

KHOTSO

February 2014

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Message from the Country Director

Dear Volunteers,

Communication is important. This happens when we reach out to someone and get through, despite the potential limitations of communicating through technology- or in a language that you are still learning- or within a framework of rules that one didn't write- and even when there is uncertainty as to whether others are really listening! It is worth it to persevere. When you connect with others, you learn, they do too, and we can all move forward.

Congratulations to the Volunteers who dedicated time to the recent Sesotho IST! You will see rewards for your work and motivate others to pursue similar learning opportunities also. Good communication is represented by all the contributors to the Khotso- you help us smile and realize what amazing things Peace Corps Volunteers do and think and feel during their service in Lesotho! The Volunteers organizing new committees are coordinating the good ideas and questions that Volunteers wrestle with, to be able to better respond to work assignments here; Gender Equality Lesotho (GEL) is focusing on gender issues in development, and the Lesotho Information Communication and Technology (LTC) Committee will aim to improve use of technology. These are all good ways that people are showing how important communication is; you are reaching out to others and getting through!

We are grateful to all of you for your attentiveness to the EAP communications test at the end of January. It was successful! Staff members called all Volunteers, confirmed their contact info and asked about their consolidation points. After 2 hours, 60 of the 86 Volunteers had been reached. After 4 hours, 91% of the Volunteers had spoken with a staff member, and by the end of 8 hours, all Volunteers had been contacted. I want to come back to you now and say that we learned from this test. We have updated or corrected some phone numbers. We are pleased that PCVs know their consolidation points. And I observed staff to be in particularly good spirits that day- because we all came together to make sure our system works! We talked, listened and learned.

In February we will see additional Volunteers stepping up to take on the District Security Representative responsibilities. The DSR trainings will help to prepare them. Thank you to Michael, Beth, Mishelle, Arti, Elias, Jacqueline, Anri, Molly and Alyssa- as well as others who have already COSed- who have been serving successfully as DSRs and Alternate DSRs. You and all the Volunteers who respond to your weekly messages are wonderful communicators and an effective part of our Emergency Action Plan.

Whereabouts notification is an important communication. Peace Corps needs to be able to contact any Volunteer at any time- which makes this a responsibility that we share. Volunteers must notify the Peace Corps any time they will not be spending the night in their community, and if they will be traveling to Maseru (even for a day trip.)

In Peace Corps history, there have been tragic cases of Volunteers who have gone missing. If Peace Corps did not know that someone was not in his site, they would not know to begin searching for him. If there is important news to share, we need to communicate with each other- reach out, listen and respond. There have been times when lack of communication has caused consideration to close Peace Corps posts. Yet there are places in the world where Peace Corps Volunteers can continue to serve in challenging security circumstances because there is an ongoing dialog, trust and sharing of information across the Peace Corps community.

Whereabouts notification must be done via text message to the Whereabouts Phone (6288-5598). We are working on making this even easier, following up on suggestions from VAC, and we will share any updates about that as soon as possible. If a Volunteer cannot text the Whereabouts phone so that the message is received during office hours, they must text the Duty Phone (6285-2058). Once the message is received, a message will be sent back to the Volunteer to confirm. If the Volunteer does not receive a confirmation message, they should continue texting until they do, or contact another staff member. They should not leave their site until confirmation is received.

I hope you have a wonderful February. Share what you learn, hear what others are telling you, and be proud of how you are managing the toughest job you'll ever love!

Khotso,

Wendy

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From the Editor

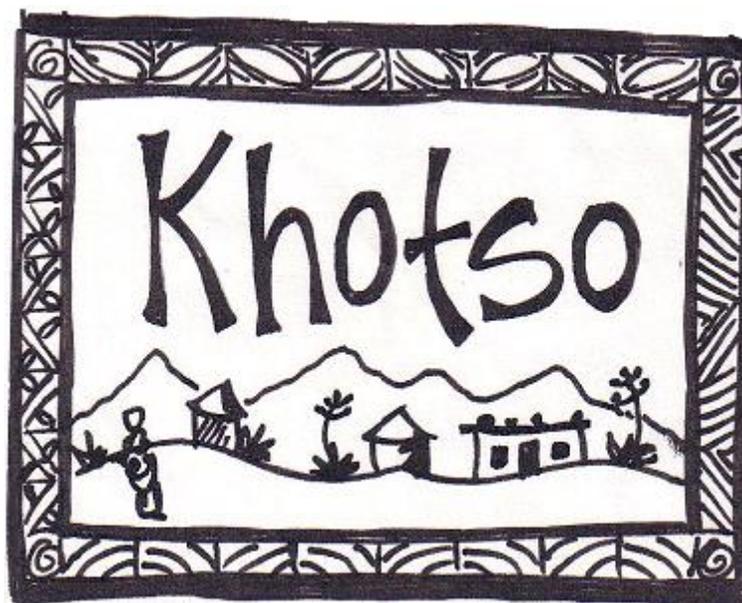
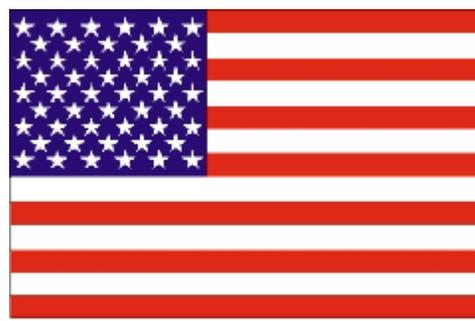
Articles must be received by the 4th Monday of the month to be included in the following month's edition of the Khotso. When submitting articles, please provide the name of the person making the submission and a contact person for follow-up questions. The Newsletter will be e-mailed and a hardcopy made available in the office on or about the 1st of each month. Please make sure that your correct email address is on file with Peace Corps. Remember that it is your responsibility to read the Khotso Newsletter for updates from Peace Corps Lesotho.

The editorial staff would like feedback from PCVs regarding the content. It is our desire to provide you with information that is useful, helpful, and encouraging. We would appreciate receiving constructive feedback from you.

By submitting articles, you are providing Peace Corps Lesotho with the right to reprint your article in full or part in any publication.

Editor.

Distribution – Lebohang Ranooe



PCV & STAFF BIRTHDAYS

February

February	21	Kim Arent
February	21	Mary Beth Bird
February	21	Travis Wohlrab
February	24	Kyle Oney
February	27	Michael Goularte
February	28	Michaela Puryear

March

March	6	Anri Tanabe
March	8	Lisa Bergman
March	10	Loren Marple
March	18	Anne Schultz
March	29	Gerad Thornton

PEACE CORPS LESOTHO HOLIDAYS (Office closed these days)

February	17	President's Day (US Holiday & Lesotho Holiday)
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CALENDAR OF EVENTS AND STAFF TRAVEL

January 27- Feb 7	Mohale on leave
February 4	Clement and 'Mamokola on site visit Metolong Maseru
January 31 - Feb 3	Ed 13 Mid service
February 5	Malitaba and 'Masechaba on site visit Berea High School
February 6	'Malitaba and 'Mamokola on site visit Rannakoe PS Mafeteng
February 8	DSR Training Workshop- North
February 14	Clement and 'Masechaba on site visit Qacha's Nek & Mokhotlong
February 15	DSR Training Workshop- South
February 10 - 14	HY 13 HIV/AIDS CPB & PDM workshop south
February 17 - 21	HY 13 HIV/AIDS CPB & PDM workshop north
February 18 - 21	Malitaba on site visit Leribe & Butha-Buthe
February 24 - 26	Clement and Mamokola on site visit Mokhotlong

DUTY OFFICERS

February 7 - 13, 2014	PTS-ED
February 14 - 20, 2014	DPT
February 21 - 27, 2014	HIV-COORD
February 28 - Mar 6, 2014	APCD- CHED/HY

STAFF MEMBERS OF THE MONTH –Lereko Mofokeng and Tsatsi Sefefo

Peace Corps Lesotho recognizes the team from the General Services Offices for the planning, coordination and implementation of many improvements in our office over recent months. Thank you for all your work in renovating our work space, moving offices, and distributing new furniture. This important assignment has benefited staff and will ultimately help us to strengthen our support to Volunteers. Your long hours and use of your experience and contacts made this all possible, despite coinciding with a busy PST



Lereko



Tsatsi

period and end of the year activities. Your tremendous efforts in scheduling and leading contractors

in their work around our schedules and ensuring the move of new furniture to the respective offices here in a very timely fashion are much appreciated.

ED CORNER by Ntate Clement and 'M'e 'Malitaba

Welcome back from your deserved holiday break. We hope you are all refreshed and your academic year is up to a great start! At the time of going to print you will all have had a chance to look at our calendar for the next four months and you will have seen that much of our time will be spend out in the field visiting each one of you. We are looking forward to spending some time with you and seeing you in action whilst also meeting with your co-workers and the students.

Volunteer Activities Reporting:

Thank you again for doing your best to report on your work. We are aware that manipulating the new VRT 3.0 was not easy to some people but we are glad that for the most part you were able to overcome the challenges. Related to the Activity Reporting please note that a team made up of three ED Volunteers, Will Stock, Zoe Schroeder and Shawn Joshi has been hard at work helping to design data collection tools. These tools are meant to assist the Volunteers to capture quality data and we will roll them out as soon as they are ready. We will expect you to make use of these tools and to provide feedback on their use. We would like to express our sincere thanks to these three Volunteers for taking time to focus on this important task.

Success Stories

We invite you to look at Kara's, Jesse's and Annie's stories below.

Kara Howard ED 14- Setala Primary

During my first few weeks at site, I was left with a lot of unstructured time to get to know my community. I found that as much as I wanted to get to know Lithakoaneng, I didn't quite know



where to start. Each day I would go out, walk around, talk to a few people, and then spend the afternoon just hoping something would happen. Then one day my brother asked if we could play cards. I was ecstatic to have something to do, and he was so excited to play. We played a few games, and then a few more village boys came by and asked to join us. By the end of the night I had 12-15 village children, in my house crowded around my table playing cards! It was amazing. These kids on their summer break also had swaths of unstructured time and they were just looking for some way to get their energy out and have something "productive" to do.

It was then that I had an idea. What if I made a little summer camp in the afternoons for the village children? And so the next day at 1:30, after lunch, I put markers and paper, cards, and books on my table and opened my door. Within 20 minutes I had 15 kids in my room, reading, coloring, and playing cards. It was remarkable! They were laughing, speaking in Sesotho and



English, introducing themselves to me, and asking me questions about myself and America. We read books together and talked about the things we saw in the pictures (I even showed them the Boston Red Sox World Series Book and told them about different players and baseball). I found that what started as a simple way to pass my time before teaching started had become one of my biggest avenues to integration and acceptance in my community. Adults started stopping by and looking at the children's pictures I had hung on my wall of fame.

While I can't always be in my community to run this little camp, I have had a few of the women in my village ask if they can do something similar, a legacy that would be sustainable. With just a few materials, my community could have children learning and being creative all year round! I found this to be a huge success both for myself and my community!

Jesse Lofland ED 13 – Ratsoeu HS



The kids at my high school in rural Lesotho struggle with English almost constantly during the school year. Books, lessons, and national test papers are all very difficult for them to comprehend quickly and clearly, and this has greatly hampered their education and the school's test performance in the past.

As my school has no library and no facilities (shelter) to start one, I started thinking about what sorts of lighter material I could help the kids engage in to have fun practicing reading. Local celebrity/fashion magazines are an option, but the images are often divorced from the writing and the kids already have some they regularly cut up to decorate their notebooks. My brother came up with the idea to send comic books- classic and modern Spiderman, X-Men, Black Panther, etc. The English in them is fairly simple, it's tightly tied with the imagery to aid comprehension, there's lots of action, and kids who like art can copy the faces and bodies to improve

their drawing. He and a few friends have so far sent three dozen with more on the way.

So far school's only been open a week, but it's going really well. All the comics were checked out the first day.

Annie Whitley ED 13 – Ralehlatsa HS

Ralehlatsa H.S. is a small church school which rests on a plateau overlooking the Peka area of Leribe.



Although the tarred road is visible, the school is somehow still far and flaunts rural conditions. The school is literally made up of classrooms and chalkboards fela. While options for a water project are still being devised, a school library seemed like a very simple start to improving the resources available to both students and staff at the

school. Sometime during the midst of filling out the application for the ALP, I discovered a filing cabinet in the staff room full of books ranging from Standard 1 to high school reading levels. Interested in where these random books came from, I learned that there is a library at the primary school. Unlike the H.S., the primary school is nestled in the village which is about a 15 minute walk from the H.S.

I next went to the principal of the primary school to find out more. I'm sure it will come as a surprise to no one that I found a LOCKED room, full of hundreds of books. Apparently, a woman (missionary?) living in Peka about 5 years ago helped apply for books to start a neighborhood library. Unsure of how to use the library, it appeared that the books had since been sitting around, collecting dust.

Alright, so the success story comes from the negotiations that came next. Ill-relations between schools had kept many lower level books (at the HS) from the primary school and many higher level books (at the primary school) from the HS. Oh, life... :) It took more time than I'd like to admit, but the books were sorted appropriately for Standard 1, 2, 3.....7, and the remaining were left for the HS. Instead of having one or two people in charge of a library, we decided that it would be more appropriate to build a shelf in each classroom, therefore having each teacher in charge of their own library. With the boards and nails bought and the books sorted, the primary school principal has allowed us to move many of the other books down to the HS in order to establish our own library. The books have since been sorted, labeled by section, and the staff has established a rotation system of who is to be in charge of the library and when. (I should also note that the lower level books from the HS have been returned to the primary school)

It is the beginning of the school year and I'm looking forward to see how all of this works out! The high school library should be up and running, but we're left only with actually mounting the shelves at the primary school. While I'm excited to see libraries being established at both institutions, I'm also happy to see the principals mingling more! I really think that this project has brought the two schools together, focusing on what is best for the students, regardless of past relations. It may only seem like a small step, but it feels like a leap!

CHED and HY CORNER by M'e Selloane & M'e Mamakhetha

Mahlohonolo a Selemo se secha baithaopil.

Site Visits

As part of enhancing Volunteer support, Monitoring and Evaluation of the good work that you do in Lesotho, below is the schedule of the site visits that we intend to take before the PDM workshop.

January 29 visiting PCVs (Shawna and Jacqueline)

January 30 visiting PCV Shana

February 3 visiting PCVs (Beth & Michael)

February 4 visiting PCVs (Trina and Molly and meet with Jacob's group)

February 5 visiting PCVs (Clareese & Wendy)

Volunteer updates

The New Year has come with site changes to some of the Volunteers and we want to update you on this: PCV Alyssa has now relocated to Leribe district, PCV Randi has moved from the Eastern side to the Western side of Mafeteng, PCV Amy-Morgan will now be a community girl in Ha Makujoe (still with Good Shepherd), PCV Priyanka has relocated to Berea district, and PCV Tyrel will soon relocate from the highlands to the lowlands of Leribe.

HY 13 PDM and Capacity Building Workshops

This month we will hold two regional workshops on PDM and HIV/AIDS capacity building for the HY 13 group. The first workshop will be in South while the second one will be in the North. Just a gentle reminder to the HY 13s; each one of you must bring one active and engaged counterpart to participate in the week-long workshop with you. Additionally we are looking forward to the names and cell numbers of the Counterparts to enable us to update our data bank prior the workshop. Looking forward to seeing you together again as a larger group and unlike with the previous workshops. The logistics for the workshops are listed below;

	SOUTH	NORTH
Venue:	Hotel Mount Maluti	Mountain View Hotel
Arrival:	Feb 9 2014 before dinner	Feb 16 2014 before dinner
Departure:	Feb 14 2014 after breakfast	February 21 2014 after breakfast

VOLUNTEER VOICES

Diversity Committee

Being an African American in Lesotho

By Jennifer Jiggetts ED 13

When I first visited my school, Tsoaing Primary in Mafeteng, I initially received a warm welcome from students.

They smiled. Cheered. Sang for me.

My principal told them that I'd be their new teacher, and that I was not a lekhoaa.

She asked me to speak to the kids.

"I am happy that I will be teaching you soon," I told the sea of bright, beaming faces. "I'm really looking forward to teaching here."



The students then erupted in a sea of laughter. I stood there confused and horrified. Was it what I said? My clothes? Was there a bugger on my nose?

I wanted to cry.

My principal rushed up to me and told me that the students hadn't been exposed to any other African Americans.

My voice was foreign to them, she said. Real funny.

She smiled and patted me on the back.

"Don't worry," she said. "They'll eventually get used to you."

And they did.

But this has been my experience of being an African American or black woman who lives in Lesotho.

I'm slightly misunderstood but somewhat accepted because I'm black.

I get lots of "You're a Mosotho!" or "You're one of us!" and I take these as compliments, because, well, I do look like the people here.

Some Basotho also have problems with the terms African American and black. I use both terms interchangeably but others have personal preferences.

Language has also played a big role in my experience here.

No matter where I am, people speak scholarly Sesotho to me. Even if they know I'm not a Mosotho, they'll talk in the mother tongue because I'm African American.

My Sesotho is much better today than it was a year ago, so I try to communicate with them as best as I can.

My experience here really blossomed in October, when I cut my dread locs off.

The villagers were surprised when they first saw my shorn look.

They wanted to know what happened to my long, luscious locs, and more importantly, why did I cut them off?

"Ke Mosotho hona joale," I'd joke with them. "Ke dula ka Lesotho."

Since then, I've gotten wider, warmer smiles from my neighbors. Even the lunch ladies scoop an extra mountain of papa in my lunchbox.

My hair—or lack thereof—has definitely helped to create my strongest bond with the Basotho. They misunderstood why I cut my hair but they've accepted my short 'do as a part of my experience in their country.

"funny way of speaking"

By Rachel Edmonds ED 13

I never thought that my accent would burden me from Philadelphia to Lesotho, yet here I am in Lesotho, and I still pronounce my As like Es and my Os like As. When I first arrived one of the first questions that I pondered was "Will the Basotho understand my accent?"

I was unknowingly given my Philadelphia accent at the age of one when I decided to speak my very first words. As I grew up,



like most children, my vocabulary expanded, and I was unaware of the accent that was bestowed upon me. As a child, I thought everyone sounded the same. I assumed that I was pronouncing the words exactly the same as the student next to me and as the teacher leading the class. However, junior high school came crashing down upon me like most pre-adolescents.

We entered in to the stage of self-awareness. Hence, my classmates suddenly became alert that “Rachel sounds different from us”. I could not hear the difference in our pronunciation of words, yet I was suddenly ushered in to a world of self-criticism, and I was unfortunately deemed an outcast immediately. My classmates declared to everyone between judgmental brows that “Rachel talks like a white girl hahahaha”. At the tender age of 11, I did not know what a “white girl” sounded like, but from my classmates, I gathered that it was not good. It was strange that they thought I sounded like a “white girl” since I attended a majority African-American elementary school and lived in a diverse South-West Philadelphia community, but my classmates decided that I sounded like a “white girl”, and I was determined to change their perception of me. Luckily, my classmates soon forgot about my “funny way of speaking”, and moved on to tease Johnny Brown about his lapse in daily hygiene. Nonetheless, I did not forget.

I was determined to speak like my classmates, so I started introducing slang in to my vocabulary which my mother noticed and immediately banned my siblings and me from speaking it at home. Then I thought that I could become friends with the “cool kids” in my neighborhood and learn to imitate them, but again my mother ended it immediately, banned me from hanging outside during the school week and signed me up for an after-school program. My options were eliminated by my mother, and I was forced to admit defeat. I fortunately left my middle school and was accepted in to an all-girls college preparatory high school where my “funny speaking” did not matter anymore. I was surrounded by young women who were like myself and my mind was allowed to flourish.

Yet, my golden age soon came to an end after I started my freshman year at Haverford College. I was only thirty minutes outside of Philadelphia, and my dorm mates noticed that I had a “funny way of speaking”. Some thought that it was cool. Whereas, others became frustrated because I could not pronounce their names as they desired. My “funny way of speaking” was center stage during my Haverford career, and I could not shake it. No one ever moved on to talk about Johnny Brown’s lapse in hygiene. I became constantly mindful of my pronunciation of words and defensive every time someone mentioned my accent.

My accent is currently something that I am still self-conscious about, but since I joined Peace Corp Lesotho, my perspective has change. Basotho can understand my Sesotho because I speak clearly and pronounce every syllable. In addition, my students can also understand me very well when I speak English due to the same reasons I listed above. Sometimes my students think that I sound like the famous hip-hop artist and actress/actors from the United States which makes me smile. It is the first time in a long time that I have not been ostracized by “my funny way of speaking.” Also, it is the first time that I am proud of my “funny way of speaking.”

Philadelphia is my home and it’s the reason why I have a “funny way of speaking”. I have been marked with a Philadelphia accent, and I am happy to show it off to others. It is a part of my identity and I am happy to share with Basotho that not all Americans sound alike and that from state to state our pronunciation of English differs. Sounding different than other Americans does not challenge my citizenship, it shows how diverse we are as a Nation and how many different ways English can be spoken. It teaches Basotho to take ownership in the way they pronounce English. There is no correct way to speak a language. What matters is that one masters it, one is heard and understood by others. Although I am sure that Basotho think that we all have a “funny way of speaking”, it is nice to know that I am understood where ever I go.

Gender Equality and Women’s Empowerment Updates from PC Headquarters by ‘Me Selloane Pitkoe

International Women’s Day

This March, join us in celebrating International Women’s Day (IWD) commemorated annually on March 8, and Women’s History Month recognized in the United States. The 2014 themes are *Inspiring Change* ^[1], and *Celebrating Women of Character, Courage and Commitment* ^[2] respectively. On Thursday March 6, Peace Corps will celebrate the day by recognizing the character, courage and commitment of women and men who inspire positive change.

Peace Corps Staff and Volunteers are encouraged to nominate a woman or man who embodies character, courage and commitment to inspire change. Women in your village, family, workplace, etc. can be nominated. We also include men who support women and girls to promote gender equality. Each nomination will be showcased in a slide show at Peace Corps headquarters on March 6. We encourage you to create your own mural or wall of honorees.

Who can I nominate?

- Nominate a woman whose actions astound you so much that it makes you pause and ask yourself: would I have the courage to do that?

Nominate a man who had to step outside the gender box of what it means to be a man to support a woman or girl.

What is the process for nominating someone?

Each staff member or Volunteer can email a picture of the nominee along with a story no more than 140 characters (the same as a tweet) describing why you think this person should be included in our celebration. Please limit your submission to one per person. Please send nominations to gender@peacecorps.gov no later than February 20, 2014. Please write “photo” in the subject line. Submissions will not be accepted after the deadline. And, it is most helpful to submit before the deadline.

What happens after nominations have been submitted?

The GenEq Working Group and Women’s Empowerment at Peace Corps (WE@PC) employee resource group in Washington, DC will gather the submissions and create the slide show and wall display. The wall display will be located in the lobby of Peace Corps called history hall.

We look forward to receiving your submissions by February 20 at the latest. Please keep in mind this is not a contest so there are no prizes. But all submissions will be accepted so we all win.

News from other Posts

Armenia GenEq works on anti-trafficking. Peace Corps Armenia's Gender Equality and Women's Empowerment CSPP (GenEQ) rung in this year's 16 Days of Activism in a big way, especially on the human trafficking front. The United Nations sets aside December 2 as the International Day for the Abolition of Slavery, a recognition of Article 4 of the Universal Declaration of Human Rights. GenEQ members worked in conjunction with a local NGO to develop an educational presentation on human trafficking risk in Armenia along with promotional materials and information sheets on national NGOs offering services to trafficking victims. GenEQ members also collected literature and pamphlets from NGOs such as Hope and Help NGO and UMCOR Armenia to distribute at local educational events. Since December 2, the educational materials have reached 14 communities in 6 of Armenia's 11 regions. The presentation has been presented to 47 different individuals in five communities. More presentations are anticipated in the start of the coming year. Human trafficking is a growing issue in Armenia, with a great uptick in instances of labor trafficking, and GenEQ's efforts targeted adolescents and youth who are most vulnerable to traffickers.

In **Ecuador**, a PCV worked with a local organization, the Waaponi Foundation, to implement a project called 'Rural Women Exercising their Right to participation through the Exercise of Oversight' that promoted rural women as citizens who can be involved in the public life of their parishes and cantons. Volunteers and counterparts trained women to promote self-awareness for their personal growth, and then facilitated the creation of oversight groups to develop leadership and governance skills, gender equality, participation and representation. Working in eight parishes with over 100 women, they also created a space to work on economic resources and promote economic autonomy.

GADMoroc takes on sexual harassment. Morocco's GAD committee recently launched their new sexual harassment toolkit called *Breaking the Silence About Sexual Harassment: Moroccans Speak Out. The toolkit includes three videos* featuring Moroccans talking about sexual harassment produced by [GlobalGirl Media](#); a toolkit with discussion questions and activities to accompany the video, posters to publicize events, and music. The resource is available in Arabic, English and French. You can read more about it and see the videos here: <http://gadmaroc.blogspot.com/2013/12/talking-about-sexual-harrasment-amazing.html>

Georgia International Men's Day Contest. The GenEq Committee organized International Men Day Essay Contest. Volunteers held discussion around IMD, and themes like anti bullying, male role models, etc. After discussions students wrote essays to respond to the prompt: "how do I keep my brother safe". Top 5 essays are posted on the GenEq website for Volunteers to vote and determine the winning essay. <http://geneggeorgia.wordpress.com/>

Gender Equality Committee for Lesotho

by **Amanda Frye ED 13**

On December 3rd 2013, thirteen PCV's met in Hlotse to begin working towards establishing a Gender Equality Committee for Lesotho! While the majority of Peace Corps countries have such a committee, Peace Corps Lesotho currently does not. However, thanks to the excitement and commitment of Peace Corps Staff and interested PCV's, this committee is in the process of being re-established!

During the Interest Meeting, PCVs from both the Education and Healthy Youth sectors met to explore the purpose and importance of establishing this committee, discuss the new committee's mission and objectives, create a tentative committee structure, and explore ways to make the committee inclusive of all PCV's interested in participating in issues of gender equality.



Volunteers also discussed gendered issues specific to Lesotho, and the importance of making any outreach/development activities sustainable, through the active participation of NGOs, host country nationals, and the Government of Lesotho. There were also many wonderful and enthusiastic opinions about ways to improve support and resources for volunteers involved in activities focused on targeting gender equality!

The Gender Equality Lesotho (i.e. GEL, formerly known as GAD) Committee is still in the planning stages, with many ideas, plans, and one great big vision! So we need your help... We are looking for passionate and interested PCVs, from both sectors and genders, who are willing to serve as Sub-Committee Co-Chairs or Committee Members!

We will be holding a second (and hopefully, final) Interest Meeting for the new GEL (Gender Equality Lesotho) Committee, on Saturday, February 8th at 1pm at the Hotel Mount Maluti in Mochale's Hoek. All PCVs are welcome and invited to come and participate in the further planning of the Committee (Note: Reimbursement will not be provided for travel, and interested ED 14 Volunteers are eligible to participate in GEL after mid-March.) Our focus for this meeting will be exploring the committee structure, purpose and vision for each sub-committee, and approving the Mission Statement and Objectives for the new Committee.

If you are interested in becoming a Co-Chair, or even just exploring how you can become more involved with GLOW (Girls Leading Our World) or TOBE (Teaching Our Boys Excellence) Camps, then join us! If you are unable to attend, but have a strong interest in joining the committee or want to be added to the Committee's list-serv, please contact Mary Beth Bird (bird.marvelizabeth@gmail.com) or Randi Helgesen (rhelgese@gmail.com) for more information.

We look forward to building the Gender Equality Lesotho team!

District Aids Representatives – DAR

World Aids Day in Lesotho

by **Elias Torres ED 2013**

7:30AM. Monday, December 2, 2013. It is the national World AIDS Day event at Leshoboro Sports Complex in Mafeteng. Several heads of state and national government leaders, the Honorable Prime Minister, and even His Majesty King Letsie III and Her Majesty Queen 'Masenate Seeiso are to be in attendance. I wake up in frenzy, having set my alarm for 6:45 and realizing it did not sound, thinking I will be late for the one big event I have been greatly anticipating for a month. After a few minutes, I gain my composure and come to my senses and remember that I live in Lesotho, and although there is a program with a schedule of activities and speeches, things will undoubtedly run on Basotho time.

Upon arrival into town with PCVs Narin Ratanavade and Tori



Raymond, we witness and subsequently join the procession of participants from town to the complex. The Lesotho Defense Force band, Riders for Health bikers, and the giant puppets lead a host of people from multiple government and nongovernmental organizations to the venue as hundreds of onlookers cheer and look on in amazement. Shortly after arriving, a procession of government vehicles makes its way to the grounds and officials from different sectors take their places in the VIP tent. The King and his wife are the final dignitaries to arrive and the ceremony begins thereafter.

The program itself is well executed with a blend of speeches by various officials and performances by the giant puppets, the children from Amitofo orphanage, and Basotho traditional dancers and singers. The theme, "Getting to Zero: Zero New HIV Infections, Zero Discrimination and Zero AIDS Related Deaths", is reiterated in speeches by the Minister of Health, the Prime Minister, and His Majesty King Letsie III. At one point in the program, the king is escorted by his entourage of VIPs to inspect the stalls that have been set up by various agencies. A



Tori Raymond and Narin Ratanavade join the crowd

plethora of HIV/AIDS related information is made available to the public and testing centers are set up for anyone wishing to be tested. After all is said and done, a hearty Basotho meal is prepared for everyone to enjoy. What a great way to end a successful World AIDS day event in Lesotho!



Children from Amitofo orphanage entertain the crowd



His Majesty the King & the Queen

Sports, Education, & HIV: PCVs and Grassroot Soccer hold a Summer Camp in Berea

by Morgan Nees Van Baalen ED 13

In the last week of summer vacation, 73 Sefikeng youth participated in a PC Skillz-Grassroot Soccer (GRS)/Kick4Life summer day camp. The camp started around 9AM Monday-Friday and by that I mean we started at about 10:30am in true Basotho fashion. The youth were broken into two groups and the coaches led them through 3-4 activities, which were then followed by plate lunch provided by World Vision. The original plan was to have "fair play soccer" after lunch, but that was impossible in the afternoon heat. The activities were a mix of GRS and Pusha Love-Chomees sessions - all led in Sesotho. During the day on Thursday, participants and community members had the opportunity to get tested for HIV. Over half of our participants underwent testing that afternoon. On Friday morning, we led one last wrap-up session before the graduation ceremony. It was called "My Promises", and participants discussed their plans to utilize the lessons they had



learned in the future in order to lead a healthier lifestyle. GRS has nothing like it in its curriculum, and we can propose they consider something like this. After everyone had shared their promises with the group, a piece of purple yarn was tied around their wrist as a both a symbol and a reminder to everyone of the promise they made. I still have mine on and look at it every day. I hope the participants do too.

At last, it was time for graduation! There were brief speeches from the community HIV counselor, representatives from World Vision and Kick4Life, one of the participants, and myself. Depending on the number of sessions they attended and which

sessions they attended, they received certificates - either for just Pusha Love or Pusha Love and GRS. The graduates also received a tooth brush and toothpaste from my hometown dental association in the United States (I'm the second patient at my dentist's office to be a PCV in Lesotho!).

This camp wouldn't have been possible without months of planning and loads of community, NGO, and PCV support. The camp equipment, specifically the GRS Summer Camp Kit, and Kick4Life coaches' meals were funded by a VAST grant. The local secondary and high schools pitched in by providing the



grounds for the camp and the accommodations for the coaches. Several teachers volunteered their time to be camp coaches and to cater meals. PSI-New Start provided their testing and counseling services. World Vision not only funded and provided on-site catered lunches all week, but they also sent a representative, Nt. Poloko. Nt. Poloko became vital in the day-to-day running of the camp, especially for the HIV testing event. The coaches from Kick4Life were also an integral part of the camp. I believe that having Basotho leading the sessions in the local language made the key messages even more powerful. Finally the support of Peace Corps and PCVs made the camp run smoothly. PCV Joe Downes developed the integrated GRS-Pusha Love curriculum that we used and ensured the coaches (relatively) punctual attendance (Joe also carried many heavy boxes). PCVs Chelsea Kelleher and Kim Arent co-facilitated the activities alongside the Kick4Life coaches. They were both won-



derful at keeping the campers interested and energized. If I were going to help organize another camp in the future, I would do a few things differently. Collecting the youth when the schools were out was very difficult because they do not gather

where you can easily find them. We were originally expecting a lot more participants than we had. I believe that we would have had better and more regular attendance if it was held on a weekend during the school year. That being said, I feel that with the smaller group we were able to have a greater impact. In the future I would also make sure to repeatedly communicate with all parties involved. A few times I was under the impression that something had been organized or agreed upon, but that was, in fact, not the case. Double and triple checking everything would have prevented or at least limited these complications.

All said, however, I truly feel that the camp was a great success for my community, myself and all parties involved. Although there were some moments of significant stress and things did not always work out as planned, everything came together to form a final product that I am extremely proud of. I cannot recommend working with Kick4Life strongly enough and I'm so thankful for all the PCVs and organizations that came together to make a positive change in the Sefikeng community.

Volunteer Advisory Committee- VAC

Each month VAC interviews a recent RPCV to learn about post-Peace Corps lives in America.

By Beth Pagan CHED 12

Name: **HeatherMangan**

PC Lesotho Program/Year: **ED 12**

COS date: **December 2013**

What are you doing now in America?

Eating, writing, job searching, eating, volunteering at adult education center, and eating.

What is the best thing about being back in America?

The best thing is to be near family and get to spend the small moments with them, such as Sunday dinners or poking fun of each other. It's good to be part of that again.

What do you miss most about Lesotho?

Just like I am able to be with my American family, I miss daily time with my Basotho family and the volunteer community. I also miss the simplicity and slow pace of a day in Lesotho. Everything is so fast in America and it's so easy to just waste days.

Do you have any advice for current PCVs in Lesotho?

Try to be as present as you can. Put down your phones and enjoy Lesotho. It does not have to be perfect all the time, and it won't be, but that's part of the journey. Live all the parts for your life there for you and only you.

How do you plan to stay connected to Peace Corps (RPCV groups, reunions, Peace Corps Response, etc.)?

As soon as I get settled I am going to join an RPCV group and really hope to visit other volunteers in the near future.



Peer Support Network- PSN

Food for Thought from Peer Support Network

As any PCV will tell you, there are pros and cons to any site. Folks living in town might have better cell signal and grocery options, while folks living out in the boonies might bear witness to some uniquely Basotho cultural practices less common in urban areas. Part of the Peace Corps experience is learning how to make the most of our community and our situation. The new Education Volunteers have just begun their service in all corners of this mountain kingdom. Many of them are headed to the mountains, in remote villages. Ed' 13 volunteer, Bonnie Lawrence, shares about her experience to date living and working in a remote site in Qacha's Nek district.

Life in the Rural Areas of Lesotho

By: Bonnie Lawrence, ED. 13

A year ago I was chosen to live in one of the most rural and mountainous regions of Lesotho. My new home would be in the Qacha's Nek district and in the small village of Mavuka. The population here is about 175 people. We are very fortunate that our village is on the main dirt road that runs from Qacha's Nek to the National Park in Sehlabathebe.



Most families are farmers; they have livestock and raise crops, or else they are unemployed. Many people have cell phones and small solar panels. Surprisingly, the cell coverage is pretty good most of the time. My camp town, Qacha's Nek is the biggest and closest town. It is approximately 90 kilometers away from my village. The shopping there is limited; however, there is a post office, Pep Store, internet café, small book center, bank, and many other shops. The selection in the two main stores is very basic. Water has been a problem in my village for the past six months, due to the drought that the whole country is experiencing. I can only get water every four days from the community tap. This makes for limited bathing, washing dishes, and doing laundry.

The biggest obstacle here in the highlands is transportation. There is only one bus that travels this road to my site. It makes one trip per day and runs six days a week. If you need to be in Qacha's Nek for a workshop on the weekend, you must stay overnight and will not get back until Monday evening. Many times the bus breaks down, and sometimes breaks down while you are riding it. This causes you to lose extra time in the camp town or even to miss your connection to Maseru. If the bus is broken down, there will be 1 or 2 taxis, and they fill up very quickly.

The trip on the bus to my camp town takes approximately 3 and ½ hours (or more). So I usually get into Qacha's Nek by 9:30 am. The bus leaves at 2 pm and it takes much longer to get back to site; many times we arrive after dark. We also wait many times at the border crossing in Ramatseliso's Gate for 20 - 60 minutes. It makes for a very hectic day when you have many errands to complete and grocery shopping, too. Currently, my closest PCV is Gerad, who lives in Ramatseliso's Gate, about one hour away by vehicle. So it does get lonely at my site. It is important to become friends with your host family or other teachers or Basotho that you meet in your community. It is also very important that you learn to be independent and find activities that you enjoy to do by yourself. Some of the things that I like to do are: read, knit, play with my cat, listen to music, exercise, do crossword puzzles, Sudoku, and journal. If you are fortunate to have a ready power source, many PCVs enjoy using their computer to watch movies. Walking, running, and hiking

are also great activities. Perhaps you can find a Basotho friend who would like to join you. I also find that staying in touch with other volunteers either by BBM, Whatsapp, or Face book helps a person maintain their sanity. It is also a great way to stay connected with family and friends back in the US. I am fortunate that my mother and daughter call me every week. Some of the other PCVs use calling cards, Skype, or get special deals through their phone providers. The weather in the rural areas is definitely a major issue. It is always at least 10 degrees cooler at my site, than at my camp town. It is cold walking to school, in the schools, and in your house. Use your heater, it's no good being a martyr. And learn to layer your clothing; it's much easier to remove your clothes as the day warms up.

Now that all the negative things have been stated, let me just say that the landscape and views out here in the rural areas are just spectacular! The air and water are very clean. It's very quiet and the Basotho are very friendly and welcoming. ---If you have an article idea relating to mental health, resilience or support, PSN wants to hear it. Please contact Laura Johnson at lauraj89@gmail.com. By sharing our coping strategies or even funny stories, we remind each other we're all in this together!

Tuition Assistance Project - TAP

By 'Me Malitaba Hlabana (PTS/ED)

The Tuition Assistance Program (TAP) committee is looking for two new members from the ED 14 group and one new member from the HY group, preferably somebody in the South.

TAP is a program for PCVs to identify promising secondary and high school students in their communities and reward them for their hard work with a scholarship covering the second half of school fees. Prospective students who meet certain academic criteria are also required to complete an application, which will be released to all volunteers in the coming month. Each PCV may submit up to 10 applicants.

Members of the TAP committee are expected to assist with the collection and processing of applications, the completion of the required grant applications, and assessment of the program. They will also be responsible for answering questions from other PCVs. Committee members are expected to attend a meeting in May to process applications as well.

If you are interested in being a member of the TAP committee, please email us at taplesotho@gmail.com by February 3rd. If you have questions about the actual TAP scholarship and the application process, we ask that you wait until the applications have been released, as we will provide more explicit instructions then.

So, you know you're a Peace Corps Volunteer in Lesotho when...

By Jiggetts ED 2013

1. ...If you've dropped anything of value in your pee bucket or latrine. Or, if your biggest fear is dropping anything of value in your pee bucket or latrine.
2. ...If you've checked multiple times before leaving your house to ensure that your gas tank was off. And by multiple times, I mean, like 20 times.
3. ...If you've sat, packed like a pilchard, on a taxi carrying waaaaay too many people. And, sadly, the windows were closed:

4. ...If you've stepped in donkey cookie, sheep sh**, dog dung or cow crap.
5. ...If you've had to wash your feet more thoroughly than your heavenly parts.
6. ...If you think its Christmas or your birthday anytime you receive a care package.
7. ...If you've cursed out the computers at the Internet cafe for being too slow.
8. ...If you've spent a quarter of your monthly stipend on hotel pizza and beer or playtime at the pool.
9. ...If your students still don't understand your accent, even after you've box-talked or faked a British accent.
10. ...If you've received change, or anything for that matter, from someone's bra.

So, there ya go!
Can you relate to any of these?
Feel free to add on.

Zoé's Lesotho Newsletter #15 – “Madam, I Would like the Dora Book Please.”

Zoe Schroeder, ED 2013

“There are perhaps no days of our childhood we lived so fully as those we spent with a favorite book.” – Marcel Proust



The mid-service existential crisis has hit and hit hard. I returned to the states over the holidays to spend an excellent two weeks amongst loved ones. There, I consumed more cheese and chocolate than I ever had let myself before with a “no limits” mentality. However, in the end, I had to get back on that plane to finish the rest of my service. It isn't that I don't enjoy my Peace Corps service (quite the contrary), but more of an

“Okay. So now I have to do this again?” Yet, as school started up and life became routine once more, I looked for the things that made me leave my home once again to get back on that plane. One of them is the library at Mopeli Primary School.

The library at school is one of the happiest places I have adopted in my service. Built in a small storage room, it holds hundreds of children's books donated through The African Library Project. It was formally set up by the volunteer before me with rules, levels, genres and a system of selecting “librarians” from the 7th grade who help run it. My desk is there and I watch over the kids to make sure they don't misuse the books. And, boy is it popular. Every day at lunch, this small space becomes jam packed as kids rush to pick up their favorite books before others do. Such favorites include *Franklin* (the turtle) series, *Clifford the Big Red Dog*, *The Very Hungry Caterpillar*, any and all pop-up books, *The Disney Story Book Collection*, a book about ducklings with a “quacking” button which the kids press incessantly, the *Sara Comics* which discuss heavy topics like HIV/AIDS for kids and, of course, *Dora the Explorer*.

As an avid reader myself, the library is best part of my day. Students know the drill – you write down your name and other details in the “check out notebook” when you take a book home and you must return it within two weeks. The librarians hang around my desk and help the little kids write their names in the

book and sign them back when they return them. Librarians like to think they have a big responsibility and nag many of the older students to check out books of a higher level; “What?! Level 1 book?! This is for babies! You are in the 6th grade!” I don't kid myself in thinking that all of the books are checked out for the words on their pages. Even the older kids check out books just to look at the pictures. I have often heard my colleagues say “Basotho people aren't a reading culture. They much prefer television.” This is such baloney. To pick up a book and read it at your own will is an interest that develops over a long time. Most children in the USA, France and other “developed” countries had parents read to them when they were small. There are libraries in every town and city and the people around them read on a daily basis having access to newspapers, blogs, books, magazines and recipes. It is common knowledge that reading to your child and providing them with books is beneficial to their cognitive development. Yet, you have to have an economy and daily life routine which supports this lifestyle. Here, most men and women work from dawn until dusk in the fields or in factories, if they even *have* work. After cooking, cleaning and working, there is little time for reading. Plus, that would have to be by candlelight since electricity is scarce. Then, access to books is limited. The only established public library in the country is the one in the capital city for the university students. These are some of the reasons Basotho grew up on oral storytelling, rather than reading books. Many of the students who frequent the library not only do not have any other access to books, but to images either. Very few have a TV in their home and, so many are blown away by the images they see in the library for the first time. A kindergartener cracking up at the idea of a dog wearing clothes, kids asking me what kangaroos are and books that show pictures of black people doing all sorts of things in different countries; people that look like them. Books provide an infinite source of learning and everyone takes something different away from them. Whether it is reading or simply looking at pictures, these students are seeing the world beyond their village and shouldn't be limited on what their culture expects from them or not.

The library isn't only a place for checking out books. It is also a hang out spot for a lot of students. Every day, my desk is surrounded by 4 to 8 kids who are just chilling out, wanting to chat with me. Of course, they can only speak English to the English teacher, so it is an informal place of learning. I have various knickknacks on my desk including a wooden cat named Tsepo, an American flag, colorful post-its, a squishy purple caterpillar named Charlie and paper and colored pencils in case someone wants to draw. The door to the library is covered in said drawings. Charlie and Tsepo are especially popular and the kids like to play with them. Far too often I have had to explain to my students that Charlie cannot be checked out like a book. “He is a librarian” I say. My mother's friend Dominique also sent me a calendar at the beginning of last year with family photos for each month. My student *devoured* this concept. On a regular basis, I was identified on every month; “Here is Madam Matsepo.” (Then looking at me to make sure I nod my head, turn the page to February and pointing to my 13 year old self) “*Here is Madam Matsepo*”. In this way, they have learned all of the names of my family members (which means they now regularly ask me when they will come to visit), what I looked like when I was their age and even some French. We have practiced the days of the week and the months in French so that sometimes I am now greeted with “Madam! We are in Marssssssss now!” It makes my day.

I love having the library at my disposal. When I feel down, like I am not making a difference here or I am missing home, hanging out in the library always makes my day better. I get to know my students and they get to know me. We bond with new experi-

ences. Like once, when there was a rank smell in the library and my students arrived for their daily book only to wrinkle their noses, look wildly around and start exclaiming “Rotten mouse!! Rotten mouse!” The rest of the afternoon was spent looking behind shelves and in boxes for where a dead carcass could be hiding. We never did find it but it was funny all the same. My students know no one will beat them in the library, making it a safe place to explore, be creative and ask questions. I love hearing the first timers going over the books, “Wow! Oh WOW!” as they pull them off from the shelves. It is a place that stirs their imaginations; where plastic purple caterpillars can be librarians, pigs can wear tutus and dogs can be red. It is a place where something as boring as a book can pop out at you when you turn the page, feel soft like a rabbit like in *Pat the Bunny* or even make noises. Here they are free to be themselves, take in everything, learn and make mistakes. For, after all, what better place to do that than a library where the whole world is available at the turn of a page?

OneWorld Classrooms K-12 Global Art Exchange

OneWorld Classrooms, an educational nonprofit based in Boston, MA, invites all K-12 schools and youth programs to participate in our upcoming *K-12 Global Art Exchange* (for ages 6-18). Since 2009, over 15,000 students from 54 countries have directly participated and another 200,000 students have seen our displays in their schools. For each exchange, you mail us 25 pieces of artwork created by students at your school and we send you 25 pieces of artwork created by students from a variety of world regions. (The package you receive will contain student artwork from 6-12 different countries.) **We offer sponsored participation (no charge) for schools/groups in countries with Peace Corps programs.** (Please Note: When registering, select 'Apply for sponsored participation.' The form will prompt you to list 'Potential Sponsors.' Registration is now open. **To participate, register as soon as possible** and mail your artwork so we receive it before April 1st, 2014. You may mail your art any time before April. You may register online at

<http://www.oneworldclassrooms.org/registration/global-art-exchange-registration/> or send an

Email to alice@oneworldclassrooms.org to initiate the registration process. Upon registration, we will send you a registration confirmation and specific participation guidelines. General information is available online at <http://www.oneworldclassrooms.org/programs/k12art/>.

How to fix the “shortcut” virus / Repair flash drive with Hidden Files

by Travis Wohlrab – PCV Lesotho '13 – twohlrab3@gmail.com

Background:

There are many variants of this virus but the symptoms are very similar among them. If a host computer is infected with the virus, any subsequent removable device (USB flash drive, SD card, external hard drive, etc.) that is plugged in will become infected. The virus makes all the files on the removable device hidden and creates shortcuts from the original folder/file structure.

This makes the drive operable but in some cases the files can-



not be accessed from the shortcuts created by the virus.

- This document will outline how to restore the hidden files and remove the shortcuts. It also will cover which software will prevent the virus from spreading while effectively removing it from the host system.

Recommended software:

- Malwarebytes Anti Malware + latest definitions [\[LINK\]](#) (16MB)

<http://pcharpoon.com/downloads/mwb.zip>

- Microsoft Security Essentials + latest definitions [\[LINK\]](#)(180MB)



<http://pcharpoon.com/downloads/mse.zip>

Unhide the files:

For Windows XP:

Plug in the infected removable device

See which drive letter the removable device is identified as (D:, E:, F:, ect.). You can see by going to Start > My Computer

Go to start > run, type “cmd” (without quotes) and hit enter
Type the drive letter of the removable device. Example would be “E:” (without quotes)

and hit enter

Type “attrib -s -h /s /d *.*” (without quotes)

Let the process run, it might take a while. When it has completed, you will find that the original files and folders have been restored. The shortcuts will still exist and will be 1KB each. You can delete these as they will reinstall the virus if double-clicked.

For Windows Vista/7/8:

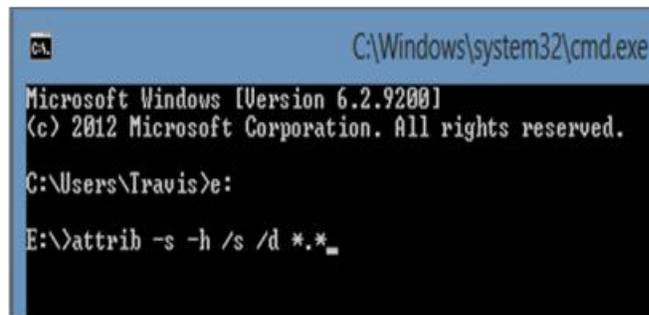
Plug in the infected removable device

See which drive letter the removable device is identified as (D:, E:, F:, ect.). You can see by going to Start > Computer

Go to start and in the search box type “cmd” (without quotes) and hit enter

Type the drive letter of the removable device. Example would be “D:” (without quotes) and hit enter

Type “attrib -s -h /s /d *.*” (without quotes)



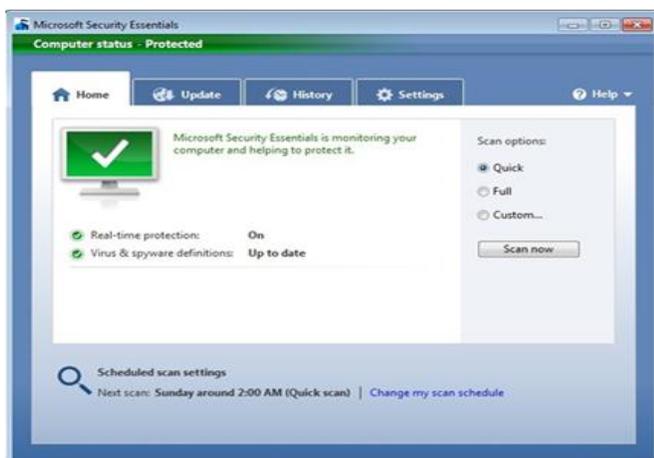
Let the process run, it might take a while. When it has completed, you will find that the original files and folders have been restored. The shortcuts will still exist and will be 1KB each. You can delete these as they will reinstall the virus if double-clicked.

Remove the Virus

Install Malwarebytes Anti-Malware along with the latest definitions [[LINK](#)] (16MB)

<http://pcharpoon.com/downloads/mwb.zip>

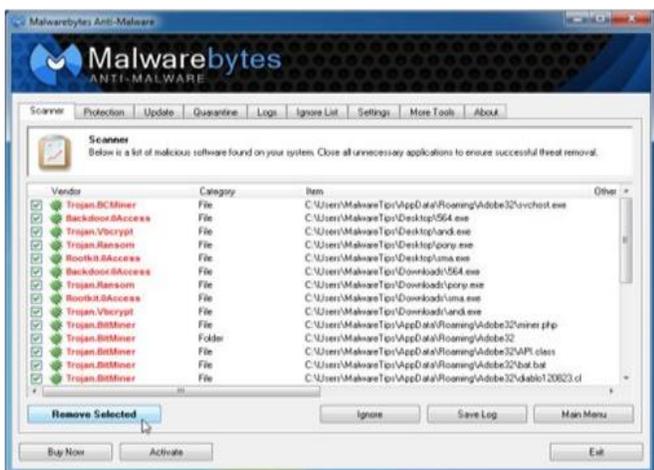
Run a full scan on all drives. When the scan is finished, click *Show Results*. Select all the red files it found and click *Remove Selected*



This action will remove the actual virus from the drives. It will not prevent the virus from re-entering from an infected drive.

Prevent the Virus

Install Microsoft Security Essentials: a free Anti-Virus program from Microsoft. Also be sure to install the latest definition update. It is more effective than Avast or AVG as it requires no registration. [[LINK](#)] (180MB)



<http://pcharpoon.com/downloads/mse.zip>

- This Anti-Virus is almost 100% effective in removing the shortcut virus. It will also prevent the virus from infecting the computer it is installed on. If a removable drive containing the virus is plugged into the host, MSE will prevent it from entering the system and will also take action to remove it from the

removable drive.

**It is recommended that the anti-virus is*

updated at least every 3-6 months to ensure protection from new viruses

*** Some Windows XP machines may require some updates prior to MSE installation. Download them [here](#):*

<http://pcharpoon.com/downloads/xpu.zip> (7MB)

Peace Corps Week Challenge

Calling all videographers!

You're invited to answer the Peace Corps Week 2014 challenge! Peace Corps Week celebrates the anniversary of President Kennedy's establishment of the Peace Corps on March 1, 1961. It takes place from February 23 to March 1 but you are encouraged to take part in activities starting Jan 1 through March 1.

You can participate in two ways:

- The Classroom Challenge encourages RPCVs and PCVs to connect with U.S. classrooms to share their Peace Corps country's culture with American students. Get involved and get your country of service and/or state on the map!
- The Video Challenge invites RPCVs and PCVs to compete to win best video that showcases "Cultural Windows: What I wish Americans knew about my Peace Corps Country."

Visit the Peace Corps Week website to get all the details and to begin planning how you'll answer the Peace Corps Week 2014 challenge! We appreciate your help in getting the word out to your friends and look forward to seeing all the things you do this Peace Corps Week!

<http://www.peacecorps.gov/pcweek/> PCweek 2014

Language corner by 'Me 'Mamokola

Language IST

Like other people I want to call this year “20-4-me or 20 fortune”, it started off with a very high note for the language and culture department. We had such a wonderful and successful Language IST held in The Palace Hotel in the Berea district, from Friday Jan 24 – Sunday Jan 26, 2014. The main objective of the workshop among others was; to provide on-going language and culture support to volunteers so they can perform their jobs effectively while integrating into their communities.

We had a total attendance of 13 varied volunteers from different districts and programs; 3 from Mokhotlong, 1 Botha-bothe, 4 Leribe, 1 Mafeteng, 1 Quthing, 1 Mohale's hoek, 2 from Berea. Among these, we had 7 EDs, 4 CHEDs and 2 Hys. One item on the positive feedback from this workshop was that; apart from learning new vocabulary and practicing conversation, the workshop was a refresher of learned material from PST delivered by committed LCFs. We are hoping to plan for the second IST and it will be announced. Once more, thanks to all you volunteers who contributed to the success of this Language IST and would like to encourage those who could not attend to take an advantage of the second one.

Kea leboha.



Matebello Language Group



zippyhippo