	100.0 0	5000000.0 0	5000000.00	\$1492.54	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
meals (i.e.: breakfast, lunch, dinner, tea)	Travel/Per Diem/Food/Lodging	100000.0 0	100.0 0	10000000. 00	10000000.00	\$2985.07	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
<b>Total</b>					<b>30,897,500. 00</b>	<b>\$9,223.1 3</b>	<b>0.00</b>	<b>\$0.0 0</b>	<b>13,300,000. 00</b>	<b>\$3,970.1 5</b>	<b>0.00</b>	<b>\$0.0 0</b>	<b>0.00</b>	<b>\$0.0 0</b>

## Environmental Review

For grant projects involving 1) water/sanitation; 2) agriculture such as agroforestry and community gardens, and 3) environment such as natural resource management, Volunteers must complete and submit an environmental screening form to the grant review committee. The grant review committee must ensure that information on the form is taken into consideration and given significant weight. The Volunteer and committee will determine what, if any, measures must be taken to mitigate and monitor the environmental impact of the project.

The purpose of this Environmental Review and Assessment Checklist (ER Checklist) is to determine whether the proposed action (scope of work) encompasses the potential for environmental pollution or concern and, if so, to determine the scope and extent of additional environmental evaluation, mitigation, and monitoring necessary to fulfill federal U.S. environmental requirements. The ER Checklist is intended to be used by both the Peace Corps personnel who submit project proposals and the grant selection committee to ensure that environmental consequences are taken into account before making an award for a proposed activity. The environmental consequences checklist will assist in determining the potential environmental impact of the proposal.

Include cost information on any environmental mitigation and monitoring in the overall budget proposal. Appropriate environmental mitigation and monitoring is considered an integral aspect of the overall project activity.

Please provide the following information. This information will assist the grant award committee in making an environmental impact determination on the proposed activity.

<b>Project/Activity Description</b>	
<b>Type of Project/Activity</b>	
<b>Baseline Environmental Conditions</b>	

**A. CHECKLIST FOR ENVIRONMENTAL CONSEQUENCES: Check appropriate column as Yes (Y), Maybe (M), No (N) or Beneficial (B). Briefly explain Y, M and B checks in next Section, "Explanations". A "Y" response does not necessarily indicate a significant effect, but rather an issue that requires focused consideration.**

**1. Earth Resources**

- a. grading trenching, or excavation in cubic meters or hectare
- b. geologic hazards (faults, landslides, liquefaction, un-engineered fill, etc.)
- c. contaminated soils or ground water on the site
- d. offsite overburden/waste disposal or borrow pits required in cubic meters or tons
- e. loss of high-quality farmlands in hectares


**2. Agricultural and Agrochemical**

- a. impacts of inputs such as seeds and fertilizers

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b. impact of production process on human health and environment

c. other adverse impacts

**3. Industries**

a. impacts of run-off and run-on water

b. impact of farming such as intensification or extensification

c. impact of other factors

**4. Air Quality**

a. substantial increase in onsite air pollutant emissions  
(construction/operation)

b. violation of applicable air pollutant emissions or ambient concentration standards

c. substantial increase in vehicle traffic during construction or operation

d. demolition or blasting for construction

e. substantial increase in odor during construction or operation

f. substantial alteration of microclimate

**5. Water Resources and Quality**

a. river, stream or lake onsite or within 30 meters of construction

b. withdrawals from or discharges to surface or ground water

c. excavation or placing of fill, removing gravel from, a river, stream or lake

d. onsite storage of liquid fuels or hazardous materials in bulk quantities

**6. Cultural Resources**

a. prehistoric, historic, or paleontological resources within 30 meters of construction

b. site/facility with unique cultural or ethnic values

**7. Biological Resources**

- a. vegetation removal or construction in wetlands or riparian areas in hectare
- b. use of pesticides/rodenticides, insecticides, or herbicides in hectare
- c. Construction in or adjacent to a designated wildlife refuge


**8. Planning and Land Use**

- a. potential conflict with adjacent land uses
- b. non-compliance with existing codes, plans, permits or design factors
- c. construction in national park or designated recreational area
- d. create substantially annoying source of light or glare
- e. relocation of >10 individuals for +6 months
- f. interrupt necessary utility or municipal service > 10 individuals for +6 months
- g. substantial loss of inefficient use of mineral or non-renewable resources
- h. increase existing noise levels >5 decibels for +3 months


**9. Traffic, Transportation and Circulation**

- a. increase vehicle trips >20% or cause substantial congestion
- b. design features cause or contribute to safety hazards
- c. inadequate access or emergency access for anticipated volume of people or traffic


**10. Hazards**

- a. substantially increase risk of fire, explosion, or hazardous chemical release
- b. bulk quantities of hazardous materials or fuels stored on site +3 months
- c. create or substantially contribute to human health hazard


**11. Other Issues**

- a. substantial adverse impact

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b. adverse impact


c. minimal impact

**B. EXPLANATION OF ENVIRONMENTAL CONSEQUENCES: explain Y, M and B responses**

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**C. IDENTIFIED SIGNIFICANT ENVIRONMENTAL IMPACTS (including physical, biological and social), if any: (Use ER to identify significant environmental impacts)**

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**D. PROPOSED MITIGATION MEASURES (if any):**

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**E. PROPOSED MONITORING MEASURES (if any):**

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## Grant Performance Indicators

When you are applying for a grant and filling in your grant application, you will only fill in the first column titled, "Initial Indicators". At this time, you will estimate the number of organizations or community members that you anticipate will participate in, benefit from, or be affected by your project. You must enter a non-zero number for at least one initial grant-specific indicator for the project to be approved.

When your project is complete and you are filling out your grant completion report, you will only fill in the second column titled, "Final Indicators". In this column, you will report the actual number of organizations or community members that participated in, benefited from or were affected by your project. You must enter a non-zero number for at least one final grant-specific indicator to confirm that the project met agreed-upon funding requirements

Region / Country	Type	Program Element	Metric	Categories	Initial Indicators	Final Indicators
Uganda	All	# of Beneficiaries (indirect)	Community members who receive an indirect benefit from the project, not including those counted above	Male(s) 25 and above	300	200
				Male(s) 15-24	300	200
				Male(s) 14 and below	200	0
				Female(s) 25 and above	300	200
				Female(s) 15-24	300	200
				Female(s) 14 and below	200	200
		# of Participants (direct)	Community members directly involved in the design and implementation of the project, including those who attend trainings or workshops	Male(s) 25 and above	25	9
				Male(s) 15-24	25	0
				Female(s) 25 and above	25	7
				Female(s) 15-24	25	4
		Capacity Development	# of community organizations and/or associations that will have increased capacity due to this small grant	Organizations	100	19
				# of individuals who will have increased capacity due to this small grant		
			# of individuals who will have increased capacity due to this small grant	Male(s) 25 and above	300	9
				Female(s) 25 and above	300	15
				Male(s) 15-24	300	2
				Female(s) 15-24	300	4
		# of individuals who will have increased capacity due to this small grant	Male(s) 14 and below	200	0	
			Female(s) 14 and below	200	0	

		# service providers who will have increased capacity due to this small grant	Male(s) 25 and above	50	14
			Female(s) 25 and above	50	7
			Male(s) 15-24	50	0
			Female(s) 15-24	50	0
	New Technology & Practices	# of individuals who have applied new technologies and/or practices as a result of this grant	Male(s) 25 and above	0	1
			Female(s) 25 and above	0	1
		# of new technologies and/or practices that will have been adopted as a result of this small grant	Practices	0	1
SPA	3.1.3, Malaria	# of community counterparts trained in appropriate malaria control and management	Male(s) 25 and above	25	9
			Female(s) 25 and above	25	7
			Male(s) 15-24	25	0
			Female(s) 15-24	25	4
		# of community health workers trained in home based care	Male(s) 25 and above	75	0
			Female(s) 25 and above	75	0
			Male(s) 15-24	25	0
			Female(s) 15-24	25	0
		# of community health workers trained in Intermittent Presumptive Treatment for pregnant women (IPTp)	Male(s) 25 and above	75	0
			Female(s) 25 and above	75	0
			Male(s) 15-24	25	0
			Female(s) 15-24	25	0
		# of community health workers trained in malaria prevention Behavior Change Communication (BCC) messaging skills	Male(s) 25 and above	75	9
			Female(s) 25 and above	75	7
			Male(s) 15-24	25	0
			Female(s) 15-24	25	4

# of community health workers trained in Rapid Diagnostic Test (RDT) use	Male(s) 25 and above	75	0
	Female(s) 25 and above	75	0
	Male(s) 15-24	25	0
	Female(s) 15-24	25	0
# of Long Lasting Insecticide-Treated Nets (LLITNs) distributed	Nets	0	5
# of people receiving malaria prevention Behavior Change Communication (BCC) messaging regarding early treatment	Male(s) 25 and above	50	8
	Female(s) 25 and above	50	7
	Male(s) 15-24	50	1
	Female(s) 15-24	50	3
	Male(s) 14 and below	50	0
	Female(s) 14 and below	50	0
# of people receiving malaria prevention Behavior Change Communication (BCC) messaging regarding Indoor Residual Spraying (IRS)	Male(s) 25 and above	50	8
	Female(s) 25 and above	50	7
	Male(s) 15-24	50	1
	Female(s) 15-24	50	3
	Male(s) 14 and below	50	0
	Female(s) 14 and below	50	0
# of people receiving malaria prevention Behavior Change Communication (BCC) messaging regarding Intermittent Presumptive Treatment for pregnant women (IPTp)	Male(s) 25 and above	100	8
	Female(s) 25 and above	100	7
	Male(s) 15-24	100	1
	Female(s) 15-24	100	3
	Male(s) 14 and below	100	0
	Female(s) 14 and below	100	0

		# of people receiving malaria prevention Behavior Change Communication (BCC) messaging regarding net usage	Male(s) 25 and above	100	9
			Female(s) 25 and above	100	15
			Male(s) 15-24	100	2
			Female(s) 15-24	100	4
			Male(s) 14 and below	100	0
			Female(s) 14 and below	100	40
		# of small scale community-level malaria projects supported through PCVs and PCRVs that are directly implementing at least two methods of malaria control.	Male(s) 25 and above	100	150
			Female(s) 25 and above	100	150
			Male(s) 15-24	100	0
			Female(s) 15-24	100	0

## Referral Contacts

Most approved PCPP and LGL projects will be posted online for fundraising at [peacecorps.gov/donate](http://peacecorps.gov/donate). Volunteers are encouraged to enter contact information for their friends and family who may want to support their project through donations. Once your project is approved, Peace Corps/HQ staff will contact your referrals to alert them that your project is online.

Title	First Name	Last Name	Relationship to Volunteer	E-mail Address	Street Address	City	State	Zip Code

**STOP HERE, if you are filling out your grant application - you are done!**

**If you have completed your project and are filling in your completion report information, be sure to fill in your final indicators in the "Grant Performance Indicators" section above. Then, fill in your final narrative and budget below.**

## Completion Report Narrative

Please fill in each box explaining the outcomes of your project.

### Tell Your Story

Every project has a story. Please describe any anecdotal evidence/stories from a community member or your personal experience that attest to the project's success. This vignette may be used to highlight your exemplary work when reporting to stakeholders.

Uganda is hyper-endemic for malaria, with over 90% of its population living in areas of active transmission year-round, and ranks third highest among sub-Saharan African countries in the number of *P. falciparum* infections experienced every year. Malaria is the most prevalent disease in Uganda, affects 95% of the country, and kills between 6,000 to 7,000 Ugandans every year. It is the leading cause of death for children under five, accounts for a large percentage of absenteeism from school, and has a grave economic burden on Uganda.

In response to the ongoing malaria crisis, the Think Tank #1 decided to work with volunteers and their counterparts in places with the highest burden of the disease. We designed a short 'mini' boot camp that would provide the technical knowledge, resources, and capacity for participants to be a Malaria Health Educator in their community.

The boot camp was created to address the malaria knowledge gap of participants. The boot camp included many technical sessions to help participants gain a better understanding of malaria and how to create community specific malaria control activities. This was the first mini boot camp of its kind and we were anticipating many lessons learned to help create better boot camps for the future.

Think Tank #1 incorporated youth friendly lessons, activities, and ideas that have already been proven successful in Uganda. The camps served to provide the knowledge, resources, and skills to equip participants to do malaria work at their sites. As a group, we identified gaps in malaria knowledge and addressed them accordingly. Additionally, the camps were used to provide a platform for cross-sectoral work against the burden of malaria in participant's communities.

### Goals Achieved, Changes in Initial Objectives, and Community Feeling

While applying for this grant, we made many assumptions about the target audience as well as what we would hit in the indicators and in retrospect, we now realize that our numbers were way too high. Because our participants were mostly from agriculture and education backgrounds, the baseline knowledge isn't as technical as most health care professionals. It was crucial to work with a small subset group initially and to learn as much as we could from this first camp to develop better and more effective session at camps. The initial objectives and goals were attainable but the specific indicators were less so.

The community enjoyed the sessions and other communities have expressed interest in the expansion of this boot camp to other regions. We want to see this done in the future.

### Capacity and Skills Built

All participants were provided with a pre-test upon arrival to the mini boot camp. The pretest consisted of 20 questions reflecting the objectives of the boot camp sessions. After the last session, participants were given a post-test with the same 20 questions. Participants were then asked to rank their understanding of malaria before and after the mini boot camp. All 39 participants completed the pre-test, posttest, and final evaluation.

During the month of April 2017, 250 malaria activities were facilitated by communities of the camp participants. Eighty-nine percent of the Community #5 boot camp participants in the East as well as sixty percent of the Community #2 boot camp participants in the North facilitated malaria prevention and control activities during World Malaria Challenge. Participants have expressed the increased confidence in facilitating future activities as the camp addressed the myth and barriers in their communities as well as improved their understanding of technical concepts.

### Sustainability

The Think Tank #1 will be reaching out to malaria change agents in other regions (southwest, west, and central) before returning to the north and east. We observed a significantly higher rate malaria activities in the north and east regions compared to the regions who didn't have the same regional boot camp support. Other community partners have reached out to request that the same camp be offered in their region. In future camps, we want to see the camp facilitators to be past participants sharing lessons learned from their communities as well as providing insight onto what they've learned from past camps.

### Unexpected Events and Recommendations

Although we didn't train health care professionals, we did, however, seek out the support of local clinical officers and Partnership #1 volunteers to facilitate some sessions like the HIV/AIDS co-infection and Malaria in Pregnancy. These were our more popular sessions with our participants across all sectors because the technical information was being taught by a professional.

We created uniforms for the participants so their communities would identify them as 'health educators' and the participants would take up more ownership of their role in malaria control and prevention. We also hired a tailor to help customize the shirt. We also needed additional materials such as small exacto knives to create the stencils for malaria murals.

This mini regional boot camp on malaria was the first of its kind and much of the costs were overestimated so that we could identify the costs. I learned that depending on region and participant accessibility to the venue, the costs would vary even if the

curriculum would stay the same. The living costs vary on region so the cost of transportation and accommodation would vary as well.

**Lessons Learned and Promising Practices**

In the future, it would be better if the facilitators were past participants from the boot camp who have begun working with PCVs on malaria prevention activities. It is very necessary to work with the schedules of community as possible - keep in mind holidays and term breaks. The length of the camp was enough (2 full working days and 2 half working days) however, it is integral for camp facilitators to create a trainer of trainers at least a few days before the camp so that the flow of the camp runs smoothly. Keep in mind that if you're requesting external facilitators from community partners, it will be helpful to give them a baseline of expectations far in advanced (2 months) to avoid complications as the dates of the camp approach.

Enlisting Partnership #1 volunteers were helpful as they were able to give technical support and knowledge to the community on the realities of malaria. The participants seemed to garner the most education from the Partnership #1 and this cross programmatic partnership was invaluable. When there are health professionals providing technical knowledge, this adds value and legitimacy to the entire curriculum. PCV have grassroots activities to a pair with the technical information.

**Final Budget**

Use this project log to record each receipt collected for your project. You will need to classify each item as one of the following budget categories: Equipment, Labor, Land/Venue Rental, Materials Transport, Materials/Supplies, Other, Travel/Per Diem/Food/Lodging. It is recommended that you use the supplemental spreadsheet to complete your final budget offline. This can be found at [http://files.peacecorps.gov/donate/Final\\_Report\\_Project\\_Log.xls](http://files.peacecorps.gov/donate/Final_Report_Project_Log.xls).

Date	Receipt #	Item Description	Budget Category	Unit Cost	Qty	Total Cost	Grant Amount (Local Currency)	Grant Amount (\$US)	Community Contribution on Cash (Local Currency/\$US)	Community Contribution In-Kind (Local Currency/\$US)	Third-Party Contribution on Cash (Local Currency/\$US)	Third-Party Contribution on In-Kind (Local Currency/\$US)				
		soccer balls	Equipment	60,000.00	6.00	360,000.00	0.00	\$0.00	0.00	\$0.00	360,000.00	\$107.46	0.00	\$0.00	0.00	\$0.00
		projectors, computers, LCD screens, electronic materials	Equipment	1,000,000.00	4.00	4,000,000.00	0.00	\$0.00	0.00	\$0.00	4,000,000.00	\$1,194.03	0.00	\$0.00	0.00	\$0.00
3/9/2017	3309	soap	Equipment	200.00	3.00	600.00	600.00	\$0.18	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/10/2017	817	thread	Equipment	500.00	3.00	1,500.00	1,500.00	\$0.45	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/10/2017	1994	cones	Equipment	5,000.00	7.00	35,000.00	35,000.00	\$10.45	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
2/27/2017	1629	screens	Equipment	20,000.00	3.00	60,000.00	60,000.00	\$17.91	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/4/2017	538	uniforms	Equipment	65,000.00	1.00	65,000.00	65,000.00	\$19.40	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
		community planning/organizing	Labor	35,000.00	4.00	140,000.00	0.00	\$0.00	0.00	\$0.00	140,000.00	\$41.79	0.00	\$0.00	0.00	\$0.00
3/10/2017	210	tailor	Labor	45,000.00	1.00	45,000.00	45,000.00	\$13.43	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/20/2017	8243	conference hall hire	Labor	100,000.00	3.00	300,000.00	300,000.00	\$89.55	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/13/2017	269	conference hall hire	Labor	150,000.00	3.00	450,000.00	450,000.00	\$134.33	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
		training venue	Land/Venue Rental	150,000.00	1.00	150,000.00	0.00	\$0.00	0.00	\$0.00	150,000.00	\$44.78	0.00	\$0.00	0.00	\$0.00
		material transport	Materials Transport	100,000.00	1.00	100,000.00	0.00	\$0.00	0.00	\$0.00	100,000.00	\$29.85	0.00	\$0.00	0.00	\$0.00
2/27/2017	1629	transport	Materials Transport	10,000.00	1.00	10,000.00	10,000.00	\$2.99	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
		jerry cans	Materials/Supplies	4,000.00	2.00	8,000.00	0.00	\$0.00	0.00	\$0.00	8,000.00	\$2.39	0.00	\$0.00	0.00	\$0.00
		flip chart	Materials/Supplies	5,000.00	5.00	25,000.00	0.00	\$0.00	0.00	\$0.00	25,000.00	\$7.46	0.00	\$0.00	0.00	\$0.00

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		camp manuals	Materials/Supplies	20,000.00	4.00	80,000.00	0.00	\$0.00	0.00	\$0.00	80,000.00	\$23.88	0.00	\$0.00	0.00	\$0.00
		camp certificates	Materials/Supplies	5,000.00	30.00	150,000.00	0.00	\$0.00	0.00	\$0.00	150,000.00	\$44.78	0.00	\$0.00	0.00	\$0.00
2/22/2017	1063	printing	Materials/Supplies	500.00	1.00	500.00	500.00	\$0.15	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/5/2017	575	printing	Materials/Supplies	500.00	1.00	500.00	500.00	\$0.15	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/10/2017	1	printing	Materials/Supplies	500.00	1.00	500.00	500.00	\$0.15	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/4/2017	27929	balloon	Materials/Supplies	200.00	5.00	1,000.00	1,000.00	\$0.30	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/10/2017	2688	clear tape	Materials/Supplies	1,000.00	1.00	1,000.00	1,000.00	\$0.30	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/10/2017	2688	sticky note	Materials/Supplies	1,000.00	1.00	1,000.00	1,000.00	\$0.30	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/10/2017	2685	sticky notes	Materials/Supplies	1,000.00	1.00	1,000.00	1,000.00	\$0.30	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/10/2017	1	permission slip, waiver, invitations	Materials/Supplies	100.00	13.00	1,300.00	1,300.00	\$0.39	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/4/2017	27929	glue	Materials/Supplies	2,000.00	1.00	2,000.00	2,000.00	\$0.60	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/10/2017	30195	grain sacks	Materials/Supplies	1,000.00	2.00	2,000.00	2,000.00	\$0.60	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/5/2017	7994	knife	Materials/Supplies	3,000.00	1.00	3,000.00	3,000.00	\$0.90	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/17/2017	845	printing	Materials/Supplies	500.00	7.00	3,500.00	3,500.00	\$1.04	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/5/2017	7994	manila cards	Materials/Supplies	500.00	10.00	5,000.00	5,000.00	\$1.49	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
2/22/2017	1063	printing	Materials/Supplies	100.00	50.00	5,000.00	5,000.00	\$1.49	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/10/2017	817	needle	Materials/Supplies	2,500.00	3.00	7,500.00	7,500.00	\$2.24	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/10/2017	817	needles	Materials/Supplies	3.00	2,500.00	7,500.00	7,500.00	\$2.24	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/17/2017	845	photocopying	Materials/Supplies	100.00	87.00	8,700.00	8,700.00	\$2.60	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/10/2017	2688	clear bags (folders)	Materials/Supplies	1,000.00	9.00	9,000.00	9,000.00	\$2.69	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/9/2017	2678	markers	Materials/Supplies	5,000.00	2.00	10,000.00	10,000.00	\$2.99	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00

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3/10/2017	2688	name tags	Materials/Supplies	500.00	20.00	10,000.00	10,000.00	\$2.99	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/13/2017	802	printing materials	Materials/Supplies	11,000.00	1.00	11,000.00	11,000.00	\$3.28	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/10/2017	3	printing	Materials/Supplies	500.00	23.00	11,500.00	11,500.00	\$3.43	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/1/2017	201701012387	spray	Materials/Supplies	12,000.00	1.00	12,000.00	12,000.00	\$3.58	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/16/2017	699	shorthand books	Materials/Supplies	1,500.00	9.00	13,500.00	13,500.00	\$4.03	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/7/2017	575	printing	Materials/Supplies	1,000.00	14.00	14,000.00	14,000.00	\$4.18	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/9/2017	2678	name tags	Materials/Supplies	500.00	30.00	15,000.00	15,000.00	\$4.48	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/9/2017	4	paper bags	Materials/Supplies	5,000.00	3.00	15,000.00	15,000.00	\$4.48	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
2/22/2017	421	black pens	Materials/Supplies	20,000.00	1.00	20,000.00	20,000.00	\$5.97	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/10/2017	GUL17032299891	airtime	Materials/Supplies	25,000.00	1.00	25,000.00	25,000.00	\$7.46	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/9/2017	2678	clear bag	Materials/Supplies	1,000.00	30.00	30,000.00	30,000.00	\$8.96	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/9/2017	2678	pens	Materials/Supplies	15,000.00	2.00	30,000.00	30,000.00	\$8.96	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/9/2017	2678	note books	Materials/Supplies	1,500.00	30.00	45,000.00	45,000.00	\$13.43	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/10/2017	3	printing	Materials/Supplies	100.00	567.00	56,700.00	56,700.00	\$16.93	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/17/2017	845	photocopy	Materials/Supplies	100.00	1,350.00	135,000.00	135,000.00	\$40.30	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/13/2017	801	airtime	Other	10,000.00	1.00	10,000.00	10,000.00	\$2.99	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/17/2017	2	airtime	Other	20,000.00	1.00	20,000.00	20,000.00	\$5.97	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
4/3/2017	2332	Bank fees, MTN mobile money tariff 0.3%	Other	1.00	33,300.00	33,300.00	33,300.00	\$9.94	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
2/15/2017	260	uniforms	Other	33,500.00	6.00	201,000.00	201,000.00	\$60.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
2/27/2017	1629	uniforms	Other	11,500.00	49.00	563,500.00	563,500.00	\$168.21	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00

3/13/2017	3317	water	Travel/Per Diem/Food/Logding	18,000.00	1.00	18,000.00	18,000.00	\$5.37	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/18/2017	41	water	Travel/Per Diem/Food/Logding	24,000.00	1.00	24,000.00	24,000.00	\$7.16	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/9/2017	3309	water	Travel/Per Diem/Food/Logding	18,000.00	4.00	72,000.00	72,000.00	\$21.49	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/17/2017	42	water	Travel/Per Diem/Food/Logding	19,000.00	4.00	76,000.00	76,000.00	\$22.69	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/13/2017	2336	water	Travel/Per Diem/Food/Logding	14,500.00	8.00	116,000.00	116,000.00	\$34.63	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/20/2017	10	participants transport	Travel/Per Diem/Food/Logding	150,000.00	1.00	150,000.00	150,000.00	\$44.78	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/13/2017	9	participants transport	Travel/Per Diem/Food/Logding	333,000.00	1.00	333,000.00	333,000.00	\$99.40	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/13/2017	2257	meals (i.e.: breakfast)	Travel/Per Diem/Food/Logding	400,000.00	1.00	400,000.00	400,000.00	\$119.40	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/10/2017	1624	accommodations	Travel/Per Diem/Food/Logding	26,680.00	50.00	1,334,000.00	1,334,000.00	\$398.21	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/10/2017	268	meals (i.e.: breakfast, lunch, dinner, tea)	Travel/Per Diem/Food/Logding	20,416.00	125.00	2,552,000.00	2,552,000.00	\$761.79	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/20/2017	8243	meals (i.e.: breakfast, lunch, dinner, tea)	Travel/Per Diem/Food/Logding	17,060.00	150.00	2,559,000.00	2,559,000.00	\$763.88	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/20/2017	8243	accommodations	Travel/Per Diem/Food/Logding	27,350.00	100.00	2,735,000.00	2,735,000.00	\$816.42	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
<b>Total</b>							<b>12,677,600.00</b>	<b>\$3,784.36</b>	<b>0.00</b>	<b>\$0.00</b>	<b>5,013,000.00</b>	<b>\$1,496.42</b>	<b>0.00</b>	<b>\$0.00</b>	<b>0.00</b>	<b>\$0.00</b>

### Final Grant Performance Indicators

Please go back to the previous "Grant Performance Indicators" section and fill in the column titled, "Final Indicators" to report on the results of your project. In this column, you will report the actual number of organizations or community members that participated in, benefited from or were affected by your project. You must enter a non-zero number for at least one final grant specific indicator to confirm that the project met agreed-upon funding requirements.

# Moldova: Better Opportunities for Children with Special Education Needs through Physical Therapy

*Peace Corps Volunteers Remodel Physical Therapy Space at a Day Center*



*Peace Corps Volunteer worked with those at the center to plan and remodel the room*

At this Moldovan day center, children are able to meet with **six therapists** who each have their own specialization. Among these specializations are speech therapy, art therapy, psychological therapy, and **physical therapy**. During the biannual evaluations of the children, the therapists have seen **progress in areas related to physical disabilities**.

This project had an immediate effect on the lives of the children, as it brought happiness into their daily lives and they **showed new interest** in engaging in therapy exercises. **20 children** below the age of 14 received a benefit due to this project. The six therapists have an **increased capacity** due to the skills they learned through the implementation process. The community **showed support** for the project by providing financial support, in-kind donations, and volunteer labor.

## Small Investments

Total Project Cost: \$2,712.67

SPA Funded Amount: \$1,986.04

(Including: trampoline, basketball hoop, fitness bands)

Community Contribution: \$726.63

(Including: transport, installation, painting)

## General Grant Information

This application has been developed as a tool to help Volunteers and their communities plan successful small grant projects. The information that you record here will also be transmitted to Peace Corps Headquarters for internal reporting and reporting to donors. Please work with your community to fill out this application and return it to the appropriate staff member at post for review. Before completing any section, make sure to read the entire application.

Better Opportunities for Children with Special Education Needs through Physical Therapy

**Project Title:**

<b>Grant Type:</b>	Small Project Assistance (SPA)	<b>Status:</b>	Project Completed
<b>Volunteer:</b>	PCV #1	<b>Responsible Program Manager/APC D:</b>	Program Manager
<b>Country:</b>	Moldova	<b>Program Element:</b>	2.4.1, Civic Participation
<b>Project Start Date:</b>	4/16/2016	<b>Project End Date:</b>	1/31/2017

*The budget information below will auto-fill once the budget has been entered into PCGO. If these fields are blank, you do not need to fill them in.*

<b>% Comm. Contribution Proposed:</b>	25.87	<b>% Comm. Contribution Final:</b>	26.79		
<b>Comm. Contribution Amount Proposed:</b>	\$693.18	<b>Comm. Contribution Amount Final:</b>	\$726.63		
<b>Amount Requested:</b>	\$1,986.05	<b>Amount Approved:</b>	\$1,986.05	<b>Amount Remaining:</b>	\$0.01

**Requested Grant Amount (local currency)**

37735.00

**Exchange Rate: \$1US= (enter local currency value here):** 19.00

**Number of PCVs working on project:** 1

## Community Information

City/Town/Village	Community Group Name	Group Contact Information (phone, address, etc.)	Group Contact Person
Community #1	Center #1		Group Contact Person #1 or Group Contact Person #2

## Classification

Choose from the following categories to give your project a primary classification: Agriculture, Education, Environment, Health, Municipal Development, Community and Economic Development, Youth Development, Water and Sanitation, HIV/AIDS, ICT, NGO Development, Volunteerism, Food Security, or Gender and Development. From the same list above, choose one or more secondary classification to describe your project, if applicable

Primary Classification?	Classification(s)
Yes	Community and Economic Development
No	Health

No	NGO Development

## Volunteer Information

<b>Primary PCV</b>	PCV #1 _____	<b>Peace Corps Sector</b>	Community Economic Development _____	<b>COS Date</b>	7/31/2017 _____
<b>PCV 2</b>	_____	<b>Peace Corps Sector</b>	_____	<b>COS Date</b>	_____
<b>PCV 3</b>	_____	<b>Peace Corps Sector</b>	_____	<b>COS Date</b>	_____
<b>Other PCVs:</b>	_____				

## Project Narrative

Please fill in each box explaining the planning for your project.

### Summary

Please provide a brief summary of the project (up to 250 words). Include project activities, objectives, the community's contribution and the potential impact the project may have. For PCPP applications, this is the text that will appear on the PCPP webpage, please omit specific location information.

In order to improve the opportunities for children with special needs, Center #1 requires equipment to improve their physical therapy services. Center #1 would like to purchase and use various therapy and exercise equipment that will increase physical motion in beneficiaries with direct physical disability indicators as well as increase the emotional and cognitive abilities in beneficiaries that lack major physical disabilities through physical activity.

This project will allow the center to immediately improve services for 19 beneficiaries with physical indicators as well as provide information to parents and caregivers on how they can continue the therapy at home. The equipment will be used to enhance cognitive and emotional therapy for up to 21 current beneficiaries that do not have direct physical indicators. In addition, this project will allow the center to provide services to new future beneficiaries that have more severe physical disabilities.

Center #1 and community is preparing to contribute to the project in the following ways:

- Donations of money from the local church, parents, and political leaders
- Other donations will be from a donation of labor outside of standard working hours, transport of the equipment, installation, and the improvement of the room through a mural and painting.

This project will improve the ability of many beneficiaries, now and in years to come, to better integrate with Moldovan society.

### Background

Describe the background of the community and what priority this project addresses.

Center #1 is an institution serving children with special education needs in and around Community #1. The center provides a space for these children to gather after school. While the children are in the center they receive lunch and a late afternoon snack. The beneficiaries are divided into groups and meet with 6 therapists trained and specializing in the following areas: speech therapy, art therapy, psychological therapy, art therapy, social integration and behavior improvement, assistance with learning disabilities, and physical therapy

The beneficiaries of the center are evaluated twice per year. During these evaluations the staff have observed progress by the children in the most areas addressed by the therapists but have seen little progress in areas related to physical disabilities. While the center does have a space dedicated to physical activity and a trained physical therapy specialist, the center currently lacks quality equipment to provide basic physical therapy services to children in need. Currently the physical therapist works with 6 to 7 children per hour, for 4 hours per day. Because of the lack of equipment, only one child at a time participates in exercises provided by the therapist resulting in less than 10 minutes per session per child. With additional quality equipment, the therapist can have several children practicing exercises at the same time resulting in longer therapy sessions and better outcomes.

### Community Involvement

How is the community the driving force behind the project? Provide examples that demonstrate the community's involvement in the design and planning of this project.

For the past 3 years, the economic situation in Moldova has led to a restricted budget provided by the National Government. Despite multiple requests to the state over past years, the budget provided does not allow for sufficient funds to purchase any new equipment required for the center.

Each year the staff observe the continued lack of large improvement in the areas addressed by physical therapy. The staff would also like to address the needs of additional children in the community but currently do not bring those children to the center because of the lack of equipment to address the need.

The staff at Center #1 are passionate about the needs of the beneficiaries. Despite small salaries the staff work very hard to address the needs of the children. They have committed many hours to the planning of this project, identified a team of 4 staff members to work on the project, the grant application, the implementation, and the monitoring of the project. The team sent one member to Community #2 for 3 days to participate in Peace Corps PDM training in order to have a better chance at a success. Because the team's primary duties is addressing the needs of the children, they are often arriving at the center earlier than normal to work on the project.

The need for the project was identified before the PCV arrived and was discussed early in the volunteer's service.

Fundraising activities for this project demonstrate the continued commitment to the mission of the center by the community. The center has received a donation of 2500 MDL from the local biserica (church) for use with this project. There is also a promised donation of at least 1500 MDL from a local political party that will be received before the purchase of equipment. Some discussion has also begun of partnering with the local liceu (School #1) and casa de cultură for additional fundraising activities and concerts. The school has a history of fundraising for people with disabilities and is also expected to be a source of volunteer help on the project.

The parents of beneficiaries have started fundraising among friends and family and expect to collect additional donations throughout the month of April. Many of the centers beneficiaries attend the center because the poverty of their families contributes negatively to their disabilities. While these families may not be able to contribute they are reaching out to their friends and family for contributions. Within the first two days parents have raised or donated 170 MDL and more is

expected during the month of April.

### Outcome

Briefly describe the desired outcome of the project.

In the first year, 40 beneficiaries will use the equipment.

The staff expect to observe at least minor improvements in 19 beneficiaries with disabilities and observe large improvement in at least 10 (50%) of these beneficiaries.

For beneficiaries without direct physical indicators (currently 21), the staff expect to observe at a minimum minor improvements in emotional stability, better attention span, cognitive ability, communication abilities, and relationship abilities in all children that complete the therapy program.

Through distribution of informational materials to parents related to the physical therapy services at the center, the center would like to see parents participating in physical therapy activities at home and outside of the center. Parents will become partners in the therapy of the beneficiaries.

### Implementation

Describe the implementation plan that will be used to achieve the goals and objectives of this project. Do you foresee any challenges to project implementation?

The team will work together to complete the project using their unique skills. Much of the team has already spent several weeks preparing for the project, obtaining offers, and preparing the application. The staff familiar with the offers will work to purchase the equipment. The team will also work with existing volunteers to arrange time to install the equipment and prepare the room. This project will also serve as an opportunity to recruit new volunteers to help with the center. The equipment will be purchased to provide the primary benefit of this project, the physical involvement and therapy of the children. The mural is being designed to provide instructions on several exercises that will be frequently used in the therapy programs. The informational materials are planned to provide information to parents about the therapy their children are receiving as well as provide some instructions on how they can aid with the therapy when their children are at home.

In addition to volunteer labor, the staff have committed to working several weekend days to prepare the additional informational materials and posters that will be used to promote the new services offered by the center.

The equipment is expected to be purchased within 2 weeks of receiving the funds. Once purchased, installation will be scheduled with volunteers based on the availability of the equipment from the vendor. The hope is that the project can be complete by the end of June before the center closes for the summer break.

### Capacity Building

How will the project contribute to building skills and capacity within the community?

This project's primary goal is to increase the center's ability to provide therapy to beneficiaries from Community #1 and the surrounding villages. This equipment will provide the basis for improving the lives of the children currently attending the center and will create a normal service that will be available to children in the future.

In addition to increasing the center's capacity, this project is serving as an exercise in project management and planning. The skills the project team are developing while working on this project will allow them to independently complete these types of projects in the future.

### Sustainability

How will the community be able to sustain the activities and/or benefits of this project? What is the community's plan to sustain the benefits of the project after the initial project funding has been exhausted?

The staff plan to incorporate the therapy and exercise routines into the normal schedule of services offered to the beneficiaries. They will sustain these activities each year into the future. Once the initial purchase of equipment is made, the center will be able to financially support the repair and replacement of equipment as it is need over the coming years.

## Goals & Objectives

What are the project's goals and objectives and how will you know if your project is reaching them to produce the desired benefits or change? Please list corresponding goal and objective for each line when entering multiple indicators under a single goal/objective. Add rows if needed.

Fill out for Initial Grant/Application					Fill out for Completion Report	
Goal	Objective	Indicator(s)	Who	When	Results	Comments
In accordance with the UN Convention on the rights of people with disabilities, the goal is "to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity."	In the first full semester, all beneficiaries with indirect physical indicators (currently 21) will participate in therapy using the new equipment.	Number of beneficiaries with indirect indicators logged as using the equipment.	Community Member #1	September 16 - December 16	Children with indirect indicators are currently using the equipment. They are very excited for their sessions in the therapy room. For some of the children, they only time I've seen them smile is when they are using the new equipment.	
In accordance with the UN Convention on the rights of people with disabilities, the goal is "to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity."	In the first full semester, all beneficiaries with direct physical indicators (currently 19) will participate in therapy using the new equipment.	Number of beneficiaries with direct indicators logged as using the equipment.	Community Member #2	September 16 - December 16	In the first two months, all of the children at the center have participated in activities using the new equipment. It appears that the staff will be on track to involve all the children with direct indicators in therapy.	It is early in the first semester but staff have on boarded all of the new beneficiaries for this semester and are settling into normal therapy routines.
In accordance with the UN Convention on the rights of people with disabilities, the goal is "to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity."	After the first year of using the equipment, the staff will observe improvements in 50% (currently 10) of beneficiaries with direct physical indicators.	Number of evaluation documents for beneficiaries with direct physical indicators showing improvements over the previous year.	Community Member #2	September 16 - May 17	This indicator will be formally evaluated in May of 2017. Currently the staff have created all of their baseline observations so that they can develop therapy plans and then compare the results in May.	
In accordance with the UN Convention on the rights of people with disabilities, the goal is "to promote, protect and ensure the	After the first year of using the equipment, the staff will observe improvements in 50% (currently 11) of beneficiaries with indirect physical indicators.	Number of evaluation documents for beneficiaries with indirect physical indicators showing improvements over the previous year.	Community Member #1	September 16 - May 17	Initial evaluations of the children are complete and therapy plans have been created. When the final evaluations are conducted in May	The children are already starting to show benefits from the emotional and physical outlet provided by the equipment. We expect this to be evident in the formal evaluations conducted at the end of the year.

full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity."					it is expected that we will see improvements.	
In accordance with the UN Convention on the rights of people with disabilities, the goal is "to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity."	In the first year, 40 families will be given informational materials about physical therapy services at the center.	A log of parents receiving information will be reviewed.	Community Member #3 and Community Member #2	September 16 - May 17	The information materials have been prepared, reviewed, and printed. They will be distributed during parent meeting that are conducted throughout the year.	The first training has not yet been conducted but it is expected that at the next parents meeting, one or more of the topics will be presented and distributed.

## Timeline

Person Responsible	Activity	Implementation Time
Community Member #3 and staff	Continue Community Fundraising Events	week 0 - week 8
Peace Corps / PCV #2	Receive Grant Funding	week 0 - week 2
Group Contact Person #1 / PCV #2	Purchase Equipment	week 3 - week 4
Volunteers	Installation of equipment	week 5 - week 12
Community Member #3 / Volunteers	Prepare mural in room	June 1 - September 30
All staff at Center #1	Prepare Informational Materials	week 5 - week 8
Director and staff	Open House	Target date - September 30

## Do No Harm

### General

Please report on the results of your "do no harm" discussions with community members. Did you find that there were consequences you hadn't thought about?

If this project is very successful and beneficiaries show large progress, it is possible some parents might feel that the services of the center are no longer needed despite needs identified by the staff.

Conversely, it is also possible that success of the project might increase demand in the community as word spreads of the success with other parents of children who do not attend the center. The center is limited by space on the number of beneficiaries that can attend the center at one time.

### Environmental

If the proposed project is not solely a training project, please discuss possible negative environmental impacts with your community. What are potential negative Environmental impacts of the project activities?

The equipment will be used indoors in an existing room and will not require additional power or water. The only possible environmental impact would come from the manufacturing process of the equipment that will be purchased.

### Mitigation

For each of the potential negative impacts described in your prior responses please describe the measures the community will adopt in order to monitor and mitigate against potentially harmful effects.

Effort will be made to educate the parents at every step of the therapy and make it clear the benefits the beneficiaries will see if they continue to attend therapy sessions.

The center will continue to evaluate new applicants and if demand exceeds capacity, attempt to identify those with the greatest need. If demand continues to remain high for a large period of time, in the future the center will investigate the possibilities of expanding services.

When purchasing equipment, if there is a choice of equipment that are manufactured in a more environmentally sustainable way, efforts will be made to purchase the better choice within limitations of the budget.

## Budget Summary

No need to complete this section when working offline. This section will automatically calculate when the detailed budget has been entered in the PCGO portal.

Category	Grant Amount	Community Contribution Cash	Community Contribution In-Kind	Third-Party Contribution Cash	Third-Party Contribution In-Kind
Equipment	\$1986.05	\$131.58	\$0.00	\$0.00	\$0.00
Labor	\$0.00	\$0.00	\$242.34	\$0.00	\$0.00
Land/Venue Rental					
Materials Transport	\$0.00	\$0.00	\$28.42	\$0.00	\$0.00
Materials/Supplies	\$0.00	\$164.53	\$73.68	\$0.00	\$0.00
Travel/Per Diem/Food/Lodging	\$0.00	\$0.00	\$52.63	\$0.00	\$0.00
<b>Total</b>	<b>\$1,986.05</b>	<b>\$296.11</b>	<b>\$397.08</b>	<b>\$0.00</b>	<b>\$0.00</b>

## Budget Detail

Enter each item that will be required to complete the project. For the budget category, you will need to classify each item as one of the following budget categories: Equipment, Labor, Land/Venue Rental, Materials Transport, Materials/Supplies, Other, Travel/Per Diem/Food/Lodging. It is recommended that you use the supplemental spreadsheet to complete your initial budget offline. This can be found at [http://files.peacecorps.gov/donate/Small\\_Grants\\_Budget\\_Worksheet.xls](http://files.peacecorps.gov/donate/Small_Grants_Budget_Worksheet.xls). The Grants Coordinator at your post can also provide you a copy.

Item Description	Budget Category	Unit Cost	Qty	Total Cost	Grant Amount Local	Grant Amount \$US	Community Contribution Cash (Local/\$US)		Community Contribution In-Kind (Local/\$US)		Third-Party Contribution Cash (Local/\$US)		Third-Party Contribution In-Kind (Local/\$US)	
Fitness ball pump	Equipment	60.00	2.00	120.00	120.00	\$6.32	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Sports ball pump	Equipment	150.00	2.00	300.00	300.00	\$15.79	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Checkers Set	Equipment	80.00	4.00	320.00	320.00	\$16.84	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Soft Cube (square)	Equipment	200.00	2.00	400.00	400.00	\$21.05	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00

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Wooden Climbing Set	Equipment	2900.00	1.00	2900.00	400.00	\$21.05	2500.00	\$131.58	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
55 mm - Massage Ball	Equipment	60.00	8.00	480.00	480.00	\$25.26	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Frisbee	Equipment	60.00	8.00	480.00	480.00	\$25.26	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
0,5 kg. - Plastic Weights	Equipment	50.00	10.00	500.00	500.00	\$26.32	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
1,5 kg.- Plastic Weights	Equipment	125.00	4.00	500.00	500.00	\$26.32	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
(25 cm) - Ball	Equipment	75.00	7.00	525.00	525.00	\$27.63	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
60 cm - Post	Equipment	280.00	2.00	560.00	560.00	\$29.47	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Wooden Balance Staff	Equipment	60.00	10.00	600.00	600.00	\$31.58	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
80 cm - Post	Equipment	335.00	2.00	670.00	670.00	\$35.26	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
1,0 kg. - Plastic Weights	Equipment	75.00	10.00	750.00	750.00	\$39.47	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Jump Rope	Equipment	80.00	10.00	800.00	800.00	\$42.11	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Fitness Bands	Equipment	280.00	3.00	840.00	840.00	\$44.21	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Round Fitness Ball	Equipment	210.00	4.00	840.00	840.00	\$44.21	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Oval Fitness Ball	Equipment	310.00	3.00	930.00	930.00	\$48.95	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
(55 cm) - Ball	Equipment	140.00	7.00	980.00	980.00	\$51.58	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Wooden Chess Set	Equipment	260.00	4.00	1040.00	1040.00	\$54.74	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Expander for children	Equipment	145.00	8.00	1160.00	1160.00	\$61.05	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Soft Cube (rectangle)	Equipment	590.00	2.00	1180.00	1180.00	\$62.11	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Soft stairs	Equipment	640.00	2.00	1280.00	1280.00	\$67.37	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
wavy soft block	Equipment	680.00	2.00	1360.00	1360.00	\$71.58	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
set 3 - Domed Arches	Equipment	850.00	2.00	1700.00	1700.00	\$89.47	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Basketball hoop and backboard	Equipment	1950.00	1.00	1950.00	1950.00	\$102.63	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Big Massage Hooola-Hoop	Equipment	250.00	8.00	2000.00	2000.00	\$105.26	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
F5V2700-R - Soccer Ball	Equipment	520.00	4.00	2080.00	2080.00	\$109.47	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Cone	Equipment	225.00	10.00	2250.00	2250.00	\$118.42	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
4 mm - Yoga Mat	Equipment	234.00	10.00	2340.00	2340.00	\$123.16	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Volley ball	Equipment	520.00	5.00	2600.00	2600.00	\$136.84	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
(1,5 m) - Trampoline	Equipment	5800.00	1.00	5800.00	5800.00	\$305.26	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Poster Design	Labor	80.00	3.00	240.00	0.00	\$0.00	0.00	\$0.00	240.00	\$12.63	0.00	\$0.00	0.00	\$0.00

Creation of Informational Materials (Saturdays) - 4hr for 5 staff	Labor	20.00	20.00	400.00	0.00	\$0.00	0.00	\$0.00	400.00	\$21.05	0.00	\$0.00	0.00	\$0.00
Installation (quoted at 7% of total equipment price of 40,285MDL)	Labor	864.50	1.00	864.50	0.00	\$0.00	0.00	\$0.00	864.50	\$45.50	0.00	\$0.00	0.00	\$0.00
Multiple volunteers worked June, July, and August repairing the room, painting, and creating the mural.	Labor	3100.00	1.00	3100.00	0.00	\$0.00	0.00	\$0.00	3100.00	\$163.16	0.00	\$0.00	0.00	\$0.00
Transport	Materials Transport	540.00	1.00	540.00	0.00	\$0.00	0.00	\$0.00	540.00	\$28.42	0.00	\$0.00	0.00	\$0.00
Printing of Materials - Cost per page	Materials/Supplies	14.00	100.00	1400.00	0.00	\$0.00	0.00	\$0.00	1400.00	\$73.68	0.00	\$0.00	0.00	\$0.00
Printing of Instructional Posters	Materials/Supplies	500.00	2.00	1000.00	0.00	\$0.00	1000.00	\$52.63	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Room painting, mural, repairs, and preparation - Materials	Materials/Supplies	2126.00	1.00	2126.00	0.00	\$0.00	2126.00	\$111.89	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Food and Drinks for Open House	Travel/Per Diem/Food/Lodging	1000.00	1.00	1000.00	0.00	\$0.00	0.00	\$0.00	1000.00	\$52.63	0.00	\$0.00	0.00	\$0.00
<b>Total</b>					<b>37,735.00</b>	<b>\$1,986.05</b>	<b>5,626.00</b>	<b>\$296.11</b>	<b>7,544.50</b>	<b>\$397.08</b>	<b>0.00</b>	<b>\$0.00</b>	<b>0.00</b>	<b>\$0.00</b>

### Budget Narrative (optional)

This section describes the types of items or services that will be purchased in each budget category. It gives a snapshot of what will be purchased to complete the project. The budget narrative differs from the detailed budget in that it summarizes all budget line items within the same category. The fields completed here should match the categories used in the "Budget Detail" Section.

Budget Category	Grant Contribution	Community Contribution	Third-Party Contribution
Equipment	The equipment purchased with grant funds will provide the tools the center needs to provide a variety of physical activities to help children with and without disabilities improve.	The center will use donated funds to contribute to the purchasing of equipment as indicated in the budget.	
Labor		Company #1 quotes installation as 7% of the cost of the items requiring set up. Installation of equipment labor is 7% of cost for trampoline and climbing set. Volunteer labor and staff work on weekends will be used for the repairs, preparation, and painting of the room. Staff plan to hold Saturday work sessions to create the informational materials that will be distributed to families.	
Land/Venue Rental		The physical therapy will take place in an existing room that is currently used for this type of therapy with the few items that currently exist so there is no additional contribution.	
Materials/Supplies		Center #1 is arranging to purchase or have donated the supplies need to paint the walls, repair any damage from equipment installation,	

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		and create a mural. Fundraising will continue in the month of April and May to support the remaining cost after donations of materials are received.	
Materials Transport		The center will use its van to drive to Community #2 and pick up the equipment when purchased.	
Travel/Per Diem/Food/Lodging		The center will host an event to show the finished room to donors, parents, volunteers, key community members, and other parties that have a stake in the project. At this event the center will prepare and provide food and beverages to the guests.	

**Environmental Review**

For grant projects involving 1) water/sanitation; 2) agriculture such as agroforestry and community gardens, and 3) environment such as natural resource management, Volunteers must complete and submit an environmental screening form to the grant review committee. The grant review committee must ensure that information on the form is taken into consideration and given significant weight. The Volunteer and committee will determine what, if any, measures must be taken to mitigate and monitor the environmental impact of the project.

The purpose of this Environmental Review and Assessment Checklist (ER Checklist) is to determine whether the proposed action (scope of work) encompasses the potential for environmental pollution or concern and, if so, to determine the scope and extent of additional environmental evaluation, mitigation, and monitoring necessary to fulfill federal U.S. environmental requirements. The ER Checklist is intended to be used by both the Peace Corps personnel who submit project proposals and the grant selection committee to ensure that environmental consequences are taken into account before making an award for a proposed activity. The environmental consequences checklist will assist in determining the potential environmental impact of the proposal.

Include cost information on any environmental mitigation and monitoring in the overall budget proposal. Appropriate environmental mitigation and monitoring is considered an integral aspect of the overall project activity.

Please provide the following information. This information will assist the grant award committee in making an environmental impact determination on the proposed activity.

<b>Project/Activity Description</b>	
<b>Type of Project/Activity</b>	
<b>Baseline Environmental Conditions</b>	

**A. CHECKLIST FOR ENVIRONMENTAL CONSEQUENCES: Check appropriate column as Yes (Y), Maybe (M), No (N) or Beneficial (B). Briefly explain Y, M and B checks in next Section, "Explanations". A "Y" response does not necessarily indicate a significant effect, but rather an issue that requires focused consideration.**

**1. Earth Resources**

- a. grading trenching, or excavation in cubic meters or hectare
- b. geologic hazards (faults, landslides, liquefaction, un-engineered fill, etc.)
- c. contaminated soils or ground water on the site
- d. offsite overburden/waste disposal or borrow pits required in cubic meters or tons
- e. loss of high-quality farmlands in hectares

**2. Agricultural and Agrochemical**

- a. impacts of inputs such as seeds and fertilizers
- b. impact of production process on human health and environment
- c. other adverse impacts

**3. Industries**

- a. impacts of run-off and run-on water
- b. impact of farming such as intensification or extensification
- c. impact of other factors

**4. Air Quality**

- a. substantial increase in onsite air pollutant emissions (construction/operation)
- b. violation of applicable air pollutant emissions or ambient concentration standards
- c. substantial increase in vehicle traffic during construction or operation
- d. demolition or blasting for construction
- e. substantial increase in odor during construction or operation
- f. substantial alteration of microclimate


**5. Water Resources and Quality**

- a. river, stream or lake onsite or within 30 meters of construction
- b. withdrawals from or discharges to surface or ground water
- c. excavation or placing of fill, removing gravel from, a river, stream or lake
- d. onsite storage of liquid fuels or hazardous materials in bulk quantities


**6. Cultural Resources**

- a. prehistoric, historic, or paleontological resources within 30 meters of construction
- b. site/facility with unique cultural or ethnic values


**7. Biological Resources**

- a. vegetation removal or construction in wetlands or riparian areas in hectare
- b. use of pesticides/rodenticides, insecticides, or herbicides in hectare
- c. Construction in or adjacent to a designated wildlife refuge


**8. Planning and Land Use**

- a. potential conflict with adjacent land uses
- b. non-compliance with existing codes, plans, permits or design factors
- c. construction in national park or designated recreational area
- d. create substantially annoying source of light or glare
- e. relocation of >10 individuals for +6 months
- f. interrupt necessary utility or municipal service > 10 individuals for +6 months
- g. substantial loss of inefficient use of mineral or non-renewable resources
- h. increase existing noise levels >5 decibels for +3 months


**9. Traffic, Transportation and Circulation**

- a. increase vehicle trips >20% or cause substantial congestion
- b. design features cause or contribute to safety hazards
- c. inadequate access or emergency access for anticipated volume of people or traffic


**10. Hazards**

- a. substantially increase risk of fire, explosion, or hazardous chemical release

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b. bulk quantities of hazardous materials or fuels stored on site +3 months


c. create or substantially contribute to human health hazard

**11. Other Issues**

a. substantial adverse impact


b. adverse impact

c. minimal impact

**B. EXPLANATION OF ENVIRONMENTAL CONSEQUENCES: explain Y, M and B responses**

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**C. IDENTIFIED SIGNIFICANT ENVIRONMENTAL IMPACTS (including physical, biological and social), if any: (Use ER to identify significant environmental impacts)**

--

**D. PROPOSED MITIGATION MEASURES (if any):**

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**E. PROPOSED MONITORING MEASURES (if any):**

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## Grant Performance Indicators

When you are applying for a grant and filling in your grant application, you will only fill in the first column titled, "Initial Indicators". At this time, you will estimate the number of organizations or community members that you anticipate will participate in, benefit from, or be affected by your project. You must enter a non-zero number for at least one initial grant-specific indicator for the project to be approved.

When your project is complete and you are filling out your grant completion report, you will only fill in the second column titled, "Final Indicators". In this column, you will report the actual number of organizations or community members that participated in, benefited from or were affected by your project. You must enter a non-zero number for at least one final grant-specific indicator to confirm that the project met agreed-upon funding requirements

Region / Country	Type	Program Element	Metric	Categories	Initial Indicators	Final Indicators
Moldova	All	# of Beneficiaries (indirect)	Community members who receive an indirect benefit from the project, not including those counted above	Male(s) 25 and above	19	19
				Male(s) 14 and below	11	11
				Female(s) 25 and above	19	19
				Female(s) 15-24	1	1
				Female(s) 14 and below	9	9
		# of Participants (direct)	Community members directly involved in the design and implementation of the project, including those who attend trainings or workshops	Male(s) 15-24	1	1
				Male(s) 14 and below	14	14
				Female(s) 15-24	1	1
				Female(s) 14 and below	3	3
		Capacity Development	# of community organizations and/or associations that will have increased capacity due to this small grant	Organizations	1	1
				# service providers who will have increased capacity due to this small grant	Female(s) 25 and above	6
		New Technology & Practices	# of individuals who have applied new technologies and/or practices as a result of this grant	Female(s) 25 and above	6	6
				# of new technologies and/or practices that will have been adopted as a result of this small grant	Practices	1
		SPA	2.4.1, Civic Participation	# of civil society organizations using US government assistance to improve internal organizational capacity	Civil society organizations	1
# of people trained/educated in organizational capacity and/or leadership	Female(s) 25 and above				0	6

## Referral Contacts

Most approved PCPP and LGL projects will be posted online for fundraising at [peacecorps.gov/donate](http://peacecorps.gov/donate). Volunteers are encouraged to enter contact information for their friends and family who may want to support their project through donations. Once your project is approved, Peace Corps/HQ staff will contact your referrals to alert them that your project is online.

Title	First Name	Last Name	Relationship to Volunteer	E-mail Address	Street Address	City	State	Zip Code
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**STOP HERE, if you are filling out your grant application - you are done!**

**If you have completed your project and are filling in your completion report information, be sure to fill in your final indicators in the "Grant Performance Indicators" section above. Then, fill in your final narrative and budget below.**

## Completion Report Narrative

Please fill in each box explaining the outcomes of your project.

### Tell Your Story

Every project has a story. Please describe any anecdotal evidence/stories from a community member or your personal experience that attest to the project's success. This vignette may be used to highlight your exemplary work when reporting to stakeholders.

This has been, for me, an inspirational project. I have been impressed with the skill and hard work of my partners and heartened by the care and concern they show for the children that attend our center. My courageous partners pushed on when they encountered new techniques and requirements for project management and delivered a near perfect project. The community at large showed their support for the work done at this center by providing support financially, through in-kind donations, and through hours of volunteer labor.

In addition to all of the capacity building work done with my partners, it was amazing to see the immediate impact on the children at the center. The first day we were open after installing the equipment, it was thrilling to see the happy and surprised faces of the children as they entered the newly remodeled "Sala de kinetoterapia" (Physical Therapy Room). They showed a new interest in engaging in this therapy exercises. There are children who attend the center who have been victims of trauma. For the first time in the year I've worked with this organization, I saw smiles on these children's faces as they jumped on the trampoline or performed exercises on the large exercise balls. For these children who often don't have many positive events in their lives, this project brought happiness into their daily routine.

We have compiled a video showing the beneficiaries of this project enjoying the new equipment. Thank you again for your support.

### Goals Achieved, Changes in Initial Objectives, and Community Feeling

The project goal has remained consistent throughout the process. The center strives to provide better opportunities and community integration for the socially vulnerable and disabled children they serve. They identified long ago that in the area of physical therapy they lacked the equipment needed to improve these children's lives.

In the course of the project, not only have they begun to use this new equipment and see changes in the abilities and spirit of the children, they have also seen an increased outpouring of support from community members.

### Capacity and Skills Built

Throughout the process of planning the project, writing the grant, and implementing the project there were times when my partners expressed doubt or skepticism. However, each time they encountered a new skill to learn or were challenged by a new way of doing something, they bravely pressed on and practiced these new skills. Since this project's implementation I've observed a new passion from my partners for fundraising, an excitement for recruiting volunteers, an increased commitment to more advanced planning, and increased confidence in their presentation and project skills.

### Sustainability

The team has developed training materials that will be used with training sessions with parents. These trainings are designed to prepare parents to continue their child's physical therapy at home and during the summer when the child isn't at the center.

The skills gained and demonstrated by the project team will allow them to pursue these types of projects without the help of a Peace Corps volunteer.

### Unexpected Events and Recommendations

In general the project progressed smoothly with no major surprises. The team even negotiated with a local vendor to lower his prices on the mounting of our informational posters so that our final expenditure was exactly the amount of money remaining in our project.

The future however is uncertain for Center #1. It appears that Government Agency #1 will be cutting all funding for these types of organizations in an effort to move disability services into schools. Since the schools have had no additional training or funding to prepare for this change, there is still a major need for the services provided by this center. My partners on this project will need to look for alternate sources of funding and possibly restructure as a non-governmental organization in order to have a future.

### Lessons Learned and Promising Practices

The staff at Center #1 have developed increased focus on longer term planning. I've observed them preparing for events and occurrences much earlier than in the previous year. They also have increased confidence in looking for assistance to support the center and no longer have any fear of asking for small or large donations that will improve the lives of these children.

I learned through practice that it was not necessary to press my partners into trying new methods of project management. They were more likely to adopt these new practices if I first brought up the idea, discussed it with them and let them express their feelings on the idea, then waited a few days before moving to implement the idea. This allowed my partners to come to the decision themselves that they were ready for the new practices, whether it was detailed budgeting or just asking the community for donations to support the project.

## Final Budget Summary

No need to complete this section when working offline. This section will automatically calculate when the Final Project Log has been entered in the PCGO portal.

Activity	Grant Amount	Community Contribution Cash	Community Contribution In-Kind	Third-Party Contribution Cash	Third-Party Contribution In-Kind
Equipment	\$1,968.68	\$184.21	\$0.00	\$0.00	\$0.00
Labor	\$0.00	\$0.00	\$275.79	\$0.00	\$0.00
Land/Venue Rental					
Materials Transport	\$0.00	\$0.00	\$28.42	\$0.00	\$0.00
Materials/Supplies	\$17.37	\$0.00	\$185.58	\$0.00	\$0.00
Travel/Per Diem/Food/Lodging	\$0.00	\$0.00	\$52.63	\$0.00	\$0.00
<b>Total</b>	<b>\$1,986.05</b>	<b>\$184.21</b>	<b>\$542.42</b>	<b>\$0.00</b>	<b>\$0.00</b>

## Final Budget

Use this project log to record each receipt collected for your project. You will need to classify each item as one of the following budget categories: Equipment, Labor, Land/Venue Rental, Materials Transport, Materials/Supplies, Other, Travel/Per Diem/Food/Lodging. It is recommended that you use the supplemental spreadsheet to complete your final budget offline. This can be found at [http://files.peacecorps.gov/donate/Final\\_Report\\_Project\\_Log.xls](http://files.peacecorps.gov/donate/Final_Report_Project_Log.xls).

Date	Receipt #	Item Description	Budget Category	Unit Cost	Qty	Total Cost	Grant Amount (Local Currency)	Grant Amount (\$US)	Community Contribution Cash (Local Currency/\$US)	Community Contribution In-Kind (Local Currency/\$US)	Third-Party Contribution Cash (Local Currency/\$US)	Third-Party Contribution In-Kind (Local Currency/\$US)				
6/28/2016	c/f 10076000296 85, Chitanta 26 Mai 2016, 28 iunie 2016 - Line 12	Fitness ball pump	Equipment	60.00	2.00	120.00	120.00	\$6.32	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
6/28/2016	c/f 10076000296 85, Chitanta 26 Mai 2016, 28 iunie 2016 - Line 18	Sports ball pump	Equipment	150.00	2.00	300.00	300.00	\$15.79	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
6/28/2016	c/f 10076000296 85, Chitanta 26 Mai 2016, 28 iunie 2016 - Line 20	Checkers Set	Equipment	80.00	4.00	320.00	320.00	\$16.84	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
6/28/2016	c/f 10076000296 85, Chitanta 26 Mai 2016, 28 iunie 2016 - Line 25	Soft Cube (square)	Equipment	200.00	2.00	400.00	400.00	\$21.05	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
6/28/2016	c/f 10076000296 85, Chitanta 26 Mai 2016, 28 iunie 2016 - Line 1	55 mm - Massage Ball	Equipment	60.00	8.00	480.00	480.00	\$25.26	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
6/28/2016	c/f 10076000296 85, Chitanta 26 Mai 2016, 28 iunie 2016 - Line 19	Frisbi	Equipment	60.00	8.00	480.00	480.00	\$25.26	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00

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6/28/2016	c/f 10076000296 85, Chitanta 26 Mai 2016, 28 iunie 2016 - Line 13	0,5 kg. - Plastic Weights	Equipment	50.00	10.00	500.00	500.00	\$26.32	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
6/28/2016	c/f 10076000296 85, Chitanta 26 Mai 2016, 28 iunie 2016 - Line 15	1,5 kg.- Plastic Weights	Equipment	125.00	4.00	500.00	500.00	\$26.32	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
6/28/2016	c/f 10076000296 85, Chitanta 26 Mai 2016, 28 iunie 2016 - Line 4	(25 cm) - Ball	Equipment	75.00	7.00	525.00	525.00	\$27.63	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
6/28/2016	c/f 10076000296 85, Chitanta 26 Mai 2016, 28 iunie 2016 - Line 28	60 cm - Post	Equipment	280.00	2.00	560.00	560.00	\$29.47	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
6/28/2016	c/f 10076000296 85, Chitanta 26 Mai 2016, 28 iunie 2016 part 2 - Line 2	Wooden Balance Staff	Equipment	60.00	10.00	600.00	600.00	\$31.58	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
8/25/2016	Chitanta 25- August-2016- SRL ALTPRIM	Protective Net for Windows - Plasa de protectie sala de sport	Equipment	620.00	1.00	620.00	620.00	\$32.63	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
6/28/2016	c/f 10076000296 85, Chitanta 26 Mai 2016, 28 iunie 2016 - Line 29	80 cm - Post	Equipment	335.00	2.00	670.00	670.00	\$35.26	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
6/28/2016	c/f 10076000296 85, Chitanta 26 Mai 2016, 28 iunie 2016 - Line 14	1,0 kg. - Plastic Weights	Equipment	75.00	10.00	750.00	750.00	\$39.47	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
6/28/2016	c/f 10076000296 85, Chitanta 26 Mai 2016, 28 iunie 2016 - Line 2	Jump Rope	Equipment	80.00	10.00	800.00	800.00	\$42.11	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
6/28/2016	c/f 10076000296 85, Chitanta 26 Mai 2016, 28 iunie 2016 - Line 6	Fitness Bands	Equipment	280.00	3.00	840.00	840.00	\$44.21	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
6/28/2016	c/f 10076000296 85, Chitanta 26 Mai 2016, 28 iunie 2016 - Line 8	Round Fitness Ball	Equipment	210.00	4.00	840.00	840.00	\$44.21	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
6/28/2016	c/f 10076000296 85, Chitanta 26 Mai 2016,	Oval Fitness Ball	Equipment	310.00	3.00	930.00	930.00	\$48.95	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00

	28 iunie 2016 - Line 9															
6/28/2016	c/f 10076000296 85, Chitanta 26 Mai 2016, 28 iunie 2016 - Line 5	(55 cm) - Ball	Equipment	140.00	7.00	980.00	980.00	\$51.58	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
6/28/2016	c/f 10076000296 85, Chitanta 26 Mai 2016, 28 iunie 2016 - Line 21	Wooden Chess Set	Equipment	260.00	4.00	1,040.00	1,040.00	\$54.74	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
6/28/2016	c/f 10076000296 85, Chitanta 26 Mai 2016, 28 iunie 2016 - Line 3	Expander for children	Equipment	145.00	8.00	1,160.00	1,160.00	\$61.05	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
6/28/2016	c/f 10076000296 85, Chitanta 26 Mai 2016, 28 iunie 2016 - Line 24	Soft Cube (rectangle)	Equipment	590.00	2.00	1,180.00	1,180.00	\$62.11	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
6/28/2016	c/f 10076000296 85, Chitanta 26 Mai 2016, 28 iunie 2016 - Line 26	Soft stairs	Equipment	640.00	2.00	1,280.00	1,280.00	\$67.37	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
6/28/2016	c/f 10076000296 85, Chitanta 26 Mai 2016, 28 iunie 2016 - Line 27	wavy soft block	Equipment	680.00	2.00	1,360.00	1,360.00	\$71.58	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
6/28/2016	c/f 10076000296 85, Chitanta 26 Mai 2016, 28 iunie 2016 - Line 30	set 3 - Domed Arches	Equipment	850.00	2.00	1,700.00	1,700.00	\$89.47	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
6/28/2016	c/f 10076000296 85, Chitanta 26 Mai 2016, 28 iunie 2016 - Line 22	Basketball hoop and backboard	Equipment	1,950.00	1.00	1,950.00	1,950.00	\$102.63	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
6/28/2016	c/f 10076000296 85, Chitanta 26 Mai 2016, 28 iunie 2016 - Line 11	Big Massage Hoola- Hoop	Equipment	250.00	8.00	2,000.00	2,000.00	\$105.26	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
6/28/2016	c/f 10076000296 85, Chitanta 26 Mai 2016, 28 iunie 2016 - Line 16	F5V2700-R - Soccer Ball	Equipment	520.00	4.00	2,080.00	2,080.00	\$109.47	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
6/28/2016	c/f 10076000296 85, Chitanta 26 Mai 2016, 28 iunie 2016 part 2 - Line 1	Cone	Equipment	225.00	10.00	2,250.00	2,250.00	\$118.42	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
6/28/2016	c/f 10076000296 85, Chitanta	(1,5 m) - Trampoline	Equipment	5,800.00	1.00	5,800.00	2,300.00	\$121.05	3,500.00	\$184.21	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00

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	24 Mai 2016, 26 Mai 2016, 28 iunie 2016 - Line 7															
6/28/2016	c/f 10076000296 85, Chitanta 26 Mai 2016, 28 iunie 2016 - Line 10	4 mm - Yoga Mat	Equipment	234.00	10.00	2,340.00	2,340.00	\$123.16	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
6/28/2016	c/f 10076000296 85, Chitanta 26 Mai 2016, 28 iunie 2016 - Line 17	Volley ball	Equipment	520.00	5.00	2,600.00	2,600.00	\$136.84	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
6/28/2016	c/f 10076000296 85, Chitanta 26 Mai 2016 & 28 iunie - Line 23	Wooden Climbing Set	Equipment	2,950.00	1.00	2,950.00	2,950.00	\$155.26	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
6/12/2016	In-kind volunteer labor on Sunday. Cost quoted on Offer for printing of informational materials	Poster Design	Labor	80.00	3.00	240.00	0.00	\$0.00	0.00	\$0.00	240.00	\$12.63	0.00	\$0.00	0.00	\$0.00
6/12/2016	Two 4 hour sessions for 3 people on Sunday 6/5 and 6/12 for creation of materials	Creation of Informatio nal Materials (Saturdays) - 4hr for 5 staff	Labor	24.00	20.00	480.00	0.00	\$0.00	0.00	\$0.00	480.00	\$25.26	0.00	\$0.00	0.00	\$0.00
9/1/2016		Multiple volunteers worked June, July, and August repairing the room, painting, and creating the mural.	Labor	20.00	85.00	1,700.00	0.00	\$0.00	0.00	\$0.00	1,700.00	\$89.47	0.00	\$0.00	0.00	\$0.00
		Installation (quoted at 7% of total equipment price of 40,285MDL )	Labor	2,820.00	1.00	2,820.00	0.00	\$0.00	0.00	\$0.00	2,820.00	\$148.42	0.00	\$0.00	0.00	\$0.00
6/28/2016	In-kind. Delivery cost quoted on original offer.	Transport	Materials Transport	540.00	1.00	540.00	0.00	\$0.00	0.00	\$0.00	540.00	\$28.42	0.00	\$0.00	0.00	\$0.00
6/24/2016	In-Kind donation of paper and printing by center. Cost based off quote for printing	Printing of Materials - Cost per page	Materials/Supplies	14.00	100.00	1,400.00	0.00	\$0.00	0.00	\$0.00	1,400.00	\$73.68	0.00	\$0.00	0.00	\$0.00
1/1/2016	Donated Materials from Original Quote -	Room painting, mural, repairs,	Materials/Supplies	2,126.00	1.00	2,126.00	0.00	\$0.00	0.00	\$0.00	2,126.00	\$111.89	0.00	\$0.00	0.00	\$0.00

	Factura 000000008, Bator Grup	and preparation - Materials														
9/21/2016	Receipt for Cash – Community Member #4	Printing of Instructional Posters	Materials/Supplies	130.00	1.00	130.00	130.00	\$6.84	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
9/22/2016	Receipt for Cash – Community Member #5	Mounting of Instructional Poster	Materials/Supplies	200.00	1.00	200.00	200.00	\$10.53	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
9/23/2016	In-kind donation by staff and volunteers based of Food estimate - Factura 5 Community Member #6	Food and Drinks for Open House	Travel/Per Diem/Food/Lodging	1,000.00	1.00	1,000.00	0.00	\$0.00	0.00	\$0.00	1,000.00	\$52.63	0.00	\$0.00	0.00	\$0.00
<b>Total</b>							<b>37,735.00</b>	<b>\$1,986.05</b>	<b>3,500.00</b>	<b>\$184.21</b>	<b>10,306.00</b>	<b>\$542.42</b>	<b>0.00</b>	<b>\$0.00</b>	<b>0.00</b>	<b>\$0.00</b>

### Final Grant Performance Indicators

Please go back to the previous "Grant Performance Indicators" section and fill in the column titled, "Final Indicators" to report on the results of your project. In this column, you will report the actual number of organizations or community members that participated in, benefited from or were affected by your project. You must enter a non-zero number for at least one final grant specific indicator to confirm that the project met agreed-upon funding requirements.

# Kyrgyz Republic: Bicycles for Mobility

*Peace Corps Volunteer and community address issues of limited mobility through modified bicycles*



In Kyrgyz Republic, a Volunteer, in close collaboration with a local community center, used a SPA grant to facilitate the production of mobility equipment for disabled youth. While the community center had several youth and health-oriented programs, they noticed low participation rates by disabled youth. The project team coordinated with a local manufacturer who was willing to produce the equipment, but who lacked some technical skills and specialized welding equipment.

After the SPA grant funds removed these limitations, the local manufacturer designed three types of three-wheel bicycles. The designs meet the range of needs for disabled children—from body balance issues, limited leg function, and other disabilities. SPA funds were also used to purchase and transport some of the materials needed to manufacture a limited set of mobility bikes. After the first round of prototypes, a total of 10 bikes were assembled and distributed.

The mobility bikes are enabling fuller integration of the children into the community and allow once isolated children to more easily connect to the wider world. At the opening ceremony, one parent remarked, “It is not only about our children’s health. Our children gain pride and self-respect in making connections to our community.” The community center is hoping to continue the project in a myriad of ways, including expanding production to include adult mobility bikes through a social enterprise involving the local manufacturer. The community center is now empowered and legitimized in the community to take on other community development initiatives.

## Small Investments

Total Project Cost: \$2,991.88 USD

SPA Funded Amount: \$2,154.74 USD

(Including: welder, wheels for bikes, pedals)

Community Contribution: \$837.14

(Including: salary for training, compressor, paint gun)

## General Grant Information

This application has been developed as a tool to help Volunteers and their communities plan successful small grant projects. The information that you record here will also be transmitted to Peace Corps Headquarters for internal reporting and reporting to donors. Please work with your community to fill out this application and return it to the appropriate staff member at post for review. Before completing any section, make sure to read the entire application.

Bicycles for Mobility

**Project Title:**

**Grant Type:** Small Project Assistance (SPA)

**Status:** Project Completed

**Volunteer:** PCV #1

**Responsible Program Manager/APCD:** Program Manager #1

**Country:** Kyrgyz Republic

**Program Element:** 6.1.1, Cross Cutting

**Project Start Date:** 5/30/2016

**Project End Date:** 10/15/2016

*The budget information below will auto-fill once the budget has been entered into PCGO. If these fields are blank, you do not need to fill them in.*

**% Comm. Contribution Proposed:** 27.31

**% Comm. Contribution Final:** 27.98

**Comm. Contribution Amount Proposed:** \$807.14

**Comm. Contribution Amount Final:** \$837.14

**Amount Requested:** \$2,147.86

**Amount Approved:** \$2,147.86

**Amount Remaining:** (\$6.88)

**Requested Grant Amount (local currency)**

150350.00

**Exchange Rate: \$1US= (enter local currency value here):** 70.00

**Number of PCVs working on project:** 1

## Community Information

City/Town/Village	Community Group Name	Group Contact Information (phone, address, etc.)	Group Contact Person
Region #1	Community #1	*****	PCV #1

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## Classification

Choose from the following categories to give your project a primary classification: Agriculture, Education, Environment, Health, Municipal Development, Community and Economic Development, Youth Development, Water and Sanitation, HIV/AIDS, ICT, NGO Development, Volunteerism, Food Security, or Gender and Development.

From the same list above, choose one or more secondary classification to describe your project, if applicable

Primary Classification?	Classification(s)
Yes	Community and Economic Development
No	Health

## Volunteer Information

<b>Primary PCV</b>	PCV #1	<b>Peace Corps Sector</b>	Community Economic Development	<b>COS Date</b>	6/19/2017
	_____		_____		_____
<b>PCV 2</b>		<b>Peace Corps Sector</b>		<b>COS Date</b>	
	_____		_____		_____
<b>PCV 3</b>		<b>Peace Corps Sector</b>		<b>COS Date</b>	
	_____		_____		_____
<b>Other PCVs:</b>	_____				

# Project Narrative

Please fill in each box explaining the planning for your project.

## Summary

Please provide a brief summary of the project (up to 250 words). Include project activities, objectives, the community's contribution and the potential impact the project may have. For PCPP applications, this is the text that will appear on the PCPP webpage, please omit specific location information.

Our project consists of setting up a workshop for the fabrication of bicycles and modifying them for use by a group of disabled children and young adults. It will be completed in three phases. The first phase is to procure the tools and materials necessary to create an area dedicated to the manufacture of bicycles. This will require a number of tools and preparing the facilities in ready before the work can begin. The second phase is to develop the means and procedures to make and modify bicycles for use by the children. Each modification that is to be created will need a different set of skills and techniques to be completed. Some ideas may seem good on the surface but be a bit too complex. Therefore, the design of each item will be taken into consideration before attempts are made for actually producing it. This phase would include the manufacture of prototypes which will be given at cost to members of the community. This should spur interest in the community from people who see products that can be made at the center. The third phase is to train the individuals how to use the devices that are made. Training will be essential if the devices are to remain in use and be effective for the group.

## Background

Describe the background of the community and what priority this project addresses.

The village and surrounding areas contain a number of children and young people with special needs. They range in age from toddler to young adults. They are not always given the opportunity to engage in educational or social activities. They may live in an isolated state without access to schools or other forms of stimulation. They lack activities that could potentially lead to a source of income Our center was started to give them a place where they could take part in cultural, educational, social activities. The skills learned through these events help them to be better able to adjust and become valuable members of society. One of the problems they face is a lack of transportation around the village and to the center. The lack of access of transportation and its cost make it difficult to leave their homes. We seek to alleviate this through procuring the materials, building, and modifying bicycles to aid their movement into the community. This will increase their access to many of the things that are taken for granted by others. Our project would provide education and stimulation for some and products that may be useful but difficult to attain for others.

## Community Involvement

How is the community the driving force behind the project? Provide examples that demonstrate the community's involvement in the design and planning of this project.

The idea for the project comes entirely from the community. They have pledged space for the workshop, compiled a list of materials needed, and will complete all the work on manufacturing. My place in the project is mainly as an advisor and translator for materials that must be compiled in English. We have an individual in the community that is willing to do the work that is needed to complete the manufacture and modification of the bicycles. He is skilled in the art of working with metal and has done many projects in the past building tools for use in sewing operations. He will share his techniques and procedures with members of the community in order to add to the list of products that can be manufactured in the future. My counterpart and the rest of the staff at the center are very supportive of the project and willing to lend time to the workshop. Each phase of the project will have multiple members giving time and resources to drive the project to completion.

## Outcome

Briefly describe the desired outcome of the project.

The desired outcome of this project would be the completion of ten modified bicycles. Not only would this make the recipients happy but help to publicize work at the center. The bicycles would be used to come to the center. During these trips, the local community will see the work that was done which should generate enthusiasm for projects that could potentially be completed at the center. Hopefully, this will generate plans for future endeavors which could be completed.

## Implementation

Describe the implementation plan that will be used to achieve the goals and objectives of this project. Do you foresee any challenges to project implementation?

The first step in implementation is to find and purchase the tools and materials that are necessary to manufacture bicycles at the center. The greatest challenge in doing this is effort. All the tools and materials should be readily available. We have gone to places and found the required materials and tools in order to ascertain availability and costs. This will be completed by the end of the first month of the project. The next step in implementation is to develop designs for the different groups of people that may use these bicycles. Not all the children with disabilities have the same issues. Some will require modifications to aid in balance while others require changes to allow propulsion by something other than the legs. In cases like these, additional design changes will be necessary to account for the abilities of the particular user. We may find that some design changes are not possible. In most situations, this will not be the case. This step will be completed by the end of the second month of the project. The third step is to manufacture the bicycles. We have a community member that is skilled in making objects and tools

out of metal. He has many ideas about modifications that can be utilized to make the bicycles usable by the intended recipients. He will create the designs and fabricate the customized bicycles. By the end of the third month, at least four bicycles will be fabricated. The fourth step is to coach and train the users in how to operate the bicycles which are created. The users will need tips and some direction about how to operate the bicycles. The staff of the center will show how to use them and give direction during the initial period. They are quite adept at teaching children and young adults with disabilities how to overcome obstacles. The final step will be completed by the end of the fourth month.

**Capacity Building**

How will the project contribute to building skills and capacity within the community?

This project will help build adaptive capacity within my counterpart. She has worked on a variety of projects within our community in order to help better the cause of disabled people and their families. She will have the opportunity to experience how a project must be overseen by Peace Corps standards. This project will require collaboration with various members of the community, delegation of specific tasks, and critical thinking, all of which are attributes my counterpart and leaders of various sections can continue to develop. This project will give those that have not been a part of projects directly the necessary tools to pursue grants and projects on their own, especially since they will gain firsthand experience of working on a project from start to finish. Fostering these skills is invaluable especially when there is no longer a volunteer within the community.

This project will also build capacity of those who will benefit from the use of the bicycles. They will see the tangible benefits and may become interested in how it was accomplished. It will increase their fitness knowledge and the benefits of regular exercise. When they bring what they learn home to their families, it will increase the knowledge of the greater community.

**Sustainability**

How will the community be able to sustain the activities and/or benefits of this project? What is the community's plan to sustain the benefits of the project after the initial project funding has been exhausted?

At the present time there is no area at the center dedicated as a workshop for manufacturing metal objects. The first part of this project is to create one. Once the manufacturing area is established, it will become a permanent part of the center where new products can be made or instruction given to those that would like to learn a new craft. Our plan is to maintain the area as a place to manufacture items that can be sold in the village or at local markets as well as an area to instruct young adults with disabilities new skills that will make them better able to find gainful employment. The first prototype bicycles will be given for free or at the cost of materials depending on the situation of the family. These are meant to be used around the village by our clients. We are certain this will generate publicity concerning what can be done at the center. It will act as means to publicize that we are able to make products that may be useful to the people of the village.

A good portion of the grant will be used to purchase tools and equipment that will remain on the premises even after production is complete. The tools will be available for the production of other items as well as bicycles. We have discussed several items that may be made and offered for sale within the community. Our discussions have included such varied things as the repair of tools such as shovels and making other tools such as wheelbarrows. As the skill set of the people involved becomes greater, larger and more complex projects can be taken on. One idea for a larger project would be to expand into repairing rusted bodywork on cars. These products and services would be done for community members for a profit that can be used to fund further production in the future.

In addition, there are other practical items that could aid the disabled children but are difficult to find or very expensive to buy. These items could be made in the workshop area. The goal is that the workshop can be used to fund itself and perhaps even make a small profit that could be used to fund other endeavors in the future.

Further, there are plans to use the initial production to motivate some of the young adults with disabilities to want to learn how to work with metal. If there is interest, we may offer training and hold classes to teach them a useful craft which may lead to a career in the future.

**Goals & Objectives**

What are the project's goals and objectives and how will you know if your project is reaching them to produce the desired benefits or change? Please list corresponding goal and objective for each line when entering multiple indicators under a single goal/objective. Add rows if needed.

Fill out for Initial Grant/Application					Fill out for Completion Report	
Goal	Objective	Indicator(s)	Who	When	Results	Comments

	Objective 1: Create a process and plant for the production of bicycles by the end of the month one	List of materials purchased with receipts. Pictures and the ability to start work.	PCV #1	By the end of the first month after the grant is awarded.	3 months after receiving payment all materials were purchased	N/A
	Objective 2: Production of at least four bicycles ready by the end of two months	Pictures and the finished bicycles	PCV #1, Counterpart #1	By the end of the second month after the grant is awarded.	4 months after receiving grant this was achieved.	N/A
	Objective 3: Production of at least 10 bikes ready by the end of three months	Pictures and the finished bicycles.	PCV #1, Counterpart #1	By the end of the third month after the grant is awarded.	4 months after receiving grant this was achieved.	N/A
	Objective 4: Coaching and training of at least five older children with disabilities in the process and appropriate methods by the end of three months	Training log and demonstration of proper techniques	PCV #1, Counterpart #1, Counterpart #2	By the end of the third month after the award is granted.	5 months after receiving grant this was achieved.	N/A
	Objective 5: Hold an event to celebrate and create awareness by the publication of the project results and promoting the product to the end of the month 4	Pictures and social media of event	PCV #1, Counterpart #2	By the end of the fourth month after the grant is awarded	5 months after receiving grant this was achieved	N/A
Goal : To improve the mobility of teenagers and young people with disabilities by making bicycles in the region and surrounding villages						

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## Do No Harm

### General

Please report on the results of your "do no harm" discussions with community members. Did you find that there were consequences you hadn't thought about?

The project includes the manufacturing of objects from metal. Most of the materials are not toxic and can be found around the site already. There are only a few things that came out of the discussion. The first is the potential for injury that is inherent when working with tools. Sharp objects and metal shavings have the potential to harm individuals who are working around them. The only toxic substance is the paint that will be used. It will be used in small quantities and does not pose a significant threat. The last item had to do with the potential for individuals to use the products incorrectly and harm themselves.

### Environmental

If the proposed project is not solely a training project, please discuss possible negative environmental impacts with your community. What are potential negative Environmental impacts of the project activities?

There are two potential negative environmental impacts. The first is the release of paint spilling into the water supply. The second is with the waste generated from the production itself.

### Mitigation

For each of the potential negative impacts described in your prior responses please describe the measures the community will adopt in order to monitor and mitigate against potentially harmful effects.

The use of paint will not be in great quantities. If there is a spill, standard cleanup should alleviate any ill effects to the environment. We do not anticipate the generation of large quantities of waste. What little waste that is generated will either be kept for reuse or disposed in the trash. While manufacturing items, personal protective equipment will be used to protect from injuries that might result from activities that are undertaken. Before allowing the bikes to be used, participants will be trained on safety and proper handling of the items.

## Budget Summary

No need to complete this section when working offline. This section will automatically calculate when the detailed budget has been entered in the PCGO portal.

Category	Grant Amount	Community Contribution Cash	Community Contribution In-Kind	Third-Party Contribution Cash	Third-Party Contribution In-Kind
Equipment	\$514.29	\$0.00	\$0.00	\$0.00	\$0.00
Labor	\$642.86	\$428.57	\$0.00	\$0.00	\$0.00
Land/Venue Rental	\$0.00	\$0.00	\$128.57	\$0.00	\$0.00
Materials Transport	\$11.43	\$0.00	\$0.00	\$0.00	\$0.00
Materials/Supplies	\$979.29	\$0.00	\$0.00	\$0.00	\$0.00
Other	\$0.00	\$0.00	\$250.00	\$0.00	\$0.00
<b>Total</b>	<b>\$2,147.86</b>	<b>\$428.57</b>	<b>\$378.57</b>	<b>\$0.00</b>	<b>\$0.00</b>

## Budget Detail

Enter each item that will be required to complete the project. For the budget category, you will need to classify each item as one of the following budget categories: Equipment, Labor, Land/Venue Rental, Materials Transport, Materials/Supplies, Other, Travel/Per Diem/Food/Lodging. It is recommended that you use the supplemental spreadsheet to complete your initial budget offline. This can be found at [http://files.peacecorps.gov/donate/Small\\_Grants\\_Budget\\_Worksheet.xls](http://files.peacecorps.gov/donate/Small_Grants_Budget_Worksheet.xls). The Grants Coordinator at your post can also provide you a copy.

Item Description	Budget Category	Unit Cost	Qty	Total Cost	Grant Amount Local	Grant Amount \$US	Community Contribution Cash (Local/\$US)	Community Contribution In-Kind (Local/\$US)	Third-Party Contribution n Cash	Third-Party Contribution n In-Kind
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											(Local/\$US )	(Local/\$US )		
paint gun	Equipment	3000.00	1.00	3000.00	3000.00	\$42.86	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
tubing bender	Equipment	3000.00	1.00	3000.00	3000.00	\$42.86	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
compressor	Equipment	5000.00	1.00	5000.00	5000.00	\$71.43	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
grinder	Equipment	10000.00	1.00	10000.00	10000.00	\$142.86	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Tack Welder	Equipment	15000.00	1.00	15000.00	15000.00	\$214.29	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Salary for trainer	Labor	25000.00	3.00	75000.00	45000.00	\$642.86	30000.00	\$428.57	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Rent for manufacturing area	Land/Venue Rental	3000.00	3.00	9000.00	0.00	\$0.00	0.00	\$0.00	9000.00	\$128.57	0.00	\$0.00	0.00	\$0.00
Transport materials for bikes	Materials Transport	400.00	1.00	400.00	400.00	\$5.71	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Transport tools and supplies	Materials Transport	400.00	1.00	400.00	400.00	\$5.71	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
tips for welder	Materials/Supplies	10.00	50.00	500.00	500.00	\$7.14	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
paint	Materials/Supplies	100.00	6.00	600.00	600.00	\$8.57	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
electrodes for welder	Materials/Supplies	10.00	90.00	900.00	900.00	\$12.86	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
chain	Materials/Supplies	10.00	150.00	1500.00	1500.00	\$21.43	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
bearings	Materials/Supplies	20.00	100.00	2000.00	2000.00	\$28.57	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
cutting wheels	Materials/Supplies	100.00	20.00	2000.00	2000.00	\$28.57	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
frame at fork front	Materials/Supplies	10.00	250.00	2500.00	2500.00	\$35.71	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
fender	Materials/Supplies	30.00	85.00	2550.00	2550.00	\$36.43	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
brakes	Materials/Supplies	10.00	300.00	3000.00	3000.00	\$42.86	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
frame	Materials/Supplies	30.00	100.00	3000.00	3000.00	\$42.86	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
handlebars	Materials/Supplies	10.00	300.00	3000.00	3000.00	\$42.86	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Office Supplies	Materials/Supplies	1000.00	3.00	3000.00	3000.00	\$42.86	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00

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pedals	Materials/Supplies	20.00	250.00	5000.00	5000.00	\$71.43	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
tubes for tires	Materials/Supplies	30.00	300.00	9000.00	9000.00	\$128.57	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
frame through bearing	Materials/Supplies	30.00	500.00	15000.00	15000.00	\$214.29	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
wheels for bikes	Materials/Supplies	30.00	500.00	15000.00	15000.00	\$214.29	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Electricity	Other	500.00	3.00	1500.00	0.00	\$0.00	0.00	\$0.00	1500.00	\$21.43	0.00	\$0.00	0.00	\$0.00
Internet/communication	Other	2000.00	3.00	6000.00	0.00	\$0.00	0.00	\$0.00	6000.00	\$85.71	0.00	\$0.00	0.00	\$0.00
Preparation of manufacturing area	Other	10000.00	1.00	10000.00	0.00	\$0.00	0.00	\$0.00	10000.00	\$142.86	0.00	\$0.00	0.00	\$0.00
<b>Total</b>					<b>150,350.00</b>	<b>\$2,147.86</b>	<b>30,000.00</b>	<b>\$428.57</b>	<b>26,500.00</b>	<b>\$378.57</b>	<b>0.00</b>	<b>\$0.00</b>	<b>0.00</b>	<b>\$0.00</b>

### Budget Narrative (optional)

This section describes the types of items or services that will be purchased in each budget category. It gives a snapshot of what will be purchased to complete the project. The budget narrative differs from the detailed budget in that it summarizes all budget line items within the same category. The fields completed here should match the categories used in the "Budget Detail" Section.

Budget Category	Grant Contribution	Community Contribution	Third-Party Contribution
Equipment	36000		
Labor	45000	30000	
Land/Venue Rental		9000	
Materials/Supplies	68550		
Materials Transport	800		
Other		17500	

### Environmental Review

For grant projects involving 1) water/sanitation; 2) agriculture such as agroforestry and community gardens, and 3) environment such as natural resource management, Volunteers must complete and submit an environmental screening form to the grant review committee. The grant review committee must ensure that information on the form is taken into consideration and given significant weight. The Volunteer and committee will determine what, if any, measures must be taken to mitigate and monitor the environmental impact of the project.

The purpose of this Environmental Review and Assessment Checklist (ER Checklist) is to determine whether the proposed action (scope of work) encompasses the potential for environmental pollution or concern and, if so, to determine the scope and extent of additional environmental evaluation, mitigation, and monitoring necessary to fulfill federal U.S. environmental requirements. The ER Checklist is intended to be used by both the Peace Corps personnel who submit project proposals and the grant selection committee to ensure that environmental consequences are taken into account before making an award for a proposed activity. The environmental consequences checklist will assist in determining the potential environmental impact of the proposal.

Include cost information on any environmental mitigation and monitoring in the overall budget proposal. Appropriate environmental mitigation and monitoring is considered an integral aspect of the overall project activity.

Please provide the following information. This information will assist the grant award committee in making an environmental impact determination on the proposed activity.

<b>Project/Activity Description</b>	This activity has to do with the manufacturing and modification of metal to make bicycles for disabled children. Initially, all the work with metal will be done by a trained and experienced person who has done many projects in the past.
<b>Type of Project/Activity</b>	Procuring and modifying parts to make objects from metal.
<b>Baseline Environmental Conditions</b>	This is in a residential area behind the main center, It is in a separate building which can be secured during times when it is not in use.

**A. CHECKLIST FOR ENVIRONMENTAL CONSEQUENCES: Check appropriate column as Yes (Y), Maybe (M), No (N) or Beneficial (B). Briefly explain Y, M and B checks in next Section, "Explanations". A "Y" response does not necessarily indicate a significant effect, but rather an issue that requires focused consideration.**

**1. Earth Resources**

a. grading trenching, or excavation in cubic meters or hectare	N
b. geologic hazards (faults, landslides, liquefaction, un-engineered fill, etc.)	N
c. contaminated soils or ground water on the site	N
d. offsite overburden/waste disposal or borrow pits required in cubic meters or tons	N
e. loss of high-quality farmlands in hectares	N

**2. Agricultural and Agrochemical**

a. impacts of inputs such as seeds and fertilizers	N
b. impact of production process on human health and environment	N

c. other adverse impacts

N
---

**3. Industries**

a. impacts of run-off and run-on water

N
---

b. impact of farming such as intensification or extensification

N
---

c. impact of other factors

N
---

**4. Air Quality**

a. substantial increase in onsite air pollutant emissions  
(construction/operation)

N
---

b. violation of applicable air pollutant emissions or ambient concentration standards

N
---

c. substantial increase in vehicle traffic during construction or operation

N
---

d. demolition or blasting for construction

N
---

e. substantial increase in odor during construction or operation

N
---

f. substantial alteration of microclimate

N
---

**5. Water Resources and Quality**

a. river, stream or lake onsite or within 30 meters of construction

N
---

b. withdrawals from or discharges to surface or ground water

N
---

c. excavation or placing of fill, removing gravel from, a river, stream or lake

N
---

d. onsite storage of liquid fuels or hazardous materials in bulk quantities

N
---

**6. Cultural Resources**

a. prehistoric, historic, or paleontological resources within 30 meters of construction

N
---

b. site/facility with unique cultural or ethnic values

N
---

**7. Biological Resources**

a. vegetation removal or construction in wetlands or riparian areas in hectare

N
---

b. use of pesticides/rodenticides, insecticides, or herbicides in hectare

N
---

c. Construction in or adjacent to a designated wildlife refuge

N
---

**8. Planning and Land Use**

- a. potential conflict with adjacent land uses 

N
---
- b. non-compliance with existing codes, plans, permits or design factors 

N
---
- c. construction in national park or designated recreational area 

N
---
- d. create substantially annoying source of light or glare 

N
---
- e. relocation of >10 individuals for +6 months 

N
---
- f. interrupt necessary utility or municipal service > 10 individuals for +6 months 

N
---
- g. substantial loss of inefficient use of mineral or non-renewable resources 

N
---
- h. increase existing noise levels >5 decibels for +3 months 

N
---

**9. Traffic, Transportation and Circulation**

- a. increase vehicle trips >20% or cause substantial congestion 

N
---
- b. design features cause or contribute to safety hazards 

N
---
- c. inadequate access or emergency access for anticipated volume of people or traffic 

N
---

**10. Hazards**

- a. substantially increase risk of fire, explosion, or hazardous chemical release 

N
---
- b. bulk quantities of hazardous materials or fuels stored on site +3 months 

N
---
- c. create or substantially contribute to human health hazard 

N
---

**11. Other Issues**

- a. substantial adverse impact 

N
---
- b. adverse impact 

N
---
- c. minimal impact 

N
---

**B. EXPLANATION OF ENVIRONMENTAL CONSEQUENCES: explain Y, M and B responses**

--

**C. IDENTIFIED SIGNIFICANT ENVIRONMENTAL IMPACTS (including physical, biological and social), if any: (Use ER to identify significant environmental impacts)**

--

**D. PROPOSED MITIGATION MEASURES (if any):**

--

**E. PROPOSED MONITORING MEASURES (if any):**

--

## Grant Performance Indicators

When you are applying for a grant and filling in your grant application, you will only fill in the first column titled, "Initial Indicators". At this time, you will estimate the number of organizations or community members that you anticipate will participate in, benefit from, or be affected by your project. You must enter a non-zero number for at least one initial grant-specific indicator for the project to be approved.

When your project is complete and you are filling out your grant completion report, you will only fill in the second column titled, "Final Indicators". In this column, you will report the actual number of organizations or community members that participated in, benefited from or were affected by your project. You must enter a non-zero number for at least one final grant-specific indicator to confirm that the project met agreed-upon funding requirements

Region / Country	Type	Program Element	Metric	Categories	Initial Indicators	Final Indicators	
Kyrgyz Republic	All	# of Beneficiaries (indirect)	Community members who receive an indirect benefit from the project, not including those counted above	Male(s) 15-24	5	5	
				Male(s) 14 and below	2	2	
				Female(s) 14 and below	3	3	
		# of Participants (direct)	Community members directly involved in the design and implementation of the project, including those who attend trainings or workshops	Male(s) 25 and above	1	7	
				Female(s) 25 and above	5	3	
		Capacity Development	# of community organizations and/or associations that will have increased capacity due to this small grant	Organizations	1	1	
				# service providers who will have increased capacity due to this small grant	Male(s) 25 and above	1	7
					Female(s) 25 and above	5	3
		New Technology & Practices	# of individuals who have applied new technologies and/or practices as a result of this grant	Male(s) 25 and above	1	7	
				Female(s) 25 and above	5	3	
				Technologies	1	1	
				Practices	1	1	
		SPA	6.1.1, Cross Cutting	# of community groups benefitting	Community groups	1	1
				# of grants and size of grants to community organizations	Grants	1	1
					\$1,000-\$5,000	1	1
# of new services provided	Services			1	1		

		# of service providers benefitting/using	Male(s) 25 and above	1	7
			Female(s) 25 and above	5	3
		# of youth participating	Male(s) 15-24	1	1
			Female(s) 15-24	2	2

## Referral Contacts

Most approved PCPP and LGL projects will be posted online for fundraising at [peacecorps.gov/donate](http://peacecorps.gov/donate). Volunteers are encouraged to enter contact information for their friends and family who may want to support their project through donations. Once your project is approved, Peace Corps/HQ staff will contact your referrals to alert them that your project is online.

Title	First Name	Last Name	Relationship to Volunteer	E-mail Address	Street Address	City	State	Zip Code

**STOP HERE, if you are filling out your grant application - you are done!**

**If you have completed your project and are filling in your completion report information, be sure to fill in your final indicators in the "Grant Performance Indicators" section above. Then, fill in your final narrative and budget below.**

## Completion Report Narrative

Please fill in each box explaining the outcomes of your project.

### Tell Your Story

Every project has a story. Please describe any anecdotal evidence/stories from a community member or your personal experience that attest to the project's success. This vignette may be used to highlight your exemplary work when reporting to stakeholders.

The grant was complete 2 months past schedule. However, the presentation and the construction of the 10 bikes (including 3 hand operated bikes) was completed.

### Goals Achieved, Changes in Initial Objectives, and Community Feeling

All the bikes were constructed and presented to a group of community members, including local school and government officials. There is large support for future work in help with disabled children and adults. After the presentation of the grant, several big regional TV companies, news web-sites and newspapers highlighted the results. NGOs from nearby regions oblasts contacted the NGO leader to ask her arrange meetings with them. NGOS want to learn the project experience. Japan International Cooperation Agency volunteers and NGO agreed that the volunteers will work on provision of special equipment from the project. Organization Crosslink Development has provided spare parts of bicycles. Local people also are bringing their old bicycles just in case our workshop will need it.

### Capacity and Skills Built

All the parents of the ten children were involved in the training process to teach the children how to ride their specialty bikes. The NGO "Child Dream" has the skills, materials, and knowledge to increase production for future project and possibly expand to selling future constructed bikes to fund the NGO.

### Sustainability

Bike mechanic and NGO director have the knowledge and plans to carry on future projects for constructing bikes. With a possible expansion into making them for adults as well.

### Unexpected Events and Recommendations

The timeline to purchase the materials was behind schedule by two months. Due to lack of availability of some of the products.

### Lessons Learned and Promising Practices

Director of NGO was very driven and now has greater community support for future projects.

## Final Budget Summary

No need to complete this section when working offline. This section will automatically calculate when the Final Project Log has been entered in the PCGO portal.

Activity	Grant Amount	Community Contribution Cash	Community Contribution In-Kind	Third-Party Contribution Cash	Third-Party Contribution In-Kind
Equipment	\$371.43	\$87.14	\$0.00	\$0.00	\$0.00
Labor	\$614.29	\$457.14	\$0.00	\$0.00	\$0.00
Land/Venue Rental	\$0.00	\$0.00	\$128.57	\$0.00	\$0.00
Materials Transport	\$11.43	\$0.00	\$0.00	\$0.00	\$0.00
Materials/Supplies	\$1,037.52	\$0.00	\$0.00	\$0.00	\$0.00
Other	\$120.06	\$0.00	\$164.29	\$0.00	\$0.00
<b>Total</b>	<b>\$2,154.73</b>	<b>\$544.29</b>	<b>\$292.86</b>	<b>\$0.00</b>	<b>\$0.00</b>

## Final Budget

Use this project log to record each receipt collected for your project. You will need to classify each item as one of the following budget categories: Equipment, Labor, Land/Venue Rental, Materials Transport, Materials/Supplies, Other, Travel/Per Diem/Food/Lodging. It is recommended that you use the supplemental spreadsheet to complete your final budget offline. This can be found at [http://files.peacecorps.gov/donate/Final\\_Report\\_Project\\_Log.xls](http://files.peacecorps.gov/donate/Final_Report_Project_Log.xls).

Date	Receipt #	Item Description	Budget Category	Unit Cost	Qty	Total Cost	Grant Amount (Local Currency)	Grant Amount (\$US)	Community Contribution Cash (Local Currency/\$US)	Community Contribution In-Kind (Local Currency/\$US)	Third-Party Contribution Cash (Local Currency/\$US)	Third-Party Contribution In-Kind (Local Currency/\$US)			
		paint gun	Equipment	600.00	1.00	600.00	0.00	\$0.00	600.00 \$8.57	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
		compressor	Equipment	5,500.00	1.00	5,500.00	0.00	\$0.00	5,500.00 \$78.57	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
	1	grinder	Equipment	2,500.00	1.00	2,500.00	2,500.00	\$35.71	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
	2	tubing bender	Equipment	8,000.00	1.00	8,000.00	8,000.00	\$114.29	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
	1	Tack Welder	Equipment	15,500.00	1.00	15,500.00	15,500.00	\$221.43	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
	8,9	Salary for trainer	Labor	25,000.00	3.00	75,000.00	43,000.00	\$614.29	32,000.00	\$457.14	0.00	\$0.00	0.00	\$0.00	0.00
		Rent for manufacturing area	Land/Venue Rental	9,000.00	1.00	9,000.00	0.00	\$0.00	0.00	\$0.00	9,000.00	\$128.57	0.00	\$0.00	0.00
	6	Transport materials for bikes	Materials Transport	200.00	2.00	400.00	400.00	\$5.71	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
	6	Transport tools and supplies	Materials Transport	200.00	2.00	400.00	400.00	\$5.71	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00

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	10,11	chain cleaner	Materials/Supplies	100.00	2.00	200.00	200.00	\$2.86	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
	1	Tack Welder Mask	Materials/Supplies	1,300.00	1.00	1,300.00	1,300.00	\$18.57	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
	1,11	electrodes for welder	Materials/Supplies	950.00	2.00	1,900.00	1,900.00	\$27.14	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
	10	frame	Materials/Supplies	106.08	25.00	2,652.00	2,652.00	\$37.89	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
	3,10,12,13	handlebars	Materials/Supplies	45.00	63.00	2,835.00	2,835.00	\$40.50	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
	12,13,3,10	pedals	Materials/Supplies	166.66	18.00	2,999.88	2,999.88	\$42.86	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
	4	Office Supplies	Materials/Supplies	3,000.00	1.00	3,000.00	3,000.00	\$42.86	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
	1	Drill	Materials/Supplies	3,400.00	1.00	3,400.00	3,400.00	\$48.57	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
	7	paint	Materials/Supplies	740.00	5.00	3,700.00	3,700.00	\$52.86	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
	1	Nail Gun	Materials/Supplies	3,800.00	1.00	3,800.00	3,800.00	\$54.29	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
	12,13	fender	Materials/Supplies	140.00	32.00	4,480.00	4,480.00	\$64.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
	1,3,12,13	bearings	Materials/Supplies	4.76	1,018.00	4,845.68	4,845.68	\$69.22	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
	3,10,13	frame at fork front	Materials/Supplies	155.15	32.00	4,964.80	4,964.80	\$70.93	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
	11,12,13	chain	Materials/Supplies	303.33	18.00	5,459.94	5,459.94	\$78.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
	3,11,13	tubes for tires	Materials/Supplies	106.98	63.00	6,739.74	6,739.74	\$96.28	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
	3,12,13	wheels for bikes	Materials/Supplies	272.05	34.00	9,249.70	9,249.70	\$132.14	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
	10. 13	frame through bearing	Materials/Supplies	300.00	37.00	11,100.00	11,100.00	\$158.57	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
		Electricity	Other	1,500.00	1.00	1,500.00	0.00	\$0.00	0.00	\$0.00	1,500.00	\$21.43	0.00	\$0.00	0.00	\$0.00
		Preparation of manufacturing area	Other	10,000.00	1.00	10,000.00	0.00	\$0.00	0.00	\$0.00	10,000.00	\$142.86	0.00	\$0.00	0.00	\$0.00
5/28/2016	18	Bank charge	Other	599.20	1.00	599.20	599.20	\$8.56		\$0.00		\$0.00		\$0.00		\$0.00
	5	Internet/communication	Other	971.00	1.00	971.00	971.00	\$13.87	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00

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	14, 15, 16	Presentation	Other	379.66	18.00	6,833.88	6,833.88	\$97.63	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
<b>Total</b>							<b>150,830.82</b>	<b>\$2,154.73</b>	<b>38,100.00</b>	<b>\$544.29</b>	<b>20,500.00</b>	<b>\$292.86</b>	<b>0.00</b>	<b>\$0.00</b>	<b>0.00</b>	<b>\$0.00</b>

### Final Grant Performance Indicators

Please go back to the previous "Grant Performance Indicators" section and fill in the column titled, "Final Indicators" to report on the results of your project. In this column, you will report the actual number of organizations or community members that participated in, benefited from or were affected by your project. You must enter a non-zero number for at least one final grant specific indicator to confirm that the project met agreed-upon funding requirements.

# Botswana: Community Health Fair and GBV Workshop

*Peace Corps Volunteers Promote Community Health and Wellness Capacity Building*



*Community members gather to learn about TB, breast cancer, condom use, cholesterol testing and more.*

The main objective of this Health Fair was to **educate the community** about health and wellness and show them where to **access important health resources**. Furthermore, this fair helped people in the community to know what their current state of health is and how to better take care of themselves and their families. The health fair also **educated** and **empowered** the Gender Committee on GBV issues and how to **mobilize the community** toward **combatting gender inequity**. Overall, the health fair and GBV workshop helped to **reduce preventable diseases** by **raising community awareness** of common health issues and gender disparities in the community.

Overall, community members gained a better understanding of Gender Based Violence and Sexual and Reproductive Health. Furthermore, the Health Fair allowed community members to find out more about **disease prevention** while also **providing them with health checkups**. Through these services, **100-150 community members** were reached for examination. Additionally, the skills built through both camps, as well as the PCVs' partnership with the Gender Committee, has worked to build a sustainable program that **empowered the 30 committee members** to take the lead in organizing future events to combat GBV and health issues afflicting the community and **promote positive change** on a **governmental level**.

## Small Investments

Total Project Cost: \$4,022.19

VAST Funded Amount: \$2,504.29

(Including: gender facilitators, setup material, catering)

Community Contribution: \$1,454.74

(Including: setup for fair, food transport, venue rental)

## General Grant Information

This application has been developed as a tool to help Volunteers and their communities plan successful small grant projects. The information that you record here will also be transmitted to Peace Corps Headquarters for internal reporting and reporting to donors. Please work with your community to fill out this application and return it to the appropriate staff member at post for review. Before completing any section, make sure to read the entire application.

**Project Title:** Community #1 Community Health Fair and GBV Workshop

**Grant Type:** Volunteer Activities Support and Training (VAST)      **Status:** Project Completed

**Volunteer:** PCV #1      **Responsible Program Manager/APCD:** Program Manager #1

**Country:** Botswana      **Program Element:** PEPFAR\*

**Project Start Date:** 5/16/2016      **Project End Date:** 12/31/2016

*The budget information below will auto-fill once the budget has been entered into PCGO. If these fields are blank, you do not need to fill them in .*

**% Comm. Contribution Proposed:** 33.65      **% Comm. Contribution Final:** 36.17

**Comm. Contribution Amount Proposed:** \$2,449.47      **Comm. Contribution Amount Final:** \$1,454.74

**Amount Requested:** \$4,829.87      **Amount Approved:** \$4,829.87      **Amount Remaining:** \$2,325.58

### Requested Grant Amount (local currency)

45883.75

**Exchange Rate: \$1US= (enter local currency value here):** 9.50

**Number of PCVs working on project:** 1

## Community Information

City/Town/Village	Community Group Name	Group Contact Information (phone, address, etc.)	Group Contact Person
Community #1	Community #1 Clinic & Community #1 Gender Committee	Community #1 Clinic Private Bag 003 Clinic #1 Clinic #2	Group Contact Person #1

## Classification

Choose from the following categories to give your project a primary classification: Agriculture, Education, Environment, Health, Municipal Development, Community and Economic Development, Youth Development, Water and Sanitation, HIV/AIDS, ICT, NGO Development, Volunteerism, Food Security, or Gender and Development.

From the same list above, choose one or more secondary classification to describe your project, if applicable

Primary Classification?	Classification(s)
No	Gender and Development
Yes	Health
No	HIV AIDS

## Volunteer Information

<b>Primary PCV</b>	PCV #1	<b>Peace Corps Sector</b>	Health	<b>COS Date</b>	10/14/2016
<b>PCV 2</b>		<b>Peace Corps Sector</b>		<b>COS Date</b>	
<b>PCV 3</b>		<b>Peace Corps Sector</b>		<b>COS Date</b>	
<b>Other PCVs:</b>					

## Project Narrative

Please fill in each box explaining the planning for your project.

### Summary

Please provide a brief summary of the project (up to 250 words). Include project activities, objectives, the community's contribution and the potential impact the project may have. For PCPP applications, this is the text that will appear on the PCPP webpage, please omit specific location information.

There are two activities that make up this project: a community health fair and a GBV workshop. The main objective of this Health Fair is to educate the community about health and wellness and show them where to access important health resources. Community contributions for this Health Fair will include shelter, tents, chairs, tables, venue, PA system, and volunteer labor. There will be volunteer labor to help with setup, the VIP area, and cleanup. Additionally, there will be volunteers running stalls for PMTCT, GBV, health screening, testing and counseling, SMC, and more. We are also requesting empowering guest speakers to come. The most crucial impact we want to have is for community members to have a better understanding of health and wellness. We want people from Community #1 to know their current state of health is and how to better take care of themselves and their families. We hope the fair will drive the community to be more health conscious.

The main objective for the GBV workshop is to educate and empower the Gender Committee on GBV issues and how to community mobilize. All 10 committee members will be in attendance as well as 20 various community stakeholders. After the workshop, the expectation is that the committee will put their action plan into place and tackle GBV issues. The community contribution for this workshop will include the venue, transport, GBV speakers, and volunteer labor for cooking and cleaning. The ultimate goal is for the workshop to empower the committee members and important stakeholders to tackle community GBV issues together. We want to educate and enlighten these individuals to be able to create meaningful change in Community #1 and reduce GBV with the ultimate goal of eliminating it.

### Background

Describe the background of the community and what priority this project addresses.

Community #1 lies along the A20 road to Community #2 and falls under Community #3 sub-district. Community #1 is the biggest village in the sub-district with a population of around 3,400. Most people in Community #1 live below the average socioeconomic status due to the high level of unemployment and lack of resources and services that Community #1 receives. Many of the goods and services needed by community members are located in Community #3 and Community #4. There are many issues related to education in my village. The level of out-of-school youth in Community #1 is high and many parents do not place high levels of importance on their children's education because they themselves are not very educated. In addition to issues of education and poverty, there are fairly high levels of gender based violence. Violence is an issue among many men and adolescent boys and women are most often the victims of this violence. Cases of domestic abuse and rape are not uncommon in Community #1. As with other parts of Botswana, Community #1 is fairly hard hit by the HIV epidemic with around 500-600 people currently on HAART.

The GBV workshop will mainly address gender based violence in the community and how to combat it. This workshop will also address HIV/AIDS in Community #1 because the issues of poverty, education, and GBV all can be tied into the HIV epidemic. The main participants will be the Community #1 Gender Committee and the government stakeholders. The Community #1 Gender Committee was formed on December 8th, 2015 immediately following a Kgotta meeting for 16 Days of Activism against Gender Violence. Ten community members- both female and male- stepped forward after the meeting ended and decided to form a Gender Committee to tackle GBV issues. Since then, the committee has been meeting monthly and asking for training so they can be prepared to mobilize the community.

The issues that the Health Fair will address are similar to those in the GBV workshop. GBV, nutrition, SMC, PMTCT, health screening, etc will be addressed. HIV/AIDS will be addressed throughout all these topics seeing as HIV is something that greatly impacts the health and wellness of community members. Community members will hopefully have access to resources that they need and will gain knowledge and information in order to lead healthier lives.

### Community Involvement

How is the community the driving force behind the project? Provide examples that demonstrate the community's involvement in the design and planning of this project.

From the beginning, this project has been all about the community, for the community, and driven by the community. The Gender Committee came to me in December after the 16 Days of Activism campaign because they wanted further training so they would be able to conduct activities and mobilize to fight GBV. The committee and I have continued to have small meetings each month with our clinics NGO #1 focal person and our clinics Home Based Care focal person. Additionally, myself, my counterpart, my supervisor, our NGO #1 representative, our Home Based Care representative, and our HEA's have come together to make a committee for preparing the GBV workshop. Our preparation committee has begun talking to other stakeholders including the Community #1 Police about this workshop because we want all our community stakeholders to be a part of the workshop both in terms of leading sessions, but also participating as learners. Our Kgosi is also aware that this workshop is being planned and that his presence is requested. My supervisor, Matron of Community #1 Clinic, planned a Health Fair about two years ago and the community seemed to greatly benefit from it. So when I suggested we plan another she was extremely supportive. We immediately started

discussing it together with other coworkers and went to the Kgosi to present the idea to him. After that, my supervisor and I talked to the Police and other stakeholders about the potential to do another Health Fair. Our first preparation meeting occurred on March 15th, 2016 and we met with important stakeholders in the community to begin our planning. Our next meeting is planned for April 5th and preparations will continue. We will also be making an official preparation committee next meeting. Both events are being driven by the community and planned with the help of the community.

### Outcome

Briefly describe the desired outcome of the project.

With regards to the GBV workshop, our desired outcome is for the Gender Committee to make an action plan and then to implement that plan in Community #1 so as to educate the community and reduce rates of GBV in Community #1. We will measure this based on a close monitoring of the Gender Committee and their proposed activities. We will also measure through continued monthly meetings. Proposed ways to measure change in the community will come after the committee has made their action plan. The desired outcome of this project is to educate and empower community members in Community #1 to know more about their health and make healthier choices. We want the community to be sensitized on a number of health issues and to be educated on where they can access important resources. We hope to measure some of their knowledge base through activities that will take place at certain stalls. We also hope to measure change based on whether or not there is an increase in the number of people who come to access resources from the clinic and other government offices.

### Implementation

Describe the implementation plan that will be used to achieve the goals and objectives of this project. Do you foresee any challenges to project implementation?

For the GBV workshop, letters to committee members and stakeholders, as well as potential workshop facilitators will be distributed. Meetings will continue with our GBV workshop preparation committee so that we can keep planning and solidifying details. Once funds have been received, the caterer and food list will be finalized and supplies and materials will be purchased. During the workshop, community stakeholders and outside expert facilitators will be brought in to educate and empower participants. I have invited an officer from the Government Agency #1 to come as well as the ADAC from Community #3 who was trained at the PC Gender workshop. The officer from Government Agency #1 will be knowledgeable and help to ensure we are covering important topics that pertain to GBV. The ADAC has been trained in In Her Shoes and will provide valuable knowledge from his experience. I have also asked fellow PCVs, PCV #2, PCV #3, and PCV #4 to assist in facilitation. PCV #2 as a member of the PC Gender Committee will be able to assist with my workshop agenda and facilitation. PCV #4 and PCV #3 have both been trained on STEPS and Journey of Life and will be able to provide extra support in facilitation. Additionally, my clinic supervisor and the Chief Police Officer will be helping to facilitate. They are very knowledgeable about the status of GBV in Community #1 since their departments deal with victims of violence. There will be a good balance of English and Setswana speakers. Some of the challenges we foresee are transport related for collecting food from Community #4 and bringing facilitators to the workshop each day. The PCVs will be staying with me and the ADAC from Community #3 will be able to transport every day so he won't need to lodge in Community #1. The only facilitator who will need lodging is the officer from Government Agency #1. I believe that as long as we plan in advance, there should be no issue to acquire him adequate accommodation. The workshop will be 3 days long. The topics that we plan on covering include but are not limited to Intro to GBV; Qualities of a Leader/Facilitator; Community Mapping; Journey of Life; In Her Shoes; Community #1 GBV analysis; Alcohol Abuse and GBV; Action Planning; and much more! The way we plan to monitor the participants post-workshop is by doing bi-weekly check-ups with the Gender Committee members to assess where they are with their action plans. Additionally, we plan to do Gender meetings with the committee and the stakeholders once every 2 months. This will be our way to measure how far the committee has come and how they are working with stakeholders. For the Health Fair, planning meetings with stakeholders will continue from now until the date of the Fair. Letters will be sent to different departments and organizations asking for people to setup stalls. Letters will also be sent to find prominent guest speakers to attend. We are hoping to bring someone from City #1 to discuss cancer. Community in-kind contributions will need to be collected as well as shelter, chairs, tables, and the PA system from various government departments. Once funds have been received, food will need to be collected and transported from Community #4 to Community #1. The Fair will be a day long event. Starting in the morning with guest speakers and an HIV quiz with prizes. After all speakers have addressed the community, people will begin moving from stall to stall getting information and services. At the end of the day, food will be served for all who came. The challenges we foresee are shortage of attendance due to weather or lack of desire to attend. Additionally, transporting all the items i.e. chairs, tables, etc could prove difficult due to a shortage of clinic transport. We will be working closely with Community #3 DHMT and we hope they will provide us with assistance. We hope to minimize these potential challenges for both the workshop and Health Fair by preparing and planning well in advance.

### Capacity Building

How will the project contribute to building skills and capacity within the community?

The GBV workshop will greatly build the capacity of the committee members by giving them the skills, tools, and confidence they need to go take action in the community. I believe that the workshop will also help capacity build those community stakeholders who attend because not many people in my village have received any formal training on GBV and gender issues. The newly capacitated workshop participants will be able to pass their knowledge and guidance on to other community members through a variety of different small and large activities which they will plan. By training these 30 participants, the knowledge will slowly spread throughout the community and throughout important government organizations in Community #1. The purpose of the Health Fair is to educate the community about health and wellness. Those who attend will receive a number of messages about important topics in various ways so as to hopefully reach the largest potential population. This means that those who attend the Health Fair will be able to spread and disseminate all that they learn with fellow community members, friends, family, and Batswana. We hope that those in attendance will be able to use the knowledge they gain to make healthier choices for themselves and this will in turn help to slowly change the behaviors of other community members.

### Sustainability

How will the community be able to sustain the activities and/or benefits of this project? What is the community's plan to sustain the benefits of the project after the initial project funding has been exhausted?

The GBV workshop participants are being imparted with useful knowledge and skills so that after the workshop they will be able to implement their action plan. There are many activities and events that they will be able to do that require no funds whatsoever including kgotla discussions, smaller ward to ward discussions, door-to-door assessments, and whatever they may come up with. The purpose of this training is to make the Gender Committee a fully sustainable committee. They will no longer need the assistance of the Peace Corps volunteer, but instead will run themselves with the help of members from the clinic and other stakeholders. The passing of knowledge from committee members to the community will also help ensure the sustainability and success of fighting GBV in Community #1. The hope is that the Health Fair will be sustainable in terms of the knowledge that community members will be able to gain from the various stalls, speeches, and activities that will occur. This new knowledge and information will then hopefully continue to be passed on throughout the village and discussed. We hope to empower the community to take control of their own health and we also hope that they will learn where they can go in the future to access all the resources they need.

## Goals & Objectives

What are the project's goals and objectives and how will you know if your project is reaching them to produce the desired benefits or change? Please list corresponding goal and objective for each line when entering multiple indicators under a single goal/objective. Add rows if needed.

Fill out for Initial Grant/Application					Fill out for Completion Report	
Goal	Objective	Indicator(s)	Who	When	Results	Comments
Community members will acquire knowledge about HIV/AIDS to	300 adults will receive messages about PMTCT, STIs, GBV, and sexual reproductive health.	1. # of adults who attend Health Fair; 2. # of adults who demonstrate improved understanding of	Volunteers and Facilitators	1. Attendance sheet for stalls; 2. Group pre- and post-tests to measure change	132 community members received education about HIV, STIs, GBV, and general health via a	

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reduce risky sexual behavior		PMTCT, STIs, GBV, and sexual reproductive health.		in understanding of PMTCT, STIs, GBV, and sexual reproductive health.	quiz and speech by a nurse. Once the quiz was completed, the nurse went over the answers to the quiz.	
Community members will be given health services to improve their health and wellness	300 adults will have access to health screening services such as height, weight, BMI, blood pressure, and HIV testing.	# of adults who access health screening services	Volunteers and Facilitators	1. Attendance sheet for screening services	76 participants received BMI and cholesterol testing (low estimate), 54 received dental services (low estimate), and 98 received eye services (low estimate).	
Community members will gain a thorough understanding of nutrition and the importance of regular physical activity to improve their physical health.	300 adults will receive messages on creating a balanced diet and understanding the importance of nutrition.	1. # of adults who attend Health Fair	Volunteers, Facilitators, and Guest Speakers	1. Attendance sheet for stalls	132 community members received messaging about healthy lifestyle and had the opportunity to test their BMI and cholesterol.	
Workshop participants will gain a thorough understanding of community mobilization and the skills required to conduct community activities	30 committee members/stakeholders will receive information about facilitation techniques and confidence building in order to lead or participate in a GBV intervention in the community by August 2016.	1. # of participants who attend workshop; 2. # of participants who plan and carry out GBV interventions in the community by August 2016.	Volunteers and Facilitators	1. Attendance sheets/Register for workshop; 2. Action plan at end of workshop of participants who plan to implement 3. Monthly meetings with participants to follow-up initial action plans; 4. 2 month post-workshop shop follow up on action plan execution.	39 participants received training on facilitation and effective communication so they would be prepared to set out in the community and perform interventions. However, as mentioned above, these interventions have not yet been carried out.	
Workshop participants will gain a thorough understanding of community mobilization and the skills required to conduct community activities	30 committee members/stakeholders will learn how to community mobilize and incorporate GBV into their future interventions.	1. # of participants who plan and carry out GBV interventions in the community by August 2016.	Volunteers and Facilitators	1. Action plan at end of workshop of participants who plan to implement 2. Monthly meetings with participants to follow-up initial action plans; 3. 2 month post-workshop shop follow up on action plan execution.	39 participants were taught about various activities they could do as interventions and how to include GBV in those interventions. Action plans produced at the end of the workshop show that these participants understand how to engage in GBV interventions.	
Workshop participants will gain a thorough understanding of community mobilization and the skills required to conduct community activities.	30 committee members/stakeholders will receive training in order to lead or participate in a GBV intervention in the community by August 2016.	1. # of participants who plan and carry out GBV interventions in the community by August 2016.	Volunteers and Facilitators	1. Action plan at end of workshop of participants who plan to implement 2. Monthly meetings with participants to follow-up initial action plans; 3. 2 month post-workshop shop follow up on action plan execution.	39 community members were educated on community mobilization and then made action plans for how to tackle GBV in Community #1. The plans have been made, however, at the post-workshop meeting I found that the interventions have not yet been carried out.	
Workshop participants will gain a thorough understanding of	30 committee members/stakeholders will receive messages about GBV, gender	1. # of participants who attend workshop; 2. # of participants who demonstrate	Volunteers and Facilitators	1. Attendance sheets/Register for workshop; 2. Individual,	39 committee members/stakeholders received messages about GBV, gender	

gender-based violence and sexual reproductive health.	equality, and the connections to HIV by May 2016	improved understanding of GBV, gender equality, and connections to HIV.		written pre- and post-tests to measure change in participant understanding of GBV, gender equality, and the connections to HIV.	equality, and the connections to HIV. Everyone performed either the same on their post-test or better when compared to their pre-test. Most participants performed much better on their post-test.	

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## Do No Harm

### General

Please report on the results of your "do no harm" discussions with community members. Did you find that there were consequences you hadn't thought about?

When discussing the way to move forward with my supervisor, we decided that all important stakeholders need to be invited to meetings for planning so that everyone's voices can be heard. Additionally, during our meeting with stakeholders, people made it very clear that we should really try to unite as a community so that everyone from adults to children can be involved and gain from the Health Fair.

### Environmental

If the proposed project is not solely a training project, please discuss possible negative environmental impacts with your community. What are potential negative Environmental impacts of the project activities?

There is the potential for rubbish to be left on the football pitch after we conduct the Health Fair.

### Mitigation

For each of the potential negative impacts described in your prior responses please describe the measures the community will adopt in order to monitor and mitigate against potentially harmful effects.

In order to combat the potential for rubbish to be left on the pitch, we have planned to gather volunteers solely for the purpose of cleanup after the Health Fair ends. Additionally, we have decided to have continuous weekly or bi-weekly meetings to continue discussing the plans for the Health Fair and make sure that everyone is included and has their voice heard.

## Budget Detail

Enter each item that will be required to complete the project. For the budget category, you will need to classify each item as one of the following budget categories: Equipment, Labor, Land/Venue Rental, Materials Transport, Materials/Supplies, Other, Travel/Per Diem/Food/Lodging. It is recommended that you use the supplemental spreadsheet to complete your initial budget offline. This can be found at [http://files.peacecorps.gov/donate/Small\\_Grants\\_Budget\\_Worksheet.xls](http://files.peacecorps.gov/donate/Small_Grants_Budget_Worksheet.xls). The Grants Coordinator at your post can also provide you a copy.

Item Description	Budget Category	Unit Cost	Qty	Total Cost	Grant Amount Local	Grant Amount \$US	Community Contribution Cash (Local/\$US)		Community Contribution In-Kind (Local/\$US)		Third-Party Contribution Cash (Local/\$US)		Third-Party Contribution In-Kind (Local/\$US)	
Tables (HF)	Equipment	25.00	10.00	250.00	0.00	\$0.00	0.00	\$0.00	250.00	\$26.32	0.00	\$0.00	0.00	\$0.00
PA System (HF)	Equipment	400.00	1.00	400.00	0.00	\$0.00	0.00	\$0.00	400.00	\$42.11	0.00	\$0.00	0.00	\$0.00
Shelter, Tables, Chairs (HF)	Equipment	100.00	10.00	1000.00	0.00	\$0.00	0.00	\$0.00	1000.00	\$105.26	0.00	\$0.00	0.00	\$0.00
Chairs (HF)	Equipment	10.00	500.00	5000.00	0.00	\$0.00	0.00	\$0.00	5000.00	\$526.32	0.00	\$0.00	0.00	\$0.00
Big Shelter (HF)	Equipment	2300.00	1.00	2300.00	2300.00	\$242.11	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Cleaning of Library (GBV)	Labor	100.00	3.00	300.00	0.00	\$0.00	0.00	\$0.00	300.00	\$31.58	0.00	\$0.00	0.00	\$0.00
VIP volunteers (HF)	Labor	100.00	6.00	600.00	0.00	\$0.00	0.00	\$0.00	600.00	\$63.16	0.00	\$0.00	0.00	\$0.00

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Cleaning of Pitch volunteers (HF)	Labor	100.00	10.00	1000.00	0.00	\$0.00	0.00	\$0.00	1000.00	\$105.26	0.00	\$0.00	0.00	\$0.00
Gender Facilitators (GBV)	Labor	320.00	7.00	2240.00	0.00	\$0.00	0.00	\$0.00	2240.00	\$235.79	0.00	\$0.00	0.00	\$0.00
Catering (GBV)	Labor	750.00	3.00	2250.00	0.00	\$0.00	0.00	\$0.00	2250.00	\$236.84	0.00	\$0.00	0.00	\$0.00
Setup for Fair (HF)	Labor	100.00	25.00	2500.00	0.00	\$0.00	0.00	\$0.00	2500.00	\$263.16	0.00	\$0.00	0.00	\$0.00
Volunteers Catering (HF)	Labor	150.00	20.00	3000.00	0.00	\$0.00	0.00	\$0.00	3000.00	\$315.79	0.00	\$0.00	0.00	\$0.00
Football Pitch (HF)	Land/Venue Rental	300.00	1.00	300.00	0.00	\$0.00	0.00	\$0.00	300.00	\$31.58	0.00	\$0.00	0.00	\$0.00
Community #1 Library (GBV)	Land/Venue Rental	150.00	3.00	450.00	0.00	\$0.00	0.00	\$0.00	450.00	\$47.37	0.00	\$0.00	0.00	\$0.00
Transport of projector, screen, etc (GBV)	Materials Transport	200.00	1.00	200.00	0.00	\$0.00	0.00	\$0.00	200.00	\$21.05	0.00	\$0.00	0.00	\$0.00
Food transport (HF)	Materials Transport	300.00	1.00	300.00	0.00	\$0.00	0.00	\$0.00	300.00	\$31.58	0.00	\$0.00	0.00	\$0.00
Food transport (GBV)	Materials Transport	300.00	1.00	300.00	0.00	\$0.00	0.00	\$0.00	300.00	\$31.58	0.00	\$0.00	0.00	\$0.00
Transport of shelter, PA, etc (HF)	Materials Transport	200.00	4.00	800.00	0.00	\$0.00	0.00	\$0.00	800.00	\$84.21	0.00	\$0.00	0.00	\$0.00
Plates and Cups (GBV)	Materials/Supplies	5.00	40.00	200.00	0.00	\$0.00	0.00	\$0.00	200.00	\$21.05	0.00	\$0.00	0.00	\$0.00
Projector and Screen (GBV)	Materials/Supplies	100.00	3.00	300.00	0.00	\$0.00	0.00	\$0.00	300.00	\$31.58	0.00	\$0.00	0.00	\$0.00
Plates and silverware (GBV)	Materials/Supplies	9.00	120.00	1080.00	0.00	\$0.00	0.00	\$0.00	1080.00	\$113.68	0.00	\$0.00	0.00	\$0.00
Matches (GBV)	Materials/Supplies	5.00	1.00	5.00	5.00	\$0.53	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Pencils (HF)	Materials/Supplies	3.00	10.00	30.00	30.00	\$3.16	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Trashbags (GBV)	Materials/Supplies	30.00	1.00	30.00	30.00	\$3.16	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Dish soap (GBV)	Materials/Supplies	19.95	2.00	39.90	39.90	\$4.20	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Toilet Paper (GBV)	Materials/Supplies	50.00	1.00	50.00	50.00	\$5.26	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Markers (GBV)	Materials/Supplies	10.00	6.00	60.00	60.00	\$6.32	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Sticky Notes (GBV)	Materials/Supplies	20.00	3.00	60.00	60.00	\$6.32	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Trashbags (HF)	Materials/Supplies	30.00	2.00	60.00	60.00	\$6.32	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Gas Tank (GBV)	Materials/Supplies	80.00	1.00	80.00	80.00	\$8.42	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Big Flipcharts (GBV)	Materials/Supplies	35.00	3.00	105.00	105.00	\$11.05	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Sponges (GBV)	Materials/Supplies	25.00	5.00	125.00	125.00	\$13.16	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Pens (GBV)	Materials/Supplies	5.00	40.00	200.00	200.00	\$21.05	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00

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Disposable Plates (HF)	Materials/Supplies	25.00	40.00	1000.00	1000.00	\$105.26	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Notebooks (GBV)	Materials/Supplies	30.00	40.00	1200.00	1200.00	\$126.32	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
VIP Chairs (HF)	Materials/Supplies	50.00	50.00	2500.00	2500.00	\$263.16	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Gazibbos	Other	2240.00	2.00	4480.00	4480.00	\$471.58		\$0.00		\$0.00		\$0.00		\$0.00
Transport for Gender Affairs (GBV)	Travel/Per Diem/Food/Lodging	200.00	1.00	200.00	0.00	\$0.00	0.00	\$0.00	200.00	\$21.05	0.00	\$0.00	0.00	\$0.00
Transport for Gender Facilitators (GBV)	Travel/Per Diem/Food/Lodging	200.00	3.00	600.00	0.00	\$0.00	0.00	\$0.00	600.00	\$63.16	0.00	\$0.00	0.00	\$0.00
Nescafe coffee (GBV)	Travel/Per Diem/Food/Lodging	23.95	2.00	47.90	47.90	\$5.04	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Salt (GBV)	Travel/Per Diem/Food/Lodging	5.95	9.00	53.55	53.55	\$5.64	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Tennis biscuits (GBV)	Travel/Per Diem/Food/Lodging	9.95	6.00	59.70	59.70	\$6.28	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Brown sugar (GBV)	Travel/Per Diem/Food/Lodging	60.00	1.00	60.00	60.00	\$6.32	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Samp (GBV)	Travel/Per Diem/Food/Lodging	60.00	1.00	60.00	60.00	\$6.32	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Paleche (HF)	Travel/Per Diem/Food/Lodging	72.00	1.00	72.00	72.00	\$7.58	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Tangy mayonnaise (GBV)	Travel/Per Diem/Food/Lodging	75.00	1.00	75.00	75.00	\$7.89	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Spices (GBV)	Travel/Per Diem/Food/Lodging	8.95	10.00	89.50	89.50	\$9.42	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Sugar (GBV)	Travel/Per Diem/Food/Lodging	90.00	1.00	90.00	90.00	\$9.47	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Five Roses tea (GBV)	Travel/Per Diem/Food/Lodging	24.95	4.00	99.80	99.80	\$10.51	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Rice (GBV)	Travel/Per Diem/Food/Lodging	100.00	1.00	100.00	100.00	\$10.53	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Carrots (GBV)	Travel/Per Diem/Food/Lodging	60.00	2.00	120.00	120.00	\$12.63	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Green pepper (HF)	Travel/Per Diem/Food/Lodging	60.00	2.00	120.00	120.00	\$12.63	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Mabele (GBV)	Travel/Per Diem/Food/Lodging	60.00	2.00	120.00	120.00	\$12.63	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Milk (GBV)	Travel/Per Diem/Food/Lodging	120.00	1.00	120.00	120.00	\$12.63	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Oranges (HF)	Travel/Per Diem/Food/Lodging	40.00	3.00	120.00	120.00	\$12.63	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Peppers and Peas (GBV)	Travel/Per Diem/Food/Lodging	60.00	2.00	120.00	120.00	\$12.63	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Butternut (GBV)	Travel/Per Diem/Food/Lodging	65.00	2.00	130.00	130.00	\$13.68	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Onions (GBV)	Travel/Per Diem/Food/Lodging	65.00	2.00	130.00	130.00	\$13.68	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Onions (HF)	Travel/Per Diem/Food/Lodging	65.00	2.00	130.00	130.00	\$13.68	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Eggs (GBV)	Travel/Per Diem/Food/Lodging	70.95	2.00	141.90	141.90	\$14.94	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Cabbage (GBV)	Travel/Per Diem/Food/Lodging	25.00	6.00	150.00	150.00	\$15.79	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00

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Cooking Oil (GBV)	Travel/Per Diem/Food/Lodging	40.00	4.00	160.00	160.00	\$16.84	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Bread loaf (GBV)	Travel/Per Diem/Food/Lodging	9.00	20.00	180.00	180.00	\$18.95	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Mabele (HF)	Travel/Per Diem/Food/Lodging	60.00	3.00	180.00	180.00	\$18.95	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Potatoes (HF)	Travel/Per Diem/Food/Lodging	90.00	2.00	180.00	180.00	\$18.95	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Samp (HF)	Travel/Per Diem/Food/Lodging	60.00	3.00	180.00	180.00	\$18.95	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Beetroot (GBV)	Travel/Per Diem/Food/Lodging	15.00	15.00	225.00	225.00	\$23.68	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Potatoes (GBV)	Travel/Per Diem/Food/Lodging	90.00	3.00	270.00	270.00	\$28.42	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Parmalat cheese (GBV)	Travel/Per Diem/Food/Lodging	20.00	15.00	300.00	300.00	\$31.58	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Refrigeration of food (GBV)	Travel/Per Diem/Food/Lodging	100.00	3.00	300.00	300.00	\$31.58	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Tomatoes (GBV)	Travel/Per Diem/Food/Lodging	150.00	2.00	300.00	300.00	\$31.58	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Tomatoes (HF)	Travel/Per Diem/Food/Lodging	150.00	2.00	300.00	300.00	\$31.58	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Beef (GBV)	Travel/Per Diem/Food/Lodging	200.00	2.00	400.00	400.00	\$42.11	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Polony (GBV)	Travel/Per Diem/Food/Lodging	40.00	10.00	400.00	400.00	\$42.11	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Russians (GBV)	Travel/Per Diem/Food/Lodging	44.95	10.00	449.50	449.50	\$47.32	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Chicken (GBV)	Travel/Per Diem/Food/Lodging	120.00	4.00	480.00	480.00	\$50.53	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Fizzy drink/Juice (GBV)	Travel/Per Diem/Food/Lodging	6.00	120.00	720.00	720.00	\$75.79	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Fizzy drink/Juice (HF)	Travel/Per Diem/Food/Lodging	15.00	75.00	1125.00	1125.00	\$118.42	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Per Diem for Gender Facilitators (GBV)	Travel/Per Diem/Food/Lodging	400.00	3.00	1200.00	1200.00	\$126.32	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Water (GBV)	Travel/Per Diem/Food/Lodging	5.00	240.00	1200.00	1200.00	\$126.32	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Bananas (HF)	Travel/Per Diem/Food/Lodging	3.00	600.00	1800.00	1800.00	\$189.47	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Goat (HF)	Travel/Per Diem/Food/Lodging	1000.00	2.00	2000.00	2000.00	\$210.53	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Apples (HF)	Travel/Per Diem/Food/Lodging	4.00	600.00	2400.00	2400.00	\$252.63	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Simba chips (HF)	Travel/Per Diem/Food/Lodging	4.00	600.00	2400.00	2400.00	\$252.63	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Peanuts (HF)	Travel/Per Diem/Food/Lodging	5.00	500.00	2500.00	2500.00	\$263.16	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Water (HF)	Travel/Per Diem/Food/Lodging	5.00	700.00	3500.00	3500.00	\$368.42	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Beef (HF)	Travel/Per Diem/Food/Lodging	4000.00	1.00	4000.00	4000.00	\$421.05	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Lodging for Gender Facilitators (GBV)	Travel/Per Diem/Food/Lodging	1400.00	3.00	4200.00	4200.00	\$442.11	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00

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Total					45,883.75	\$4,829.87	0.00	\$0.00	23,270.00	\$2,449.47	0.00	\$0.00	0.00	\$0.00
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## Grant Performance Indicators

When you are applying for a grant and filling in your grant application, you will only fill in the first column titled, "Initial Indicators". At this time, you will estimate the number of organizations or community members that you anticipate will participate in, benefit from, or be affected by your project. You must enter a non-zero number for at least one initial grant-specific indicator for the project to be approved.

When your project is complete and you are filling out your grant completion report, you will only fill in the second column titled, "Final Indicators". In this column, you will report the actual number of organizations or community members that participated in, benefited from or were affected by your project. You must enter a non-zero number for at least one final grant-specific indicator to confirm that the project met agreed-upon funding requirements

Region / Country	Type	Program Element	Metric	Categories	Initial Indicators	Final Indicators
Botswana	All	# of Beneficiaries (indirect)	Community members who receive an indirect benefit from the project, not including those counted above	Male(s) 25 and above	100	58
				Male(s) 15-24	0	12
				Female(s) 25 and above	200	80
				Female(s) 15-24	0	16
		# of Participants (direct)	Community members directly involved in the design and implementation of the project, including those who attend trainings or workshops	Male(s) 25 and above	14	16
				Male(s) 15-24	0	1
				Female(s) 25 and above	16	32
				Female(s) 15-24	0	3
		Capacity Development	# of individuals who will have increased capacity due to this small grant	Male(s) 25 and above	3	8
				Female(s) 25 and above	7	15
				Male(s) 15-24	0	1
				Female(s) 15-24	0	3
	# service providers who will have increased capacity due to this small grant			Male(s) 25 and above	11	6
				Female(s) 25 and above	9	13
	VAST	PEPFAR*	(HE-140-PEPFAR PP_PREV): # of individuals from each priority population who completed a standardized HIV prevention intervention, including the specified minimum components, during the reporting period	Male(s), 20 to 24	0	1
				Male(s), 25 to 49	0	10
				Female(s), 25 to 49	0	16
				Female(s), 50 and above	0	4
			(HE-183-PEPFAR-GEND_NORM): Content Area (Check all that were covered in your activity)	Gender norms	30	31
				GBV prevention	30	31
Legal protection				0	31	
Education				30	31	
(HE-183-PEPFAR-GEND_NORM): Number of people completing an intervention pertaining			Male(s), 20 to 24	0	1	
			Male(s), 25 and above	0	10	

			to gender norms, that meet minimum criteria (at least 10 hours long)	Female(s), 25 and above	0	20
			(HE-183-PEPFAR-GEND_NORM): Type of activity (check one)	Small group	10	0
				Community level	10	31

**Referral Contacts**

Most approved PCPP and LGL projects will be posted online for fundraising at [peacecorps.gov/donate](http://peacecorps.gov/donate). Volunteers are encouraged to enter contact information for their friends and family who may want to support their project through donations. Once your project is approved, Peace Corps/HQ staff will contact your referrals to alert them that your project is online.

Title	First Name	Last Name	Relationship to Volunteer	E-mail Address	Street Address	City	State	Zip Code

**STOP HERE, if you are filling out your grant application - you are done!**

**If you have completed your project and are filling in your completion report information, be sure to fill in your final indicators in the "Grant Performance Indicators" section above. Then, fill in your final narrative and budget below.**

## Completion Report Narrative

Please fill in each box explaining the outcomes of your project.

### Tell Your Story

Every project has a story. Please describe any anecdotal evidence/stories from a community member or your personal experience that attest to the project's success. This vignette may be used to highlight your exemplary work when reporting to stakeholders.

The spark for this whole grant began in November 2015 at a community Kgotla meeting. My Clinic supervisor and the chief of Community #1 Police were discussing the 16 Days Campaign with the community. These two ladies were educating the people in attendance on what GBV is and what forms it might take in the community of Community #1. By the end of the Kgotla meeting, the community decided that a committee should be formed to address these issues of GBV. This is how the Community #1 Gender Committee formed.

As I've mentioned, this committee began meeting at the clinic monthly and during one of their first meetings they asked me if I would be able to assist them and provide them with a GBV training. This is when the spark really went off and I knew what I could do for them and needed to do.

It was obvious that I wanted part of the grant to be for the GBV workshop, but I felt that if I was going to take the effort and apply for a grant that I also wanted to do something else for my community that would reach more people. This is how my supervisor and I came up with the idea of doing a Health Fair.

Given the upcoming Christmas and New Years holidays, my supervisor and I decided to wait to begin the application process until February when things had hopefully settled back down. When February came, we began the VAST application and began holding community meetings with stakeholders to begin the planning process. From February until August when the final event happened, these meetings were happening every 2-3 weeks. We wanted to make sure the stakeholders were on board and willing to support us.

With these frequent meetings and the help of my supervisor and various clinic staff, everything fell into place. We submitted our application, and eventually found out that we had received the grant. We had to be flexible with our timeline because we submitted the grant later than we wanted to, but ultimately we were still able to find dates for the workshop and Health Fair that worked for all parties involved.

Both events were very challenging and rewarding in their own right. I couldn't be more thankful that my supervisor and I decided to commit to these projects and apply for a grant because it was one of my favorite things I did my whole service. I felt like it brought me closer to both the clinic staff and my community and that is exactly how I envisioned my service ending.

### Goals Achieved, Changes in Initial Objectives, and Community Feeling

With regards to the GBV workshop, I feel as though both of my two goals were met: 1) workshop participants will gain a thorough understanding of GBV and SRH and 2, 3 & 4) workshop participants will gain a thorough understanding of community mobilization and the skills required to conduct community activities.

The only thing that slightly changed from goal 1 is that we did not explicitly cover SRH. SRH came up in our discussions throughout the workshop, but we didn't delve into it as much as GBV. However, we followed the objective for goal 1 which was to give the participants messages about GBV, gender equality, and the connection to HIV.

The objectives for goal 2, 3, and 4 were all met with exception of the objective that stated that the participants would receive training in order to lead or participate in a GBV intervention by August 2016. The training was held the beginning of July and the participants did not have enough time to plan their intervention and implement it before August 2016.

The community feeling was fantastic overall both during and after the workshop. The participants all seemed to gain a lot of knowledge and were empowered by the end to tackle GBV issues. The actual implementation of GBV interventions might be difficult due to difficulty of mobilizing the community, but the desire is there.

With regards to the Health Fair, I feel as though most of my goals were met. Goal 5 about physical activity and health was not addressed very much. Community members did not receive many messages that focused on nutrition and diet. However, goals 6 and 7 seemed to get met. There were many stalls setup to talk to community members about PMTCT, condom use, breast cancer, TB, GBV, and more. The community members also had access to test for BMI, blood pressure, and see dental and eye careworkers. Healthcare workers from City #1 were not able to make it so sadly there was no HIV testing available.

Additionally, the targets met for these messages and services were close to 100-150 people rather than 300. The day of the fair was a little bit windy and so I think some chose not to come and therefore we had less turnout than expected. Besides having a slightly lower turnout, the community feel during the fair was good. It seemed to bring people together and I think that the community really appreciated the services that were brought to them.

### Capacity and Skills Built

**GBV Workshop:** I believe that this workshop built the capacity and skills of everyone who participated and helped facilitate. The pre and post-tests that participants took at the beginning of the workshop and again at the end of the workshop were proof that vast gains in knowledge were achieved. Every single participant either performed the same or improved, with most people showing improvement. What struck me even more than the improved scores were the changed attitudes and comfort levels of participants. Topics that made them uncomfortable and shy the first day of the workshop, were things that they dove deep into on the second and third day. The discussions were heated and passionate and people were having a real dialogue about GBV, gender roles, gender and power, gender and sex, and many other topics. At the end of the workshop, the facilitators asked the participants how ready they felt to tackle these GBV issues in Community #1 and the participants responded very positively; the participants were saying that they felt prepared to educate the Kgos, kgosana, and the general community. Additionally, I gathered that everyone who helped facilitate felt like by the end of the workshop they had picked up some knowledge or skills that they did not previously have. The workshop was a flow of discussion and knowledge sharing and everyone grew together as a group.

**Health Fair:** For the Health Fair, it was more difficult to try and measure if capacity or skills were built in the participants and planners. The Health Fair ran much smoother than I imagined because the Planning Committee was comprised of community members who were already very well versed in organizing and carrying out large community events. With regards to the general community members who participated in the event, they all took a quiz during the event. To my surprise, most people performed quite well on the quiz and at the end we went over all the correct answers together. I'm hoping that this imparted new knowledge on the community. Additionally, the organizations that came to do testing and exams spent time educating the community on

simple ways they could improve their health and wellbeing. Ultimately, my wish is that everyone who came at least took away one new piece of knowledge or information.

### Sustainability

**GBV Workshop:** When planning this event, I focused very much on the element of sustainability. The goal was to impart all the knowledge and skills that the committee members and stakeholders would need so that they would be able to act on their own at the end of the workshop. By the end of the workshop, all 33 of the participants seemed to feel empowered and ready to tackle GBV issues together. We broke the participants into two groups and had each group come up with an action plan of what they wanted to do in the village. After the workshop ended, the Gender Committee met to compile the two action plans together and make one plan they could implement. The committee planned the dates for each event they wanted to do, which included sensitizing the Kgosi, the kgosana, and the whole community at large. They wanted to do ward-to-ward Kgotla events to raise awareness about GBV. In theory, this workshop was sustainable. In actuality, the only piece that is difficult to navigate is keeping the committee motivated and together. I am about to leave Community #1 and I did not want to be responsible for pushing the committee to carry out their plan because I knew once I left that I wouldn't be able to continue pushing them. So although I believe the workshop to be sustainable, the issue moving forward will be whether the committee will take their knowledge and skills and actually implement their action plan.

**Health Fair:** The goal all along for the Health Fair was to impart new knowledge and information to community members so as to empower them to take control of their health. The way in which we wanted to attain sustainability was by imparting this knowledge on those who attend so that they could go home and educate their family members, friends, and neighbors about what they learned. We wanted to create a buzz around Community #1 that allowed for people to pass on information to each other. The Health Fair seemed to be a success and I believe that we were able to achieve this goal.

### Unexpected Events and Recommendations

**GBV Workshop:** The biggest unexpected event in this workshop revolved around the catering. We had planned for the caterer to cook in the Library where the workshop was taking place. The first day of the workshop we realized that the Library had no water and we therefore would not be able to cook there. We had to improvise quickly and thankfully, the Librarian lives right behind the Library and offered her home to be the place where the cooking took place. This ended up working very well. The only thing we could have done to try and prevent this issue would be to have gone the day before the workshop started to check if the water was working at the Library. However, water is something that is difficult to control because it can always go out at a moment's notice. Therefore, I think it is critical to always have a backup plan in place in case something goes wrong. Besides this issue with catering, the workshop ran very smoothly.

**Health Fair:** There were quite a few unexpected events during the Health Fair. Namely that Health Care workers from City #1 and the Cancer Association were supposed to come and both failed to do so and did not inform us. We had been in communication with these organizations for some time before the Health Fair and we thought that we had locked them in to coming. We phoned both organizations the day before to check-in and make sure they would still be attending. Both organizations stated that they might have transport problems and we knew that we would not be able to assist them because we do not have the manpower and vehicles to do so. You never know what might happen with transport and there is always the possibility that it could fall through, however, I think that the earlier you contact and begin communication with these organizations, the better chance you have that they can properly prepare and attend. Other unexpected events included a lack of chairs for community members. This also could have been avoided with more planning and preparation. Overall, the best overarching recommendations I have for a big community event like this to begin preparation as early as possible. Additionally, to not be afraid to call people incessantly for checkups and updates.

### Lessons Learned and Promising Practices

One of the most important lessons I learned was about preparation. I truly don't think there is such a thing as beginning to prepare too early. We started our meetings for the GBV workshop and Health Fair in February and the events didn't happen until July and August respectively, yet there were still many last minute stressors. Consistent meetings and thorough planning could not be more critical when it comes to planning huge community events. Constant communication between key players and stakeholders is also extraordinarily important. I think at times, it was unclear what various peoples' roles and responsibilities were in the planning process. I think that this could have been avoided if there had been a conversation had where there was an official delegation of roles. That statement goes for both the GBV workshop and the Health Fair, although it was even more pertinent for the Health Fair because it was such a large community event.

It became difficult at times to get food and materials for both the workshop and the fair because I was always relying on clinic transport. This was great because it was part of the community contribution; however, relying on ambulances for transport can be highly unreliable. It requires waiting for patients to be referred from Community #1 to Community #4 or waiting for an ambulance that needs to refuel in Community #4 etc. Relying on this means of transportation just means that I needed to prepare long in advance for what items could be purchased some time before the workshop/fair and what items needed to be purchased 1-2 days before due to refrigeration restrictions.

There were a fair amount of challenges that I encountered, but there were also some great successes. The biggest success of this whole project was getting the backing of my supervisor. She has been in Community #1 for more than 10 years and it is essentially her second home. She is loved and adored by the community and she knows exactly how to get things done. She was able to mobilize the community around both projects and conduct nearly all of our planning meetings. She has a great deal of power and authority in the community and this was very advantageous to me. Additionally, she has previous experience conducting Health Fairs. All of these skills and experiences combined together made her the perfect person to have helping me from the beginning of this project to the end.

## Final Budget

Use this project log to record each receipt collected for your project. You will need to classify each item as one of the following budget categories: Equipment, Labor, Land/Venue Rental, Materials Transport, Materials/Supplies, Other, Travel/Per Diem/Food/Lodging. It is recommended that you use the supplemental spreadsheet to complete your final budget offline. This can be found at [http://files.peacecorps.gov/donate/Final\\_Report\\_Project\\_Log.xls](http://files.peacecorps.gov/donate/Final_Report_Project_Log.xls).

Date	Receipt #	Item Description	Budget Category	Unit Cost	Qty	Total Cost	Grant Amount (Local Currency)	Grant Amount (\$US)	Community Contribution Cash (Local Currency/\$US)	Community Contribution In-Kind (Local Currency/\$US)	Third-Party Contribution Cash (Local Currency/\$US)	Third-Party Contribution In-Kind (Local Currency/\$US)				
8/24/2016	23	PA System (HF)	Equipment	600.00	1.00	600.00	600.00	\$63.16	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
8/24/2016	22	Shelter, Tables, Chairs (HF)	Equipment	2,300.00	1.00	2,300.00	2,300.00	\$242.11	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
11/21/2016	25	VIP volunteers (HF)	Labor	100.00	6.00	600.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	600.00	\$63.16
11/21/2016	24	Cleaning of Library (GBV)	Labor	100.00	3.00	300.00	0.00	\$0.00	0.00	\$0.00	300.00	\$31.58	0.00	\$0.00	0.00	\$0.00
11/21/2016	25	Cleaning of Pitch volunteers (HF)	Labor	100.00	10.00	1,000.00	0.00	\$0.00	0.00	\$0.00	1,000.00	\$105.26	0.00	\$0.00	0.00	\$0.00
11/21/2016	25	Cooking Clean-up	Labor	100.00	10.00	1,000.00	0.00	\$0.00	0.00	\$0.00	1,000.00	\$105.26	0.00	\$0.00	0.00	\$0.00
11/21/2016	25	Volunteers Catering (HF)	Labor	100.00	10.00	1,000.00	0.00	\$0.00	0.00	\$0.00	1,000.00	\$105.26	0.00	\$0.00	0.00	\$0.00
11/21/2016	24	Gender Facilitators (GBV)	Labor	320.00	7.00	2,240.00	0.00	\$0.00	0.00	\$0.00	2,240.00	\$235.79	0.00	\$0.00	0.00	\$0.00
11/21/2016	24	Catering (GBV)	Labor	750.00	3.00	2,250.00	0.00	\$0.00	0.00	\$0.00	2,250.00	\$236.84	0.00	\$0.00	0.00	\$0.00
11/21/2016	25	Setup for Fair (HF)	Labor	100.00	25.00	2,500.00	0.00	\$0.00	0.00	\$0.00	2,500.00	\$263.16	0.00	\$0.00	0.00	\$0.00
11/21/2016	25	Football Pitch (HF)	Land/Venue Rental	300.00	1.00	300.00	0.00	\$0.00	0.00	\$0.00	300.00	\$31.58	0.00	\$0.00	0.00	\$0.00
11/21/2016	24	Community #1 Library (GBV)	Land/Venue Rental	150.00	3.00	450.00	0.00	\$0.00	0.00	\$0.00	450.00	\$47.37	0.00	\$0.00	0.00	\$0.00
11/21/2016	24	Transport of projector, screen, etc (GBV)	Materials Transport	50.00	2.00	100.00	0.00	\$0.00	0.00	\$0.00	100.00	\$10.53	0.00	\$0.00	0.00	\$0.00
11/21/2016	25	Food transport (HF)	Materials Transport	200.00	2.00	400.00	0.00	\$0.00	0.00	\$0.00	400.00	\$42.11	0.00	\$0.00	0.00	\$0.00
11/21/2016	24	Food transport (GBV)	Materials Transport	300.00	2.00	600.00	0.00	\$0.00	0.00	\$0.00	600.00	\$63.16	0.00	\$0.00	0.00	\$0.00
8/16/2016	16	Plastic Carry Bag (HF)	Materials Transport	0.45	1.00	0.45	0.45	\$0.05	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
8/12/2016	1	Plastic Carry Bags (HF)	Materials Transport	1.60	1.00	1.60	1.60	\$0.17	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/2/2016	17	Plastic Carry Bags (GBV)	Materials Transport	2.25	1.00	2.25	2.25	\$0.24	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
11/21/2016	24	Projector and Screen (GBV)	Materials/Supplies	100.00	3.00	300.00	0.00	\$0.00	0.00	\$0.00	300.00	\$31.58	0.00	\$0.00	0.00	\$0.00
11/21/2016	24	Plates and Cups (GBV)	Materials/Supplies	9.00	120.00	1,080.00	0.00	\$0.00	0.00	\$0.00	1,080.00	\$113.68	0.00	\$0.00	0.00	\$0.00
7/2/2016	3	Matches (GBV)	Materials/Supplies	4.95	1.00	4.95	4.95	\$0.52	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
8/12/2016	1	Matches (HF)	Materials/Supplies	4.95	1.00	4.95	4.95	\$0.52	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00

8/12/2016	1	Serviettes (HF)	Materials/Supplies	9.45	1.00	9.45	9.45	\$0.99	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/2/2016	3	Sponges (GBV)	Materials/Supplies	9.95	1.00	9.95	9.95	\$1.05	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/2/2016	3	Dish soap (GBV)	Materials/Supplies	10.95	1.00	10.95	10.95	\$1.15	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/2/2016	3	Dish Towels (GBV)	Materials/Supplies	10.95	1.00	10.95	10.95	\$1.15	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
8/12/2016	1	Soap (HF)	Materials/Supplies	11.95	1.00	11.95	11.95	\$1.26	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/11/2016	6	Electricity (GBV)	Materials/Supplies	20.00	1.00	20.00	20.00	\$2.11	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/2/2016	17	Trashbags (GBV)	Materials/Supplies	20.55	1.00	20.55	20.55	\$2.16	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
8/16/2016	14	Pencils (HF)	Materials/Supplies	7.00	4.00	28.00	28.00	\$2.95	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
8/12/2016	15	Trashbags (HF)	Materials/Supplies	28.95	1.00	28.95	28.95	\$3.05	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/2/2016	20	Toilet Paper (GBV)	Materials/Supplies	30.95	1.00	30.95	30.95	\$3.26	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
8/16/2016	21	Pins (HF)	Materials/Supplies	35.00	1.00	35.00	35.00	\$3.68	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/2/2016	3	Pens (GBV)	Materials/Supplies	35.90	1.00	35.90	35.90	\$3.78	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/2/2016	17	Plates and silverware (GBV)	Materials/Supplies	48.60	1.00	48.60	48.60	\$5.12	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
8/16/2016	16	Silverware (HF)	Materials/Supplies	54.00	1.00	54.00	54.00	\$5.68	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
8/12/2016	19	Disposable Plates (HF)	Materials/Supplies	74.95	1.00	74.95	74.95	\$7.89	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
8/12/2016	19	Cling Wrap (HF)	Materials/Supplies	187.90	1.00	187.90	187.90	\$19.78	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/2/2016	5	Gas Tank (GBV)	Materials/Supplies	230.00	1.00	230.00	230.00	\$24.21	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/2/2016	3	Notebooks (GBV)	Materials/Supplies	238.00	1.00	238.00	238.00	\$25.05	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
8/18/2016	13	NFTRC Services (HF)	Other	5,916.25	1.00	5,916.25	5,916.25	\$622.76	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
11/21/2016	24	Refrigeration of food (GBV)	Travel/Per Diem/Food/Lodging	100.00	3.00	300.00	0.00	\$0.00	0.00	\$0.00	300.00	\$31.58	0.00	\$0.00	0.00	\$0.00
7/5/2016	8	Spice (GBV)	Travel/Per Diem/Food/Lodging	4.75	1.00	4.75	4.75	\$0.50	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/2/2016	3	Salt (GBV)	Travel/Per Diem/Food/Lodging	8.25	1.00	8.25	8.25	\$0.87	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/5/2016	8	Rooibos Tea (GBV)	Travel/Per Diem/Food/Lodging	13.95	1.00	13.95	13.95	\$1.47	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
8/12/2016	1	Salt (HF)	Travel/Per Diem/Food/Lodging	16.50	1.00	16.50	16.50	\$1.74	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/9/2016	4	Carrots (GBV)	Travel/Per Diem/Food/Lodging	17.90	1.00	17.90	17.90	\$1.88	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/2/2016	3	Nescafe coffee (GBV)	Travel/Per Diem/Food/Lodging	21.95	1.00	21.95	21.95	\$2.31	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00

8/17/2016	7	Tangy Mayo (HF)	Travel/Per Diem/Food/Lodging	23.50	1.00	23.50	23.50	\$2.47	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/2/2016	3	Margarine (GBV)	Travel/Per Diem/Food/Lodging	30.95	1.00	30.95	30.95	\$3.26	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
8/12/2016	1	Carrots (HF)	Travel/Per Diem/Food/Lodging	31.80	1.00	31.80	31.80	\$3.35	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
8/12/2016	1	Onions (HF)	Travel/Per Diem/Food/Lodging	31.95	1.00	31.95	31.95	\$3.36	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
8/17/2016	7	Cabbage (HF)	Travel/Per Diem/Food/Lodging	34.00	1.00	34.00	34.00	\$3.58	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/2/2016	3	Tennis Biscuits (GBV)	Travel/Per Diem/Food/Lodging	35.80	1.00	35.80	35.80	\$3.77	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/2/2016	12	Cabbage (GBV)	Travel/Per Diem/Food/Lodging	35.85	1.00	35.85	35.85	\$3.77	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/2/2016	3	Cooking Oil (GBV)	Travel/Per Diem/Food/Lodging	35.95	1.00	35.95	35.95	\$3.78	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
8/12/2016	1	Oil (HF)	Travel/Per Diem/Food/Lodging	35.95	1.00	35.95	35.95	\$3.78	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/5/2016	10	Spices (GBV)	Travel/Per Diem/Food/Lodging	39.50	1.00	39.50	39.50	\$4.16	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/2/2016	3	Five Roses tea (GBV)	Travel/Per Diem/Food/Lodging	39.90	1.00	39.90	39.90	\$4.20	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/2/2016	3	Samp (GBV)	Travel/Per Diem/Food/Lodging	39.95	1.00	39.95	39.95	\$4.21	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
8/16/2016	16	Samp (HF)	Travel/Per Diem/Food/Lodging	40.95	1.00	40.95	40.95	\$4.31	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/2/2016	3	Sugar (GBV)	Travel/Per Diem/Food/Lodging	42.95	1.00	42.95	42.95	\$4.52	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/2/2016	17	Tennis biscuits (GBV)	Travel/Per Diem/Food/Lodging	43.80	1.00	43.80	43.80	\$4.61	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/2/2016	3	Bread loaf (GBV)	Travel/Per Diem/Food/Lodging	49.60	1.00	49.60	49.60	\$5.22	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
8/17/2016	7	Beans/Chakalaka (HF)	Travel/Per Diem/Food/Lodging	51.10	1.00	51.10	51.10	\$5.38	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/5/2016	8	Bread (GBV)	Travel/Per Diem/Food/Lodging	51.25	1.00	51.25	51.25	\$5.39	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/5/2016	10	Bread (GBV)	Travel/Per Diem/Food/Lodging	52.50	1.00	52.50	52.50	\$5.53	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
8/12/2016	1	Spice (HF)	Travel/Per Diem/Food/Lodging	52.65	1.00	52.65	52.65	\$5.54	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/2/2016	3	Beetroot (GBV)	Travel/Per Diem/Food/Lodging	53.70	1.00	53.70	53.70	\$5.65	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00

7/2/2016	3	Mabele (GBV)	Travel/Per Diem/Food/Lodging	55.95	1.00	55.95	55.95	\$5.89	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
8/10/2016	18	Mabele (HF)	Travel/Per Diem/Food/Lodging	56.95	1.00	56.95	56.95	\$5.99	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/2/2016	3	Spices (GBV)	Travel/Per Diem/Food/Lodging	57.75	1.00	57.75	57.75	\$6.08	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
8/12/2016	1	Beans (HF)	Travel/Per Diem/Food/Lodging	61.85	1.00	61.85	61.85	\$6.51	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/2/2016	3	Potatoes (GBV)	Travel/Per Diem/Food/Lodging	63.95	1.00	63.95	63.95	\$6.73	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
8/12/2016	1	Green pepper (HF)	Travel/Per Diem/Food/Lodging	65.05	1.00	65.05	65.05	\$6.85	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/5/2016	10	Juice (GBV)	Travel/Per Diem/Food/Lodging	65.50	1.00	65.50	65.50	\$6.89	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/2/2016	3	Polony (GBV)	Travel/Per Diem/Food/Lodging	65.90	1.00	65.90	65.90	\$6.94	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/2/2016	3	Peppers and Peas (GBV)	Travel/Per Diem/Food/Lodging	67.29	1.00	67.29	67.29	\$7.08	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/2/2016	20	Butternut (GBV)	Travel/Per Diem/Food/Lodging	68.85	1.00	68.85	68.85	\$7.25	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
8/12/2016	1	Potatoes (HF)	Travel/Per Diem/Food/Lodging	76.95	1.00	76.95	76.95	\$8.10	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
8/10/2016	18	Paleche (HF)	Travel/Per Diem/Food/Lodging	77.95	1.00	77.95	77.95	\$8.21	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
8/12/2016	1	Tomatoes (HF)	Travel/Per Diem/Food/Lodging	79.60	1.00	79.60	79.60	\$8.38	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/2/2016	3	Parmalat cheese (GBV)	Travel/Per Diem/Food/Lodging	79.90	1.00	79.90	79.90	\$8.41	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/2/2016	3	Onions (GBV)	Travel/Per Diem/Food/Lodging	83.95	1.00	83.95	83.95	\$8.84	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/2/2016	3	Rice (GBV)	Travel/Per Diem/Food/Lodging	84.95	1.00	84.95	84.95	\$8.94	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/2/2016	3	Tangy mayonnaise (GBV)	Travel/Per Diem/Food/Lodging	84.95	1.00	84.95	84.95	\$8.94	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/2/2016	3	Brown sugar (GBV)	Travel/Per Diem/Food/Lodging	85.90	1.00	85.90	85.90	\$9.04	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
8/17/2016	9	Spices (HF)	Travel/Per Diem/Food/Lodging	88.20	1.00	88.20	88.20	\$9.28	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/2/2016	17	Eggs (GBV)	Travel/Per Diem/Food/Lodging	99.90	1.00	99.90	99.90	\$10.52	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/2/2016	17	Beans and Peas (GBV)	Travel/Per Diem/Food/Lodging	110.80	1.00	110.80	110.80	\$11.66	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00

Click Ctrl+Home to return to top

7/2/2016	3	Milk (GBV)	Travel/Per Diem/Food/Lodging	119.00	1.00	119.00	119.00	\$12.53	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/2/2016	20	Water (GBV)	Travel/Per Diem/Food/Lodging	29.95	6.00	179.70	179.70	\$18.92	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
8/12/2016	19	Peanuts (HF)	Travel/Per Diem/Food/Lodging	311.80	1.00	311.80	311.80	\$32.82	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
8/12/2016	19	Simba Chips (HF)	Travel/Per Diem/Food/Lodging	323.90	1.00	323.90	323.90	\$34.09	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/2/2016	12	Beef (GBV)	Travel/Per Diem/Food/Lodging	378.50	1.00	378.50	378.50	\$39.84	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
8/12/2016	19	Fizzy Drink/Juice (HF)	Travel/Per Diem/Food/Lodging	379.40	1.00	379.40	379.40	\$39.94	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/2/2016	17	Russians (GBV)	Travel/Per Diem/Food/Lodging	393.55	1.00	393.55	393.55	\$41.43	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/2/2016	17	Chicken (GBV)	Travel/Per Diem/Food/Lodging	455.60	1.00	455.60	455.60	\$47.96	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
8/16/2016	2	Chicken (HF)	Travel/Per Diem/Food/Lodging	479.60	1.00	479.60	479.60	\$50.48	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
8/12/2016	1	Oranges (HF)	Travel/Per Diem/Food/Lodging	698.60	1.00	698.60	698.60	\$73.54	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/2/2016	20	Fizzy drink/Juice (GBV)	Travel/Per Diem/Food/Lodging	699.15	1.00	699.15	699.15	\$73.59	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
8/12/2016	15	Apples (HF)	Travel/Per Diem/Food/Lodging	758.10	1.00	758.10	758.10	\$79.80	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
8/10/2016	18	Peanuts (HF)	Travel/Per Diem/Food/Lodging	779.50	1.00	779.50	779.50	\$82.05	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
8/10/2016	18	Water (HF)	Travel/Per Diem/Food/Lodging	955.20	1.00	955.20	955.20	\$100.55	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
8/10/2016	18	Simba chips (HF)	Travel/Per Diem/Food/Lodging	1,619.50	1.00	1,619.50	1,619.50	\$170.47	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
8/10/2016	18	Fizzy drink/Juice (HF)	Travel/Per Diem/Food/Lodging	2,824.25	1.00	2,824.25	2,824.25	\$297.29	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
<b>Total</b>							<b>23,790.84</b>	<b>\$2,504.30</b>	<b>0.00</b>	<b>\$0.00</b>	<b>13,820.00</b>	<b>\$1,454.74</b>	<b>0.00</b>	<b>\$0.00</b>	<b>600.00</b>	<b>\$63.16</b>

### Final Grant Performance Indicators

Please go back to the previous "Grant Performance Indicators" section and fill in the column titled, "Final Indicators" to report on the results of your project. In this column, you will report the actual number of organizations or community members that participated in, benefited from or were affected by your project. You must enter a non-zero number for at least one final grant specific indicator to confirm that the project met agreed-upon funding requirements.

## Botswana: Region North Youth Empowerment

*Peace Corps Volunteers Help Students Develop the Necessary Skills to Cope with Challenges to their Well-Being and Education*



*Youth participate in activities to improve their knowledge of sexual and reproductive health.*

Youth encounter Junior Secondary School (JSS) during a formative yet tumultuous period in their lives that can be complicated by six factors: low self-esteem, lack of goal planning, gender-based violence, bullying, risky sexual behavior, and lack of positive adult role models. This program aims to empower youth through a 3 step program that will educate youth and help them develop skills to manage these problems in a healthy and positive way. Overall, this project worked to: 1) prepare youth to be leaders who can overcome the challenges of low self-esteem, bullying, and lack of goal planning in a positive way; 2) to capacitate youth to adopt behaviors that will reduce gender-based violence and risky sexual behavior leading to HIV; 3) open a dialogue about sensitive topics while exposing youth to positive adult role models.

The goals and objectives set forth for these camps were all met and achieved as students participated in interactive and creative activities aiming to address sensitive topics affecting their community. Capacity building came in the form of encouraging students to participate in discussions to foster confidence, initiating group activities to encourage teamwork and leadership, and creating safe spaces so that youth could begin dialogues about topics not usually discussed.

### Small Investments

Total Project Cost: \$9,388.23

VAST Funded Amount: \$6,152.94

(Including: travel, catering, water)

Community Contribution: \$3,235.29

(Including: travel, food)

## General Grant Information

This application has been developed as a tool to help Volunteers and their communities plan successful small grant projects. The information that you record here will also be transmitted to Peace Corps Headquarters for internal reporting and reporting to donors. Please work with your community to fill out this application and return it to the appropriate staff member at post for review. Before completing any section, make sure to read the entire application.

**Project Title:** Region #1 North Youth Empowerment

**Grant Type:** Volunteer Activities Support and Training (VAST)      **Status:** Project Completed

**Volunteer:** PCV #1      **Responsible Program Manager/APCD:** Program Manager #1

**Country:** Botswana      **Program Element:** PEPFAR\*

**Project Start Date:** 5/5/2016      **Project End Date:** 9/23/2016

*The budget information below will auto-fill once the budget has been entered into PCGO. If these fields are blank, you do not need to fill them in.*

<b>% Comm. Contribution Proposed:</b>	37.22	<b>% Comm. Contribution Final:</b>	34.46		
<b>Comm. Contribution Amount Proposed:</b>	\$3,658.82	<b>Comm. Contribution Amount Final:</b>	\$3,235.29		
<b>Amount Requested:</b>	\$6,170.94	<b>Amount Approved:</b>	\$6,168.59	<b>Amount Remaining:</b>	\$15.65

### Requested Grant Amount (local currency)

52452.98

**Exchange Rate: \$1US= (enter local currency value here):** 8.50

**Number of PCVs working on project:** 3

## Community Information

City/Town/Village	Community Group Name	Group Contact Information (phone, address, etc.)	Group Contact Person
Community #1	Community #2 Government Agency #3 Office	PCV #1's email and phone number	PCV #2

## Classification

Choose from the following categories to give your project a primary classification: Agriculture, Education, Environment, Health, Municipal Development, Community and Economic Development, Youth Development, Water and Sanitation, HIV/AIDS, ICT, NGO Development, Volunteerism, Food Security, or Gender and Development.

From the same list above, choose one or more secondary classification to describe your project, if applicable

Primary Classification?	Classification(s)
Yes	Gender and Development
No	HIV AIDS
No	Youth Development

## Volunteer Information

<b>Primary PCV</b>	PCV #1	<b>Peace Corps Sector</b>	Youth	<b>COS Date</b>	10/14/2016
<b>PCV 2</b>	PCV #2	<b>Peace Corps Sector</b>	Youth	<b>COS Date</b>	10/13/2017
<b>PCV 3</b>	PCV #3	<b>Peace Corps Sector</b>	Youth	<b>COS Date</b>	10/13/2017
<b>Other PCVs:</b>					

## Project Narrative

Please fill in each box explaining the planning for your project.

### Summary

Please provide a brief summary of the project (up to 250 words). Include project activities, objectives, the community's contribution and the potential impact the project may have. For PCPP applications, this is the text that will appear on the PCPP webpage, please omit specific location information.

Youth encounter Junior Secondary School (JSS) during a formative yet tumultuous period in their lives. At two regional junior secondary schools, six salient problems affecting students have been identified by Peace Corps Volunteers, teachers, community members, and the students themselves. They are low self-esteem, lack of goal planning, gender-based violence, bullying, risky sexual behavior, and lack of positive adult role models. Without a means to cope with them, these issues exacerbate the everyday struggles of students in the region. The youth desperately need education and skills to manage these problems in a healthy and positive way.

A three-part program-taking place over several months will empower 60 JSS students, community members, and teachers to be positive leaders in addressing these complex issues. The first part is two youth camps and a preparation workshop. The second part is a youth campaign carried out at two schools, Community #1 JSS and Community #2 JSS, by the students attending the camps. The third and final part is follow up, consisting of camp facilitators continuing education and skill development over the course of the 2016 school year.

The objectives are as follows: 1) to prepare youth to be leaders who can overcome the challenges of low self-esteem, bullying, and lack of goal planning in a positive way; 2) to capacitate youth to adopt behaviors that will reduce gender-based violence and risky sexual behavior leading to HIV; 3) to open a dialogue about sensitive topics while exposing youth to positive adult role models.

### Background

Describe the background of the community and what priority this project addresses.

The youth camps will draw students from two regional JSSs in the Region #1 North. As of February 2016, Community #1 JSS and Community #2 JSS have current enrollments of 262 and 547 respectively. Majority of students attending are boarders coming from rural, underserved settlements. The Region #1 North is home to several marginalized and remote communities in Botswana, including the Community #2 and Community #3 people.

The Region #1 North is classified as a low socio-economic region with a poor resource base and no significant industrial activity. Unemployment rates are as high as 14%. Formal employment opportunities are few. The severe apathy towards the importance of education causes most of the population to be uneducated and under-qualified to seek employment opportunities. Much of the population has never been to school, with a low percentage of people completing secondary education and an even smaller percentage attending higher education. Parents also do not have the skills or knowledge to support their children in completing their studies. This forces the majority of the population to rely on social welfare assistance from the government and/or spend their time at the cattle post.

HIV and teenage pregnancy all run rampant in the region. A report from Community #2 Sub District Evidence Planning was compiled for 2016-2017. Information was gathered from the DHMT, corresponding clinics, and information from the Government Agency #3 office in Community #2. Region #1 North has an HIV prevalence rate of 18.1% and an incidence rate of 1.38%. Severe alcohol abuse, mobile populations, and high unemployment rates are all viewed as significant contributors. In 2013 (most recent survey), teenage pregnancy (clients under the age of 20) constituted nearly 23% of all pregnancies.

Many of these issues stem from the overarching problem of gender-based violence. Alcohol abuse acts as a catalyst for this violence. At both schools, the effects of gender-based violence are felt almost every week. It is a common occurrence for female students coming to the guidance and counseling office crying over male students beating them. At both schools, cases of rape and physical abuse like stabbings occur every year. These examples demonstrate a tremendous lack of understanding when it comes to gender dynamics, as well as a dire need for comprehensive education and training in gender-based violence.

Neither Community #1 nor Community #2 have support networks for dealing with issues of gender-based violence or matters pertaining to HIV/AIDS. The clinics and health posts are anything but "youth friendly" due to community stigma over sensitive topics. Both schools represented by this project do not offer any sanctuary to troubled youth either. Teachers are not fully equipped or capacitated to support students during these turbulent times in their lives. Outside of the school, students lack any refuge to seek advice from positive adult role models.

Community members, teachers, students, and Peace Corps Volunteers have identified eight overarching problems affecting students in the Region #1 North. These include: low self-esteem, lack of positive role models (especially male), risky sexual behavior, bullying, alcohol and drug abuse, gender-based violence, academic disengagement, and lack of goal setting abilities.

Dynamic education, behavior change, and youth empowerment are vital to making these communities and schools an environment in which youth can succeed. The two youth camps will instill students with the confidence and the necessary skills to effectively address these multifaceted issues. The school campaigns will enable the students to teach their fellow classmates about such salient issues – thus empowering the students to become leaders at their schools. Finally, the follow up sessions will continue the education and skill development to ensure the students are prepared to face the

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overarching challenges and inspire them to be leaders for positive change.

### Community Involvement

How is the community the driving force behind the project? Provide examples that demonstrate the community's involvement in the design and planning of this project.

The concept for this project came from members of a drama group from Community #2 focusing on issues of gender-based violence and HIV felt programming for youth was of great importance. This concept grew with support from Government Agency #3 officers in Community #2, social workers, and health care providers. Head guidance and counseling teachers from each respective school also agreed programming focusing on youth adolescence and challenges was critical for students to succeed. Thus, local counterparts and the greater community play a vital role in every aspect of the planning and implementation of this three-part initiative.

For the two youth camps, the community is integral to its success. Lengthy discussions with teachers and community members have shaped the framework. Everything from logistic to the desired goals of the program have stemmed from the conscientious efforts of the vested community stakeholders. The facilitating staff is comprised of mostly community members. Three members of the drama group, a teacher from each school, a social worker, a health care nurse, and an officer from the Community #2 Government Agency #3 office will be the primary facilitators for the camps. Each of these individuals will lead his/her own sessions during the camps, as well as helping with any language translations during sessions.

The Government Agency #3 office in Community #2 has been instrumental in this project's success. The officers have assisted with logistics and coordinating with the regional educational officer (Ministry of Education) to obtain safe and reliable transportation for both camps. They have assisted in securing a workspace for a one-day workshop to prepare facilitators for the camps. They have even offered a helping hand in gathering quotations for supplies and catering.

The head guidance and counseling teachers at Community #1 JSS and Community #2 JSS first conceived the idea for part two of this project. They believe that giving students the opportunity to educate their fellow classmates will empower them to be positive agents for change. Following the camps, the teachers will assist the students in planning and executing the campaigns. These are teachers that have already been involved with planning events with Organization #1 members such as World Aids Day and Day of the Africa Child.

Community members and teacher counterparts will be the driving force during the follow up sessions. The camp facilitators will return to the schools throughout the 2016 school year to deliver more information and skill development to the students. The purpose of this third and final stage is to galvanize a bond between the students and community members to ensure all are leaders for positive change.

Finally, National Park #1 has offered excellent discounted accommodations that meet the needs for the camp. This includes separate male and female dormitories with showers and toilets, a main hall and activity spaces, outdoor spaces for play, and a fire circle. All meals will be provided by the facility, which will allow the PCVs and counterparts to focus on the content of the camp rather than worry over food. Additionally, this package includes a game drive for the students, an opportunity that most of them have not experienced, and access to a projector and screen for presentations.

### Outcome

Briefly describe the desired outcome of the project.

This project aims to capacitate 60 youth from two JSSs with the skills to thrive, and to encourage these youth to be leaders who share these skills with their peers. In order to thrive, youth need greater self-confidence, a personal drive to academically succeed, and an ability to create and follow through with SMART goals. Additionally, youth need to support each other to end bullying, avoid risky sexual behavior, and discourage each other from partaking in drugs and alcohol. Finally, youth will be equipped with skills that will assist them in practicing healthy, cross-gender relationships free from violence.

Youth need support from the adults in their lives to succeed. More specifically, youth need positive adult role models. Through this three-part initiative, youth will open a dialogue with adults in their communities in a safe and nurturing environment. Along with an understanding of the need for communication, strategies and skills will be shared to effectively do so between youth and adults. Following the camps, youth will have more insight as to where they can go for support. They will also learn what a true role model is and seek out those individuals in their communities when they need assistance.

Ultimately, the anticipated outcome is behavior change. Instead of continuing the status quo of youth in this region, youth will begin to thrive during the most difficult period of their adolescence. Youth and community members will begin openly communicating instead of avoiding sensitive issues, and the communities will recognize the problem of gender-based violence instead of dismissing its existence.

### Implementation

Describe the implementation plan that will be used to achieve the goals and objectives of this project. Do you foresee any challenges to project implementation?

The project is a three-part initiative. The first part comprises of two youth camps on consecutive weekends. The first camp will be for students attending Community #1, starting May 5th to 8th. The second camp will be for students attending Community #2 JSS, starting May 12th to May 15th. Thirty youth, 15 boys and 15 girls, aged 13-16 will attend each camp. Through applications and interviews, Peace Corps Volunteers and head guidance teachers will select candidates who demonstrate the greatest potential for leadership. The camps will take place at the National Park #1. Having the camps take place outside the Region #1 North region will encourage students to broaden their horizons, as well as be taken out of their normal environment. If the camp takes place in the region they are familiar with, students might adopt the approach they usually have in the classroom – disengagement. The hope with having the camp in a new environment is it will spark excitement and a willingness to participate. Its facilities include separate dorms for male and female students, toilets, showers, workspaces, and additional space for outdoor activities. The discounted fees also include all meals for the students and staff. This will allow both Peace Corps Volunteers and camp facilitators to focus solely on the sessions rather than be thinly stretched by food preparation. Each day of the camp, activities and

discussions will address all eight overarching issues identified earlier. Dynamic education and skill development will be disseminated through games, music, sports, films, art, and more. Each day will conclude with a journal session to allow students to reflect on what they have learned. Finally, the National Park #1 has generously provided to take the students on a game drive prior to their departure.

Prior to this camp occurring, a preparation workshop will take place for all community members and Peace Corps Volunteers (7 community members and 3 PCVs) at Government Agency #1 and catering will be provided. The purpose of the one-day workshop is to consolidate all ideas for sessions, finalize all camp logistics, and to ensure every participant understands the desired outcome the camp hopes to achieve.

After the camps, the students will take the knowledge and skills they learned and transfer them to their fellow classmates. With the assistance of Peace Corps Volunteers and guidance teachers, students will carryout a weeklong campaign educating their respective classmates. This will include classroom presentations and speeches at morning announcements, culminating in a school wide event at the end of the week. The desired goal is to empower the students to be leaders at their schools and increase the spread of information presented at the camps to others.

The last component of this initiative is follow up. Two follow up sessions will occur throughout the 2016 school year – one at the end of term 2 and one during term 3. The purpose is to review knowledge, monitor and evaluate skill development, solidify positive behavior change through repetition, and introduce staff and community members who can ultimately be positive resources for students.

In terms of challenges, the major foreseeable issue would be transportation. Both the Peace Corps Volunteers and community members have gone to great lengths to ensure the Ministry of Education provides transportation. The process of requesting transportation was done well in advance of this grant proposal, and has been followed up weekly to make sure no complications will arise. The community feels confident though that transportation will not stall this project and that the Ministry of Education will deliver on their promises.

### Capacity Building

How will the project contribute to building skills and capacity within the community?

Leadership lays at the foundation of this project. A ripple effect will spread the knowledge and skills learned at the camps throughout the youth. The first ripple is instilling students with leadership abilities that empower them to overcome the identified challenges that they and their peers experience. The second ripple is enabling the students who attend the camps to act as role models. They will teach and show other students how to live healthy lives and demonstrate how to cope with negative experiences such as gender-based violence. This will occur during the campaigns at the two schools. The third and final ripple occurs during the two follow up sessions spanning the 2016 school year. While participating in review sessions with camp facilitators, students will be asked to describe how they are leading by example at their respective schools.

Another component introduced during the follow up sessions are community members and school staff who did not attend the camp. These individuals will assist in facilitating sessions to build upon the knowledge and skills learned at the camps. By exposing them to more positive resources, students will broaden their support networks and provide them with additional avenues to seek assistance. This component will also address the issue of lack of positive role models. Students will be introduced to more adult figures that can provide much needed guidance, as well as displaying positive and healthy life styles. These individuals would include police officers, additional staff members from clinics and the hospital, school staff members, and members of the Government Agency #3 office.

### Sustainability

How will the community be able to sustain the activities and/or benefits of this project? What is the community's plan to sustain the benefits of the project after the initial project funding has been exhausted?

The true vision of this project is to not just host camps for youth but to emphasize continuous training for all participants involved. The hope is for sustained positive behavior change throughout the Region #1 North region. Every aspect of the project empowers participants to adopt and exercise healthy habits in their everyday lives. The school campaigns and follow up sessions aim to solidify these sustained goals. An example of this comprehensive approach is asking students to make short-term goals with conjoining plans of actions during the follow sessions. Before each follow up session, students will be asked to demonstrate how they did or did not meet these goals. This demonstrates how both the school campaigns and follow up sessions will complement the camps and continuously put the knowledge learned into practice. Through repetition of positive actions and discussions, sustained behavior change becomes tangible.

Additionally, the community members and school counterparts will be empowered with new ways to present material to students. These new skills will enable them to continuously engage youth in a meaningful and nurturing manner. Not only do the students become leaders, but also the facilitators become leaders themselves to better address the complex challenges facing youth in the region. They will ultimately become positive role models for students. To further this process of sustainable change, all materials developed during the course of the project will be given to the community members. That way the project can be replicated again in the future for more students in need of dynamic education and skill development. Schools can thus continue this type of work without assistance from Peace Corps volunteers.

## Goals & Objectives

What are the project's goals and objectives and how will you know if your project is reaching them to produce the desired benefits or change? Please list corresponding goal and objective for each line when entering multiple indicators under a single goal/objective. Add rows if needed.

Fill out for Initial Grant/Application					Fill out for Completion Report	
Goal	Objective	Indicator(s)	Who	When	Results	Comments

To capacitate youth to adopt behaviors that will reduce gender-based violence and risky behavior leading to HIV.	Objective 2.1: By May 15th, 2016, 60 youth will receive the knowledge and skills to make healthy sexual decisions.	Number of youth who can name the changes to male and female bodies during puberty. Number of youth who can demonstrate how to correctly use a condom. Number of youth who can explain the importance of abstinence and safe sex in the prevention of HIV, STIs, and teen pregnancy.	GLOW camp session leaders will collect information during and after each camp session. Peace Corps Volunteers will collect information at follow-up sessions and share results with counterparts.	During the GLOW camp, there will be short pre-post session assessments. Two follow-up sessions will be used to see how the students put their knowledge to sustained practice through activities, reflection assignments, and assessments. Counterparts who are teachers at the two JSS schools will keep track of the students' behavior changes.	During the GLOW camp, youth actively participated in sessions pertaining to healthy sexual decisions. Youth correctly demonstrated how to use condoms, as well as demonstrating improvement between pre and post tests. During follow up sessions, youth explained the continued importance of healthy sexual decision in the prevention of HIV, STIs, and teen pregnancy	
To capacitate youth to adopt behaviors that will reduce gender-based violence and risky behavior leading to HIV.	Objective 2.2: By May 15th, 2016, 60 youth will understand the difference between positive and negative attitudes pertaining to cross-gender relationships.	Number of youth who correctly categorize the four types of gender-based violence. Number of youth who participate in activities highlighting positive and negative cross-gender relationships.	GLOW camp session leaders will collect information during and after each camp session. Peace Corps Volunteers will collect information at follow-up sessions and share results with counterparts.	During the GLOW camp, there will be short pre-post session assessments. Two follow-up sessions will be used to see how the students put their knowledge to sustained practice through activities, reflection assignments, and assessments. Counterparts who are teachers at the two JSS schools will keep track of the students' behavior changes.	During the GLOW camp, youth actively participated in session pertaining to cross-gender relationships. Youth demonstrated improvement between pre and posts. During the follow up sessions, youth demonstrated skills in identifying positive and negative cross-gender relationships.	
To capacitate youth to adopt behaviors that will reduce gender-based violence and risky behavior leading to HIV.	Objective 2.3: By September 2016, 60 youth will demonstrate positive attitudes about abstaining from risky sexual behavior and gender-based violence.	Number of youth who attend and participate in two follow-up sessions. Number of youth who recall information from the GLOW camps through continued activities and assessments. Number of youth who apply skills and knowledge from the GLOW camps to their daily lives.	GLOW camp session leaders will collect information during and after each camp session. Peace Corps Volunteers will collect information at follow-up sessions and share results with counterparts. JSS counterparts will also observe behavior change throughout the 2016 school year.	The two follow-up session will take place during term two and three of the 2016 school year. Assessments, reflection writing, goal-setting activities, and adult observation will be used during the follow-up sessions. Throughout the school year, students' behavior will be observed and recorded by Peace Corps	During the GLOW camp, youth actively participated in sessions pertaining to risky sexual behavior and gender-based violence. Youth demonstrated improvement between pre and post tests. During the follow up sessions, youth demonstrated improved skills and knowledge that are being used in their daily lives.	

				Volunteers and JSS counterparts.		
To open a dialogue about sensitive topics while exposing youth to positive adult role models.	Objective 3.1: By May 15th, 2016, 60 youth and at least 10 adults will understand the importance of discussing sensitive topics in a safe and nurturing environment.	Number of youth and adults participating in activities and discussions throughout the camps, school campaigns, and follow-up sessions.	Local counterparts will lead a majority of the camp activities, assist with school campaigns, and follow-up sessions. Peace Corps Volunteers will collect information at all three events and share results with the counterparts.	During the GLOW camp, there will be short pre-post session assessments. Two follow-up sessions will be used to see how the students put their knowledge to sustained practice through activities, reflection assignments, and assessments. Counterparts who are teachers at the two JSS schools will keep track of the students' behavior changes.	During the GLOW camp, youth actively participated in sessions pertaining to discussing sensitive topics in a nurturing environment. Youth demonstrated improvement between pre and post tests. During the follow up session, youth applied new skills to school campaigns.	
To open a dialogue about sensitive topics while exposing youth to positive adult role models.	Objective 3.2: By May 15th, 2016, 60 youth will be able to identify positive adult role models in their communities to ask for assistance.	Number of youth who correctly identify safe zones and positive role models in their communities. Number of youth who can identify attributes of positive adult role models who can be asked for assistance.	GLOW camp session leaders will collect information during and after each camp session. Peace Corps Volunteers will collect information at follow-up sessions and share results with counterparts.	During the GLOW camp, there will be short pre-post session assessments. Two follow-up sessions will be used to see how the students put their knowledge to sustained practice through activities, reflection assignments, and assessments. Counterparts who are teachers at the two JSS schools will keep track of the students' behavior changes.	During the GLOW camp, youth actively participated in sessions pertaining to positive role models. Youth demonstrated improvement between pre and post tests. During the follow up session, youth demonstrated skills to identify positive role models in their communities.	
To open a dialogue about sensitive topics while exposing youth to positive adult role models.	By September 2016, 60 youth and at least 10 adults will demonstrate communication skills to allow for cross-generational discussion on sensitive topics.	Number of youth and adults participating in activities and discussions throughout the camps, school campaigns, and follow-up sessions.	Local counterparts will lead a majority of the camp activities, assist with school campaigns, and follow-up sessions. Peace Corps Volunteers will collect information at all three events and share results with the counterparts.	During the GLOW camp, there will be short pre-post session assessments. Two follow-up sessions will be used to see how the students put their knowledge to sustained practice through activities, reflection assignments, and assessments. Counterparts who are teachers at the two JSS schools will keep track of the students' behavior changes.	During the GLOW camp, youth actively participated in sessions pertaining to cross-generational communication. Youth demonstrated improvement between pre and post tests. During the follow up session, youth demonstrated skills to effectively engage adults in discussion.	

To prepare youth to be leaders who can overcome challenges of low self-esteem, bullying, and lack of goal planning in a positive way.	Objective 1.1: By May 15th, 2016, 60 youth will receive the knowledge and skills needed for creating SMART goals in their everyday lives	Number of youth who can make SMART goals as evidenced through goal-setting sessions. Number of students whose goals are maintained or improved upon during the remainder of the 2016 school year that are monitored during two follow-up sessions.	GLOW camp session leaders will collect information during and after each camp session. Peace Corps Volunteers will collect information at follow-up sessions and share results with counterparts. JSS counterparts will also observe behavior change throughout the 2016 school year.	During the GLOW camp, there will be short pre-post session assessments. Two follow-up sessions will be used to see how the students put their knowledge to sustained practice through activities, reflection assignments, and assessments. Counterparts who are teachers at the two JSS schools will keep track of the students' behavior changes.	During the GLOW camp, youth actively participated in sessions pertaining to goal setting. Youth demonstrated improvement between pre and post tests. During the follow up sessions, youth demonstrated the skills to maintain the goals set forth during the camps.	
To prepare youth to be leaders who can overcome challenges of low self-esteem, bullying, and lack of goal planning in a positive way.	Objective 1.2: By May 15th, 2016, 60 youth will receive the knowledge and skills needed for developing self-confidence in order to combat the effects of bullying	Number of youth who show self-confidence through leadership, self-expression, and reflection activities. Number of students who create a plan to end bullying on a personal level and then share the need to end bullying with other students at school. This will be done during the school campaigns and follow-up sessions.	GLOW camp session leaders will collect information during and after each camp session. Peace Corps Volunteers will collect information at follow-up sessions and share results with counterparts. JSS counterparts will also observe behavior change throughout the 2016 school year.	During the GLOW camp, there will be short pre-post session assessments. Two follow-up sessions will be used to see how the students put their knowledge to sustained practice through activities, reflection assignments, and assessments. Counterparts who are teachers at the two JSS schools will keep track of the students' behavior changes.	During the GLOW camp, youth actively participated in sessions pertaining to self-confidence and combating bullying. Youth demonstrated improvement between pre and post tests. During the follow up sessions, students discussed their personal plans to combat bullying at their schools.	
To prepare youth to be leaders who can overcome challenges of low self-esteem, bullying, and lack of goal planning in a positive way.	Objective 1.3: By September 2016, 60 youth will have demonstrated healthy behaviors in addressing these five issues.	Number of youth who attend and participate in two follow-up sessions. Number of youth who recall information from the GLOW camps through continued activities and assessments. Number of youth who apply skills and knowledge from the GLOW camps to their daily lives.	GLOW camp session leaders will collect information during and after each camp session. Peace Corps Volunteers will collect information at follow-up sessions and share results with counterparts. JSS counterparts will also observe behavior change throughout the 2016 school year.	The two follow-up session will take place during term two and three of the 2016 school year. Assessments, reflection writing, goal-setting activities, and adult observation will be used during the follow-up sessions. Throughout the school year, students' behavior will be observed and recorded by Peace Corps Volunteers and JSS counterparts.	During the GLOW camp, youth actively participated in sessions pertaining to self-esteem, bullying, and goal planning. Youth demonstrated improvement between pre and post tests. During the follow up sessions, students demonstrated new healthy behaviors that are being used in their lives.	

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## Do No Harm

### General

Please report on the results of your "do no harm" discussions with community members. Did you find that there were consequences you hadn't thought about?

After lengthy conversations between community members and Peace Corps volunteers, no serious consequences could be identified. Issues over language barriers during discussion were mentioned. Also, some members believed certain sensitive topics might cause students to feel uncomfortable and/or cause them to not participate. The presence of social workers and health care providers will allow students to seek private support away from the other students. Lastly, the issue of handling students misbehaving was discussed. Some participants may be tempted to use physical form of discipline – a very common form of class control at the schools in the region. Facilitators have agreed to use non-physical forms of discipline to handle issues of children misbehaving. To ensure there is no miscommunication between the facilitators and parents, each student participant will be required to have their parents sign a document detailing the activities and topics covered during the camps.

### Environmental

If the proposed project is not solely a training project, please discuss possible negative environmental impacts with your community. What are potential negative Environmental impacts of the project activities?

This project is solely a training-centered program. It does not require construction, interaction with the environment, or use of large equipment. All waste (food, supplies, etc.) will be disposed of properly in the provided waste bins. Because the camps will occur at a game park, special consideration has been made to preserve the already existing flora and fauna in their natural state as possible.

### Mitigation

For each of the potential negative impacts described in your prior responses please describe the measures the community will adopt in order to monitor and mitigate against potentially harmful effects.

In regards to issues discussed in "General," the preparation workshop occurring before the camps will address all potential consequences. Community members and teachers will be asked to sign a commitment contract to exercise professionalism and emotional empathy throughout the duration of the program (camps, school campaigns, and follow up sessions). During the workshop issues of language will be discussed to ensure students will always feel comfortable participating. Students displaying emotions of discomfort or shyness will be given special attention from the social worker and teachers. Peace Corps Volunteers will clearly inform the participants that any and all forms of physical discipline will not be allowed. As a group, the participants will agree on alternative forms of behavior control that will not be detrimental to the students' overall experience in the program. All material presented during the camps will be reviewed ahead of time to make sure the content does not conflict with any cultural beliefs the students may have. All in all, the workshop will serve to remedy any possible consequences that could arise during the camps.

In addition to the workshop, daily meetings with the staff will occur throughout the camps. Facilitators will discuss the emotional state of all students and address any concerns they have witnessed during the sessions. These meetings will allow staff to monitor the wellbeing of students and immediately correct any issues that may arise.

## Budget Summary

No need to complete this section when working offline. This section will automatically calculate when the detailed budget has been entered in the PCGO portal.

Category	Grant Amount	Community Contribution Cash	Community Contribution In-Kind	Third-Party Contribution Cash	Third-Party Contribution In-Kind
Materials/Supplies	\$533.32	\$0.00	\$0.00	\$0.00	\$0.00
Other	\$0.00	\$0.00	\$882.35	\$0.00	\$0.00
Travel/Per Diem/Food/Lodging	\$5637.62	\$0.00	\$2776.47	\$0.00	\$0.00
<b>Total</b>	<b>\$6,170.94</b>	<b>\$0.00</b>	<b>\$3,658.82</b>	<b>\$0.00</b>	<b>\$0.00</b>

## Budget Detail

Enter each item that will be required to complete the project. For the budget category, you will need to classify each item as one of the following budget categories: Equipment, Labor, Land/Venue Rental, Materials Transport, Materials/Supplies, Other, Travel/Per Diem/Food/Lodging. It is recommended that you use the supplemental spreadsheet to complete your initial budget offline. This can be found at [http://files.peacecorps.gov/donate/Small\\_Grants\\_Budget\\_Worksheet.xls](http://files.peacecorps.gov/donate/Small_Grants_Budget_Worksheet.xls). The Grants Coordinator at your post can also provide you a copy.

Item Description	Budget Category	Unit Cost	Qty	Total Cost	Grant Amount Local	Grant Amount \$US	Community Contribution Cash (Local/\$US)		Community Contribution In-Kind (Local/\$US)		Third-Party Contribution Cash (Local/\$US)		Third-Party Contribution In-Kind (Local/\$US)	
Potatoes	Materials/Supplies	69.95	1.00	69.95	69.95	\$8.23	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Cabbage	Materials/Supplies	76.95	1.00	76.95	76.95	\$9.05	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Bostic	Materials/Supplies	19.00	5.00	95.00	95.00	\$11.18	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Crackers	Materials/Supplies	108.95	1.00	108.95	108.95	\$12.82	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00

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Food trays	Materials/Supplies	47.99	3.00	143.97	143.97	\$16.94	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Mallows	Materials/Supplies	16.95	10.00	169.50	169.50	\$19.94	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Toilet Paper	Materials/Supplies	211.56	1.00	211.56	211.56	\$24.89	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Toothbrushes	Materials/Supplies	23.50	10.00	235.00	235.00	\$27.65	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Chocolate	Materials/Supplies	8.00	40.00	320.00	320.00	\$37.65	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Toothpaste	Materials/Supplies	78.95	5.00	394.75	394.75	\$46.44	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Flip charts	Materials/Supplies	67.60	6.00	405.60	405.60	\$47.72	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Notebooks	Materials/Supplies	8.20	65.00	533.00	533.00	\$62.71	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Soap	Materials/Supplies	56.95	10.00	569.50	569.50	\$67.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Water	Materials/Supplies	119.95	10.00	1199.50	1199.50	\$141.12	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
National Park #1 Adult Game Drive	Other	150.00	20.00	3000.00	0.00	\$0.00	0.00	\$0.00	3000.00	\$352.94	0.00	\$0.00	0.00	\$0.00
National Park #1 Student Game Drive	Other	75.00	60.00	4500.00	0.00	\$0.00	0.00	\$0.00	4500.00	\$529.41	0.00	\$0.00	0.00	\$0.00
Transport to both camps	Travel/Per Diem/Food/Lodging	10000.00	2.00	20000.00	0.00	\$0.00	0.00	\$0.00	20000.00	\$2352.94	0.00	\$0.00	0.00	\$0.00
Catering for workshop and lunches to camp	Travel/Per Diem/Food/Lodging	3519.75	1.00	3519.75	3519.75	\$414.09	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
National Park #1 per adult	Travel/Per Diem/Food/Lodging	200.00	60.00	12000.00	12000.00	\$1411.76	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
National Park #1 per student	Travel/Per Diem/Food/Lodging	200.00	180.00	36000.00	32400.00	\$3811.76	0.00	\$0.00	3600.00	\$423.53	0.00	\$0.00	0.00	\$0.00
<b>Total</b>					<b>52,452.98</b>	<b>\$6,170.94</b>	<b>0.00</b>	<b>\$0.00</b>	<b>31,100.00</b>	<b>\$3,658.82</b>	<b>0.00</b>	<b>\$0.00</b>	<b>0.00</b>	<b>\$0.00</b>

### Budget Narrative (optional)

This section describes the types of items or services that will be purchased in each budget category. It gives a snapshot of what will be purchased to complete the project. The budget narrative differs from the detailed budget in that it summarizes all budget line items within the same category. The fields completed here should match the categories used in the "Budget Detail" Section.

Budget Category	Grant Contribution	Community Contribution	Third-Party Contribution
Materials/Supplies	4,513.23		
Other		7,500	
Travel/Per Diem/Food/Lodging	47,919.75	23,600.00	

### Grant Performance Indicators

When you are applying for a grant and filling in your grant application, you will only fill in the first column titled, "Initial Indicators". At this time, you will estimate the number of organizations or community members that you anticipate will participate in, benefit from, or be affected by your project. You must enter a non-zero number for at least one initial grant-specific indicator for the project to be approved.

When your project is complete and you are filling out your grant completion report, you will only fill in the second column titled, "Final Indicators". In this column, you will report the actual number of organizations or community members that participated in, benefited from or were affected by your project. You must enter a non-zero number for at least one final grant-specific indicator to confirm that the project met agreed-upon funding requirements

Region / Country	Type	Program Element	Metric	Categories	Initial Indicators	Final Indicators
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Botswana	All	# of Participants (direct)	Community members directly involved in the design and implementation of the project, including those who attend trainings or workshops	Male(s) 25 and above	6	6
				Female(s) 25 and above	4	4
		Capacity Development	# of community organizations and/or associations that will have increased capacity due to this small grant	Organizations	2	2
				# of individuals who will have increased capacity due to this small grant	Male(s) 15-24	30
				Female(s) 15-24	30	30
			# service providers who will have increased capacity due to this small grant	Male(s) 25 and above	6	6
				Female(s) 25 and above	4	4
			New Technology & Practices	# of individuals who have applied new technologies and/or practices as a result of this grant	Male(s) 25 and above	6
		Female(s) 25 and above			4	4
		Male(s) 15-24			30	30
	Female(s) 15-24	30			30	
		# of new technologies and/or practices that will have been adopted as a result of this small grant	Practices	6	6	
	VAST	PEPFAR*	(HE-140-PEPFAR PP_PREV): # of individuals from each priority population who completed a standardized HIV prevention intervention, including the specified minimum components, during the reporting period	Male(s), 15 to 19	30	30
				Male(s), 25 to 49	6	6
				Female(s), 15 to 19	30	30
				Female(s), 25 to 49	4	4
			(HE-183-PEPFAR-GEND_NORM): Content Area (Check all that were covered in your activity)	Gender norms	1	1
				GBV prevention	1	1
				Education	1	1
			(HE-183-PEPFAR-GEND_NORM): Number of people completing an intervention pertaining to gender norms, that meet minimum criteria (at least 10 hours long)	Male(s), 15 to 19	30	30
Male(s), 25 and above				6	6	
Female(s), 15 to 19				30	30	
Female(s), 25 and above	4	4				
(HE-183-PEPFAR-GEND_NORM): Type of activity (check one)	Community level	1	1			

## Referral Contacts

Most approved PCPP and LGL projects will be posted online for fundraising at [peacecorps.gov/donate](http://peacecorps.gov/donate). Volunteers are encouraged to enter contact information for their friends and family who may want to support their project through donations. Once your project is approved, Peace Corps/HQ staff will contact your referrals to alert them that your project is online.

Title	First Name	Last Name	Relationship to Volunteer	E-mail Address	Street Address	City	State	Zip Code

**STOP HERE, if you are filling out your grant application - you are done!**

**If you have completed your project and are filling in your completion report information, be sure to fill in your final indicators in the "Grant Performance Indicators" section above. Then, fill in your final narrative and budget below.**

## Completion Report Narrative

Please fill in each box explaining the outcomes of your project.

### Tell Your Story

Every project has a story. Please describe any anecdotal evidence/stories from a community member or your personal experience that attest to the project's success. This vignette may be used to highlight your exemplary work when reporting to stakeholders.

Of all my projects during my Peace Corps service, these two GLOW camps proved to be both the most challenging and most rewarding. I faced many obstacles and setbacks that tested the project's success. Through hard work, resiliency, and cooperation with community stakeholders we were able to emerge victorious.

One anecdote I would like to share was one of the final sessions of the camps – gender fish bowl. This activity allows students to discuss issues of gender in a very open environment. There are two circles, one inner and one outer. The inner circle (one gender) is the only group that is allowed to speak. The outer circle (the other gender) is not allowed to speak and only listen. Once the inner circle has said what they want, the two groups switch. When planning the curriculum for these camps, the vision was to “warm up” the kids over the two days so that they were ready and prepared to participate in this specific activity. The overarching goal of these camps was to create a dialogue about issues surrounding gender. This specific activity forced students to discuss issues directly related to their own gender, as well as their interaction with the opposite gender. Before the activity began, students asked if the adult facilitators could not be present. At first the teachers and facilitators were reluctant to leave. After some consultation, we agreed that it was in the best interest of the students to allow them to create an environment they felt most comfortable.

The first group to go was the female students. The female volunteers began asking simple questions such as “what do you like most about being a girl?” and “what is the hardest thing about being a girl?” This began the conversation as students gave detailed and heart-felt responses. As the dialogue progressed, the conversation was turned to how boys treat them and how it makes them feel. This specific topic was the ultimate goal. Even though the boys could not speak, they heard how their actions directly affect their female classmates. Issues of harassment, teasing, and peer pressure were all discussed. Once the girls concluded their conversations, the boys then entered the inner circle. The same flow of dialogue began with similar conversation.

All in all, the facilitators and I agreed that this activity was the best session of the weekend. Despite the fact that adults and teachers were not present, we concluded that the students opened up about very sensitive topics and explained their personal issues in a way that the opposite gender with their fellow classmates. This ultimately created an understanding between the male and female students about how their actions and words affect one another. Additionally, the activity demonstrated a growth in confidence among many of the students as they spoke about personal issues without reservation or hesitation – something that is very common in the classroom environment. The hope is this activity will begin to create a sustainable dialogue among male and female youth in order to combat issues like gender-based violence and gender inequality.

### Goals Achieved, Changes in Initial Objectives, and Community Feeling

The goals and objectives set forth for these camps were all met and achieved. The sessions and activities during the camps adequately addressed each of the topics and issues we aimed to discuss and educate the students on. The only change in the objectives came in the timing of the results. Because transportation forced us to drastically change our dates for the camps, they do not match our initial expectations. That being said, they were still met...just at a later time. This change in dates also forced us to augment the third facet of our project – follow up sessions. Initially, we aimed to have two follow up sessions with each school. Because the camps were delayed so much, this forced us to reduce the sessions to only one. Although this is different from our initial expectations of the project, we feel that the single session with each school was still a success and accomplished the goals originally set forth.

The community feeling or reaction to the camps was very positive. The students greatly enjoyed themselves and shared the experience with all their friends. Parents and adults in the community thanked us for having the camps and allowing their children to participate. Hopefully events like this can continue to happen because I believe they are incredible for youth development.

### Capacity and Skills Built

This question/section should be split into two groups – the students attending the camps and the facilitators themselves. The former participated in interactive and creative activities aiming to address sensitive topics affecting their community. Capacity building came in the form of encouraging students to participate in discussions to foster confidence, initiating group activities to encourage teamwork and leadership, and creating safe spaces so that youth could begin dialogues about topics not usually discussed. Facilitators presented informative sessions on life skills such as decision-making and communication in order to empower youth. Finally, the camps created a fun and safe environment that celebrated the students' accomplishments and offered support when needed.

The latter (the facilitators) was a bit more indirect when it comes to capacity building. Even though the project's goal was youth development, the preparation and execution capacity built the facilitators as well. Facilitators interacted with students in a new manner that fostered open dialogue and cooperation. Activities and creative facilitation methods allowed the facilitators to strengthen their own skills. Ultimately, the facilitators are now equipped with new ways of reaching out to youth that will hopefully foster a better working relationship.

### Sustainability

Sustainability for this project is approached in several ways. The first is the follow up session at each school after the camps. This activity allowed facilitators and students to continue the work at the camps and follow up on topics such as goal setting to ensure the information was solidified. Another method is school clubs such as Organization #1, which allows students to continue the dialogue amongst themselves. This empowers the students by taking responsibility into their own hands and becoming facilitators/leaders on campus by disseminating the information to students who didn't attend the camps. Another method is to empower the schools themselves by equipping them to carry out events like this without the assistance/funding from Peace Corps volunteers. As discussed under capacity building, the facilitators in the camps are now empowered with new skills to interact with students. They are more than equipped to carry out their own projects without the presence of Peace Corps volunteers.

**Unexpected Events and Recommendations**

The most obvious unexpected event in this project was the issue of transportation. Each camp was forced to move the dates by nearly a month and forcing us to decrease the follow up sessions from two to one. Transportation was always the wild card factor in the project. Everything else could be controlled and accounted for. We consistently and aggressively contacted Government Agency #2 to make sure our request was confirmed. Both times we were forced to scramble and make arrangements last second. My only recommendation to remedy this situation would be to budget private transportation rather than expecting the government to honor their agreements. This may create some issues in securing the "community contribution," but I'm sure anything would be easier to manage than working with Government Agency #2.

**Lessons Learned and Promising Practices**

As stated above, if I was to do this project again I would not count on Government Agency #2 to actually provide transportation. I would factor in private transportation into the budget and find another avenue to satisfy the "community contribution." During the debrief session with facilitators we all agreed that the amount of information in the camp was heavy – the days were very packed. Perhaps in the future the camp could be extended by a day or even to a week. To accommodate for this increase in time, the camp could be held over school break so that it wouldn't interfere with class time.

Another thing the facilitators and I discussed was the possibility of doing a camp with just female students. The female students demonstrated the most promising skills and attitudes throughout the camps. In fact, many great female students were not invited in order to allow male students to come. The boys at the camps did participate but they were much harder to engage compared to the girls, despite a plethora of approaches. An idea was having a camp with Standard 7 girls from the primary school and Form 1s from the junior secondary school. This could create a partnership among the students that could ultimately help them through the formative years of their adolescence.

**Final Budget Summary**

No need to complete this section when working offline. This section will automatically calculate when the Final Project Log has been entered in the PCGO portal.

Activity	Grant Amount	Community Contribution Cash	Community Contribution In-Kind	Third-Party Contribution Cash	Third-Party Contribution In-Kind
Materials/Supplies	\$515.33	\$0.00	\$0.00	\$0.00	\$0.00
Other	\$0.00	\$0.00	\$882.35	\$0.00	\$0.00
Travel/Per Diem/Food/Lodging	\$5,637.62	\$2,352.94	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$6,152.95</b>	<b>\$2,352.94</b>	<b>\$882.35</b>	<b>\$0.00</b>	<b>\$0.00</b>

## Final Budget

Use this project log to record each receipt collected for your project. You will need to classify each item as one of the following budget categories: Equipment, Labor, Land/Venue Rental, Materials Transport, Materials/Supplies, Other, Travel/Per Diem/Food/Lodging. It is recommended that you use the supplemental spreadsheet to complete your final budget offline. This can be found at [http://files.peacecorps.gov/donate/Final\\_Report\\_Project\\_Log.xls](http://files.peacecorps.gov/donate/Final_Report_Project_Log.xls).

Date	Receipt #	Item Description	Budget Category	Unit Cost	Qty	Total Cost	Grant Amount (Local Currency)	Grant Amount (\$US)	Community Contribution Cash (Local Currency/\$US)	Community Contribution In-Kind (Local Currency/\$US)	Third-Party Contribution Cash (Local Currency/\$US)	Third-Party Contribution In-Kind (Local Currency/\$US)
8/22/2016	9	Bostic	Materials/Supplies	15.00	5.00	75.00	75.00	\$8.82	0.00	\$0.00	0.00	\$0.00
4/20/2016	4	Food trays	Materials/Supplies	43.75	2.00	87.50	87.50	\$10.29	0.00	\$0.00	0.00	\$0.00
5/4/2016	7&8	Potatoes	Materials/Supplies	60.95	2.00	121.90	121.90	\$14.34	0.00	\$0.00	0.00	\$0.00
4/20/2016	5&6	Mallows	Materials/Supplies	155.60	1.00	155.60	155.60	\$18.31	0.00	\$0.00	0.00	\$0.00
	9	Permanent Makers	Materials/Supplies	168.00	1.00	168.00	168.00	\$19.76	0.00	\$0.00	0.00	\$0.00
4/20/2016	4	Toilet Paper	Materials/Supplies	175.00	1.00	175.00	175.00	\$20.59	0.00	\$0.00	0.00	\$0.00
4/20/2016	5&8	Crackers	Materials/Supplies	108.95	2.00	217.90	217.90	\$25.64	0.00	\$0.00	0.00	\$0.00
4/20/2016	5	Toothbrushes	Materials/Supplies	23.50	10.00	235.00	235.00	\$27.65	0.00	\$0.00	0.00	\$0.00
8/22/2016	9	Flip charts	Materials/Supplies	59.00	6.00	354.00	354.00	\$41.65	0.00	\$0.00	0.00	\$0.00
5/5/2016	3&10	Chocolate	Materials/Supplies	9.72	40.00	388.80	388.80	\$45.74	0.00	\$0.00	0.00	\$0.00
8/22/2016	9	Notebooks	Materials/Supplies	6.00	65.00	390.00	390.00	\$45.88	0.00	\$0.00	0.00	\$0.00
4/20/2016	4	Soap	Materials/Supplies	39.95	10.00	399.50	399.50	\$47.00	0.00	\$0.00	0.00	\$0.00
4/20/2016	4	Toothpaste	Materials/Supplies	82.52	5.00	412.60	412.60	\$48.54	0.00	\$0.00	0.00	\$0.00
4/20/2016	5	Water	Materials/Supplies	1,199.50	1.00	1,199.50	1,199.50	\$141.12	0.00	\$0.00	0.00	\$0.00
4/14/2016	1	National Park #1 Adult Game Drive	Other	150.00	20.00	3,000.00	0.00	\$0.00	0.00	\$0.00	3,000.00	\$352.94
4/14/2016	1	National Park #1 Student Game Drive	Other	75.00	60.00	4,500.00	0.00	\$0.00	0.00	\$0.00	4,500.00	\$529.41
		Transport to both camps	Travel/Per Diem/Food/Lodging	10,000.00	2.00	20,000.00	0.00	\$0.00	20,000.00	\$2,352.94	0.00	\$0.00
4/19/2016	2	Catering for workshop and	Travel/Per Diem/Food/Lodging	3,519.75	1.00	3,519.75	3,519.75	\$414.09	0.00	\$0.00	0.00	\$0.00

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		lunches to camp														
4/14/2016	1	National Park #1 per adult	Travel/Per Diem/Food/Lodging	200.00	60.00	12,000.00	12,000.00	\$1,411.76	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
4/14/2016	1	National Park #1 per student	Travel/Per Diem/Food/Lodging	180.00	180.00	32,400.00	32,400.00	\$3,811.76	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
<b>Total</b>							<b>52,300.05</b>	<b>\$6,152.95</b>	<b>20,000.00</b>	<b>\$2,352.94</b>	<b>7,500.00</b>	<b>\$882.35</b>	<b>0.00</b>	<b>\$0.00</b>	<b>0.00</b>	<b>\$0.00</b>

### Final Grant Performance Indicators

Please go back to the previous "Grant Performance Indicators" section and fill in the column titled, "Final Indicators" to report on the results of your project. In this column, you will report the actual number of organizations or community members that participated in, benefited from or were affected by your project. You must enter a non-zero number for at least one final grant specific indicator to confirm that the project met agreed-upon funding requirements.

