



Camps

This sector of the IDEA Book includes youth centric camp 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 camps and clubs for local youth that have long term impacts. This sector includes projects from several grant types.

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Ukraine: Camp Model United Nations for Girls

A summer camp for Ukrainian youth with the goal of expanding camper's worldview, education, and empowering young girls.



Campers participating in a mock UN session representing various countries to solve world issues.



Campers pose for MUN group

Before Ukraine gained its independence from Soviet rule, borders were closed off. Today, international relations have developed tremendously with many people from all over migrating to Ukraine. However, the people still feel the effects of isolation and the youth do not learn or understand different cultures and people. Ukraine is number 69 on the **Global Gender Gap** scale while also scoring low in the category of political empowerment of women. Women make up the majority of the population, but **very few hold positions in government**. The Model UN camp served as both a way to expose youth to **diversity**, but also to show girls that they have the ability to take part in policy making and holding positions of power like their male counterparts.

This year, Camp MUN was able to reach talented students in Ukraine's far-east, as well as people who had resettled from currently occupied territory and the war-torn region. These delegates were able to contribute their personal experience with conflict and internal displacement through formal and informal discussion. Camp MUN achieved all of its goals, especially its goal to inform students on the **culture, history, and foreign policy** of individual countries as well as deepen students' **knowledge on current global issues**. Campers left with a **broader understanding of human trafficking** and the **plight of refugees and IDPs in various regions around the world**. The partnership with Camp Model United Nations for Boys was a great forum in which to encourage and discuss **gender equality**. With 30 girls from our camp working with 30 boys from their camp, the **girls were equally represented** in the joint committee sessions. In these sessions, both the boys and the girls worked together to solve sensitive gender-related issues relevant to refugee populations in their countries, such as human trafficking and genital mutilation. Influenced by the camp and with the help of a camp training on how to conduct a "Mini Model United Nations" on a smaller scale, one of the campers is in the process of organizing a **Mini MUN event** in her community with the help of a fellow camper.

Small Investments

Total Project Cost: \$6,557.40

Grant Amount Spent: \$3,440.42

(Including: Food and lodging for 30 campers, camper transportation, and campsite for campers 6 nights)

Community Contribution: \$3,116.98

(Including: Laptop, speakers, and camera)

Click Ctrl+Home to return to top

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.

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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 .

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Amount \$184.64
Remaining:

Requested Grant Amount (local currency)

94910.54

Exchange Rate: \$1US= (enter local currency value here): 25.50**Number of PCVs working on project:** 7**Community Information**

City/Town/Village	Community Group Name	Group Contact Information (phone, address, etc.)	Group Contact Person
Region #1	Community #1		Contact #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	Education
No	Gender
No	Health
No	Volunteerism
Yes	Youth Development

Volunteer Information

Primary PCV	PCV #1	Peace Corps Sector	Education	COS Date	12/7/2018
PCV 2	PCV #2	Peace Corps Sector	Youth	COS Date	5/31/2019
PCV 3	PCV #3	Peace Corps Sector	Youth	COS Date	5/31/2019
Other PCVs:	PCV #4,5,6,7,8				

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.

Camp Model United Nations is a summer camp for Ukrainian youth. The main goal of the camp is to expand the worldview of the campers and educate them on the importance of global cooperation. Campers will research and represent an assigned country and then discuss and debate political, social, and economic issues during a Model UN simulation.

This year, CMUN will be conducted as two concurrent camps: one for boys and one for girls. The girls' camp specifically aims to empower young Ukrainian girls to explore international careers and develop leadership skills. It is critical that young women take an interest in the world around them and realize the power they have to impact change.

The first half of the week will be conducted largely as two separate camps. The girls will participate in an MUN simulation of the Human Rights Council and the World Health Organization. During the second half of the week, the boys' and girls' camps will come together for joint committee sessions.

There is a great need for a camp of this nature and thanks to the enthusiasm from this year's partner organization, CMUN has found a strong foothold in which it can sustain itself. As the country is going through major political restructuring and decentralization reform, it is important to teach the youth of Ukraine about democracy, public policy, and leadership. We believe that this project has the potential to have an enormous impact on the future generation of Ukraine and the future female leaders.

Background

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

Ukraine gained its independence from the Soviet Union in 1991. During Soviet rule, Ukraine was both literally and figuratively closed off from the outside world and international travel was severely limited. Since independence, Ukraine has opened its borders and international relations have developed tremendously. However, lingering effects from being isolated from the world still exist and it is critical for youth to learn about other countries and cultures and to increase their understanding, awareness, and appreciation of different worldviews. MUN provides an unparalleled opportunity for youth to increase their understanding of international relations and cooperation as well as the chance join a global network of MUN participants. Additionally, the unique structure of this camp emphasizes the importance of giving girls, specifically, these opportunities.

Ukraine ranks 69 on the Global Gender Gap scale and scored particularly low in the category of political empowerment of women. Despite the fact that women make up 53% of the Ukrainian population, only 12% of parliamentarians and only 10.5% of the cabinet members are female. While Ukraine has in recent years implemented a number of laws aimed towards greater gender equality, they remain largely symbolic, with women having far more rights on paper than in practice. Beliefs about gender roles play an important part in limiting women's political participation. General public opinion in Ukraine supports the notion that women belong in a domestic environment - raising kids, taking care of the house - while men are seen to be better suited to politics. The real tragedy is that Ukrainian women themselves often buy into these stereotypes. However, despite this gloomy analysis, Ukraine has one of the highest rates of female enrollment in primary and secondary school in the world, suggesting that there is hope for greater gender equality in the future. CMUN aims to capitalize on this hope and work towards making it a reality.

Camp participants will be chosen from all over Ukraine, with particular emphasis given to those applicants who show a real enthusiasm for and understanding of what MUN is, and who stand to gain the most from attending the camp. The applicants will be drawn from villages, towns, and cities alike, allowing the benefits of the camp to reach students from even the most rural regions.

Additionally, there will be 10 camper spots for girls currently residing in the Eastern conflict zones. Their involvement will provide insight into the plight of Internally Displaced Persons (IDPs), one of the key issues we will be discussing as part of our UN simulation, while helping us reach girls from the war-afflicted population in the East, one of the most vulnerable communities in Ukraine.

The project partner organization, is a state-owned enterprise situated along the Black Sea Coast in city #2, a city located in southern Ukraine. The organization focuses on youth development and recreation, working with children and youth aged 7-17. Each year, over 11,000 youth attend the activities and camps which they organize. The organization is impressed with the potential of CMUN, particularly in its encouragement of youth leadership and civic engagement, and has expressed interest in hosting and facilitating future iterations of the camp.

Community Involvement

How is the community the driving force behind the project? Provide examples that demonstrate the

Camp MUN will be run by Ukrainian counterparts and Peace Corps Volunteers. Both at the level of director and counselor, Ukrainians and PCVs will be working hand in hand on every aspect of the planning and implementation.

This year, the girls' camp will be partnering with the organization, which is a well-known and well respected Ukrainian campsite and also where the camp will be held. They have indicated strong enthusiasm for hosting this camp, made evident by their willingness to lower their usual asking price per camper and by their commitment to

community's involvement in the design and planning of this project.

make available time and space for future iterations of Camp MUN. They have even expressed interest in taking ownership over CMUN in the future and are uniquely positioned to do so as a national campsite which regularly hosts youth from all over Ukraine. This is an exciting prospect, because while CMUN has been a long-running Peace Corps camp with many successful iterations, it is time to turn over the reins to a Ukrainian organization, so that youth can continue to benefit from CMUN, but without a future need for PCV assistance or Peace Corps funding. With this goal in mind, every effort will be made to maintain a high-level of involvement of the partner organization throughout the planning process.

Additionally, the sports organization has expressed interest in both attending and observing the process of the camp, with the intent of potentially adopting the curriculum of Camp MUN as a method of national civic engagement education delivery. They have been crucial in connecting P4EC with organizations within the conflict zone so that IDPs and youth from different regions can take part in the camp.

Finally, organization #3 will, for the second year in a row, be sending a volunteer to this camp to act as a counselor for the girls camp and run sessions on UN Sustainable Goals for the campers.

This year, Camp MUN will have a unique partnership between NGOs, the government, international organizations, and commercial recreational organizations, who have never worked together in this capacity yet who all believe in the importance in this camp and the ways it can reach Ukrainian youth. Their community contributions, ideas, staff, and support are an important resource to ensure the success and quality of this camp.

Outcome

Briefly describe the desired outcome of the project.

By the end of the week-long camp, campers will have a better understanding, appreciation, and awareness of the world around them as well as the United Nations as a global change agent. They will gain a better understanding of international relations and the local impact that it can have. In teams and individually, campers will work to recognize the importance of global cooperation and have gained practical experience in working with others to develop solutions to problems. Camp MUN will serve as an example for the youth to learn how much work and effort is needed to help Ukraine shift to a more democratic society. In their time at camp, the campers will be empowered to take what they have learned and bring it back to their own communities to educate, advocate, and implement projects, thus propagating leadership and project management skills. Most importantly, this increased leadership capacity will give them the confidence they need to talk openly about difficult issues and to work with diplomacy towards compromises and solutions.

Furthermore, because of the unique structure of Camp MUN this year, girls will be given an even greater chance than before to deeply explore the possibility of a future career in public service or foreign affairs and learn the importance of being an active citizen of the global community. They will be empowered by the understanding that they too have the ability to make an impact in their communities, their country, and their world by increasing their engagement in leadership activities, becoming more informed about international relations, and sharing their newfound knowledge.

Additionally, counselors will have gained important skills in working with youth on communication, problem solving, and recognizing the diversity and intricacy of international relations and global cultures. Counselors will learn and practice what it takes to organize and implement a project of this scale so that they may take these skills to their own communities. Finally, they too will finish camp with first hand knowledge and understanding of the United Nations history, rules, and capabilities and will be empowered to return to their communities and share the lessons and values of Camp MUN.

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?

Although Camp MUN is a weeklong summer camp, the planning for the project will require many months. The counselor application process for both Peace Corps Volunteers and Ukrainian volunteers has already been conducted. There will be a 1 to 1 ratio of PCV and Ukrainian counselors as well as one additional PCV to serve as media coordinator.

The next stage is camper recruitment. All counselors are encouraged to invite youth to apply for the camp. Camp directors have provided the counselors with camp information, camper application forms, and any other support they need. Once all camper applications have been submitted, the Ukrainian partner organization will be responsible for the selection process, with assistance as needed from Ukrainian counselors and PCVs. Campers will be chosen from all over Ukraine on the basis of their enthusiasm, motivation, and potential to benefit from this camp.

Then the focus will shift to lesson preparation and developing materials for the camp. The Ukrainian partner organization, camp directors, and counselors (Ukrainians and PCVs) will collaborate to discuss camp logistics, overall goals, and specific lessons. Then, counselors will be divided into teams such as advertising, activities, logistics, etc. and work together to prepare for the camp. Ukrainian and PCV Directors will be responsible for finalizing the schedule in consultation with the partner organization and a team of Ukrainian counselors and PCVs will be responsible for writing and revising lesson plans during this phase.

A few weeks prior to the camp, campsite details and logistic will be verified. Additionally, camp counselors will be contacted by the Camp Directors to clarify any questions and ensure that they understand all the information that they will present at camp. Ukrainian and PCV Directors will be responsible for compiling the final list of camp

participants. Campers will be contacted to finalize transportation plans, commitment to attending the camp, and will complete a pre-camp survey evaluating their areas of potential learning.

In the weeks leading up to the camp, counselors will assist the Camp Directors in the purchase of all supplies and materials needed for the camp as well as in the transportation of said materials to the campsite. The Ukrainian and PCV Camp Directors as well as the Ukrainian and PCV counselors will arrive a day early for a pre-camp training of trainers (TOT) to introduce the counselors to each other, review the camp structure and schedule, and make the final preparations for the camp such as photocopies, packing folders, and preparing documents and certificates.

Ukrainian parents or guardians will accompany campers where partner organization staff, camp directors, and counselors will be waiting to greet them at the train station on the first day of camp. The partner organization has already arranged for campers to be shuttled to the campsite, at no additional cost. During the week of the camp, counselors and campers will participate in the scheduled lessons and activities. Finally, all participants will take part in an evaluation process in accordance with Peace Corps and Camp MUN standards in an effort to ensure the greatest rate of success in the future.

Capacity Building

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

By the end of Camp MUN, campers will:

1. Be knowledgeable about the history, structure, and workings of the United Nations
2. Have an increased global awareness about other countries and cultures and a broadened world perspective
3. Have developed better public speaking, critical thinking, teamwork, leadership, and research skills
4. Be empowered to explore a career in foreign or domestic affairs and assert their right to take a more active role in their communities.
5. Have a deeper understanding of gender relations in the international community

By the end of Camp MUN, partner organization staff will:

1. Have learned the technical aspects involved in running a Model United Nations simulation and camp
2. Be able to conduct their own MUN event
3. Have gained experience partnering with international organizations to implement a project
4. Have learned new methods of teaching leadership and civic engagement to youth

By the end of Camp MUN, organization and counselors will:

1. Have gained new teaching, public speaking, research, and PDM skills
2. Have learned how to successfully conduct a mini MUN in their own communities
3. Know more about the country they serve in as well as the countries they helped campers represent
4. Have gained valuable experience working with youth, particularly teaching complex topics to kids with a potentially low level of English

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 project team hopes that CMUN will succeed and continue on with the help of the campers, Ukrainian and PCV counselors, and most of all, the partner organization. Organization #1 staff has spearheaded and facilitated this project from the beginning, thus illustrating their seriousness about and commitment to the project.

Organization #1 has expressed their intent to take ownership over Camp Model UN. They are uniquely positioned to do so as a national campsite which regularly hosts youth from all over Ukraine. This is an exciting prospect because it is time to turn over control of the ongoing project to a Ukrainian organization, so that youth can continue to benefit from CMUN, but without a future need for PCV assistance or Peace Corps funding.

Additionally, the knowledge gained and the lessons learned at CMUN will be spread throughout the country, and therefore contribute to an even more deep-rooted sustainability of ideas. To this end, a focus will be placed on community project planning for campers and distribution of resources. Campers and counselors will be provided with the training to conduct MUN-themed lessons, activities, and projects in their community after the camp has been completed. Additionally, all participants (PCVs, campers, and Ukrainian counselors) will receive the Camp MUN and Mini Camp MUN handbooks so that they can conduct smaller trainings or camps in their community through a school club/camp or in collaboration with a local organization, such as a youth center. Interested campers and counselors will receive the materials in English, Ukrainian and Russian, as well as support as they lead their own community activities amongst peers.

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
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Goal	Objective	Indicator(s)	Who	When	Results	Comments
1: Increase knowledge of the goals, structure, and policies and procedures of the United Nations	1.1: By July 19, 2018 thirty Ukrainian girls, aged 13-18, will have participated in an interactive seminar on the history, goals, structure, and policies and procedure of the United Nations 1.2: By July 19th, 2018 thirty Ukrainian girls, aged 13- 18, will have actively participated in a Model United Nations simulation	1.1: Pre and post surveys will gauge knowledge before the camp and knowledge gained from the camp 1.2: Counselors' observation and monitoring of active participation on the part of every camper	1.1: Ukrainian Partner Organization, Camp Directors, Counselors 1.2: Ukrainian Partner Organization, Camp Directors, Counselors	1.1: Before and after the camp 1.2: Throughout the camp	Through individual engagement with the campers over the course of the project (beginning with research) counselors reported their students as having greatly improved in their knowledge of the United Nations.	
2: Increase the capacity of Ukrainian youth to research and discuss global problems and collaborate together to form possible solutions	2.1: By July 12, 2018, thirty Ukrainian girls, aged 13-18, will have researched and written position papers on their assigned country, with the guidance and support of their Peace Corps Volunteer and Ukrainian volunteer counselors 2.2: By July 19, 2018, thirty Ukrainian girls, aged 13- 18, will have collaborated together in order to create solutions to complex global issues (in the form of committee resolutions) through a Model United Nations Simulation involving two general assembly sessions and six committee sessions	2.1: # of completed and submitted position papers 2.2: # of resolutions produced by each committee	2.1: Ukrainian Partner Organization, Camp Directors, Counselors 2.2: Ukrainian Partner Organization, Camp Directors, Counselors	2.1: Before and up to the second day of the camp 2.2: Throughout the camp	Every position paper was submitted by our campers, and self-reporting through individual interviews assured us that campers had indeed learned a great deal. Each of the committees produced thoughtful and in general excellent resolutions.	This was a great success. Thanks to the one-on-one interactions between Ukrainian youth leaders and campers as well as PCVs gained a solid grasp of the subject matter. Another contributing factor was the student quality, and this showed in the detail of the position papers and the impassioned discussions in committee sessions.
3. Empower girls to explore careers in politics and understand the importance of political engagement	3.1 By July 19, 2018, thirty Ukrainian girls, aged 13-18, will have gained a deeper understanding of what it means to be a female political leader and ways to develop and support female leaders in their own countries 3.2 By July 19, 2018 thirty Ukrainian girls, aged 13- 18, will have participated in a session on Women in Politics	3.1: # of gender focused leadership activities attended 3.2: Pre and post surveys will gauge knowledge and opinions before the camp and knowledge gained and opinions changed after the camp	3.1: Ukrainian Partner Organization, Camp Directors, Counselors 3.2: Ukrainian Partner Organization, Camp Directors, Counselors	3.1: Throughout the camp 3.2: Before and after the camp	Self reporting indicated that girls had an increased awareness of politically oriented career paths.	
4. Foster a better understanding of other countries	4.1: By July 19, 2018, thirty Ukrainian girls, aged 13-18, will have an increased knowledge of the	4.1: # of completed and submitted position papers 4.2: #	4.1: Ukrainian Partner Organization, Camp Directors, Counselors 4.2:	4.1: Throughout the camp 4.2: Throughout the camp	Every country delegation completed a country profile. Excluding	

and cultures around the world	culture, history, foreign affairs, and demographics of at least one foreign country by virtue of having researched and written a position paper about said country and having represented the same country as a delegate during a Model United Nations Simulation 4.2: By July 19, 2018 thirty Ukrainian girls, aged 13- 18, will have participated in at least three cultural activities designed to introduce them to the cultural traditions, holidays, food etc. of at least three different countries	of participated sessions	Ukrainian Partner Organization, Camp Directors, Counselors		illnesses, every camper attended the different committee sessions. Activities such as trivia, the talent show, and networking sessions allowed the different delegations to learn more about the history, culture, and politics of different countries.	
5. Increase the leadership capacity of Ukrainian youth and thereby empower them to discuss important global or local issues in their own communities and to develop and implement projects	5.1:By July 19, 2018 thirty Ukrainian girls, aged 13-18, will have participated in interactive sessions on topics such as PDM, Leadership, and How to Conduct a Mini MUN 5.2:By July 19, 2018 thirty Ukrainian girls, aged 13-18, will have increased their leadership capacity and teamwork skills through participation in daily leadership and teambuilding activities	5.1: # of attended interactive sessions 5.2: # of daily leadership and teambuilding activities attended	5.1: Ukrainian Partner Organization, Camp Directors, Counselors 5.2: Ukrainian Partner Organization, Camp Directors, Counselors	5.1: Throughout the camp 5.2: Throughout the camp	Our camp is glad to report full attendance at all of our activities, including sessions on leadership and project development. In just the one month following camp, two students are already in the process of creating their own Min MUN project at site.	This was also a huge success. At our session on creating a Mini Model United Nations, almost a third of students indicated that they would like to create a project at site. Some projects are already being realized. Again, this is probably due to the camper quality.

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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?

1. Campers' parents could potentially be uncomfortable with the discussion of sensitive topics
2. Campers could potentially be uncomfortable with the discussion of sensitive topics
3. United Nations Simulation: Being that the campers will discuss international issues from the perspectives of various countries, there is a risk that campers or parents will perceive the camp as political in nature, which could have negative effects on Peace Corps Ukraine.

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?

1. Possible negative environmental impacts include emissions from volunteer and camper travel to the camp, as well as paper waste from activities that will take place during the event.

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.

1. Prior to the camp, information regarding the topics to be discussed will be sent to parents and permission slips will be collected.
2. Prior to the camp counselors will receive training on how to discuss sensitive issues with campers. There will be a TOT session conducted on tolerance by an organization dedicated to reintegrating IDPs into their new communities. They will offer a unique perspective in that she herself is an IDP from the Donetsk territory.
3. All materials, including camper applications, the camp website, and presentations during the camp will emphasize that Peace Corps is a non-religious and non-political organization. Also, during the simulation, counselors will emphasize that the camp is only a simulation and campers' interactions and statements do not reflect personal beliefs but are a reflection of how the country they are representing would interact at the United Nations.
4. The Partner Organization will group campers and counselors in transportation options to help reduce environmental emissions from travel. We will also make sure to use scratch paper or limit paper usage when possible and recycle all materials for future projects.

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	\$0.00	\$0.00	\$974.51	\$0.00	\$0.00
Labor	\$0.00	\$0.00	\$49.02	\$0.00	\$0.00
Land/Venue Rental	\$0.00				
Materials Transport	\$0.00				
Materials/Supplies	\$87.41	\$0.00	\$188.24	\$0.00	\$0.00
Other	\$125.86	\$0.00	\$0.00	\$0.00	\$0.00
Travel/Per Diem/Food/Lodging	\$3508.71	\$1924.71	\$58.82	\$0.00	\$0.00
Total	\$3,721.98	\$1,924.71	\$1,270.59	\$0.00	\$0.00

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. 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)	
Projector screen (200 UAH per day x 7)	Equipment	1400.00	1.00	1400.00	0.00	\$0.00	0.00	\$0.00	1400.00	\$54.90	0.00	\$0.00	0.00	\$0.00
Projector (500 UAH per day x 7)	Equipment	3500.00	1.00	3500.00	0.00	\$0.00	0.00	\$0.00	3500.00	\$137.25	0.00	\$0.00	0.00	\$0.00
Camera (600 UAH per day X 7 days)	Equipment	4200.00	1.00	4200.00	0.00	\$0.00	0.00	\$0.00	4200.00	\$164.71	0.00	\$0.00	0.00	\$0.00
Speakers (750 UAH per day x 7)	Equipment	5250.00	1.00	5250.00	0.00	\$0.00	0.00	\$0.00	5250.00	\$205.88	0.00	\$0.00	0.00	\$0.00
Laptop (750 UAH per day x 7 days)	Equipment	5250.00	2.00	10500.00	0.00	\$0.00	0.00	\$0.00	10500.00	\$411.76	0.00	\$0.00	0.00	\$0.00
TOT trainer honorarium	Labor	1250.00	1.00	1250.00	0.00	\$0.00	0.00	\$0.00	1250.00	\$49.02	0.00	\$0.00	0.00	\$0.00
Gavels	Materials/Supplies	400.00	2.00	800.00	0.00	\$0.00	0.00	\$0.00	800.00	\$31.37	0.00	\$0.00	0.00	\$0.00
Printing fees	Materials/Supplies	1000.00	1.00	1000.00	0.00	\$0.00	0.00	\$0.00	1000.00	\$39.22	0.00	\$0.00	0.00	\$0.00
Sports equipment (soccer balls, footballs, frisbees etc.)	Materials/Supplies	1000.00	1.00	1000.00	0.00	\$0.00	0.00	\$0.00	1000.00	\$39.22	0.00	\$0.00	0.00	\$0.00
Flipchart board	Materials/Supplies	2000.00	1.00	2000.00	0.00	\$0.00	0.00	\$0.00	2000.00	\$78.43	0.00	\$0.00	0.00	\$0.00
White A4 paper (300 sheets)	Materials/Supplies	50.00	1.00	50.00	50.00	\$1.96	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Colored construction paper (80 sheets)	Materials/Supplies	75.00	1.00	75.00	75.00	\$2.94	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Flipchart markers (set of 4)	Materials/Supplies	52.00	2.00	104.00	104.00	\$4.08	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00

Pens (set of 50)	Materials/Supplies	70.00	2.00	140.00	140.00	\$5.49	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Flipchart paper (30 sheets)	Materials/Supplies	75.00	2.00	150.00	150.00	\$5.88	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Scissors	Materials/Supplies	50.00	4.00	200.00	200.00	\$7.84	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Stapler and staples	Materials/Supplies	200.00	1.00	200.00	200.00	\$7.84	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Cardstock (20 sheets)	Materials/Supplies	120.00	3.00	360.00	360.00	\$14.12	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Notebooks	Materials/Supplies	15.00	30.00	450.00	450.00	\$17.65	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Outdoor chalk	Materials/Supplies	500.00	1.00	500.00	500.00	\$19.61	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Bank Fee (3.5% of total)	Other	3209.54	1.00	3209.54	3209.54	\$125.86	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Camper transportation between train station and campsite	Travel/Per Diem/Food/Lodging	50.00	30.00	1500.00	0.00	\$0.00	0.00	\$0.00	1500.00	\$58.82	0.00	\$0.00	0.00	\$0.00
PCV travel to open account	Travel/Per Diem/Food/Lodging	200.00	1.00	200.00	200.00	\$7.84	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Campsite for TOT trainer (2 nights x 386 UAH, including 3 meals per day)	Travel/Per Diem/Food/Lodging	772.00	1.00	772.00	600.00	\$23.53	172.00	\$6.75	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Drinking water (3 jugs per day x 32 UAH)	Travel/Per Diem/Food/Lodging	96.00	7.00	672.00	672.00	\$26.35	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Round trip transportation for Ukrainian counselors	Travel/Per Diem/Food/Lodging	400.00	5.00	2000.00	1200.00	\$47.06	800.00	\$31.37	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Round trip transportation for PCVs	Travel/Per Diem/Food/Lodging	400.00	4.00	1600.00	1600.00	\$62.75	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
PCV travel to close grant	Travel/Per Diem/Food/Lodging	2000.00	1.00	2000.00	2000.00	\$78.43	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00

Camper transportation	Travel/Per Diem/Food/Lodging	800.00	30.00	24000.00	4000.00	\$156.86	20000.00	\$784.31	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Campsite for Ukrainian counselors (7 nights x 386 UAH, including 3 meals per day)	Travel/Per Diem/Food/Lodging	2702.00	7.00	18914.00	10500.00	\$411.76	8414.00	\$329.96	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Campsite for PCVs (7 nights x 386 UAH, including 3 meals per day)	Travel/Per Diem/Food/Lodging	2702.00	7.00	18914.00	14700.00	\$576.47	4214.00	\$165.25	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Campsite for campers 6 nights x 386 UAH, including 3 meals per day)	Travel/Per Diem/Food/Lodging	2316.00	30.00	69480.00	54000.00	\$2117.65	15480.00	\$607.06	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Total					94,910.54	\$3,721.98	49,080.00	\$1,924.71	32,400.00	\$1,270.59	0.00	\$0.00	0.00	\$0.00

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			
Labor			
Land/Venue Rental			
Materials Transport			
Materials/Supplies			
Other			
Travel/Per Diem/Food/Lodging			

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	
Ukraine	All	# of Beneficiaries (indirect)	# of community members who receive an indirect benefit from the project, not including direct project participants	Male(s) 25 and above	10	10	
				Male(s) 15-24	10	10	
				Male(s) 14 and below	10	10	
				Female(s) 25 and above	10	10	
				Female(s) 15-24	10	10	
				Female(s) 14 and below	10	10	
		# of Participants (direct)	# of community members directly involved in the design and implementation of the project, including those who attend trainings or workshops	Male(s) 25 and above	2	0	
				Male(s) 15-24	0	0	
				Male(s) 14 and below	0	0	
				Female(s) 25 and above	0	3	
				Female(s) 15-24	21	30	
				Female(s) 14 and below	15	6	
		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) 25 and above	0	0
					Female(s) 25 and above	0	3
					Male(s) 15-24	0	0
					Female(s) 15-24	21	30

			Male(s) 14 and below	0	0	
			Female(s) 14 and below	15	6	
		# service providers who will have increased capacity due to this small grant	Male(s) 25 and above	2	2	
			Female(s) 25 and above	0	0	
			Male(s) 15-24	0	0	
			Female(s) 15-24	6	6	
	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	0	
			Female(s) 25 and above	0	3	
			Male(s) 15-24	0	0	
			Female(s) 15-24	21	30	
			Male(s) 14 and below	0	0	
			Female(s) 14 and below	15	6	
		# of new technologies and/or practices that will have been adopted as a result of this small grant	Technologies	0	0	
			Practices	4	4	
LGL		LGL: Not School-Related	# of organization personnel with improved skills in project implementation or service delivery	Organization personnel	3	2
				Number of community members participating in the project	Female(s) 10-14	15
			Male(s) 10-14	0	0	
			Female(s) 15-19	15	24	
			Male(s) 20-24	0	0	
			Male(s) 15-19	0	0	
			Female(s) 20-24	6	6	
			Female(s) 09 and below	0	0	
			Male(s) 09 and below	0	0	

		Female(s) 25 and above	0	3
		Male(s) 25 and above	0	0
	Number of project participants	Female(s) 10-14	15	6
		Male(s) 10-14	0	0
		Female(s) 15-19	15	24
		Male(s) 20-24	0	0
		Male(s) 15-19	0	0
		Female(s) 20-24	6	6
		Female(s) 09 and below	0	0
		Male(s) 09 and below	0	0
		Female(s) 25 and above	0	3
		Male(s) 25 and above	0	0
	Total number of beneficiaries of the project	Female(s) 10-14	0	0
		Male(s) 10-14	0	0
		Female(s) 15-19	0	0
		Male(s) 20-24	0	0
		Male(s) 15-19	0	0
		Female(s) 20-24	0	0
		Female(s) 09 and below	0	0
		Male(s) 09 and below	0	0
		Female(s) 25 and above	0	0
		Male(s) 25 and above	0	0
LGL: School-Related	School Related: Number of parents participating in the project	Male(s)	0	0
		Female(s)	0	0
		Female(s) 10-14	0	0

School Related: Number of primary school student participants	Male(s) 10-14	0	0
	Female(s) 15-19	0	0
	Male(s) 20-24	0	0
	Male(s) 15-19	0	0
	Female(s) 20-24	0	0
	Female(s) 09 and below	0	0
	Male(s) 09 and below	0	0
	Female(s) 25 and above	0	0
	Male(s) 25 and above	0	0
	School Related: Number of school personnel with improved skills in project implementation or service delivery	School personnel	0
School Related: Number of secondary school student participants	Female(s) 10-14	0	0
	Male(s) 10-14	0	0
	Female(s) 15-19	0	0
	Male(s) 20-24	0	0
	Male(s) 15-19	0	0
	Female(s) 20-24	0	0
	Female(s) 09 and below	0	0
	Male(s) 09 and below	0	0
	Female(s) 25 and above	0	0
	Male(s) 25 and above	0	0
School Related: Number of teachers participating in the project	Male(s)	0	0
	Female(s)	0	0

Referral Contacts

Most approved PCPP and LGL projects will be posted online for fundraising at 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
Donor								
Donor								
Donor								
Donor								

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.

On the 11th of July of this summer, one of our campers arrived at the campsite, located in the beautiful seaside city in southern Ukraine. She was one of thirty high school-aged girls gathered from around Ukraine attending camp that year. Delegates came from every corner of Ukraine.

After making it through a competitive application process, the camper was selected to join the Iceland delegation as an official delegate at Camp Model United Nations for Girls. Her country was one of fifteen represented at the camp. The countries included Syria, Germany, Rwanda, North Korea, Iceland, Ukraine, the United States, Egypt, Venezuela, Nepal, Indonesia, Hungary, India, the United Arab Emirates, and Israel. These were specifically chosen to reflect the broad range of perspectives in the international community on the issues to be discussed as well as a diversity of cultures, geographic location, religion, and form of governance on the global stage.

This year's main topics for Camp Model United Nations were gender equality and the displacement of refugees and IDPs, with the subtopics of the rights of child immigrants and refugees and human trafficking in refugee populations being debated in individual committee sessions of UNICEF and the UN Office on Drugs and Crime (UNODC). Later on in the week, Camp MUN for Girls cooperated with another project in Ukraine, Camp MUN for Boys, for joint committee sessions. After the two camps completed their individual committee work, the boys engaged with the girls during the last half of the camp. The girls' UN Office on Drugs and Crime committee worked with the boys' UN High Commissioner for Refugees (UNHCR) committee to tackle the issue of protecting refugees from human trafficking while the girls' UN Children's Fund (UNICEF) committee joined with the boys' UN Women committee to address economic and social integration of protracted refugee populations. With these topic choices, Camp MUN strove to open the debate on issues which weren't only issues in the wider world, but also relevant here in Ukraine and in the region.

The camper had a lot to prepare for before camp. Over the course of four weeks, they worked intensively with the delegation from Iceland, a team comprising four Ukrainian students (two girls and two boys from the Camp MUN for Boys camp) led by a Ukrainian counselor with a Peace Corps Volunteer in a supporting role. Young Ukrainian leaders with an interest in international relations and experience living and working abroad were relied upon to provide valuable guidance in the research process and later in the debate stage to each of the teams. Prior to camp, the camper and her team were asked to do research on their assigned country, Iceland, and create a country profile identifying the main geographic features of the nation, including its form of government, history, economy, and culture.

In addition, the camper prepared two position papers, one completed individually and one with a male teammate for their joint committee session. These position papers outlined the main positions of her country's government on the problems to be handled in her committee. The position papers and country profiles which the students prepared not only ensured that each student delved into the topics and how these issues are seen in their respective countries, but also resulted in ready-made notes for the delegates to refer back to in committee meetings. Students were asked to represent the viewpoint of their country's administration, and not their own, which often clashed with the students' personal views.

Upon checking into the dormitory, the camper noticed that many of the girls in the 10-person room were Russian speakers from central and eastern Ukraine. This too was by design. This year, Camp MUN was able to reach talented students in Ukraine's far east, as well as people who had resettled from currently occupied territory and the war-torn region. These delegates were able to contribute their personal experience with conflict and internal displacement through formal and informal discussion. At first the camper was intimidated, as they had a good understanding of Russian, but spoke very poorly. Coming from a region where Ukrainian is the dominant language, it was their first experience being in a primarily Russian-speaking group. However, over the course of the week, they became better acquainted with their roommates and listened to their stories. As they shared later, by the end of the week, they appreciated the fact that these were Ukrainians, too, despite a different language and culture from her home in the west.

Over the course of the camp, the camper participated in many educational activities, including Model UN committee sessions, educational seminars, and extracurricular activities. Classes led by Ukrainian volunteers honed their skills and increased their knowledge in such areas as research, academic integrity, project development and implementation, the structure of the United Nations, the mission of the UN High Commissioner on Refugees, and the plight of internally displaced Ukrainians fleeing the current conflict in the east.

Participating in Model United Nations and the actual debates was initially difficult for them. At these debates, fifteen representatives from each of the countries gathered around to discuss their topic and come up with proposals to solve the problem. Despite their hard work before camp, they didn't feel prepared enough to talk. Throughout the camp, though, they worked with their Iceland delegation and counselors to devise a strategy, and joined camp-wide networking sessions to work on building a coalition for their ideas and seek out other ideas which they wished to support. Each day, their confidence--- and participation-- grew.

The camper was appreciative of the equal footing which the Camp MUN for Girls/Camp MUN for Boys cooperation gave students of the two genders. With 30 campers each, both boys and girls were equally represented. Both female and male campers had equal opportunity to exchange their views on sensitive topics that affected their genders in different ways. With men dominating in the university faculties, think-tanks, and government agencies which discuss, influence, and

implement foreign policy in leading countries, Camp MUN exposed the camper and other campers at Camp MUN to a non-traditional field for her gender. Camp MUN not only informed them on this sector, but also gave them the tools to thrive in it.

One of the most fascinating portions of the camp for the camper was learning more about how members of the international community interacted as they tried to resolve international problems. As they witnessed in the simulated committee debates, it wasn't always easy. The camper was especially impressed with the passion with which their fellow delegates dug into the topics at hand. They had a first-hand view in watching the drama unfold as representatives of different viewpoints steadfastly defended their positions, with delegations such as Syria and Germany having earnest and at times fiery exchanges in the moderated debates. However, the camper also learned about the value of compromise and negotiation. These efforts of the camper and their colleagues, both male and female, resulted in detailed resolutions identifying creative and informed solutions to the global issues at hand. Upon passing committee with a two-thirds vote, the resolutions were taken up by the Model UN General Assembly, voted upon, and ratified.

At the final General Assembly meeting, the camper was recognized for her efforts as the "Most Improved" among the UNODC committee. After the last event of camp on July 17th, they boarded the train back to their city. However the excitement and motivation for global affairs and leadership didn't stop with the end of camp. Influenced by the camp and with the help of a camp training on how to conduct a "Mini Model United Nations" on a smaller scale, the camper is at this moment in the process of organizing a Mini MUN event in their region with the help of a fellow camper. There is no doubt in my mind that they left Camp MUN inspired and empowered, and their story is just one of many at Camp MUN.

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

Camp MUN achieved all of its goals, especially its goal to inform students on the culture, history, and foreign policy of individual countries as well as deepen students' knowledge on current global issues. Campers left with a broader understanding of human trafficking and the plight of refugees and IDPs in various regions around the world. One of our campers, commenting on human trafficking in refugee populations, admitted that she was clueless about the topic before, but now, after creating a country profile, writing several position papers, and participating in discussions and resolution writing, she felt like an expert.

Another major success for the project was the gender equality aspect of the camp. The partnership with Camp Model United Nations for Boys was a great forum in which to encourage and discuss gender equality. With 30 girls from our camp working with 30 boys from their camp, the girls were equally represented in the joint committee sessions. In these sessions, both the boys and the girls worked together to solve sensitive gender-related issues relevant to refugee populations in their countries, such as human trafficking and genital mutilation.

In addition, Camp MUN for Girls was a great opportunity for the girls to see young Ukrainian women in leadership positions. This started with the top, with our co-director, doing a stellar job of leading the camp. Most of the Ukrainian counselors were also women with diverse experiences and work and education backgrounds. In an elective activity, they shared these experiences with the campers as well as different opportunities and programs which the students could pursue to get started on their career paths. It was an excellent learning opportunity for the students, as after learning about leadership through the camp sessions and lessons, the students at this camp could observe it in practice and become acquainted with true role models.

While the goals stayed the same for the most part, one objective (to teach a "Women in Politics" session) was changed to allow for a new objective to be achieved: teaching students the importance of academic integrity and ethical research practices. The adaptation of this objective was done after review of initial position papers, determining a need, and consultation with camp staff. Additionally, counselors, also added an all-inclusive elective on safe sex education, which was well-attended and sparked thoughtful discussion.

Community feelings were overwhelmingly positive, as can be seen in the flood of posts on social media such as Facebook and Instagram from campers as well as counselors.

Ukrainian counselors were especially pleased with the effectiveness Camp MUN had in helping train a new generation of leaders and filling in the gaps which currently exist in the Ukrainian educational system. Counselors felt that the camp was not only a great opportunity for the students, but for the Ukrainian counselors as well, as they were able to network with ambitious young leaders interested in the same field. Peace Corps Volunteers were struck by the professionalism and dedication of the Ukrainian volunteers and by the passion and engagement of the campers in the Model United Nations process. For further reading on one counselor's thoughts from this camp, please read his blog, at

Capacity and Skills Built

Staff from organization #1, one of our partner organizations, attended and observed our activities and sessions. The staff should be able to implement similar projects in the future. Additionally, the camp increased the capacity of the Model United Nations activities in Ukraine through inclusion of Ukrainian counselors and students. While there are a few MUN events in the bigger cities of Ukraine, participants and organizers of these events are now connected with the PCV-led movement to spread MUN to smaller communities in Ukraine, and they are already cooperating on joint projects.

Students and counselors left the camp with sharpened critical thinking and advanced research skills, heightened interest in civic engagement and community activism, and improved communications and debate skills. Additionally, students had the opportunity improve their English language skills in the debates and in every day discussions with PCVs.

Sustainability

Camp MUN worked this year with two very supportive partner organizations, Partnership for Every Child (P4EC) and Moloda Gvardiya. Both P4EC and Moloda Gvardiya have expressed interest in holding future iterations of Camp Model UN, and their staff assisted with the implementation of our program throughout the week. Trainers and staff from P4EC came out to work with the students, with one of their staff maintaining a permanent presence at camp as a counselor. Indeed, P4EC is already organizing a Mini MUN event in Novi Petrivtsi. With strong support and demand for another camp next year, it is our hope that these or another Ukrainian organization will take on a greater role in 2019.

Through Camp MUN 2018 students and counselors received trainings in how to plan and conduct Model United Nations activities in their home communities. They were also provided with a manual instructing them on how to do this. Already, affiliated events are springing up in different regions due to student- and counselor-led initiatives. While unable to attend the camp, officials from the sports organization are planning to attend the Mini MUN in another city, showing interest and dedication on the part of the Ukrainian government in the project.

Unexpected Events and Recommendations

Camp MUN had a high camper drop-out rate this year. Fortunately, our staff had created a ready-made waiting list with which they could work to get timely replacements. It is recommended that if this camp is to be held in the future that other organizers do the same.

Several of the campers were also unfortunately stricken with illnesses. Due to miscommunication with the campsite staff, counselors were not aware that the closest medical assistance point had been closed. While we were able to resolve the situation thanks to our excellent Ukrainian counselors, it is recommended that counselors keep an active dialogue with campsite staff on issues such as these in order to be prepared for emergencies.

Another issue was difficulty monitoring Camp MUN through surveys. Due to the lack of response from the pre-survey, we weren't able to administer a post-survey to get an objective measure of our progress. In the future, completion of the pre-survey should somehow be incentivized so that a better response is received.

Lessons Learned and Promising Practices

One of the major lessons learned from Camp MUN was the importance of researching prices at stores in the local area of the camp where we intended to do our shopping. We learned that certain goods were priced differently, and often more expensive, near our location in Odessa than we had accounted for.

Having students prepare a position paper before camp and assigning Ukrainian and American volunteers to work with them was also a great decision. All of the students showed up ready to engage in discussion, rather than wasting valuable team time to finish their research. This also made the Ukrainian and American volunteers more accessible to the campers and established a stronger relationship.

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	\$0.00	\$0.00	\$937.74	\$0.00	\$0.00
Labor	\$0.00	\$0.00	\$47.17	\$0.00	\$0.00
Land/Venue Rental					
Materials Transport					
Materials/Supplies	\$65.56	\$0.00	\$143.40	\$0.00	\$0.00
Other	\$5.97	\$0.00	\$0.00	\$0.00	\$0.00
Travel/Per Diem/Food/Lodging	\$3,368.89	\$1,982.19	\$6.49	\$0.00	\$0.00
Total	\$3,440.42	\$1,982.19	\$1,134.79	\$0.00	\$0.00

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.

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)				
7/11/2018		Projector screen (200 UAH per day x 7)	Equipment	1,400.00	1.00	1,400.00	0.00	\$0.00	0.00	\$0.00	1,400.00	\$52.83	0.00	\$0.00	0.00	\$0.00
7/11/2018		Projector (500 UAH per day x 7)	Equipment	3,500.00	1.00	3,500.00	0.00	\$0.00	0.00	\$0.00	3,500.00	\$132.08	0.00	\$0.00	0.00	\$0.00
7/11/2018		Camera (600 UAH per day X 7 days)	Equipment	4,200.00	1.00	4,200.00	0.00	\$0.00	0.00	\$0.00	4,200.00	\$158.49	0.00	\$0.00	0.00	\$0.00
7/11/2018		Speakers (750 UAH per day x 7)	Equipment	5,250.00	1.00	5,250.00	0.00	\$0.00	0.00	\$0.00	5,250.00	\$198.11	0.00	\$0.00	0.00	\$0.00
7/11/2018		Laptop (750 UAH per day x 7 days)	Equipment	5,250.00	2.00	10,500.00	0.00	\$0.00	0.00	\$0.00	10,500.00	\$396.23	0.00	\$0.00	0.00	\$0.00
7/11/2018		TOT trainer honorarium	Labor	1,250.00	1.00	1,250.00	0.00	\$0.00	0.00	\$0.00	1,250.00	\$47.17	0.00	\$0.00	0.00	\$0.00

7/11/2018		Gavels	Materials/Supplies	400.00	2.00	800.00	0.00	\$0.00	0.00	\$0.00	800.00	\$30.19	0.00	\$0.00	0.00	\$0.00
7/11/2018		Sports equipment (soccer balls, footballs, frisbees etc.)	Materials/Supplies	1,000.00	1.00	1,000.00	0.00	\$0.00	0.00	\$0.00	1,000.00	\$37.74	0.00	\$0.00	0.00	\$0.00
7/11/2018		Flipchart board	Materials/Supplies	2,000.00	1.00	2,000.00	0.00	\$0.00	0.00	\$0.00	2,000.00	\$75.47	0.00	\$0.00	0.00	\$0.00
7/11/2018	3	100 sheets of white cardstock	Materials/Supplies	200.00	1.00	200.00	200.00	\$7.73	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
6/16/2018	22	Printing for TOT presentation, camper research and certificates for campers	Materials/Supplies	690.00	1.00	690.00	690.00	\$26.34	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/10/2018	1	Scissors (4 pairs), copybooks (30), construction paper, black ballpoint pens- 2 packs of 50 pens each, stapler, staples (2 boxes), A4 printer paper- 500 sheets (one pack), 1 set of outdoor chalk	Materials/Supplies	814.15	1.00	814.15	814.15	\$31.50	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
	bank statement. p.6	bank comission charged for the bank services while exchanging USD to UAH and depositing on the PCVs' account.	Other	156.57	1.00	156.57	156.57	\$5.97	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/11/2018		Campsite for TOT trainer (2 nights x 386 UAH, including 3 meals per day)	Travel/Per Diem/Food/Lodging	172.00	1.00	172.00	0.00	\$0.00	0.00	\$0.00	172.00	\$6.49	0.00	\$0.00	0.00	\$0.00
7/11/2018		Camper transportation between train station and campsite	Travel/Per Diem/Food/Lodging	14.00	30.00	420.00	0.00	\$0.00	420.00	\$15.85	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/11/2018		Round trip transportation for Ukrainian counselors	Travel/Per Diem/Food/Lodging	800.00	4.00	3,200.00	0.00	\$0.00	3,200.00	\$120.75	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00

7/11/2018		Campsite for PCVs (7 nights x 386 UAH, including 3 meals per day)	Travel/Per Diem/Food/Lodging	4,214.00	1.00	4,214.00	0.00	\$0.00	4,214.00	\$159.02	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/11/2018		Campsite for Ukrainian counselors (7 nights x 386 UAH, including 3 meals per day)	Travel/Per Diem/Food/Lodging	8,414.00	1.00	8,414.00	0.00	\$0.00	8,414.00	\$317.51	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/11/2018		Campsite for campers 6 nights x 386 UAH, including 3 meals per day)	Travel/Per Diem/Food/Lodging	15,480.00	1.00	15,480.00	0.00	\$0.00	15,480.00	\$584.15	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
		Camper transportation	Travel/Per Diem/Food/Lodging	800.00	26.00	20,800.00	0.00	\$0.00	20,800.00	\$784.91	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
8/15/2018	15	Grant closure trip and opening the account trip-Round trip	Travel/Per Diem/Food/Lodging	82.00	2.00	164.00	164.00	\$6.26	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
8/15/2018	23	PCV's lodging while closing the Grant	Travel/Per Diem/Food/Lodging	202.00	1.00	202.00	202.00	\$7.48	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/12/2018	17	18.9 liter bottle of water	Travel/Per Diem/Food/Lodging	208.80	1.00	208.80	208.80	\$8.06	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/17/2018	8	Camper Scholarship Reimbursement for Travel-	Travel/Per Diem/Food/Lodging	290.00	1.00	290.00	290.00	\$11.07	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/17/2018	7	Camper Scholarship Reimbursement for Travel-	Travel/Per Diem/Food/Lodging	295.00	1.00	295.00	295.00	\$11.26	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/17/2018	12	Counselor Travel Reimbursement -	Travel/Per Diem/Food/Lodging	400.00	1.00	400.00	400.00	\$15.27	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/17/2018	11	Counselor Travel Reimbursement -	Travel/Per Diem/Food/Lodging	400.00	1.00	400.00	400.00	\$15.27	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/17/2018	10	Counselor Travel Reimbursement -	Travel/Per Diem/Food/Lodging	400.00	1.00	400.00	400.00	\$15.27	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00

7/17/2018	18	Travel Reimbursement	Travel/Per Diem/Food/Lodging	400.00	1.00	400.00	400.00	\$15.27	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/17/2018	9	PCV Counselor Travel Reimbursement	Travel/Per Diem/Food/Lodging	400.00	1.00	400.00	400.00	\$15.27	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/17/2018	20	PCV Counselor Travel Reimbursement -	Travel/Per Diem/Food/Lodging	400.00	1.00	400.00	400.00	\$15.27	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/17/2018	21	PCV Counselor Travel Reimbursement -	Travel/Per Diem/Food/Lodging	400.00	1.00	400.00	400.00	\$15.27	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/17/2018	19	PCV Counselor Travel Reimbursement -	Travel/Per Diem/Food/Lodging	400.00	1.00	400.00	400.00	\$15.69	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/11/2018	2	18.9 liter bottles of Alaska drinking water (2), Water pump (1)	Travel/Per Diem/Food/Lodging	552.50	1.00	552.50	552.50	\$21.33	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/17/2018	6	Camper Scholarship Reimbursement for Travel-	Travel/Per Diem/Food/Lodging	560.00	1.00	560.00	560.00	\$21.37	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/17/2018	5	Camper Scholarship Travel Reimbursement	Travel/Per Diem/Food/Lodging	800.00	1.00	800.00	800.00	\$30.53	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
8/10/2018	14	Round Trip Train Travel	Travel/Per Diem/Food/Lodging	997.00	1.00	997.00	997.00	\$36.86	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
8/15/2018	24	PCV's lodging while closing the Grant	Travel/Per Diem/Food/Lodging	1,050.00	1.00	1,050.00	1,050.00	\$38.82	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/10/2018	4	Lodging for one night for 7 PCVs and 5 Ukrainian Volunteers during TOT at the Le Reve Hostel	Travel/Per Diem/Food/Lodging	2,445.00	1.00	2,445.00	2,445.00	\$94.58	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/17/2018	13	Food and Lodging for 30 campers, 7 PCVs and Ukrainian volunteers and a comission for the money transaction	Travel/Per Diem/Food/Lodging	77,577.16	1.00	77,577.16	77,577.16	\$2,958.70	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00

Total							90,202. 18	\$3,440. 42	52,528. 00	\$1,982. 19	30,072. 00	\$1,134. 79	0.00	\$0.00	0.00	\$0.00

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.

Georgia: Youth Employability Camp

Peace Corps Volunteers develop camp and encourage youth on their future prospects



The group participating in discussion lectures



A group brainstorming for career and personal goals.

The camp had two themes; the first being the development of employability skills for the youth participants in order to help them **secure meaningful employment**; the second being a **positive attitude** change surrounding their views on gender equality and a better understanding of gender roles, gender stereotypes, and the topic of gender in the workplace. The participants learned about how to assess ones assets, how to set goals and then plan for those goals, how to write a resume, and how to prepare for a job interview. All the students created three year plans for themselves with **personal and professional goals**. The camp received very positive feedback from the youth who attended. They said that they felt more comfortable with **planning for their futures** now that they had attended the training.

The overarching goal of the project was to teach the youth participants about **employability** skills. The camp influenced **27** youth attendees. Attendees previously had been very nervous about all the decisions they had to make soon about life goals and job perspectives. A few young women remarked that the camp with the various sessions, and the guest speakers helped give them a **better idea** of how to plan for their future, and made them feel **more comfortable** with the idea of one day finding a job. Participants varied grade level and experience. Beginning lessons focused on goal setting and how to create SMART goals, which was further integrated in career options and guest speaker segments. The community organization involved in this grant also learned grant writing skills as well as time and budget management lessons.

Small Investments

Total Project Cost: \$722.46

PCPP Funded Amount: \$541.25

Community (And Third Party) Contribution: \$183.40

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.

Youth Employability Camp

Project Title:

Grant Type: Let Girls Learn (LGL)

Status: Project Closed by Post

Volunteer: PCV 1

Responsible Program Manager/APCD: Counterpart 1

Country: Georgia

Project Start Date: 7/21/2018

Project End Date: 7/22/2018

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: 25.39

% Comm. Contribution Final: 26.72

Comm. Contribution Amount Proposed: \$183.40

Comm. Contribution Amount Final: \$117.89

Amount Requested: \$539.06

Amount Approved: \$541.25

Amount Remaining: \$219.36

Requested Grant Amount (local currency)

1331.48

Exchange Rate: \$1US= (enter local currency value here): 2.47

Number of PCVs working on project: 1

Community Information

City/Town/Village	Community Group Name	Group Contact Information (phone, address, etc.)	Group Contact Person
Town 1	Community group 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
No	Gender and Development
Yes	Youth Development

Volunteer Information

Primary PCV	Peace Corps Sector Community Economic Development	COS Date
_____	_____	_____
PCV 2	Peace Corps Sector	COS Date
_____	_____	_____

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 the region of Kakheti, where the PCRV's community is located, youth unemployment is a pressing issue. Many youths are burdened with the knowledge that they must find a job when they finish school, but also amongst 100 youth interviewed by the local Municipality 78% feel it is impossible to find employment outside of town 1. Furthermore, women in the regions are faced with the dual burden that they are expected to have a job but also conform to traditional gender roles. This dual burden along with workplace discrimination, fueled by gender bias, makes it even more difficult for young women to follow their career dreams. For these reasons, the organization hosting the PCRV will be holding a three-day employment workshop for community residence aged 15-23. The workshop will employ a gender-equitable approach to train the participants on topics such as goal setting, career development, resume writing, job interviewing, time management, and gender equality. It is hoped that this camp helps reduce the local youth's anxiety surrounding employment, and sets them on a path towards securing a fulfilling career. Additionally, the camp will be planned and facilitated by the members of the host organization with help from the PCRV who is working alongside the organization. This means that once the camp is finished the professional development skills, which were garnered through the implementation process, will all stay in the community. The Fund members who organized the camp will have the tools at hand to replicate the training and expand upon the topic of youth employability

Background

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

Within the country of Georgia the rate of unemployment amongst overall youth is 29% which is double the national average (World Bank 2014), and for the rural regions, the rate of youth unemployment is even higher. The problem is further than just real rates of unemployment. According to a survey by the local Municipality, 66% of youth see unemployment as their greatest concern, and 78% perceive that it is impossible to find employment within the region. These numbers show the real sense of discouragement and hopelessness within the youth in regards to employment. There are many compounding factors which contribute to this problem with one of those factors being simply that many youths are never taught the necessary skills for finding and securing meaningful employment. In village1, things are no different. Students want to follow career paths, and yet they do not know how to go about doing that. Additionally, even if they do discover how to follow a career path that will lead to meaningful and fulfilling employment the students do not know employment skills such as resume writing, and job interviewing. These are necessary skills that must be taught in order to be a competitive candidate in the ever-globalizing job market. These issues are compounded to create even more barriers for women trying to enter the workforce and fulfill their goals. This leads many women to give up on their dreams or even to toss aside their goals before they even begin. It is important for the participants to be aware of how gender roles and gender bias can impact women, and hamper their ability to succeed. It also equally important for the participants to understand that they have power, and can be positive forces for change when it comes to gender inequality in the workplace. In order to help address these issues, the town 1 Development Fund will be conducting a three-day employment camp. The camp will approach the subject from both a theoretical and practical lens. The goal is to have students understand how to find a job, for women and male participants to understand how gender stereotypes and discrimination can impact their career path, and what they can do to combat it.

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 town 1 Development Fund was started as a way to tackle community-specific issues. The main goal of the Fund is to support the social and economic development of town 1 and involve local community members in the decision making process for the development of their community and village. The Employability Camp will be one way for the members of the organization to further these goals. The three-day employability camp will help improve knowledge on employability and gender equality for town 1 residence ages 15-23. The camp itself is being organized and implemented by the town 1 Development Fund and will be held at the local Culture Center. The Culture Center at one point in the history of town 1 was just another dilapidated building until the town 1 Development Fund raised funds and began the process of refurbishing it. Currently, this building is the location of a number of after-school extracurricular activities for those living in town 1. These activities range from traditional dance to English club for women. The success of these activities demonstrates the Funds abilities to implement programs, and foster community involvement in the work that they do. The Let Girls Learn grant is no different. They Fund members have played an active role every step of the way from developing the budget, to the creation of the preliminary activities program. The Fund plans to continue their hard work as the project progresses. They will be the ones selecting the applicants, organizing the materials, and creating necessary materials for the camp. Finally, the Employability Camp will be conducted in Georgian as that way it can be accessible for the most number of students, and the Fund members will be the ones planning and facilitating the sessions.

Outcome

Briefly describe the desired outcome of the project.

There are two main outcomes that the camp hopes to achieve for the students. The first being the development of employability skills for the youth participants in order to help them secure meaningful employment; the second being a positive attitude change surrounding their views on gender equality and a better understanding of gender roles, gender stereotypes, and the topic of gender in the workplace. These two outcomes are long-term goals whose results are difficult to see during a three-day camp. In the short term, we hope to have the students create a functioning resume, and practice job interviews by applying for a mock job. This hands-on experience will hopefully serve as an important teacher and help solidify the lessons taught in each session. We also hope to have the students understand how to start on a path towards achieving their career goals by having them all create a 3-year plan complete with two personal goals, and two professional goals. These goals will hopefully keep the students on a path towards securing meaningful employment. Additionally, the students will participate in gender equality training. In this training, we hope to increase the participants' awareness of the importance of gender equality and help deepen their understanding of gender roles and how these societally imprinted roles lead to various forms of discrimination in general, but more specifically in the workplace. We hope that these sessions will lead women to feel empowered and that the male participants to begin a path towards serving as allies towards their women colleagues.

The camp also hopes to have the outcome of increased organizational capacity for the town 1 Development Fund, and the ability to replicate training such as the Employability Camp. Additionally, the organization and facilitation of the camp will improve the professional development skills of those involved.

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 implementation of this project is very straightforward. Two months before the camp an application will be developed for the youth residence of town 1. Those between the ages of 15 and 23 will be eligible to apply and must apply by June 8th. After this date, the town 1 development Fund members will begin selecting applicants, while also developing the training and materials for the camp, and selecting guest speakers who will participate in a career fair that will be held on the first afternoon of the camp.

The next steps will be in the week leading up to camp, which is to be held July 23rd-25th. During the week prior to this the town 1 Development Fund members in tandem with the PCRV will create information folders for the participants, finalize the schedule, organize the transportation for the excursion to the Kvareli Municipality, and organize the delivery of the food to town 1.

The training, as mentioned, will be conducted from July 23rd-July 25th. During this week the program will cover gender inequality and gender bias in the workplace, resume writing, interview skills, goal setting, and career planning. The participants will utilize the skills learned during practical sessions where students will write resumes based on mock job write-ups, and work to "win" the job contest. This contest will be conducted throughout the week to add stakes to the work they do. They will each choose from a series of mock job write-ups, and this job is the one they will base their resumes off of, and what they are "interviewing" for. Additionally, in order to help them learn more about the professional world, there will be 8 guest speakers, mostly women, who come to discuss their career paths with the students. Finally, they will write 3-year plans to help them set down at least two personal goals and two professional goals. This will help set them up to continue towards securing a meaningful and fulfilling career after the camp has ended.

All of the information used for the camp will remain with the town 1 Development Fund. This way it will be highly possible for the Fund members to replicate the training in the future.

Capacity Building

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

This project will contribute to building the skills and capacity of not only the youth in the community but also for the town 1 Development Fund members who are implementing and facilitating the camp.

During the camp, the students will learn about each step of the job process in a hands-on manner. They will learn how to find applications, how to represent their skills, and finally how to prepare for a job interview. From the speakers, they will learn more information about how to get a job. They will also learn how to go from unemployment. They will learn how to start on a path towards employment and achieve a meaningful career. Additionally, the capacity of the fund will increase because they will gain skills surrounding project implementation, and facilitation. These skills mean that it will be possible to replicate the camp and continue improving the employment skills for the youth in town 1.

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 project is fully encompassed within the community of town 1. This means that the participants are from town 1, and the ones who are organizing the project are also from town 1. All of the information and skills will remain within the community and therefore further training on this subject camp be created, or similar training can be replicated for another residence of town 1. For the participants, it is hoped that the three-year plan created by them at the end of the training will serve as a tool to sustain their motivation and keep them moving towards a path of meaningful employment.

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
Using a gender equitable approach, increase professional development skills for Georgian 30 youth between ages 15 and 23 from the village of town 1 in order to aid them secure employment.	By the end of the camp, 25 out of 30 participants will utilize what they have learned about goal-setting and professional development by creating a 3-year plan, complete with at least 2 personal and 2 professional goals for success.	Number of participants, out of the total number of mentees who participated in the program, who have successfully produced and understood a 3-year plan with their mentors complete with at least 2 personal and 2 professional goals.	PCR, counterparts, camp participants	On the final day of camp	By the end of the camp 18 of 18 participants utilized what they learned about goal setting and professional development by creating a 3-year plan, complete with at least 2 personal and 2 professional goals for success	
Using a gender equitable approach, increase professional development skills for Georgian 30 youth between ages 15 and 23 from the village of town 1 in order to aid them secure employment.	By the end of the camp, 25 out of 30 participants will utilize what they have learned about resume writing and job interviewing by applying and interviewing for a mock job	Number of participants, out of the total number, who participated in the program, who have successfully created a resume, and completed mock interview	PCR, counterparts, camp participants	Throughout three days of camp	By the end of the camp 14 of 18 participants utilized what they learned about resume writing and job interviewing by applying and interviewing for a mock job.	The counterparts who graded the resumes and interviewed the students stated they were impressed with the quality of work the students displayed during this activity
Using a gender equitable approach, increase professional development skills for Georgian 30 youth between ages 15 and 23 from the village of town 1 in order to aid them secure employment.	By the end of the camp 15 of 30 students will have a positive attitude change surrounding their views on gender equality and a better understanding of gender roles, gender stereotypes, and the topic of gender in the workplace.	Number of students who have attitude changes and an increase in knowledge from the pre-test to the post-test.	Camp participants	First activity on first day of camp, and last activity on final day of the camp.	By the end of the camp 6 of 18 students showed a positive attitude change surrounding gender attitudes based on the pre and post test	I think that the session would have been more successful if my male counterpart had been more passionate about the subject and gender equality

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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 Fund members have discussed this and it is felt one potential unexpected negative consequence is the camp may discourage youth. The youth might feel overwhelmed by the amount of work it takes to find a job, especially the ones at the lower end of the age spectrum. Alongside this, it is possible that the guest speakers who attend out job panel will say something that might have a negative influence on the participants. Finally, discussing gender topic and challenging the stereotypes and norms may cause tension/uncomfortable environment among boys and girls.

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. This section is not applicable to the proposed grant.

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 avoid demoralizing the students and increase the success of the event, we will take care to create training sessions that are motivating, and encourage the students. To avoid any harmful comments on the job panel we will speak with the guest speakers beforehand and explain that it is important to be honest, but to leave the students with a hopeful job message. It will be explained to them that their role is to show the students that getting a job is hard work but it is also possible. Finally, it is difficult to fully mitigate the feelings of discomfort that may arise from discussing the sensitive topic of gender norms and stereotypes but we will do our best to be sensitive. We will be mindful of the tone of the conversation and use our judgment to keep the discussions from becoming overly tense.

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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Land/Venue Rental	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Materials Transport	\$3.24	\$0.00	\$3.24	\$0.00	\$0.00
Materials/Supplies	\$306.67	\$0.00	\$133.60	\$0.00	\$0.00
Other	\$40.49	\$0.00	\$0.00	\$0.00	\$0.00
Travel/Per Diem/Food/Lodging	\$188.66	\$0.00	\$46.56	\$0.00	\$0.00
Total	\$539.06	\$0.00	\$183.40	\$0.00	\$0.00

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. 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)	
Petrol	Materials Transport	8.00	2.00	16.00	8.00	\$3.24	0.00	\$0.00	8.00	\$3.24	0.00	\$0.00	0.00	\$0.00
Plates	Materials/Supplies	35.00	3.00	105.00	0.00	\$0.00	0.00	\$0.00	105.00	\$42.51	0.00	\$0.00	0.00	\$0.00
Prizes	Materials/Supplies	75.00	3.00	225.00	0.00	\$0.00	0.00	\$0.00	225.00	\$91.09	0.00	\$0.00	0.00	\$0.00
Printing Services	Materials/Supplies	82.48	1.00	82.48	82.48	\$33.39	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Printing Services	Materials/Supplies	225.00	3.00	675.00	675.00	\$273.28	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Plastic bag fee	Other	25.00	4.00	100.00	100.00	\$40.49	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Coffee & Tea Cups	Travel/Per Diem/Food/Lodging	35.00	3.00	105.00	0.00	\$0.00	0.00	\$0.00	105.00	\$42.51	0.00	\$0.00	0.00	\$0.00
Sugar	Travel/Per Diem/Food/Lodging	5.00	2.00	10.00	10.00	\$4.05	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Water bottles	Travel/Per Diem/Food/Lodging	1.00	15.00	15.00	15.00	\$6.07	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Paper Towels	Travel/Per Diem/Food/Lodging	4.00	5.00	20.00	20.00	\$8.10	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Spoons	Travel/Per Diem/Food/Lodging	20.00	1.00	20.00	20.00	\$8.10	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Cups	Travel/Per Diem/Food/Lodging	10.00	3.00	30.00	20.00	\$8.10	0.00	\$0.00	10.00	\$4.05	0.00	\$0.00	0.00	\$0.00
Water bottles	Travel/Per Diem/Food/Lodging	0.50	50.00	25.00	25.00	\$10.12	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Plates	Travel/Per Diem/Food/Lodging	12.00	3.00	36.00	36.00	\$14.57	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Tea	Travel/Per Diem/Food/Lodging	1.50	30.00	45.00	45.00	\$18.22	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Coffee	Travel/Per Diem/Food/Lodging	2.00	30.00	60.00	60.00	\$24.29	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Forks	Travel/Per Diem/Food/Lodging	0.10	800.00	80.00	80.00	\$32.39	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Napkins	Travel/Per Diem/Food/Lodging	3.00	45.00	135.00	135.00	\$54.66	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Total					1,331.48	\$539.06	0.00	\$0.00	453.00	\$183.40	0.00	\$0.00	0.00	\$0.00

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
Travel/Per Diem/Food/Lodging			
Materials/Supplies			
Materials Transport			
Other			
Equipment			
Land/Venue Rental			

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
Georgia	All	# of Beneficiaries (indirect)	# of community members who receive an indirect benefit from the project, not including direct project participants	Male(s) 25 and above	1	1
				Male(s) 15-24	10	8
				Male(s) 14 and below	0	0
				Female(s) 25 and above	4	4
				Female(s) 15-24	20	9
				Female(s) 14 and below	1	0
		# of Participants (direct)	# of 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	1
				Male(s) 15-24	0	0
				Male(s) 14 and below	0	0

			Female(s) 25 and above	4	4	
			Female(s) 15-24	1	0	
			Female(s) 14 and below	0	0	
	Capacity Development	# of community organizations and/or associations that will have increased capacity due to this small grant	Organizations	1	1	
		# of individuals who will have increased capacity due to this small grant	Male(s) 25 and above	1	1	
			Female(s) 25 and above	4	4	
			Male(s) 15-24	10	8	
			Female(s) 15-24	20	9	
			Male(s) 14 and below	0	0	
			Female(s) 14 and below	0	0	
			# service providers who will have increased capacity due to this small grant	Male(s) 25 and above	1	1
		Female(s) 25 and above		4	4	
		Male(s) 15-24		0	0	
		Female(s) 15-24		0	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	0	
			Female(s) 25 and above	0	0	
			Male(s) 15-24	0	0	
			Female(s) 15-24	0	0	
			Male(s) 14 and below	0	0	
			Female(s) 14 and below	0	0	
			# of new technologies and/or practices that will have been adopted as a result of this small grant	Technologies	0	0
				Practices	0	0

LGL	LGL: Not School-Related	# of organization personnel with improved skills in project implementation or service delivery	Organization personnel	5	5
		Number of community members participating in the project	Female(s) 10-14	1	0
			Male(s) 10-14	0	0
			Female(s) 15-19	12	8
			Male(s) 20-24	3	0
			Male(s) 15-19	7	8
			Female(s) 20-24	8	1
			Female(s) 09 and below	0	0
			Male(s) 09 and below	0	0
			Female(s) 25 and above	4	4
			Male(s) 25 and above	1	1
		Number of project participants	Female(s) 10-14	1	0
			Male(s) 10-14	0	0
			Female(s) 15-19	12	8
			Male(s) 20-24	3	0
			Male(s) 15-19	7	8
			Female(s) 20-24	8	1
			Female(s) 09 and below	0	0
			Male(s) 09 and below	0	0
			Female(s) 25 and above	4	4
Male(s) 25 and above	1		1		
Total number of beneficiaries of the project	Female(s) 10-14	1	0		
	Male(s) 10-14	0	0		
	Female(s) 15-19	12	8		
	Male(s) 20-24	3	0		

			Male(s) 15-19	7	8
			Female(s) 20-24	8	1
			Female(s) 09 and below	0	0
			Male(s) 09 and below	0	0
			Female(s) 25 and above	5	4
			Male(s) 25 and above	1	1
LGL: School-Related	School Related: Number of parents participating in the project	Male(s)	0	0	
		Female(s)	0	0	
	School Related: Number of primary school student participants	Female(s) 10-14	0	0	
		Male(s) 10-14	0	0	
		Female(s) 15-19	0	0	
		Male(s) 20-24	0	0	
		Male(s) 15-19	0	0	
		Female(s) 20-24	0	0	
		Female(s) 09 and below	0	0	
		Male(s) 09 and below	0	0	
		Female(s) 25 and above	0	0	
		Male(s) 25 and above	0	0	
	School Related: Number of school personnel with improved skills in project implementation or service delivery	School personnel	0	0	
	School Related: Number of secondary school student participants	Female(s) 10-14	1	0	
		Male(s) 10-14	0	0	
		Female(s) 15-19	12	8	
		Male(s) 20-24	0	0	
		Male(s) 15-19	8	8	
		Female(s) 20-24	0	0	

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			Female(s) 09 and below	0	0
			Male(s) 09 and below	0	0
			Female(s) 25 and above	0	0
			Male(s) 25 and above	0	0
		School Related: Number of teachers participating in the project	Male(s)	0	0
			Female(s)	1	0

Referral Contacts

Most approved PCPP and LGL projects will be posted online for fundraising at 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 day after the camp I was having dinner at my counterparts house. She was one of the facilitators of the camp, and someone who really believed in the importance of the camp. We were talking about the camp, and how we thought it went. During this conversation she mentioned to me that one of the participants is her neighbor. She said the girl had thanked her for putting on the camp because she is in 11th grade and had been very nervous about all the decisions she had to make soon. The girls went on to tell her that the camp with the various sessions, and the guest speakers helped give her a better idea of how to plan for her future, and made her feel more comfortable with the idea of one day finding a job. When she told me this story she was grinning ear to ear, and as she went on so was I. This story proved to me that every moment of difficulty, and every hour of hard work had been worth it. There now was at least one girl in the village of town 1 who would walk into adulthood and the job world with a bit more confidence and at the end of the day that is all I really hoped for from this camp. This story also makes me believe this girl is not the only one who left the camp feeling that way. The participants were active throughout the sessions- raising their hands, asking questions, taking notes, and enjoying themselves. The visible interest the participants showed in all the sessions showed too that the facilitators had succeeded. I did not understand a single sentence of the sessions during the camp, as it was all in Georgian, but when the facilitators asked me how they thought they did it from watching the participants it was clear that they had done their job. They had transferred the information to the youth in a way that was clear, interesting, and informative.

Goals Achieved, Changes in Initial Objectives, and Community Feeling

The overarching goal of the project was to teach the youth participants about employability skills, and I think we achieved this. Throughout the implementation process slight changes were made surrounding our goals and objectives, but the largest change was that we originally wanted to have a heavier focus on planning. Unfortunately we had to cut the camp a day short, and thus the planning session was also cut short. Fortunately though we were able to accomplish our objective, and all the students created three year plans for themselves with personal and professional goals, but I felt that we would have been more worthwhile had we the time originally allotted. From speaking with the community members who I worked with throughout the project, and who facilitated the camp sessions I feel they would agree with me, and say that we achieved our goals for this camp. I also think that the project participants would agree. I heard very positive feedback from the youth who attended. They said that they felt more comfortable with planning for their futures now that they had attended the training.

Capacity and Skills Built

This project had a large focus on building the capacity of the community members implementing the project, in addition to the project participants. Throughout this project the community members had the opportunity to actively learn about grant writing, project planning and management, budgeting, monitoring and evaluation, lesson planning, and facilitation. The details of the grant such as objectives, the timeline, and the budget were collectively organized by the community members. However, the grant itself was written by me and one of my counterparts. In order to extend the reach of potential capacity building for this project I was organized and facilitated a grant writing training for the other community members. We used the grant we had written for this project to go through and show how the work we had done in the planning stages translated into a written out grant. This was the first grant the community members involved in so just by being involved in the implementation there are a lot of skills they were able to build. Specifically I think they learned a lot about the fastidious nature of budgeting for a grant. They saw how specific each purchase had to be and how careful we needed to document each receipt, and write down each cost. When there were budget problems it was clear that this was a new topic for them, and I think in resolving the issues together they learned how important it was that had been taking careful note of each cost and each original expected expenditure. Additionally, each session of the camp was facilitated by lessons I helped the community members develop, therefore they were all given the opportunity to develop their facilitation skills. This is very important as some of their future work will hopefully involve continuing to implement trainings such as this one. The two day camp itself is where the project participants were able to acquire new skills. The participants learned about how to assess one's assets, how to set goals and then plan for those goals, how to write a resume, and how to prepare for a job interview.

Sustainability *

The community members from the town 1 Development Fund now have all the tools they need to apply their new skills. There are plans to potentially hold a similar type of camp, but in workshop form so for fewer hours a day over a longer number of days. This camp may also help motivate them to continue with leadership club, and inspire them to add elements of employability to the club. However, I am unsure of the community members' current motivation to continue sustaining employability programs for youth. As mentioned in the capacity building section the fund members have learned a number of new skills and some of major benefits of the project were on their behalf. Due to this they now will be able to continue benefiting from the grant writing skills that they learned during the project.

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Unexpected Events and Recommendations

This grant was partially implemented as a capacity building effort for the organization I work with. They had never written an approved grant and one of my project goals was to help them write a successful grant. It is therefore not surprising that there were many unexpected events along the way.

Once the grant was approved and I began trying to work more directly on planning, as I knew the organizations inexperience was going to make the process a bit slower. What I did not expect though were issues of motivation, buy in for the grant, and anxiety surrounding grant implementation. I think that while certain members of the organization saw the importance of teaching employability skills to the youth not everyone felt that way. These manifested in a number of ways such as when I first began to try and start focusing our work on camp planning people started not coming to meetings, or showing up extremely late for them. It also turned out that once we did begin planning it turned out that the dates of the camp, that the organization chose, were actually bad for all of them. None of them were going to be in town 1 on the days the camp was supposed to be held, so we changed the dates and had to shorten the camp. At this same time it was brought to my attention that there were issues with youth participation, and while I thought we had solved this problem as eventually 27 community members signed up (our goal was 30), only 18 attended the first day and 14 on the second day. The camp itself went well, as I was eventually able to motivate group to put the necessary time in. I would recommend for anyone doing this kind of activity with an inexperienced group to make sure the theme of the camp is well understood by all, and to potentially even plan the schedule yourself. Once I created the schedule of session everyone seemed a lot more comfortable with what we were doing. I think the schedule made the ones who did not buy into the camp understand the theme better, took some of their anxiety away, and also allowed for more easy structuring of lesson planning sessions.

Once the camp began I knew there would be some small issues, and there were but the major unexpected event was that I did not realize how little the male counterpart valued the gender in the workplace section. He showed little interest in the conversations he was supposed to be helping facilitate and had it not been for a male Peace Corps volunteer I invited to help with this session, I think the boys would have gotten very little out of certain activities. I would recommend making certain all counterparts involved in gender session are going to actively engage in the subject, and are knowledgeable on the issues that gender places in the workplace. There was also one small unexpected event, and that was during the career panel a guest speaker was asked how much money she makes. It never occurred to me that the participants, or in this case counterparts, would ask inappropriate unprofessional questions because as an American I know this. For all career panels I would recommend including some of quick talk about questions that should not be asked, and the reason for this.

Lessons Learned and Promising Practices

The largest lessons I learned during this lesson surrounded managing people. The organization I work with is inexperienced and that required a lot of work on my part to ensure that everyone was clear about which tasks they needed to accomplish and when. At first I did not realize this was required of me, and it acted as a roadblock to the group's overall motivation. Once I began doing a more hands on job in managing the group things started running much more smoothly. I knew there were motivation issues at hand but I could not figure out what they were. I think of that was because I was not thinking about the best ways to manage the group of people I was working with, as well as a personal reluctance to act as team leader because I was nervous this would take away from the overall capacity building of the project. This was not the case; in fact my reluctance to lead was hindering the capacity being built because things were not running efficiently.

In collaboration with the other members of the town 1 Development Fund we took materials from the employability training manual d put them into word documents. This allowed us to change them around, and reformat them to be how we wanted. They also have developed PowerPoints about resume writing, and gender in the workplace.

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	\$0.00	\$0.00	\$56.91	\$0.00	\$0.00
Land/Venue Rental	\$0.00	\$0.00	\$60.98	\$0.00	\$0.00
Materials Transport	\$6.10	\$0.00	\$0.00	\$0.00	\$0.00
Materials/Supplies	\$77.50	\$0.00	\$0.00	\$0.00	\$0.00
Other	\$0.10	\$0.00	\$0.00	\$0.00	\$0.00
Travel/Per Diem/Food/Lodging	\$239.55	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$323.25	\$0.00	\$117.89	\$0.00	\$0.00

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.

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)	
7/23/2018	15	Laptop	Equipment	35.00	2.00	70.00	0.00	\$0.00	0.00	\$0.00	70.00	\$28.46	0.00	\$0.00	0.00	\$0.00
7/23/2018	16	Projector	Equipment	35.00	2.00	70.00	0.00	\$0.00	0.00	\$0.00	70.00	\$28.46	0.00	\$0.00	0.00	\$0.00
7/23/2018	14	Venue	Land/Venue Rental	75.00	2.00	150.00	0.00	\$0.00	0.00	\$0.00	150.00	\$60.98	0.00	\$0.00	0.00	\$0.00
7/23/2018	5	Petrol	Materials Transport	15.00	1.00	15.00	15.00	\$6.10	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/23/2018	11	Staples	Materials/Supplies	0.35	1.00	0.35	0.35	\$0.14	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/23/2018	11	Tape	Materials/Supplies	0.80	1.00	0.80	0.80	\$0.33	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/23/2018	11	White Board Eraser	Materials/Supplies	0.90	1.00	0.90	0.90	\$0.37	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/23/2018	11	Paperclips	Materials/Supplies	1.00	1.00	1.00	1.00	\$0.41	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/23/2018	11	Scissors	Materials/Supplies	1.20	1.00	1.20	1.20	\$0.49	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00

7/23/2018	11	Magnets	Materials/Supplies	1.40	1.00	1.40	1.40	\$0.57	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/23/2018	11	Sticky Notes	Materials/Supplies	1.00	2.00	2.00	2.00	\$0.81	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/23/2018	11	Scissors	Materials/Supplies	1.20	2.00	2.40	2.40	\$0.98	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/23/2018	11	White board markers	Materials/Supplies	1.00	3.00	3.00	3.00	\$1.22	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/23/2018	11	Colored Markers	Materials/Supplies	1.20	3.00	3.60	3.60	\$1.46	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/23/2018	11	Flip chart markers	Materials/Supplies	0.40	10.00	4.00	4.00	\$1.63	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/23/2018	3	Plates	Materials/Supplies	5.00	1.00	5.00	5.00	\$2.03	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/23/2018	11	Stapler	Materials/Supplies	5.00	1.00	5.00	5.00	\$2.03	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/23/2018	11	Pens	Materials/Supplies	0.20	50.00	10.00	10.00	\$4.07	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/23/2018	11	Folders	Materials/Supplies	0.40	30.00	12.00	12.00	\$4.88	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/23/2018	10	Printing Services	Materials/Supplies	13.00	1.00	13.00	13.00	\$5.28	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/23/2018	11	Notebooks	Materials/Supplies	0.45	30.00	13.50	13.50	\$5.49	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/23/2018	11	Paper Ream	Materials/Supplies	8.00	2.00	16.00	16.00	\$6.50	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/23/2018	13	Flip Charts	Materials/Supplies	9.00	2.00	18.00	18.00	\$7.32	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/23/2018	11	Name Badges	Materials/Supplies	0.50	45.00	22.50	22.50	\$9.15	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/23/2018	2	Printing Services	Materials/Supplies	25.00	1.00	25.00	25.00	\$10.16	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/23/2018	2	Prizes	Materials/Supplies	10.00	3.00	30.00	30.00	\$12.20	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/23/2018	6	Plastic bag fee	Other	0.10	1.00	0.10	0.10	\$0.04	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/23/2018	11	Plastic bag fee	Other	0.15	1.00	0.15	0.15	\$0.06	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/23/2018	6	Sugar	Travel/Per Diem/Food/Lodging	3.98	1.00	3.98	3.98	\$1.62	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00

7/23/2018	6	Tea	Travel/Per Diem/Food/Lodging	2.15	2.00	4.30	4.30	\$1.75	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/23/2018	4	Forks	Travel/Per Diem/Food/Lodging	5.00	1.00	5.00	5.00	\$2.03	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/23/2018	3	Spoons	Travel/Per Diem/Food/Lodging	5.00	1.00	5.00	5.00	\$2.03	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/23/2018	6	Paper Towels	Travel/Per Diem/Food/Lodging	5.10	1.00	5.10	5.10	\$2.07	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/23/2018	1	Plates	Travel/Per Diem/Food/Lodging	5.00	1.00	5.00	5.00	\$2.08	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/23/2018	6	Napkins	Travel/Per Diem/Food/Lodging	3.99	2.00	7.98	7.98	\$3.24	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/23/2018	7	Water bottles	Travel/Per Diem/Food/Lodging	0.40	21.00	8.40	8.40	\$3.41	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/23/2018	3	Cups	Travel/Per Diem/Food/Lodging	5.00	2.00	10.00	10.00	\$4.07	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/23/2018	8	Water bottles	Travel/Per Diem/Food/Lodging	0.50	31.00	15.50	15.50	\$6.30	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/23/2018	9	Coffee & Tea Cups	Travel/Per Diem/Food/Lodging	0.25	100.00	25.00	25.00	\$10.16	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/23/2018	6	Coffee	Travel/Per Diem/Food/Lodging	21.95	2.00	43.90	43.90	\$17.85	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/23/2018	12	Lunch	Travel/Per Diem/Food/Lodging	225.00	2.00	450.00	450.00	\$182.93	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Total							795.06	\$323.25	0.00	\$0.00	290.00	\$117.89	0.00	\$0.00	0.00	\$0.00

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.

