



Education

This sector of the IDEA Book includes education 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 educational art, learning centers, or communal awareness initiatives. This sector includes projects from several grant types.

Table of Contents

- [Cambodia: Celebrating Learning \(A School Capacity Building Project\)](#)
- [Costa Rica: Art for Environmental and World Geography Awareness](#)
- [South Africa: Library Project](#)
- [Macedonia: Empowering Women as Rights-Holders](#)
- [Philippines: Ifugao Special Olympics](#)
- [Philippines: Remedial Reading Program](#)

Cambodia: Celebrating Learning (A School Capacity Building Project)

Peace Corps Volunteers Build Understanding of the Importance of Education



Students and parents learned about the importance of education and some now have access to bicycles.

In this community, only **35% of children** who enroll in primary school will make it to middle school, and even fewer will graduate from high school. There are currently **813** children enrolled in primary school, but only **284** children enrolled in middle school. It is common for parents to ask girls to stay at home to help with housework, while boys are sent to work in the fields or the city. Due to this, many of these children will **fall victim** to human trafficking.

1,030 students and 161 parents attended the information session. After the information session, 113 parents who were approached were able to identify three benefits of keeping their children in school. **22 bicycles** were able to be purchased through this grant, meaning that 22 children are able to borrow one in order to get to school. **1,097 students** are now able to play sports as a result of equipment bought through this program.

Small Investments

Total Project Cost: \$4,028.50

SPA Funded Amount: \$2,997.00

(Including: bicycles, volleyballs, footballs)

Community (And Third Party) Contribution: \$1,031.50

(Including: teacher labor, land usage)

General Grant Information

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

| | | | |
|----------------------------|--|--|---|
| Project Title: | Celebrating learning: A school capacity building project | | |
| Grant Type: | Small Project Assistance (SPA) | Status: | Project Completed |
| Volunteer: | PCV #1 | Responsible Program Manager/APCD: | Program Manager |
| Country: | Cambodia | Program Element: | 1.5.3, Trafficking-in-Persons and Migrant Smuggling |
| Project Start Date: | 3/5/2016 | Project End Date: | 5/31/2016 |

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

| | | | | | |
|--|------------|---|------------|--------------------------|--------|
| % Comm. Contribution Proposed: | 25.58 | % Comm. Contribution Final: | 25.61 | | |
| Comm. Contribution Amount Proposed: | \$1,030.00 | Comm. Contribution Amount Final: | \$1,031.50 | | |
| Amount Requested: | \$2,997.00 | Amount Approved: | \$2,997.00 | Amount Remaining: | \$0.00 |

Requested Grant Amount (local currency)

2997.00

Exchange Rate: \$1US= (enter local currency value here): 1.00

Number of PCVs working on project: 1

Community Information

| City/Town/Village | Community Group Name | Group Contact Information (phone, address, etc.) | Group Contact Person |
|-------------------------|--------------------------------|--|-------------------------|
| Community #1, Region #1 | Community #1 community leaders | | Group Contact Person #1 |

Classification

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

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

| Primary Classification? | Classification(s) |
|-------------------------|-------------------|
| Yes | Education |
| No | Youth Development |
| | |

Volunteer Information

| | | | | | |
|--------------------|--------|---------------------------|--------|-----------------|----------|
| Primary PCV | PCV #1 | Peace Corps Sector | Health | COS Date | 9/9/2016 |
| | _____ | | _____ | | _____ |
| PCV 2 | | Peace Corps Sector | | COS Date | |
| | _____ | | _____ | | _____ |
| PCV 3 | | Peace Corps Sector | | COS Date | |
| | _____ | | _____ | | _____ |
| Other PCVs: | _____ | | | | |
| | _____ | | | | |

Project Narrative

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

Summary

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

In my rural community in northern Cambodia, only 35% of children who enroll in primary school will make it to middle school and even fewer of them will graduate from 12th grade. It is common for parents to ask girls to stay at home to help with housework and look after younger siblings while boys are sent to work in the fields or in the city to earn money for the family; many of these children will fall victims to human trafficking. The best way to fight for education for these children is by educating their parents. This grant is seeking to address the astounding dropout rate in the area by holding community information sessions in all four primary schools gathering all parents of school aged children to explain the importance of education and the benefits of keeping their kids in school. We will also start a program in the middle school to build capacity and empower teachers to be agents of change in the community, provide the schools with bicycles to lend to the brightest primary school students who cannot afford them and cannot get to the middle school without them and improve the sports program in the middle school. Through these activities we will increase the amount of children that get an education and improve the quality of education in the community.

Background

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

Community #1 is a farming community of about 3,500 people located 60km off the national road. There are currently 813 children enrolled in primary school but only 284 in Community #1 middle school. The community is out of the scope of service for NGOs and other organizations that provide aid near the provincial town and often feels neglected and forgotten as a result. It is common for parents to ask girls to stay at home to help with housework and look after younger siblings while boys are sent to work in the fields or in the city to earn money for the family. As children get taken out of school and go without an education, the cycle of poverty repeats itself. It is children like these who are especially vulnerable to human trafficking as they go to work in the cities in search of better lives. This project will combat this by addressing the alarmingly high dropout rate in the community and advocate for children's right to an education as well as build the capacity of secondary school teachers to provide students with better quality of education.

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.

Teachers of the middle school are concerned about the small amount of students who enroll in the 7th grade and the even lower amount that graduate. They understand the immense impact that education can have on a child's life and believe that if every child in our community could finish school, the community would see a more prosperous economy, an increase in opportunities and a brighter future. They believe that as leaders in their community they need to do a better job at explaining the value of education to parents so they can in turn encourage their children to finish school instead of pulling them out at a young age. Together we have brainstormed to identify the cause of the problem and ways we can fix it. The teachers have come up with a culturally sensitive approach they believe will lower the dropout rate and improve the quality of education in the secondary school. The middle school teachers will be involved in every step of planning and promoting the information sessions to ensure good attendance and clear understanding of the message from the parents and students. Students will participate in the sessions performing skits to represent the benefits of education and the adverse effects of dropping out of school and the student council will play an important role following up with students who dropout or have poor attendance by conducting home visits. Local community leaders will work together to develop solutions to address issues contributing to school dropout i.e. organizing a group elders who can assist parents with child care so older siblings don't have to stay at home to take care of them. This is a project for the community by the community which will unite teachers, students, parents and local leaders to find sustainable solutions to advocate for children's right to an education.

Outcome

Briefly describe the desired outcome of the project.

This project will lower the astounding dropout rate in the area by educating parents on the benefits of keeping their kids in school, supporting students to attend school, advocating for children's right to an education and providing the community with the resources they need to prevent kids from dropping out. We will also build the capacity of the middle school by empowering and motivating teachers to improve their attendance and commitment to education, teaching them valuable skills in a series of workshops and enhancing the sports program in the school. Lastly, this project will build the capacity of Community #1 by uniting teachers, students, parents and local leaders to find sustainable solutions to the community's pressing problems.

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?

This project will include the following activities:

1. Lowering the dropout rate in Community #1.
 - a) The PCV, director of the middle school and teachers in Community #1 will promote and organize four interactive information sessions in each of the primary schools. We will set up each school with chairs, a microphone, speakers, water and snacks and well as work tirelessly to spread the word to ensure the attendance of every parent with school aged children.
 - b) We will gather parents of school aged children in four interactive information sessions throughout the commune to explain the importance of education, the benefits of keeping their kids in school the risks of migration and what safe migration practices are in an interactive presentation.
 - c) Students will participate by performing skits to represent the long term benefits of staying in school and the adverse effects of dropping out of school and the student council will play an important role following up with students who dropout or have poor attendance by conducting home visits.
 - d) Key speakers will share their personal success stories on how education impacted their lives positively.
2. Build the capacity of the secondary school and empower teachers to be agents of change in the community.
 - a) We will bring in an NGO to facilitate a series of workshops for teachers of the middle school to empower them to be the change they want to see in their community, motivating them to improve their attendance and commitment to education, learn team work and teach them valuable skills to use in the classroom.
 - b) Lead teachers will hold meetings between workshops to ensure the information learned is being applied by all teachers.
 - c) The middle school director and the PCV will start a rewards program to encourage better attendance for teachers who get very little pay or incentives. The teacher with the best attendance each month will earn a small yet meaningful prize.
3. Provide four primary schools with bicycles to lend to the brightest primary school students who cannot afford them and cannot get to the middle school without them.
 - a) 6th grade teachers in each of the primary schools will identify bright students in their class who struggle financially.
 - b) The PCV will assist key teachers in creating a selection committee to be in charge of the process of selection of students who will be eligible to borrow bicycles, the purchase of durable equipment and the administration of funds and registration of the bicycles.
 - c) Selected students and representatives will sign a contract to certify they understand the bicycle is the school's property and will be taken away if the student stops attending school.
 - d) Teachers will present selected students with new bicycles to borrow as well as notebooks and pens during the community information sessions.
 - e) Teachers will stress the importance of staying in school and monitor their progress in school closely.
4. Improve the sports program in the secondary school
 - a) We will work closely with the new physical education teacher to implement an innovative sports program that focuses on fun ways to exercise, healthy eating and healthy minds
 - b) We will supply the school with basketballs, volleyballs and footballs to promote sports exercise and team work.

Capacity Building

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

This project will build the capacity of the middle school by facilitating a series of workshops to empower teachers to work as a team, lead by example and be agents of change in their community as well as provide incentives to improve teacher attendance and develop a sports program in the school. The project will also equip community members with the knowledge they need to make better decisions and keep their children in school and build capacity of local community and student leaders as they work together to develop solutions to address issues contributing to school dropout. The combination of these will create a holistic approach that will lead to a sustainable outcome for the community.

Sustainability

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

Building the capacity of the middle school staff will be an integral part in the sustainability of managing and sustaining education programs for long-term success. The Peace Corps volunteer will work with the school to promote community-based management to ensure the effectiveness and sustainability of our education program. The director and teachers will be equipped with the knowledge, skills and motivation they will need to effectively improve education in Community #1. The information sessions in all four primary schools gathering all parents of school aged children to explain the importance of education and the benefits of keeping their kids in school will inspire a change in the way education is perceived by the community. Once children can complete their education they will understand for themselves how crucial this basic right is and pass it on to their children creating sustainable change.

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 |
| Build the capacity of Community #1 middle school faculty and staff and support their development as agents of change in their community | Middle school teachers will attend capacity building workshops and participate in an attendance incentive program | Number of teachers who attend workshops | PCV, middle school director and teachers | April-May 2016 | 36 teachers attended capacity building and gender workshop | Only one workshop was held, instead of the planned two, because my counterpart, the school director, felt the first workshop covered all the important information and he could follow up on teacher's progress himself |
| Build the capacity of Community #1 middle school faculty and staff and support their development as agents of change in their community | Teachers will be able to identify 3 team building skills to develop relationships within faculty | Number of teachers who are able to identify 3 team building skills | PCV, middle school director and teachers | April-May 2016 | By the end of the workshop, 25 teachers were able to name 3 team building skills | Additionally, 36 teachers were able to identify 5 ways to promote gender equality in the classroom |
| Parents in Community #1 commune will understand the long term benefits of education and encourage and support children to stay in school | Parents will be able to identify 3 benefits of keeping their children in school | Number of parents who can identify 3 benefits of keeping their children in school | PCV, middle school director and teachers | March 2016 | 113 parents approached after the information sessions were able to identify 3 benefits of keeping their children in school | We were not able to approach every parent after the information sessions so this number may in fact be higher |
| Parents in Community #1 commune will understand the long term benefits of education and encourage and support children to stay in school | Parents will attend one information session to learn about the importance of education | Number of parents who attend an information session | PCV, middle school director and teachers | March 2016 | 161 parents attended an information session | Although this number was not as high as we had hoped, 1,030 students received the message as well and were instructed to share it with their parents |
| Provide the community with resources they need to combat high school dropout rates | Four primary schools will receive 18 bicycles to lend to low income students who need transportation to attend school | Number of students who are able to attend secondary school due to ability to borrow a bicycle | PCV, middle school director and teachers | March-April 2016 | 22 students are now able to attend secondary school because they're able to borrow a bicycle | 4 additional bicycles were purchased for the schools with left over funds from this grant, for a total of 22 |
| Provide the community with resources they need to combat high school dropout rates | Students will be able to play sports as a result of new sports equipment in the middle school | Number of students who are able to play sports as a result of new equipment | PCV, middle school director and physical education teacher | March-April 2016 | 1,097 students are now able to play sports as a result of new equipment | Left over grant funds were used to buy football and volleyballs for the primary schools as well as the middle school to provide primary school students the opportunity to play sports as well |
| | | | | | | |

Timeline

| Person Responsible | Activity | Implementation Time |
|--|--|-------------------------|
| PCV and middle school director | Contact NGO to facilitate teacher's workshop | January 2015 |
| PCV, middle school director and teachers | Prepare presentations for information sessions | January - February 2015 |
| PCV, middle school director and teachers | Buy supplies for information sessions | February 2015 |
| Lead teachers | Identify students who meet criteria to receive new bicycle | February 2015 |
| PCV, middle school director and teachers | Hold information sessions and give selected students borrowed bicycles | March - April 2015 |
| PCV, NGO and middle school director | Teacher capacity building workshops | April - May 2015 |
| PCV, middle school director and teachers | Start of teacher's reward program incentive | April 2015 |
| PCV, middle school director and physical education teacher | implement new sports program | April 2015 |
| PCV | Submit completion report | May 2015 |
| | | |

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?

We will provide selected students who borrow bicycles with helmets and education on how to ride safely in order to prevent any accidents. The school sports program will include a safety component to ensure students know how to stay safe while playing sports.

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?

We do not foresee any potential negative environmental impact from our capacity building program.

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.

We will provide selected students who receive bicycles with helmets and education on how to ride safely in order to prevent any accidents. The school sports program will include a safety component to ensure students know how to stay safe while playing sports.

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 | \$1398.50 | \$0.00 | \$150.00 | \$0.00 | \$0.00 |
| Labor | \$450.00 | \$0.00 | \$580.00 | \$0.00 | \$0.00 |
| Land/Venue Rental | \$0.00 | \$0.00 | \$300.00 | \$0.00 | \$0.00 |
| Materials Transport | \$13.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Materials/Supplies | \$178.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Travel/Per Diem/Food/Lodging | \$957.50 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Total | \$2,997.00 | \$0.00 | \$1,030.00 | \$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) | |
|---|-----------------|-----------|--------|------------|--------------------|-------------------|--|--------|---|--------|--|--------|---|--------|
| | | | | | | | | | | | | | | |
| Microphone and speakers rental for information sessions | Equipment | 5.00 | 4.00 | 20.00 | 20.00 | \$20.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Pens for selected low income students | Equipment | 0.25 | 90.00 | 22.50 | 22.50 | \$22.50 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Basketballs for sports program | Equipment | 6.00 | 7.00 | 42.00 | 42.00 | \$42.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Footballs for sports program | Equipment | 6.00 | 7.00 | 42.00 | 42.00 | \$42.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Volleyballs for sports program | Equipment | 6.00 | 7.00 | 42.00 | 42.00 | \$42.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Bicycle helmets | Equipment | 5.00 | 18.00 | 90.00 | 90.00 | \$90.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Notebooks for selected low income students | Equipment | 0.50 | 180.00 | 90.00 | 90.00 | \$90.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |

Click Ctrl+Home to return to top

| | | | | | | | | | | | | | | |
|--|------------------------------|--------|--------|--------|--------|----------|------|--------|--------|----------|------|--------|------|--------|
| Chair rental for information sessions | Equipment | 0.50 | 600.00 | 300.00 | 150.00 | \$150.00 | 0.00 | \$0.00 | 150.00 | \$150.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Bicycles for school | Equipment | 50.00 | 18.00 | 900.00 | 900.00 | \$900.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Teacher labor for participation in capacity building workshop | Labor | 5.00 | 24.00 | 120.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 120.00 | \$120.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Teacher labor for presenting at information sessions | Labor | 10.00 | 16.00 | 160.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 160.00 | \$160.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Teacher labor for set up of information sessions | Labor | 5.00 | 60.00 | 300.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 300.00 | \$300.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Labor for capacity building NGO facilitating teacher workshops | Labor | 150.00 | 3.00 | 450.00 | 450.00 | \$450.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Land usage for education ceremonies | Land/Venue Rental | 75.00 | 4.00 | 300.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 300.00 | \$300.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Transportation of materials for education ceremonies | Materials Transport | 13.00 | 1.00 | 13.00 | 13.00 | \$13.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| White paper (8x11") | Materials/Supplies | 2.00 | 4.00 | 8.00 | 8.00 | \$8.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Printing promotion materials for information sessions | Materials/Supplies | 10.00 | 1.00 | 10.00 | 10.00 | \$10.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Prizes for teacher attendance incentive program | Materials/Supplies | 10.00 | 16.00 | 160.00 | 160.00 | \$160.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Water bottles for teacher workshops (per case) | Travel/Per Diem/Food/Lodging | 1.00 | 6.00 | 6.00 | 6.00 | \$6.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Lodging for capacity building NGO facilitating teacher workshops | Travel/Per Diem/Food/Lodging | 10.00 | 3.00 | 30.00 | 30.00 | \$30.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |

| | | | | | | | | | | | | | | |
|---|------------------------------|-------|--------|--------|-----------------|-------------------|-------------|---------------|-----------------|-------------------|-------------|---------------|-------------|---------------|
| Food for capacity building NGO facilitating teacher workshops | Travel/Per Diem/Food/Lodging | 1.50 | 21.00 | 31.50 | 31.50 | \$31.50 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Transportation for capacity building NGO facilitating teacher workshops | Travel/Per Diem/Food/Lodging | 50.00 | 3.00 | 150.00 | 150.00 | \$150.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Snacks for teacher workshops (per sack) | Travel/Per Diem/Food/Lodging | 6.00 | 30.00 | 180.00 | 180.00 | \$180.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Water bottles for information sessions (per case) | Travel/Per Diem/Food/Lodging | 1.00 | 200.00 | 200.00 | 200.00 | \$200.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Snacks for information sessions (per sack) | Travel/Per Diem/Food/Lodging | 6.00 | 60.00 | 360.00 | 360.00 | \$360.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| | | | | | | | | | | | | | | |
| Total | | | | | 2,997.00 | \$2,997.00 | 0.00 | \$0.00 | 1,030.00 | \$1,030.00 | 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 | Equipment for information sessions, sports program and bicycles for school | Discounted price on chair rental for information sessions | |
| Labor | | Teachers' labor for set up and presentations during information sessions and capacity building workshops | |
| Land/Venue Rental | | Land usage for information sessions | |
| Materials/Supplies | Materials for information sessions and teacher attendance incentive program | | |
| Materials Transport | Transportation of materials for information sessions from the provincial town | | |
| Travel/Per Diem/Food/Lodging | Travel, food and lodging for NGO facilitating capacity building workshops for middle school teachers | | |

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

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

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

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

| | |
|--|---|
| Project/Activity Description | This project involves community ceremonies in all four primary schools to explain the importance of education and the benefits of keeping children in school. We will also start a program in the secondary school to build capacity and empower teachers to be agents of change in the community, provide bicycles for the brightest primary school students who cannot afford them and cannot get to the secondary school without them and improve the sports program in the secondary school |
| Type of Project/Activity | Educational |
| Baseline Environmental Conditions | The baseline conditions in the area are standard |

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

1. Earth Resources

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

2. Agricultural and Agrochemical

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

3. Industries

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

| |
|---|
| N |
| N |
| N |

b. impact of farming such as intensification or extensification

c. impact of other factors

4. Air Quality

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

| |
|---|
| N |
|---|

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

| |
|---|
| N |
|---|

c. substantial increase in vehicle traffic during construction or operation

| |
|---|
| N |
|---|

d. demolition or blasting for construction

| |
|---|
| N |
|---|

e. substantial increase in odor during construction or operation

| |
|---|
| N |
|---|

f. substantial alteration of microclimate

| |
|---|
| N |
|---|

5. Water Resources and Quality

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

| |
|---|
| N |
|---|

b. withdrawals from or discharges to surface or ground water

| |
|---|
| N |
|---|

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

| |
|---|
| N |
|---|

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

| |
|---|
| N |
|---|

6. Cultural Resources

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

| |
|---|
| N |
|---|

b. site/facility with unique cultural or ethnic values

| |
|---|
| N |
|---|

7. Biological Resources

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

| |
|---|
| N |
|---|

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

| |
|---|
| N |
|---|

c. Construction in or adjacent to a designated wildlife refuge

| |
|---|
| N |
|---|

8. Planning and Land Use

a. potential conflict with adjacent land uses

| |
|---|
| N |
|---|

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

| |
|---|
| N |
|---|

- c. construction in national park or designated recreational area
- d. create substantially annoying source of light or glare
- e. relocation of >10 individuals for +6 months
- f. interrupt necessary utility or municipal service > 10 individuals for +6 months
- g. substantial loss of inefficient use of mineral or non-renewable resources
- h. increase existing noise levels >5 decibels for +3 months

| |
|---|
| N |
| N |
| N |
| N |
| N |
| N |

9. Traffic, Transportation and Circulation

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

| |
|---|
| N |
| N |
| N |

10. Hazards

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

| |
|---|
| N |
| N |
| N |

11. Other Issues

- a. substantial adverse impact
- b. adverse impact
- c. minimal impact

| |
|---|
| N |
| N |
| N |

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

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

D. PROPOSED MITIGATION MEASURES (if any):

E. PROPOSED MONITORING MEASURES (if any):

| |
|--|
| |
|--|

Grant Performance Indicators

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

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

| Region / Country | Type | Program Element | Metric | Categories | Initial Indicators | Final Indicators |
|----------------------|------|-------------------------------|--|---|--------------------|------------------|
| Cambodia | All | # of Beneficiaries (indirect) | Community members who receive an indirect benefit from the project, not including those counted above | Male(s) 25 and above | 70 | 286 |
| | | | | Male(s) 15-24 | 40 | 50 |
| | | | | Male(s) 14 and below | 250 | 200 |
| | | | | Female(s) 25 and above | 450 | 650 |
| | | | | Female(s) 15-24 | 50 | 50 |
| | | | | Female(s) 14 and below | 115 | 200 |
| | | # of Participants (direct) | Community members directly involved in the design and implementation of the project, including those who attend trainings or workshops | Male(s) 25 and above | 366 | 32 |
| | | | | Male(s) 15-24 | 85 | 70 |
| | | | | Male(s) 14 and below | 457 | 480 |
| | | | | Female(s) 25 and above | 731 | 165 |
| | | | | Female(s) 15-24 | 115 | 60 |
| | | | | Female(s) 14 and below | 445 | 420 |
| | | Capacity Development | # of community organizations and/or associations that will have increased capacity due to this small grant | Organizations | 2 | 6 |
| | | | | # of individuals who will have increased capacity due to this small grant | | |
| | | | # of individuals who will have increased capacity due to this small grant | Male(s) 25 and above | 366 | 32 |
| | | | | Female(s) 25 and above | 731 | 165 |
| | | | | Male(s) 15-24 | 85 | 70 |
| | | | | Female(s) 15-24 | 115 | 60 |
| Male(s) 14 and below | 457 | 480 | | | | |

| | | | | | |
|-----|---|--|------------------------|-----|-----|
| | | | Female(s) 14 and below | 445 | 420 |
| | | # service providers who will have increased capacity due to this small grant | Male(s) 25 and above | 14 | 7 |
| | | | Female(s) 25 and above | 10 | 3 |
| | New Technology & Practices | # of individuals who have applied new technologies and/or practices as a result of this grant | Male(s) 25 and above | 250 | 32 |
| | | | Female(s) 25 and above | 500 | 165 |
| | | | Male(s) 15-24 | 100 | 70 |
| | | | Female(s) 15-24 | 170 | 60 |
| | | | Male(s) 14 and below | 5 | 513 |
| | | | Female(s) 14 and below | 9 | 454 |
| | | # of new technologies and/or practices that will have been adopted as a result of this small grant | Technologies | 1 | 0 |
| | | | Practices | 3 | 3 |
| SPA | 1.5.3, Trafficking-in-Persons and Migrant Smuggling | # of individuals who have applied new technologies and/or practices as a result of this grant | Male(s) 25 and above | 250 | 32 |
| | | | Female(s) 25 and above | 500 | 165 |
| | | | Male(s) 15-24 | 100 | 70 |
| | | | Female(s) 15-24 | 170 | 60 |
| | | | Male(s) 14 and below | 5 | 513 |
| | | | Female(s) 14 and below | 9 | 454 |
| | | # of organization personnel with improved skills in project implementation or service delivery | Male(s) 25 and above | 14 | 21 |
| | | | Female(s) 25 and above | 10 | 15 |
| | | # of service providers trained who serve vulnerable persons | Male(s) 25 and above | 14 | 21 |
| | | | Female(s) 25 and above | 10 | 15 |
| | | # of teachers/educators/teaching assistants who successfully completed in-service training or received | Male(s) 25 and above | 14 | 21 |
| | | | Female(s) 25 and above | 10 | 15 |

| | | | | | | |
|--|--|--|---|------------------------|-----|-----|
| | | | intensive coaching or mentoring with USG support | | | |
| | | | # of vulnerable individuals benefiting from USG-supported social services | Male(s) 25 and above | 366 | 32 |
| | | | | Female(s) 25 and above | 0 | 165 |
| | | | | Male(s) 15-24 | 85 | 70 |
| | | | | Female(s) 15-24 | 115 | 60 |
| | | | | Male(s) 6-14 | 457 | 480 |
| | | | | Female(s) 6-14 | 445 | 420 |

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.

This project provided four elementary schools with bicycles to lend to outstanding 6th grade students who would not be able to continue on to secondary school without reliable transportation. The students who were selected to receive the bicycles had to have a strong work ethic and desire to continue to learn, live at least 7km away from the secondary school and come from a low income family who could not otherwise afford a bicycle. My counterpart organized a meeting with the students who were selected to receive the bicycles so we could get to know them better, encourage them to continue to learn and follow their career dreams and explain that they would only be allowed to use the bicycles as long as they were doing well in school. The students were giddy and anxious to receive their brand new bicycles. We played a few ice-breakers to get to know each other better, and then we went around and talked about what each of them wanted to be when they grew up. There were aspiring teachers, nurses, policemen, development workers, actors and even an aspiring congresswoman. Seeing these children, the future of Cambodia, share their dreams and aspirations, none of which would be possible if they didn't have bicycles to get to school and continue learning, filled my heart with happiness and hope for the future of this country.

Goals Achieved, Changes in Initial Objectives, and Community Feeling

This grant has successfully educated parents and students throughout the community about the value of education and importance of staying in school in spite of the challenges they may face. We received a very positive response from parents, teachers and students alike after these information sessions and we are hopeful that Community #1 will see an increased number of students enrolled in secondary school. Teachers from the middle school and the four primary schools participated in an extensive workshop where they learned team building skills, how to promote gender equality in the classroom and made a plan to work on their shortcomings to become better teachers and leaders in the community. Sports equipment was provided to all middle and primary schools in the area in an effort to keep students engaged and combat high dropout rates. Finally, bicycles were lent to the brightest primary school students who could not afford them or get to the middle school without them. The community, especially teachers, school directors and village leaders, were very engaged and enthusiastic about this initiative, participating in the information sessions and sharing the message of this project with community members.

Capacity and Skills Built

This project built the capacity of school teachers by facilitating an extensive workshop where they learned about team building skills, promoting gender equality in the classroom and made a plan to work on their shortcomings to become better teachers and leaders in the community. We also equipped parents and students in the community with knowledge they will need to make better decisions and stay in school in spite of the challenges they will face. Lastly, local community and student leaders built capacity as they worked together to develop solutions to address issues contributing to school dropout.

Sustainability

Motivating teachers to lead by example in their communities was a main component of achieving sustainability for this project. We accomplished this by engaging them in a teacher workshop where they focused on their strengths and made a plan to improve on their weaknesses among other things. Middle school teachers are also participating in an incentive program where they earn rewards (in the form of free gas) for being on time and not missing classes; this has helped to encourage them and we have seen a positive change in their behavior. The knowledge gained by the parents and students who attended the information sessions has inspired community members to see education more as a priority and less as an unattainable privilege. Once more children are given the opportunity to complete their education they will understand for themselves how crucial this basic right is and pass it on to future generations creating sustainable change.

Unexpected Events and Recommendations

When my counterpart purchased the first batch of footballs and volleyballs for the school, they were deflated to aid with transportation. Once the students started inflating them to use we discovered a few of them had holes and could not be used. Returning goods is not feasible in this culture so those balls were lost. In the future, I recommend inflating the balls to test them at the store before purchasing and also allowing more money in the budget to buy better quality balls that will last the longest.

Lessons Learned and Promising Practices

I was hopeful during the planning of the information sessions that many parents would attend. We worked hard to promote them throughout the community and held them at a time that was most convenient for working parents, yet a lot of them were busy in the farms and could not afford to take a morning off to attend an information session, no matter how much they wanted to see the foreigner speaking Khmer. I learned after the first couple of sessions that the students, though young, were very attentive listeners so I changed my speech to address them instead of their parents.

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.

[Click Ctrl+Home to return to top](#)

| Activity | Grant Amount | Community Contribution Cash | Community Contribution In-Kind | Third-Party Contribution Cash | Third-Party Contribution In-Kind |
|------------------------------|-------------------|-----------------------------|--------------------------------|-------------------------------|----------------------------------|
| Equipment | \$1,841.50 | \$0.50 | \$151.00 | \$0.00 | \$0.00 |
| Labor | \$150.00 | \$0.00 | \$580.00 | \$0.00 | \$0.00 |
| Land/Venue Rental | \$0.00 | \$0.00 | \$300.00 | \$0.00 | \$0.00 |
| Materials Transport | \$10.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Materials/Supplies | \$251.25 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Travel/Per Diem/Food/Lodging | \$744.25 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Total | \$2,997.00 | \$0.50 | \$1,031.00 | \$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) | | | | |
|-----------|-----------|---|-----------------|-----------|--------|------------|-------------------------------|---------------------|---|--|---|--|------|--------|------|--------|
| 3/18/2016 | 5 | Microphone and speakers rental for information sessions | Equipment | 5.00 | 3.00 | 15.00 | 15.00 | \$15.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 2/25/2016 | 3 | Pens for selected low income students | Equipment | 0.25 | 90.00 | 22.50 | 22.50 | \$22.50 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 6/28/2016 | 20 | Additional volleyballs | Equipment | 7.50 | 6.00 | 45.00 | 45.00 | \$45.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 6/28/2016 | 20 | Additional footballs | Equipment | 6.50 | 7.00 | 45.50 | 45.00 | \$45.00 | 0.50 | \$0.50 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 6/28/2016 | 19 | Basketballs for sports program | Equipment | 15.00 | 4.00 | 60.00 | 60.00 | \$60.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 2/25/2016 | 3 | Notebooks for selected low income students | Equipment | 0.50 | 180.00 | 90.00 | 90.00 | \$90.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 2/25/2016 | 3, 4 | Footballs for sports program | Equipment | 6.50 | 15.00 | 97.50 | 97.50 | \$97.50 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |

| | | | | | | | | | | | | | | | | |
|-----------|------|--|---------------------|--------|-------|--------|--------|----------|------|--------|--------|----------|------|--------|------|--------|
| 2/25/2016 | 3, 4 | Volleyballs for sports program | Equipment | 7.50 | 15.00 | 112.50 | 112.50 | \$112.50 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 6/28/2016 | 12 | Additional bicycles | Equipment | 45.00 | 4.00 | 180.00 | 180.00 | \$180.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 3/19/2016 | 18 | Chair rental for information sessions | Equipment | 117.50 | 4.00 | 470.00 | 319.00 | \$319.00 | 0.00 | \$0.00 | 151.00 | \$151.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 2/27/2016 | 1, 2 | Bicycles for school | Equipment | 45.00 | 19.00 | 855.00 | 855.00 | \$855.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 5/28/2016 | 15 | Teacher labor for participation in capacity building workshop | Labor | 5.00 | 24.00 | 120.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 120.00 | \$120.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 5/28/2016 | 15 | Teacher labor for presenting at information sessions | Labor | 10.00 | 16.00 | 160.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 160.00 | \$160.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 5/28/2016 | 15 | Teacher labor for set up of information sessions | Labor | 5.00 | 60.00 | 300.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 300.00 | \$300.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 5/21/2016 | 10 | Labor for capacity building NGO facilitating teacher workshops | Labor | 150.00 | 1.00 | 150.00 | 150.00 | \$150.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 3/19/2016 | 14 | Land usage for education ceremonies | Land/Venue Rental | 75.00 | 4.00 | 300.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 300.00 | \$300.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 3/19/2016 | 17 | Transportation of materials for education ceremonies | Materials Transport | 10.00 | 1.00 | 10.00 | 10.00 | \$10.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 5/21/2016 | 8 | Printing promotion materials for information sessions | Materials/Supplies | 11.25 | 1.00 | 11.25 | 11.25 | \$11.25 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 6/28/2016 | 13 | Additional prizes for teacher attendance incentive program | Materials/Supplies | 10.00 | 10.00 | 100.00 | 100.00 | \$100.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 5/19/2016 | 6 | Prizes for teacher attendance | Materials/Supplies | 10.00 | 14.00 | 140.00 | 140.00 | \$140.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |

| | | | | | | | | | | | | | | | | |
|--------------|------|--|------------------------------|-------|--------|--------|-----------------|-------------------|-------------|---------------|-----------------|-------------------|-------------|---------------|-------------|---------------|
| | | incentive program | | | | | | | | | | | | | | |
| 5/21/2016 | 11 | Water jug for teacher workshops | Travel/Per Diem/Food/Lodging | 1.75 | 1.00 | 1.75 | 1.75 | \$1.75 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 5/21/2016 | 11 | Water bottles for teacher workshops (per case) | Travel/Per Diem/Food/Lodging | 1.00 | 5.00 | 5.00 | 5.00 | \$5.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 5/21/2016 | 16 | Lodging for capacity building NGO facilitating teacher workshops | Travel/Per Diem/Food/Lodging | 10.00 | 1.00 | 10.00 | 10.00 | \$10.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 5/21/2016 | 10 | Food for capacity building NGO facilitating teacher workshops | Travel/Per Diem/Food/Lodging | 17.00 | 1.00 | 17.00 | 17.00 | \$17.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 5/21/2016 | 10 | Additional transportation for capacity building NGO facilitating teacher workshops | Travel/Per Diem/Food/Lodging | 20.00 | 1.00 | 20.00 | 20.00 | \$20.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 5/21/2016 | 10 | Transportation for capacity building NGO facilitating teacher workshops | Travel/Per Diem/Food/Lodging | 20.00 | 1.00 | 20.00 | 20.00 | \$20.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 5/21/2016 | 7, 9 | Snacks for teacher workshops (per sack) | Travel/Per Diem/Food/Lodging | 47.50 | 1.00 | 47.50 | 47.50 | \$47.50 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 2/25/2016 | 3 | Water bottles for information sessions (per case) | Travel/Per Diem/Food/Lodging | 1.00 | 200.00 | 200.00 | 200.00 | \$200.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 2/25/2016 | 3, 4 | Snacks for information sessions (per sack) | Travel/Per Diem/Food/Lodging | 6.00 | 70.50 | 423.00 | 423.00 | \$423.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| | | | | | | | | | | | | | | | | |
| Total | | | | | | | 2,997.00 | \$2,997.00 | 0.50 | \$0.50 | 1,031.00 | \$1,031.00 | 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.

Costa Rica: Art for Environmental and World Geography Awareness

Peace Corps Volunteers Create Murals to Teach Children about the Environment and Geography



The students actively worked to create the murals with the help of the volunteer.

The community is located in a place of great importance to the biodiversity of the planet and the Costa Rican government has tried to protect the area with the creation of a national park and protected forests, but problems like deforestation and poaching still continue to **threaten the stability of the ecosystem**. This is due to a **lack of understanding** of the importance of natural preservation. The project was **suggested by the music teacher** at the elementary school, as he noticed the potential of the students but there is little exposure for their artistic potential.

A total of **15 students helped** in the creation of the mural, and the community as a whole was **excited and interested** in the project. The school allowed for a regular school day to be used for the creation of the murals, and even provided lunch to those who participated. Parents were impressed by the murals and stopped to take pictures. Teachers have begun using the murals as a **way to teach students** about countries, animals, and colors.

Small Investments

Total Project Cost: \$752.01

PCPP Funded Amount: \$373.33

(Including: oil paints, brushes, markers)

Community Contribution: \$378.68

(Including: projector, water paints)

Volunteer Paid (Overspent): \$12.35

General Grant Information

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

Project Title: Community #1 Art for Environmental and World Geography Awareness Project

Grant Type: Peace Corps Partnership Program (PCPP) **Status:** Project Completed

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

Country: Costa Rica

Project Start Date: 11/15/2013 **Project End Date:** 1/15/2014

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: | 50.60 | % Comm. Contribution Final: | 50.36 |
| Comm. Contribution Amount Proposed: | \$369.76 | Comm. Contribution Amount Final: | \$378.68 |
| Amount Requested: | \$360.98 | Amount Approved: | \$360.98 |
| | | Amount Remaining: | (\$12.35) |

Requested Grant Amount (local currency)

180129.93

Exchange Rate: \$1US= (enter local currency value here): 499.00

Number of PCVs working on project: 1

Community Information

| City/Town/Village | Community Group Name | Group Contact Information (phone, address, etc.) | Group Contact Person |
|-------------------|----------------------|--|-------------------------|
| Community #1 | Elementary School #1 | | Group Contact Person #1 |

Classification

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

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

| Primary Classification? | Classification(s) |
|-------------------------|-------------------|
| Yes | Education |
| | |

Volunteer Information

| | | | | | |
|--------------------|--------|---------------------------|-----------|-----------------|-----------|
| Primary PCV | PCV #1 | Peace Corps Sector | Education | COS Date | 5/10/2014 |
| PCV 2 | | Peace Corps Sector | | COS Date | |
| PCV 3 | | Peace Corps Sector | | COS Date | |
| Other PCVs: | | | | | |

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.

The Community #1 Art for Environmental Awareness Project has two parts, painting a mural and a world map. The main goal of the project is to increase students' awareness of the importance of environmental conservation and world geography through art. The mural will promote awareness of sustainability and the balance between ecosystems and the activities of man in this area through environmental education and the arts. We propose a project where the children from Elementary School #1, through painting, can get in touch with their cultural identity in context with their environment. We believe the visual impact of the school's mural will also generate more sensibility within the community. It will create more awareness about practices that are harmful to their surroundings and it will bring changes in their actions in order to preserve instead of destroy this incredible place. The world map will help the students to increase their knowledge by familiarizing themselves with world geography through the process of painting the map. The entire project will allow the student to participate in beautification of their school as well as to express their knowledge about conservation in their community and world geography. Once the painting is completed, activities involving both the World Map and the environmental mural will begin to enhance student's learning about world geography and the environment. These activities and the paintings will be worked into events at the school and the curriculum in order to promote greater awareness of the environment and the world.

Background

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

The community of Community #1 is a town on the Region #1 with approximately 2000 people. The people of the community work in a mixture of palm oil plantations, hotels, and agriculture based jobs on small farms and pastures. Community #1 is the second largest town on the Region #1; a place of great importance in regards to the biodiversity of our planet. In this small area 2.5% of the world's biodiversity can be found, including the Fiord #1; one of only four tropical fiords. Despite Costa Rican government protection of the area through the establishment of National Park #1 and protected forests, problems like deforestation, gold panning, and poaching still continue to threaten the stability of the ecosystem. This is due to the fact that local people lack an understanding of the importance of natural preservation in their areas. Besides lacking understanding of conservation, people in Community #1 have also showed little knowledge about world geography. Both people in the community and students at school normally can rarely find countries like United States, or even Costa Rica on a map. They have expressed little awareness of the world outside Costa Rica.

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 project was suggested by the music teacher at the Elementary School #1. He has recognized the talents and potential that the school children have in drawing. Yet, the students have very little exposure for their potential to do something that is meaningful. The music teacher and the PCV worked together to design the project and presented the idea to the school director. The school director, the music teacher, and the PCV sat down to discuss the importance of the project. As community members of an area that contains many different kinds of animal and plant species, the people in the community have a responsibility to preserve it. School also has a part of teaching the current and future generation to realize that responsibility as well as ways to maintain the uniqueness of the nature in that area. The school community also realizes how important it is for the students to be fully knowledgeable of the world outside. The PCV and the teachers have agreed to carry the project at the school with the full support from the principal and the school community. The parent-teacher association will participate in helping to make the project possible by agreeing to help with fund raising for the project. The school will not only contribute space for the projects, but will also provide a projector to use for the World Map. At the same time, a local community member who is a skilled artist will donate his time and expertise to oversee the implementation of the project. The preparation will be done by the volunteer and the music teacher, and work itself will be done by the students in the community.

Outcome

Briefly describe the desired outcome of the project.

One of desired outcome of the project is that a total of 40 school children will learn how to work in groups, recognize their responsibilities in the community, and improve their art skill while contribute in a meaningful to their community. They will do this through completing two paintings at the school that will be used as tools to educate students about conservation and world geography. Integral to completing this project will be educating the school children and parents using the murals through celebrations, games, and the teaching of the normal school curriculum. After the completion of this project a group of 220 school children will be able to recognize the existing species, animals, plants, and risks of preservation of the nature in their area. The school children will be able to identify practices and activities that are harmful to their surroundings and the conservation of the place both now and in the future. The inhabitants of this area will be more aware of their responsibility to preserve nature's inheritance for future generations as well as to protect the area for its unique natural values and sustaining biodiversity. Painting the World Map will help to boost people's knowledge of the world geography. The 220 students at Community #1

will know how to identify continents, countries, and oceans, and the world map can be used by teachers at the school to enhance their students' learning of world geography.

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 initiation of the two projects will take place in mid-November and will be finished by mid-January. The first step of implementing the project is to choose 30 students with potential in drawing and painting. The selective students then will discuss about the problems concerning conservation in their community and later encourage to come up with their own mural theme. A group of students will work on the mural project under the supervision of the project counterpart. Another group of students will work on the World Map under the supervision of the PCV.

There are two issues that can be the challenges to the projects implementation. One is the weather condition. It is possible that daily raining still continues by mid-November even though it is almost the end of rainy season. Two is the school vacation. The projects will start a month before the school vacation starts. Thus, the projects will be put into halt during the vacation.

Capacity Building

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

The project contributes to building skill and capacity within each individual student. Students will develop team-building and team-work skills. Through the project students will learn how to plan, organize, and take action. The project will help students develop the ability to imagine, to learn to solve problems, to make decisions, and to learn how to accept responsibility to complete tasks from start to finish. The project also builds on the existing strength and talents in drawing and painting of the students which will help them develop more confidence in art creation.

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 sustainable because it will be incorporated into student's learning curriculum. The paintings will be used by the teachers at the school as a learning tool to teach current and future school children about conservation and world geography. The English teacher at the school will also use the painting to teach the students about animals, nature, and foreign countries in English. Moreover, the school director and the project partner have agreed to take full responsibility to maintain the mural and the world map after the PCV is gone.

Lastly, the project also is sustainable through the knowledge and experience that the students will develop during their participation in the projects. Once the community and the students see how well the projects are done, it may encourage other art activities or education that they currently don't have. Once people see the work that the students have done, they will be more interested in the future in help funding with the future art projects.

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 |
| School children will adopt more understanding and awareness of the importance of environmental | By mid-November 2013, 40 school children will be organized in teams and work together to decide on designing | 1. # of selecting students 2. # of students participating in designing the theme | PCV and Project Partner | a day assessment will be documented by attendance sheet | 20 students participated in painting the world map and the | because limited of time and number of students who can draw and paint, the 2nd grade teacher and parents who came to help decided on the theme of the mural while having students to help to paint the mural |

| | | | | | | |
|---|---|--|-------------------------|--|---|---|
| preservation and will have better knowledge of world geography through art creation. | theme for the mural and the world map | | | | environmental mural | |
| School children will adopt more understanding and awareness of the importance of environmental preservation and will have better knowledge of world geography through art creation. | By mid-January 2014, a mural of dimensions 328x3 ft. will be painted in the front wall of the school by a group of 30 students, representing the conservation efforts of the Region #1 | 1. # of student's involvement throughout the process. 2. the completion of the mural | Project partner | Weekly assessments of progress will be documented by observation and noting progress in a schedule/calendar. | An environmental mural of dimensions 328x3 ft. is painted on the outside wall of the school. 15 students involved in painting the mural. | |
| School children will adopt more understanding and awareness of the importance of environmental preservation and will have better knowledge of world geography through art creation. | By mid-January 2014, a world map of dimensions 14x7 ft. will be painted on one of the classroom walls of the school by a group of 10 students | 1. # of student's involvement throughout the process. 2. the completion of the world map | PCV | Weekly assessments of progress will be documented by observation and noting progress in a schedule/calendar. | a world map of dimensions 14x7 ft. is painted with 5 students participated in helping to paint the map | |
| School children will adopt more understanding and awareness of the importance of environmental preservation and will have better knowledge of world geography through art creation. | By the end of January 2014, 220 school children will meet for celebration at school where there will be discussion about risks, harmful activities, responsibility, and awareness of environmental conservation as well as participating in games and activities to learn about world geography | 1. # of participating school students in the celebration 2. # of students participating in discussion, games, and activities | Project Partner and PCV | a day assessment will be documented by noting number of attendance and camera | Half of the school children (100) participated in the celebration. 40 students participated in the activities and games to learn about world geography. | We were able to involve only half of the students in the celebration of the murals because of time limit. |
| | | | | | | |

Timeline

| Person Responsible | Activity | Implementation Time |
|------------------------------------|---|-----------------------|
| PCV and Project Partner | Buying paints, other materials, and equipment | week 1 |
| PCV and Project Partner | Meeting with the students to explain and discuss theme to paint | week 1 |
| PCV and Project Partner | Selecting students | week 1 |
| PCV, Project Partner, and students | Cleaning up the walls | week 2 |
| Students | Start drawing the map and the mural | weeks 2 and 3 |
| Students | Start painting | from week 4 to week 8 |

| | | |
|---|---|--------|
| School principal, project counterpart, PCV, and the school students | Having ceremony for project completions | week 9 |
|---|---|--------|

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 risks that involve the implementation of the projects includes the paint deposal and how to keep the participating students safe from any potential health issues when get contact with paint and turpentine.

Environmental

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

The potential negative impact of the projects is the deposal of the paint and paint dripping on the ground.

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.

For each of the possible negative impacts these are the solutions that we have concluded can help solve potential problems:
 -Deposal of the paint: the deposal of the paint will follow the general paint deposal steps which is to let the left over paint open until it get dried before disposing them in the trash. Also, plastic bags will be used to cover the ground areas where paint might drip during painting.
 -Potential health issues: project counterpart and PCV will supervise and help students with brush cleaning and when to remove any paint on their skin.

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 |
|--------------------|-----------------|-----------------------------|--------------------------------|-------------------------------|----------------------------------|
| Labor | \$0.00 | \$0.00 | \$300.60 | \$0.00 | \$0.00 |
| Land/Venue Rental | | | | | |
| Materials/Supplies | \$360.98 | \$9.04 | \$0.00 | \$0.00 | \$0.00 |
| Total | \$360.98 | \$9.04 | \$300.60 | \$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 (day) | Equipment | 15000.00 | 2.00 | 30000.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 30000.00 | \$60.12 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Project Partner's time | Labor | 150000.00 | 1.00 | 150000.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 150000.00 | \$300.60 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 3 oil paints | Materials/Supplies | 1504.00 | 3.00 | 4512.00 | 0.00 | \$0.00 | 4512.00 | \$9.04 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Oil paint and turpentine | Materials/Supplies | 1070.00 | 3.00 | 3210.00 | 3210.00 | \$6.43 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |

| | | | | | | | | | | | | | | |
|---|--------------------|----------|------|----------|-------------------|-----------------|-----------------|---------------|-------------------|-----------------|-------------|---------------|-------------|---------------|
| Brushes, water paints, plastic plates | Materials/Supplies | 2110.00 | 2.00 | 4220.00 | 4220.00 | \$8.46 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 4 markers | Materials/Supplies | 4505.00 | 1.00 | 4505.00 | 4505.00 | \$9.03 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 5 oil paints | Materials/Supplies | 4505.00 | 1.00 | 4505.00 | 4505.00 | \$9.03 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Markers and drawing pencil | Materials/Supplies | 4505.00 | 1.00 | 4505.00 | 4505.00 | \$9.03 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Oil Yellow Paint (Quart) | Materials/Supplies | 4505.00 | 1.00 | 4505.00 | 4505.00 | \$9.03 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Paper Towel and plastic cups | Materials/Supplies | 4505.00 | 1.00 | 4505.00 | 4505.00 | \$9.03 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| water paint, brushes, markers | Materials/Supplies | 2720.00 | 3.00 | 8160.00 | 8160.00 | \$16.35 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Brushes , paint roller, paint pan | Materials/Supplies | 4505.00 | 2.00 | 9010.00 | 9010.00 | \$18.06 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Oil Blue Paint (Quart) | Materials/Supplies | 4505.00 | 2.00 | 9010.00 | 9010.00 | \$18.06 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 2 water paints | Materials/Supplies | 2300.00 | 5.00 | 11500.00 | 11500.00 | \$23.05 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Oil White Paint (Gallon) | Materials/Supplies | 14500.00 | 1.00 | 14500.00 | 14500.00 | \$29.06 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| turpentine | Materials/Supplies | 14500.00 | 1.00 | 14500.00 | 14500.00 | \$29.06 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Please refer to excel form for clarification on real budget | Materials/Supplies | 83494.93 | 1.00 | 83494.93 | 83494.93 | \$167.32 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| | | | | | | | | | | | | | | |
| Total | | | | | 180,129.93 | \$360.98 | 4,512.00 | \$9.04 | 180,000.00 | \$360.72 | 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 |
|--------------------|--|---|--------------------------|
| Labor | | Students and project counterpart | |
| Land/Venue Rental | | a 328x3 ft. wall space for the Mural and a 14x7 ft. wall space for the World Map, and a projector | |
| Materials/Supplies | All general materials required to paint the walls are listed in the budget section | | |

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 |
|------------------|------|-----------------|--------|------------|--------------------|------------------|
|------------------|------|-----------------|--------|------------|--------------------|------------------|

| | | | | | | |
|------------|-----|-------------------------------|--|------------------------|----|-----|
| Costa Rica | All | # of Beneficiaries (indirect) | Community members who receive an indirect benefit from the project, not including those counted above | Male(s) 25 and above | 15 | 15 |
| | | | | Male(s) 15-24 | 0 | 5 |
| | | | | Male(s) 14 and below | 88 | 100 |
| | | | | Female(s) 25 and above | 40 | 40 |
| | | | | Female(s) 15-24 | 20 | 20 |
| | | | | Female(s) 14 and below | 99 | 130 |
| | | # of Participants (direct) | Community members directly involved in the design and implementation of the project, including those who attend trainings or workshops | Male(s) 25 and above | 2 | 0 |
| | | | | Male(s) 14 and below | 11 | 5 |
| | | | | Female(s) 25 and above | 1 | 2 |
| | | | | Female(s) 15-24 | 0 | 3 |
| | | | | Female(s) 14 and below | 19 | 15 |
| | | Capacity Development | # of individuals who will have increased capacity due to this small grant | Female(s) 25 and above | 0 | 2 |
| | | | | Female(s) 15-24 | 0 | 3 |
| | | | | Male(s) 14 and below | 11 | 5 |
| | | | | Female(s) 14 and below | 19 | 15 |
| | | | # service providers who will have increased capacity due to this small grant | Male(s) 25 and above | 1 | 0 |
| | | | | Female(s) 25 and above | 0 | 1 |

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.

This mural project brought a lot of joy for me. Mainly because of the unexpected support that I have received to carry out the project. I unexpectedly got helped to draw and to paint the world map from one of the teachers at my school. It was a good experience for me because I never got to work with another teacher at my school besides my co-teacher. The students were also thrilled to help me paint the map as well as to participate in the activities to learn about world geography. The finished world map sparked the interests of the students and community people. It was nice to see the curiosity came out from the students and the community people when they saw the map. They would stop to look at the map and seemed very excited when they could identify the countries that they know on the map. The left over paint was used to paint hopscotch, tic-tac-toe, and chess board for students to play which they enjoyed very much. Lastly, with the world map, I was able to point out to my students where I was born as well as to fix students' misguided assumption that I am from China. They were amazed at the long distance between Costa Rica and Cambodia, and couldn't believe that I have traveled that far. It fulfilled my one of my Peace Corps goals which is to inspire the kids to get to know different parts in the world.

After the world map was done, my school helped me with start painting the other mural on the outside walls of the school. A regular school day was picked to have everybody come to help to clean up the school as well as to start painting the mural. Parents, students, teachers, and the school director showed up at the school in early morning. My school director and a group of parents helped to clear the area around the wall. A group of students help me to repaint the wall. A group of parents with my project partner, the 2nd grade teacher, started out drawing and painting the wall that was ready. I was overwhelmed by the support that I received. It was really hot, everybody was sweating, but there was no complaint to put the project to halt. A couple more people brought out big umbrellas for people who were working on the mural. We couldn't finish painting the outside mural in just one day. So, couple mothers came almost every day for 4 weeks to help me with the mural. My project partner would also help during her free time from giving lessons. It was great to see their dedication and effort that they put into making the mural without expecting anything back. It was indeed my first time to receive this much support from my community. I was truly over joyed whenever I hear the compliments from the people in my community toward the two murals. This surely embedded my Peace Corps experience.

Goals Achieved, Changes in Initial Objectives, and Community Feeling

The goal of the project was successful achieved. Yet, there were changes in the initial objectives. For instance, there were only 5 students help with the world map and about 10 helped me with the other mural. There was no meeting with the students to discuss about the themes to draw the outside wall mural. Mainly, the themes of the mural was discuss between my project partner, parents, school director, and me. We couldn't carry out the project according to the time that I indicated in the grant application. That was because of the weather conditions and school vacations.

Nevertheless, it turned out the community liked the project. There were couple of parents who walked past the world map and took photos of it. In addition, the school helped by provided a projector and a teacher's time to help with drawing and painting the map. A regular school day was taken to dedicate to the project. The students' parents were also very active to help with the painting of the environmental mural. The school provided lunch to everybody that came out to help. The school looks a lot prettier with the murals and the parents who helped to paint them were proud of their work. Once the murals were finished, the school hosted a celebration with the students and invited community people that involved in the project. The celebration was for the school and the PCV to take a chance to thank the community people who have contributed their labor and time to make the project possible.

Capacity and Skills Built

The project contribute to building skill and capacity in a sense that it brought the community together. It taught people how to develop team work. The capacity and skills built were in part focused on my students but actually it focused on the community as a whole. It taught people at my school how to plan, organize, and take action to implement the project. It also taught my community and my project partner how to accept responsibility to complete tasks from start to finish. It encouraged people, the parents who came out to help, with the existing strength and talents in drawing and painting to have more confidence in art creation.

Sustainability

The project is sustainable in a sense that the teachers can incorporate the murals into students' learning. For instance, my co-teacher already started using the map to teach about countries and animals in English using the two murals. The kindergartner teacher used the murals to teach the students about colors and animals. There is no doubt that the other teachers will continues to make use of the murals. Moreover, it is sustainable because the parents and the project partner that helped with the murals have developed more skill in drawing and painting and will continue to improve their skill because they are asked to work with other murals. Indeed, two of the mothers that helped with the project were asked to help to paint the other part of the school by the kindergartner teacher. Moreover, when the school director and the project partner saw how beautifully it was done, they agreed to take full responsibility to take care of the murals when the PCV is gone.

Unexpected Events and Recommendations

One big unexpected event in carrying out this project is the changing of my project partner. I found out at the end of the school year that my project partner wasn't assigned back to my school. Though, he had promised to come out and help to carry out the project. He agreed, but changed his mind after he got a job offered. For a while I was left without a project partner. Then, the 2nd grade teacher came in and become my new project partner. Another unexpected event was the condition of the weather. Even though the project was started after the rainy season, the change of the weather proved to be a challenge. For instance, one day I had to stop painting immediately because it was going to rain. The paint didn't dry fast enough before it started raining hard. There was paint dripping all over the parts below it. Thus, I had to repaint the parts that already dried again. One recommendation that I have from these unexpected events would involve in choosing a project partner. I would say that the PCV should try to find a reliable project partner and make sure that the project partner is there to help to carry out the project from start to finish.

Lessons Learned and Promising Practices

From this project, I learned to be not afraid to make changes from the original plans in order to implement the project. I learned to listen and take suggestions from other people in order to get help. I also learned that I need to implement the project as soon as possible due to the irregular weather condition. Also, my leadership and facilitation skills were enhanced by my ability to lead the project in finding a new a partner and to expand its reach further into the community.

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 |
|--------------------|-----------------|-----------------------------|--------------------------------|-------------------------------|----------------------------------|
| Labor | \$0.00 | \$0.00 | \$300.60 | \$0.00 | \$0.00 |
| Land/Venue Rental | | | | | |
| Materials/Supplies | \$272.11 | \$0.00 | \$17.96 | \$0.00 | \$0.00 |
| Total | \$272.11 | \$0.00 | \$318.56 | \$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) | | | | |
|-----------|-----------|----------------------------------|--------------------|------------|------|------------|-------------------------------|---------------------|---|--|---|--|------|--------|------|--------|
| 3/3/2014 | | Projector (day) | Equipment | 15,000.00 | 2.00 | 30,000.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 30,000.00 | \$60.12 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 4/1/2014 | 0277 | markers | Equipment | 1,300.00 | 1.00 | 1,300.00 | 1,300.00 | \$2.61 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 3/21/2014 | 778001 | brushes and plastic plates | Equipment | 3,770.00 | 1.00 | 3,770.00 | 3,770.00 | \$7.56 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 4/2/2014 | 35031 | paint protecting sprays | Equipment | 10,120.00 | 1.00 | 10,120.00 | 10,120.00 | \$20.28 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 3/3/2014 | | Project Partner's time | Labor | 150,000.00 | 1.00 | 150,000.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 150,000.00 | \$300.60 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 3/14/2014 | | Water paints (4 packages) | Materials/Supplies | 2,240.00 | 4.00 | 8,960.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 8,960.00 | \$17.96 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 3/4/2014 | 769898 | Markers and drawing pencil | Materials/Supplies | 851.00 | 1.00 | 851.00 | 851.00 | \$1.71 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 3/14/2014 | 774936 | 4 markers | Materials/Supplies | 1,560.00 | 1.00 | 1,560.00 | 1,560.00 | \$3.13 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 3/4/2014 | 359057 | Brushes, paint roller, paint pan | Materials/Supplies | 1,690.00 | 1.00 | 1,690.00 | 1,690.00 | \$3.39 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 3/6/2014 | 770940 | Paper Towel and plastic cups | Materials/Supplies | 1,715.00 | 1.00 | 1,715.00 | 1,715.00 | \$3.44 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 3/21/2014 | 778215 | paint | Materials/Supplies | 1,815.00 | 1.00 | 1,815.00 | 1,815.00 | \$3.64 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 3/25/2014 | 362816 | paint | Materials/Supplies | 2,332.00 | 1.00 | 2,332.00 | 2,332.00 | \$4.67 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 3/14/2014 | 774728 | 2 water paints | Materials/Supplies | 3,630.00 | 1.00 | 3,630.00 | 3,630.00 | \$7.27 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 2/22/2014 | 765059 | turpentines | Materials/Supplies | 2,110.00 | 2.00 | 4,220.00 | 4,220.00 | \$8.46 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 3/14/2014 | 774641 | water paint, brushes, markers | Materials/Supplies | 4,275.00 | 1.00 | 4,275.00 | 4,275.00 | \$8.57 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 3/14/2014 | 107132 | Oil paint and turpentine | Materials/Supplies | 4,400.00 | 1.00 | 4,400.00 | 4,400.00 | \$8.82 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |

| | | | | | | | | | | | | | | | | |
|--------------|---------------|---------------------------------------|--------------------|-----------|------|-----------|-------------------|-----------------|-------------|---------------|-------------------|-----------------|-------------|---------------|-------------|---------------|
| 3/26/2014 | 108151-780558 | paint and protecting spray | Materials/Supplies | 6,964.00 | 1.00 | 6,964.00 | 6,964.00 | \$13.96 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 3/29/2014 | 108353 | Paints | Materials/Supplies | 7,499.00 | 1.00 | 7,499.00 | 7,499.00 | \$15.03 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 4/5/2014 | 108968 | paints | Materials/Supplies | 7,499.00 | 1.00 | 7,499.00 | 7,499.00 | \$15.03 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 3/14/2014 | 200621 | Brushes, water paints, plastic plates | Materials/Supplies | 8,420.00 | 1.00 | 8,420.00 | 8,420.00 | \$16.87 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 3/17/2014 | 361361 | paints | Materials/Supplies | 9,000.00 | 1.00 | 9,000.00 | 9,000.00 | \$18.04 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 3/14/2014 | 107111 | paints | Materials/Supplies | 9,998.00 | 1.00 | 9,998.00 | 9,998.00 | \$20.04 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 3/21/2014 | 107753 | Paint Protecting Spray | Materials/Supplies | 10,599.00 | 1.00 | 10,599.00 | 10,599.00 | \$21.24 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 2/18/2014 | 356690 | 3 oil paints | Materials/Supplies | 20,745.00 | 1.00 | 20,745.00 | 20,745.00 | \$41.57 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 3/4/2014 | 359065 | 5 oil paints | Materials/Supplies | 28,570.00 | 1.00 | 28,570.00 | 28,570.00 | \$57.25 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 4/8/2014 | 046443-4555 | a cake and ice cream for celebration | Other | 35,305.00 | 1.00 | 35,305.00 | 35,305.00 | \$70.75 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| | | | | | | | | | | | | | | | | |
| Total | | | | | | | 186,277.00 | \$373.30 | 0.00 | \$0.00 | 188,960.00 | \$378.68 | 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.

South Africa: Library Project

Peace Corps Volunteers Help School Create a Better Reading Environment



Before the grant, the library did not have chairs or tables for students to read at.

Adult illiteracy is 35 percent in this district of South Africa, and higher locally at **65 percent**. While the school has helped inverse this trend, students at the school struggle with both IsiZulu, the local language, and English language classes. In order to **advance literacy and improve learning** outcomes at the school, there is a need for learners to have access to books that they can read at home after school. The nearest public library, however, is **18 kilometers away**. This project seeks to create a fully functional library that the students can use.

At the end of this project, the library's collection **grew by 384 books**, creating a total amount of 1,162 books for students to access. Seven educators and 22 students have been trained in library supervision in order for the library to remain fully **functional**. **25 educators and 354 students** were trained on how to use library books, and **148 of those students** had borrowed books during the grant's timeframe. Due to the support of the educators and students, the library is now open for students in grades 5-7 to borrow books for 30 minutes after school Monday to Thursday.

Small Investments

Total Project Cost: \$2,038.75

PCPP Funded Amount: \$1,499.99 (Including: books, chairs, dictionaries)

Community Contribution: \$538.76 (Including: fans, rugs, tables)

Volunteer Paid (Overspent): \$1.32

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.

Community #1 Library Project

Project Title:

Grant Type:

Peace Corps Partnership Program (PCPP)

Status:

Project Completed

Volunteer:

PCV #1

Responsible Program Manager/APCD:

Program Manager

Country:

South Africa

Project Start Date:

3/5/2018

Project End Date:

6/20/2018

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:

25.56

% Comm. Contribution Final:

26.43

Comm. Contribution Amount Proposed:

\$516.69

Comm. Contribution Amount Final:

\$538.76

Amount Requested:

\$1,504.95

Amount Approved:

\$1,498.67

Amount Remaining:

(\$1.32)

Requested Grant Amount (local currency)

17924.00

Exchange Rate: \$1US= (enter local currency value here): 11.91

Number of PCVs working on project: 1

Community Information

| City/Town/Village | Community Group Name | Group Contact Information (phone, address, etc.) | Group Contact Person |
|-------------------|----------------------|--|-------------------------|
| Community #1 | Primary School #1 | Group Contact Person #1 Group Contact Person #2 | Group Contact Person #1 |

Classification

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

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

| Primary Classification? | Classification(s) |
|-------------------------|-------------------|
| Yes | Education |
| | |

Volunteer Information

| | | | | | |
|--------------------|--------|---------------------------|-----------|-----------------|-----------|
| Primary PCV | PCV #1 | Peace Corps Sector | Education | COS Date | 9/12/2018 |
| PCV 2 | | Peace Corps Sector | | COS Date | |
| PCV 3 | | Peace Corps Sector | | COS Date | |

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.

The Community #1 Library Project's goal is as follows: Learners and teachers at the primary school will have increased access to books in a well-furnished library space, leading to increased enthusiasm about reading, and teachers and student library assistants will gain knowledge and skills needed to successfully manage the school library.

The school library has already been in operation for the past six months, and has a current collection of 778 books in both English and IsiZulu, the home language of the area. However, to achieve its goal, the library needs furniture for visitors to use, along with additional books, as it serves a student body of 997 enrolled learners. The requested grant will go toward furnishings for the library and additional books.

As part of the project, learners and teachers will learn how to care for books and the library, and they will borrow books for classroom and at-home reading. Teachers will learn how to integrate library books into CAPS-aligned lessons. Associated activities will include reading-related contests, and remedial phonics classes and Zazi Uqhakaze/the Girls Club, which both already meet in the library space. The school will contribute funds to the project, along with in-kind donations of books and book maintenance supplies.

We will measure the impact of the Community #1 Library Project by the number of learners and teachers borrowing books, the number of library users reporting positive opinions about reading, the number of teachers and learners acquiring knowledge and skills to manage the library.

Background

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

The primary school was founded in 1990 and serves 997 learners in grades R-7. It currently has 23 paid educators. The school is in a deep rural area in northeastern Region #1. According to the District Integrated Development Plan from 2017, adult illiteracy in the district is 35 percent, and locally as high as 60 percent. Thanks to the excellent work of teachers at the school, this trend is turning around, yet many learners at the school struggle with both IsiZulu language and English language classes. To advance literacy and improve learning outcomes at the school, there is a great need for learners to have access to books that they can read at home. The nearest public library is 18 kilometers away, which is too far for most learners to travel. As such the Community #1 Library Project will address a critical lack of reading material, improving the quality of the learners' education and their learning outcomes, and giving them information skills that they will use throughout their lives.

I have been at the primary school since September 2016, and I am working with several permanent school staff on establishing a school library. The principal, Group Contact Person #1, attended the Peace Corps project design and management workshop with me in April 2017. One staff member, Group Contact Person #2, has taken a course in Children and Youth in Librarianship with a bursary through the Department of Basic Education. The library committee, established before my arrival at the school, consists of Group Contact Person #2 and four other committed educators.

Since my arrival in September 2016, we moved the school's existing books into a dedicated library space with bookshelves, and we wrote to Organization #1 (an American organization) and Organization #2 (a South African organization), requesting book donations, which we received, catalogued, and made available to learners in grades 4-7. The library's current collection contains 778 books in English and IsiZulu. In the library's first six months of use in 2017, 120 books were borrowed by students and staff, and more than 100 learners visited the library to read for pleasure, outside of class. However, there is no furniture in the library, making it difficult for classes and individual learners to visit. Additionally, the collection remains small compared to the size of the student body.

The Community #1 Library Project is therefore designed to take the library from its current underused state and make it a fully-functioning library. The project addresses the Peace Corps South Africa Schools and Community Resource Project's priorities of student English literacy and leadership, along with access to school library resources for both students and teachers. The project's goals are aimed at sustainability; teachers and learners are eager to use and manage the school library, and will receive training in those activities as part of the project. In addition, teachers will be coached on how to integrate books into classroom use, to ensure that the books do not sit idly on the library shelves.

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 Community #1 Library Project effectively began long before I arrived at the school, and is truly owned by the school community. As I mention in the background, the school formed a library committee in July 2016, and sent one educator to take a course in librarianship. Several educators collaborated to form a reading club serving 80 learners (10 per grade), and received books and training from NGO #1, a South African NGO aimed at reading promotion. When I arrived at the school, school leadership emphasized the library as a priority. As I mentioned in the background, my principal attended the PDM workshop with me, and together we mapped out the Community #1 Library Project. We did not immediately start the project because the librarian, Group Contact Person #2, was on maternity leave in terms 2 and 3 last year. Regardless, I worked with Group Contact Person #2 and other willing school staff to find a permanent home for the books, increase the size of the collection; establish a library policy, procedures, and rules; and choose library assistants. We are now ready to hit the ground running.

As for financial commitment, the school spent R1400 of its textbook requisition for 2018 to purchase 38 new library books. A recent learner fund drive brought in R971, and the teachers contributed R1780. The SGB also contributed R2000 to meet the school's 25 percent contribution to the grant. Finally, the school is prepared to supply the library with protective plastic and tape to cover the books.

Outcome

Briefly describe the desired outcome of the project.

The desired outcomes of the Community #1 Library Project are as follows:
In the short term, increased library book use, staff acquisition of knowledge and skills to use the library, and systems established to manage the library without the PCV. In the long term, these changes will lead to an increased love for reading and improved reading and information skills among learners at the school.

Implementation

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

The project will be implemented by Peace Corps Volunteer PCV #1 and the following staff members at the primary school.

Group Contact Person #1 – Principal
Group Contact Person #2 – Librarian and foundation phase educator

The following staff members, who comprise the library committee, will play supporting roles and receive training in library operations as part of the project.

Community Member #1 – intermediate/senior phase HOD and educator
Community Member #2 – intermediate/senior phase educator, SMT member
Community Member #3 – Foundation phase educator
Community Member #4 – intermediate/senior phase educator

In the first phase of the project, the PCV will submit the PCPP proposal. While waiting for feedback on the proposal, the PCV will design library training sessions for library committee members, along with a workshop for all teachers on incorporating books into CAPS-aligned lessons. The principal and librarian will solicit monetary donations from learners, staff, and the SGB. The librarian will be responsible to promote the library during morning assemblies and conduct classroom library visits. The librarian will be responsible to select and train library assistants. The librarian and PCV will be responsible to facilitate learners borrowing books for at-home use and teachers borrowing books for in-class use. The PCV and librarian will distribute library user surveys to determine their opinions about reading. The PCV will conduct a workshop for all staff members on incorporating library books into CAPS-aligned language and content subject lessons.

In the second phase of the project, after the funds are received, the principal will coordinate the logistics of purchasing and delivery of tables, chairs, and floor rugs from nearby shopping towns. The PCV and principal will be responsible to coordinate the purchase of additional books from Community #2 and Community #3.

In the third phase of the project, after the acquisition of the furniture, the PCV will conduct library training sessions with library committee members. The PCV will observe library management and determine whether committee members have attained the knowledge and skills necessary to maintain the library in the PCV's absence. The PCV will compile data from surveys and conduct a follow-up library user survey. The PCV will compile a final report for Peace Corps.

Potential challenges to project implementation include the following:

- Sudden illness, leave, or over-commitment of staff members, leading to limited engagement.
- Difficulty in obtaining new books from the publisher, e.g. problems with fund transfer or mis-delivery of books.
- Delays in acquisition of furniture due to scheduling conflicts.
- Loss or damage to library collection due to learner or educator negligence.

Capacity Building

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

This project involves training library committee members in management of the library. It also involves equipping all teachers at the school with strategies to use library books in CAPS-aligned lessons. The project will also involve learners acquiring leadership skills while they serve as library assistants. Finally, all learners who access the library will acquire information skills that they can use throughout their lives.

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 Community #1 Library Project is not a one-off weekend conference or even a yearlong club. It is a trajectory, for which PCPP grant funds will serve as the booster rockets—the first stage rockets having already accomplished much, as detailed above in community involvement. This library was a priority identified by the school community before I arrived, and supported by the school throughout my time here. The school has dedicated its library committee to sustain the benefits of library furnishings, additional books, and training. The school librarian is also committed to the success of the library, as her role is subject to external monitoring from the Department of Education.

Protective covers will maintain the integrity of the books. The collection will be guarded against loss and damage through intensive training and engagement with the learners—e.g. “this is your library.” The furniture will be added to the school’s asset inventory and protected as such. Should any breakage occur in the windows or roof of the library space, the school will take steps to safeguard the books.

Simply put, the initial material support provided by this Project will establish the library for years to come. Beyond unforeseeable loss or breakage of the library’s materials, the library will be well-equipped to serve the learners and teachers at the school. And the teachers will be well-equipped to ensure that the library is used appropriately and often.

Goals & Objectives

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

| Fill out for Initial Grant/Application | | | | | Fill out for Completion Report | |
|--|--|---|-----------------------------|-----------------|--|----------|
| Goal | Objective | Indicator(s) | Who | When | Results | Comments |
| | Objective 2: Increased enthusiasm about reading: By June 2018, or within one school term of the project's start date, 75 percent | The number of library users who report positive opinions about reading. | Library users at the school | By 20 June 2018 | In a survey conducted of all library users accessing the library on 29 May 2018, 100 | |

| | | | | | | |
|---|---|---|-------------------------------------|-----------------|---|--|
| | of all library users (defined as those who have borrowed at least one book) will report positive opinions about reading, as reported in a user survey. This will include both learners and teachers. | | | | percent of the 37 survey respondents reported positive opinions about reading. | |
| Learners and teachers at Primary School #1 will have increased access to books in a well-furnished library space, leading to increased enthusiasm about reading, and teachers and student library assistants will gain knowledge and skills needed to successfully manage the school library. | Objective 1: Access to books: By June 2018, or within one school term of the project's start date, 25 educators will receive training in using library books. At least 100 learners will report reading outside of class, and at least 10 teachers will use library books in their classes at school. | The number of teachers trained, the number of learners who visit the library and borrow books; the number of teachers who borrow books for classroom use. (SCR1.2.PDI3, ED-036-D) | Students and teachers at the school | By 20 June 2018 | <ul style="list-style-type: none"> • 25 educators received training in using library books on Monday, 4 June, 2018. 23 were full-time educators, and two were interns. This training, developed in collaboration with two educators on the library committee, was presented by the PCV. It was held in the library space, and also included a tour and introduction to the collection. • As of 8 June 2018, 148 learners in grades 4-7 had borrowed books from the library. 101 were female, and 47 were male. • As of 8 June 2018, 7 educators had borrowed books from the library for class use. | |
| | | | | | | |

Timeline

| Person Responsible | Activity | Implementation Time |
|---|--|---------------------|
| Principal Group Contact Person #1 | Solicitation of monetary donations from learners, staff, and SGB | |
| PCV | Submission of PCPP grant proposal | |
| PCV and Group Contact Person #2 | Designing of library training sessions for library committee members | |
| PCV and Community Member #2 | Designing of teacher workshop on using books in CAPS-aligned lessons | |
| Group Contact Person #2 | Promotion of the library during morning assemblies | |
| Group Contact Person #2 and PCV | Facilitation of library decorating contest | |
| PCV and Group Contact Person #2, library committee members also in attendance | Conduction of class visits to library | |
| PCV and Group Contact Person #2 | Selection and training of new library assistants | |
| Group Contact Person #2, library assistants, and the library committee | Facilitation of learner and teacher book borrowing | |
| PCV | Collection of data on number of library visitors | |
| Group Contact Person #2, PCV | Distribution of library user surveys, pre-project | |

| | | |
|---|--|--|
| PCV and Community Member #2 | Conduction of teacher workshop on incorporating books into a CAPS-aligned lesson | |
| Principal Group Contact Person #1 | Purchasing of tables, chairs, and floor rugs | |
| Principal Group Contact Person #1 and PCV | Purchasing of books from Community #2 and Community #3 | |
| Group Contact Person #2 and PCV | Conduction of monthly library training sessions with library committee members | |
| PCV | Observation and monitoring of library management | |
| PCV | Compilation of data from surveys | |
| PCV | Conduction of post-survey of library users and teachers | |
| PCV | Compilation of final report for Peace Corps | |
| | | |

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. Learners lose or damage so many books that the library closes down.
2. Learners are discovered stealing books.
3. Learners who steal books feel bad about being not allowed in the library, and bother learners inside the library.
4. Demand for books outpaces the size of the collection.
5. Teachers are overwhelmed by the task of looking after the books, and are afraid to use them in their classes.
6. Learners are sneaking out of class to come to the library.
7. Teachers forget the information they were provided with in the trainings.

Environmental

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

The Community #1 Library Project will use an existing classroom at the school and does not require any building. Increased library use may lead to more littering at the site. To mitigate this problem, learners will be coached to pick up the papers outside the library.

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. Learners lose or damage so many books that the library closes down. Mitigation: To avoid this problem, we will teach and re-teach learners how to care for books—e.g. keep them from rain and moisture, keep them clean, keep them in a safe place in your bag, et cetera. If books are lost, the class teachers will call the learners' guardians to try to track down the books. Loss will also be mitigated through replacement fees, if the learners are able to pay them.
2. Learners are discovered stealing books. Mitigation: The learners in question will be not allowed in the library temporarily. Class teachers will be involved to contact the learners' guardians.
3. Learners who steal books feel bad about being not allowed in the library, and bother learners inside the library. Mitigation: The librarian and other adults involved will explain library policies to the learners who are not allowed, and will invite them back to the library under close supervision once an appropriate amount of time has passed, as per the library procedures.
4. Demand for books outpaces the size of the collection. Mitigation: Library use will be staggered. For example, if too many learners are borrowing books at a time, the librarian will enforce a weekly maximum number of books, and ask the remaining learners to wait until the following week to borrow a book.
5. Teachers are overwhelmed by the task of looking after the books, and are afraid to use them in their classes. Mitigation: The PCV will follow up with teachers and ask about their concerns. The strategies presented by the PCV will hopefully motivate teachers to give the books a try.
6. Learners are sneaking out of class to come to the library. Mitigation: Library assistants will be trained to ask incoming learners which class they are coming from, and confirm that that class is not in session.
7. Teachers forget the information they were provided with in the trainings. Mitigation: Library policies and procedures, which detail much of the library's daily operations, were created jointly with staff, not just by the PCV. Printed copies of those documents are available at the school. All other training materials will also be printed and available, and also saved on the school computer.

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 | \$203.53 | \$365.32 | \$0.00 | \$0.00 | \$0.00 |
| Labor | \$0.00 | | | | |

Click Ctrl+Home to return to top

| | | | | | |
|------------------------------|-------------------|-----------------|-----------------|---------------|---------------|
| Land/Venue Rental | \$0.00 | | | | |
| Materials Transport | \$41.98 | \$33.59 | \$0.00 | \$0.00 | \$0.00 |
| Materials/Supplies | \$1259.45 | \$0.00 | \$117.78 | \$0.00 | \$0.00 |
| Other | \$0.00 | | | | |
| Travel/Per Diem/Food/Lodging | \$0.00 | | | | |
| Total | \$1,504.95 | \$398.91 | \$117.78 | \$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) | |
|---|---------------------|-----------|-------|------------|--------------------|-------------------|--|-----------------|---|-----------------|--|---------------|---|---------------|
| | | | | | | | | | | | | | | |
| Library reading rugs | Equipment | 200.00 | 20.00 | 4000.00 | 0.00 | \$0.00 | 4000.00 | \$335.85 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Library chairs | Equipment | 75.00 | 15.00 | 1125.00 | 1125.00 | \$94.46 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Library study tables | Equipment | 550.00 | 3.00 | 1650.00 | 1299.00 | \$109.07 | 351.00 | \$29.47 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Transport to collect reading rugs | Materials Transport | 100.00 | 1.00 | 100.00 | 0.00 | \$0.00 | 100.00 | \$8.40 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Transport to collect tables, chairs, and rugs | Materials Transport | 300.00 | 1.00 | 300.00 | 0.00 | \$0.00 | 300.00 | \$25.19 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Delivery cost of Oxford dictionaries | Materials Transport | 500.00 | 1.00 | 500.00 | 500.00 | \$41.98 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Books from textbook requisition | Materials/Supplies | 1402.79 | 1.00 | 1402.79 | 0.00 | \$0.00 | 0.00 | \$0.00 | 1402.79 | \$117.78 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| New dictionaries from Community #3 | Materials/Supplies | 120.00 | 25.00 | 3000.00 | 3000.00 | \$251.89 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Library books | Materials/Supplies | 12000.00 | 1.00 | 12000.00 | 12000.00 | \$1007.56 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| | | | | | | | | | | | | | | |
| Total | | | | | 17,924.00 | \$1,504.95 | 4,751.00 | \$398.91 | 1,402.79 | \$117.78 | 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 |
|------------------------------|--------------------|------------------------|--------------------------|
| Labor | | | |
| Land/Venue Rental | | | |
| Other | | | |
| Travel/Per Diem/Food/Lodging | | | |

| | | | |
|---------------------|---|--|--|
| Equipment | The grant will pay for three tables and 15 chairs for the library as study and teaching spaces. | The community will pay for 20 reading rugs and a portion of one of the tables. | |
| Materials/Supplies | The grant will pay for a set of 25 school dictionaries and an order of picture books from Community #3. | The school will contribute in-kind for books using its textbook requisition. | |
| Materials Transport | The grant will pay for delivery of the dictionaries. | The school will pay for delivery of the tables and chairs and reading rugs. | |

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 | |
|--|-----------|-------------------------------|--|---|---|----------------------|----|
| South Africa | All | # of Beneficiaries (indirect) | Community members who receive an indirect benefit from the project, not including those counted above | Male(s) 14 and below | 44 | 47 | |
| | | | | Female(s) 14 and below | 56 | 101 | |
| | | # of Participants (direct) | Community members directly involved in the design and implementation of the project, including those who attend trainings or workshops | Male(s) 25 and above | 4 | 5 | |
| | | | | Male(s) 14 and below | 11 | 8 | |
| | | | | Female(s) 25 and above | 18 | 21 | |
| | | | | Female(s) 14 and below | 14 | 14 | |
| | | 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) 14 and below | 9 | 8 |
| | | | | | Female(s) 14 and below | 14 | 14 |
| | | | # service providers who will have increased capacity due to this small grant | Male(s) 25 and above | 4 | 4 | |
| | | | | Female(s) 25 and above | 18 | 21 | |
| | | | | New Technology & Practices | # of individuals who have applied new technologies and/or practices as a result of this grant | Male(s) 25 and above | 4 |
| | | Female(s) 25 and above | 18 | | | 6 | |
| | | Male(s) 14 and below | 44 | | | 47 | |
| | | Female(s) 14 and below | 56 | | | 101 | |
| # of new technologies and/or practices that will have been adopted as a result of this small grant | Practices | 1 | 1 | | | | |

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.

I think the impact of the Community #1 Library Project is best shown with a few examples. So here are the stories of a teacher and two learners who have embraced the library and benefitted from it, thanks to the Community #1 Library Project.

Among the teachers, Community Member #5 is one of my closest counterparts at the school. She's a seasoned educator who loves books and is passionate about reading promotion. With her patience, persistence, warm voice, and sense of humor at the ready, she teaches English to Grade 4, which is a crucial year, since it's the first year when all subjects are taught in English. Community Member #5 and I started a Grade 4 SOUNDS phonics intervention this January with 22 learners in Grade 4 who struggled most in reading. As the library project got underway, she brought her learners to the library weekly to practice SOUNDS. Once we got the new library furniture, we could be more flexible with the space and have the learners do small-group work.

But Community Member #5 didn't want to stop there. She felt that the learners would also benefit from reading at home. Grade 4 learners are not allowed to borrow individually, so she and I worked out a plan. She called the parents of the 22 learners in the intervention group, telling them she would send a book home with their learner, and they must read it together every night. Then she borrowed a set of phonics readers and sent a book home with each learner, making herself personally responsible for that set of books. Once a learner finishes a book, he or she brings it back and gets another one. It's been incredible to see the results of Community Member #5's work, and the impact of access to books. Most of the learners in the intervention group have improved, some of them so much that Community Member #5 is going to 'graduate' them and bring in others.

I've also seen growth among older learners using the library. Take Community Member #6 for one. He's a 12-year-old boy in Grade 7. When I arrived at the school, he had below-average English skills but an incredible desire to learn. He never stopped trying in my English class last year, and this year he has reached a whole new level, thanks to the library. He has borrowed at least 20 different books, and he visits the library multiple times every week. He loves nonfiction books about science, space, animals, and South African history. I've watched his confidence in English increase, and seen his reading comprehension improve.

The library isn't just a tool for learners who are struggling with language. The books also provide entertainment and resources for the brightest learners at the school, who are often a bit bored with their textbooks. Community Member #7 is a 13-year-old girl in Grade 7. She's extremely smart and excels in all her subjects. She is one of the most responsible library assistants, and she says that helping learners borrow books is what she loves most about the library. Her vocabulary and confidence in speaking English have improved markedly over her time using the library.

In conclusion, the goals and objectives of this project—to increase access to books and cultivate enthusiasm for reading—were achieved. Over the course of the project, the library collection grew by 384 books, with a current total collection of 1,162. We purchased tables, chairs, reading rugs, and fans to make the library environment comfortable and flexible. We saw 148 learners and 7 teachers borrow books, and 268 learners and 25 teachers visit the library. The school librarian and I also successfully trained a total of 29 learners and teachers at the school to supervise the library during its open hours.

Goals Achieved, Changes in Initial Objectives, and Community Feeling

The goals and objectives of this project were achieved. Over the course of the project, the library collection grew by 384 books, with a total collection of 1,162. We purchased tables, chairs, reading rugs, and fans to make the library environment comfortable and flexible. We saw large numbers of learners and teachers, which I will detail below, borrowing books and visiting the library. The school librarian and I also successfully trained people at the school to supervise the library during its open hours. As of 8 June 2018, 7 educators have been trained in library supervision, 3 of them male and 4 female. In addition, 14 girls and 8 boys (under age 14) were trained as library assistants.

On the whole, the community is very excited about the library project. The SGB, which supported the project with a monetary donation, has held its meetings in the library several times, and the members of the SGB have expressed their approval of the space. Many learners have borrowed books, and new borrowers come to the library almost every day. The teachers received the training information enthusiastically. They see the library as a finished space which used to be an empty classroom, and are thrilled to have the books as resources.

I have outlined the project's achievements according to each objective below.

Objective 1: Access to books: By June 2018, or within one school term of the project's start date, 25 educators will receive training in using library books. At least 100 learners will report reading outside of class, and at least 10 teachers will use library books in their classes at school.

Results:

- 25 educators received training in using library books on Monday, 4 June, 2018. 23 were full-time educators, and two were interns. This training, developed in collaboration with two educators on the library committee, was presented by the PCV. It was held in the library space, and also included a tour and introduction to the collection.
- As of 8 June 2018, 148 learners in grades 4-7 had borrowed books from the library. 101 were female, and 47 were male. While not counted toward this indicator, it's worth mentioning that 268 learners visited the library during the grant timeframe. Also, 354 learners received training in library rules and book care to support them as they use library books for the first time.
- As of 8 June 2018, 7 educators had borrowed books from the library for class use. This number is slightly lower than the target, but the fact remains that usage increased from 0 to 7 individuals over the course of the library project. In total, 30 percent of full-time educators have borrowed books.

Objective 2: Increased enthusiasm about reading: By June 2018, or within one school term of the project's start date, 75 percent of all library users (defined as those who have borrowed at least one book) will report positive opinions about reading, as reported in a user survey. This will include both learners and teachers.

Results: In a survey conducted of all library users accessing the library on 29 May 2018, 100 percent of the 37 survey respondents reported positive opinions about reading. I also asked some qualitative questions, and have included some responses below.

Explain how the library has helped you.
 "It helps me to read the difficult words or to know different words." –Community Member #8, female, 13 years old
 "It has opened my mind." –Community Member #9, female, 13 years old
 "The library helps me with books because books have information for me and others." –Community Member #10, male, 12 years old
 "Library books are resourceful and relevant in what I'm teaching." –Community Member #11, male, teacher

Capacity and Skills Built

The Community #1 Library Project focused on equipping teachers and learners to use the library after the PCV departs. We felt this was the most important piece of the project, since this library is the first at the school, and the first library many of the learners and teachers have used. So training teachers and learners in book use, and preventing damage to books, is integral to the sustainability of the library. For ease of reporting, I'm dividing these capacities into two categories: book and library use, and library management.

Book and library use: We trained learners and teachers about library rules, book care, and book use. 25 educators received a training on library rules, book care, and, more importantly, using books with the national curriculum. This is a skill which 7 educators have already put to use, as they have borrowed books from the library to enhance their classroom teaching. 354 learners in grades 4-7 received training in library rules and book care to support them as they use library books for the first time, and 268 visited the library.

Library management: 7 educators and 22 learners have acquired and applied knowledge and skills to manage the library during its open times. Thanks to their support, the library is now open for learners in grades 5-7 to borrow books for 30 minutes after school Monday-Thursday. Each day, two educators and two assistants (or more) come to the library and make sure things run smoothly as learners borrow books. We developed a system for dealing with the huge demand for books, as some days more than 40 learners come to return and borrow books. Each return and borrow must be entered by hand in the borrowing book. In addition, all returned books need to get back on the shelves. It's a huge job that can't be done by the librarian alone, and the team approach seems to be working well.

Sustainability

As per the Community #1 Library Project's goal, the library will continue to be available for learner and educator borrowing. As I've detailed above, 7 educators and 22 learners have demonstrated knowledge and skills to manage the library during its open times. These are educators who have been at the school for a long time, and are committed to learner achievement. The library assistants come from grade 6 and 7, so some of them will be able to serve as assistants for two years. New assistants from grade 5 will start their training in Term 4 of each school year. In addition, the library committee, consisting of 2 male and 4 female educators and headed by the educator-librarian, will oversee the library's continued operation. The library policy, developed with the library committee, outlines all procedures related to library operation.

As for recurring costs of the library, the committee has discussed several options, including setting aside a portion of the school budget, holding additional fund drives, and continuing the library's partnership with Organization #2.

Unexpected Events and Recommendations

We did run into many challenges over the implementation of the project, some large and some small. One major difficulty was that my counterpart, the school librarian, had two different medical issues that led to her missing more than 4 weeks of school in Term 2, when most of the project implementation was happening. Because of this, it was difficult for us to plan classroom visits for the foundation phase. We also decided to postpone a lot of the reading/library promotion pieces so that we could focus on the deliverables that were tied to indicators; i.e. training and book use. As the project deadline approached, there were some things I did by myself, though we had intended to do them together. However, now my counterpart is back at school and is up to speed on all of the work as we close the grant project. We plan to start the reading promotion activities in Term 3.

Based on my experiences, I recommend that PCVs doing a library capacity-building project take at least three full school terms. (By contrast, mine took place over one school term.) Three terms would be within the one-year maximum time frame, but allow more time for the community to actualize the training and capacity-building pieces, especially as it relates to library management. The library policy, which was written by the committee, the librarian, and myself, is designed to help fill these gaps, but learning by doing is much more powerful. In addition, a longer time frame would help spread out the demand on teachers' time, as well as the learners' demand for books.

Lessons Learned and Promising Practices

Promising practices: As part of the educator training workshop, we developed a library-curriculum integration guide offering simple tips and ideas for using books in the classroom according to CAPS. I can share this with the Peace Corps for other volunteers to use.

As far as lessons learned, I learned that doing a grant project does create a perception that volunteers have ties to money and that volunteers are supposed to get things for their schools. Once the grant project got rolling, I had several teachers and parents come to me to ask for monetary assistance for their kids' study abroad, or for their own employment or enrollment in further education. I explained that the grant was for a very specific purpose with clear goals and objectives, and the money could only be used to reach those goals. But I was still asked, "Well, can't you ask your parents and friends?" I also had a troubling interaction with a teacher from another school in the area. A Volunteer is working at this school, but due to lack of counterpart involvement, has not chosen to implement a grant project. She asked me, "Well, have you done your project yet?" I replied, "I'm sorry, I don't know what you mean. I do a lot of things at school." Then she said, "You know, the project you do at your school, the one you leave behind for your school." She seemed to be looking for some kind of confirmation that the volunteer at her school was not doing something required.

I think Peace Corps trainings with counterparts present, especially PDM, need to anticipate and better mitigate questions like this. It needs to be clear that grant projects are not the work of the volunteer alone, are not a requirement of volunteers/are not guaranteed to happen, and do not mean the volunteer has ties to money overseas. I do not mind fielding questions like this; they are part of being a white American serving in rural Region #1. I did my best to communicate what I was here to do, in a kind and gracious way. But doing a grant project (or even getting Mother Bears or any kind of overseas aid) can alter how a volunteer is viewed, as one who brings things rather than one who does things, which could have impacts on future volunteers at the site. Volunteers should be aware of this and prepared to mitigate it as well.

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 | \$75.56 | \$264.49 | \$0.00 | \$0.00 | \$0.00 |
| Labor | | | | | |
| Land/Venue Rental | | | | | |
| Materials Transport | \$0.00 | \$75.57 | \$0.00 | \$0.00 | \$0.00 |
| Materials/Supplies | \$1,424.42 | \$58.77 | \$139.93 | \$0.00 | \$0.00 |
| Other | | | | | |
| Travel/Per Diem/Food/Lodging | | | | | |
| Total | \$1,499.99 | \$398.83 | \$139.93 | \$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) | Third-Party Contribution In-Kind (Local Currency/\$US) | |
|--------------|----------------------|---|---------------------|-----------|-------|------------|-------------------------------|---------------------|---|--|---|--|--|---------------|
| 3/20/2018 | Receipt 3 | Library study tables | Equipment | 450.00 | 3.00 | 1,350.00 | 0.00 | \$0.00 | 1,350.00 | \$113.35 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 3/20/2018 | Receipt 1 | Library reading rugs | Equipment | 60.00 | 30.00 | 1,800.00 | 0.00 | \$0.00 | 1,800.00 | \$151.13 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 3/20/2018 | Receipt 4 | Library chairs | Equipment | 60.00 | 15.00 | 900.00 | 899.95 | \$75.56 | 0.05 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 5/8/2018 | Receipt 9 | Fans transport | Materials Transport | 100.00 | 1.00 | 100.00 | 0.00 | \$0.00 | 100.00 | \$8.40 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 3/20/2018 | Receipt 2 | Transport to collect tables, chairs, and rugs | Materials Transport | 800.00 | 1.00 | 800.00 | 0.00 | \$0.00 | 800.00 | \$67.17 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 3/16/2018 | Receipt 7 | Books from textbook requisition | Materials/Supplies | 1,666.61 | 1.00 | 1,666.61 | 0.00 | \$0.00 | 0.00 | \$0.00 | 1,666.61 | \$139.93 | 0.00 | \$0.00 |
| 5/8/2018 | Receipt 10 | Fans | Materials/Supplies | 350.00 | 2.00 | 700.00 | 0.00 | \$0.00 | 700.00 | \$58.77 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 3/26/2018 | Receipt 5 | New dictionaries from Community #3 | Materials/Supplies | 98.96 | 30.00 | 2,968.80 | 2,968.65 | \$249.26 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 4/15/2018 | Receipt 6, Receipt 8 | Library books | Materials/Supplies | 13,996.24 | 1.00 | 13,996.24 | 13,996.24 | \$1,175.17 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| | | | | | | | | | | | | | | |
| Total | | | | | | | 17,864.84 | \$1,499.99 | 4,750.05 | \$398.83 | 1,666.61 | \$139.93 | 0.00 | \$0.00 |

Final Grant Performance Indicators

Click Ctrl+Home to return to top

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.

Macedonia: Empowering Women as Rights-Holders

Peace Corps Volunteers Empower Women to Know Their Rights and to Empower Women in Their Communities



Ambassadors were trained through the program and held their own sessions in their communities.

This region is one in which patriarchal norms abound, where women are not valued as equal decision makers within their homes, let alone their communities. **45.2%** of rural women must obtain consent from the male head of household in order to obtain medical assistance or leave home without being accompanied. Almost **40%** of women in Macedonia have experienced some form of **domestic violence**, and over **75%** of incidences go unreported.

In two interactive workshops, **nine women** from the region developed personal skills in conflict management and communication to become program ambassadors. These nine women then each held **nine workshops** that on average had **eight women** in attendance. These women raised the awareness of **94 female community members** about women's rights and services available to women. The nine ambassadors became better leaders for and in their communities, connecting opportunities to a wider audience of women, who may be marginalized from information.

Small Investments

Total Project Cost: \$2,260.82

SPA Funded Amount: \$1,592.12

(Including: trainers, transportation, notebooks)

Community Contribution: \$668.70

(Including: flip charts, venue, printing)

Volunteer Paid (Overspent): \$0.01

General Grant Information

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

Project Title: Empowering Women as Rights-Holders in Community #1

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

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

Country: Macedonia **Program Element:** 2.4.1, Civic Participation

Project Start Date: 1/16/2017 **Project End Date:** 5/17/2017

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

% Comm. Contribution Proposed: 29.22 **% Comm. Contribution Final:** 29.58

Comm. Contribution Amount Proposed: \$657.22 **Comm. Contribution Amount Final:** \$668.70

Amount Requested: \$1,592.11 **Amount Approved:** \$1,592.11 **Amount Remaining:** (\$0.01)

Requested Grant Amount (local currency)

85974.00

Exchange Rate: \$1US= (enter local currency value here): 54.00

Number of PCVs working on project: 1

Community Information

| City/Town/Village | Community Group Name | Group Contact Information (phone, address, etc.) | Group Contact Person |
|-------------------|----------------------|--|-------------------------|
| City #1 | NGO #1-City #1 | | Group Contact Person #1 |

Classification

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

| Primary Classification? | Classification(s) |
|-------------------------|------------------------|
| No | Gender and Development |
| Yes | NGO Development |

Click Ctrl+Home to return to top

| | |
|--|--|
| | |
|--|--|

Volunteer Information

| | | | | | |
|--------------------|--------------|---------------------------|--------------------------------------|-----------------|-----------------|
| Primary PCV | PCV #1 _____ | Peace Corps Sector | Community Economic Development _____ | COS Date | 12/4/2017 _____ |
| PCV 2 | _____ | Peace Corps Sector | _____ | COS Date | _____ |
| PCV 3 | _____ | Peace Corps Sector | _____ | COS Date | _____ |
| Other PCVs: | _____ | | | | |

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.

The proposed project seeks to create an environment in Community #1, where women are empowered as rights-holders, learning of their rights as women and how to demand action for rights violations with the support of their fellow female community members. Firstly, the proposed project will establish a formalized network of NGO #1 Ambassadors, who will serve as resource points for all women's issues in their respective communities, thereby strengthening the rural outreach, impact, visibility, and capacity of NGO #1-City #1. Using a rights-based methodology, NGO #1 Ambassadors will learn about women's rights, violence against women (VAW) as a human rights violation, and gender equality, while gaining skills in communication, conflict management, public speaking, and self-esteem. Secondly, NGO #1 Ambassadors will conduct community awareness workshops in their respective rural communities, directly applying what they have learned. These workshops will not initiate a public dialogue about women's rights and VAW/G in rural communities, thereby raising community members' awareness, where attitudes that tolerate women's rights violations are challenged. By creating a formalized network of NGO #1 Ambassadors, who will bring information, resources, and services to those most marginalized, rural Albanian and Macedonian women, the proposed project works to advance the position of women as valued and confident rights-holders in the Community #1.

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

Background

The Community #1 is one in which patriarchal norms abound, where women are confined to traditional gender roles and not valued as equal decision makers within their homes, let alone their communities. The Organization #1 and Community Member #1 (2012) found that more than two-thirds of women from rural villages believe they are obligated to obey the decisions of the men in their family, where 45.2% of rural women must obtain consent from the male head of household to obtain medical assistance or leave home without being accompanied. Where 70% of all people in the Region #1 live in rural areas, the environment in City #1 is one in which women are marginalized from information and services, financially dependent, experience male controlling behavior, and face much stigma in speaking out against violence (Community Member #1, 2016). According to a 2012 baseline survey conducted by the Ministry of Labor and Social Policy and the UN, almost 40% of women in Macedonia have experienced some form of domestic violence, where over three-fourths of incidents go unreported (UNDP). Even more, many women would not encourage other women to report instances of violence, where nearly one-third of citizens in the Region #1 lack sufficient information about domestic violence reporting and services, a prevalent rights violation that is rarely discussed in public (Community Member #1, 2016).

The proposed project therefore addresses a pressing need in the Community #1 to bring awareness, information, and services, with a particular emphasis on VAW, to those most marginalized, rural women. As NGO #1-City #1 is the only active women's organization in the Community #1, operating a free legal clinic for survivors of domestic violence, by establishing a network of Women's Forum Ambassadors trained to provide information and support to women in rural areas, this project will connect opportunities for women, like vocational training, life skills workshops, and institutional services available in City #1 (often provided by NGO #1-City #1) to its surrounding villages. By educating women on their rights, where they have access to support and information, women of the Community #1 can begin to see themselves as active and equal participants in their communities, knowing how to activate their rights and demand recourse for rights violations.

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 community has been pivotal in the design and planning of the proposed project. NGO #1-City #1 has expressed the organizational need to conduct greater rural outreach among younger generations of women. While NGO #1-City #1 has a database of contact points in rural villages throughout the Community #1, Women's Forum seeks to bolster its capacities by training existing contacts to become resources for women in their communities. Even more, women who have participated in NGO #1's activities have expressed a desire to learn more about women's rights, helping to select the themes of the workshops in the proposed project. Many have also expressed the concern that women's rights violations, like violence against women (VAW), are taboo, confined to the private sphere. Only through public discussion and greater awareness, can women's rights violations move from the private to public, where women can access support without fear or humiliation. Rural women have also expressed the challenge in accessing general information as they cannot come to City #1 regularly for seminars, etc. as they are busy caring for young children and their household. The formalized network of NGO #1-City #1 thus would bring resources, information, and education to rural women, addressing their needs and concerns.

Outcome

Briefly describe the desired outcome of the project.

The outcome of the proposed project is to empower women of City #1 as rights-holders through a formalized network of NGO #1-City #1 Ambassadors. NGO #1 Ambassadors will serve as resource points for women's issues in rural communities, accessing those women most marginalized from information, services, and support. By training rural community women as NGO #1 Ambassadors, these women will be able to become champions of women's equality in their communities, connecting vulnerable women to resources, opportunities, and activities to better their position in society and assert their rights. This network will expand the reach, impact, and visibility of NGO #1-City #1, as a small NGO, where more community members will gain access to its services, like NGO #1's free legal clinic for survivors of domestic violence, and activities, which include training on entrepreneurship, vocational skills, and life skills.

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 proposed project is grounded in women's empowerment, where a rights-based methodology will be utilized in implementation. Understanding empowerment as a process encompassing both the individual and surrounding social structures, the proposed project will work at both the individual and community levels.

At the individual level, NGO #1 will recruit 10 passionate rural community members to become NGO #1 Ambassadors. Selected ambassadors will be well-connected and respected in their communities, so that they are able to mobilize fellow community members. These women will attend interactive and participatory workshops, where they will learn of women's rights, gender equality, and VAW as a human rights violation, while gaining skills in communication, public speaking, conflict management, and self-esteem. The curriculum of these workshops will be developed by NGO #1 Staff in collaboration with the trainers. NGO #1 Ambassadors will then directly apply what they have learned in facilitating community awareness workshops in their respective communities, thereby reinforcing their newly acquired capacities and skills. The awareness workshops address the community level component of empowerment where by raising awareness of women's rights with an emphasis on VAW among community members will initiate a public dialogue that can help change attitudes that tolerate women's rights violations. Thus, the proposed project grounds its activities in knowing women's rights are human rights, where women as rights-holders must know their rights and be willing to demand action if their rights are violated. A crucial component in demanding action for rights violations however, is the support of fellow community members. When community members are willing to support women, understanding that women's rights violations, like VAW, cannot be tolerated and are aware of the institutional support available, then women can activate their rights without fear, humiliation, or stigma.

A potential challenge to implementation will be the recruitment of participants to attend the community workshop as there is a general apathy among citizens of the Community #1. However, when implementing the proposed project's second phase, NGO #1 staff will work with its ambassadors who are connected to their communities to recruit individuals, where the workshop will be planned at a time and location convenient for most. Even more, the proposed project works with a marginalized target group, rural Albanian (and Macedonian) women. Given its 15 years of experience advocating for women's rights in the City #1 and larger Region #1, WF maintains a trusted position among women and men alike, where when implementing the proposed project Women's Forum can ensure the needs and concerns of the target group are considered, especially in scheduling and reimbursing any costs accrued in their participation.

Capacity Building

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

The capacity building element of the proposed project works on two-levels. Firstly, the proposed project works to build the skills of individual community members. Ten female rural community members will gain knowledge in women's rights with a particular emphasis on violence against women (VAW) as a human rights violation, while also gaining skills in communication, self-esteem, public speaking, conflict management, and supporting survivors of violence. As NGO #1 Ambassadors, these ten rural women will then practice their newly learned skills by facilitating along with NGO #1 staff a community awareness workshop about women's rights and VAW in their respective communities. Community workshop participants will in effect gain a greater awareness and knowledge about women's rights, VAW as a human rights violation, and the support services available for survivors of violence. Secondly, the proposed project strengthens the capacities of NGO #1, as a small non-governmental organization. By establishing a formalized network of NGO #1 Ambassadors, NGO #1 will be able to extend its visibility and impact, conducting greater rural outreach, accessing those most marginalized from its activities, while at the same time activating and inspiring a cohort of new members committed to advancing women's rights in the Community #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?

By training women who live in rural villages, particularly mountain villages, as resource points for women's issues as NGO #1 Ambassadors, the proposed project establishes an information channel connecting those most marginalized, rural women, to resources, knowledge, and support. NGO #1 Ambassadors will serve as vital points of contact for many who would not have other opportunities to access women's resources and information. This network of NGO #1 Ambassadors will continue beyond this project, providing information for rural women about their rights and the resources and support services available to assert their rights. Additionally, NGO #1 Ambassadors will be included in other NGO #1 activities and projects as vital NGO #1 members, advancing the organization's mission and vision, where the dialogue they initiate in their communities does not end with this project.

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 |
| | NGO #1 Ambassadors will host and facilitate 10 community awareness workshops to 10 community | 1) Attendance of community members at community awareness workshops | NGO #1 Ambassadors to be monitored and evaluated by NGO #1 Staff | May 2017 | NGO #1-City #1 Ambassadors hosted 9 workshops in the villages of Community #2, | 8 rural community workshops were held and one workshop for the Organization #2 (nurses/midwives) of the Community #1 in City #1. |

Click Ctrl+Home to return to top

| | | | | | | |
|--|---|--|---|--|---|--|
| | members by May 2017. | | | | Community #3, Community #4, Community #5, Community #6, Community #7, Community #8, Community #9. The NGO #1 Ambassador from Community #10 chose to host her workshop for the nurses of the Organization #2 in City #1, where the female nurses/midwives are from the municipalities of the Community #1. | |
| | 100 female community members will have raised awareness and increased knowledge about women's rights, especially VAW/G as a human rights violation and the support services available to those experiencing violence by May 2017. | 1) Proportion of women who know of their rights and available domestic violence support services; 2) Proportion of individuals who would assist a woman experiencing violence by a family member/husband/partner | Community Members participating in Community Awareness Workshop to be monitored and evaluated by NGO #1 Staff | May 2017 | 94 women of the Community #1 have increased awareness about their rights as women and available domestic violence support services by attending community workshops hosted by their respective NGO #1 Ambassadors. Approximately 75% of participants were able to name their rights as women and available domestic violence support services after the community workshops were held. | Given the experience with the pre/post workshop knowledge surveys for the NGO #1 Ambassador training, NGO #1 staff did not utilize a written survey to gauge the awareness gained by community workshop participants. Instead, NGO #1 staff observed participant discussion during the workshops and asked questions that tested for knowledge gained during the workshop. The 75% of participants able to name women's rights and domestic violence support services is based on NGO #1 staff observations and questions. Upon greater review of the indicators, NGO#1 staff chose not to include the second indicator (proportion of individuals who assist a woman experiencing violence) as the project was more focused on providing information and creating channels of communication, where this indicator was no longer applicable in evaluating such an effort. Even more since the question would not be asked via writing, the women would not have been as willing to answer such a question in front of their peers. |
| | The establishment of a formalized network of NGO #1 Ambassadors who will support the work of NGO #1-City #1, advancing its mission and vision by March 2017. | 1) Amount of women who have reached out to NGO #1 Ambassadors regarding women's issues; 2) NGO #1 Ambassadors' official membership of NGO #1; 3) Increased visibility of NGO #1 in rural areas surrounding City #1 | NGO #1 | March 2017. where data for the indicators will be collected from March 2017-May 2017 | The 9 NGO #1 Ambassadors have become members of NGO #1-City #1. Through 9 community workshops, the rural outreach and visibility of NGO #1-City #1 has been greatly increased in the Community #1. While no women have been reported as reaching out to NGO #1 Ambassadors regarding women's issues since the community workshops, many women after the workshops directly reached out to the NGO | The network of NGO #1 Ambassadors established by this project will be utilized by NGO #1-City #1 in future projects and activities. |

| | | | | | | |
|--|--|--|--|------------|---|---|
| | | | | | #1 director expressing great interest in participating in future activities and projects. | |
| Women of the Community #1 will be empowered as rights-holders, understanding their rights as women, where they are able to access support and services for rights violations without fear or stigma, knowing they are supported by their fellow community members. | 10 rural female community members will be trained as NGO #1 Ambassadors, learning about women's rights and domestic violence, while developing their capacities in communication, conflict management, public speaking, and self-esteem by March 2017. | 1) Proportion of ambassadors who are able to identify domestic violence support services in the Community #1; 2) Proportion of ambassadors who gain knowledge in women's rights, able to name applicable rights in Macedonia | NGO #1 Ambassadors to be monitored and evaluated by NGO #1 Staff | March 2017 | 9 rural female community members were trained as NGO #1 Ambassadors, participating in 5 workshops. During these workshops, the NGO #1 Ambassadors developed their capacities in communication and conflict management, identity and self-esteem, and public speaking. They also gained knowledge about the mission of NGO #1-City #1, gender equality, and women's rights. According to the pre/post workshop knowledge survey, 100% of participants were able to name and identify rights of women (education, opinion, work, property, decision-making processes, etc.). 4 out of 7 participants (attending the women's rights workshop) were also able to name domestic violence support services in the Community #1. | The pre/post workshop knowledge survey as a tool to monitor and evaluate the knowledge gained by NGO #1-City #1 Ambassadors was not the most accurate or effective tool. Many of the participants left questions blank. For example three of the participants did not name any domestic violence services. Given the conflicting data, at the next workshop NGO #1 staff tested the participants' knowledge orally, where the ambassadors were able to explain the difference between gender and sex and name 2 domestic violence support services. |
| | | | | | | |

Timeline

| Person Responsible | Activity | Implementation Time |
|---|---|---------------------|
| NGO #1 | Community Mapping | January 2017 |
| NGO #1 | Recruitment of NGO #1 Ambassadors | January 2017 |
| Trainer Community Member #2 and Attorney Community Member #3 | NGO #1 Ambassador Training 1: Introduction | January 2017 |
| Attorney Community Member #3 | NGO #1 Ambassador Training 2: Women's Rights | February 2017 |
| Trainer Community Member #2 and Attorney Community Member #3 | NGO #1 Ambassador Training 3: Domestic Violence and Supporting Survivors of Domestic Violence | February 2017 |
| Life Coach Community Member #4 (Organization #3, - Community #11) | NGO #1 Ambassador Training 4: Communication and Conflict Management | February 2017 |
| Life Coach Community Member #4 (Community #3. - Community #11) | NGO #1 Ambassador Training 5: Confidence and Self Esteem | February 2017 |

Click Ctrl+Home to return to top

| | | |
|-------------------------------------|---|-----------------------|
| NGO #1 Staff | NGO #1 Ambassador Training 6: Community Awareness Workshop Preparation and Certificate Presentation | March 2017 |
| NGO #1 Ambassadors and NGO #1 Staff | Rural Community Awareness Workshops | March 2017 - May 2017 |
| | | |

Do No Harm

General

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

As this project works with a vulnerable target group, rural women there are risks when implementing the proposed project. The foundation of the proposed project is empowerment, where this project seeks to provide the resources for women to believe in their own abilities to assert their rights and claim the recourse they are entitled for rights violations. Social empowerment may increase women's risk to violence in the short-term by challenging traditional gender roles and increasing conflict within their household. Additionally, there is the risk that women will not be allowed by their male head of household to participate in the program.

Given the proposed project will emphasize VAW, there is also the risk that survivors may be re-victimized in the process, where NGO #1 Ambassadors may not act confidentially or assume a survivor-centered approach, where their role is not to take action on behalf of survivors of domestic violence, but explain the options, resources, and rights survivors have in a supportive manner.

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 training a project and thus will not produce any possible negative environmental impacts within the Community #1.

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.

To mitigate the above mentioned risks, Women's Forum staff will take the necessary precautions to ensure that the proposed project does no harm to its participants and beneficiaries. When recruiting potential NGO #1 Ambassadors, NGO #1 Staff will analyze the potential risk for increased conflict within a woman's household, by asking recruited ambassadors whether they have informed any one in their household of their participation in their program, which will minimize any perception of secrecy. NGO #1 will also periodically check in with participants to assess their feelings of safety participating in the program. If an ambassador no longer feels safe at any point during the training program or afterwards, she is able to leave the program without question and/or seek greater support from NGO #1 staff. To ensure that the ambassador's participation in the proposed project will not increase household conflict by impacting an ambassador's household income, the proposed project will reimburse travel costs and provide a small monetary incentive to the ambassador for her participation, as well as coffee and snacks during trainings. The proposed project will also schedule workshops at the ambassadors' preference so that they are able to balance their household commitments, which typically include caring for children and preparing meals thereby minimizing another potential source for increased household conflict.

As the proposed project will focus on VAW, where NGO #1 Ambassadors may come into contact with survivors of domestic violence, ambassadors will be asked to sign a confidentially pledge to not disclose the identity of anyone who approaches them for guidance, where they will receive much training in the survivor-centered approach. Thus, ambassadors will be reminded throughout the program that when working with survivors of domestic violence, their role is not to force the survivor to report violence, but provide all information, resources, and options available to the survivor whether she chooses to report violence or not.

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 | \$107.41 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Labor | \$971.85 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Land/Venue Rental | \$0.00 | \$435.00 | \$0.00 | \$0.00 | \$0.00 |
| Materials/Supplies | \$126.19 | \$10.00 | \$15.56 | \$0.00 | \$0.00 |
| Travel/Per Diem/Food/Lodging | \$386.67 | \$0.00 | \$196.67 | \$0.00 | \$0.00 |
| Total | \$1,592.11 | \$445.00 | \$212.22 | \$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) | |
|--|------------------------------|-----------|-------|------------|--------------------|-------------------|--|----------|---|---------|--|--------|---|--------|
| | | | | | | | | | | | | | | |
| NGO #1-City #1 Banner | Equipment | 5800.00 | 1.00 | 5800.00 | 5800.00 | \$107.41 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Trainer - Attorney | Labor | 3240.00 | 3.00 | 9720.00 | 9720.00 | \$180.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Trainer - Personal Development | Labor | 5400.00 | 2.00 | 10800.00 | 10800.00 | \$200.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Trainer - Gender | Labor | 3240.00 | 4.00 | 12960.00 | 12960.00 | \$240.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| NGO #1 Ambassadors | Labor | 1900.00 | 10.00 | 19000.00 | 19000.00 | \$351.85 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| NGO #1 Office Space for Ambassador Training Workshops | Land/Venue Rental | 7830.00 | 3.00 | 23490.00 | 0.00 | \$0.00 | 23490.00 | \$435.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| A4 Printer Paper | Materials/Supplies | 150.00 | 2.00 | 300.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 300.00 | \$5.56 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Pens (Scheider K15 Pens) | Materials/Supplies | 54.00 | 10.00 | 540.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 540.00 | \$10.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Flip Charter Makers (Scheider) | Materials/Supplies | 108.00 | 5.00 | 540.00 | 0.00 | \$0.00 | 540.00 | \$10.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Flip Chart Paper | Materials/Supplies | 70.00 | 1.00 | 70.00 | 70.00 | \$1.30 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| A4 Folders | Materials/Supplies | 54.00 | 10.00 | 540.00 | 540.00 | \$10.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| A4 Notebooks | Materials/Supplies | 100.00 | 10.00 | 1000.00 | 1000.00 | \$18.52 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| NGO #1 Ambassador Certificates | Materials/Supplies | 110.00 | 10.00 | 1100.00 | 1100.00 | \$20.37 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Copier Toner | Materials/Supplies | 4104.00 | 1.00 | 4104.00 | 4104.00 | \$76.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Trainer- Personal Development Travel to City #1 for 2 Workshops from Community #11 using her personal automobile | Travel/Per Diem/Food/Lodging | 810.00 | 2.00 | 1620.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 1620.00 | \$30.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Coffee Breaks for Ambassador Training Workshops | Travel/Per Diem/Food/Lodging | 120.00 | 24.00 | 2880.00 | 2880.00 | \$53.33 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| NGO #1 Staff Travel to Community Workshops | Travel/Per Diem/Food/Lodging | 300.00 | 10.00 | 3000.00 | 3000.00 | \$55.56 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Transportation Costs for NGO #1 | Travel/Per Diem/Food/Lodging | 100.00 | 60.00 | 6000.00 | 6000.00 | \$111.11 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |

Click Ctrl+Home to return to top

| | | | | | | | | | | | | | | |
|---|------------------------------|--------|--------|----------|------------------|-------------------|------------------|-----------------|------------------|-----------------|-------------|---------------|-------------|---------------|
| Ambassadors for Training Workshops | | | | | | | | | | | | | | |
| Coffee Breaks for Rural Community Workshops | Travel/Per Diem/Food/Lodging | 120.00 | 150.00 | 18000.00 | 9000.00 | \$166.67 | 0.00 | \$0.00 | 9000.00 | \$166.67 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| | | | | | | | | | | | | | | |
| Total | | | | | 85,974.00 | \$1,592.11 | 24,030.00 | \$445.00 | 11,460.00 | \$212.22 | 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 | Equipment includes a banner that will be displayed at all community awareness workshops and future NGO #1 Projects. The banner will help to increase the visibility of NGO #1-City #1 in rural areas by acting as a visual representation and reminder of the support services available to women attending the workshops, while also reinforcing the brand and messaging of the organization and its newly established network of ambassadors. | | |
| Labor | This grant will cover the cost of the three trainers (law, gender, and personal development) required to facilitate the NGO #1 Ambassador Training Workshops. Labor will also cover 1900 MKD to be given to each Ambassador as an incentive to participate in the program, while also minimizing any potential increased household conflict by her participation. | | |
| Land/Venue Rental | | The community will cover the cost of NGO #1-City #1's office space for the first three months of the project as it will serve as the venue for ambassador workshops and curriculum development. | |
| Materials/Supplies | Materials to be covered by the grant include the A4 notebooks where Ambassadors can take their notes, flip chart paper, and copier toner, where trainers can print out workshop materials. | Materials to be provided by the community via in-kind/cash include pens for the NGO #1 Ambassadors to be used during their training workshops, flip chart markers, and A4 copier/printer paper. | |
| Travel/Per Diem/Food/Lodging | This grant will cover ambassadors' travel to training workshops where the cost is based on the average round trip combi from villages into City #1, as well as NGO #1 staff travel to the community workshops, where the cost is based on the average round trip taxi from City #1 to surrounding villages. Taxi was selected since its cost is comparable to 4 NGO #1 staff taking combis. This grant will cover coffee for training workshops and half of the community workshops. The unit cost is based on each individual having a coffee and snack. | The community will cover the additional half of the costs associated with the coffee breaks for the community awareness workshops, where snacks and coffee will create an added incentive to attend the workshop. The Personal Development Trainer has donated all costs associated with her travel from Community #11 to City #1 for 2 workshops using her personal car, which is valued at 810 MKD/workshop. | |

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 | |
|------------------|------|-------------------------------|--|---|--|------------------|-----|
| Macedonia | All | # of Beneficiaries (indirect) | Community members who receive an indirect benefit from the project, not including those counted above | Female(s) 25 and above | 100 | 84 | |
| | | | | Female(s) 15-24 | 0 | 10 | |
| | | # of Participants (direct) | Community members directly involved in the design and implementation of the project, including those who attend trainings or workshops | Female(s) 25 and above | 10 | 9 | |
| | | | | Capacity Development | # of community organizations and/or associations that will have increased capacity due to this small grant | Organizations | 1 |
| | | New Technology & Practices | # of new technologies and/or practices that will have been adopted as a result of this small grant | # of individuals who will have increased capacity due to this small grant | Female(s) 25 and above | 110 | 103 |
| | | | | Practices | 1 | 1 | |
| | SPA | 2.4.1, Civic Participation | # of civil society organizations using US government assistance to improve internal organizational capacity | Civil society organizations | 1 | 1 | |
| | | | # of people trained/educated in organizational capacity and/or leadership | Female(s) 25 and above | 10 | 9 | |

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.

Through this project, NGO #1-City #1 empowered 9 women from rural villages of the Community #1 to become resource points for other women and girls in their respective villages. The women attended training workshops on the mission of the organization NGO #1-City #1, gender equality, women's rights, domestic violence, and life skills, which covered communication, conflict management, and self-esteem. Throughout the training, the women engaged in lively discussions about their experiences, sharing their personal opinions, challenges and successes without worrying about what the others would think. For example, one participant shared how she had paid for her fashion design certificate without her parents' help, while another told a story about how she didn't have time to make baklava for her husband, so instead bought a tray claiming the credit when he told her it was the best baklava she has ever made. Many of the ambassadors expressed how they had never had the opportunity to think about how they handle conflict or communicate, let alone take time to set personal goals and reflect upon their achievements, saying "this was really important for us." Seeing the women chosen as NGO #1 Ambassadors open up over the course of their training and then take their newfound knowledge to create a safe space in their villages for other women to freely discuss their experiences was truly inspirational. For many of the women at the rural community workshops, it was their first time thinking about gender equality, discussing the challenges they face as women every day, and hearing about what services exist for survivors of domestic violence. For most of the NGO #1 Ambassadors, it was their first time in any type of leadership role, presenting information to a large group of their peers. They took their role as NGO #1 Ambassadors seriously, working together to come up with presentation outlines, preparing notes, presentation slides, and even doing outside research to supplement what they had learned during their training. Many came up to me after their workshops expressing how nervous they were, yet throughout their presentations they provided personal examples that allowed others to open up, facilitating discussions on what gender equality would look like in their villages to how women can support survivors of domestic violence to practicing "I" statements for better communication. This project not only raised 94 women's awareness about gender equality and women's rights, but also empowered 9 women to become leaders in their community as NGO #1 Ambassadors, connecting the opportunities of our organization to a wider audience of women, marginalized from information.

Goals Achieved, Changes in Initial Objectives, and Community Feeling

The project was overall successful in achieving its set outcome, empowering women of the Community #1 as rights-holders through a formalized network of NGO #1-City #1 Ambassadors. While the original objective was to train 10 rural female community members as NGO #1 Ambassadors, 9 women instead were trained, learning about women's rights, gender equality, and domestic violence, while developing their personal capacities in communication, conflict management, public speaking, and self-esteem. These 9 women as NGO #1 Ambassadors facilitated 9 community awareness workshops to an average of 8 women cementing their newfound knowledge and skills by directly sharing what they had learned to groups of their peers. The NGO #1 Ambassadors with the support of NGO #1 raised the awareness of 94 female community members about women's rights, gender equality, and the services and resources available to women, particularly domestic violence survivors. By establishing this network, where 9 women were empowered as resource points in their respective communities, progress has been made towards the project's goal: empowering women of the Community #1 as rights-holders, where they understand their rights as women, are able to access support and services for rights violations without fear or stigma, knowing they are supported by their fellow community members.

By establishing a network of resource points (NGO #1 Ambassadors) in rural villages of the Community #1, this project has created channels of information, connecting rural women to the organization NGO #1-City #1, which seeks to elevate women's position in society. Across workshops, participants expressed an eagerness for more opportunities to gain new skills and discuss their experiences, challenges, and opinions. Many voiced a desire for greater economic opportunity, wanting to learn trades like sewing and hairdressing and learn languages that are marketable to potential employers. NGO #1 highlighted that they will reach out to their communities' ambassadors when they hear of such opportunities. In new projects focused on women's economic empowerment, NGO #1 will look to include these participants.

Overall, the community was greatly satisfied with the project. Women who attended community presentations expressed a greater desire for such contact, resources, and information. At the same time, they also expressed gratification at the opportunity to have their voices genuinely heard. NGO #1 Ambassadors found great value in their training and their new position, believing establishing such a network is the first step in promoting gender equality throughout the region, connecting more women with information, resources, and services.

Capacity and Skills Built

This project built capacity in the Community #1 on two levels. Firstly, the project improved the skills of individual female community members of the region. In two interactive workshops facilitated by Organization #3 (Community #11), 9 women from rural villages of the Community #1 as NGO #1-City #1 Ambassadors developed their personal skills in communication and conflict management, where participants identified their own communication styles, patterns of communication, and roles in personal conflict via the drama triangle; self-esteem, where participants learned about the building blocks of self-identity and personal/physical boundaries, while practicing breathing and mirror exercises; and public speaking, where participants gained first-hand experience in facilitating their own community workshops. Additionally, NGO #1 Ambassadors gained new knowledge about women's rights (internationally, regionally, and nationally), gender equality (the distinction between gender and sex, gender stereotypes, and equality), and domestic violence (support and services available to those experiencing violence) through three subsequent training workshops. 94 women from rural villages of the Community #1 participating in local community workshops facilitated by NGO #1 Ambassadors, discussed (many for the first time) topics of gender equality, domestic violence, and communication, leaving with raised awareness about women's issues and resources.

Secondly, the project strengthened the organizational capacities of NGO #1-City #1. By establishing a formalized network of NGO #1 Ambassadors, the organization has improved its rural outreach and has increased its visibility to those most marginalized from its activities. For future projects, activities, and opportunities, NGO #1 will be able to utilize this network to recruit a range of participants who would otherwise not be included. At the same time, this project has also activated a new cohort of NGO #1 members who are committed to advancing gender equality and women's rights throughout the region.

Sustainability

By training women who live in rural villages as resource points for women's issues as NGO #1-City #1 Ambassadors, this project established a channel of information connecting those most marginalized, rural women, to resources, information, and support. Women in the rural villages of Community #4, Community #5, Community #2, Community #3, Community #7, Community #8, Community #6, and Community #9, as well as the nurses/midwives of the Organization #2 (City #1) now know who they can turn to with questions related to women's issues. The NGO #1 Ambassadors in turn know that they can connect these women to NGO #1-City #1. NGO #1 Ambassadors thereby will continue to serve as vital points of contact for many who would not have other opportunities to access women's resources and information. NGO #1 Ambassadors will be included in other NGO #1 activities as vital NGO #1 members, advancing the organization's mission and vision, where the dialogue they initiated in their communities about gender equality does not end with this project. Even more, Community #1 will include participants from the community workshops in future activities and projects, like upcoming cycles of financial development and personal development workshops.

Unexpected Events and Recommendations

The grounding principle of this project was one of participation, where NGO #1 Ambassadors were empowered to become resource points for other women in their communities. While the project envisioned community workshops to be held in each ambassador's respective rural community, the NGO #1 Ambassador from Community #10 came to NGO #1 with another suggestion. As the supervisor for the nurses/midwives of the Organization #2 of the Community #1, she felt the knowledge she had learned would be of great use for her colleagues. The nurses of this network provide support to pregnant women and new mothers in villages throughout the municipalities of the Community #1. Having had firsthand experience interacting with young mothers who had physical signs of abuse, the Ambassador thought that her colleagues would benefit greatly from learning more about communication styles, gender equality, and the support services available for women, particularly those experiencing violence. The initiative shown by the NGO #1 Ambassador highlights the impact of this project, where Ambassadors internalized their newly gained knowledge and chose their target group understanding the value of the information learned. During the workshop for the Organization #2, the nurses were some of the most engaged participants of all the community workshops, providing examples from their work, actively contributing to the discussion, and brainstorming strategies on how best to provide information to women who they identify as experiencing violence. Projects grounded in participation and community ownership, like this one where women from rural areas were selected and empowered to serve as resource points for their fellow community members, should be replicated. By giving women the tools and skills to believe in themselves as resources for their communities, unexpected, but even greater results can be achieved, where the nurses of the Organization #2 who interact with women marginalized from services every day, will be able to pass on what they have learned to an even greater number of women.

When writing the project, NGO #1 planned to have 6 workshops for the Ambassador training series. However, when discussing the schedule with the NGO #1 Ambassadors they preferred to have longer workshops, covering more content over coming into City #1 more times for shorter workshops. For future projects, it will be important to keep this preference in mind when planning activities and timelines that would require women to come into the city center from their respective communities.

Lessons Learned and Promising Practices

In community workshops where there was a stark difference among women's ages, the older women tended to monopolize the conversation, affording little time for the younger women to express their opinions. Younger women would defer to the older women, choosing not to contradict what they were saying and therefore, not express their own feelings, experience, or opinions. Only when directly asked by the facilitator for her thoughts, would a younger woman speak. For future workshops, it is important to divide women by age if there is a stark difference among participants to create a space where all participants feel comfortable to express their opinions and/or provide greater guidance to whomever is recruiting the women as to what age group should be included.

When working with rural women, written pre/post workshop knowledge surveys are not the most effective tool to gauge whether participants have learned new information. When the pre/post knowledge were administered to the NGO #1 Ambassadors to gauge whether they had learned anything new, women did not answer many of the questions, were confused by wording of the questions, and talked with others about how best to answer the questions even though the facilitators repeated several times that this survey was a reflection of the facilitator not the participants. Even more, the results of the knowledge survey did not accurately capture the discussion among participants, who were able to verbally describe the distinction between gender and sex, name women's rights, and identify resources for domestic violence survivors. Having had such an experience with the Ambassadors' written knowledge surveys, NGO #1 chose to check for understanding orally during the community workshops, which was much more effective given that many of the participants had limited time and schooling, where some were illiterate. This check for understanding was done informally, where facilitators and NGO #1 staff would ask questions of the participants and gauge understanding. For future workshops, a checklist for understanding and observation should be developed which can be utilized by the facilitator throughout the workshop to allow for more rigorous evaluation.

The participatory nature of this project was integral to its success and should be utilized in future projects. The NGO #1 Ambassadors while receiving training on a range of topics and support from NGO #1-City #1 developed their own outlines for their presentations, prioritizing the topics they found to be of importance for the women of their respective communities. The Ambassadors truly "owned" the project, becoming active stakeholders in ensuring its success. They took their role seriously in genuinely wanting to share their newfound knowledge with others. At the final training workshop, the Ambassadors discussed together what strategies would work best to deliver this information to women—indirectly with personal examples. By presenting their newfound knowledge, the Ambassadors internalized it, gaining an even greater understanding than when the information was first presented.

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 | \$80.63 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Labor | \$1,014.26 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Land/Venue Rental | \$0.00 | \$435.00 | \$0.00 | \$0.00 | \$0.00 |
| Materials/Supplies | \$234.76 | \$0.00 | \$32.04 | \$0.00 | \$0.00 |
| Travel/Per Diem/Food/Lodging | \$253.20 | \$0.00 | \$201.67 | \$0.00 | \$0.00 |
| Total | \$1,582.85 | \$435.00 | \$233.70 | \$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) |
|-----------|-----------------------------------|--|--------------------|-----------|----------|------------|-------------------------------|---------------------|---|--|---|--|
| 2/6/2017 | 6 - Arberia_Banner | NGO #1 - City #1 Banner | Equipment | 1.00 | 4,354.00 | 4,354.00 | 4,354.00 | \$80.63 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 3/20/2017 | 7 - Law | Trainer - Attorney | Labor | 3,240.00 | 3.00 | 9,720.00 | 9,720.00 | \$180.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 3/20/2017 | 8 - Gender | Trainer - Gender | Labor | 3,240.00 | 4.00 | 12,960.00 | 12,960.00 | \$240.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 3/3/2017 | 9 - Organization #3 Community #11 | Trainer - Personal Development | Labor | 7,045.00 | 2.00 | 14,090.00 | 14,090.00 | \$260.93 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 5/4/2017 | 10 - Ambassador Payments | NGO #1 Ambassadors | Labor | 2,000.00 | 9.00 | 18,000.00 | 18,000.00 | \$333.33 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 3/31/2017 | | NGO #1 Office Space for Ambassador Training Workshops | Land/Venue Rental | 7,830.00 | 3.00 | 23,490.00 | 0.00 | \$0.00 | 23,490.00 | \$435.00 | 0.00 | \$0.00 |
| 2/2/2017 | | Flip Chart Paper | Materials/Supplies | 200.00 | 1.00 | 200.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 200.00 | \$3.70 |
| 2/2/2017 | | Flip Charter Makers (Scheider) | Materials/Supplies | 50.00 | 4.00 | 200.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 200.00 | \$3.70 |
| 2/2/2017 | 1 - Rilindja | Pens (Scheider K15 Pens) | Materials/Supplies | 20.00 | 20.00 | 400.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 400.00 | \$7.41 |
| 2/27/2017 | | Personal Development Workshop Handouts Printing (by Organization #3) | Materials/Supplies | 540.00 | 1.00 | 540.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 540.00 | \$10.00 |
| 5/8/2017 | 2- Office Plus Office Supplies | Eraser | Materials/Supplies | 8.00 | 1.00 | 8.00 | 8.00 | \$0.15 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 5/8/2017 | 2- Office Plus Office Supplies | Pencils | Materials/Supplies | 10.00 | 2.00 | 20.00 | 20.00 | \$0.37 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 5/8/2017 | Office Plus Office Supplies | Post It's | Materials/Supplies | 30.00 | 1.00 | 30.00 | 30.00 | \$0.56 | 0.00 | \$0.00 | 0.00 | \$0.00 |

| | | | | | | | | | | | | | | | | |
|--------------|--|---|------------------------------|-----------|-------|-----------|------------------|-------------------|------------------|-----------------|------------------|-----------------|-------------|---------------|-------------|---------------|
| 5/8/2017 | Office Plus Office Supplies | Paper Clips | Materials/Supplies | 285.00 | 1.00 | 285.00 | 285.00 | \$5.28 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 3/20/2017 | 5 - Arberia_Certificates | NGO #1 Ambassador Certificates | Materials/Supplies | 474.00 | 1.00 | 474.00 | 474.00 | \$8.78 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 2/2/2017 | 1 - Rilinjda | A4 Folders | Materials/Supplies | 50.00 | 10.00 | 500.00 | 500.00 | \$9.26 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 3/8/2017 | 2 - Office Plus Office Supplies | A4 Printer Paper | Materials/Supplies | 195.00 | 5.00 | 975.00 | 585.00 | \$10.83 | 0.00 | \$0.00 | 390.00 | \$7.22 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 5/8/2017 | 2 - Office Plus Office Supplies | Binders | Materials/Supplies | 145.00 | 5.00 | 725.00 | 725.00 | \$13.43 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 5/8/2017 | Office Plus Office Supplies | Assorted Folders | Materials/Supplies | 755.00 | 1.00 | 755.00 | 755.00 | \$13.98 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 2/2/2017 | 1 - Rilindja | A4 Notebooks | Materials/Supplies | 93.00 | 10.00 | 930.00 | 930.00 | \$17.22 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 5/8/2017 | 2 - Office Plus Office Supplies | File Storage Containers | Materials/Supplies | 465.00 | 2.00 | 930.00 | 930.00 | \$17.22 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 5/8/2017 | 4 - Neon Systems Printer Toner | Printer Toner | Materials/Supplies | 1,600.00 | 2.00 | 3,200.00 | 3,200.00 | \$59.26 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 3/21/2017 | 3 - Neon System Copier Toner | Copier Toner | Materials/Supplies | 4,235.00 | 1.00 | 4,235.00 | 4,235.00 | \$78.43 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 12/20/2016 | 15 - Komercijalna Fee | Opening Bank Account Fee (10 Euro) | Other | 500.00 | 1.00 | 500.00 | 500.00 | \$9.26 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 2/27/2017 | | Trainer-Personal Development Travel to City #1 for 2 Workshops from Community #11 using her personal automobile | Travel/Per Diem/Food/Lodging | 945.00 | 2.00 | 1,890.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 1,890.00 | \$35.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 3/20/2017 | 13 - Ambassador Training Workshop Breaks | Coffee Breaks for Ambassador Training Workshops | Travel/Per Diem/Food/Lodging | 2,532.00 | 1.00 | 2,532.00 | 2,532.00 | \$46.89 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 5/4/2017 | 12 - NGO #1 Travel | NGO #1 Staff Travel to Community Workshops | Travel/Per Diem/Food/Lodging | 3,197.00 | 1.00 | 3,197.00 | 3,197.00 | \$59.20 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 3/20/2017 | 11 - Ambassador Travel | Transportation Costs for NGO #1 Ambassadors for Training Workshops | Travel/Per Diem/Food/Lodging | 100.00 | 39.00 | 3,900.00 | 3,900.00 | \$72.22 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 5/4/2017 | 14 - Rural Workshop Breaks | Coffee Breaks for Rural Community Workshops | Travel/Per Diem/Food/Lodging | 13,044.00 | 1.00 | 13,044.00 | 4,044.00 | \$74.89 | 0.00 | \$0.00 | 9,000.00 | \$166.67 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| | | | | | | | | | | | | | | | | |
| Total | | | | | | | 85,974.00 | \$1,592.11 | 23,490.00 | \$435.00 | 12,620.00 | \$233.70 | 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.

Philippines: Ifugao Special Olympics

Peace Corps Volunteers building community involvement through special needs sporting event.



Community beneficiaries experience inclusivity, comradery and confidence building in community event.

The most important goal of the Ifugao Special Olympics project was for special education students in Ifugao to build self-esteem and confidence by participating in Special Olympics. The coaches taught athletes the basics of running, speed walking, soccer, and games native to the province. At least **35** of the 72 athletes who participated in the Special Olympics event were able to engage in athletic training sessions to **build exercise habits** and **improve fine motor skills** through the efforts of coaches. Through this project, **18** community members were trained by Special Olympics Philippines coordinators regarding how to athletically train and support persons with intellectual disabilities. In turn, these 18 coaches were able to train **72** persons with intellectual disabilities in athletics and provide them with the skills necessary to effectively participate in the Special Olympics athletic competition. These athletes learned the importance of fitness and physical health, were given the opportunity to interact with other athletes, and were provided with the opportunity to show the community their abilities thus **increasing their confidence**.

There were **7** municipalities represented at the Special Olympics event. Some coaches went door to door to find persons with special needs to partake in the culminating activities. The coaches demonstrated that they are **dedicated to the inclusion of individuals** with intellectual disabilities. The feeling of the community was very positive and supportive of inclusion. Based on observations as well as feedback written on coaches, parent, and athlete surveys, it is clear that the **community is willing** to replicate the Special Olympics event in the future

Small Investments

Total Project Amount: \$5,531.84

PCPP Funded Amount: \$3,667.60 (Including: uniforms and athletic equipment)

Community Contribution: \$1,937.04 (Including: volunteer hours, venues, supplies)

General Grant Information

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

Project Title: Ifugao Special Olympics

Grant Type: Peace Corps Partnership Program (PCPP) **Status:** Project Completed

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

Country: Philippines

Project Start Date: 5/1/2017 **Project End Date:** 8/17/2017

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

% Comm. Contribution Proposed: 35.02 **% Comm. Contribution Final:** 34.56

Comm. Contribution Amount Proposed: \$1,937.04 **Comm. Contribution Amount Final:** \$1,937.04

Amount Requested: \$3,594.80 **Amount Approved:** \$3,667.60 **Amount Remaining:** (\$0.15)

Requested Grant Amount (local currency)

179272.50

Exchange Rate: \$1US= (enter local currency value here): 49.87

Number of PCVs working on project: 2

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 | Education |
| Yes | Youth Development |

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.

This project aims to hold a 2-day Special Olympics event in the province of Ifugao. The event will be held at the Special Education Center in Town 1 in late July, 2017. The target participation is sixty athletes from the eleven municipalities of Ifugao. The goal is to empower students with special needs through the participation in the Special Olympics sporting event. An additional goal is to train coaches from around the province in the most inclusive methods of athletic instruction for students with special needs.

Prior to the event, coaches will participate in a 1-day training that will teach them the best practices for coaching athletes with special needs. The training will be led by the coordinators from Special Olympics Philippines. After the training, the coaches will hold athletic training sessions for student athletes to participate in. The training sessions will commence for one to two months in preparation for the Special Olympics event.

After substantial time spent training, Special Olympics athletes will travel to town 1 to participate in the Special Olympics event. Day one will consist of track and field events and the following day will be team sports contingent upon the recommendation of the Special Olympics coordinators during their training.

The impact will be both on student athletes as well as coaches. The athletes will feel more empowered and included in the community. The coaches will learn best practices for inclusion when working with students with special needs.

Background

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

Town 1 has a population of around 200,000 people, but there is insufficient information regarding Persons With Disabilities (PWD) in Town 1. Hosting a Special Olympics event intends to bring awareness to the deficiency in data. Through the analysis of existing data, the focal person for PWDs in Town 1 has estimated that there are around one hundred persons with special needs in the province. Based on that estimation, the goal for participation in the Special Olympics event is sixty athletes.

This project addresses the much-needed opportunity for students with special needs to be included in community events. Any type of Special Olympics or sports day for students with special needs has yet to be established in the province of Town 1. While many people are supportive of the idea, it has never manifested into an actual event.

Only four of the eleven municipalities in the province of Ifugao have Special Education Centers (SPED Centers) for students to attend. SPED Centers are separate from other elementary schools and are comprised predominately of students with special needs, physical impairments, and gifted learners. In SPED Centers, the teachers are trained special educators and their classrooms are equipped to support students in their acquisition of knowledge and life skills. The remaining seven municipalities who do not have a SPED Center are faced with challenges on how to educate students with special needs. Parents of a student with special needs must send their child to a municipality that does have a SPED center or, oftentimes, their child does not attend school. Some elementary schools practice inclusion and allow students with special needs to attend regular classes. However, these schools often do not have the resources necessary to support the learners to the same extent that SPED Centers do.

Ifugao is severely lacking in, not only schools for children with special needs, but also in inclusive events for these students to attend. Holding a Special Olympics event would address the need of PWD inclusion and empowerment.

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 principal and teachers of the community group 1 in the municipality of Town 1 were the initial members who offered their support in the project. After the initial proposal of the project to the principal and teachers, many other community members have also offered their assistance with planning. The SPED Center shares an athletic field with the town 1 School. The principal at the town 1 School has agreed to the use of the shared athletic field for the Special Olympics event in July 2017.

Primary planning has been completed with the Special Education athletic coordinator for the community group 1. She has attended Special Olympics events before and is familiar with the program, yet has never been able to receive enough assistance to hold one in Ifugao. The project is an opportunity for her to gain experience and community support in planning a Special Olympics event for the province so she can be the primary coordinator in the years to follow.

The focal person for persons with disabilities for the province of Ifugao has provided information about students with intellectual disabilities that will be used to invite participants. She is very excited to work with the Peace Corps Volunteer (PCV) on this project. Additional persons involved include the SPED coordinator for town 2, the coordinator for PWDs in town 3, as well as many Special Education teachers in town 1. Although the project is still in an early stage of planning, based on the community feedback it appears

that odds are propitious for sufficient participation of both athletes and coaches.

Outcome

Briefly describe the desired outcome of the project.

The desired outcome of this project is for all participants, including student athletes and coaches, to feel a renewed sense of commitment to the inclusion of persons with intellectual disabilities in the community. Like all people, persons with intellectual disabilities deserve the opportunity to feel like a part of their community. Feeling included in the community includes being able to participate in important bonding rituals and rites of passage, such as competing in local sports competitions.

After participating in the 2-day Special Olympics event and the months of training leading up to it, student athletes will be equipped with knowledge and skills related both to athletics and essential life skills such as cooperation, communication, and teamwork.

By participating in the implementation of this activity, coaches will gain knowledge and skills related to working successfully with persons with disabilities. By building the capacity of coaches in the community, there exists the possibility for hosting future events aimed at promoting the visibility, capacity, and empowerment of persons with disabilities living in Ifugao.

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?

In order to implement this project, first a committee will be created consisting of community members who are willing to assist in various aspects of the Special Olympics event. This committee will be comprised of Peace Corps Volunteers in the area, Special Education Center principals, Special Education Center teachers, Department of Social Welfare and Development employees, and parents of students. A contact person for each municipality will be selected in order to best coordinate with coaches in distant areas.

After forming the committee, letters will be sent to barangay officials and school heads to assist in locating participants for the event. Participants include those who will be coaches and persons with intellectual disabilities who will compete in the games, as well as anyone willing to volunteer during the Special Olympics event.

Once the coaches are determined, then they will attend a training at a time set by Special Olympics Philippines coordinators in either May or June. After the coaches have received adequate training, they will select participants for the event and begin holding training sessions for their athletes. The training sessions will occur for approximately one to two months before the event.

The Special Olympics games will be held over the course of two days in July. The athletes and their coaches will travel to town 1 and stay at the SPED Center and town 1 school dependent upon the number of participants. They will arrive in the afternoon the day prior to any events. The first day will include track and field events. Day two consists of team sports such as badminton and bocce. We will not determine which sports will be played until after the training of coaches. After the conclusion of team sports, there will be a closing ceremony. Depending on where athletes are traveling from, some will depart that afternoon and others will leave the following morning.

The perceived challenges include coordinating with those participating in municipalities other than town 1. Since some municipalities are up to three hours away from town 1, it is imperative that a contact person is in charge for each municipality and that the contact can be held accountable for finding participants. Inclusion of athletes from all municipalities is the goal, but it will be much more difficult to find athletes in municipalities that do not have established SPED centers. However, strategies for the mitigation of challenges include the selection of a municipal contact person who will serve on the Special Olympics committee and the sending of solicitation letters to barangay officials.

Capacity Building

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

By joining in the Special Olympics event, participants will improve their fine motor coordination skills and knowledge of sports-related activities. Currently, students with intellectual disabilities in the province of Ifugao have never participated in any individual or team sports. The months of training prior to the event will provide the students the opportunity to work on coordination and learn the rules to various sporting events that they were previously unaware of. This training will promote exercise and encourage outdoor activities that get students moving.

As a part of a team representing their municipality, participants will learn invaluable and transferable life skills such as problem solving, cooperation, and communication. Through participation in sports training with other athletes, students will learn how to work together to succeed in athletic endeavors. In addition to gaining tangible skills, participants will feel a sense of purpose and value as members of a sports team representing the various municipalities of Ifugao. After participating in this event, athletes will experience increased self-esteem, confidence, and a sense of purpose as valued members of the community in spite of their intellectual differences. The Special Olympics event aims to build a sense of solidarity between persons with disabilities living in Ifugao. By joining in this event, participants will be encouraged to contribute to other initiatives aimed at raising awareness and building the capacity of persons with intellectual disabilities living in Ifugao.

Coaches participating in the Special Olympics event will emerge with enhanced skills and knowledge in working with persons with intellectual disabilities. Coaches will develop a newfound sensitivity to the challenges faced by persons with disabilities and will become equipped with inclusive techniques and best practices for engaging athletes with special needs. As a result of the activity, coaches will display positive changes in attitude related to their role of supporting and empowering persons with intellectual disabilities. Coaches will leave the event feeling confident in planning and implementing similar events in the future that contribute to

greater inclusion and recognition of persons with disabilities within the province. Community members volunteering at the Special Olympics event can learn through the modeling of inclusive techniques from trained coaches. Coaches will also be able to share the knowledge gained during the training with other community members for future events.

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?

This event will establish a relationship between community members of Ifugao and the coordinators for Special Olympics Philippines. Through this networking opportunity, we are hopeful that the community will be more inclined to make the event an annual occurrence as they will be familiar with the standards of Special Olympics Philippines and will have the support of coordinators. In addition, Special Olympics Philippines has funding opportunities that community organizers could gain access to after establishing a relationship with them this year.

Additionally, the Department of Education has funding that can be requested for events involving students with disabilities, but the activity plan must be known a year in advance to be included in the yearly budget proposal. In future years, the Department of Education can be a source of funding for Special Olympics events. Additional funding and in-kind donations will be solicited from various community officials and local government units. Many local government units have funding that can be used specifically for projects involving persons with disabilities. The successful implementation of an event in 2017 will show donors that the cause is important and encourage them to continue to donate to future events.

One of the teachers working on the project is the special education athletic coordinator for the municipality and has experience attending various Special Olympic events, but has yet to plan one herself. She will be taking a leadership role in managing this project to ensure that she will be comfortable repeating this process in the future. A list of all documents and donor contact information for all community members who support our endeavors in the 2017 project will be uploaded to a Google Drive for easy access for all those involved in the planning process and will be saved to a flash drive to be given to the athletic coordinator for use in following years. Any equipment purchased will also be kept by the special education athletic coordinator for use in future events.

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 |

| | | | | | | |
|--|---|--|---|--------------------------|---|---|
| <p>Community members in Ifugao will adopt inclusive and differentiated athletic training technics to apply to athletic training sessions for students with an intellectual disability.</p> | <p>By June 30, 2017 a minimum of eleven community members will attend a Special Olympics Coaches Training to qualify as Special Olympic coaches.</p> | <p>Number of Special Olympics coaches attending the event.</p> | <p>Community members of the province of Ifugao, including teachers and Department of Social Welfare employees, who will become Special Olympics coaches</p> | <p>By June 30 , 2017</p> | <p>Ifugao held a Special Olympics Coaches Training on June 24th, 2017. 18 community members attended and received training necessary to prepare them to act as Special Olympics coaches.</p> | |
| <p>Community members in Ifugao will adopt inclusive and differentiated athletic training technics to apply to athletic training sessions for students with an intellectual disability.</p> | <p>By June 30, 2017 80% of community members who attended the Special Olympics Coaches Training will demonstrate improved performance on their Training of Athletes with and Intellectual Disability post-test as compared to their pre-test.</p> | <p>Improved scores from using the Pre-test and Post-test</p> | <p>Community members of the province of Ifugao, including teachers and Department of Social Welfare employees, who will become Special Olympics coaches</p> | <p>By June 30, 2017</p> | <p>15 out of the 18 community members who attended the coaches training were SPED teachers and were relatively familiar with Intellectual Disabilities. Out of the other three, one was an MSWD employee, one a teacher, and the other a parent of a child with an intellectual disability. On the ten question pre-test the average score was a 70%. On the post-test the average score was an 80%. As the participants did not place their names on their tests, it is difficult to assess whether 80% of the community members improved their scores. However, overall there was a 10% improvement in scores from pre-test to post-test.</p> | <p>In the future, I think it would be more beneficial to have an objective that all attendees will score a certain percentage on a post-test instead of having an objective percentage for improvement.</p> |
| <p>Special Olympics athletes will engage in athletic training sessions to build exercise habits and improve fine motor skills.</p> | <p>By July 28, 2017 Special Olympics athletes will participate in a variety of athletic games and sports to improve fine motor skills.</p> | <p>Number of participants attending the training sessions.</p> | <p>Special Olympics Coaches</p> | <p>By July 28, 2017</p> | <p>Unfortunately, I did not receive training session attendance sheets from Special Olympics coaches as I requested. Based on verbal information given to me from coaches, athletes from the municipalities of town 1, town 2, town 3, and town 4 were able to partake in athletic</p> | |

| | | | | | | |
|--|---|--|---|--------------------|--|---|
| | | | | | practice sessions prior to the Special Olympics event. Athletes from town 5, town 6, and town 7 did not participate in training sessions. From the municipalities who did conduct training sessions I did not receive exact numbers of athletes or the number of sessions held so this objective was not met. | |
| Special education students in Ifugao will build self-esteem and confidence by participating in Special Olympics. | By August 10, 2017 80% of Ifugao Special Olympics athletes will demonstrate increased confidence in themselves through participation in a confidence questionnaire. | A score of 80% or above using a confidence questionnaire | Ifugao Special Olympics athletes (students with an intellectual disability ages 3-25) | By August 10, 2017 | Out of 72 athletes who participated in the Special Olympics Athletic event, 50 were able to complete a confidence questionnaire. The athletes were asked two questions and were encouraged to place a stamp in the column which most accurately demonstrated their feelings. The first question was, "Competing in this event made me feel: Happy, Okay, or Sad". Out of the 50 athletes who answered 46 of them answered with "Happy". The remaining 4 answered "Okay". That is 92% of the athletes who were able to answer the question, but only 64% of total athletes who competed in the games. The second question asked was, I feel proud of myself: Yes, I Don't Know, No. 48 of the 50 asked answered Yes. The remaining 2 answered I don't know. Out of athletes who were able to answer the question, | It was very difficult to find a way for all of the athletes to answer the confidence questionnaires. In retrospect we should have give the athletes the questionnaires immediately before awarding them medals for their events. However, I felt this would have taken away some of the momentum and we were trying to move through events quickly while the weather was cooperating. In the future we could have the questionnaires as an exit ticket that athletes must complete before exiting the premises. |

| | | | | | | |
|---|---|---|---|--------------------|---|---|
| | | | | | 96% demonstrated that they felt proud of themselves after competing in the event. However out of the total amount of athletes present for the games that is 67% as some were unable to complete the questions. The results of the questionnaire clearly show that participants in the event felt confident and enjoyed participating in the games despite the fact that we were unable to question each athlete who attended. | |
| Special education students in Ifugao will build self-esteem and confidence by participating in Special Olympics. | By August 10, 2017 a minimum of 50 students with an intellectual disability from the province of Ifugao will participate in a 2-day Special Olympics event. | Number of participants attending the event. | Ifugao Special Olympics athletes (students with an intellectual disability ages 3-25) | By August 10, 2017 | This goal was met with overwhelming success. Based on information gathered from attendance sheets, 72 athletes between the ages of 4 and 43 were able to participate in the 2-day Special Olympics event that was held on July 29-30. We extended the age bracket in order to be more inclusive of all persons with intellectual disabilities in Ifugao. | |
| Special Olympics athletes will engage in athletic training sessions to build exercise habits and improve fine motor skills. | By July 28, 2017 Special Olympics athletes will participate in at least five 45-minute athletic trainings to promote exercise habits. | Number of participants attending the training sessions. | Special Olympics coaches and athletes | By July 28, 2017 | Unfortunately, I did not receive training session attendance sheets from Special Olympics coaches as I requested. Based on verbal information given to me from coaches, athletes from the municipalities of town 1, town 2, town 3, and town 4 were able to partake in athletic practice sessions | I think that part of the problem regarding the lack training sessions arose from the fact that the Coaches Training was pushed back three weeks later than originally planned. Due to this setback, coaches did not have as much time to recruit and train athletes. In the future, I would train coaches sooner and give them more time to train their athletes prior to the Special Olympics event. |

| | | | | | | |
|--|--|--|--|--|---|--|
| | | | | | prior to the Special Olympics event. Athletes from town 5, town 6, and town 7 did not participate in training sessions. From the municipalities who did conduct training sessions I did not receive exact numbers of athletes or the number of sessions held so this objective was not met. | |
| | | | | | | |

Error: Subreport could not be shown.

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 negative social outcomes we discussed is the idea that the Special Olympics event is only for students with intellectual disabilities so students with physical disabilities might feel left out. The students and parents of the students may complain that it is unfair that students with intellectual disabilities are the only participants allowed to compete.

Additionally, as Special Olympics is a sports related event, there is the possibility that athletes could be injured.

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?

A negative environmental impact could be that the field at town 1 School could be destroyed due to athletic use. Visiting participants to our school will also generate more waste than is usually produced and might be inclined to litter the premises with garbage.

Mitigation

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

The measures we will use to counteract any feelings of exclusion will be to use this event to raise awareness for all different types of disabilities by generating community support. We can use our project design for Special Olympics and adapt activities to fit the abilities of other Special Education students if they are interested in holding sporting events as well. The successful execution of our event could also raise awareness for persons with disabilities in our region and might inspire the community to get more involved in inclusive activities.

The alleviation of environmental concerns should be easily mitigated. Our athletic field is currently more dirt than grass as the vendors for our provincial fiesta destroyed the grass last year and it has yet to grow back. So the environmental impact is extremely minimal as there is currently no grass left to be destroyed.

We will guarantee that all of our athletes and coaches practice environmentally friendly solid waste management. The excess trash that is generated from the event will be separated and placed into bins. We will assure that there is no littering and that all garbage is sorted into the proper area. Signs will be posted so the visiting participants know where to place any trash created.

In order to mitigate the risk of injuries to athletes, the Red Cross will be present during the event.

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) | |
|--|------------------------------|-----------|--------|------------|--------------------|-------------------|--|--------|---|----------|--|--------|---|--------|
| Sound system | Equipment | 800.00 | 2.00 | 1600.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 1600.00 | \$32.08 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Tables | Equipment | 500.00 | 20.00 | 10000.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 10000.00 | \$200.52 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Chairs | Equipment | 200.00 | 100.00 | 20000.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 20000.00 | \$401.04 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Tents | Equipment | 3000.00 | 10.00 | 30000.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 30000.00 | \$601.56 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Daily wage of athlete trainers | Labor | 500.00 | 40.00 | 20000.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 20000.00 | \$401.04 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Venue | Land/Venue Rental | 5000.00 | 3.00 | 15000.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 15000.00 | \$300.78 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Paper | Materials/Supplies | 4.25 | 10.00 | 42.50 | 42.50 | \$0.85 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Safety pins | Materials/Supplies | 50.00 | 2.00 | 100.00 | 100.00 | \$2.01 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Tape | Materials/Supplies | 60.00 | 2.00 | 120.00 | 120.00 | \$2.41 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Small ball | Materials/Supplies | 80.00 | 4.00 | 320.00 | 320.00 | \$6.42 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Large ball | Materials/Supplies | 100.00 | 4.00 | 400.00 | 400.00 | \$8.02 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Shuttlecocks | Materials/Supplies | 100.00 | 4.00 | 400.00 | 400.00 | \$8.02 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Trash bags | Materials/Supplies | 100.00 | 4.00 | 400.00 | 400.00 | \$8.02 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Pens | Materials/Supplies | 15.00 | 30.00 | 450.00 | 450.00 | \$9.02 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Rackets | Materials/Supplies | 250.00 | 6.00 | 1500.00 | 1500.00 | \$30.08 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Cones | Materials/Supplies | 40.00 | 50.00 | 2000.00 | 2000.00 | \$40.10 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Medals | Materials/Supplies | 40.00 | 200.00 | 8000.00 | 8000.00 | \$160.42 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Name tags | Materials/Supplies | 50.00 | 250.00 | 12500.00 | 12500.00 | \$250.65 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Uniforms | Materials/Supplies | 150.00 | 90.00 | 13500.00 | 13500.00 | \$270.70 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Reusable printed water bottles | Materials/Supplies | 200.00 | 75.00 | 15000.00 | 15000.00 | \$300.78 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Water | Travel/Per Diem/Food/Lodging | 30.00 | 25.00 | 750.00 | 750.00 | \$15.04 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Day 1 of Event: snacks for coaches, volunteers, and other guests | Travel/Per Diem/Food/Lodging | 40.00 | 60.00 | 2400.00 | 2400.00 | \$48.13 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Day 2 of Event: snacks for coaches, volunteers, | Travel/Per Diem/Food/Lodging | 40.00 | 60.00 | 2400.00 | 2400.00 | \$48.13 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |

| | | | | | | | | | | | | | | |
|--|------------------------------|--------|--------|----------|----------|----------|------|--------|------|--------|------|--------|------|--------|
| and other guests | | | | | | | | | | | | | | |
| Day 3 of Event breakfast only for athletes and guardians of far-reaching municipalities. | Travel/Per Diem/Food/Lodging | 40.00 | 76.00 | 3040.00 | 3040.00 | \$60.96 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Pre-event arrival of coaches, volunteers, and other community members | Travel/Per Diem/Food/Lodging | 80.00 | 40.00 | 3200.00 | 3200.00 | \$64.17 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Food for Training of Coaches | Travel/Per Diem/Food/Lodging | 160.00 | 25.00 | 4000.00 | 4000.00 | \$80.21 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Day 1 of Event: 3 meals for coaches, volunteers, and other guests | Travel/Per Diem/Food/Lodging | 200.00 | 30.00 | 6000.00 | 6000.00 | \$120.31 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Day 2 of Event: 3 meals for coaches, volunteers, and other guests | Travel/Per Diem/Food/Lodging | 200.00 | 30.00 | 6000.00 | 6000.00 | \$120.31 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Day 1 of Event: snacks for athletes and guardians, coaches and volunteers. | Travel/Per Diem/Food/Lodging | 40.00 | 240.00 | 9600.00 | 9600.00 | \$192.50 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Day 2 of Event: snacks for athletes, guardians, and all volunteers | Travel/Per Diem/Food/Lodging | 40.00 | 240.00 | 9600.00 | 9600.00 | \$192.50 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Pre-event arrival of athlete and one guardians and guardian meal (dinner only) | Travel/Per Diem/Food/Lodging | 80.00 | 120.00 | 9600.00 | 9600.00 | \$192.50 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Transportation of coaches, athletes and guardians to Special Olympics event | Travel/Per Diem/Food/Lodging | 133.00 | 150.00 | 19950.00 | 19950.00 | \$400.04 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Day 1 of Event: 3 meals for athletes and guardians. | Travel/Per Diem/Food/Lodging | 200.00 | 120.00 | 24000.00 | 24000.00 | \$481.25 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |

| | | | | | | | | | | | | | | |
|--|------------------------------|--------|--------|----------|-------------------|-------------------|-------------|---------------|------------------|-------------------|-------------|---------------|-------------|---------------|
| Day 2 of Event: 3 meals for athletes and guardians | Travel/Per Diem/Food/Lodging | 200.00 | 120.00 | 24000.00 | 24000.00 | \$481.25 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| | | | | | | | | | | | | | | |
| Total | | | | | 179,272.50 | \$3,594.80 | 0.00 | \$0.00 | 96,600.00 | \$1,937.04 | 0.00 | \$0.00 | 0.00 | \$0.00 |

Grant Performance Indicators

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

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

| Region / Country | Type | Program Element | Metric | Categories | Initial Indicators | Final Indicators | |
|------------------|------|-------------------------------|--|---|------------------------|------------------|---|
| Philippines | All | # of Beneficiaries (indirect) | Community members who receive an indirect benefit from the project, not including those counted above | Male(s) 25 and above | 30 | 12 | |
| | | | | Male(s) 15-24 | 50 | 8 | |
| | | | | Male(s) 14 and below | 40 | 33 | |
| | | | | Female(s) 25 and above | 40 | 35 | |
| | | | | Female(s) 15-24 | 40 | 7 | |
| | | | | Female(s) 14 and below | 50 | 18 | |
| | | # of Participants (direct) | Community members directly involved in the design and implementation of the project, including those who attend trainings or workshops | Male(s) 25 and above | 10 | 0 | |
| | | | | Female(s) 25 and above | 20 | 21 | |
| | | Capacity Development | # of community organizations and/or associations that will have increased capacity due to this small grant | Organizations | 5 | 5 | |
| | | | | # of individuals who will have increased capacity due to this small grant | Male(s) 25 and above | 10 | 3 |
| | | | | | Female(s) 25 and above | 20 | 3 |
| | | | | | Male(s) 15-24 | 5 | 8 |
| | | | | Female(s) 15-24 | 5 | 7 | |

| | | | | | |
|--|----------------------------|--|------------------------|----|----|
| | | | Male(s) 14 and below | 25 | 33 |
| | | | Female(s) 14 and below | 25 | 18 |
| | | # service providers who will have increased capacity due to this small grant | Male(s) 25 and above | 10 | 2 |
| | | | Female(s) 25 and above | 20 | 18 |
| | New Technology & Practices | # of individuals who have applied new technologies and/or practices as a result of this grant | Male(s) 25 and above | 10 | 5 |
| | | | Female(s) 25 and above | 20 | 21 |
| | | | Male(s) 15-24 | 30 | 8 |
| | | | Female(s) 15-24 | 5 | 7 |
| | | | Male(s) 14 and below | 25 | 33 |
| | | | Female(s) 14 and below | 25 | 18 |
| | | # of new technologies and/or practices that will have been adopted as a result of this small grant | Practices | 2 | 2 |

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.

My host country agency, town 1 School, shares our grounds with the local Special Education (SPED) Center. During my school's district and provincial athletic meets I noticed that students from the SPED Center who have special needs never competed in events. Another Peace Corps Volunteer in a different province had recently partnered with Special Olympics Philippines to hold an athletic event for persons with intellectual disabilities and I thought that might be a good project for our province as well. I met with the principal of the SPED Center, counterpart 1, and asked if she would be interested in holding an athletic event for her students with intellectual disabilities (IDs).

Immediately upon proposing a Special Olympics event, counterpart 1 eyes lit up and she agreed immediately. She said that she had been wanting to find a way to include students with IDs in more events, but was unsure as to how to acquire support and funding. Before I even mentioned the necessity of sustainability for all Peace Corps funded projects, she said that she wanted to have an inaugural event and then continue to hold similar events for years to come. That as long as she was principal of the school she would do everything in her power to make the event reoccurring each year. I could tell that she would be a wonderful partner to work with and that she was committed to including members of the community who are never able to participate in events.

After establishing a partnership with a local counterpart and confirming the need for the project, I contacted Special Olympics Philippines coordinators who were equally excited about the prospect of hosting a Special Olympics event in Ifugao. They informed me that so long as I could organize logistics and foster community support that they would conduct a coaches training and assist with the Special Olympics event itself.

From there, counterpart 1 and I worked together to build community support and plan a coaches training. We sent letters to all of the province of Ifugao's mayors and municipal social welfare department offices to request coaches for the event. A pre-coaches meeting was held for Special Education teachers from town 1. They were tasked with finding athletes to participate in the Special Olympics and inviting community members to act as coaches. During our coaches training, there were eighteen representatives present from seven out of eleven municipalities of Ifugao. Our goal was to have at least ten community members present, so we were thrilled to have almost double that amount. The training was facilitated by Special Olympics Philippines coordinators and seemed to encourage and excite all of the coaches. Coaches learned techniques for holding soccer, running, and young athletes training sessions and the best way to encourage and promote exercise for athletes.

After the coaches training, the coaches all worked diligently to locate athletes to participate in the event and held training sessions to prepare them to compete. Counterpart 1 and I worked on logistics of the event. Working with her was great because she is a very motivated individual and would often accomplish tasks before I even asked her to assist with them. It felt like a true partnership instead of the volunteer doing all of the work. Even though counterpart 1 was very busy with other work as SPED principal, she still managed to make time to plan the Special Olympics event.

The week before the Special Olympics event, a tropical depression was affecting the area with heavy rains and wind. Due to the poor weather, the track we intended to use for the Athletics events was flooded and muddy. Together with Special Olympics coordinators, I visited the governor of Ifugao to request permission to use the road in front of municipal hall for the running events. The governor agreed and we were able to tell him more about our project and the necessity of the event becoming an annual occurrence. He was very supportive of our efforts and agreed to attend the games the following day and was enthused about assisting with another event for persons with special needs in the future.

The Special Olympics event itself seemed to go by in a blur. There were problems with registration and municipalities arriving late, but those details seemed so trivial when all of us involved in the planning process were able to see the joy on the faces of the athletes and their parents. Throughout the entire weekend it seemed that nobody stopped smiling. I truly felt like the Special Olympics event made a difference in the lives of persons with intellectual disabilities in the province of Ifugao. This was the first time that many of the persons had ever been included in a community event.

The first day of the event we held a parade for all athletes and then an opening ceremony. We began the games with the young athletes program which focuses on building fine motor skills and coordination of children with intellectual disabilities aged 2-7. After the young athletes, there were running and walking races. Originally, the running events were to include a 50m, 100m, and 200m race. However, due to the rain and the fact that we were forced to run in the street, we were only able to have 25m and 50m races as the street was less than 75m long. Despite that setback, the weather cooperated in our favor. All athletes were able to participate in races and it began raining as soon as we were finished with all of the events.

Many of the athletes stayed the night at the SPED Center on Saturday night as there is extensive travel time between many municipalities and town 1. I think this was a rewarding experience for the athletes to be able to spend time with each other and for some it was the first opportunity for them to stay overnight in a different municipality than their own.

On Sunday, we began with native games and ended with a soccer workshop. All of the events included in the games were well received and successful, but my personal favorite was the native games portion. In Ifugao, the community members frequently don their native attire, skirts and tops for women and g-strings for men, and participate in native games such as kadang kadang and tug-of-war. It was wonderful to see all of the athletes wearing their native attire learning and partaking in games that are a part of their culture. One of the coaches, counterpart 2, organized the native games portion all on her own. I am confident that she will be able to repeat the event again in the future.

Watching all of the athletes in their cultural attire dancing the native dance of the Ifugao people brought on a flood of emotions. Ifugao is a small province in the mountains of the Philippines. The native dance is ubiquitous at social occasions in Ifugao whether it is a wedding, birthday party, or baptism. Special Olympics is an international organization that has chapters in 172 countries around the world and for the very first time, the culture of the Ifugao people was shared during a Special Olympics event by persons with intellectual disabilities. For me, that is the epitome of inclusion and cultural sharing; goals that have been the driving force of my Peace Corps service. I am so proud to have played a role in bringing

Special Olympics to Ifugao and I am confident that this was just the first of many events for persons with special needs that community members will hold.

Goals Achieved, Changes in Initial Objectives, and Community Feeling

The most important goal of the Ifugao Special Olympics project was for special education students in Ifugao to build self-esteem and confidence by participating in Special Olympics. This goal was met based on information gathered from confidence questionnaires of participants. It was also apparent how happy all of the athletes were to be participating in the event based on how their faces throughout the events.

Although the community members who acted as coaches were unable to complete as many training sessions as originally planned, the majority of municipalities were able to conduct at least 2 training sessions for their athletes. Even more important than holding the training sessions was the fact that all of the coaches were committed to finding participants to compete in the games. Only 4 out of 11 municipalities in Ifugao have SPED Centers and yet there were 7 municipalities represented at the Special Olympics event. Some coaches went door to door to find persons with special needs to partake in the culminating activities. The coaches demonstrated that they are dedicated to the inclusion of individuals with intellectual disabilities. The coaches who were able to hold practices taught athletes the basics of running, speed walking, soccer, and games native to the province of Ifugao. At least 35 of the 72 athletes who participated in the Special Olympics event were able to engage in athletic training sessions to build exercise habits and improve fine motor skills through the efforts of coaches.

Initial objectives that changed were the quantity of practices that coaches held. The coaches training was originally supposed to be held the first weekend of June, but was pushed back to the last weekend instead. Due to this holdup, not all of the coaches were able to hold 5 practices with their athletes. Especially the coaches of municipalities who do not have a Special Education Center. Additionally, the month of July had poor weather almost every day and many coaches were forced to cancel scheduled practices due to heavy rains. Instead, we encouraged coaches to continue to hold practices for athletes even after the Special Olympics event was over that way athletes can improve their skills and learn healthy practices year round.

The feeling of the community was very positive and supportive of inclusion. The coaches seemed very excited to have been able to participate in the event. Volunteers thanked organizers for allowing them to partake in events as well. After the event the majority of parents filled out a survey concerning their feelings about the event. Every single one of the surveys was overwhelmingly positive. The comments on many of the surveys were that the parent hoped there could be even more events for students with special needs. Some even said that they wanted events to occur year-round. The governor of Ifugao was also able to attend the first day of the event and offered his full support for events in the future. He allowed the use of the road in front of the municipal hall as the field intended for use was flooded due to recent rain. Because the road in front of the municipal hall was being used, it allowed many government employees to watch from the building and learn a little more about the nature and impact of Special Olympics.

Based on observations as well as feedback written on coaches, parent, and athlete surveys, it is clear that the community is willing to replicate the Special Olympics event in the future, they are just somewhat unsure of where to solicit funding without the assistance of Peace Corps. Fortunately, the community has the support of Special Olympics Philippines who wants to begin a chapter in Ifugao. They will be able to offer financial support in the future. Since the governor was able to attend the event he will also be able to provide support for subsequent events.

Capacity and Skills Built

Through this project, 18 community members were trained by Special Olympics Philippines coordinators regarding how to athletically train and support persons with intellectual disabilities. They were taught sporting rules, supportive techniques, and methods for inclusion during the training. These 18 community members are now equipped with the knowledge necessary for successfully training persons with intellectual disabilities in soccer, athletics, native games, and the young athletes program.

In turn, these 18 coaches were able to train 72 persons with intellectual disabilities in athletics and provide them with the skills necessary to effectively participate in the Special Olympics athletic competition. These athletes learned the importance of fitness and physical health, were given the opportunity to interact with other athletes, and were provided with the opportunity to show the community their abilities thus increasing their confidence.

Two community members learned how to successfully organize and implement an athletic event for over 200 community members. They were essential in the planning process and gained knowledge on how to organize numerous community members to come together for a common goal.

Parents of persons with disabilities observed their children participating and succeeding in athletic events for the first time. They now know that their children are capable of competing in sporting events and will be more inclined to assist with the planning of events for persons with intellectual disabilities in the future.

Sustainability

Through this project, 18 community members have now been equipped with the knowledge of how to train persons with intellectual disabilities to compete in athletic events. They will carry the technical knowledge as well as the awareness that persons with IDs are capable of playing sports just like athletes without an ID. Through this project, community members have been introduced to the Special Olympics Philippines coordinators. These coordinators want to start a Special Olympics chapter in the province of Ifugao. They will be able to support the province with financial needs of future events. They also will be able to train even more community members in proper practices for inclusion. Now that the province has seen that Special Olympics can be implemented successfully they will be more inclined to support the games in the future. There are three community members in particular that are extremely committed to repeating similar activities for persons with intellectual disabilities in the future. The PCV will provide them with all of the materials created for this year's games so they can use them and make minor changes in the future. A list of athletes with intellectual disabilities will also be provided to future organizers so they will have easy access to who should be contacted as

future participants. Many coaches said they will continue to train their athletes year-round instead of just to prepare for a specific event.

The governor of Ifugao attended the event and showed his support for the project. In years to come the community will be able to tap him for financial support for the games as he was able to witness the success firsthand. He even gave his verbal commitment to making the Special Olympics games an annual event.

Unexpected Events and Recommendations

The weather was the most unpredictable aspect of our event. During the week prior to the event, a tropical depression passed through bringing heavy rains. Fortunately, the tropical depression did not bring rain on the days of the athletic events, but it had soaked the athletic field making the track unusable. The governor of Ifugao permitted participants to have the running events on a road in front of the municipal hall, but it was slightly more dangerous for the athletes to be running on pavement. Additionally, we had to cut the 100m, and 200m running events because the road was only 50m long. So some athletes had been practicing for much longer running events, but were unable to participate in them. Town 1's gym was also utilized for native games and soccer, but grass would have been better for soccer.

A recommendation would be to avoid having an outdoor athletic events during the rainy months. They would be better suited during months that are drier so that events can be conducted as they are planned for.

Lessons Learned and Promising Practices

During the orchestration of the Ifugao Special Olympics event it became apparent that there are a large number of residents with intellectual disabilities in the area, despite the lack of data on file for persons with disabilities. The most difficult aspect of planning was determining how many individuals with intellectual disabilities live in Ifugao and how to locate and invite them to participate in the event. There were 4 out of 11 municipalities who did not participate in the coaches training or athletic event. They are the municipalities where transportation is the most difficult and do not have any SPED Centers. Although request letters were sent to the mayors and MSWDO of those municipalities, traveling there and personally inviting individuals likely would have been more effective in encouraging involvement. Having representation from all municipalities would have made the event even more successful.

Prior to the departure of the Special Olympics Philippines coordinators, the principal of the Ifugao SPED Center met with them to discuss sustainability and next steps. The conversation between them seemed fruitful and information was exchanged. They already have scheduled a more intensive 3-day coaches training to help equip even more community members with the skills necessary to become Special Olympics coaches.

Multiple coaches asked the PCV to send materials from the coaches training and the general event planning for use in the future. One community member in particular is working to get her athletes included in the upcoming district athletic meet as she saw how successful the athletes were during the Special Olympics events. The information provided by coaches on their surveys all implied that they would be willing to act as coaches for another event in the future. The community seems to have realized that individuals with intellectual disabilities are capable of being included in community events, but that they will need to be the ones to continue to advocate for inclusion.

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) |
|-----------|-----------|--------------------------------|--------------------|-----------|--------|------------|-------------------------------|---------------------|---|--------|--|----------|---|--------|---|
| | | | | | | | | | | | | | | | |
| | | Sound system | Equipment | 800.00 | 2.00 | 1,600.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 1,600.00 | \$32.08 | 0.00 | \$0.00 | 0.00 |
| | | Tables | Equipment | 500.00 | 20.00 | 10,000.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 10,000.00 | \$200.52 | 0.00 | \$0.00 | 0.00 |
| | | Chairs | Equipment | 200.00 | 100.00 | 20,000.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 20,000.00 | \$401.04 | 0.00 | \$0.00 | 0.00 |
| | | Tents | Equipment | 3,000.00 | 10.00 | 30,000.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 30,000.00 | \$601.56 | 0.00 | \$0.00 | 0.00 |
| 7/26/2017 | 44 | Native Games Equipment | Equipment | 1,425.00 | 1.00 | 1,425.00 | 1,425.00 | \$28.57 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| 8/19/2017 | 46 | Stopwatches | Equipment | 1,425.00 | 1.00 | 1,425.00 | 1,425.00 | \$28.57 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| 8/19/2017 | 46 | Soccer Ball Set | Equipment | 4,485.00 | 1.00 | 4,485.00 | 4,485.00 | \$89.93 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| 8/19/2017 | 47 | Bocce Sets | Equipment | 30,000.00 | 1.00 | 30,000.00 | 30,000.00 | \$601.56 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| | | Daily wage of athlete trainers | Labor | 500.00 | 40.00 | 20,000.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 20,000.00 | \$401.04 | 0.00 | \$0.00 | 0.00 |
| | | Venue | Land/Venue Rental | 5,000.00 | 3.00 | 15,000.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 15,000.00 | \$300.78 | 0.00 | \$0.00 | 0.00 |
| 7/26/2017 | 31 | Paper | Materials/Supplies | 60.00 | 1.00 | 60.00 | 60.00 | \$1.20 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| 7/28/2017 | 29 | Trash bags | Materials/Supplies | 35.00 | 2.00 | 70.00 | 70.00 | \$1.40 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| 7/27/2017 | 30 | Paper | Materials/Supplies | 87.50 | 1.00 | 87.50 | 87.50 | \$1.75 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| 7/19/2017 | 16 | Small ball | Materials/Supplies | 100.00 | 1.00 | 100.00 | 100.00 | \$2.01 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| 7/28/2017 | 27 | Safety pins | Materials/Supplies | 115.00 | 1.00 | 115.00 | 115.00 | \$2.31 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| 7/26/2017 | 32 | Paper | Materials/Supplies | 185.00 | 1.00 | 185.00 | 185.00 | \$3.71 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| 7/22/2017 | 14 | Whiteboard | Materials/Supplies | 190.00 | 1.00 | 190.00 | 190.00 | \$3.81 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| 7/29/2017 | 22 | Pens | Materials/Supplies | 240.00 | 1.00 | 240.00 | 240.00 | \$4.81 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| 7/19/2017 | 18 | Uniforms | Materials/Supplies | 269.97 | 1.00 | 269.97 | 269.97 | \$5.41 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| 7/16/2017 | 28 | Name tags | Materials/Supplies | 272.00 | 1.00 | 272.00 | 272.00 | \$5.45 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| 7/24/2017 | 42 | Uniform Printing | Materials/Supplies | 400.00 | 1.00 | 400.00 | 400.00 | \$8.02 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| 7/16/2017 | 20 | Stickers for Water Bottles | Materials/Supplies | 514.00 | 1.00 | 514.00 | 514.00 | \$10.31 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |

| | | | | | | | | | | | | | | | |
|-----------|----|---|------------------------------|----------|--------|----------|----------|----------|------|--------|------|--------|------|--------|------|
| 7/22/2017 | 21 | Large ball | Materials/Supplies | 520.00 | 1.00 | 520.00 | 520.00 | \$10.43 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| 7/26/2017 | 33 | Certificate Paper | Materials/Supplies | 554.00 | 1.00 | 554.00 | 554.00 | \$11.11 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| 7/22/2017 | 14 | Uniforms | Materials/Supplies | 720.00 | 1.00 | 720.00 | 720.00 | \$14.44 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| 7/19/2017 | 16 | Uniforms | Materials/Supplies | 1,144.74 | 1.00 | 1,144.74 | 1,144.74 | \$22.95 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| 7/16/2017 | 19 | Reusable printed water bottles | Materials/Supplies | 2,370.00 | 1.00 | 2,370.00 | 2,370.00 | \$47.52 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| 7/19/2017 | 15 | Uniform Printing | Materials/Supplies | 6,250.00 | 1.00 | 6,250.00 | 6,250.00 | \$125.33 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| 7/30/2017 | 01 | Medals | Materials/Supplies | 25.00 | 320.00 | 8,000.00 | 8,000.00 | \$160.42 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| 7/19/2017 | 17 | Uniforms | Materials/Supplies | 8,275.00 | 1.00 | 8,275.00 | 8,275.00 | \$165.93 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| 7/26/2017 | 24 | Photocopy | Other | 34.00 | 1.00 | 34.00 | 34.00 | \$0.68 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| 7/27/2017 | 40 | Photocopy | Other | 112.00 | 1.00 | 112.00 | 112.00 | \$2.25 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| 7/25/2017 | 25 | Photocopy | Other | 113.00 | 1.00 | 113.00 | 113.00 | \$2.27 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| 7/13/2017 | 26 | Photocopy | Other | 160.00 | 1.00 | 160.00 | 160.00 | \$3.21 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| 7/28/2017 | 23 | Photocopying | Other | 350.00 | 1.00 | 350.00 | 350.00 | \$7.02 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| 7/30/2017 | 45 | Native Games | Other | 2,140.00 | 1.00 | 2,140.00 | 2,140.00 | \$42.91 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| 7/28/2017 | 02 | Water | Travel/Per Diem/Food/Lodging | 25.00 | 6.00 | 150.00 | 150.00 | \$3.01 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| 7/30/2017 | 04 | Transportation for town 2 | Travel/Per Diem/Food/Lodging | 400.00 | 1.00 | 400.00 | 400.00 | \$8.02 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| 7/29/2017 | 41 | Transportation for town 3 | Travel/Per Diem/Food/Lodging | 432.00 | 1.00 | 432.00 | 432.00 | \$8.66 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| 7/30/2017 | 03 | Transportation for town 4 | Travel/Per Diem/Food/Lodging | 480.00 | 1.00 | 480.00 | 480.00 | \$9.63 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| 7/29/2017 | 39 | Water | Travel/Per Diem/Food/Lodging | 500.00 | 1.00 | 500.00 | 500.00 | \$10.03 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| 8/30/2017 | 09 | Transportation for town 1 | Travel/Per Diem/Food/Lodging | 520.00 | 1.00 | 520.00 | 520.00 | \$10.43 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| 7/29/2017 | 06 | Transportation for town 5 | Travel/Per Diem/Food/Lodging | 580.00 | 1.00 | 580.00 | 580.00 | \$11.63 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| 7/31/2017 | 43 | Water | Travel/Per Diem/Food/Lodging | 1,000.00 | 1.00 | 1,000.00 | 1,000.00 | \$20.05 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| 8/30/2017 | 08 | Transportation for town 1 | Travel/Per Diem/Food/Lodging | 1,056.00 | 1.00 | 1,056.00 | 1,056.00 | \$21.18 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| 7/30/2017 | 37 | Day 2 of Event: snacks for athletes, guardians, | Travel/Per Diem/Food/Lodging | 1,150.00 | 1.00 | 1,150.00 | 1,150.00 | \$23.06 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |

| | | | | | | | | | | | | | | | | |
|-----------|----|---|------------------------------|-----------|------|-----------|-----------|----------|------|--------|------|--------|------|--------|------|--|
| | | and all volunteers | | | | | | | | | | | | | | |
| 7/29/2017 | 35 | Day 1 of Event: snacks for athletes and guardians, coaches and volunteers. | Travel/Per Diem/Food/Lodging | 1,200.00 | 1.00 | 1,200.00 | 1,200.00 | \$24.06 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | |
| 8/30/2017 | 10 | Transportation for town 6 | Travel/Per Diem/Food/Lodging | 1,440.00 | 1.00 | 1,440.00 | 1,440.00 | \$28.88 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | |
| 9/4/2017 | 49 | food for coaches training | Travel/Per Diem/Food/Lodging | 3,638.00 | 1.00 | 3,638.00 | 3,638.00 | \$72.95 | | \$0.00 | | \$0.00 | | \$0.00 | | |
| 7/30/2017 | 05 | Transportation for town 7 | Travel/Per Diem/Food/Lodging | 3,757.00 | 1.00 | 3,757.00 | 3,757.00 | \$75.34 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | |
| 6/24/2017 | 13 | Food for Training of Coaches | Travel/Per Diem/Food/Lodging | 4,000.00 | 1.00 | 4,000.00 | 4,000.00 | \$80.21 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | |
| 7/30/2017 | 36 | Day 2 of Event: snacks for athletes, guardians, and all volunteers | Travel/Per Diem/Food/Lodging | 4,075.00 | 1.00 | 4,075.00 | 4,075.00 | \$81.71 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | |
| 8/29/2017 | 38 | Day 2 of Event: snacks for athletes, guardians, and all volunteers | Travel/Per Diem/Food/Lodging | 4,500.00 | 1.00 | 4,500.00 | 4,500.00 | \$90.23 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | |
| 7/29/2017 | 34 | Day 1 of Event: snacks for athletes and guardians, coaches and volunteers. | Travel/Per Diem/Food/Lodging | 4,650.00 | 1.00 | 4,650.00 | 4,650.00 | \$93.24 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | |
| 8/29/2017 | 07 | Transportation for town 4 | Travel/Per Diem/Food/Lodging | 6,050.00 | 1.00 | 6,050.00 | 6,050.00 | \$121.32 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | |
| 7/17/2017 | 12 | Transportation and Food for Athlete practices | Travel/Per Diem/Food/Lodging | 10,000.00 | 1.00 | 10,000.00 | 10,000.00 | \$200.52 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | |
| 8/9/2017 | 48 | Food for 3-Day Coaches Training | Travel/Per Diem/Food/Lodging | 29,435.00 | 1.00 | 29,435.00 | 29,431.29 | \$590.16 | 0.00 | \$0.00 | 0.00 | \$0.00 | 3.71 | \$0.07 | 0.00 | |
| 7/30/2017 | 11 | Food for athletes, guardians, coaches, and volunteers for all days of event | Travel/Per Diem/Food/Lodging | 33,320.00 | 1.00 | 33,320.00 | 33,320.00 | \$668.14 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | |

| | | | | | | | | | | | | | | | |
|--------------|--|--|--|--|--|--|-------------------|-------------------|-------------|---------------|------------------|-------------------|-------------|---------------|-------------|
| | | | | | | | | | | | | | | | |
| Total | | | | | | | 182,910.50 | \$3,667.75 | 0.00 | \$0.00 | 96,600.00 | \$1,937.04 | 3.71 | \$0.07 | 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.

Philippines: Remedial Reading Program Enhancement

Peace Corps Volunteers Strengthen Teacher Capacity through Training and Confidence Building



Community beneficiaries learn about material creation and develop classroom management skills

Throughout the Philippines, many teachers are mandated to hold remedial reading classes for their students. Unfortunately, most teachers have not been properly trained to facilitate remedial reading sessions, nor have they receive adequate materials to engage students. Peace Corps Volunteers (PCVs) collaborated with teachers and administrators at a local school to conduct **two workshops** to **build teacher capacity** for implementing **remedial reading sessions**.

Five teachers agreed to help facilitate these workshops to share their localized expertise based on their experiences teaching remedial reading in the Filipino classroom. Over the course of three days, session one focused on the **Five Components of Reading Instruction** and included a hands-on workshop regarding **creating classroom materials**. During session two, a one-day workshop instructed teachers how to effectively engage students with these new materials. Additionally, teachers were introduced to best practices for **creating an action plan** for remedial classes and monitoring student progress. In preparing for and conducting the two workshops, presenters became experts on their topics. Now, these teachers will be available to assist other teachers in implementing remedial reading programs, and continue to provide assistance to their co-teachers as needed even after PCVs complete service.

Small Investments

Total Project Amount: \$1,690.19

SPA Funded Amount: \$735.59

(Including: crayons, laminating machine, paper)

Community Contribution: \$954.60

(Including: adapter, pencils)

General Grant Information

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

Project Title: Remedial Reading Program Enhancement

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

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

Country: Philippines **Program Element:** 3.2.1, Basic Education

Project Start Date: 10/3/2016 **Project End Date:** 2/17/2017

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

| | | | |
|--|----------|---|----------|
| % Comm. Contribution Proposed: | 50.35 | % Comm. Contribution Final: | 56.48 |
| Comm. Contribution Amount Proposed: | \$746.09 | Comm. Contribution Amount Final: | \$954.60 |
| Amount Requested: | \$735.59 | Amount Approved: | \$735.59 |
| | | Amount Remaining: | \$0.00 |

Requested Grant Amount (local currency)

33837.00

Exchange Rate: \$1US= (enter local currency value here): 46.00

Number of PCVs working on project: 1

Community Information

| City/Town/Village | Community Group Name | Group Contact Information (phone, address, etc.) | Group Contact Person |
|-------------------|----------------------|--|-------------------------|
| Community #1 | Community School #1 | | Group Contact Person #1 |

Classification

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

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

| Primary Classification? | Classification(s) |
|-------------------------|-------------------|
| Yes | Education |
| | |

Volunteer Information

| | | | | | |
|--------------------|--------|---------------------------|-----------|-----------------|-----------|
| Primary PCV | PCV #1 | Peace Corps Sector | Education | COS Date | 9/17/2017 |
| PCV 2 | | Peace Corps Sector | | COS Date | |
| PCV 3 | | Peace Corps Sector | | COS Date | |
| Other PCVs: | | | | | |

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.

This project aims to improve the remedial reading program at Community School #1, in Community #1. Every teacher is allotted thirty minutes per day to deliver remedial reading instruction to students, but many teachers have expressed that they lack the materials and knowledge to successfully teach their students. Objectives include to improve Community School #1 teachers' confidence and abilities in remedial reading instruction and to produce remedial reading curriculum for grades K-6.

In October, all Community School #1 teachers will attend a 3-day training to learn how to create remedial reading materials appropriate for their own grade level and will be given ample time to create those materials while receiving feedback from trainers. After the training, each grade level will compile their resources and will submit them for reproduction. Once materials have been duplicated, teachers will attend a 1-day training on the best practices of using the created materials in their remedial reading classes.

The community will contribute funding for the 3-day training including venue, snack, lunch, and presenters. The grant money will cover the construction and reproduction of remedial reading materials and the additional 1-day training.

The impact will be both on the teachers and the students. At the end of the project, teachers will be equipped with the abilities and resources to successfully implement remedial reading classes. The students will be learning from highly qualified teachers with up-to-date and reusable learning materials. This will help eradicate the growing trend of nonreaders at Community School #1.

Background

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

Community School #1 is comprised of Kindergarten through Grade 6. There are a total of 1,157 students and 37 teachers. Out of the 1,157 students, teachers have expressed that about 40% of students struggle with reading. The struggling readers are prevalent in every grade level.

In addition to their normal 50-minute reading classes, each teacher at Community School #1 is allotted 30 minutes at the end of every day for remedial reading instruction. This remedial reading time is supposed to act as supplementary instruction to aid students in various aspects of reading they struggle with during their daily reading block.

However, the teachers were never given any materials or instruction on how to implement their remedial reading lessons. Many teachers have even expressed uncertainty at what is supposed to be taught during remedial reading classes. They feel that they do not have enough time to plan for an additional remedial class and to create materials that will only be used once or twice, then thrown away or ruined from student use. This has led to many teachers using the remedial time for cleaning of their classrooms instead of providing instruction to students. This project addresses the need for training teachers, providing teachers with materials to use for teaching, as well as the need for students to learn from qualified teachers.

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 Community School #1 teachers have expressed interest in learning how to properly teach remedial reading classes. Currently, the Peace Corps Volunteer teaches grade 3 remedial courses, but this practice is not sustainable and will be discontinued after the volunteer's Close of Service. Teachers want to learn how to use their remedial periods effectively to assure that students are receiving appropriate support and this project will meet that need. Students will be the beneficiaries of their teachers' newfound teaching abilities because they will receive best practice reading instruction.

Teachers also want to have unified materials per grade. By creating a unified set of remedial reading materials for each grade level, when students move to the next grade their new teachers will know exactly what lessons the students have already received to build upon students' prior knowledge.

This project was identified by the PCV's counterpart due to observations of the teachers' complaints at staff meetings. She, as well as numerous other teachers at Community School #1, want to make every student a reader. However, they recognize that the first step in helping the students learn is to provide teachers with the proper training and materials for

effectively implementing remedial reading instruction.

The project will be spearheaded by teachers from Community School #1. They will form a remedial reading committee made up of teachers. They will be the ones to determine what kind of remedial resources their fellow teachers will create and will establish guidelines for their fellow teachers to follow. This committee will organize and implement the teacher trainings, will review teacher remedial reading resource submissions, provide feedback to teachers, and will then assist their colleagues in most effective ways to use the materials created in the classroom.

Outcome

Briefly describe the desired outcome of the project.

All teachers at Community School #1 will be properly equipped with the knowledge and materials to effectively implement remedial reading instruction. We want teachers to feel more confident in their knowledge of teaching remedial classes and to improve their performance in delivering remedial reading lessons. The long-term desire is that students in remedial reading classes will show improved scores on reading assessments.

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?

In order to implement this project, we first will create a committee of teachers who will be in charge of organizing the Remedial Reading Resources Creation workshop to be held in October. The committee must consist of one teacher from each of the seven grade levels, but is open to all who are interested in assisting.

Each year, the teachers are given Maintenance and Other Operating Expenses (MOOE) funding from Government Agency #1 for a training in October, which requires a written submission to DepEd explaining the selected topic and detailing how the funding will be used. This year, the teachers want to have a training on best practices for remedial reading materials construction to contribute to the Remedial Reading Program Enhancement project. The teachers on the committee will draft a proposal to DepEd in order to obtain Maintenance and Other Operating Expenses funding for the workshop.

After obtaining funding, teachers on the committee will plan the workshop with the assistance of the PCV. Teachers will research best practices for remedial reading using online resources, textbooks, as well as Peace Corps resources. Teachers will create guidelines for fellow teachers to follow during the workshop for the creation of their materials and will be the ones to facilitate the workshop. Teachers and the PCV will use the guidelines to create a pre- and post-test for the workshop to determine teachers' knowledge of what is required in the creation of resources. At the workshop, all grade levels will share the materials they created so other teachers can provide feedback and take note of positive aspects so they could add to their own materials.

Following the implementation of the workshop, each grade level will have their remedial resources created by December 1st. Resources include, but are not limited to, instructor's manual, student workbooks, big books, and reading games created by teachers following various guidelines put in place by the committee of teachers.

Once resources are turned into the committee, the members will review each grade level's materials, making adjustments as needed.

From December 2016 through January 2017, the remedial reading resources will be duplicated so that each teacher has materials corresponding to his or her grade level. When duplicating materials, we will also laminate certain materials for maximum usage.

The committee will then organize a 1-day workshop to instruct teachers on how to properly teach remedial reading classes using the materials the teachers created. The school's reading coordinator, with minor assistance from the PCV, will be the one to facilitate this workshop. The teachers will again take a pre- and post-test on best practices for remedial reading instruction as well as filling out a questionnaire ranking their confidence in teaching remedial reading. The teachers' answers on the tests and questionnaire will help determine the success of our project.

I think challenges to this project may be that some teachers put more effort into creating materials than others. That challenge will be mitigated by devoting at least one full day of the October workshop to the creation of materials. That way teachers are not doing work outside of their typical work hours. We are providing a full month for teachers to compile additions to the resources they created in case they want to do additional work on their own. Moreover, those who feel passionately about creating materials will have the option to be on the remedial reading committee.

Capacity Building

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

This project will empower the teachers with their own knowledge and abilities. Since the remedial reading materials will be created by the teachers themselves they will already be familiar with the curriculum. The additional training on the best ways to use their materials in the classroom and how to make the best use of the remedial reading time will help teachers to teach their students to their best abilities. In turn, the new skills and strategies learned by the teachers and the new remedial reading resources will help students to become better readers. The teachers will improve their abilities to aid their students not just this year, but for the remainder of their teaching careers.

Additionally, the workshop will be designed and implemented by teachers. The Peace Corps volunteer will provide support, but the workshops will be run primarily by teachers from Community School #1. They are the ones who know their students best and they can determine what areas of reading their students are most in need of help with. This will help to empower them and show the teachers that they are capable of creating materials to use in their classrooms.

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 community will be able to sustain the activities of this project because teachers will have gained knowledge of how to successfully implement remedial reading classes. They will be equipped with their own knowledge and abilities plus curriculum and materials to successfully teach students. Each teacher will have opportunities to enact what they have learned during their remedial reading classes every school day.

The purchase of a laminating machine for the reproduction of materials will allow teachers to preserve created materials for much longer than they would be able to save bare sheets of paper. They will have created materials that will last for years to come. Community School #1's property custodian, Sir Jaime, is in charge of maintenance and technology at the school and will be the one in charge of the laminating machine. He will give an explanation at a staff meeting on how to properly use the machine and will be available to assist teachers during use and then will oversee any maintenance work it may need in the future.

After the project has ended, the teachers will apply what they have learned in the classroom. They will be more comfortable teaching reading sessions which could possibly lead to more creativity and ease of instruction in the future. Teachers can focus more on the implementation of lessons because they will have their materials already created.

Goals & Objectives

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

| Fill out for Initial Grant/Application | | | | | Fill out for Completion Report | |
|---|---|---|------------------------------|--|--|----------|
| Goal | Objective | Indicator(s) | Who | When | Results | Comments |
| Community School #1 teachers will attend remedial reading instructional | By January 27, 2017 80% of Community School #1 teachers will demonstrate improved performance on their remedial reading | Pretest and Posttest scores of teachers | Community School #1 Teachers | January 27, 2017 during the 1-day teacher training | 90%, 27 out of 30 teachers, demonstrated improved performance on their post-test | |

| | | | | | | |
|--|--|---------------|------------------------------|--|---|--|
| trainings to improve their remedial reading instructional abilities and increase teacher confidence. | instruction best practices post-test as compared to their pre-test. | | | | compared to their pre-test. | |
| Community School #1 teachers will attend remedial reading instructional trainings to improve their remedial reading instructional abilities and increase teacher confidence. | By January 27, 2017 90% of Community School #1 teachers will demonstrate improved confidence in teaching remedial reading based on a confidence in teaching questionnaire. | Questionnaire | Community School #1 Teachers | January 27, 2017 during the 1-day teacher training | Teachers completed a questionnaire ranking their confidence on the following aspects of remedial reading: access to materials; knowledge on how to acquire materials they do not currently possess; tracking student progress and reading achievements; knowledge of activities to conduct remedial reading sessions; and creating a remedial reading action plan. The confidence tracker asked teachers to rank their confidence on a scale of 1-5. 100% of teachers marked a 3 or higher in all topics except for confidence in having access to materials needed to teach remedial reading. In this category 40% of teachers marked their confidence as a two. They included comments about how they had some materials created during the workshop in October, but they felt that they still needed to create more materials but do not have the time to do so during a typical work week. 100% of the teachers who attended the 1-Day training feel more confident in teaching remedial reading, while 60% of teachers feel confident that they have the materials needed to teach remedial reading. | Many teachers invited the PCV to attend their remedial reading sessions to offer assistance with lesson implementation. The teachers seem to agree on the importance of remedial reading and are taking steps to better their knowledge. |

| | | | | | | |
|--|---|---|------------------------------|---|---|--|
| Community School #1 teachers will attend remedial reading instructional trainings to improve their remedial reading instructional abilities and increase teacher confidence. | By January 27, 2017 100% of Community School #1 teachers will undergo a 1-day training to learn remedial reading instructional techniques. | Attendance of teachers at training | Community School #1 Teachers | January 27, 2017 during the 1-day teacher training | Only 30 out of 37 teachers or 81% of teachers were able to attend the 1-day training. The 100% attendance goal has not yet been met. | Due to the Region #1 athletics meet, several teachers were away coaching athletes. It is the hope of the PCV that once the athletic meet is over that the PCV can train the teachers who were unable to attend the prior training. |
| Community School #1 teachers will construct remedial reading materials for grades K-6 to utilize in remedial reading instruction | By October 28, 2016 80% Community School #1 teachers will demonstrate improved performance on their remedial reading materials best practices post-test as compared to their pre-test. | Pretest and Post-test scores of teachers | Community School #1 Teachers | October 26-28, 2016 during the Remedial Reading Resource Construction training. | 29 out of 35 teachers who attended the workshop, roughly 83%, improved on their score on the pre-test in comparison to the post-test. Thus achieving our objective. | |
| Community School #1 teachers will construct remedial reading materials for grades K-6 to utilize in remedial reading instruction | By December 1, 2016 95% of the K-6 remedial reading resources will be constructed by Community School #1 teachers and ready for reproduction. | Inventory of remedial reading materials | Community School #1 Teachers | October 26-December 1, 2016 The committee will take inventory of the resources as teachers submit them. | Each grade level presented their finished materials on the final day of the October 28 workshop. Each teacher contributed significant materials to their total grade level inventory. Objective achieved. | Teachers did a wonderful job of creating materials to be used during their remedial classes. This portion of the workshop was the greatest success and teachers even requested to have additional days to make more materials in the future. |
| Community School #1 teachers will construct remedial reading materials for grades K-6 to utilize in remedial reading instruction | By January 1, 2017 100% of the K-6 remedial reading resources will be manufactured and ready for use in the classroom. | Inventory of reading materials | | December 1, 2016-January 1, 2017 | Inventory of reading materials successfully completed. Each teacher manufactured multiple remedial reading resources. | After coming back from winter break, the PCV went around to each different classroom and noted the materials created during the October workshop in the classroom of each teacher. |
| Community School #1 teachers will construct remedial reading materials for grades K-6 to utilize in remedial reading instruction | By February 1, 2017 100% of Community School #1 teachers will utilize remedial reading materials created in their daily remedial reading instruction. | Observation of teachers' remedial reading classes | Community School #1 Teachers | February 1, 2017 onwards | It still early, but the PCV has observed the usage of created materials in grade 3 remedial classes and will continue to observe remedial classes throughout the remainder of the year. Objective completion is still in process. | |
| Community School #1 teachers will construct remedial reading materials for grades K-6 to utilize in remedial reading instruction. | By October 28, 2016 90% of Community School #1 teachers will attend 3-day training detailing best practices for and allotting time to the creation of resources for remedial reading instruction. | Attendance of teachers | Community School #1 Teachers | October 26-28 2016 | 35 out of 37 teachers were able to attend the training or roughly 95% of teachers. The 90% goal was met. | |
| | | | | | | |

Timeline

| Person Responsible | Activity | Implementation Time |
|---|--|---|
| Group Contact Person #1 (reading coordinator) | Create Remedial Reading Committee | Two weeks (End of August) |
| Remedial Reading Committee | Identify how and what materials should be made (template online, guidelines, etc.) | Two weeks (By the second week of September) |
| Principal and Reading Coordinator | Solicit funds for Remedial Reading materials creation workshop from MOOE | Three weeks (By last week of September) |
| Remedial Reading Committee, Reading Coordinator, PCV | Teachers Workshop for Remedial Reading Materials Construction | October 26, 27, 28 |
| All teachers at Community School #1, Remedial Reading Committee | Each grade level will create remedial resources for their grade level and will submit them to Remedial Reading Committee | 1 month (By December 1, 2016) |
| Remedial Reading Committee, Reading Coordinator, Principal, PCV | Remedial Reading resources review and editing. | Two weeks (by December 16, 2016) |
| Remedial Reading Committee | Remedial Reading Resource reproduction | Two weeks (By January 1, 2017) |
| Reading Coordinator, Principal, PCV | Organize Remedial Reading Instruction teacher training, request venue, order catering, purchase materials, and get permission from Government Agency #1. | Three weeks (By January 21) |
| Reading Coordinator, PCV | Implement 1-day remedial Instruction training | 1 day (by the last week of January) |
| All Community School #1 teachers | Teachers will use materials and training skills in their remedial reading classrooms. | February and on |
| | | |

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 negative social outcomes we discussed were that some teachers might feel that they already know how to teach remedial classes and do not want to adopt new methods. This can be mitigated by allowing them to be committee members and the fact that they will be creating their own materials for their grade level so it will be useful to them in their daily teaching.

Environmental

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

The consequences that we discovered during our "do no harm" discussions were that we will be using many paper materials to create our remedial reading resources. Also, printing many copies of materials for K-6 will require a large quantity of ink and electricity used by the copy machine.

Mitigation

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

The measure we will use to counteract the use of so much paper is to laminate paper-based materials that way the resources can be reused. The resources will not need to be reprinted each year because the lamination will preserve them and allow them to be used by Community School #1 for many years. If teachers transfer to another school, they will be required to leave the materials, but will be permitted to make duplicate copies of the resources to bring with them to their new schools to share their methods with even more teachers and students.

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 | \$100.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Labor | \$0.00 | \$0.00 | \$347.83 | \$0.00 | \$0.00 |
| Land/Venue Rental | \$0.00 | \$0.00 | \$4.35 | \$0.00 | \$0.00 |
| Materials/Supplies | \$397.33 | \$0.00 | \$7.83 | \$0.00 | \$0.00 |

Click Ctrl+Home to return to top

| | | | | | |
|------------------------------|-----------------|---------------|-----------------|---------------|---------------|
| Other | \$104.35 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Travel/Per Diem/Food/Lodging | \$133.91 | \$0.00 | \$386.09 | \$0.00 | \$0.00 |
| Total | \$735.59 | \$0.00 | \$746.09 | \$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/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) | |
|---|--------------------|-----------|--------|------------|--------------------|-------------------|--|--------|---|----------|--|--------|---|--------|
| Laminating Machine | Equipment | 4600.00 | 1.00 | 4600.00 | 4600.00 | \$100.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Presenter Daily Wage for Remedial Reading Teaching training | Labor | 2000.00 | 2.00 | 4000.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 4000.00 | \$86.96 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Presenters hourly wage Creating Materials Training | Labor | 2000.00 | 6.00 | 12000.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 12000.00 | \$260.87 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Venue for Remedial Reading Teaching workshop | Land/Venue Rental | 50.00 | 1.00 | 50.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 50.00 | \$1.09 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Venue for Creating Materials Training | Land/Venue Rental | 50.00 | 3.00 | 150.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 150.00 | \$3.26 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Certificates for Participants | Materials/Supplies | 10.00 | 36.00 | 360.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 360.00 | \$7.83 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Pencils | Materials/Supplies | 63.00 | 3.00 | 189.00 | 189.00 | \$4.11 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Manila paper | Materials/Supplies | 4.00 | 50.00 | 200.00 | 200.00 | \$4.35 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Glue | Materials/Supplies | 39.00 | 7.00 | 273.00 | 273.00 | \$5.93 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Tape | Materials/Supplies | 45.00 | 7.00 | 315.00 | 315.00 | \$6.85 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Scissors | Materials/Supplies | 20.00 | 18.00 | 360.00 | 360.00 | \$7.83 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Certificates for participants of Remedial Reading Teaching workshop | Materials/Supplies | 10.00 | 40.00 | 400.00 | 400.00 | \$8.70 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Pens (pilot ink) | Materials/Supplies | 160.00 | 3.00 | 480.00 | 480.00 | \$10.43 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Filing box | Materials/Supplies | 3.00 | 200.00 | 600.00 | 600.00 | \$13.04 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Cartolina Paper | Materials/Supplies | 6.00 | 150.00 | 900.00 | 900.00 | \$19.57 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Pack of Crayons (pastel color) | Materials/Supplies | 30.00 | 36.00 | 1080.00 | 1080.00 | \$23.48 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Pentel Pens | Materials/Supplies | 30.00 | 36.00 | 1080.00 | 1080.00 | \$23.48 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |

Click Ctrl+Home to return to top

| | | | | | | | | | | | | | | |
|--|------------------------------|---------|---------|---------|------------------|-----------------|-------------|---------------|------------------|-----------------|-------------|---------------|-------------|---------------|
| Chart paper | Materials/Supplies | 6.00 | 200.00 | 1200.00 | 1200.00 | \$26.09 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Copy paper (neon paper) | Materials/Supplies | 135.00 | 10.00 | 1350.00 | 1350.00 | \$29.35 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| B-Envelope sheet | Materials/Supplies | 50.00 | 36.00 | 1800.00 | 1800.00 | \$39.13 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Laminating film | Materials/Supplies | 1150.00 | 7.00 | 8050.00 | 8050.00 | \$175.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Book Binding | Other | 20.00 | 40.00 | 800.00 | 800.00 | \$17.39 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Copying of resources | Other | 0.50 | 8000.00 | 4000.00 | 4000.00 | \$86.96 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Lunch for Creating Materials Training | Travel/Per Diem/Food/Lodging | 80.00 | 111.00 | 8880.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 8880.00 | \$193.04 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Snack for Creating Materials Training | Travel/Per Diem/Food/Lodging | 40.00 | 222.00 | 8880.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 8880.00 | \$193.04 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Snack for Remedial Reading Teaching workshop | Travel/Per Diem/Food/Lodging | 40.00 | 74.00 | 2960.00 | 2960.00 | \$64.35 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| Lunch for Remedial Reading Teaching workshop | Travel/Per Diem/Food/Lodging | 80.00 | 40.00 | 3200.00 | 3200.00 | \$69.57 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| | | | | | | | | | | | | | | |
| Total | | | | | 33,837.00 | \$735.59 | 0.00 | \$0.00 | 34,320.00 | \$746.09 | 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 | The grant will cover the cost of the lamination machine and enough rolls of lamination film to preserve created remedial reading materials. | | |
| Labor | | The community members will lead all training sessions. | |
| Land/Venue Rental | | The community will cover the cost of the venue for both the 3-day training in October and the 1-day training in January. | |
| Materials/Supplies | The grant will pay for the cost of the materials needed to create and reproduce the remedial reading resources and for materials needed for the 1-day training. | | |
| Other | The grant will cover the cost of book binding for the remedial reading resources created by teachers. | | |
| Travel/Per Diem/Food/Lodging | The grant will cover the cost of food for the 1-day training in January. | The community will cover the cost of food for the 3-day training in October. | |

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 | |
|------------------|------|-------------------------------|--|---|--|----------------------|----|
| Philippines | All | # of Beneficiaries (indirect) | Community members who receive an indirect benefit from the project, not including those counted above | Male(s) 14 and below | 579 | 579 | |
| | | | | Female(s) 14 and below | 578 | 578 | |
| | | # of Participants (direct) | Community members directly involved in the design and implementation of the project, including those who attend trainings or workshops | Male(s) 25 and above | 4 | 3 | |
| | | | | Male(s) 15-24 | 1 | 1 | |
| | | | | Female(s) 25 and above | 33 | 32 | |
| | | 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 | 4 | 3 |
| | | | | | Female(s) 25 and above | 32 | 31 |
| | | | | | Male(s) 15-24 | 1 | 1 |
| | | | | # service providers who will have increased capacity due to this small grant | Male(s) 25 and above | 4 | 2 |
| | | | | | Female(s) 25 and above | 32 | 27 |
| | | | | | Male(s) 15-24 | 1 | 1 |
| | | New Technology & Practices | # of individuals who have applied new technologies and/or practices as a result of this grant | Male(s) 25 and above | 4 | 3 | |
| | | | | Female(s) 25 and above | 32 | 31 | |
| | | | | Male(s) 15-24 | 1 | 1 | |
| | | | # of new technologies and/or practices that will have been adopted as a result of this small grant | Practices | 1 | 1 | |
| | | SPA | 3.2.1, Basic Education | # of education administrators and officials trained with US government support | Female(s) 25 and above | 1 | 1 |
| | | | | | # of teachers/educators who received training with US government support | Male(s) 25 and above | 4 |
| | | | | Female(s) 25 and above | | 32 | 31 |
| | | | | Male(s) 15-24 | | 1 | 1 |
| | | | | # of textbooks and other teaching and learning materials (TLM) provided with US government assistance | Textbooks | 37 | 37 |

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.

At Community School #1, teachers are mandated to hold remedial reading classes for their students. However, before the implementation of this grant project, teachers did not have any resources to use. In addition, the majority of teachers had never received training on how to teach remedial reading classes. In order to improve the current remedial reading program, teachers expressed their interest in learning how to properly implement remedial reading sessions and how to create materials.

Our school's reading coordinator and my counterpart, Group Contact Person #1, is extremely passionate about reading and student learning. It is her utmost desire to make every child at Community School #1 a reader. Together with four other teachers and our school principal, we planned two workshops to aid teachers in implementing remedial reading sessions. The first session was a 3-day seminar and workshop on the topic of Remedial Reading Materials Creation specifically focused on the Five Components of Reading Instruction. This workshop included a hands-on component where teachers exercised their newly acquired knowledge on the topic of remedial reading to make their own materials for use in the classroom. The second 1-day workshop instructed teachers on how to use the materials they created to engage students. In addition, teachers were introduced to best practices for creating an action plan for remedial classes and monitoring student progress.

Although I have a working knowledge of remedial reading from my experience as a teacher in the United States, I thought the project would be more sustainable if teachers at Community School #1 were the facilitators of the two workshops. Five teachers agreed to facilitate sessions in order to share their localized expertise based on their experiences teaching remedial reading in the Filipino classroom. In order to help the five selected teachers prepare for their sessions, I provided resources from Website #1 such as outlines for conducting remedial reading sessions and ready-made activities to use for Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension. Teachers also brought materials they had received from different trainings. Together we were able to plan the sessions using both American and Filipino methods of instruction.

In preparing for and conducting the two seminar/ workshops, the presenters became experts on their topics and now will be available to assist other teachers in implementing remedial reading programs even after I am finished with my service. I feel confident that these five teachers will be the remedial reading pioneers at our schools and will continue to provide assistance to their co-teachers as needed in the future.

Teachers continued to create resources throughout the months of October and November. In December, my counterpart and I checked to make sure that each teacher had created resources for at least one component of reading instruction. We found that every teacher at Community School #1 had successfully created resources to use in their remedial reading sessions.

In January, we held a 1-day training on how to use the created materials in classroom remedial reading sessions. During this training, I delivered instruction on how to successfully set up a remedial reading block. We discussed how to track student progress and teachers were given time to analyze and track sample student data. Teachers presented the materials they had created to each other in small groups and explained how they will use them in their future remedial reading classes.

In addition, we discussed principles of time management in order to reserve enough time within the school day for conducting remedial reading sessions. However, it was agreed upon that the current method of conducting remedial reading at the end of the school day does not benefit teachers or students. Teachers were encouraged to explore other times to conduct remedial reading, such as during lunch or before school. At the end of the session, teachers created an individual remedial reading action plan for the next school year.

Overall, I found this project to be very successful. While it is impossible to determine if every teacher will utilize remedial reading sessions going forward, I am confident that some teachers found the training to be educational and the strategies easy to implement. The biggest problem is simply that teachers do not have enough time in their busy workdays to conduct remedial reading sessions. Although I cannot help to solve this systemic issue, I hope that giving teachers the opportunity to prepare ready-made materials will minimize the amount of time necessary to prepare for sessions. In addition, I believe that this basic introductory training raised teachers' confidence about their ability to teach remedial reading. Those who are still unsure about how to conduct a remedial reading block can look to the five teachers who presented during the seminar/ workshops to answer any questions.

The biggest success of this project was training the presenters. When I first approached the teachers asking if they would present, they said they wanted me to lead the sessions and they would just assist with the planning. However, in insisting that they take on the role of facilitators, I found that their confidence grew throughout the planning of the sessions. They all did a wonderful job of incorporating their own knowledge with the information and materials I provided them. Their presentations were able to provide much more insight about the struggles teachers face here than I ever could have captured if I were the sole presenter. I would highly recommend a training of trainers to any other volunteer interested in hosting a remedial reading seminar/workshop because of the empowerment and sustainability this method provides to members of the Host Country Agency.

Goals Achieved, Changes in Initial Objectives, and Community Feeling

Throughout this project, the objectives stayed the same with the primary focus being on training teachers in remedial reading techniques and providing them with the time and supplies to create remedial reading resources.

Overall, this project's goals were achieved. The only goal that was not met in this project was 100% attendance of teachers at the remedial reading seminar/workshops. This goal was not met due to our regional athletics meet, which occurred at the same time as one of the trainings on remedial reading and was chaperoned by many of the teachers. In order to successfully achieve this goal, the PCV plans to conduct individual trainings with the teachers who were unable to attend.

During the 3-day seminar/ workshop, the teachers enjoyed having the opportunity to create their own materials. Feedback from the evaluation of the session was overwhelmingly positive; most teachers responded that they wished the training had been for five days instead of three. According to the evaluation responses, our workshop was the first time that teachers were shown how to make materials for remedial reading and given the supplies and time necessary to create resources for their classroom. However, many teachers still feel as though they do not always have time to conduct remedial classes. Many teachers requested another workshop that would permit them to create more materials in the future.

It is apparent that there are many teachers willing to take the extra time to setup remedial reading sessions and make use of what was taught during the trainings. However, there are others who still do not want to take extra time for remedial reading sessions. In the future, it would be helpful to further encourage and engage teachers who are not interested in conducting remedial reading sessions.

Capacity and Skills Built

The teachers who were trained and presented during the 3-day workshop now have the opportunity to assist their co-teachers in the development of the remedial reading program. Each of the five teachers is extremely knowledgeable about a component of reading and can share their knowledge even further with other teachers.

Each teacher now has the capacity to create their own quality materials for use in remedial reading sessions. Not only do teachers have the knowledge to create additional materials, but they have already created many of their own resources for their classrooms. In addition, teachers have the opportunity to reuse their materials as our school now has a lamination machine. Laminated materials will be easier to share with others teachers and will cut down on the preparation time needed for remedial sessions.

Sustainability

This project is sustainable on all levels because it did not simply give teachers materials to use in their classroom. Instead, teachers were given the knowledge of how to create adequate teaching resources, were given time and materials to create them, and then were trained on the best practice of using materials created within their classroom.

Teachers now possess the knowledge of how to create materials for remedial reading and how to conduct remedial reading sessions. Teachers were provided with access to online remedial reading resources that can be printed, as well as data tracking programs to determine student achievements in reading fluency and comprehension. The lamination machine will allow teachers to reuse materials in the future. The five teachers who presented during the workshop are experts in different areas of reading instruction; co-teachers can tap these experts for advice after the departure of the PCV.

Unexpected Events and Recommendations

During this project, I was consolidated due to a typhoon during the process of training the presenters for our 3-day workshop. This unexpected event cut out about four days of planning time. However, this ended up working out for the better because the presenting teachers took the initiative to create their own sessions. Taking ownership of the event seemed to give the teachers more confidence in themselves.

For future volunteers hoping to carry out a similar project, my recommendation is to make sure that you enlist the help of local staff at your school. Let members of the HCA present during trainings and resist the urge to be seen as the 'expert', regardless of your experience and knowledge on the topic. It took some cajoling, but recruiting fellow teachers as the workshop presenters built their capacity and helped to ensure sustainability.

Lessons Learned and Promising Practices

I learned that teachers are very willing to learn new techniques for educating their pupils, including making their own materials to engage students. However, they are not given sufficient time to do so within the school day and are not provided with supplies. I also learned how much paperwork Government Agency #1 requires from teachers. Many teachers spend a huge amount of time doing paperwork instead of planning for classes, which is unfortunate. If I were to do the training again, I would have increased the amount of time from three days to five days in order to give the teachers more time to create materials.

It is promising that teachers have already started using their created materials in their classrooms. Teachers have been laminating materials for reuse and I have been invited to do demonstrations of remedial reading lessons in various grade levels.

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 | \$108.70 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Labor | \$0.00 | \$0.00 | \$347.83 | \$0.00 | \$0.00 |
| Land/Venue Rental | \$0.00 | \$0.00 | \$4.35 | \$0.00 | \$0.00 |
| Materials/Supplies | \$422.97 | \$208.51 | \$7.83 | \$0.00 | \$0.00 |
| Other | \$70.01 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Travel/Per Diem/Food/Lodging | \$133.91 | \$0.00 | \$386.09 | \$0.00 | \$0.00 |
| Total | \$735.59 | \$208.51 | \$746.09 | \$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) |
|------------|-----------|---|--------------------|-----------|-------|------------|-------------------------------|---------------------|---|--|---|--|
| 1/3/2017 | 5 | Laminating Machine | Equipment | 5,000.00 | 1.00 | 5,000.00 | 5,000.00 | \$108.70 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 1/27/2017 | | Presenter Daily Wage for Remedial Reading Teaching training | Labor | 2,000.00 | 2.00 | 4,000.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 4,000.00 | \$86.96 |
| 10/28/2016 | | Presenters hourly wage Creating Materials Training | Labor | 2,000.00 | 6.00 | 12,000.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 12,000.00 | \$260.87 |
| 1/27/2017 | | Venue for Remedial Reading Teaching workshop | Land/Venue Rental | 50.00 | 1.00 | 50.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 50.00 | \$1.09 |
| 10/25/2016 | | Venue for Creating Materials Training | Land/Venue Rental | 50.00 | 3.00 | 150.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 150.00 | \$3.26 |
| 10/28/2016 | | Certificates for Participants | Materials/Supplies | 10.00 | 36.00 | 360.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 360.00 | \$7.83 |
| 12/10/2016 | 1 & 2 | B-Envelope sheet | Materials/Supplies | 1.50 | 20.00 | 30.00 | 15.00 | \$0.33 | 15.00 | \$0.33 | 0.00 | \$0.00 |
| 12/10/2016 | 1 | Adaptor | Materials/Supplies | 60.00 | 1.00 | 60.00 | 60.00 | \$1.30 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 1/26/2017 | 11 | Certificates for participants of Remedial Reading Teaching workshop | Materials/Supplies | 2.00 | 30.00 | 60.00 | 60.00 | \$1.30 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 12/10/2016 | 1 & 2 | Pencils | Materials/Supplies | 6.00 | 36.00 | 216.00 | 108.00 | \$2.35 | 108.00 | \$2.35 | 0.00 | \$0.00 |

Click Ctrl+Home to return to top

| | | | | | | | | | | | | | | | | |
|--------------|---------|--|------------------------------|----------|----------|----------|------------------|-----------------|-----------------|-----------------|------------------|-----------------|-------------|---------------|-------------|---------------|
| 12/10/2016 | 1 & 2 | Illustration Board | Materials/Supplies | 9.00 | 108.00 | 972.00 | 486.00 | \$10.57 | 486.00 | \$10.57 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 12/10/2016 | 1 & 2 | Scissors | Materials/Supplies | 31.00 | 36.00 | 1,116.00 | 558.00 | \$12.13 | 558.00 | \$12.13 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 12/10/2016 | 1 & 2 | Pentel Pens | Materials/Supplies | 32.00 | 36.00 | 1,152.00 | 576.00 | \$12.52 | 576.00 | \$12.52 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 12/10/2016 | 1 & 2 | Glue | Materials/Supplies | 38.00 | 36.00 | 1,368.00 | 684.00 | \$14.87 | 684.00 | \$14.87 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 12/10/2016 | 1 & 2 | Tape | Materials/Supplies | 25.00 | 76.00 | 1,900.00 | 950.00 | \$20.65 | 950.00 | \$20.65 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 12/10/2016 | 1 & 2 | Manila paper | Materials/Supplies | 2.00 | 500.00 | 1,000.00 | 962.00 | \$20.91 | 38.00 | \$0.83 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 12/10/2016 | 1 & 2 | Cartolina Paper | Materials/Supplies | 4.50 | 500.00 | 2,250.00 | 1,125.50 | \$24.47 | 1,124.50 | \$24.45 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 12/10/2016 | 1 & 2 | Pack of Crayons (pastel color) | Materials/Supplies | 60.00 | 36.00 | 2,160.00 | 1,140.00 | \$24.78 | 1,020.00 | \$22.17 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 12/10/2016 | 1 and 2 | Pens (pilot ink) | Materials/Supplies | 69.00 | 36.00 | 2,484.00 | 1,242.00 | \$27.00 | 1,242.00 | \$27.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 1/3/2017 | 4 | Laminating film | Materials/Supplies | 1,020.00 | 2.00 | 2,040.00 | 2,040.00 | \$44.35 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 12/10/2016 | 1 & 2 | Filing box | Materials/Supplies | 155.00 | 36.00 | 5,580.00 | 2,790.00 | \$60.65 | 2,790.00 | \$60.65 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 12/10/2016 | 1 and 2 | Copy paper (neon paper) | Materials/Supplies | 185.00 | 36.00 | 6,660.00 | 6,660.00 | \$144.78 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 11/3/2016 | 3 | Copying of resources | Other | 0.50 | 6,441.00 | 3,220.50 | 3,220.50 | \$70.01 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 10/26/2016 | | Lunch for Creating Materials Training | Travel/Per Diem/Food/Lodging | 80.00 | 111.00 | 8,880.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 8,880.00 | \$193.04 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 10/26/2016 | | Snack for Creating Materials Training | Travel/Per Diem/Food/Lodging | 40.00 | 222.00 | 8,880.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 8,880.00 | \$193.04 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 1/27/2017 | 9 & 10 | Snack for Remedial Reading Teaching workshop | Travel/Per Diem/Food/Lodging | 40.00 | 74.00 | 2,960.00 | 2,960.00 | \$64.35 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| 1/27/2017 | 6, 7, 8 | Lunch for Remedial Reading Teaching workshop | Travel/Per Diem/Food/Lodging | 80.00 | 40.00 | 3,200.00 | 3,200.00 | \$69.57 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 |
| | | | | | | | | | | | | | | | | |
| Total | | | | | | | 33,837.00 | \$735.59 | 9,591.50 | \$208.51 | 34,320.00 | \$746.09 | 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.