

KHOTSO

March 2014

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Message from the Country Director

Dear Volunteers,

In March International Women's Day is celebrated, as well as Moshoeshoe Day. Also this month- Peace Corps Lesotho will host an international Peace Corps workshop to promote Student Friendly Schools, and 15 Volunteers will participate in a Grassroot Soccer training with their counterparts! We welcome M'e Tholoana Masupha, our new Information Technology Specialist. And in addition to the site visits, site identification travels, and preparation for the next PST, staff has updated PC/Lesotho's strategic plan. This plan is the result of meetings, data analysis, discussions, and a concurrent budget exercise. It builds on what we have learned from Volunteers throughout the year and through the Annual Volunteer Survey-AVS. Our PC/Lesotho goals are all tied to the Peace Corps' new five-year strategic plan (FY 2014-2018) and annual performance plan (FY 2014-2015) which is available at www.peacecorps.gov/strategicplan.

We are focusing on several of the Agency's strategic objectives: Volunteer Well-Being, Measurement for Results, and becoming a High-Performing Learning Organization. The PC/Lesotho goals for 2015-16:

- | |
|---|
| 1-Provide enhanced safety and security training, guidance, and support, in order to promote Volunteer well-being. |
| 2-Improve medical and mental health services and support, in order to promote Volunteer well-being. |
| 3-Increase impact of Volunteer service through integrated MRE practices. |
| 4-Increase training and support for staff development, in order to strengthen Peace Corps Lesotho as a high-performing learning organization. |

Each Volunteer contributes uniquely, by working with the people of Lesotho. Together, aligning your actions within the project frameworks, all of you create impact. That is a constant, and I know it happens each day in March and throughout all your months here! Thank you for your service.

Khotso,

Wendy

Editorial Staff

Managing Editor – Wendy Van Damme

Editor – Lebohang Ranooe

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Randi Helgesen

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Morgan Nees Van Baalen

Jacqueline Muhammad

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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 week 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.

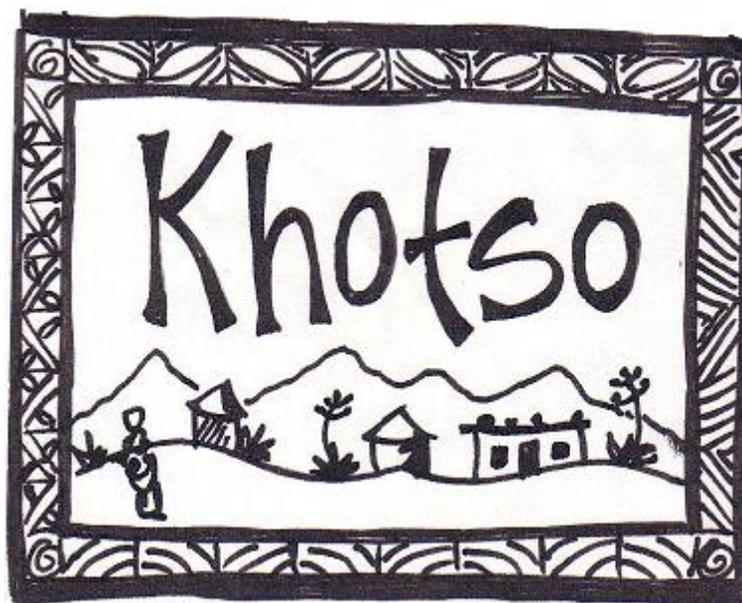
The editorial staff would like feedback from PCVs regarding the content. It is our desire to provide you with information that is useful, helpful, and encouraging. We would appreciate receiving constructive feedback from you.

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

Editor.



Editorial



PCV & STAFF BIRTHDAYS

March

March 6	Anri Tanabe
March 8	Lisa Bergman
March 10	Loren Marple
March 15	Bernard Letsella - Gardner
March 18	Anne Schultz
March 29	Gerad Thornton

April

April 3	Michael Langley
April 7	Gloria Odusote
April 7	Kate Zimmer
April 9	Jammy Torres
April 19	Tsatsi Sefefo - General Services Assistant
April 22	Selloane Pitikoe - APCD CHED/HY
April 22	Brandy Hart
April 25	Laura Johnson
April 27	Christian Perry
April 30	David Wickland

PEACE CORPS LESOTHO HOLIDAYS (Office closed on the following day)

March 11 Moshoeshoe's Day (Lesotho Holiday)

CALENDAR OF EVENTS AND STAFF TRAVEL

March 2 - 3	HY 14 site ID & CHED site visit
March 3 - 8	'Malitaba & 'Mamokola on site visit to Quthing & Qacha's nek
March 17 -20	Clement on site visit to Thaba-Tseka
March 17-19	HY TDE
March 20	HY PAC Meeting
March 24 - 28	'Malitaba & 'Masechaba on site visit to Berea and Leribe
March 24-27	Student Friendly School Work shop
March 28 - 31	Grassroot Soccer Training

DUTY OFFICERS

March 7 - 13, 2014	PTS - HY
March 14 - 20, 2014	DMO
March 21 - 27, 2014	TM
March 28 - April 3, 2014	APCD - ED

STAFF MEMBER OF THE MONTH – Ntate Clement Lephoto

As APCD of the Education project, Ntate Clement's leadership and vision have a significant impact on the success of Peace Corps Lesotho. Over and above his APCD role, he also served as Acting Director of Management and Operations in Feb., and he has taken a leading role in coordinating the post's MRE approach to

ensure that the initial steps to set it up and have it up and running are well in place. Ntate Lephoto has played an instrumental role in familiarizing himself with the new VRF. He selflessly shares his skills with other staff members who have a stake in the Volunteer feedback. He is a natural teacher who can internalize and break the information into manageable sizes for ease of understanding to his colleagues and the many Volunteers who look to him for guidance. Ntate Lephoto is approachable, someone whom others easily turn to for support. We recognize and appreciate his many contributions to Peace Corps Lesotho.



ED CORNER BY Ntate Clement & 'M'e 'Malitaba

Congratulations to the Ed14s for successfully moving towards the completion of Phase II of their training in March. We have received a few assignments, and from what we have seen you have made a concerted effort to build solid relationships with your communities. We are looking forward to seeing all your assignments soon!

VRF

Thank you to all the Eds, we received all 50 (100%) VRFs. We do appreciate your patience working with the new VRF. You should by now have all received feedback from staff, if you haven't please let us know as soon as possible. In March we will export VRF#2 so that you can begin to work on it as early as possible.

Site Visits

As you are all aware we are in the middle of site visit season and we have really enjoyed our time with you out in the field. Elsewhere in this newsletter you will see some of the moments we captured during the site visits.

Success Stories

Chelsea Kelleher ED 13

"Last VRF, I wrote about starting a pen-loaning system in some of my classes. Though I know this is not the type of project you are looking for in this section, but I felt that this was the kind of project that would help my school and the kind of project I felt was on a scale that would be successful. Prior to the pen-loaning system, a majority of my students in classes 4 through 6 would come to school with either nothing at all to write with or a very poor writing utensil leading them to borrow from their teachers and each other. While the students would be provided with pens and pencils at the beginning of the school, they write so much for class and treat their supplies so badly that

the pens would quickly run out of ink or be chewed into oblivion. This greatly slowed down the speed of which we were able to cover information. My principal has tried to get my students to buy new pens, but their families claim not to have the money. This has been an ongoing problem since the school first opened.



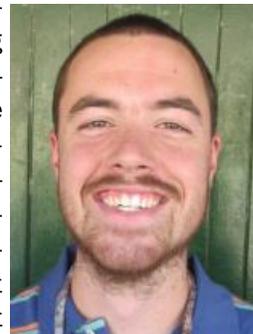
I spoke with my principal and counterpart on how to solve the situation and we came up with a pen-loaning system. Each class would have a jar with three pens labeled for the class and numbered. In the jar would also be a sign out sheet that would have the date, the student's name, the pen number, and the teacher's signature. The system would work so where a student could sign out a pen a day, use that pen all day, then return the pen at the end of the day. Ideally, they would only be able to do this for 5 straight days. There would also be a sign with the system's rules to be hung in each room. The rules included always using the sign out sheet, never taking the pens home, not to break them, and the consequences for breaking any of the rules- all agreed on by the teachers. I thought this was a good project to do with my teachers as well because they would be in charge of the jar in each of their classrooms. I had had trouble being able to rely on my teachers to take responsibility in co-teaching and I felt that this would be a good, low-stakes project that would help me see if they would be willing to pitch in on a project that they committed to. The main objective though was to provide students with a working utensil for one week in order to a) quicken the pace of the class and to b) notice and address the students who were not coming to school with a pen or pencil.

I created jars, labeled pens, sign out and rules sheets for standards four through seven. However, the standard seven students were too close to taking exams for it to be worth introducing the system and the standard five teacher hardly ever came to school so I did not have the chance to go through the project with him, or think he would be there enough to carry it out. Therefore, the system was only implemented in the standard 4 and 6 classes. The standard 4 students are the worst with consistently not bringing pens to class and the standard 4 teacher was really excited about the project, so the system was the most helpful and successful in that classroom. The only hitch was that the students were using the pens so often that they actually ran out of ink in a little over a month. This year, I am hoping to raise a little bit of money by taking and printing pictures for students in order to be able to fund buying new pens, making the program a little more sustainable. Standard 6 students are pretty good

about bringing their own pens and only used the communal pens a handful of times, but the teacher and the students respected the system and I found it successful. This year, when the students run out of the school-provided pens, I want to introduce the system to all of the upper classes and make the program more sustainable."

Gerad Thornton ED 13

"The most successful thing I feel that I was a part of was life skills classes. I was teaching about gender and gender inequality. In my form C class I had a teacher help me set up a discussion for the students about the differences between male and female genders. We split the class according to gender and then started a discussion with the plan that the groups would ask each other gender related questions. It was successful in the sense that they started asking the other group questions about gender stereotypes! It was not so great in the sense that the students spent a lot of time avoiding answering the questions or answered questions in a way that helped reinforce stereotypes rather than debunk them. An example of this would be: boys asking girls why they are all witches, girls responding with they don't know why boys just say they are, and then boys responding with since the girls don't know why then they must still be witches.



Anyways I thought it was at least a good start!!"

Will Stock ED 13

Young Men's Club, Ralikiriki High School

"The second half of the school year, my counterpart Koena Makhanya and I started a life skills club for the boys at my high school, the Young Men's Club. Before this there were no life skills being taught at my school, Ralikiriki High School, with the exception of the Young Women's Club, a female only life skill's club being led by Amanda Frye, another PCV. My counterpart and I were able to get both clubs moved from after school to during school. Life skills class is scheduled for the last two classes of the day on Wednesdays, but no one ever taught them, so we got the clubs moved into that time slot. By doing so we were able to get many boys and girls to attend the two clubs that wouldn't have been able to otherwise.



In this Young Men's Club we talk about many different life skills topics, but the majority of the talks so far have focused on voluntary male medical circumcision, HIV/AIDS, contraception, drugs, and good decision making. I was reticent to jump straight into such big topics, but the boys chose the topics, and we let them choose the order that we discussed them in for the most part. The club was quite popular from the beginning, and we started out with 70+ boys. It was nice to see the initial interest, but 70+ is too many students for even two teachers in a club environment. By the end of the year though, the group had dwindled to a solid 30 boys who came every week. These boys were mostly from C-E, the older boys who had the prior knowledge, maturity and English skills to keep up. This number of boys worked really well, and we were able to get solid messages across, and have meaningful deep conversations.

We know the Young Men's Club has been successful for the following reasons: We have a core group of boys who attend regularly and we are able to engage them in meaningful dialogue. We have a group size that is manageable and easy to work with. We know the life skills messages are spreading beyond the club, because some of the teachers have heard older boys explaining things to younger boys, and men and elders in the community have asked other teachers where the boys are getting such good information.

The club has been successful for another reason also, my counterpart translating. English is a second language for these boys, and there are times when they lack three English to properly express themselves. By having my counterpart present at meetings, the boys can switch into Sesotho (their native language) when necessary. If I am trying to explain something difficult, my counterpart can step in to explain in Sesotho, that way we are able to avoid confusion, and the boys are able to get more out of the club.

We are already planning for next year so that my counterpart takes more of the lead with the club, and we are also moving more ownership of the club to the boys, by initiating a leadership committee, who will be responsible for leading the club and holding us accountable for delivering good messages on relevant topics. Even this year, my counterpart took on about 40% of the leadership, with other male teachers helping occasionally, so I truly believe that this club has the potential to stay, even after I leave in a year."

[CHED and HY CORNER by M'e Selloane & M'e Mamakhetha](#)

Hele helele baithaopi! Likhomo tseo le manemane a tsona!

CHED 12 site Visits

Thank you once again to those of you who hosted the PC staff in their houses and sites during the site visits in February. While the reality was brought closer to home that you will soon be RPCVs just the mention of the four letters makes one realize how fast time flies by without even realizing it!

HY 13 PDM and Capacity Building Workshops

The PDM workshops were quite a success! We had the most incredible Resource Volunteers both in the South and in the North! Thank you ausi Beth Pagan (aka Katleho) and abuti Michael Goularte (aka Karabelo) you guys rock! Most importantly these workshops seem to have tried to the best there is possible to address the work issues that some of you had previously had some concern about. Now is the time for "*mohoma temeng*" let us get our hands dirty and enjoy the fruit of our toil!

Upcoming events

The HY 14 Training Design and Evaluation (TDE) will be held on March 17 – 19 2014 in preparation for the HY 14 PST. This activity will be immediately followed by the Project Advisory Committee (PAC) meeting which will be held on March 20 2014. The meeting will involve some Volunteers and the partner organizations in order to discuss the project's updates and collaboration during PST and the progress of current Volunteers in their sites.

Success Stories

We wish to invite you to look at the success stories as presented by Jammy Torres and Jacqueline Muhammad below.

Jammy Torres HY 13

"My host organization and I attempted to plan and organize a poetry reading to celebrate World Aids Day. However, due to lack of thorough planning, communication and organization the turnout was not what we expected it to be. Only 4 youth showed up and my Supervisor showed frustration and disappointment. However, my fellow PCVs and I decided that hope was still alive and we still had more than enough youth to make an impact with. We decided to go down to the local basketball court and conduct life skills training through sport and other experiential activities. We simply talked about health and HIV/AIDS and took an intimate down to earth



approach to talking about tough topics. The results were that the girls were super receptive and willing to admit their ignorance and accept new knowledge on this topic. We were all very proud of the turnout. This was all due to our positive thinking and our ability to be flexible and completely be aware of what was important. The fact that we expected 100 youth and only 4 showed up did not phase us in the least. I am proud and thankful of my peers and of the young girls whom participated. That's my happy success story."

Jacqueline Muhammad CHED 12

"For my own garden, I used empty toilet paper rolls to start seeds inside the window of my house. This window faces the walkway so everyone could see the progress.



Once the seedlings matured, I planted them in my small garden outside which produced beautiful and healthy plants. Later the gardeners came to me and said that I had taught them something. They thought that seedlings could only be purchased. They were either planting purchased seedlings or actual seeds, but the seeds they planted wouldn't produce. Now they are able to plant a wider variety of crops because they know how to start their own seedlings."

SAFETY AND SECURITY CORNER – by Nthoalo

DSR and Alternates

First I would like to express my special thanks to the old DSRs and Alternates for an outstanding work of helping Peace Corps Lesotho implement its Emergency Action Plan. Your commitment and devotion in this critical assignment shall forever be valued by both Staff and Volunteers. This month denotes the welcome of new DSR and Alternates on board who have been trained both in the North and South on February 08 and February 15 respectively. With effect from now onwards, all Volunteers should expect to receive messages from their designated DSRs. The full list of DSR and Alternates is as follows:

Mafeteng- DSR; *Elias Torres and Alternate; Tori Raymond*

Maseru- to be covered by Berea

Mohale's hoek- DSR ; *Jacqueline Muhammad; Alternate; Jammy Torres*

Quthing- DSR; *Mary Kirk and Alternate ; Federico Poitier Qacha's Nek-* DSR; *Jacob Glick; Alternates; Janice Desmangles*

Thaba-Tseka- DSR; *Evan Brown and Alternate; Travis Wohlrab*

Berea- DSR *Michael Goularte, and Alternate: Amy-Morgan Mycoff*

Leribe- DSR; *Joseph Downes and Alternate: Tyrel Dixon*

Butha-Buthe- DSR; *Mishelle Eysallenne; and Alternate: Keegan Mackin*

Mokhotlong- DSR ; *Anri Tanabe and Alternate; Matthew Murray*

EAP Test and Results

On January 27, 2014, post conducted an EAP exercise to test how much time could be taken to contact Volunteers during emergencies. A total of 88 Volunteers were listed in VIDA (Volunteer Identification Database Application). One Volunteer was outside the country on vacation and two visiting Volunteers appeared in VIDA but were actually not present in the country. A total of 85 Volunteers was contacted on their cell phones directly by the Designated Staff at post. Within two hours' time, a total of sixty Volunteers were contacted. At the end of four hours, 80 Volunteers were contacted. The test was successfully completed in less than eight hours.

Below are the lessons learned from conducting the EAP exercise:

All the Volunteers knew what EAP was and the purpose of conducting tests.

All the Volunteers who were contacted confirmed to have understood the EAP message; they were cooperative and took the test seriously

Staff participation was excellent despite their regular responsibilities.

Volunteers, especially the newest, expressed that they felt pleased that Peace Corps was reaching out to them in this communication test.

Very pleasing to note was that all the Volunteers knew their consolidation points.

Capturing detailed contact information in VIDA was helpful in reaching out to the Volunteers who could not be found on their personal phones. Counterparts, Supervisors, host families etc., helped staff to reach Volunteers.

Few Volunteers had changed their numbers without providing notification to the pertinent staff at post. This was realized during the test when they could not be found on the phones numbers they provided.

Some few Volunteers are using cell phone sservice with a poor signal at their sites, and as such it was difficult to get hold of them. When there are options, individual Volunteers should identify the cell phone

company with the better coverage upon arrival at their sites.

Due to the data input in error, two visiting Volunteers appeared in VIDA but they had already left the country back to their country of service. SSC notified the neighboring post and the error was rectified.

VOLUNTEER VOICES

Diversity Committee

Beth Pagan CHED 12

Sister, Sister

Growing up, I knew that I was lucky to have a fraternal



twin sister. I always had a friend to play with. I didn't have to watch Lord of The Rings extended-edition movie marathons by myself. I never had to construct forts in the living room alone. I had a constant companion to experience every stage of life. My twin sister Sarah is my other half. We complement each other in more ways than I can count. I'm the short one, she's the tall one. I'm the world traveler, she's the homebody. I love to cook, she doesn't.

I wouldn't be serving as a Peace Corps Volunteer in Lesotho without her. Sarah was the one that convinced me to accept my invitation. I will never forget the advice she gave me as I frantically decided whether to stay in Washington D.C. and find a permanent job or to take a courageous leap of faith and join the Peace Corps. She told me, "You were always meant to join the Peace Corps –It's who you are. Don't be afraid to follow your dreams. I'm so proud to be your twin sister." I'm extremely grateful that Sarah knows me better than I know myself sometimes. She encouraged me to live the life I imagined, to embrace the unknown. Her faith in me is something I will never take for granted.

Being a twin in the Peace Corps has resulted in a lot of interesting reactions. From Basotho, I've been told to keep it a secret that I'm a twin. Apparently, some Basotho

believe twins are good luck charms so they might try and take advantage of me. From Peace Corps Volunteers and Peace Corps staff, I've received a wide range of responses from incredulity ("You have a twin?!? I didn't know that!") to excitement ("Wow, that's so awesome!") to surprise ("No way, I have a twin too!").

It's been difficult to be apart but we've tried to keep in touch as best we can through regular Skype dates, Whatsapp texts and phone calls. We've never gone this long without seeing each other. Even though our lives began to diverge after high-school (Sarah went to a small private college for undergrad and then to the University of Pittsburgh School of Law whereas I went to a large state university for undergrad and then to the London School of Economics and Political Science for my master's degree), our unique and special bond is as strong as ever. Sarah may be a lawyer in Pittsburgh and I may be a PCV in Lesotho –but at the end of the day we are still the Pagan twins. We continue to encourage each other's dreams, share our successes and failures and support each other along our different life paths.

Gender Equality Lesotho (GEL)

Updates from the Gender Equality Lesotho (GEL) Committee

By: Randi Helgesen HY '13

"Gender equality is more than a goal in itself. It is a precondition for meeting the challenge of reducing poverty, promoting sustainable development, and building good governance." Kofi Annan

GEL (Gender Equality Lesotho) is here and ready for action! After having its last informational meeting in Mahales Hoek on February 22, the logistics have been finalized and we are ready to start forming subcommittee co-chairs and members to begin working towards gender equality throughout Lesotho. The info meeting consisted of 14 individuals, from both the Education and Healthy Youth sectors, and we were able to finalize the mission statement, objectives, and structural makeup of the committee. This is an exciting time for Peace Corps Lesotho as we work towards a vision that fosters gender equality and inclusive development for men and women. There are ample opportunities for each of us to work towards this vision, in our communities and with our host organizations.



The GEL committee will have four subcommittees, each one uniquely important to our mission in promoting gender equality. The four committees will be: 1. Gender

Equality Programming and Training 2. Youth Development 3. "Girls Leading Our World" (i.e. GLOW) and 4. "BRO" (i.e. Boys Respecting Others). There will be two co-chairs for each subcommittee, two executive committee co-chairs, and a committee advisor from Peace Corps Lesotho staff comprising an executive committee of 11 individuals (each co-chair team will have one volunteer from the Education sector and one from the Healthy Youth sector) but anyone with interest is welcome to be a member of the committee!

As we move forward, the committee held a meeting in Mohale's Hoek on February 22 2014 where we discussed the following: the by-laws, women's day activities, updates on the TOBE/BRO camps, the PC Lesotho hosted Student Friendly Schools Training, potential collaboration with governmental authorities and plans to begin forming the committee. We highly encourage all interested and passionate Volunteers from both sectors, and genders, to join the committee. To establish membership, please submit a letter of interest expressing individual background and interest in the committee. If you are interested in holding a co-chair position for one of the listed subcommittees, self-nominations are now being collected. Please send a letter of interest explaining personal background and what might uniquely qualify you for the position. Please send all letters to the committee co-chairs, Mary Beth Bird or Randi Helgesen, to the GEL email geneqlesotho@gmail.com. **All letters are due by Friday, March 21st.** The committee members, being everyone who submits a letter of interest, will then be emailed a list of subcommittee co-chair candidates and voting will take place by email. Announcement of official co-chairs will be made March 31st. If you have any further questions, please do not hesitate to send us an email. Keep an eye out for an email containing the finalized by laws for the committee.

Thanks to those who were able to make it to the meetings and who have been part of the Gender Equality Lesotho committee inception! Let's GO!

A Day in the Life of Jiggetts ED 2013

One of the international development tools that Peace Corps Volunteers all over the world use to start projects is called a daily activity schedule.



It's a simple tool that shows what people in a community do throughout the day. It's important because it helps Volunteers to allocate resources and assign tasks.

Essentially, it's just like a page out of your planner.

Instead of me writing in boring paragraph form about my daily schedule, I thought I'd have a little bit of fun and put my life in a daily activity schedule format. Read on:

6 a.m.: Wake up.

6:30 a.m.: Alarm goes off. Hit snooze button.

7:30 a.m.: Hit snooze button again. Not a morning person.

8 a.m.: Somehow make it to school. Pretty sure I teleport there.

11 a.m.-noon: Eat lunch and go for brisk walk. Pass donkey carrying sack of maize meal on its back. Thank high heavens I'm not said donkey.

2 p.m.: Classes end. Extracurricular activities start.

4-5 p.m.: Go home. Sweep dead spiders out of house. Kill relentless flies. Cook milk and cereal for dinner.

6 p.m.: Go for evening walk. Listen to Daft Punk and Pharrell's "Get Lucky" because I'm cool like that.

7-8 p.m.: This is my "Play and Pray" hour. Play UNO with host family. Get beaten by 4-year-old. And 9-year-old. I officially suck at life. Pray with host family.

8-10 p.m.: Bathe. Paint penguins on nails. Penguins are cute.

10 p.m.-midnight: Count sheep. Fall asleep.

Now, you must be asking when do I teach and work on my projects.

Of course I teach the kids and work extra, super hard to promote the Peace Corps' mission of world peace and friendship through my projects and secondary activities.

I ain't out here wasting your taxpayer dollars, alright now?

But I am also for having a little bit of fun all throughout the day, OK?

Peer Support Network (PSN)

The Peer Support Network (PSN) is an ongoing support program in which PSN members encourage and support volunteers by providing a confidential channel to discuss issues. Volunteer committee members aim to empower PCVs by supporting their emotional needs in a non-judgmental, confidential and safe atmosphere, while offering information and resources to enhance their Peace Corps experience.

As we all know, Peace Corps service can be very stressful for the volunteer. There are issues of adjustment to

the cross cultural setting, conflicts with friends and coworkers, loss of our usual support systems, and decisions we have to make in unfamiliar circumstances. Peace Corps staff are available for guidance and problem-solving, and volunteers/trainees also have access to professional counseling, but the advantage of Peer Support is that support comes from someone who intimately knows the situation, can empathize with the emotional aspects of service, and may be able to provide assistance quickly.

The basic concept underlying peer support is that a peer has a common experiential base that facilitates sharing, understanding and support. The most obvious role of peer supporters in Peace Corps is calling and/or meeting with fellow PCVs individually to listen, advise, refer and provide general support.

This is your PSN, and with your help we can make a more effective PSN. If you would like to share your PC Lesotho experiences, we encourage you to submit an article to the Khotso. (Please indicate PSN). Additionally, any PSN committee member can be contacted with questions, concerns and suggestions on how we can improve. We currently have plans to substantially increase our presence at Peace Corps sponsored trainings, workshops, and events.

Jacqueline Muhammad

CHED12

PSN Chair

GenEq Updates from HQ by 'Me' Selloane

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 HQ will celebrate the day by recognizing the character, courage and commitment of women and men who inspire positive change, with a slide show and wall display to honor the women nominated by Volunteers in the field. The wall display will be located in the lobby of Peace Corps called history hall.

[1] <http://www.internationalwomensday.com/theme.asp>

[2] <http://www.nwhp.org/>

Diversity Committee

The Diversity Committee is seeking new members. The committee offers a safe, non-judgmental and supportive community for all Volunteers during their service. As ambassadors, we strive to increase awareness and educate Basotho about both the diversity of Americans well as the diversity of our own personal backgrounds and experiences. Our next meeting is Saturday, May 3. The meeting's location will be determined at a later date. If interested, please contact Jiggetts or Rachel Edmonds.

Kea leboha,

Bo Ausi Jiggetts and Rachel

Resource Guide

Dear Fellow PCVs,

I am putting together a district resource guide that will be given out to new and current PCVs that will provide them with information about what is available in each district/camp town. I would like your help to provide me with resource details. I am looking for information like: where to find internet Cafes, vet office and the best food in town. (hours, prices and numbers where applicable) If you feel particularly artistically inclined I'd love to get basic hand drawn camp town maps with places of interest labelled. You can reach me by e-mail (morgannvb@gmail.com), whatsapp, viber or sms (+266 57851204)



Thanks,
Morgan Nees Van Baalen

P & T Calendar**JANUARY**

Schools begin (13th)
 ED 13 Mid-Service (31st –Feb 2nd)
 VRF Submission Deadline (20th)
 Language IST (24th-26th)
 Q1 PEPFAR Reporting (27th)
 HY 14 Site Id & CHED 12 Site visits

FEBRUARY

ED 14 Site visits/Site Id's
 HY 13 HIV/AIDS CPB & PDM
 W/shop South (10th-14th), North
 (17th-21st)
 HY 14 Site Id & CHED 12 Site visits

MARCH

ED 14 Site visits/Site Id's
 HY 14 TDE (17th-19th)
 HY PAC Meeting (20th)
 Student Friendly Schools (24th-28th)
 Grassroots Soccer Training (28th-30th)
 HY 14 Site Id & CHED 12 Site visits

APRIL

ED 14 Phase 3 (11th-16th)
 ED PAC Meeting (16th)
 HY 14 GTOT & LTOT (28th-May 1st)
 ED 13 Site visits/ Site Id ED 15
 Q2 PEPFAR Reporting (21st)
 HY 14 Site Id & CHED 12 Site visits

MAY

CHED 12 COS Conference (6th-8th)
 VRF Submission Deadline (15th)
 ED 13 Site visits/ Site Id ED 15

JUNE

HY 14 Trainees arrive (PST Starts)(5th)
 HY 14 PST (13th)
 ED 14 HIV/AIDS CPB & PDM
 W/Shop, South (15th-19th), North
 (22nd-26th)

JULY

HY 14 PST
 HY 14 Counterparts/Supv. W/shop,
 North (TBD)
 Language IST (TBD)
 Q3 PEPFAR Reporting (28th)

AUGUST

HY 14 Swearing In (11th)
 ED 15 TDE (25th-27th)

SEPTEMBER

ED 13 COS Conference (5th-7th)
 ED 15 GTOT & LTOT (14th-19th)
 HY 14 Mid-Service (15th-17th)
 Final VRF Submission Deadline (15th)

OCTOBER

ED 15 Trainees arrive (PST Starts
 (10th)
 PEPFAR Annual Reporting (18th)

NOVEMBER

ED 15 PST
 ED 15 IL/Supervisors W/Shop
 HY 14 Phase 3
 (24th-28th)

DECEMBER

ED 15 Swearing In 16th

PCVs' Life in Pictures



DSR and Alternates in the North during the training held in Feb 2014



Picture of DSR and Alternates in the South during the Feb training



Kate with staff at Thoteng High School



Matt M , Host mother and LCHC



Michelle and her supervisor with Std's 7



Michael L and co-teacher with the grade 5's



School library at St .Francis— Malea and the TM