

PEACE CORPS PARTNERSHIP PROGRAM PROPOSAL APPLICATION COVER SHEET

Please complete the following sections of the PCPP Proposal Application. When each section has been completed, please mark the appropriate box below.


A. VOLUNTEER REFERRALS	<input checked="" type="checkbox"/>
B. VOLUNTEER AND PROJECT PROPOSAL INFORMATION	<input checked="" type="checkbox"/>
C. MONITORING AND EVALUATION	<input checked="" type="checkbox"/>
D. PROJECT TIMELINE	<input checked="" type="checkbox"/>
E. PROJECT BUDGET	<input checked="" type="checkbox"/>
F. PROPOSAL NARRATIVES	<input checked="" type="checkbox"/>

Has the community been informed and fully understands that Partnership funds are to be used only for costs associated with the project and that there will be no additional funding beyond the authorized amount on the proposal as submitted?

Yes ☒ No ☐

We verify that this project is needed by the community of Los Limones, El Triunfo, Usulután, El Salvador
who are the intended beneficiaries, and that we fully understand and will fulfill the requirements of the Peace Corps
Partnership Program in implementing this project

Peace Corps Volunteer
Allen Koji Ukai


(PCV's signature)

8-5-2012
(Date)

Community Partner
Rosibel Areli Marquez

R. A. M. R.
(Signature)

05-08-12
(Date)

I have reviewed this proposal and certify that it is well-planned, accurately budgeted, and the Peace Corps volunteer has the technical skills to successfully complete the project within the timeframe of his/her service. Furthermore, this proposal meets each Peace Corps Partnership criterion set forth in section 4 of MS720.

Peace Corps Country Director _____
(Signature)

(Date)

A. PEACE CORPS PARTNERSHIP PROGRAM VOLUNTEER REFERRALS

Please complete this section. **A contact name must be included with each entry.**

In an effort to assist the Partnership Program in identifying persons who may be interested in supporting the proposed project, I have provided the following names and addresses of relatives, friends, schools, community civic groups, and organizations:

Name: Patrick Higdon

Relationship to you: Sponsor

Address: World Connect

Phone: (781) 894-8050 x205

681 Main Street, Suite 337

Email: patrick@worldconnect-us.org

Waltham, MA 02451

Name: _____

Relationship to you: _____

Address: _____

Phone: _____

Email: _____

Name: _____

Relationship to you: _____

Address: _____

Phone: _____

Email: _____

Name: _____

Relationship to you: _____

Address: _____

Phone: _____

Email: _____

Name: _____

Relationship to you: _____

Address: _____

Phone: _____

Email: _____

The information requested on this page is collected under the authority of the Peace Corps Act, and will be used to promote and publicize this project and the Peace Corps Partnership Program. Supplying this information is entirely voluntary, and failure to do so will have no effect on the standing of the project. By signing below, you have granted permission to the Partnership Program to publicize this project and your involvement/participation in the project, and for the Partnership Program to contact the referrals listed above on your behalf.

PEACE CORPS PARTNERSHIP PROGRAM PROPOSAL APPLICATION

To be filled out by OPSI Staff:

Fiscal Year:**Project Number:****B. VOLUNTEER AND PROJECT PROPOSAL INFORMATION****Country:** El Salvador**PCPP Project Title:** Broadening the Horizons of Salvadorian Children**Community Organization:** Local Teachers and Community Volunteers**Project Implementation Period:** **Start Date:** October 2012 **End Date:** November 2012**Volunteer Name(s):** Allen Koji Ukai**COS Date:** March 2013**Peace Corps Sector Assignment:** Community Organization/Economic Development*(ex. TEFL, SBD, Environment, Health, etc.)*

	Male	Female	Boys	Girls	Total
<i># of Participants:</i> those persons <u>directly</u> involved in the design and implementation of the project	2	5	0	0	11
<i># of Beneficiaries:</i> those persons <u>directly</u> impacted by the project	2	5	25	25	60

Project Classification		
Peace Corps Project Sector Grouping (Please select only one)		
<input type="checkbox"/> Agriculture	<input type="checkbox"/> Environment	<input type="checkbox"/> Water & Sanitation
<input type="checkbox"/> Business Development	<input type="checkbox"/> Health	<input checked="" type="checkbox"/> Youth Development
<input type="checkbox"/> Education	<input type="checkbox"/> Municipal Development	<input type="checkbox"/> Other:
Priority Grouping		
<input type="checkbox"/> Infrastructure Development	<input type="checkbox"/> Resources/Equipment and Supplies	<input checked="" type="checkbox"/> Training
<input type="checkbox"/> Instructional Materials	<input type="checkbox"/> Income Generation	<input type="checkbox"/> NGO Development

TOTAL PCPP REQUEST: \$USD: \$1,252.00**LOCAL CURRENCY: USD****Exchange Rate Used: 1 USD to 1 \$USD****Date of Exchange Rate: 8-13-2012**

C. MONITORING AND EVALUATION

How will you know if your project is reaching its goals and objectives, and producing the desired benefits or change?

On this page, you will find a menu of indicators that will help you track the progress of your project. These indicators were chosen because they highlight the kinds of changes and outcomes that are most likely to occur in small-scale community development projects.

Please choose the indicators that you and your community will use to track the progress of your project during its implementation. When you complete your project, you will use the same indicators to report on the results that you and your community achieved.

INDICATORS OF SUCCESS

REQUIRED

☒ **participants acquiring new knowledge or skills**

(may include literacy, technical, or vocational skills or administrative and/or financial practices, ability to manage production, marketing or income-generating activities, or ability to obtain financial or technical assistance)

Who/how many? Local community volunteers (2) and local teachers (5).

What skills? Local community volunteers and local teachers will learn and practice new educational strategies and organizational skills. They will also practice basic accounting and programming skills.

How will you know? This project will only be implemented with 4th and 5th graders. We aim to train all members involved to the extent to which the activities can be repeated with other grades.

CHOOSE 1- 4 ADDITIONAL / OPTIONAL INDICATORS OF SUCCESS

☒ **improved capacity to define and meet goals and objectives**

(relates most directly to changes in knowledge, skills and behavior, and may include planning skills, ability to set up group goals, and small project design skills, among others)

What changes? The goal of addressing the lack of interest in education among youth was identified by local teachers. All members have already demonstrated the ability to outline specific objectives and project design skills via preliminary meetings we have held in preparation for this application. As this project carries itself out, all members will receive more practice in these skills.

How will you know? The ability of all members to work together to coordinate this project and similar events in the future will demonstrate skill development.

☒ **presence of linkages with similar groups or networks**

(number of formal and informal contacts and nature of these contacts)

How many? The strongest way in which this project would solidify linkages between similar groups would be via the collaboration between local schools and local community volunteers. Both groups have children's education as their primary goal, but do not work together on regular basis. This project should also strengthen relationships

between the members involved in its planning and outside groups, such as the Tin Marin museum in the capital, other local leaders, and mayor's offices.

What kind? The local elementary schools and local community volunteers will be developing the ability to coordinate projects while the linkages with other groups will be informational in nature.

How will you know? As mentioned earlier, the ability of all members to work together to coordinate this project and similar events in the future will demonstrate the development of linkages.

☒ **improved decision making**

(relates to change in attitudes and behavior, and may be observed through more participatory practices, gender inclusiveness, access to and willingness to share information, and financial transparency and accountability)

What changes? The long-term aim for this project is to improve the level of interest in education that local students have.

How will you know? Rates of attendance will be compared to a baseline and interviews with teachers and parents will be conducted.

☐ **Other:** _____

Please indicate how this will be measured: _____

☐ **Other:** _____

Please indicate how this will be measured: _____

☐ **Other:** _____

Please indicate how this will be measured: _____

D. PROPOSAL TIMELINE

Project Timeline:

Activity	July	August	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Preliminary Meetings	X							
Submission of Grant Application		X						
Meetings to Coordinate Activity Day			X	X				
Purchase of Materials				X				
Activity Day					X			
Meetings to Coordinate Visit to Tin Marin					X	X		
Tin Marin Visit							X	
Follow-up Interviews and Surveys						X		X

Approximately how long will your proposed project last? Months: 1 Weeks: 2 Days: 0

E. PROJECT BUDGET

Please include a budget summary for the proposed project as a separate attachment. Indicate the quantity needed and the total cost of each item in both USD and local currency. Please also state whether the item will be paid for with PCPP funds or from community contributions.

Partnership Contribution: USD \$1,252.00 Local Currency USD

Community Contribution: USD \$1,145.00 Local Currency USD

Total Project Cost USD \$2,397.00 Local Currency USD

Partnership Contribution

Material	Unit	Quantity Needed	Unit Cost (USD)	Total Cost (USD)
Cornstarch	Pounds	8	\$1.50	\$12.00
Food Coloring	Bottles	5	\$1.00	\$5.00
Wire	Pounds	10	\$2.00	\$20.00
Crepe Paper	Packets	6	\$5.00	\$30.00
Yarn	Rolls	15	\$1.50	\$22.50
Feathers	Bags	1	\$15.00	\$15.00
Beads	Bags	12	\$1.00	\$12.00
Balloons	Bags	5	\$1.50	\$7.50
Duct Tape	Rolls	3	\$3.00	\$9.00
Masking Tape	Rolls	3	\$4.00	\$12.00
Scissors	Each	4	\$1.50	\$6.00
Wool String	Rolls	60	\$0.50	\$30.00
Lighters	Each	2	\$0.50	\$1.00
Soap	Each	2	\$0.50	\$1.00
Paper Towels	Each	2	\$2.00	\$4.00
Toilet Paper	Each	2	\$2.50	\$5.00
Transport	Trip	2	\$60.00	\$120.00
Transport	Trip	2	\$200.00	\$400.00
Tin Marin Entry	Student	60	\$5.00	\$300.00
Lunch	Meal	60	\$2.00	\$120.00
Snacks	Meal	120	\$1.00	\$120.00
Total Partnership Contribution				\$1,252.00

Community Contribution

Material	Unit	Quantity Needed	Unit Cost (USD)	Total Cost (USD)
Teacher Pay	Day	6	\$15.00	\$90.00
Projector Use	Day	1	\$50.00	\$50.00
Lab Equipment Use	Day	1	\$45.00	\$45.00

Space Rental	Day	1	\$100.00	\$100.00
Desks	Each	5	\$4.00	\$20.00
Chairs	Each	60	\$1.00	\$60.00
Tin Marin Discount via School	Student	60	\$3.00	\$180.00
Insurance	Student	60	\$6.00	\$360.00
Lunch	Meal	60	\$2.00	\$120.00
Snacks	Meal	120	\$1.00	\$120.00
Total Community Contribution				\$1,145.00

Total Project Costs

	% Contribution	Total Cost (USD)
Partnership Contribution	52.23%	\$1,252.00
Community Contribution	47.77%	\$1,145.00
Total Project Cost	100%	\$2,397.00

F. PROPOSAL NARRATIVES – PLEASE DO NOT LIMIT YOUR SELF TO THE SPACE PROVIDED. TEXT BOXES WILL EXPAND TO MEET YOUR SPACE REQUIREMENT FOR EACH NARRATIVE.

1.	<p>Executive Summary:</p> <p>Please write a <u>250 word</u> summary of the proposed project. This allows potential donors to better understand the project. Describe the project objectives. Explain the community contribution for this project and briefly outline your request for the Partnership Program.</p> <p>Note: This summary will be posted directly on the Peace Corps Website.</p>	<p>This project consists of two parts, each with the goal of facilitating more interest in education among Salvadorian youth in the communities of Los Limones, Usulután and Amapala, San Miguel. Both communities depend heavily on agriculture and remittances from the US, giving the youth very little motivation to study hard. Ninety percent of the youth in Los Limones and seventy-five percent in Amapala never complete a high school education. It is also not uncommon to see teenagers in the 5th and 6th grades.</p> <p>The first part of the project involves an Activity Day that aims to train local leaders in carrying out basic science experiments, arts and crafts, and teamwork-building activities. These local leaders include teachers and community volunteers that organize Saturday life skills workshops with youth. With the aim of showing how these activities can be continued, all of the materials are locally available and resources already in the communities will be readily used.</p> <p>The second part of the project will be a fieldtrip to a children's museum called Tin Marin, in San Salvador. In addition to the exhibits that encourage learning and creativity, this will be many of the students' first time to the capital city, therefore broadening their horizons on multiple levels. Here, as well as for the Activity Day, local leaders will be given the main responsibilities of setting up logistics, with very basic guiding from the Peace Corps volunteers, in order to create a learning experience for both the students and the organizers.</p>
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2.	<p>Background Information:</p> <p>Please provide a 1-2 paragraph description of your community and the community members involved with the proposed project.</p>	<p>This project will have a direct impact in two communities: Los Limones, El Triunfo in the Department of Usulután, and Amapala, Ciudad Barrios in the Department of San Miguel. Los Limones has a population of approximately 500 and is located between two rivers at the bottom of a mountain terrain. Amapala consists of 300 community members that live among a spacious, yet treacherous terrain that is often unreachable during the rainy season because of inconsistent transportation and poor infrastructure. The two communities are within an hour of each other and thus share a similar climate and socioeconomic challenges. From May until November, the area faces very heavy rains that often involve at least one tropical storm or hurricane every year. From November until March, there is almost zero rainfall and the temperature maintains a daily average of 95°. The resulting lack of water tends to create problems in both health and agriculture, which over 95% of the two communities depends on for subsistence. This dependence on agriculture, which is exacerbated by the lack of employment opportunities in other sectors, causes a severe lack of interest in education among the two communities' youth. Most families receive remittances from the United States and view illegal immigration, which is dangerous and has very detrimental effects on family structure, as the only path out of poverty. Ultimately, the dependence on agriculture and remittances and lack of employment opportunities influence each other in a self-perpetuating cycle that cannot be broken without significant improvements in education levels.</p> <p>The members of the community of Los Limones that will be involved with the proposed project include the local school's three teachers, Cecilia Castillo, Juquina Medina, and Marisol Cruz; president of the community, Jacobo Zelaya; and local community volunteer Rosibel Marquez. All have consistently proven their ability to work in a well-organized and diligent manner through various projects coordinated with local NGOs, in fundraising, and educational activities. Jacobo Zelaya is in charge of coordinating an \$80,000 potable water project and Rosibel Marquez organizes youth workshops on a weekly basis. In the community of Amapala, teachers Samuel Vides and Hector Zelaya have been the driving force behind the idea of an activity day and excursion. They have already offered to take up significant responsibilities for the proposed project, including helping to plan the activities and finding chaperones for the day of the excursion. Amapala also has a local community volunteer, named Maritza Lovos, who has collaborated on many projects with the local Peace Corps volunteer (Sarah Short) and proven herself as a very capable and reliable member of the community.</p>
3.	<p>Community Need:</p> <p>Please explain, in 1-2 paragraphs, the merit of this project, and why it is a priority in the community. What happens if the project is not implemented?</p>	<p>As mentioned earlier, the self-perpetuating cycle between dependence on remittances and agriculture and a low interest level in education is the most damaging and prevalent socioeconomic problem in the communities of Los Limones and Amapala. This project addresses this problem head-on by both engaging youth in activities that should inspire more interest in education and by training local leaders in how to implement those activities so that the effect is as sustainable as possible.</p>

		<p>If this project is not implemented, these problems will not only continue, but will exacerbate. According to a census done in March 2011, over ninety percent of local youth in Los Limones stopped their education before earning a high school degree. Due to a combination of bad grades and lack of interest, many students fall behind in their school; the sixth grade includes young adults as old as 20 years old. While Amapala has the fortune of having a local high school, the community's shortcomings demonstrate the importance of making strong efforts to encourage continued schooling. The community has come a long way; while 70% of adults over the age of 50 are illiterate, that rate has decreased to 40% of people that are between the ages of 50 and 30. However, out of the fifteen students that initially enrolled into their freshman year of high school, 8 dropped out because of factors such as teen pregnancy.</p>
4.	<p>Community Initiation and Direction:</p> <p>Describe, in 2-3 paragraphs, how the community is the driving force behind the project. Please discuss who in the community first proposed the project as well as how the beneficiaries are involved in the project's planning and implementation. What are the roles and responsibilities of the community members?</p>	<p>Quickly upon their arrivals in the communities of Amapala and Los Limones in March 2011, both Peace Corps volunteers Sarah Short and Koji Ukai were confronted by local teachers' insistence that the lack of interest in education was a significant problem in their communities. After a year of working with these schools, Sarah and Koji have been exposed to this problem on a firsthand basis while slowly helping to develop the abilities of their teachers to the point at which they both feel confident that this need is both legitimate and can be addressed in an effective way. When asked for their ideas, the teachers in Sarah's site, Hector Zelaya and Samuel Vides, pointed out that hands-on activities would be very effective given that curriculums are currently heavily based on paperwork and copying notes. They suggested organizing a day of math, science, and arts and crafts activities.</p> <p>When Sarah suggested to Koji that they collaborate on such a project, the two Peace Corps volunteers realized it would also be a good idea to involve local community volunteers that live and work in communities organizing children's workshops on the weekends. These local community volunteers pointed out that a local NGO has coordinated fieldtrips to a museum called Tin Marin in the capital, San Salvador, with nearby villages. An excursion to Tin Marin, even for only part of the community, would be a once in a lifetime experience for these children. If the fieldtrip goes well, it should help motivate the teachers to organize such trips more continuously.</p> <p>Since the aim of this trip is to encourage local leaders to carry out such activities on their own in the future, the Peace Corps volunteers will be working with community members as much as possible. The teachers and community volunteers will be heavily involved in organizing and carrying out the activities, helping to plan general logistics, as well as collecting permission slips from parents. For the Tin Marin trip, community members will be expected to prepare lunch and snacks as well as help pay for insurance. For both parts of this project, one community member will be designated as a chaperone for every ten children.</p>

5.	<p>Community Contribution:</p> <p>Please describe, in 1-2 paragraphs, the community contribution to this project. Contributions can include the costs of manual labor and transportation as well as contributions of cash or raw materials. Community contribution must total <i>at least 25% of the total project cost.</i></p>	<p>Since we aim to demonstrate to local community members how the activities that make up this project can be carried out in the future, we plan to use as many local resources as possible. Transportation will be arranged with the help of local leaders and all meals and snacks will be prepared by community members. In addition, we plan to take advantage of resources such as a video projector and lab equipment that are already available in Amapala's school but are not regularly used. Please see the attached budget for more details.</p>
6.	<p>Project Implementation:</p> <p>Please present and discuss, in 3-4 paragraphs, the plan for implementing this project. Describe the phases of the project. Define specific tasks involved with the project, the order in which they will occur, and who will accomplish each task.</p>	<p>Even before the project's application has been approved, steps have already been taken to make sure it's effect is as sustainable as possible. Peace Corps volunteers Sarah Short and Koji Ukai have had several meetings throughout June and July to develop ideas and plan out basic guidelines with local teachers and community volunteers. Pre-project assessments (data on class attendance) have also begun so that the project's impact can be properly measured.</p> <p>According to these meetings, if the project is approved, all parties involved will have a meeting together to plan and delegate detailed responsibilities for the activity day. The teachers and community volunteer of Los Limones will be in charge of distributing and collecting permission slips so that their children can travel to Amapala for the day. Sarah will work with her teachers to prepare the locale. She has already designated one community member to be in charge of organizing meals and each of the teachers have been assigned specific responsibilities for how they will help with the activities. The purchase of materials will be delegated evenly among all participating parties with an added emphasis on meeting specific requisites such as keeping copies of all receipts. In all, the Activity Day will consist of about 12 parts and will being at 9:30 in the morning and continue until 5:00 in the afternoon.</p> <p>Local leaders will have a significant role in the preparations for the fieldtrip to Tin Marin. They will take the lead in organizing transportation and making reservations to the museum. This should help them acquire the appropriate contact information and access to certain package deals for future visits. The teachers and community volunteers will also be in charge of logistics regarding parental permission, payment for insurance, and organizing chaperones. The community volunteers will also organize discussions and activities for the children to prevent restlessness during the trip and help them internalize what they have learned. The bus will leave from Amapala (which is further than Los Limones from San Salvador) at 6:30 and return by 6:00.</p> <p>Upon completion of both the Activity Day and Tin Marin fieldtrip, post-project assessments will be conducted to measure the impact on interest in education that the project had on the youth and the extent to which all parties involved will be able to carry out such events in the future. Teachers and parents will be interviewed to see if they notice more educational interest among the students and the teachers and community volunteers will be monitored by the Peace Corps volunteers to see whether they incorporate more hands-on</p>

		<p>learning techniques as demonstrated during the Activity Day. It will also be made sure that they carefully guard all logistical information for the Tin Marin visit for future reference.</p>
7.	<p>Project Sustainability:</p> <p>Please indicate, in 3-4 paragraphs, the skills and knowledge that will be acquired by the community through the implementation of this project. How will the project increase the capacity of individuals and support the community in meeting its goals? Does the community have the resources to sustain the project in the long term?</p>	<p>The main goal of this project is to expose local leaders to new ways in which to encourage educational curiosity among youth and help them develop organizational and logistical skills. The key participants in this project will be local community members. These volunteers hold very strategically important roles because of their experience working with youth in their communities while living with them and maintaining a permanent presence at the same time. The investment that we hope to make by training these volunteers ensures that the activities that we demonstrate will be repeated with other students and over an extended period of time.</p> <p>The first way in which the capacity of these volunteers will be developed is through their engagement during the Activity Day. Teamwork building activities, science experiments, math activities, and arts and crafts projects will be run with the participation of the volunteers so that they gain firsthand experience. They have already led children through a series of activities outlined in guidebooks by local NGOs, but, given their relatively low education levels, they feel more comfortable with hands-on training and will be less prone to errors by misreading written instructions.</p> <p>We also plan to involve local teachers as well as the community volunteers in all aspects of the logistical details of the project. This should help facilitate a stronger relationship between the volunteers and teachers and develop an attention to detail that is sometimes missing in projects. For example, we plan to hold general meetings with all parties to discuss how to prepare and bring snacks, ask for parental permission and buy insurance for our trip to the Tin Marin museum in the capital.</p>