

# PEACE CORPS TIMES



*New Volunteers taking the oath of service are Tom Honigford, Jeff Marzilli, Lori Pritchard, Rick Steinbeck, Lori Buseck, George Zeller and Callie Black.*

## Sierra Leone President Honors Volunteers

PEACE CORPS  
INFORMATION SERVICES  
DIVISION

Focus—CREST

July–August 1985



*President Siaka Stevens addressing the new Volunteers. From the left—Country Director Habib Khan, Minister of Agriculture Dr. Abass Bundu, President Stevens, Regional Resident Minister Abdul Karim Korama and U.S. Ambassador Arthur Lewis.*  
(Story—page 4)

# The Three Peace Corps Goals

To help the people of interested countries and areas in meeting their needs for trained manpower.

To help promote a better understanding of Americans on the part of the peoples served.

To help promote a better understanding of other peoples on the part of Americans.

## TODAY'S PEACE CORPS

About 5,300 Peace Corps Volunteers are working on grassroots, self-help development projects in 60 nations around the world.

Peace Corps' overseas operations are administered through the three regions: the 23 nations of sub-Saharan **Africa**; the 19 Central and South American and Caribbean nations comprising **Inter-America**, and the 18 nations in North Africa, the Near East, Asia and the Pacific, or **NANEAP**.

### Africa

72 Benin  
105 Botswana  
67 Burkina Faso  
(Upper Volta)  
20 Burundi  
122 Cameroon  
84 Central African Republic  
89 Gabon  
50 The Gambia  
52 Ghana  
248 Kenya  
81 Lesotho  
168 Liberia  
50 Malawi  
78 Mali  
43 Mauritania  
134 Niger  
5 Rwanda  
125 Senegal  
183 Sierra Leone  
87 Swaziland  
73 Tanzania  
115 Togo  
251 Zaire

### Inter-America

149 Eastern Caribbean  
Anguilla  
Antigua  
Barbados  
Dominica  
Grenada  
Montserrat  
St. Kitts/Nevis  
St. Lucia  
St. Vincent/Grenadines  
96 Belize  
156 Costa Rica  
152 Dominican Republic  
Turks/Caicos  
223 Ecuador  
166 Guatemala  
25 Haiti  
251 Honduras  
129 Jamaica  
130 Paraguay

### NANEAP

4 Cook Islands  
129 Fiji  
16 Kiribati  
91 Micronesia  
150 Morocco  
186 Nepal  
37 Papua New Guinea  
362 Philippines  
15 Seychelles  
50 Solomon Islands  
28 Sri Lanka  
5 Sudan  
189 Thailand  
35 Tonga  
84 Tunisia  
1 Tuvalu  
75 Western Samoa  
41 Yemen

# From the Director

Another commencement season has gone by, with its usual challenging high school and college graduation speeches. I am always eager to have the opportunity to speak to so many fine Americans who are about to step forth into society to spark their lifelong responsibility toward voluntarism. My final commencement address was directed toward a unique group of scholars, the members of the 1984-85 Hubert H. Humphrey North-South Fellows.

The participants in this program are all mid-level career officials and ministers from developing nations worldwide who have gone through a rigorous process of competitive selection. They are "the best and the brightest." This year, 130 Humphrey Fellows, many from Peace Corps countries, spent an academic year studying management and development issues at some of the finest colleges and universities in the United States. They are returning to their own countries to apply what they have learned toward the betterment of their people.

It was most gratifying for me to discover, when I asked for a show of hands, that some three-fourths of the Fellows had had contact with Peace



Corps Volunteers' as teachers, friends and colleagues. Many told me they had learned their English from Peace Corps Volunteers. (A special thanks to TEFL teachers, past and present, for a job well done.) The dream of exchanging technical assistance and cross-cultural friendship, which was begun by the late Vice President Humphrey (who is given credit as an early promotor of international voluntarism and who named our organization, the Peace Corps) has become a reality not only through the reach of Peace Corps, but through this Fellows program as well.

There is, Vice President Humphrey once said, a "*knowledge deep within our marrow, or seared into our soul, that to live in prosperity while others live in deprivation is basically wrong... at a time when we are affluent and powerful, we are also deeply concerned about the weak and the sick and the illiterate and the poor and the despairing. We decided to be brave, more courageous; we decided to do the better thing...*"

In all of us lies the capacity to "do the better thing." You Peace Corps Volunteers live by this philosophy daily. And the Humphrey Fellows, each of whom spent nearly a year away from his or her own homeland in order to learn new ways to help their fellow citizens, certainly have shown that this philosophy, as relevant today as twenty years ago, can be applied to men and women of all nations working for peace.

Loret Miller Ruppe

## In Search Of The "First" 864 PCVs

Peace Corps is trying to locate the 864 Volunteers who were the "first" to serve overseas in 1961 and 1962, to take part in the 25th Anniversary celebration. Director Ruppe plans to honor these Volunteers in a special event in Sept. 1986.

These "first" Volunteers served in Ghana, Chile, Colombia, Pakistan, Nigeria, Malaysia, India, Tanzania, the Philippines, St. Lucia, Sierra Leone and Thailand.

If you were one of the "first" please contact Peace Corps as soon as possible with these particulars: country and dates of service, current address and phone number.

You may write to: Phyllis Draper/Director's Office, Peace Corps, Washington, D.C. 20526. Call the toll free number: 800-424-8580, Extension 288. Or, contact your nearest Peace Corps Recruiting Office.

## New Representative For Seychelles

Karen Blyth, a native of Chapel Hill, N.C. has been named Country Representative for Seychelles. This island nation in the Indian Ocean currently fields fourteen Volunteers.

Blyth has recently completed a tour of duty in Mali where she was the Associate Peace Corps Director for Programming and Training. In 1982, she was a contract trainer in Mauritania.

A former Volunteer, Blyth served in Senegal from 1975 to 1978 and later was a campus recruiter.

She is a graduate of the University of North Carolina with a degree in sociology and received a master's degree in adult education and public health from North Carolina State University.

The next issue of Peace Corps Times will focus on Volunteers in Nepal. Also highlighted will be Peace Corps' participation in "Forum 85" in conjunction with the United Nations Womens' Conference in Kenya.

## Peace Corps Times

**Peace Corps Director**  
Loret Miller Ruppe  
**Deputy Director**  
Edward Curran  
**Public Affairs Director**  
Hugh O'Neill  
**Peace Corps Times Editor**  
Dixie Dodd

The Peace Corps Times is published by the Peace Corps, Washington, D.C. 20526.

The views expressed in Peace Corps Times are those of the individual writers and do not necessarily represent the official position of the Peace Corps. The Director has determined publication of this periodical is necessary in the transaction of the public business. Use of funds for printing this periodical has been approved by the Director of the Office of Management and Budget.

# President Stevens Honors Sierra Leone Volunteers

Sierra Leone Volunteers were honored by the presence of the country's President, Dr. Siaka Stevens, at the recent swearing-in ceremony for agriculture workers.

The President's visit to Gbendembu, the village training site, entailed much pomp and circumstance. President Stevens was accompanied by an honor guard of the Sierra Leone army and by a military band. Society "devils" danced through the town and the President performed an inspection of the troops at the beginning of the program.

Seventeen new Volunteers were sworn in by President Stevens and United States Ambassador Arthur Lewis, at the culmination of an eight-week training in Gbendembu, in northern Sierra Leone. These Volun-

teers joined the newly redesigned Rural Food Production Project and are working as extension agents throughout the country.

President Stevens praised the efforts of Peace Corps in promoting agricultural development in the country. He also remarked on the dedication of all Peace Corps Volunteers in Sierra Leone.

"Even right now we notice that some of you are willing to serve in areas of the country where the indigent people do not care to serve... If there is anything that we will have to learn from you in the first place, it is a sense of dedication," the President said.

The agriculture training featured the development, by the Trainees, of an inland valley swamp for the prod-

uction of rice, the staple crop, as well as training in field crops and gardening. Since Volunteers work with small-scale subsistence farmers, they also received training in extension techniques and intensive language instruction.

As part of the day's activities, new Volunteers gave tours of the swamp and garden and demonstrated various agriculture techniques.

Peace Corps/Sierra Leone fields about 200 Volunteers and trainees in agriculture, education and health and rural development.

Country Director for Sierra Leone is Habib Khan and Jan Auman is the APCD for Agriculture.

*Photos and story—Peace Corps/Sierra Leone*

## Personal/Personnel

Robert V. Crisp, of Arlington, Va., has been named Director of Computer Services in the Office of Management. Crisp served as a Peace Corps Volunteer in the Dominican Republic from 1962 to 1964 where he was assigned to a rural development project. For the past 10 years he has worked at the General Services Administration where he most recently served as Director of the Information Systems Operations Division. A native of Pikeville, Ky., Crisp holds a bachelor's degree in international relations from the University of Kentucky, Lexington.

\* \* \*

Returned Peace Corps Volunteer Stephen G. Hanchey has been named Associate Peace Corps Director for education in Morocco. Hanchey served as a TEFL teacher in Tunisia from 1967 to 1969. A 1967 English graduate of Louisiana State University, Hanchey comes to Peace Corps from Northrop Aircraft Services Division in Fort Collins, Colo., where he was an English language training instructor.

\* \* \*

Richard Edwards will be returning to the Philippines as Associate Peace Corps Director for generalists. Edwards was a fisheries Volunteer in the Philippines from 1979 to 1981. He is a 1979 marine biology graduate of the University of Oregon and holds a

master's degree in fisheries management from Humboldt State University. He returns to the Peace Corps from the U.S. Fish and Wildlife Service.

\* \* \*

Robert Weisflog has been named Associate Peace Corps Director for rural development in Gabon. Weisflog served as a Peace Corps Volunteer in this west African country from 1980 to 1983 where he was assigned to a rural primary school construction project. Weisflog is a 1978 international relations graduate of American University in Washington, D.C.

\* \* \*

Returned Peace Corps Volunteer Michael Kidd has been named Associate Peace Corps Director for administration in Niger. Kidd served in a community development project in Senegal from 1978 to 1981. He graduated from Westmont College in Santa Barbara, Calif., in 1976 with a degree in French.

\* \* \*

Michael Berning has assumed the duties of Director of the San Francisco Service Center where he will be responsible for recruiting activities in California, Texas, Colorado and Washington. A former VISTA Volunteer, Berning has served as manager of the San Francisco Area Office for the past 7 years. He is a graduate of Arizona State University in Tempe.

Cynthia S. Gilley has been named Associate Peace Corps Director for programming and training in Paraguay. A 1975 sociology graduate of Colorado Women's College, Gilley's previous position involved providing technical assistance to a development studies research center in Brazil. She holds a master's degree in Latin American Studies from Georgetown University.

\* \* \*

Nadine Plaster, Associate Director for the Office of Marketing, Recruitment, Placement and Staging, has been named Director of the Region of Central America and Panama for the Agency for International Development. She will be stationed in Guatemala City, Guatemala. Prior to her Peace Corps service, Plaster was a management consultant in Central America for two years.

*Patti Raine*

*Country Co-Directors for Belize are Joe and Joan Lovingood. In a recent issue, Mr. Lovingood was incorrectly identified as John. We regret the error. He is also listed incorrectly in several directories and mailing lists. Please make this correction where necessary.*

# 25th Anniversary Begins In October

The official ceremony to kick off Peace Corps' 25th Anniversary will be held on Oct. 21 at the University of Michigan where the idea for Peace Corps first received national attention.

There will also be a series of conferences held across the country, bringing together host country officials, international development experts and others, to help raise the awareness of Americans about the issues confronting the underdeveloped countries and how organizations such as Peace Corps work toward building long term solutions to very complex problems.

## Conference Sites

*October*  
Mon., Oct. 21 Ann Arbor, MI

*November*  
Fri., Nov. 1 St. Louis, MO  
Mon., Nov. 4 Chicago, IL  
Fri., Nov. 8 Columbus, OH  
Fri., Nov. 15 Boston, MA  
Mon., Nov. 18 New York, NY

*December*  
Mon., Dec. 2 Miami, FL  
Fri., Dec. 13 Atlanta, GA

## Voter Slogan Contest Opens

The Federal Voting Assistance Program is launching the 1986 Voter Slogan contest to increase voter awareness and participation by United States citizens overseas. The winning slogan, selected by a panel of judges, will be an integral part of the 1986 media campaign to increase voter awareness. It will appear on posters, voter manuals, publications and other media materials.

Over 5,000 slogans were received for the 1984 contest. The winner was, "When People Vote, People Listen."

Those wishing to participate in the contest should send the slogans to: Federal Voting Assistance Program, Office of the Secretary, Room 1B457, The Pentagon, Washington, D.C.

All slogans must be received by September 6, 1985, to be considered. The originator of the winning slogan will receive a certificate of recognition from the Secretary of Defense. A second place finisher and honorable mention winners will also receive special recognition.

## January, 1986

Mon., Jan. 13 Tucson, AR  
Fri., Jan 17 San Francisco, CA  
Fri., Jan 24 Honolulu, HI

## February

Fri., Feb. 10 Memphis, TN  
Fri., Feb. 21 Louisville, KY  
Fri., Feb. 28 Portland, OR

## March

Fri., Mar. 7 Seattle, WA  
Fri., Mar. 14 Dayton, OH

## April

Tues., Apr. 8 Albuquerque, NM  
Fri., Apr. 11 Los Angeles, CA  
Mon., Apr. 14 Columbia, SC  
Fri., Apr. 18 Hanover, NH  
Mon., Apr. 28 Cleveland, OH

## Cookbook Editors Need Your Help

The Washington, D.C. and Maryland Returned Peace Corps Volunteer groups are producing a Peace Corps Volunteer International Cookbook. The book will consist of Third World and American variation recipes such as main dishes, soups, salads, pastries, beverages, etc., from the countries where Volunteers have served.

The goal of the RPCV groups is to have several great recipes from each country compiled in an attractive, hard-bound volume with photos and quotes available in time to celebrate Peace Corps' 25th Anniversary. (Oct. 1985-Sept. 1986).

The book will be commercially published and distributed but also available to other RPCV organizations wholesale for fund-raising projects. Royalties from the book will go to RPCV/Washington, D.C. to be used in support of overseas development projects.

Additionally, the cookbook editors would like to include vignettes of the experiences Volunteers had when tasting the foods for the first time. Many of you have had humorous and enlightening stories to tell.

Please send your recipes with particulars, plus your country and dates of Peace Corps service as soon as possible to:

Joan Whitney  
234 Park Avenue  
Takoma Park, MD 20912

## May

Thurs., May 8 San Antonio, TX  
Fri., May 9 Indianapolis, IN  
Fri., May 23 Denver, CO

## June

Mon., June 13 Anchorage, AK

## September

Fri., Sept. 19 Washington, DC  
Mon., Sept. 22

## Unique HCN Scholarships

Point Park College of Pittsburgh, Pa., is beginning a new scholarship program for host country nationals nominated by Peace Corps Volunteers.

This pilot program will offer two, half-tuition scholarships for the 1985-1986 academic year for nationals in the NANEAP region. These scholarships are need-based and competitive, with competition open to individuals who will enter Point Park College as freshmen or transfer from two-year, post secondary institutions in the PCV's country site.

Volunteers wishing to nominate a host country national should write for nomination guidelines and applications to:

Associate Dean  
International Center  
Point Park College  
201 Wood Street  
Pittsburgh, PA 15222

The Dean and Associate Dean of the International Center at Point Park College, both RPCVs, were instrumental in establishing this scholarship program, which reflects a commitment to further the educational aspirations of youth from developing areas of the world.

Point Park College is a four-year, fully accredited, co-educational institution. The college offers over fifty undergraduate majors, as well as an intensive English as a Second Language Program for students requiring language training in English for academic purposes.

**NOTE:** While it may be too late for Volunteers to nominate for the fall 1985 semester, there is time to process the paperwork for the winter/spring semesters.

# CREST

Peace Corps applicants have, and rightfully so, hundreds of questions. Among the most often asked are, "What happens between the time I'm accepted and when I go overseas?" and "What does all this 'staging' stuff mean?"

In an effort to provide potential Volunteers with current information about Peace Corps, this publication is mailed to applicants. And, in this issue we will try to explain the staging process.

Peace Corps Directors in each country choose the staging method for their applicants and Trainees. Generally, they choose **between** the two major events—the CAST or the CREST.

## CAST

CAST is the term used for the Center for Assessment and Training. This is an eight day event for Peace Corps applicants held about five weeks prior to the proposed departure for their country to determine their suitability to Peace Corps and Peace Corps' suitability for them. Persons who attend a CAST are not yet Trainees and may be de-selected from the process by Peace Corps staff and trainers. Those who complete the CAST return home for one month before leaving directly for overseas.

## CREST

CREST stands for the Center for Re-assessment and Training and is held, for those who have been accepted into Peace Corps as Trainees, five days before departure for country. At CREST, Trainees re-examine their motives for joining Peace Corps and test their abilities to function effectively in another culture. Although not the norm, Trainees can be administratively separated from Peace Corps at CREST for extreme or anti-social behavior, for not adhering to Peace Corps policy and for medical reasons.

The main purpose of the CREST is to give the Trainee time for reflection and reassessment, away from the pressure of home, to make that final commitment to Peace Corps service. Trainees must make that final choice through self-assessment.

Upon completion of the CREST, Trainees depart immediately for their countries where they then receive up to three months of training and intensive language instruction,

when necessary. In-country training varies according to country and job. Only after the staging and in-country training do they take the oath of service and become Peace Corps Volunteers.

Staging events are held with one overriding goal—to expose the Trainee or applicant to the necessary skills to succeed as a Volunteer; not just to survive in another country for two years but to make those two years time well spent in the service of our country, the host country and its people and as a time of personal growth.

*Of the more than 3,300 Peace Corps Trainees as of August this year, over 1,900 have attended CRESTS. At least that many will be "CRESTed" next year.*

To give the Trainees a rough idea of what the early training will be like, *Peace Corps Times* was invited to attend an Ecuador CREST in Miami.

It should be noted at this time that although all CRESTS use the same model, each one takes on a life of its own—because of the Trainees, the country and the trainers—and because like the Volunteer in the field, Peace Corps has learned to adapt.



*Examining crafts from Ecuador—Kim Johnston displays a rug, Charles Anderson tries out a flute and Maria Cordero holds a carved wooden parrot.*

*Photos—Dixie Dodd*

# Center for Reassessment and Training

## Miami

They came the night before—singly and in pairs—from all parts of the country—wrestling with their luggage, back packs and boxes—bringing all the things on their checklist and little bits of home for their new home in Ecuador. They brought radios, tapes, technical manuals, photographs, a favorite book and guitars—someone always knows how to play the guitar.

The hotel was a surprise to many. For most of the hotel staff English was not their first, or in some cases second, language. Most of the other hotel guests were from Central or South America. The area around the hotel, sometimes known as Little Havana, was one where the main language was Spanish. For our Ecuador CREST group, the cross-cultural experience had begun even before they had found their rooms.

This CREST was designed for 39 participants, but one person declined the invitation. So, the registration began with 38 people ready for their first Peace Corps experience with some of the people they would spend their next two years. These were the people, unknown the day before, who would be their new “family,” their support system.

About one third of the Trainees did not fit the mold of what is often called the “traditional” Volunteer—the young, single, college graduate. The group was composed of four married couples, nine people over 40 years of age, one blind person, two whose first language was Spanish, one couple who had been Volunteers in Costa Rica and one couple who immigrated to the United States from Germany over 20 years ago. As these statistics show, the “traditional” Volunteer is changing.

Most of the Trainees were confused as to exactly what the CREST was aside from the final medical details and receiving their passports and plane tickets for Ecuador. Some thought it was a de-selection process, others had no preconceptions, but, hardly anyone realized it was the first stage of Peace Corps training.

Once the session started and the goals of the CREST were explained they were eager to begin.



Angela Bagley receives an inoculation from Peace Corps Nurse Lorraine Stanton who also conducted the Health Overview session. Stanton, incidentally, was a Volunteer in Ecuador.

## The Goals of CREST

*To prepare to leave this culture and to enter a new culture*

*To prepare to enter and make a commitment to Peace Corps service*

*To make on-going personal choices*

*To examine development issues and to assess their impact on the role of the Volunteer*

*To begin to take care of yourself and to support others in a new environment.*

For this CREST there was one director, Dr. Delores Mack, a professional trainer and psychologist from Texas Technical University and three

lead trainers including Helen Parsons, Peace Corps professional trainer and RPCV Belize; Debra Mipos, a professional trainer at the Kaiser facilities in California and Carolyn Long, professional trainer, RPCV Gabon and former vice president of Trans Century Corporation. The five assistant trainers included Ecuador Volunteers and country staff, (Lorena Sanchez, Mara Conrad, Jeannie Harvey) plus Country Director Jose Velasco and Peace Corps/Washington staffers. The overall CREST ratio of staff to Trainees is 1 to 6 and lead trainers, 1 to 12.

# Center for Reassessment and Training

## The First Day

The first day's schedule included: ice breaker, expectations, director's opening, forms, aspirations and the Ecuador overview.

This schedule was designed for the Trainees to get acquainted with each other and the staff, to find out what would happen in this first week of training, to let staff know what their aspirations were for CREST and Volunteer service and to hear the long-awaited country overview. The overview was given by the Ecuador Country Director and his three assistants, who in this case were Volunteers. Often, returned Volunteers act as the country "staff." Through slides, photographs and personal experiences from the Volunteers, the Trainees got their first glimpse of what life as a Volunteer in Ecuador will be like. Trainees who came to CREST thinking it was a holding pattern soon found they would be putting in 12 hour work days. Sessions are designed to end about 8:30 p.m.

One very important aspect of Volunteer service was introduced the first day—the role of Trainees in CREST—to learn there are many ways of seeing and assessing situations and many different ways to find solutions to problems, to look at things with new eyes and not let preconceptions and previous experience color judgements.

## Day Two

The schedule for day two: general reassessment session, formation of reassessment teams and meeting, cross-cultural simulation, reassessment team meeting, Peace Corps policies, personal safety and Volunteer life-styles.

At CREST, a variety of activities are provided to encourage Trainees to re-examine their choice about joining Peace Corps based on new information. Out of this five day experience, Peace Corps expects more informed individual choices leading either to the Trainee's departure for the host country or realization that other options are more appropriate. Thus, the CREST is designed to: provide new information, deliver feedback on Trainee behavior, create relevant experiences, open new opportunities and options and challenge inconsis-

tent beliefs and attitudes. Throughout the in-country training to come, the Trainee will be challenged to make conscious choices on how to interact with another culture and how to carry the responsibilities of a development worker. CREST is the start of learning how to make these choices and interactions within the Volunteer framework.

The cross-cultural simulation session often proves to be the most fun and most confusing part of the CREST. The Trainees are divided into two societies, Alpha and Beta, each with its own rules, customs, language and taboos. Then, observers from Alpha are sent to Beta and vice versa, with no knowledge of the other group's mores. The experience simulates what will happen to the Peace Corps Trainee in the host country. The purpose of this exercise is to practice learning new cultural norms, observing and interacting with different cultures and to simulate feelings of entering a foreign culture.

The evening session began with Peace Corps policies, the dos and don'ts, the rules and regulations.

Following this the Ecuador staff presented the personal safety and Volunteer lifestyle section. The goals of this session were: to give Trainees a realistic portrayal of the daily lives of Volunteers, to compare and contrast their current lifestyles with their new environment, to bring to the surface personal concerns about living in the country and to start to identify potential plans for maintaining personal safety in country. The country staff developed several real situation "skits" to portray many of the situations and problems they faced on a daily basis and how they dealt with them. Since each Volunteer has a different job, a different site and different living conditions, it proves once again that there is no "universal" Peace Corps experience. A man's life will be different from a woman's, a teacher's from an agriculture worker, an older person's from a younger one, married couples from singles.

Issues explored in the lifestyles section ranged from marketing to refusing sexual advances to transportation problems. Trainees were invited to ask a "burning" question—something they needed to know which had not been addressed. At the close, Train-

ees were asked to reflect on the evening's events and how they may affect their choices.

## Day Three

Day three included: the cross-cultural workbook, reassessment team meeting, medical forms, the role of the development worker—as it relates to political systems and values, neo-colonialism and health and wellness.

Trainees were given cross-cultural workbooks to work on with their teams. They explored the personal skills they are taking with them and how they will relate in another culture and how they will deal with their problems.

As most Trainees will be entering a country with a different political system the session on being a Volunteer from America proved to be very interesting. The session was designed to help develop strategies on how to deal with the following situations: being seen as a political figure, being confronted with other political systems and being asked to discuss their personal political values and the American system. Trainees were given a brief history of Peace Corps as an institution, how and why it was begun and the Peace Corps Act.

The evening session was devoted to health and wellness and was conducted by the medical staff. The importance of a Volunteer's health and well-being is a top priority with Peace Corps.

## Day Four

The fourth day consisted of personal interviews, immunizations and the Volunteer case study.

Each Trainee met with a staff member who had assisted his reassessment team during the week. The purpose was to give the Trainee the opportunity to voice feelings about Peace Corps service, review the performance checklist and to discuss any problems or "unfinished business" he may have. The interviews were held throughout the morning, late afternoon and evening.

Immunizations took place in the Miami Federal Building where the Ecuador Trainees met Trainees bound for Guatemala.

The afternoon session was devoted to a case study of a Volunteer and his project when things went wrong.



# Center for Reassessment and Training



*In a break-out group, Trainees work on a Volunteer case study. Pictured are Michele Allen, Otto Bobinger, Christa Bobinger, Paula Torres, Pedro Mondecit, Bill Bue and Richard Browning.*

Trainees were challenged to see how they might have dealt with the problems if they met the same fate.

The end of the fourth day found the CREST two less in number. One Trainee had separated himself from the process and another had been administratively separated for medical reasons.

## **The Final Day**

The last day consisted of: helping skills, the bridge to training and a final meeting of the reassessment teams.

The goals of the helping session were to examine the skills and attitudes involved in helping others, personally and professionally, and to continue to examine the issues of being a development worker in another culture.

The reassessment teams had their final meeting to discuss how their views toward Peace Corps and each developed through the CREST.

Trainees were given the assignment of writing individual statements which reflected their commitment to Peace Corps and to Ecuador and to read them to each other. Each Train-

ee signed his statement and the other team members signed each statement acknowledging the fact they were willing to continue to support their fellow Trainees.

The finale—the bridge to training or “Life after CREST,” was conducted by the Country Director. During this final session as many details as possible were given about what would happen the next day in Ecuador, about in-country training and where they would be living.

Finally, the long-awaited moment came. They had survived five days of sitting in uncomfortable chairs, being couped up in a hotel overlooking beautiful Biscayne Bay, reflecting, challenging and supporting each other, eating strange food, having second thoughts—but they had made it. Passports and plane tickets were distributed and a group leader was selected for the trip to Ecuador.

Plans were made for their last American dinner with their new friends, their last night in the United States and for many long-distance collect phone calls. CREST was over, but for the Trainees the excitement had begun again.

## **About the Trainees**

Michele Allen, a Trainee in special education, holds a degree in special education from the University of Wyoming. Her home is in Rawlins, Wy.

Charles Andrews of Burlington, Iowa, is also in the special education program. He graduated from the University of Iowa with a degree in special education and a minor in psychology.

Angela Bagley of Blackstone, Va., graduated from Guilford College in North Carolina with a degree in psychology. She received her master's degree in education for the hearing impaired from the University of Virginia and will work in education for the deaf.

Christa and Otto Bobinger, agriculture Trainees, immigrated to the United States from Germany about 20 years ago. They have spent most of their lives in agriculture work. They have four grown children.

Richard Browning will work in agriculture extension. He graduated from Oregon State University with a degree in journalism and a minor in forestry management. Prior to Peace Corps he was a reporter for the Newberg Graphic in Oregon. Browning's wife, Sabin, is also a Trainee.

Bill Bue, a crop extension Trainee, is from Black River Falls, Wis. Before joining Peace Corps he operated the family farm in Wisconsin and owned a body shop. He served four years in the Navy and seven with the National Guard. He has two daughters and one son.

Maria Cordero will be working as a home extensionist. Fluent in Spanish, she is a native of Puerto Rico and graduated from the InterAmerican University there with a degree in biology.

Kim Johnston is a graduate of Trinity College in her home state of Connecticut. She majored in psychology and minored in economics.

Paula Torres will work in speech therapy. A native of Albuquerque, she graduated from the University of New Mexico where she studied communication disabilities and Spanish.

Pedro Mondecit is from Puerto Rico. He holds a degree in accounting from the InterAmerican University, and will be working in small business development.

## PCV Presents Paper at IHC

More than 700 health and medical personnel met in Washington, D.C., June 3 through 5 to discuss "Management Issues in Health Programs in the Developing World" at the 12th International Health Conference. Sponsored by the National Council on International Health, the conference gave more than 100 professionals the opportunity to report on the management of field and research health projects around the world.

Among those 100 health professionals was **Peace Corps Volunteer Jeremy Clark**, who is assigned to the Jamaica Public Health Department in Kingston. PCV Clark delivered a paper, which he co-authored with Jamaican J. Peter Figueroa, entitled "Getting Data Out of the File Cabinet—Approaches to Sharing Data for Management and Planning in the Kingston, Jamaica Public Health Department." The paper was chosen from several hundred entries.

Clark reported that the data routinely gathered by the staff at the island's Public Health Department remained largely unused for planning and evaluation purposes until they were able to implement two simple and straightforward strategies.

"First," Clark told the panel audience of about 35 people, "we have assured that data and the products of its analysis, information and intelligence, are regularly fed back to those who have been responsible for producing and providing it." The second strategy was the routine transformation of all tabular data into graphic formats.

According to Clark, who is serving in his second Peace Corps assignment, not only has the time it took to receive the raw data from the field decreased by as much as 44 percent, but increasing numbers of the field staff are asking for assistance in setting up their own graphic displays. Aside from these accomplishments, Clark said that staff members now anxiously await the graphic presentations to see "how they did" during the reporting period.

He also pointed out that "as a result, the success or failure in achieving an annual objective is discovered well before the end-of-the-year evaluation workshop. And during the year reasons for success or failure can be

## Columbia Teachers College Selects First of Fellows

The Teachers College of Columbia University has accepted the first ten Returned Peace Corps Volunteers to participate in its special fellowship program for math and science teachers beginning this fall. The Xerox Corporation is funding the program, which will lead participants to a masters degree in math or science education.

As reported in the March/April *Times*, the program was founded to provide inner city schools with former Volunteer math and science teachers. The ten Fellows now in the program will teach full-time at New York City schools, with full pay, while completing a two-year course of 32 units at the Teachers College.

The Xerox Corporation will provide one-half of their tuition, and low interest loans will be available to cover the other half, part of these loans being forgiven on completion of the

program. Salaries for teaching will be about \$17,000 in New York City. Placements in other cities are being explored.

The fellowships are available only to Returned Peace Corps Volunteers, whose experience, high motivation and cultural sensitivity makes them uniquely qualified to help alleviate the teacher shortage in culturally diverse inner-city areas.

The ten current Fellows were selected from twenty-four applicants. Former and current Volunteers in math or science education who would like more information on the fellowship program for 1986 should write to:

Louis Alexander  
Box 301  
Teachers College  
New York, NY 10027

*Charles Atkinson*

## Holidays in Peace Corps Countries

### August

- 10 Independence Day, Ecuador
- 12 Queen's Birthday, Thailand
- 13 Womens Day, Tunisia
- 16 Restoration Day, Dominican Republic
- 24 National Flag Day, Liberia
- 29 Heroes Day, Philippines

discussed and appropriate changes in strategies may be determined."

In closing, Clark said that they plan to further refine their ability to use data in critical management decision-making, particularly in the analysis of staff productivity. Also they plan to adopt similar approaches in other departments.

NCIH also sponsored an informal gathering for RPCVs during the conference. According to Graeme Frelick, RPCV and training coordinator for NCIH, the gathering was in response to interests raised by RPCVs to have an opportunity to network informally. Russell E. Morgan, director of the council, said that NCIH was a good mechanism for RPCVs to get information about job placement and educational opportunities to enhance their health careers.

*Patti Raine*

### September

- 10 National Day, Belize
- 13-17 10th Anniversary Celebration, Papua New Guinea
- 22 Independence Day, Mali

### October

- 4 Independence Day, Lesotho
- 14 Young Peoples Day, Zaire
- 17 Mothers Day, Malawi
- 23 Chulalongkron's Day, Thailand
- 27 3 Zs Day, Zaire

### November

- 6 Green March Day, Morocco
- 8 Queen's Birthday, Nepal
- 18 Independence Day, Morocco

### December

- 5 National Day, Thailand
- 9 Independence Day, Tanzania
- 11 Independence Day, Burkina Faso
- 18 Republic Day, Niger
- 28 King's Birthday, Nepal
- 31 Revolution Day, Ghana

*If any of you are participating in some of the special activities surrounding these events and have black and white photos you would like to share with your fellow volunteers, please send them, with appropriate identification to Peace Corps Times.*

# Making Music in Jamaica . . . from Scratch

When Frank "Jeremy" Treadwell arrived in Jamaica in January of 1983, he was assigned to work as an extension and training officer with the Agricultural Skills Training Programs. But, by the time he finished his in-country training, the ASTP was waning and it never fully recovered. Undeterred, Treadwell changed horses and became a crop extension officer, but soon realized his first choice was to work with young people. Treadwell, who holds a degree in agronomy from Michigan State University, moved to an assignment as agricultural instructor at the Richmond Secondary School in Richmond, St. Mary.

Treadwell's primary skills were in agriculture and wood-working but he had a real love of music. The local calypso, mento, soca and reggae beats inspired him to start a dance band as a secondary project. The local youth did not have enough instruments and no money to buy them, so Treadwell decided to try his hand at making instruments.

First, he made a guitar, then a banjo and then started experimenting with drums. By now, he was working full time with woodworking students. Together, they made two more guitars and three sets of trap drums which were put up for sale.

During the time the drum making project was developing Treadwell never lost interest in agriculture. Working with another PCV, a beekeeper, he designed and built a four-frame honey extractor which proved to be more durable and much cheaper than those which were imported. He also established a demonstration vegetable garden which became a reference point in his town and instructed his woodworkers in the skills of vegetable farming.

Treadwell left Jamaica at the end of June, but during his final days of service he was able to establish five of his students in a workshop provided by the Ministry of Agriculture. They go by the name of the Richmond Drum Makers. They make tom toms, single snares and professional trap sets which include snare, side and bass drums plus tom toms. The drums are priced at about one-fourth of the cost of imported percussion instruments and from all accounts are just as high in quality. The drum makers also work at building and repairing furniture as well as raising vegetables.

While developing the drum project with his students, Treadwell also produced an excellent manual, "Making Drums In Jamaica: The Modern Style."

Anyone interested in obtaining this manual may write to: PC/Jamaica, 9 Musgrave Ave., Kingston 10, Jamaica.

**Reminder**—The deadline for the 25th Anniversary Photo Contest is September 30.

Two categories—color and black and white. Slides may be submitted in the color category. You may enter 10 photos in each category.

Photos must be no smaller than 5" by 7" and no larger than 11" by 14".

Name, address, data and locale must appear on the back of photos. Also, you must submit a biographical sketch, no longer than one typed page, which includes dates and country of service.

Send entries to: Peace Corps Photo Contest, 25th Anniversary Office, M-1105, Washington, D.C. 20526. For more detailed information about the contest see the last two issues of *Peace Corps Times* or ask your Country Director.



*Woodworking students cover snare drum base with formica.*

Photos—PC/Jamaica



*Richmond Drum Makers display their ware from various stages of production to finished product.*

# To the Times

Dear *Peace Corps Times*,

A couple of days ago I read my first copy of the *Peace Corps Times*. I hope you would not mind my commenting on just one section of the March/April issue. This is the article "Holidays in Peace Corps Countries." I noted that for Ghana, Sept. 24 has been listed as Republic Day. For your information, 1981 was the last time this day was marked as such. Since 1982, July 1, the first time Ghana became a Republic, is the day that is celebrated.

If you can accommodate a few more insertions in order that your list might present an up-to-date picture, the following may be added to your list:

May 1, May Day  
June 4, Uprising Day  
July 1, Republic Day  
December 31, Revolution Day

Incidentally, the copy of the Times that I read was one that the local Peace Corps office passed on to the USIS-Accra staff.

I still remember fondly, the several Peace Corps Volunteers who contributed to my education at the high school level—like George Gerhart, Sheryl Petersen, to mention just two of them.

May all these selfless people who have been in the corps, those now in it as well as those that may join in the future, be blessed for their invaluable sacrifice.

Keep up the good work.

Mr. Sarpei Nunoo  
United States Information Service  
Accra, Ghana

Dear Mr. Nunno,

Thank you so much for letting us know about the correct day for the calendar. We get our information from something called, the "World Calendar" which obviously was in error.

We are delighted to hear of your connection with Peace Corps and appreciate your kind words about the Volunteers who taught at your high school and for your wishes for future Volunteers.

We all enjoyed your letter and the stamps. Thank you for writing.

The Editor

Dear *Peace Corps Times*,

I'm a Volunteer in Swaziland and though my assignment was to teach math, I am now teaching English and starting a library as a secondary project. As with most new libraries, my biggest problem has been obtaining books. I have, however, been able to tap an incredible source.

Half Price Books, a used book chain in Texas, has sent me many of the books I need. They have sent 12 boxes and 30 more are on the way. The only catch is that our school library pays the postage, but I have been able to meet that obligation with donations.

When I went home on leave in December, I spoke with Ken Gjemre, owner of Half Price Books. He is very enthusiastic about helping Volunteers obtain books. The offer he extended to me is also extended to all Volunteers.

Interested Volunteers should write him, mentioning what kinds of books they need. Specific titles would be difficult for him to supply, but general topics such as science texts, book-keeping, primary textbooks, "how to" books, could be shipped. Mr. Gjemre would like to put an article in the *Times* announcing his offer. Could you contact him?

Holly K. Gordon  
Nsukumbili Secondary School  
P.O. Box 1129  
Mbabane, Swaziland

Dear Holly,

First—a big thank you for sharing your good fortune with us. And, a special thanks to Ken Gjemre at Half Price Books in Dallas.

Mr. Gjemre's story and generous offer appears in this issue.

The Editor

To the *Times*;

Please add the Tenth Anniversary Celebration of Papua New Guinea Independence to your list of holidays. This year there is a week-long celebration, from Sept. 13–17, otherwise the date is Sept. 16.

Tom Muller  
P.O. Box 1  
Wewak, E. S. P.  
Papua New Guinea

Dear Tom,

Thanks for letting us know. I hope you are able to participate in some of the festivities and take some good photos to bring home.

The Editor

NOTE: Peace Corps Volunteers began serving in the South Pacific nation of Papua New Guinea in 1981.

## Free Books For PCVs

Need books for your library or school?

Ken Gjemre, owner of Half Price Books in Dallas, will send FREE books to Peace Corps Volunteers (see letters to the editor) in country. Half Price Books, a chain with 22 stores, will also take care of the labor and packing costs. However, Volunteers must pay the postage—55¢ a pound—the International Book Rate.

Simply send Mr. Gjemre a list of the general topics that you need—science, math, history, nature, etc., and he will take care of the details. Write to:

Ken Gjemre  
Half Price Books  
5526 East Mockingbird  
Dallas, Texas 75206

When you write to Mr. Gjemre, discuss postage payment with him. One caution, if for some reason you order the books and then leave country before they arrive, please make arrangements for someone to handle the postage bill when it arrives.

Mr. Gjemre, a member of the Peace Corps family, knows how difficult it is for Volunteers to get the books they need. His daughter, Christine, was a PCV in Saipan, Micronesia. To date, he has shipped free books to Volunteers in the Philippines, Costa Rica, Botswana, the Solomon Islands and Swaziland.

Peace Corps would like to take this opportunity to thank Ken Gjemre and his staff for their time and generosity.

## From the Field

# Demonstration Farm/Philippines

*The following article is taken from a piece which appeared in the December 1984 issue of Salaysayan, the Peace Corps/Philippines quarterly publication. The author of the article is John T. Gorman, editor of Salaysayan.*

**Appropriateness.** Talk to Peace Corps Appropriate Technology Volunteer James Peterson and his Filipino co-workers in Davao City, Mindanao and the term crops up time and again. Discovering, building and exhibiting new and suitable farming techniques has been Peterson's work there since he arrived in 1982. "A supermarket of ideas" is his description of his two-hectare integrated farm demonstration project for small-scale Filipino farmers.

Located on a hilly site twelve kilometers from Davao City, "The Farm," as Peterson and his co-workers call it, is an ideal locale to illustrate concepts such as Sloping Agricultural Land Technology (SALT), intensive gardening, multi-cropping, natural fertilizers, cost-effective fishponds and swine raising and inexpensive renewable energy devices. The Farm's features include two fishponds, an intensive gardening plot, a small piggery and methane bio-gas digester, an ipil-ipil and fruit tree nursery, and a hydro-ram and windmill for irrigation.

Peterson, who works in conjunction with the Ateneo de Davao Institute for Small farms and Industries, and under the supervision of University President Emeterio Barcelon, S.J., explained the project's genesis. "From the very start of my stay in the Philippines I saw methods and techniques of farming and work that were not understood by my western mind. As time passed and I asked many of the right and wrong questions, I found some of the answers. Many of these methods had good reason and showed good insight into farming in this environment with limited resources.

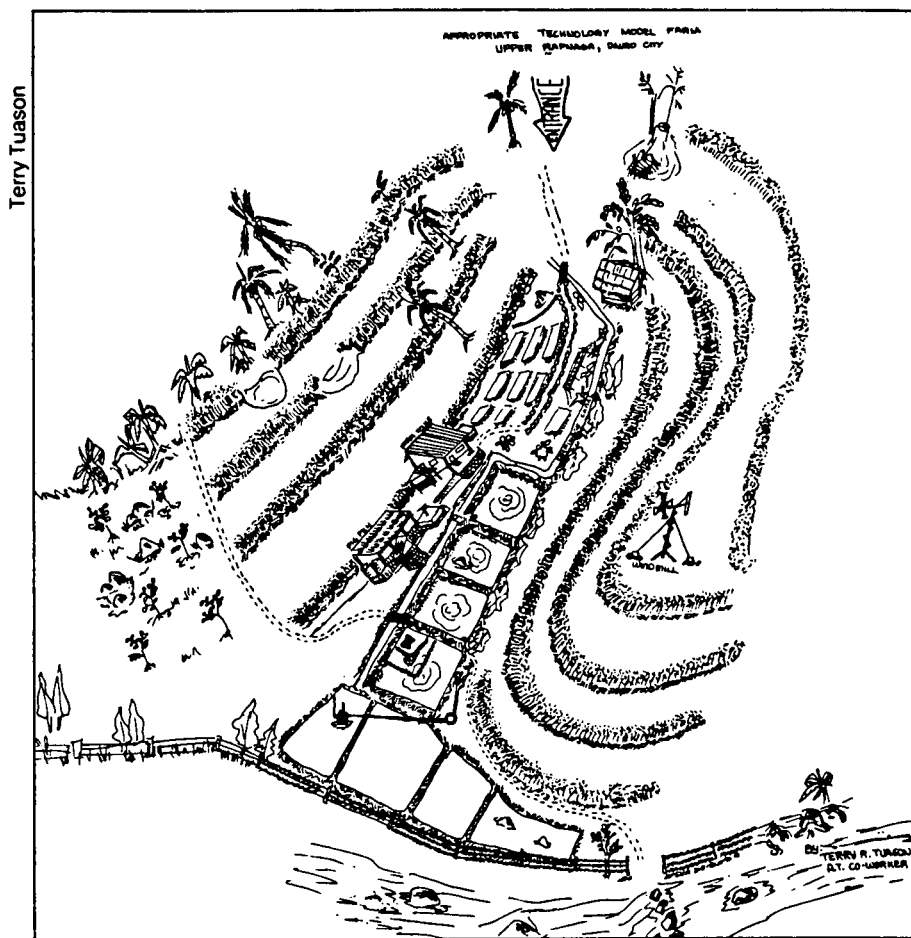
"But others not only fought the environment and made for more work, but taxed the already limited resources of the small-scale farmers. These imperfect methods were not easy to point at and say they were wrong without showing ways to do them better. Thus after studying many different projects and methods, our group settled on one that would demonstrate how a person of limited means could have more control of his existence."

Before coming to the Philippines in July, 1982, Peterson trained for two months at the Farrallones Center, Occidental, California. "Fantastic," is how he described the intensive prac-

tical course at the well-known appropriate technology center.

A firm believer in appropriate technology, Peterson wanted to adapt selected appropriate techniques to a rural Philippine setting. He felt there was a special need to test the applicability and feasibility of these technologies before presenting them to skeptical farmers.

"The project started well over a year ago when we found the ideas we presented were not only dismal failures, even though the concepts were sound and worked in other locations, but that we had no area in which to try new technologies before they were presented to the farming community.



**A BIRD'S EYE VIEW OF THE FARM**

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*"...a location was needed to train not only farmers, but students in good, solid, small farm techniques."*

*—James Peterson, PCV*

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Another problem faced the University: it was training agriculture students, but the only suitable locations for these students to do their practice was on large industrial farms. This training was good in theory, but records showed only a small percentage of graduating students were going to work on such farms. The rest were returning to a rural setting where the method used on the industrial farms just did not fit. Thus a location was needed to train not only farmers, but students in good, solid small farm techniques.

"A location was needed that was in a rural setting but close enough to the school and public transportation to be easily accessible by both students and farmers. Another problem was that the land had to be marginal land for the simple fact that good bottom land was easy to improve and good bottom land is running out here in the Philippines. Our final choice was a two-hectare piece just twelve kilometers from the University.

"With this piece of land in mind we carefully planned out a system that fit the land and adjusted this system to what we perceived to be the needs of the farmers in the area," said Peterson.

"Basically, the model farm was an attempt at a simple supermarket type look at many farm techniques and tools that can be used by the farmer to suit his needs. We have taken two hectares of marginal sloping land and put in an integrated farm system to show that from minimum inputs maximum returns can be found," he added.

How exactly does The Farm work? "Food crops such as rice, corn, peanuts, soybeans and various fruits are raised first for farm consumption, then the excess is used for market sale or is fed to the animals which are either eaten or sold at the market.

"With the high cost of animal feeds we are showing the farmers how to prepare their own feeds from crops grown on the farm. These can be mixed with agricultural waste, or plant parts that humans don't eat, to

raise quality animals for home use or market.

"Waste from the animals is funneled to a bio-gas digester which reduces harmful bacteria and produces cooking gas and light for the farmer. The waste, or sludge, from the bio-gas unit is then transferred to the two fishponds for fertilizer. This causes a plant bloom which the tilapia, carp and mudfish feed on. The fish are then harvested for farmer or market use and any fishpond waste is combined with composted material to serve as natural crop fertilizer. Thus, the circle is completed and you have a closed system wasting very little and open to inputs when necessary," explained Peterson.

With the costs of imported chemical fertilizers and commercial animal feeds spiralling and adding to the already heavy Philippine trade deficit, the Davao integrated farm project also makes good sense economically.

Another serious Philippine problem which the project addresses is the loss of irreplaceable topsoil due to erosion and denudation. "This land is sloping and erosion is a very real problem on the farm. To reduce the problem we are using sloping agricultural land technology, or SALT for short. In this concept we grow contour lines of ipil-ipil trees, which are fast-growing, hold the soil well and help to fix nitrogen," Peterson stated.

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*"Farmers tend to look askance at government technicians with starry-eyed schemes."*

*—James Peterson, PCV*

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The Ateneo de Davao project is similar to and borrows many concepts from the Baptist Rural Life Center in nearby Bansalan, Davao del Sur, run by the Reverend Harold Watson. But the Ateneo project is different in that it is specifically geared to fit the needs and constraints of a single farmer possessing limited financial resources.

Since the demonstration farm is targeted specifically at the small-scale Filipino farmer, currently one such farmer is living on and tending The Farm. "Just an average guy who

doesn't mind working," in Peterson's words, this man is a landless farmer who impressed the project directors with his hard work when hired to help clear the land. "We're trying to work it out so that he generates enough income to eventually buy his own land and someone new can move in," added Peterson.

This single farmer also creates a more realistic situation in which to test ideas. It often happens that well-intentioned but unworkable ideas fall by the wayside during actual implementation.

The resident farmer is also an asset in training other farmers on The Farm. "Farmers tend to look askance at government technicians with starry-eyed schemes," Peterson explained. "The real exchange of information, farmer to farmer, happens over a glass of tuba (coconut wine) at the end of the day when all the technicians are gone. That's where our farmer is invaluable."

Used for training purposes, The Farm was constructed in one stage with financial assistance from USAID's Accelerated Impact Program (AIP). This one-stage development is certainly impossible for the average small farmer. "With the whole system put up all at once, it costs far too much. But if it is done in stages or parts that fit the local environment, it will work. For example, at first go with the least expensive part, like SALT sloping, and work your way into what you need or want after that," he said.

Completion of all phases of The Farm is still a few years off. Peterson estimated that it will be at least four years before the methods are totally operational and efficient in the area. And the system will, of course, undergo changes as problems appear and further fine tuning will be needed all along the way.

Peterson points out that there has been substantial progress already. The finished SALT sloping technique used on the hillside performed admirably and effectively held the topsoil in place during a recent powerful monsoon. Peterson also stressed the success of their multi-cropping system with leguminous (mungo beans, peanuts and soybeans) and feed crops (corn) interspaced. "The multi-cropping is an excellent example of how man and nature work together to preserve the precious topsoil and still provide a livable income," he stated.

## Feature

# Programming: Matching Peace Corps' Resources to the Needs of Host Countries

Twenty-five years ago a representative of the fledgling office of the Peace Corps in Washington called on authorities of the Tanzanian government. The job of this emissary was to learn what Tanzanian officials wanted in the way of development assistance that the newly-formed Peace Corps could in fact provide.

Tools for analyzing the country's development needs were rudimentary, recruiting Volunteers was an untried process and no pre-printed forms existed to be filled out (in triplicate). Yet the Peace Corps did manage to match its human resources to the country's needs and a few months later the first group of Volunteers arrived in Tanzania to begin work in community development.

The Peace Corps programming system has changed considerably in the 25 years since that first program in Tanzania. Those years have seen an increase both in the number of program areas and the complexity of systems to support programming. Good programming, though, did and still does follow two basic tenets:

1. The Peace Corps presence in any country stems directly from a need identified by that country.
2. The Peace Corps bases its commitment to a host country on the agency's ability to deliver needed resources. This means recruiting the kind and number of Volunteers requested, training them adequately to perform the duties of their assignments, providing the technical, material and psychological support needed to make the program a success and ensuring sufficient funding (either directly or via collaboration with other organizations) for each step of the process.

Judith Hermanson, Chief of Program and Training for the Africa Region, stresses the importance of both sides of this programming equation. "We can be successful only by being able to respond to the needs of the country and by helping the authorities in a given country understand the resources that the Peace Corps has to offer."

## Integrated Programming and the Role of the APCD

In order to successfully respond to the development needs of a country, good programming requires a sound project plan. Such a plan results from a process which follows logically ordered steps. These steps include working with host country officials to set project goals and objectives, estimating the resources required for the project and by the Volunteers, and completing the final project design.

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*"We can be successful only by being able to respond to the needs of the country and by helping the authorities in a given country understand the resources that the Peace Corps has to offer." Judith Hermanson—Africa Region*

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The process also involves analyzing the tasks Volunteers will perform and the skills they will require, (and communicating this information clearly to the headquarters recruitment office), conducting site surveys and preparing a preservice training design for the incoming PCVs.

Developing the project plan as part of an integrated programming system is most often the responsibility of the Associate Peace Corps Director or Program Manager incountry. One of the newest of these PC field staffers, Nepal APCD Donna Fiebelkorn, describes the programming process this way: "Good programs are well thought out. They have a beginning and an end with interim objectives and a process of evaluation. They fit both the country's and the Peace Corps' overall objectives."

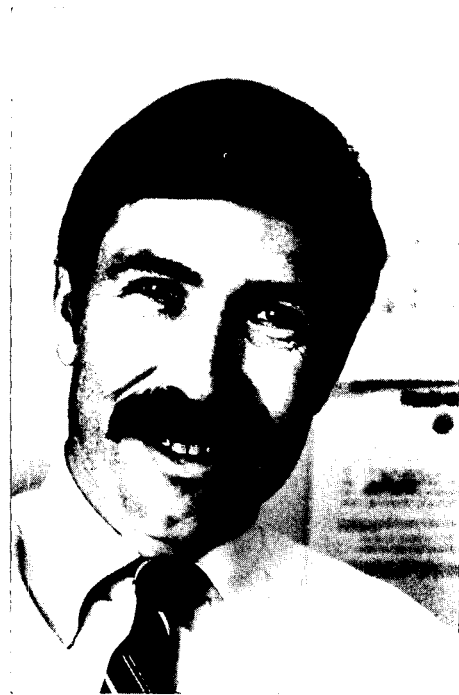
The APCD responsible for programming must rely on a detailed analysis of the unique historic, geographic, economic and demographic conditions of the country to match country needs with PC resources. Phil Jones, former APCD/Ag in Kenya and current Agriculture Specialist in the Office of Training and Program Support (OTAPS), explains, "To analyze a country's needs you have to find out what development projects

have already taken place, which ones have succeeded, which ones failed and why.

"In some areas that alone means researching an enormous number of projects started up by various organizations such as the U.S. Agency for International Development (USAID), the World Bank and private volunteer organizations (PVOs). But if you don't find out about those mistakes that have already been made, you are doomed to repeat them."

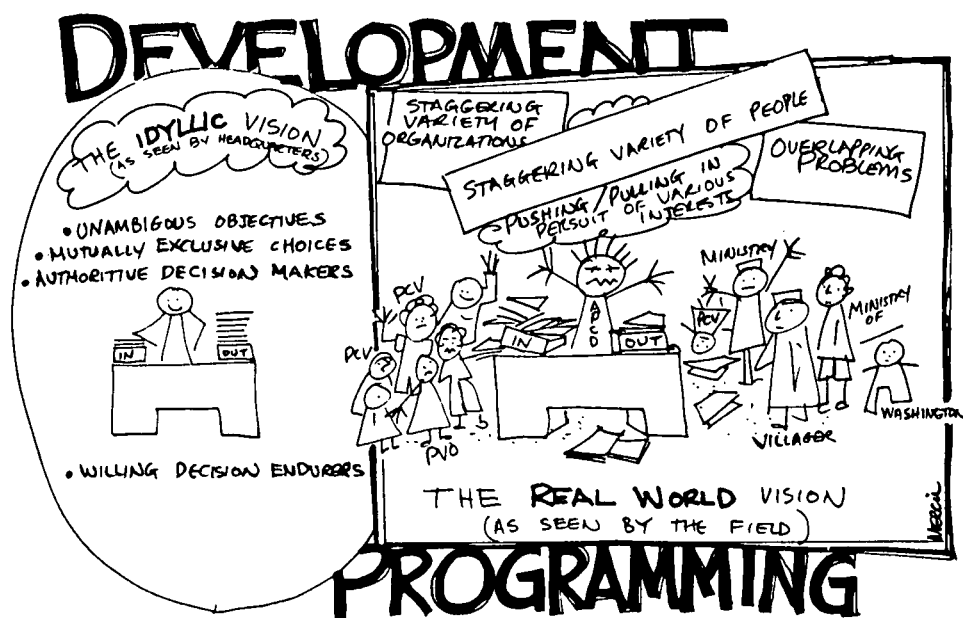
Jones also stresses the importance of relationships with host country officials as an element of successful programming. "For a program to be a success, the country must have pride of ownership. The very best programs are developed with the ministry officials who have the opportunity to tie into other support systems, such as AID money. But to work closely and well with ministry officials requires a relationship of trust, which takes time to develop."

Of course underlying all programming activities is the Peace Corps philosophy of development as commu-



*Peter Kresge, Director of the Program Support Division, Office of Training and Program Support (OTAPS)*





nity-based, participatory, technologically appropriate and self-sustaining. Good programs are developed with these elements in mind. They also demonstrate a commitment to the role of women in development and, ultimately, a concern for project replicability through documentation and information sharing.

### “Real-World” Challenges to Good Programming

Anyone who has worked in development for some time will recognize these hallmarks of good programming as familiar development principles. As Donna Fiebelkorn says, “These ideas aren’t new. They have been practiced before and they are being practiced now.”

Yet the ideal of the perfect project plan can be difficult to achieve in the “real world” of competing demands, limited time and diverse goals in which the APCD works. Even the most carefully developed plans are subject to changing host country priorities, shifting resources, unavailability of funds and any number of “last-minute glitches.”

“Programming is a dynamic process,” says Peter Kresge, Director of the Program Support Division in OTAPS. “Many things can happen between the planning stage and im-

plementation. It’s important to remember that the project plan is not carved in stone. Flexibility is critical.”

The realities of the APCD’s situation present other challenges to the programming process. One common problem is that designing development projects and maintaining contacts with local ministry officials are only a few of an APCD’s many duties. Often she is responsible for planning inservice and preservice training sessions and for providing technical, material and psychological support to the Volunteers.

“The APCD is so strapped for time that programming often takes a back seat,” Phil Jones explains. “He spends the bulk of his time surveying sites, working in and for training programs and in Volunteer support. The APCD spends a lot more time putting out fires than he does developing programs.”

Another problem is that of lack of continuity. The natural mobility of development workers overseas and the Peace Corps’ five-year limit on staff assignments can mean a typical APCD may be in one country for a few years at most.

Jones argues, “We often stay such a short time in a country that we fail to fully cultivate relationships with host country officials and so we must rely on our host country APCDs to pro-

vide the continuity that builds trust.”

Peter Kresge adds that, in this context, thorough project documentation becomes crucial to providing the continuity that is necessary for successful programming. “Many of our programs have been in existence as long as the Peace Corps itself,” he explains. “But with frequent staff turnover and little documentation in the way of project plans or goals written for the life of the project, we lose the institutional memory of why we got into a particular set of activities to begin with. We thereby lack the means of evaluating whether or not we ever reach our original goals.” This situation can, and does, breed inconsistent and spotty programming.

### Finding the Right Volunteer for the Job

Problems also arise in matching the right resource to the specific need. In Peace Corps terms this means identifying Volunteers with the right combination of skills to do a particular job. Often requests for Volunteers do not reflect the reality of what Peace Corps can best deliver in the way of human resources. Increasingly, job requirements are high and tasks are very specialized in certain Volunteer assignment areas.

For example, PC staff incountry might ask for 15 teachers of English as a Second Language, each with an M.A., prior teaching experience and fluency in French. If these qualifications must be met before the applicant enters PC training, they can be so limiting that they rule out the bulk of those willing to become Volunteers. Highly specialized technical skills are often hard to find among the “pool” of potential Volunteers, most of whom can be described as “generalists” with good communications skills and high motivation.

Bruce Cohen, Director of Recruitment for Peace Corps, argues, “The Peace Corps cannot let itself slip into the notion that it is interested only in technical skills. The commitment to the cultural experience and to the development of cross-cultural skills is just as important. Liberal arts people are still very useful to the Peace Corps and we have to develop projects, backed up by effective skills training programs, with their abilities in mind.”

Skills training programs, such as those managed by OTAPS in State-side training for agriculture, fisheries



and forestry, can help narrow the gap between the skill levels required and those available. That is one reason the development of a preservice training plan for incoming Volunteers is considered an essential step in the programming process.

According to Michael Mercil, Director of the Training Support Division in OTAPS, ideally "training takes generalists and turns them into the development workers that projects require." But this can only happen if the tasks that Volunteers will do and the skills they need to do the job have been carefully analyzed as part of the project plan.

Another problem on the "delivery side" of programming arises from the use of a standard list of Volunteer job categories, known as "Assignment Areas." The list is meant simply to facilitate communication about the kinds of Volunteers needed from the field to headquarters. Yet some programmers, for a variety of reasons, feel they must mold their programs to fit one of the standard categories.

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*"Programming cannot take place in a vacuum either as a response to random requests from the field or to the pool of applicants available to draw on in any given period." Judith Hermanson—Africa Region*

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Others tend to see the list of 55 Assignment Areas as a "menu", as Peter Kresge puts it. Some host country officials and APCDs tend to assume that adequate numbers of Volunteers, training and support can be provided for every kind of project suggested by this "menu" in every country.

Kresge insists, "We have to target our thinking and limit ourselves to the kinds and number of projects we can do well in each country. I'd like to see us move into more focused programming and get away from this practice we have inadvertently slipped into of accepting a head count and filling it every year."

### One Solution: The Integrated Programming System

All of these issues point back to the need for an integrated programming system in which the logical steps of a "task analysis" are taken with specific development programming goals in

mind. The project plan which arises from this process allows for better utilization of all the resources available to a given country and to the Peace Corps.

Judith Hermanson explains, "Programming has to have goals at which all the activities of a project are aimed. These must be goals that can be achieved and the progress toward them measured. Programming cannot take place in a vacuum, either as a response to random requests from the field or to the pool of applicants available to draw on in any given time period."

The use of a standard integrated programming system can ease the burden on staff who will no longer be required to gather different kinds of data in different years (or different countries), but instead can build on work done in previous years or by previous staff. The documentation produced as part of the process can also do much to provide needed continuity over time.

The concept of an integrated programming system is not new to Peace Corps, but involved parties now have a focal point for their concerns. Aware that the ability to design and deliver quality programming on a consistent basis is at the heart of its continuing success, the Peace Corps recently created the interdepartmental Program Advisory Group to provide an agency-wide forum for discussion of programming issues.

The Group includes representatives of Marketing, Recruitment, Placement and Staging (MRPS), Management branch and each of the three regional offices and is chaired by Peter Kresge. Since it includes those who work with both the Volunteer delivery side and the PC field side of the programming equation,

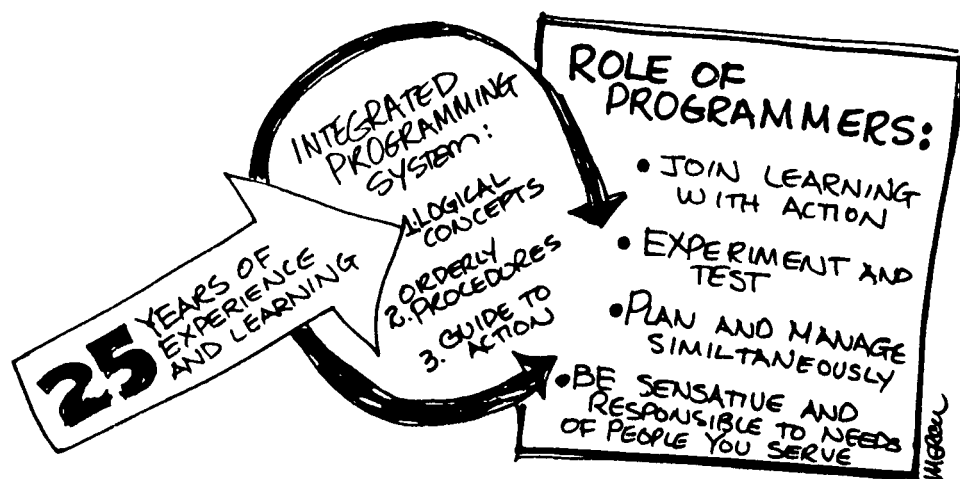
the group itself can provide an integrated approach to the thorny problems of matching PC resources with host country needs.

Since the PC field staff is the key to success of the integrated programming system, the agency has begun to take a new look at training and support for overseas staff. It is becoming widely recognized that a thorough grounding in the integrated programming system, followed up with regular inservice workshops and periodic on-site program consultancies can work together to improve staff programming skills.

New PC staff are introduced to the elements of the integrated programming system by OTAPS staff members in overseas staff training sessions. According to Scott Smith, Coordinator of Staff Training, during the newly expanded programming component of training participants watch a film entitled "Maragoli" which depicts the realities of a rural province in a developing country. Then, Smith says, "working in groups of about five, the staff trainees identify the development issues in the province and create development projects to address those issues. It is simulation training done in a very compressed period of time."

Smith says that although the session is grueling—in three days the trainees take a project plan through every phase of development—it gets an excellent evaluation from the trainees. Many of the overseas staff familiar with various aspects of programming problems in the field, including the Volunteer dissatisfaction that can result from assignment to a project with vague goals, see the potential of the integrated programming system, and are eager to put it to work.

In addition to increasing the



amount of time devoted to programming in the Washington-held overseas staff training program, OTAPS staff members Peter Kresge and Michael Mercil are developing plans for continued staff training in inservice workshop sessions. Such sessions would be useful in upgrading the programming skills of those who have been through the expanded staff training in Washington, as well as providing training for those Country Directors and APCDs already in the field.

As a further backup, programming consultation sessions can be arranged with Sector Specialists in OTAPS for concentrated work in specific program areas such as health or agriculture.

To further assist APCDs faced with

### **The Integrated Programming System**

#### **Volume I—Programming Standards**

According to the introduction, this volume "... discusses step one in the programming process, understanding the Peace Corps." In this manual programming terms, roles and responsibilities are defined and the parameters of Peace Corps programming are presented. The audience for this volume is "... all Peace Corps staff, host agency personnel and others involved with Peace Corps programming."

#### **Volume II—Determining Host Country Needs and the Peace Corps' Response**

Takes a programmer through the complete process of developing a Project Plan and presenting it to the appropriate host country authorities so that actual work on the project can begin.

#### **Volume III—Project Planning and Documentation**

Step-by-step guidelines detailing what a programmer must do when selecting and developing full-scale development projects, starting with setting goals and objectives and finishing with a preservice training design.

### **REFLECTING PEACE CORPS DEVELOPMENT PHILOSOPHY AND HOST COUNTRY NEED**

1. Increases local capacities
2. Beneficiaries are most needy
3. Project seeks lasting solution
4. Beneficiaries are part of the project development process
5. Project uses locally available resources
6. Volunteer assignments are at local levels where needs occur
7. Volunteers do not displace qualified and available local workers
8. Projects are complimentary to other development activities
9. Project has potential for replication

### **REFLECTING RESOURCE AVAILABILITY**

1. Types and numbers of Volunteers represent and reflect available applicant pool
2. Local Peace Corps operations have staff and resources to support project and Volunteers
3. Host agencies have staff and resources to support project and Volunteers

the need to develop consistency in all aspects of delivering quality programming, Michael Mercil recently worked with the Program Advisory Group to rewrite, simplify, and clarify the *Peace Corps Programming Systems Handbook* which was first published in 1981. The Peace Corps concept of integrated programming will now be embodied in a new three-volume series entitled the *Integrated Programming System*. (See box.) The manual provides a simplified format for designing or improving development projects incountry.

Another programming tool being developed in consultation with the Program Advisory Group is the *Sector Guideline Series*. This series is especially designed to help APCDs called

on to do programming in areas outside their technical expertise. Each of the booklets in the series will be devoted to a specific technical program area: agriculture, education, energy, fisheries, forestry, health, small enterprise development and water/sanitation.

The combination of the Integrated Programming System, Sector Guidelines, opportunities for training in the development of programming skills and program consultancies provided by Sector Specialists should help to make programming a more manageable part of the APCD's job. The result will be programming that makes a better match between host country needs and Peace Corps resources.

(Programming continued p. 24)

# Water Treatment and Sanitation

The problems of water treatment and waste disposal are so pervasive in developing communities, it is a rare Volunteer who has not had some experience with latrine construction, simple methods of water purification or educating their host communities about fecal-borne diseases.

For many Volunteers this experience has been gained as a result of "secondary" activities outside their primary area of assignments working most often at the household level. For others, water treatment and sanitation projects are their primary area of responsibility. A significant proportion of these Volunteers work on a large scale at the community level.

ICE has a number of publications to assist Volunteers with water treatment and waste disposal projects. The descriptions below have been loosely grouped into "household" and "community" levels for easier access. However, some titles will be useful to Volunteers working at either level.

## HOUSEHOLD LEVEL

- *Sanitation Without Water* provides practical information on how to design, build and maintain several different types of latrines. The book emphasizes low-cost designs for areas where water may be scarce and includes diagrams and step-by-step instructions for building compost and improved pit latrines. *Available free through ICE to all PCVs and staff working in related projects.*

- *Compost Toilets* discusses the advantages and potential problems of composting systems for excreta. Produced by the National Center for Appropriate Technology, this booklet is written more for the U.S. homesteader. However, the designs are complete and clearly diagrammed and could be adapted for use in developing communities where this type of system is culturally appropriate. *Available free through ICE to PC offices/resource centers incountry only.*

- *Ventilated Improved Pit Latrines: Recent Development in Zimbabwe* argues the advantages of this design for odor

and fly control. The booklet, based on a World Bank/UNDP project, describes and provides construction details, original VIP design and a number of low-cost variations using local materials. *Available free through ICE to PC offices/resource centers incountry only.*

- *Water Purification, Distribution and Sewage Disposal*, an ICE reprint, is primarily written for those working at a community level (see below). However, it does contain a number of useful latrine designs, including the Thailand Water Seal privy. This book also provides some basic information on slab construction and working with concrete that would be of use to Volunteers working at any level. *Available free through ICE to all PCVs and staff.*

## COMMUNITY LEVEL

- *Water Purification, Distribution and Sewage Disposal* describes small-scale community systems for water supply and treatment and waste disposal. The book provides information in lesson plan format on planning community systems (financing, capacity, construction and maintenance requirements) as well as construction details for various system components. *Available free through ICE to all PCVs and staff.*

- *Safe Water and Waste Disposal for Rural Health: A Program Guide* covers all the important aspects of planning community systems for water supply, waste disposal and environmental health. The book describes a number of options for appropriate systems, citing advantages and disadvantages as an aid to selecting the right system for a particular community. Construction details for systems described can be found in *Rural Water/Sanitation Projects: Water for the World*. This publication, a series of technical briefs, provides diagrams and instructions for building both household and community waste purification and waste disposal systems, including disinfection units, household water filters, latrines and wastewater disposal systems. *Both publications are available free through ICE to all*

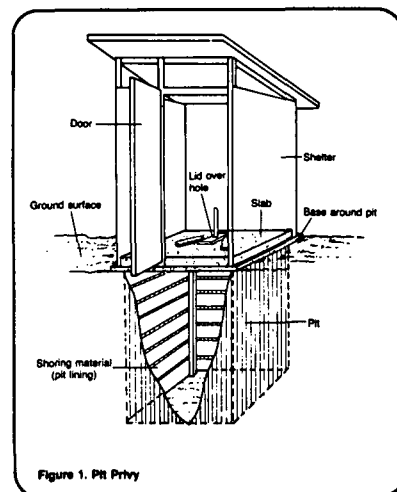
*PCVs and staff working in related projects.*

- *Small Excreta Disposal Systems* surveys several kinds of village-level disposal systems and provides some design formulas. The book is written for those without formal training in the subject. *Available free through ICE to all PCVs and staff working in related projects.*

- *Water Treatment and Sanitation: Simple Methods for Rural Areas* provides a non-technical approach to the problems of water quality and waste treatment at the village-level. The sections on water testing and treatment are especially useful to those working on a smaller scale with few resources. *Available free through ICE to all PCVs and staff working in related projects.*

- *Rural Sanitation: Planning and Appraisal* is a simple guide to assessing the sanitation needs of the community and determining the most appropriate options for assistance. This booklet is written primarily for health or other community workers without a background in sanitation. *Available free through ICE to all PCVs and staff working in related projects.*

- *Guide to Simple Sanitary Measures for the Control of Enteric Diseases*, a WHO publication, is a more technical guide to the public health aspects of



Taken from: *Rural Water/Sanitation Projects, a manual of excerpts from the Water for the World series.*

water purification, waste disposal and environmental sanitation. This publication stresses assessment of existing facilities with the aim of improving water quality and eliminating environmental health hazards. It contains separate sections on food sanitation and emergency situations. *Available free through ICE to all PCVs and staff working in related projects.*

• *Water, Wastes and Health in Hot Climates* also takes a more technical approach to the subject. This series of papers by a number of authors, covers a wide range of topics from water-borne diseases and water testing to institutional development and cost benefit analyses for water systems. This book would be most useful for those with extensive technical backgrounds. *Available free through ICE to PC offices/resource centers incountry only.*

• *Slow Sand Filtration* provides thorough coverage of both the theoretical and practical aspects of designing, constructing and maintaining a community system for purifying polluted surface water. The technique described is both low-cost and appropriate to developing communities in tropical areas, but demands a

degree of technical skill. The book provides construction details for four typical designs. *Available free through ICE to PC offices/resource centers incountry only.*

• *Low Cost Technology Options for Sanitation: An Annotated Bibliography* lists publications of special interest to engineers and administrators working in waste disposal programs. Emphasis is placed on collection and treatment for both on- and off-site systems, as well as reuse alternatives and conservation techniques. *Available free through ICE to PC offices/resource centers incountry only.*

## EDUCATION

• *Water and Human Health* provides detailed information and a bibliography for each of a number of water and health related areas, including water borne and water-washed diseases. The book also discusses water quality testing, improvements in water treatment and waste disposal and

the health impact of community water supplies. This publication would be useful for both water/sanitation and health Volunteers. *Available free through ICE to all PCVs and staff working in related projects.*

• *Health Education: A Study Unit on Fecal-Borne Diseases and Parasites* is of special interest to Volunteers working in school settings. This ICE reprint provides simple lesson plans on common diseases and parasites related to poor hygiene and sanitation.

• *ICE's many manuals, reprints and other publications* related to health education and communicable and diarrheal diseases all contain sections useful to Volunteers working in community education projects related to water and sanitation. The most recent *Whole ICE Catalog* describes these publications in detail. The ICE Resource Center also contains information of all kinds relating to water treatment, sanitation and health education related to water.

### GIVE!

The ICE staff works hard to provide you with the most relevant, up-to-date technical information for your projects. Not surprisingly, the most useful materials we distribute are those which have been developed over the years by Volunteers like you working in agriculture, education, forestry and a host of other areas.

We depend on contributions from PCVs and staff in the field to build our collection of appropriate technical materials. Volunteers contributions are frequently published as how-to manuals. They often appear as articles in the ICE Almanac. And they make up the bulk of the reports, designs, lesson plans and other documents in the ICE Resource Center.

We are vitally interested in the results of your work. Take time to write up your fisheries project or your design for a better appropriate technology mousetrap and send it to ICE. Your fellow PCVs around the world will thank you for it!

## Volunteer-to-Volunteer Network

### Forestry

Would you like to correspond with a PCV undertaking the same project initiatives in another country or in another part of the world? Then send us the following information. We will then produce a list from all the names we receive and send a copy. If you miss the first round we will add your name to updated editions.

Name \_\_\_\_\_

Mailing Address \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Starting Date in Peace Corps \_\_\_\_\_

Likely Final Service Date \_\_\_\_\_  
\_\_\_\_\_

### Forestry Specialties and Interests

- |                               |                                     |
|-------------------------------|-------------------------------------|
| _____ Agroforestry            | _____ Wildlife Management           |
| _____ Nursery Development/    | _____ Fuelwood Plantations          |
| _____ Management              | _____ (Woodlots)                    |
| _____ Plantation Development/ | _____ Environmental Education       |
| _____ Management              | _____ Forest Management             |
| _____ Fruit Trees             | _____ General Forestry (Arid, Moist |
| _____ National Parks          | _____ Tropics, Savanna, High        |
|                               | _____ Elevation)                    |

# NETWORKING

## PATH

ICE has added another journal to the list of periodicals it distributes to the field. ICE will distribute two copies per country of *HEALTH TECHNOLOGY DIRECTIONS*, a newsletter published three times a year by the Program for Appropriate Technology in Health (PATH).

PATH is a non-profit organization dedicated to the development and application of appropriate technologies for primary health care programs in developing countries. PATH collaborates with local and international groups to create or adapt health technologies and to increase their availability, acceptance and use.

Some products and technologies that PATH has developed are: an alternate packaging of oral rehydration salts; a vaccine heat exposure indicator; and a PATHtimer for monitoring boiling time. PATH designed these technologies with low-level literates in mind. Pictorial instructional materials and package labeling facilitate correct use by those who do not read well.



"Explaining ORT: A Mexican Pamphlet." *Population Reports*: series L, no. 2, rev. (July-August 1984)

In order to disseminate information about these new developments in primary health care technology PATH publishes *HEALTH TECHNOLOGY DIRECTIONS*. *DIRECTIONS* analyzes new products and techniques and includes a section called "Materials Available" which refers the reader to other sources of materials and information.

In addition to technology development, PATH and her sister organization, Program for the Introduction and Adaptation of Contraceptive

Technology (PIACT), are involved in product production and marketing through the U.S.A.I.D.-sponsored Health Link program and PATH/PIACT's International Loan Fund for Health Technology.

Health Link connects corporations in developed countries with manufacturers of health products in developing countries to assist in the transfer of products, processes and expertise. Health Link provides financial assistance and other support for technology transfer activities.

The International Loan Fund (ILF) offers loans to organizations in developing countries to purchase equipment for appropriate health processes and technologies. Applicants to the ILF must demonstrate that the equipment is sound, that the product will sell, and that the products will be distributed to the appropriate users.

Continue to direct your health-related questions to ICE, but for information on PATH as an organization write to:

PATH  
Canal Place  
130 Nickerson Place  
Seattle, Washington 98109  
U.S.A.

## THE TREE PROJECT

The Tree Project began as an activity of the United Nations' International Youth Year, 1985, to encourage youth groups throughout the world to become involved in forestry projects. As a program of the Non-Governmental Liaison Service of the U.N., the principle purpose of the Project is to link governments, non-governmental organizations (NGOs), the U.N. and local youth groups in reforestation efforts.

At the heart of the Project is the International Tree Project Clearinghouse (ITPC) which is responsible for coordinating the Project's information gathering and disseminating efforts. Through its referral system and emerging database, ITPC is a catalyst for network building between NGOs and other organizations. ITPC fosters collaborative efforts between organizations which may take the form of: technical cooperation; the exchange of environmental education materials; the provision of seeds;

or referrals to sources of funding. For example, a recent incountry consultation in Senegal brought together donor agencies, governmental officials, NGOs and other experts from several countries which resulted in information exchange on the design, implementation and evaluation of projects.

ITPC distributes a free bimonthly newsletter, *TREE PROJECT NEWS*, which profiles NGO projects and serves as an information source for organizations involved in reforestation. Although the Project began with a mandate for the U.N.'s International Youth Year, it has broadened its scope to include all types of community-based organizations and hopes to maintain momentum to continue after its mandate has expired.

For more information on the Project and how you may participate write to:

International Tree Project  
Clearinghouse  
Non-Governmental Liaison  
Service  
DC2—Room 1103, United  
Nations  
New York, New York 10017

## ECHO UPDATE

Educational Concerns for Hunger Organization (ECHO) is a non-profit organization based on a demonstration farm in southern Florida. ECHO coordinates research on the potential of "underexploited" tropical crops and other plants by providing seeds to agriculturalists in developing countries. Recipients of the seeds report their findings back to ECHO which shares this information with others in similar circumstances. Peace Corps Volunteers and others are assisted in this seed experimentation by Dr. Martin Price, ECHO's founder and Managing Director.

ECHO publishes a monthly newsletter, *ECHO DEVELOPMENT NOTES*, which provides information on a variety of agricultural topics. ICE currently distributes 1,000 copies of the *NOTES* to PCVs through PC offices and resource centers incountry. This number can easily be increased if additional copies are requested. ECHO provides the newsletter and all services free of charge.

(Networking continued p. 24)

# Sector Updates

## AGRICULTURE

**Vegetables in the Tropics**, by H.D. Tindall (AVI Publishing Company, Inc., 250 Post RD. E., P.O. Box 831, Westport, Connecticut 06881) 521 pp. \$37.50.

Provides practical, applicable information on vegetable crops grown in the tropics. Contains information on crop production, and a description of the related scientific principles involved. Intended to lead to more awareness of the potential which exists for increasing the production of vegetable crops in tropical regions. Vegetables described are in alphabetical order by family, genus and species; common names are also listed. Extensive bibliography included.

**Available free through ICE to PC offices/resource centers incountry only; two copies per country.**

**Tropical and Subtropical Fruits, Composition Properties and Uses**, by Steven Nagy, PhD. and Philip E. Shaw, PhD. 1980 (AVI Publishing Company Inc., 250 Post RD. E., P.O. Box 831, Westport, Connecticut 06881) 559 pp. \$54.50.

Discusses tropical and subtropical fruits—origin, distribution, varieties grown commercially, present and future importance. Includes many figures, tables and photographs. Extensive bibliography.

**Available free through ICE to PC offices/resource centers incountry only; two copies per country.**

## ENERGY

**Electricity from Sunlight: The Future of Photovoltaics**, Worldwatch Paper #52, by Christopher Flavin. 1982 (Worldwatch Institute, 1776 Massachusetts Avenue, N.W., Washington, D.C. 20036) 63 pp. \$2.00.

Discusses the versatility of photovoltaics, but emphasizes the current price of such systems. Describes the advantages of photovoltaics either on an individual or village-wide basis

and argues that solar power is the technology of the future.

**Available free through ICE to all PCVs and staff working in related projects.**

## EDUCATION

**Fundamentals of Machine Operation: Tractors**, developed by Keith Carlson. 1974 (John Deere Service Publications, John Deere Road, Moline, Illinois 61625) 304 pp. \$13.80.

Manual designed for teaching the basic knowledge of tractors and their proper operation and care. Includes information on engines, power trains, hydraulics and other components of tractors. Discusses tractor safety, maintenance and storage. Includes sample quizzes, diagrams and an outline for a tractor operator clinic for use in curriculum/lesson planning.

**Available free through ICE to all PCVs and staff working in related projects.**

**Fundamentals of Machine Operation: Combine Harvesting**, developed by Keith Carlson. 1974 (John Deere Service Publications, John Deere Road, Moline, Illinois 61625) 196 pp. \$10.90.

Describes the basic functions of combines: cutting, feeding and threshing. Discusses propulsion systems, hydraulics, electrical systems, control cabs and special equipment. Includes discussion activities, laboratory exercises, diagrams and a sample combine operators clinic for use in curriculum/lesson planning.

**Available free through ICE to all PCVs and staff working in related projects.**

## FISHERIES

**Methods for Assessment of Fish Production in Fresh Waters**, edited by Timothy Bagenal. Third edition. 1978 (Blackwell Scientific Publica-

tions Ltd., Osney Mead, Oxford OX2 OEL, England) 365 pp. \$10.20.

A review of present status of freshwater fish production for benefit of capture fisheries projects. Describes recommended methods for the study of productivity. Discusses the capture, sampling, examination, identification, marking, tagging, age, growth and production of freshwater fishes. Includes helpful references, charts, tables and illustrations.

**Available free through ICE in limited supply to countries with capture fisheries programs.**

**The Economics of Catfish (*Clarias Spp.*) Farming in Central Thailand**, by Theodore Panayotou, Sarun Wattanutachariya, Somporn Isvilanon and Runagrai Tokrisna. 1982 (IC-LARM, MCC P.O. Box 1501, Makati, Metro Manila, Philippines) 60 pp. \$10.00 (airmail).

Report of an economic study of *Clarias* production. Includes a general discussion of *Clarias* production and its recent problems, specific fish-farming practices, cost structure and prof-

Publications listed as "available through ICE" are free to PCVs and staff according to the distribution policy indicated for each title. For the benefit of our non-Peace Corps readers, complete ordering information has been provided for all titles.

PCVs and staff may order ICE publications by letter or cable from: Peace Corps Information Collection and Exchange, Rm M-701, 806 Connecticut Avenue N.W., Washington, D.C. 20526 USA.

Please note: additional copies of limited-distribution titles and materials which are listed as "not currently available from ICE" must be purchased directly from the publisher using incountry funds. PCVs should contact their incountry staff regarding assistance in making these work-related purchases.

itability of catfish farms, and the role of farm size and experience in production. Provides a mathematical framework for the production function. Findings are expressed in economic terms. Includes detailed charts.

**Available free through ICE in limited supply to PC offices/resource centers incountry only.**

## FORESTRY

**Spreading Deserts—The Hand of Man**, Worldwatch Paper #13, by Erik Eckholm and Lester Brown. 1977 (Worldwatch Institute, 1776 Massachusetts Ave., N.W., Washington, D.C. 20036) 40 pp. \$2.00.

Discusses the problems and effects of desertification. Specifically discusses the effects of droughts and food production prospects in desert areas. Emphasizes the importance of viewing desertification as a social, as well as ecological, problem.

**Available free through ICE to all PCVs and staff working in related projects.**

## HEALTH

**Small Children: Their Initiation to Life**, International Children's Centre, Children in the Tropics nos. 135-136-137. 1982 (International Children's Centre-Paris, Chateau de Longchamp, Bois de Bologne, 75016 Paris) 112 pp. \$4.00.

Discusses childhood development, education and communication skills. Stresses the importance of preschool education. Provides useful diagrams on developing motor coordination and play equipment. Includes charts on stages of child development.

**Available free through ICE to all PCVs and staff working in health or education.**

**Our Bodies, Our Selves**, by the Boston Women's Health Book Collective. 1979 (Simon & Schuster, 1230 Avenue of the Americas, New York, N.Y. 10020) 383 pp. \$9.95.

Gives women's perspectives on sexuality, relationships, health habits, rape, self-defense, venereal disease, birth control, abortion, parenthood,

pregnancy, infertility and menopause. Deals with these issues from an American perspective. Includes descriptive diagrams and photographs. Would be useful for Volunteers involved in family planning and women in health projects, as well as for personal health maintenance.

**Available free through ICE to all PCVs and staff working in related projects.**

## RESOURCES

**Grants for International and Foreign Programs**. 1983 (The Foundations Center, 888 7th Ave., New York, NY 10106) 97 pp. \$28.00.

Lists 1,383 grants of \$5,000 or more available from 133 foundations. Covers grants for broad purposes to institutions and organizations in foreign countries, and to domestic recipients for international activities.

**Available free through ICE to all PC offices/resource centers incountry only; two copies per country.**

## SED

**Complete Guide to Sewing**, Reader's Digest, 1982 (Reader's Digest Association, Pleasantville, N.Y. 10570) 528 pp. \$20.00.

Includes complete instructions, patterns and a list of necessary tools for constructing basic items of clothing. Also discusses methods of tailoring, sewing children's clothing and some home furnishings. Many useful drawings and pictures of all aspects of clothing construction.

**Available free through ICE to PC offices/resource centers incountry only; two copies per country.**

## SPECIAL EDUCATION

**The Comprehensive Signed English Dictionary**, edited by Harry Bornstein, Karen L. Saulnier and Lillian B. Hamilton. 1983 (Kendall Green Publications, Gallaudet College Press, 800 Florida Ave., N.E., Washington, D.C. 20002) 456 pp. \$25.95.

Complete guide to English Sign Language. Comprehensive dictionary contains more than 3,100 sign words and 14 grammatical markers, as well as the manual alphabet. Fully illustrated, contains contemporary vocabulary. Designed for signers of all

The ICE ALMANAC features a variety of Volunteer ideas and technologies which can be adapted locally and highlights particular program areas with notes and recommendations from programming specialists in the Office of Training and Program Support.

Information Collection and Exchange (ICE) is Peace Corps' central technical information unit. As such ICE provides a means of collecting and sharing the best results of Volunteer programs in the field. Volunteers are encouraged to contribute information to the ICE ALMANAC or ICE Resource Center. Contributions, requests for technical information or correspondence concerning the ALMANAC should be sent to: ICE, Peace Corps, Rm. M-701, 806 Connecticut Ave, N.W., Washington, D.C. 20526.

Donna S. Frelick, RPCV/The Gambia and Coordinator of ICE, is ICE ALMANAC editor. Managing Editor is David Thomas. Special assistance for this issue was provided by Johnnie Prather and the marvelous OTAPS Support Staff.

## FREE!! To ALL Who Order First Come, First Served

R-48—Biogas/Biofertilizer Handbook

RE08—TAICH Directory, 1978: U.S. Nonprofit Organizations In Development Assistance Abroad

We must make room for new editions! Though somewhat dated, both publications would make excellent resource materials for schools, community libraries, local organizations or interested individuals. Order now, while they last!



(Sector Updates continued from page 23)  
ages. Nicely organized for easy reference with helpful tables, charts, appendices and bibliography.

**Available free through ICE in limited supply to PCVs and staff working in special education.**

## TRAINING

**A Workshop Design for Spring Capping: A Training Guide**, prepared by Wilma Gormley, David Goff and Carl Johnson. 1984 (Water and Sanitation for Health Project, Coordination and Information Center, 1611 N. Kent Street, Room 1002, Arlington, VA 22209) 352 pp. Free.

A training design for an inservice program for participants who work

with rural communities which want to improve their spring water supply. Designed for individuals without prior technical skills or knowledge needed to plan and construct spring capping improvements. Provides the bases for sufficient understanding and skills in the planning and construction of spring capping, retaining wall systems and spring improvement programs.

**Available free through ICE to PC staff and others involved in the training of PCVs.**

**A Workshop Design for Handpump Installation and Maintenance: a Training Guide**, prepared by Claudia Liebler and Alan Pashkevich. 1984 (Water and Sanitation for Health

Project, Coordination and Information Center, 1611 N. Kent Street, Rm. 1002, Arlington, VA 22209) 397 pp. Free.

A training design for an inservice program. Provides both technical skills needed to prepare a well site for receiving a handpump and to install, maintain, and repair a handpump and the community development skills needed to mobilize communities to assume responsibility for their water improvement project. Focuses on the activities of a handpump project that follow a well's construction and development.

**Available free through ICE to PC staff and others involved in the training of PCVs.**

## Feature

# Teamwork: A New Approach to Programming

Closer coordination between programming and training, along with the guidelines provided by detailed, goal-oriented project plans, will make new, more innovative approaches to programming possible. Peter Kresge notes that one of these approaches, the idea of "team programming", has great potential to help match Peace Corps resources with host country needs more closely.

Team programming can be done either "vertically" to make best use of the agency's limited pool of specialist Volunteers, or "horizontally" to provide Volunteer assistance in meeting host country needs over a long period.

A vertical team might consist of several Volunteers in one country working under the same project plan, but at different sites. At each of these sites the work would pass through a similar stage of development at the same time. Two or three specialists might serve as resources, or "backstops", for the well-trained generalists whose responsibilities on the project have been clearly defined.

A horizontal team would be organized on a time line, made up of several people working in successive stages on the same project. As the project developed from one stage to another, the active members of the team would bring to bear very different kinds of skills, but each would contribute to reaching the ultimate project goal.

Team programming of both kinds will be used in the projects being de-

veloped under the agency's new Africa Food Systems Initiative. Vertical teams will maximize the use of Volunteers with scarce skills in agronomy, agriculture engineering and similar fields. The use of horizontal teams is a recognition that food production problems in Africa are of a truly long-term nature, requiring long-term solutions.

George Mahaffey, Forestry Sector Specialist in OTAPS, provides another example of the benefits of

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*"Every forestry program in every country needs a few degreed foresters who establish policy, do research, work in the ministries as advisors, and who serve as backstops for generalists. But not every person in a forestry program has to be a specialist."*

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"team programming": "The assumption that you need a college degree in forestry to handle a Peace Corps assignment is partly based on our notion of what foresters do in this country. But not all Peace Corps assignments involve such high-level skills. Very often Volunteers serve as developers of small-scale nurseries or as agricultural forest extension agents who work with schools and local communities. The people doing these jobs don't need to be full-scale foresters.

"Every forestry program in every

country needs a few degreed foresters who help establish policy, do research, work in the ministries as advisors and serve as backstops for generalists," Mahaffey argues, "But not every person in a forestry program has to be a specialist. By programming to reflect these two levels of needs, we can make more use of our talented generalists."

Kresge reiterates the need for a well-thought out project plan in order to carry out these kinds of programs. "By targeting where a project is going, we create an entity that is bigger than the individual Volunteers and Peace Corps staff. Each member of the team who works on a project takes pleasure in seeing it continue, in moving it along to the next step. And each of these projects will be shadowed both during and after the Peace Corps' involvement by all of the resources available in a country, such as other development agencies and local organizations."

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(Networking continued from page 21)

For more information about ECHO and access to ECHO services, write to  
Peace Corps  
ICE  
Room M-701  
806 Connecticut Avenue, N.W.  
Washington, D.C. 20526  
U.S.A.

Trish Heady, ICE Resource Development Specialist and RPCV/Eastern Caribbean, prepared the Networking section.