

# PEACE CORPS TIMES

*A Quarterly Publication for Peace Corps Volunteers Serving Worldwide*

Fall/Winter 1990-91



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# Celebrating three decades of service

In a few months, Peace Corps will celebrate its 30th anniversary. During these exciting and challenging three decades, almost 130,000 Volunteers and staff have lived and worked throughout the world. Contributions made by these American men and women, including the 6,000 serving today, have touched the lives of millions.

Efforts of these giving and caring Volunteers — in teaching, health care, agriculture, environmental projects, community development and much more — are part of the wonderful Peace Corps legacy of service. The first goal of Peace Corps — to help the people of interested countries meet their needs for trained manpower — is almost universally understood and appreciated.



But there are other contributions of the Peace Corps which, although much less celebrated, are just as significant. These contributions fall under Peace Corps' second and third goals — described by Sargent Shriver as "representing America abroad in the best sense and giving Americans the opportunity to learn about other societies." What is ironic about the current lack of attention to these goals is that in Peace Corps' earliest days, when Sarge Shriver served as the first director, it was the first goal about which there was the greatest controversy.

Writing in *Foreign Affairs* in July 1963, Shriver quoted this observation by commentator Eric Sevareid:

*While the Corps has something to do with spot benefits in a few isolated places, whether in sanitizing drinking water or building culverts, its work has, and can have, very little to do with the fundamental investments, reorganizations and reforms upon which the true and long-term economic development of backward countries depends.*

In the same article, Shriver noted the strong support for Peace Corps' second and third goals and then went on to say, "The Peace Corps is not a 'foreign aid' agency. Two of the three purposes of the Peace Corps as defined in the (Peace Corps) Act deal with understanding, not economic assistance. Moreover, our financial investment is in the volunteer who brings his skills and knowledge home with him."

As we prepare to celebrate 30 years of Peace Corps service, few people now question the assistance that our Volunteers have made to improving the lives of those with whom they work. The first goal is generally accepted as the "core" of Peace Corps' mission. Still, we should never lose sight of the many other contributions the Volunteers make — those that relate to goals 2 and 3.

In spite of their own exposure to a world beyond the United States, I don't believe many of the Volunteers fully appreciate the importance of their experience as it relates to improving America's international knowledge. As one who has visited more than half the states in the union promoting Peace Corps' mission, including third goal activities such as

World Wise Schools and Peace Corps Fellows/USA, I can assure you that other Americans know the value of these contributions and are extremely appreciative of them.

On a recent visit to Ohio, I met Dr. Mary Ann Flourmoy, associate director of the Center for International Studies at Ohio University, which has become a participant in the Peace Corps Fellows/USA program. She described the Appalachian region of Ohio, where the returning Peace Corps Volunteers (Fellows) will be teaching, as "insular" and noted that many people who live there have not been out of the state, much less to other countries. Few visitors from the outside world pass through and most teachers were born and raised in the region. "The returning volunteers will be a boon to the schools," she said. "These kids need a sense of what the world is like outside Appalachia."

Likewise, I have heard appreciative comments from participants in our World Wise Schools program. Ms. Jeanne M. Brown, a teacher in San Antonio, Texas, writes this about the Volunteer linked to her class: "He was very generous with his time and made us slides, a tape recording and (his) students sent us letters and maps. It was wonderful for me and my class."

I have heard similar comments from many other elementary and secondary school teachers, mayors of cities, such as Tulsa Mayor (and RPCV) Roger Randle, governors (including Ohio's Richard Celeste, a former Peace Corps director), school superintendents, members of Congress and university presidents from South Carolina to California.

As our world village becomes more and more compact, it is absolutely vital that people in all countries have a better understanding of their international neighbors. That is why Peace Corps' second and third goals to build a better mutual understanding at home as well as abroad are more important than ever — and why Peace Corps is more needed than ever before.

Paul D. Coverdell  
Director, Peace Corps



## Peace Corps Times

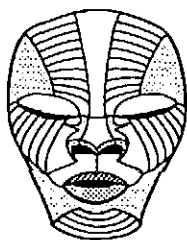
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The Gambia, enveloped on three sides by Senegal, is profiled along with its geographically bigger neighbor starting on page 4.

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Where in the world will you go after Peace Corps? Turn to page 12 for a special report and some answers to that question.

### ICE ALMANAC

The Peace Corps Information Collection and Exchange Features English teaching for specific purposes in an in-depth article beginning on page 22.



### BEST PHOTOS

PCV Christina Harris, a registered nurse working in a community health program in Guatemala, jokes with Beto Ucelo at a latrine project site in the isolated village of La Laguneta near Jalapa. Nearly 500 latrines were placed in four villages with support through the Peace Corps Partnership Program and money raised by Little Flower Church and School. APCD Sergio Mack snapped this photo. More Best Photos are on back page of this issue.

### ON THE COVER

*Peace Corps photographer Bill Strassberger recorded this portrait of a woman and her child in the village of Keur Saloum Diane in Senegal, West Africa.*

## Letters to the editor

### Scholarship established

I (want) to advise the community of RPCVs/Dominican Republic that *Tom King of DR-26 (1969-71) died in Washington, D.C., of cancer on Sept. 14.*

Tom served as a Volunteer in his beloved Dajabón, Dominican Republic, for three and a half years, then on Peace Corps staff in the DR for another two years. International development work became his life-long devotion, and he went on to a career in USAID, working in Barbados, El Salvador and then Washington, where he worked on the Caribbean desk.

A scholarship fund for Dominican youth has been established with FONDO QUISQUEYA, an organization of DR/RPCVs. Donations are tax-deductible and should be made to FONDO QUISQUEYA, P.O. Box 20653, Alexandria, VA 22320. Indicate that the donation is for the "Tomás H. King Memorial Scholarship Fund for the Dominican Republic."

Roger A. LaBrucherie  
DR-26 (1969-71)  
Pine Valley, California

### COS time draws near

Greetings from Kenya! I've really enjoyed reading the articles in your publication over the last two years! Keep up the good work! I'm writing to request that in the future that the Peace Corps Times be sent to my home ... in America.

My time here in Kenya is coming to a close this December. I can truly say that my life in Kenya has been everything that Peace Corps said it would be — the good times and the bad, the happy and the sad...It's going to be hard to leave and get back into the swing of things in the States...I will be looking forward to being kept informed of Peace Corps events of the coming year by reading the Peace Corps Times.

Scott Joseph Cousino  
Youth Polytechnic Instructor  
PCV/Kenya

**Editor's Note:** If your COS date is near and you know your permanent location in the United States, you are eligible to receive the Peace Corps Times for one year after completing service. You also may send us your current address once you return home. Include your country and dates of service in asking to be added to the circulation list.

### PCV network backed

Just a note to let you know of my personal support for the (Peace Corps Volunteer travel network) project outlined (on page 20) by PCV Jones Moynihan. Such a networking by volunteers in many countries has lots of positive potential and, as it is strictly optional, I can think of no real downside problems.

Ginny Kirkwood  
Country Director  
Bangkok, Thailand

### Fuel-efficiency stressed

¡Saludos desde Bolivia!

One specific article (in the Summer 1990 Peace Corps Times) that really sparked my interest was the profile on the activities of several Peace Corps Volunteers in the Dominican Republic. The part that interested me was the success story of Davis Jones. It said that through successful implementation of Lorena stoves (wood conserving stoves) he has proven that they are not only fuel-efficient but also have the possibility of turning a profit from their production.

The situation here (in Bolivia) as far as wood consumption is also a problem. Between cooking and the production of chicha, an alcoholic drink made from corn, consumption of wood is high. Although I am not a forest extensionist, I do see the value of fuel-efficiency. Plus my job here is to help organize small and micro-enterprises. I think these Lorena stoves may be an excellent tool to introduce into the community and its production may also serve as a profit-producing enterprise.

PCV Lawrence J. Lammers  
Cooperativa San Pedro Ltda.  
Cochabamba, Bolivia

### Welcome mat put out

The most outstanding expression of gratitude for our service in the Peace Corps came this summer when we visited Lookout Mountain in Tennessee. We stayed at the Mountain Air Motel which is run by a family from India. We paid for our room in advance, but the next morning, when the manager learned that we were RPCV's, he returned 20 percent of our money. We are both full-time students so the money was welcomed, but the gesture of appreciation warms our hearts still.

Henry and Shirley Hamilton  
Huntsville, Alabama

**Editor's Note:** The Hamiltons were Peace Corps Volunteers in Cameroon.

*Surrounded on three sides by Senegal,  
The Gambia juts inland for 300 miles from the Atlantic  
like a narrow, crooked forefinger  
poking the middle of its bigger neighbor.*

# AFRICAN NEIGHBORS

**T**here's a word in the Wolof language of Senegal—*teranga*—which means hospitality. The Senegalese are noted for their *teranga*, but the minister-secretary of Senegal's Council of Ministers experienced some of that hospitality conversely when he visited Washington, D.C., this fall.

Babacar Néné Mbaye was greeted in Wolof by two former Peace Corps Volunteers who served in Senegal when he arrived at the headquarters building of the U.S. Peace Corps.

By James C. Flanigan  
Editor, Peace Corps Times

The tall, distinguished Senegalese official was scheduled to meet with Carroll Bouchard, director of the Africa Region, to review Senegal's long ties with the Peace Corps.

"He was surprised," according to Therese Glowacki, who served as a

forestry PCV from 1983 to 1986 and now is a forestry and environmental specialist for Peace Corps' Office of Training and Program Support.

"He was pleasantly surprised and amused," Martha Holleman grinned. "Therese floored him with her Wolof."

Holleman, who was a PCV in Senegal working in rural community development from 1984 to 1986, today is manager of the Peace Corps' Partnership Program. She still remembers how an American sponsor, Tenacre Country Day School of Wellesley, Mass., helped build a primary school classroom in her village through the program she now heads.

Memories of when she lived in the small West African community of N'diane, Senegal, remain vivid for Holleman. She became part of the household of the village chief, Modou Fall, who had three wives

PHOTOGRAPHY BY BILL STRASSBERGER



PCV Susan Bornstein offers business tips to a tailor in Senegal's capital city of Dakar.

and 21 children. The chief called Holleman his oldest daughter.

"My strongest recollections about Senegal are the exchanges with the family I lived with and how hospitable everyone was and how very kind and how much like family they became," Holleman said.

"Exactly," Glowacki agreed. "You are entirely incorporated into the family. You call them your mother and father and brothers and sisters and you treat them just like family."

Glowacki, who has been back to Senegal twice since she completed her service, recently visited her Wolof village, Keur Magueye N'Daw, located 10 kilometers southwest of Tivaouane in the region of Thiès. She was pleased that the people there were continuing some of the innovations she helped start. They have expanded one of the woodlots, built a nursery and still obtain trees from the government service to which she was assigned while she was a Volunteer. They now have a rural community center, local authorities have enclosed the school yard with a 5-foot-high cement fence and funding was obtained for another well. The villagers also have a millet machine to grind flour.

"It has broken down twice and both times they have had it fixed in four days and back working," Glowacki said. "The women have over \$3,000 in their savings account. They are going to buy a new machine using a revolving loan without interest."

Bouchard, who recently stepped down as head of the Peace Corps' Africa Region, credited Senegalese President Abdou Diouf, a lean 6-foot-7 statesman, for making the Peace Corps program in Senegal one of the most successful and productive in the world.

"The president has always been amazed as have some of his ministers at how quick our Volunteers learn the national languages," Bouchard said. "He tells me, 'What's the se-

cret? I wish I could learn English as well as that.' And Abdou Diouf speaks English and understands language better than he admits."

Bouchard, who served as a Peace Corps country director in Senegal and Burkina Faso before coming to Washington as director of operations for Africa, said he thought the key to Peace Corps Volunteers learning to speak so well has been by going to small villages and living with families there.

"We have some Volunteers who arrive in Senegal not speaking any other language," he said. "They leave speaking a very high level of French, because that's the official language of the country, and probably two or three national dialects."

Bruce Cohen, the current country director for the Peace Corps in Senegal,

said that the Peace Corps is now making a transition in programming.

"Our focus in the next two or three years is on increasing the development impact of Peace Corps in Senegal," Cohen said. "We have a long history of successful cross-cultural exchange, language learning, integration into the village. Our hope now is to focus on four sectors — health, small enterprise, agriculture and natural resources. We will have the Volunteers working in teams in specific geographic areas so that there can be an actual documented impact within those specific zones."

PCV Susan Bornstein, 26, from Ann Arbor, Mich., represents the new emphasis being placed on small enterprise development. As an SED specialist in Senegal's bustling capital of Dakar, she is helping tailors improve their business skills.

"We teach them basic management principles to show them how much money they made, how much they lost and how to know what they need to do to improve the difference," she said. "The problem is that the work is very seasonal. After the harvest, when the peanuts come in, everyone in the area has money and business is pretty good until May. Then from May until the beginning of school, it really falls off."

Bornstein, who has extended her overseas tour to a third year, said that inflation has put a financial pinch on small business entrepreneurs like the tailors with whom she works.

"People are only making ends meet because they are working two or three jobs," she said. "It is very difficult. If there is one breadwinner in the family, they don't just support their family. They support the extended family as well. One tailor could be supporting 20 or 25 people."

Volunteers in Senegal experience extremes, including variations in temperatures and landscape, depending on



PCV Patrick Jackson delivers lecture on malaria prevention to villagers.

# Snapshot of Senegal

**Location** — Senegal wraps around its smaller neighbor, The Gambia, to form the western bulge of Africa. It has a 330-mile coastline on the Atlantic. Mauritania and Mali are north and east and Guinea and Guinea-Bissau border on the south.

**Land Area** — Senegal covers approximately 76,000 square miles, roughly equivalent in size to South Dakota.

**Terrain** — The flat rolling plains in the northern region of the country are part of the Sahel desert. In the southeast plateaus rise from the foothills of the Fouta Djallon Mountains. Marshy swamps and tropical forests are found in southwest Senegal. The country's four main rivers are the Senegal, Saloum, Casamance and Gambia.

**Climate** — The climate is as varied as the terrain. There are two seasons, rainy and dry. The rainy season lasts from June through October. Along the coast the weather tends to be breezy and cooler while further inland it is drier in the north and more tropical in the south. Temperatures range from 64 to 86 degrees.

**Population** — There are around 7 million people. The population is made up of numerous ethnic groups that include Wolof (36%), Fulon (17.5%), Serer (16.5%), Toucouleur (9%), Diola (9%) and Mandingo (6.5%) as well as other African groups (4.5%) and foreign nationals (1%).

**Language** -- French is the official language. Other languages spoken are Wolof, Pulaar, Serer, Diola and Mandingo.

**Religion** -- Around 83 percent of the people are Muslim. About 15 percent are Christian — mostly Roman Catholic. The remainder practice animism.

**Major Cities** -- Dakar is the nation's capital and its largest city with a population of approximately 1.5 million. Other major cities are Saint Louis, which served as the colonialist capital, and Thiès, Kaolack and Ziguinchor.

**Government** -- After achieving independence from France in 1960, Senegal was established as a republic. Its constitution was adopted in 1963. The president, elected every five years, is head of state and appoints a council of ministers as well as Supreme Court judges. The legislature, the National Assembly, is a unicameral body with 120 elected members. There are 17 registered political parties. President Abdou Diouf is leader of the Socialist Party, which has been the party in power since 1960.

**Economy** — The economy of Senegal is relatively diversified. The main agricultural crop is groundnuts. Other crops are maize, millet, beans, rice, sugar and cotton. Industries include textile manufacturing and food processing as well as petroleum and phosphate production. Fishing industries have become the largest export earner. Tourism is also a growing sector of the economy.

**Flag** — The national banner consists of three vertical bands of green, yellow and red. A green star is centered in the yellow band.

**Peace Corps** — Currently there are 117 Volunteers and 6 trainees in Senegal. More than 2,000 volunteers have served there since 1963.



where they are serving. Dakar, where Bornstein is assigned after earlier serving in a village, is cooled by ocean breezes from the Atlantic. Further inland, temperatures can hover well above 100 degrees, even in the shade. Some PCVs live in villages in grass huts with no running water and no electricity.

Vivian Y. Hunt, 23, from Bellerica, Mass., is working in primary health care in Sokone, a river town of about 10,000 residents near the coast.

"The people here are very helpful," Hunt said. "We have something here called teranga, which means hospitality, and the Senegalese have been very patient with my

learning French and Wolof, the local language. They have been very welcoming to me. They are very excited to learn all about the United States and I'm very excited to learn about Senegal, so it's an exchange.

"Most people do not know I'm not a Senegalese," she said. "I look very much like a Senegalese woman, so they are very surprised when I speak and have a very heavy English accent. But after the initial shock they are usually very curious about black Americans in the United States and they are very excited that a black American has come to Africa to learn more about their heritage."

Hunt, who graduated from Harvard-Radcliffe College, where she studied sociology



**PCV Vivian Hunt**

and government, plans to enroll in Harvard Business School in the fall of 1992. Meantime, she is busy at the moment conducting anti-malaria campaigns and dealing with other disease prevention programs. Mosquitos breed in the tropical environment of sub-Saharan Africa, creating a major malaria threat for the population.

"One of our over-all goals is to lower the infant mortality rate by using primary health care and preventative health care," Hunt said. "Children often get diarrhea as a result of unsafe food and unsafe water. They contract diarrheal diseases and become dehydrated.

"We also have a lot of cases of whooping cough and tetanus and measles," she said. "There are vaccinations for those diseases, but the vaccination program here is not as developed as in the United States so they are very serious diseases although they are diseases that rarely occur in the United States."

Jeffrey Patrick Jackson, 27, of Millington, N.J., another Peace Corps Volunteer who also is in a primary health program in the village of Keur Saloum Diane, said that he goes out with a Senegalese health co-worker from the Ministry of Health to 25 other villages surrounding his own.

"We're trying to prevent measles, yellow fever, tuberculosis," Pat Jackson said. "Those are some of the diseases which we vaccinate children against and, if we are successful, we won't see any of these diseases."

Nationwide, the government hopes that 80 percent of the children will be vaccinated, Jackson said. Between 300 and 350 children from newborn to age 2 have been vaccinated in the various villages that he visits.

"We're doing pretty well," he said.

Further to the north, Robert J. Ament, 26, from Rochester, N.Y., and Steve Driehaus, 24, of Cincinnati, Ohio, are working as forestry volunteers. They are teaching the residents of their area — particularly young people — the importance of reforestation and utilization of trees. They also are showing women how to use fuel-efficient mud stoves for cooking and other domestic purposes to reduce the consumption of wood.

"We have found in schools that it is a lot easier to work with children because, number one, the motivation is there," Driehaus said. "Kids want to learn. We figure if we teach the kids now, they will be able to affect what's going on in the future."

One day in June, Driehaus and Bob Ament finished fencing around one school in their area and showed the students there how to bag seedlings with the idea of planting trees once the seedlings had matured.

"We hope to plant some trees in the school yard in a few months because right now they have a new school but there's nothing but sand around and it's very hot during the day," Ament explained.

Driehaus, who was winding up a two-year tour in



**In Senegal, PCV Bob Ament teaches good forestry practices.**

# Snapshot of The Gambia

**Population**-----With about 800,000 inhabitants, The Gambia is one of the most densely populated countries in Africa. Like many of the people of African nations, the Gambians are descended from a number of ethnic groups who migrated into the region over the centuries. These groups include the Mandinka (42 percent), Fula (18 percent), Wolof (16 percent), Jola (9 percent) and Serahule (9 percent). Lesser-sized groups such as the Serer, Aku and Manjago make up the difference.

**Land Area**-----Shaped like a crooked finger and covering only 4,000 square miles, The Gambia is one of Africa's smallest countries. It is 1,000 square miles smaller than Connecticut.

**Major cities**-----Banjul, an island seaport on the Atlantic with 40,000 residents, is the national capital. Brikama, Mansa Konko, Georgetown and Basse Santa Su are divisional capitals.

**Languages**-----English is the official language. Wolof, Mandinka, Fula, Jola and Serahule are also spoken.

**Location**-----The Gambia is located at the western bulge of the African continent. Except for a 24-mile-long coastline, it is surrounded by its larger neighbor, Senegal.

**Terrain**-----Snaking through the center of the country is its lifeline, the River Gambia, and the waterway's flood plain is its predominant feature. Two narrow strips of land on the river's north and south banks stretch for more than 200 miles into the interior. Along the western half of the river's course, its banks are thickly lined with mangrove swamps. To the east, the swamps give way to gradually ascending river banks backed by rolling plains, while the far eastern quarter of the country is punctuated by low hills. At its widest point, the country is less than 25 miles wide. Much of The Gambia's vegetation is savanna or grassland. The highest point is only 170 feet.

**Climate**-----Recent years have seen a series of variations from "normal" climatic conditions. In the Sahel region of West Africa, The Gambia's rainfall has been erratic and the lack of rain has hurt agriculture. Normally, the climate is subtropical with great variations in temperatures between the rainy and dry seasons. The rains, which fall between July and October, bring hot and humid temperatures of as high as 110 degrees. The dry season, known for hot dry winds which blow off the Sahara, can be as cool as 48 degrees.

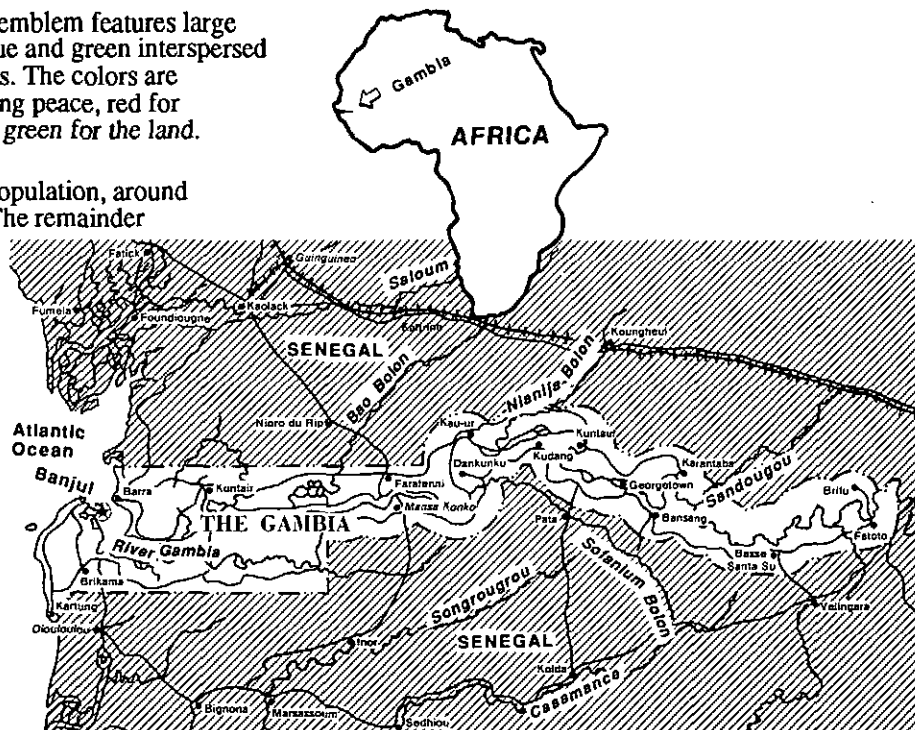
**Government**-----When The Gambia became a republic in 1970, its government and legal structures were largely patterned after the British system although some traditional and Islamic practices were adopted. The government consists of a president, who under the country's constitution is elected every five years, and a vice president and cabinet officers appointed by the head of state from among elected members of the parliament. There is a unicameral legislature. The current president is His Excellency Alhaji Sir Dawda Kairaba Jawara.

**Flag** -----The national emblem features large horizontal stripes of red, blue and green interspersed with two narrow white bands. The colors are symbolic -- white representing peace, red for the sun, blue for the sea and green for the land.

**Religion**-----Most of the population, around 90 percent, practice Islam. The remainder are Christians or observe traditional beliefs.

**Economy**-----With very limited land space, agriculture is the economic mainstay of the country. The major crop is groundnuts. Other crops are rice, which is grown for home consumption; millet, sorghum, fish, palm kernels, livestock and maize.

**Peace Corps**-----Currently 45 Peace Corps Volunteers; around 600 since 1967.



Senegal, said that he was frustrated when he first arrived in the country.

"Now that I have been here almost two years, I understand the culture, I understand the people," Driehaus said. "A lot of people in the village are my friends. I consider them very close friends. I can talk to them. I find myself, when I leave the village now, I am homesick for the village and wanting to get back to it. I also find that work is progressing because I can explain myself better and I understand how things here work."

As a mule brayed in the background, Ament said that it is "like Dr. Doolittle's backyard" where they live and fences must be built around new nurseries like the one at the school to keep the animals out.

"One of the biggest problems in Senegal and all of Africa is the grazing animals," he said. "Although they are a good source of income for the people, they are probably the main leader of environmental degradation around here because they eat virtually every tree and shrub in sight."

Ament, who lives in a grass hut and appreciates the evening hours when temperatures that can soar as high as 125 degrees during the day cool down, said that desertification is a major problem as winds pick up tons of sand and deposit it on once fertile land.

"If you go north to Mauritania and look across the river, you will see nothing," he said. "You will see some trees along the river side, but after that there will be no vegetation. It's essentially the Sahara now."

In contrast to the arid north, Peace Corps trainees at their orientation site in Thiès are struck by the greenness. Big trees line the major streets of the city. Along one particular street dominated by colonial-style government buildings, bats inhabit the branches.

The spectrum of color is not limited to green alone. Color is everywhere in the marketplace and on the streets. Women adorn themselves from head to foot in fabrics of various hues. Mounds of fresh fruits and

vegetables stacked in the sales booths provide other splashes of color. Piercing African music adds a memorable acoustical background to the variety of scenes.

Facilities at the Peace Corps training site are modest but comfortable. Small classes are conducted in "huts" on the grounds. Meals are served under a large shade structure. At lunchtime, everyone gathers around platters of local dishes — usually a mix of rice-topped meat, fish or chicken with vegetables — to eat in communal style.

Senegal, a former French colony, has played host to Peace Corps Volunteers since 1963, when the first 15

American volunteers arrived to teach English. Its African neighbor, The Gambia, is a former British colony which began inviting Peace Corps Volunteers to provide technical training in 1967.

Senegal, which forms the western-most point of the African continent, marked its 30th year of independence this year. A key departure point of the slave trade between West Africa and the United States was Gorée Island, located outside of the Dakar harbor, where captured slaves were held in small dark rooms in chains before being marched on ships bound for the Americas. The slave house on Gorée Island, an important stop for visitors to Senegal, serves as a reminder of that dark chapter in history.

Surrounded on three sides by Senegal, The Gambia juts inland for 300 miles from the Atlantic like a narrow, crooked forefinger poking the middle of its bigger neighbor. Those who go there often remember the blood red African sun setting in a dusky brown haze along The Gambia River, which provides a transportation link, an irrigation supply and a rich source of fish.

Whether they live in urban or rural areas, Peace Corps Volunteers quickly discover that they are readily accepted by Gambians with whom they work and live. Villagers and townspeople in The Gambia are encouraged to participate in social events and to warmly welcome



Joan Boes, left, from Toledo, and Patricia Fialcowitz, of Lamy, N.M., look over community garden.



PCV Brennan Starkey, right, elicits a laugh from co-worker Albato Camara in The Gambia.

all people, even strangers, into their homes.

Stories of the past, filled with history and tradition, are told in the songs of the kora player. This string instrument is often heard in family compounds when people gather together.

PCV Dennis Lazar, 46, of Redmond, Wash., who taught for 13 years and spent another eight years in computer sales before going to West Africa as a teacher, said the people are "very cordial" and their acceptance of others is "very strong." Nevertheless, he added, you can feel like "we are in a fishbowl" at times.

"You're an outsider and, of course, we always will be outsiders," Lazar said. "As they say here in The Gambia, no matter how long a log lies in the river it will never turn into a crocodile."

Volunteer Mark Mariotti, 24, from Landisville, N.J., who is a science teacher in The Gambia, counsels his students both in school and after hours in his home. He too has found acceptance among his hosts.

"I work with them, I eat with them, I celebrate with them," Mariotti said.

Peace Corps Volunteers experience adjustment in different ways. Eric Koch, 23, from Sacramento, Calif., recalled one incident shortly after he arrived in the country.

"At first when I moved into this compound I wasn't used to all the noises — the donkeys, roosters, crickets, really loud crickets," Koch said. "For several mornings, there was this rooster who felt it was his duty to make sure I knew when 3, 4, 5 or 6 o'clock in the morning came along.

"After a couple of mornings, I got tired of that and I saw my Gambian mother, Abba, one morning and, in my limited Mandinka and my best attempt at charades, I told her that I wanted to kill that chicken," he said. "So guess what I had for lunch that day — chicken, and it was delicious."

Now that Koch fits comfortably into his adopted community, he likes to end many days by taking part in a traditional tea ceremony, where a bit of time is shared with his Gambian friends and stories are told. Over the tea, the music of a kora player can often be heard.

Peace Corps members in The Gambia work in small business development, education, forestry and agriculture. PCV Joan Boes, 23, from Toledo, Ohio, has been involved with the African Food Systems Initiative, a joint effort of the Peace Corps and the U.S. Agency for International Development

to combat chronic food shortages. She has been teaching women to not only use more productive methods of farming but to better manage and market their produce on a long-term basis.

"Water is a consistent problem throughout The Gambia," Boes said. "Their primary source of water for their vegetable gardens is ground water. The soil is very sandy, so when they dig wells, they often collapse."

Boes noted that cement well walls are better but costly for the average Gambian. Some development agencies are

assisting with construction of cement wall wells, thereby eliminating water quality problems, she added.

Brennan K. Starkey, 25, of Galena, Md., another Peace Corps Volunteer working in forestry, is working with villagers to improve nutrition levels of the Gambians by introducing methods of grafting mangoes, a sweet fruit that grows in trees and requires little care.

"There are a large number of different types of fruit trees that grow in this country — papayas, mangoes, guavas, oranges, lemons, limes," Starkey said. "In many cases, the varieties of fruits and the different times of year that they are harvested provide additional nutrition for people of all ages in many different parts of the country. "Bananas are very high in potassium," he said. "Mangoes, oranges, those fruits are very high in vitamin C.... We are trying to improve the quality of fruits in this area."

Like neighboring Senegal, The Gambia attracts visitors from faraway places, particularly Europe, to its long stretches of beaches and their game reserves. However, its natural resources are limited and its economy is almost totally agricultural based.

Anthony "Tony" S. N'Jie, associate director of administration for the Peace Corps in Banjul, has a word of advice to Peace Corps trainees just arriving.

"Admittedly, The Gambia is a small country and hasn't much to offer, but the little that the people have they offer with their whole hearts."

Today, in both The Gambia and Senegal, United States Peace Corps Volunteers are working to bring a brighter tomorrow to the people of these two West African nations.

Contributing to this report were Mary Killeen, Margie Legowski, Moni Slater and Bill Strassberger.



PCV Mark Mariotti tutors a student in The Gambia.



Volunteer Eric Koch enjoys a traditional tea ceremony.

# CAREER CHOICES

## *Peace Corps Fellows/USA offers ways to help fellow Americans*



*Where in the world  
will you go  
after Peace Corps?  
This special report  
offers some answers.*

**I**magine taking the dynamite skills you have learned as a Peace Corps Volunteer and using them back home to make the lives of your fellow Americans better. That is just one of the goals of the Fellows/USA program.

In prior issues, the Peace Corps Times has shared information about Teaching Fellows, originally started at Columbia University's Teachers College in New York City and now being replicated at a score of other American campuses.

But teaching is not for everyone, and Peace Corps is working with leaders in the nonprofit community to identify critically important positions that can use the very special talents of Peace Corps Volunteers.

America's cities are becoming multilingual at a rapidly escalating rate. Health-care agencies, social development organizations, youth-serving systems and others desperately need bilingual professionals to help deal with changing clientele. They are trying to meet the needs of expanding immigrant communities, but are experiencing difficulty recruiting new staff with the cross-cultural or language abilities necessary to meet those special client needs.

Peace Corps is working with leaders in these agencies to create a program that, like the Teaching Fellows, will link a full-time paid staff position with an opportunity to continue academic studies at night. It is negotiating to secure in-state tuition for returning Volunteers, and to obtain academic credit for Peace Corps training and experience, in line with the National Program on Noncollegiate Sponsored Instruction, or PONSI, a project of the Regents of the University of the State of New York, which evaluates training done in a noncollegiate setting and recommends appropriate academic credit.

There is significant interest in many different parts of the country. South of San Francisco, the Filipino-immigrant community of Daly City has an interest in Tagalog- and Bisayan-speakers in all human service fields. In Los Angeles, Asian immigrants challenge United Way agencies to work across cultures providing a range of assistance. Both Texas and Florida have large Hispanic populations that make Spanish a necessity for health-care workers as well as those in other social-work disciplines. Working on Native American reservations across the United States — particularly in the Southwest — requires a tolerance of isolation that Peace Corps Volunteers develop in many of their sites. With a tremendous interest in attracting former Volunteers in education and other programs on Indian reservations, formalization of an agreement is anticipated with the U.S. Bureau of Indian Affairs to put Peace Corps skills to work helping the needs of Native Americans.

Peace Corps will be developing a network of contacts throughout the human service field to identify positions -- working with underserved populations -- where the Peace Corps Volunteers' experience will be highly valued, and critically important. The articles that follow will tell you how you can sort out your career options and gain the most credit for what you have learned overseas.

# Experiential learning: A primer for PCVs

By Nedra Hartzell  
Returned Volunteer Services

Peace Corps/Washington has been exploring two ways of gaining college credit for Peace Corps Volunteers in recognition of the formal and informal learning which PCVs experience.

The first possibility is gaining college credit for formal learning. In most cases at Peace Corps, formal learning takes place in various training sessions such as pre-service, in-service, specialized and close of service conferences. An evaluation of certain Peace Corps training programs is underway through PONSI — the National Program on Noncollegiate Sponsored Instruction of the State of New York. (See page 12.)

Be assured that Peace Corps/Washington will inform PCVs of possibilities for college credits resulting from successful completion of Peace Corps training(s) when approved through PONSI. Watch future Peace Corps Times for the announcements and instructions for obtaining those credits.

The second possibility for gaining college credit through Peace Corps experience is credit for the experiential learning which occurs informally for PCVs, mostly through your work sites and living situations.

Gloria Ross, who served as a Peace Corps Volunteer in Tonga from 1979 to 1982, returned to the United States determined to earn a bachelor's degree. Armed with an associate degree from a community college in New York and more than 25 years of work experience, she found a program through which she could earn academic credit for the learning she had achieved through her employment and volunteer experiences.

Trinity College in Washington, D.C., eventually granted 30 semester credits to Ross through its Lifelong Learning program. Peace Corps is now researching the possibilities of academic credit for former Volunteers through the learning and experience they acquired while in the Peace Corps.

Are you interested? Read on.

## *What is experiential learning?*

Experiential learning is learning which results from direct experience rather than through books or classes alone. Some of the information in this article is based on a session on experiential learning conducted for the Peace Corps in Washington by the Council for Adult and Experiential Learning. The information also comes from the book *Earn College Credit for What You Know* written by Susan Simosko and published by the council in 1985.

The Council for Adult and Experiential Learning, which promotes the concept of academic credit for learning through experience, makes a firm distinction between credit for experience and credit for *learning* through experience. In other words, experiential learning credits granted through institutions of higher education are based on learning that has occurred. Experience alone does not necessarily translate to academic credit.

## *How does one earn academic credit for experiential learning?*

The council has identified four basic methods of earning

college credit for learning through experience. Three of the methods are credit by examination, evaluation of a license or certificate held by the student, and evaluation of a training program(s) successfully completed.

The fourth method by which college credit can be gained is portfolio assessment. In general, this means that students seeking credit will document learning that took place through experience. They then will present the documentation to a faculty member or committee for evaluation and, hopefully, credit.

An RPCV, for example, might present various justifications, materials and correspondence related to a development project on which he or she worked overseas. A host country counterpart, Peace Corps staff member or fellow PCV might provide a letter confirming details of the project. In almost all cases, a research paper tying a theoretical background with the actual experience is required.

There are three models of assessment used by colleges and universities which grant experiential learning credit. (1) The college course model requires the student to equate his/her knowledge learned through experience to specific college courses using the college catalogue or course syllabi to guide him/her. (2) The learning components model requires the student to cluster college-level skills and knowledge in a particular academic discipline, not limiting him/herself to a particular course description. (3) The block credit model requires the student to consider college-level learning in light of the depth and breadth of knowledge obtained by someone who has graduated from college and who is employed in that particular field.

## *Are experiential learning credits available at most colleges? In graduate school programs as well as at the undergraduate level?*

Credit for experiential learning possibilities are available at most universities. A university's career center, prior learning assessment office, experiential learning office, and/or returning/adult students office will get you started. Should the possibility of experiential credits be appealing to you, be sure to check out the schools you are considering. A second question might be whether there is a limit to the number of credits one can earn through experiential learning. (There usually is a limit; find out what it is.)

Generally, undergraduate programs are more likely to offer the possibility of experiential learning credits than are graduate school programs. Graduate schools which do not formally offer experiential learning credit possibilities are more likely to consider and to approve such credit once a student is known and enrolled, but usually will consider such credits for no more than six credit hours. Receptivity to formal experiential learning processes is on the increase with graduate programs, however, according to the Council for Adult and Experiential Learning.

## *Why should I be interested in earning academic credits through experiential learning?*

First, experiential learning is a great way to accelerate your progress through an academic program. Second, working toward gaining such credit, that is processing your experience as required through the assessment protocol, helps one to make sense and, hopefully, to make meaning of an experience. Third, validating experience can be quite liberating and feel good for those of us who are at our best at work and generally less successful in a classroom. Finally, usually credits earned through the assessment of experiential learning cost less than credits earned through the normal course work channel.



## CAREER CHOICES

### *A Case Study*

Gloria Ross, the RPCV mentioned at the beginning of this article, used the college course model described above to earn her experiential learning credits.

First, Trinity College required completion of a 3-credit course on Prior Learning Assessment (PLA) in which students learned about the PLA concept and methods, and how best to document learning acquired through experience.

Ross then glanced through the college catalogue, highlighting those courses which seemed to "fit" the learning she had already gained through experience. Her next step was to develop a proposal for review, and then to set up a meeting with a professor from the appropriate discipline(s).

Each instructor helped her to improve her proposal and to understand what product would be necessary to gain credit. She was able to complete the portfolio compilation and research for her experiential learning credits — all 30 of them — in one (very busy) semester while also working full-time.

A comparison of U.S. and Tongan family systems and structures combined with an account and research about cross cultural re-entry — all direct results of her Peace Corps experience — earned 3 credits each for Ross. Peace Corps experience overall led to 18 credit hours.

The final result was Ross graduated with a bachelor of arts degree in public communications in May, 1990 — *cum laude* no less!

### *Where do we go from here?*

Peace Corps is attempting to determine what level of interest in experiential learning credits exists among the PCV force and among staff members/spouses. Write to Nedra Hartzell, Returned Volunteer Services, U.S. Peace Corps, Washington, DC 20526, indicating what way you are interested and why. Should the interest be high, Peace Corps will consider writing a guide to documenting the Peace Corps experience so as to maximize the possibility of earning academic credit through prior learning assessment after Peace Corps service ends.

### *Do I have to wait for Peace Corps to anticipate prior learning assessment after Peace Corps?*

The answer is a resounding no. If you are definitely interested, given this short introduction to experiential learning, plan how you will document your PCV experience and begin right now.

Beginning to keep records of what you're doing makes a lot of sense if you think that you will want to consider experiential credits in the future.

Write to Returned Volunteer Services at the Peace Corps in Washington if you have questions or additions to the documentation possibilities listed here. Meanwhile, best of luck.

# Going home: Re-entry and the PCV

**Writer's Note:** I have been researching the subject of re-entry in graduate school. Some Peace Corps Volunteers have been helping by collecting data through close-of-service conferences. Thanks to those who have helped. Following is a brief summary of the re-entry literature I have encountered in my work. I have removed the references (my professors would faint!), but will send a copy of the bibliography to anyone who requests a copy. I am saving space, rather than claiming credit for the research cited here.

By Nedra Hartzell

### **Returned Volunteer Services**

Popularized by the U.S. space program, the word "re-entry" has become part of the American vocabulary. Re-entry to the earth by astronauts can be as stressful and dangerous as liftoff.

The experience of facing previously familiar surroundings after living in a different environment for a significant period of time — cross-cultural re-entry — can be stressful as well.

Unlike the space program's attention to both leaving and re-entering the earth's atmosphere, the cross-cultural re-entry process has generated much less research. There may be two to three times more written about culture shock than about reverse culture shock. However, the phenomenon of reverse culture shock was "discovered" 20 years after culture shock had been identified. Distinct from culture shock, reverse culture shock is a great equalizer, experienced regardless of overseas assignment, location or type.

Re-entry has been suspected to be more difficult than the initial move to the foreign culture and experienced as more difficult. Further compounding the transition home are the "turbulence" of re-entry, often unexpected, and the pace of the readjustment period, usually much slower than anticipated. Compared to a Chinese finger basket, where the harder you pull, the more entrapped you become, the re-entry process requires patience. The shock of experiencing difficulty with re-entry has the power sometimes to render those in the re-entry process temporarily ineffective.

**Stages of Re-entry.** The re-entry process is generally described as having three to four distinct stages: a disengagement process while still overseas; an initial home stage of high spirits; a middle home stage of difficulty; and a final home stage of gradual readjustment, adaptation and/or reintegration.

The disengagement process while still overseas is helpful to re-entry. Without a meaningful goodbye and an effective closure, there cannot be a creative hello, a new beginning and hopeful commencement. Planning for leave-taking and re-entry can contribute to reductions in worry and in the bewilderment of a difficult re-entry.

The Canadian International Development Agency confirmed that unexpected changes are harder to cope with than expected changes. The more unexpected the change, the more stress it can cause. Creating an environment where the personal, professional, cultural and value changes which

have occurred overseas are seriously considered is a feature of many suggested re-entry activities. This is an objective of the COS conference at a PCV's end of service.

Recognition that living overseas can have long-lasting effects and preparation for support systems during re-entry contribute to successful re-entries. Initial re-entry is usually characterized by feelings of good will. Returnees' spirits are high as a result of seeing family and friends at home. The environment is initially familiar and comfortable. (Exceptions to this rule were U.S. veterans coming back from Vietnam whose transitions from the war zone to home came too quickly. Further exacerbating their re-entry were the "unsharability" of their war experiences and their exclusion from home society. Because all three experiences were also new to the U.S. military, the military was unprepared for how to deal with the situation.)

Negative attitudes toward the home culture and alienation are characteristic of the middle home stage of re-entry. A reversion to the overseas lifestyle can be manifested during this stage — an attempt to replicate the missed experience. Positive change is the major activity of the final home stage during which integration of current and overseas experiences occur. The third and fourth stages sometimes take less time upon re-entry than they did upon entry to the foreign culture.

**Re-entry Among Non-Peace Corps Populations.** The four major components of the post-Peace Corps transition — losses associated with leaving the overseas country of service; employment changes; cross-cultural adaptation; and changes in expectations — have also been described as characteristic of populations other than RPCVs.

Losses of time, self and others were acutely experienced by U.S. veterans of the Vietnam War. Absence of the returnees' primary associational groups usually meant that support networks were not in place. Support for the transition is one of the main criterion for a successful transition.

One major re-entry activity is to find a job, and the job search process can be frustrating. Patience is required in this arena as well as maintaining flexibility while not losing sight of one's career goals. Dick Irish, RPCV/Philippines and vice president of TransCentury, a development organization, encourages returnees to view re-entry as a chance for personal and professional renewal.

Processing of the overseas experience and readaptation to the home culture can be challenging. Sustained interest in the cross-cultural experience among friends, family members and coworkers is rare. Attitudes of cultural superiority and disinterest in other cultures are encountered frequently by those experiencing re-entry. Identification with the foreign culture and its mores is common for returnees.

Re-entry has also been described as a complete reversal: In a developing country an individual's psychic needs are fulfilled and his material needs frustrated, whereas the reverse is the case at home. Some of the normal expectations of those anticipating re-entry are that they cannot simply pick up where they left off; they should expect to feel disconfirmed by others and they may have to renegotiate relationships.

**Peace Corps Re-Entry.** An early study of psychological adjustment patterns of more than 1,000 RPCVs identified "the crisis of re-entry." The rupture of relationships with other PCVs and host country friends/coworkers; an attachment to the host country; and a feeling of so much left undone contributed to separation anxiety among PCVs. Indecision about the future was the most serious problem. In my work with RPCVs, the losses described in the 1960s remain issues for the current Volunteer community.

Analysis of the narrative responses to a 1969 survey of

RPCVs confirmed the earlier sense of re-entry difficulty. A summary of the responses of 3,500 RPCVs described the collective re-entry experiences as "rarely a smooth process in which continuity is readily apparent." More than 60 percent described re-entry as difficult.

Representatives of four "re-entrant" populations — ex-convicts, RPCVs, ex-nuns and former mental patients — helped one researcher to identify common re-entry behaviors and problems. An RPCV herself, the researcher found re-entrants' behavior different from the home system's social norms upon re-entry, *regardless of their reasons for absence from the "home" culture*. The feeling of deviance was denied in the initial euphoria of re-entry. Anger and discouragement followed the euphoria and denial as re-entrants faced the realities of the re-entry process.

The overseas transition process was also used as a barometer of the re-entry transition by early Peace Corps psychiatrists when PCVs were subject to much more psychological scrutiny than PCVs are these days. Those researchers found a positive correlation between PCVs' initial adjustment to the host country culture and increased maturity during Volunteer service. Using the "same transition insight and skills in re-entry as used in foreign environments" was offered as a re-entry coping strategy by PCVs overseas.

**Laundry list of ideas:** More recently, Volunteers in Nepal created a laundry list of suggestions for coping with re-entry after considering the strategies they had used during their initial adjustment to life there. Among the group's successful strategies were being realistic, patient and creative; getting involved; building a support network; exercising; and searching for new sources of motivation and satisfaction. *As you consider re-entry, be sure to consider those behaviors and attitudes which helped you adapt to your host country.*

In a survey of re-entry literature, Nancy Sussman found that some studies confirm the hypothesis that "individuals who adapt most successfully overseas have a more severe re-entry than those...who did not adapt overseas." Other studies, however, found that those who adapted well overseas had smoother re-entry processes than those who did not adapt well abroad. Sussman suggested that first time returnees who adapted well experienced re-entry difficulties with subsequent re-entry transitions becoming smoother and less stressful.

Finally, age of RPCVs was a factor associated with less difficult re-entry in an early Peace Corps study. More than 1,500 RPCVs ranging in age from 18 to 55 were surveyed. Those 31 and over admitted to fewer "low points" during re-entry than those 30 or younger. Almost all of the re-entry research about PCVs is very dated; there is no hard data about recently returned PCVs.

There appears to be no magic re-entry formula. Your COS conferences are good places to begin to consider what supports you can muster and what plans you can make to facilitate your re-entry to the U.S. Be heartened by the fact that more than 95 percent of former Volunteers say that, even given what they know as a result of completion of Peace Corps service including re-entry, they would serve again. To know what supports systems are offered for re-entry by the Peace Corps Office of Returned Volunteer Services, read the related article titled *Coming Home: Returned Volunteer Services helps smooth way* in this special careers section of the Peace Corps Times.

## COMING HOME

# Returned Volunteer Services helps smooth way, offers counseling

Peace Corps' Washington's Office of Returned Volunteer Services (RVS) provides career, educational and readjustment information and assistance to Peace Corps Volunteers who have recently returned to the United States.

RVS serves more as an information brokerage and referral operation than a counseling service. It also coordinates communication and collaboration among Returned Peace Corps Volunteers (RPCVs), Peace Corps, RPCV groups nationwide, and the National Council of Returned Peace Corps Volunteers.

Here is a summary of RVS activities:

- RVS publishes the *HOTLINE* job bulletin twice a month for RPCVs living in the U.S. RPCVs begin to receive *HOTLINE* approximately 6 to 8 weeks after their end of service for two years.

- RVS maintains a PCV and RPCV lounge at Peace Corps' headquarters in Washington. The lounge contains telephones, typewriters, job and housing bulletin boards, and job listings from all over the U.S.

- RVS sponsors monthly career information sessions in Washington called Brown Bag Career Development Workshops.

- RVS responds to career-and-readjustment-related phone and letter inquiries from RPCVs. A career counselor is available for individual appointments in Washington as well.

- RVS gives RPCVs information about RPCV groups in their areas. These groups may provide social and/or job networking opportunities for RPCVs as they readjust to the U.S.

- RVS serves as the agency distribution agent and

information resource for (1) Fellows/USA, a U.S. graduate studies and work program specifically for RPCVs, and (2) *Connexion*, a database service which COSing PCVs and RPCVs can enter without charge and subscribers to which include more than 500 employers and graduate programs.

- RVS publishes *Leaders' Loop*, a monthly newsletter to RPCV group leaders, and provides updates in Peace Corps programs of special interest to RPCVs.

- RVS will forward up to five college catalogues for each PCV through pouch system. Ask colleges to send them to you, PCV/Country, c/o RVS, Peace Corps, Washington, DC 20526.

- RVS publishes several manuals which provide important career information, both generically and specifically. The titles of current publications are: *Career Resource Manual*, *Skills & Interest Self Assessment*, *Senior Volunteer Resource Kit*, *Careers In Agriculture*, *Health Careers*, *A Job Search Handbook For Educators*, *International Careers*, *Career Consultants*, *Natural Resource Careers* and *Graduate School Guide*.

The first three manuals are sent automatically to posts for COS conferences while the others must be requested by PCVs or Peace Corps staff.

Remember, the Office of Returned Volunteer Services can make the re-entry process smoother if you avail yourself of the services outlined above. The welcome mat will be out when you are back home. Be sure to stop by or call once you return.

— Nedra Hartzell

Returned Volunteer Services

## *Your next job after Peace Corps: ways to begin thinking about it*

Editor's Note: Jacqueline McMakin, along with Sonya Dyer, is the author of "Working From the Heart" and, for the last 12 years, has led seminars on values and vocation in the Washington, D.C., area. Her son, Tom McMakin, RPCV/Cameroon, works as a staff aide specializing in transportation for the chairwoman of the Board of Supervisors in Fairfax County, Virginia. They may be reached at 1309 Merchant Lane, McLean, Virginia 22101 USA, 703/827-0336.

By Jacqueline McMakin  
and Tom McMakin

"No," you say, "Not now! I'll think about my next job later. Let me travel a bit, clear my head. Then, when I get back to the States, I'll look for work."

There are good reasons to push concerns about future employment to the back of your brain. At home and in many parts of the world, the job market is tight. To find a new job with as much autonomy and variety as most Volunteers

enjoy at post takes imagination and hard work.

Life as a Volunteer abounds with highs and lows, each a potential clue to job satisfaction after Peace Corps. Now is the time, while you are immersed in your assignment, to devote spare minutes to exploring what turns you on in your work life and those things that get you down. Gather these clues and keep them for later use. They will serve you well.

What follows is a systematic way of approaching such an exploration, developed by Jackie McMakin, and her colleague, Sonya Dyer. After years of counseling people who want to find meaningful work, they distilled the complicated process of vocational discernment into eight steps. Each is an area to explore. Some have more importance now. Some may need attention later.

1. **Name and develop the gifts you want to use.** These are the skills, talents or experiences you enjoy using, that express the real you. Survey the whole of your life and isolate those moments that brought deep satisfaction. Mine them for

gifts and skills you would like to use in future work. Don't edit items out just because you don't see how they fit your future. You are on the hunt for what you love and what you do well - essential ingredients of satisfying work.

**2. Identify the *ideals* you want to incorporate in work.** Know what you believe in. Many people define their personal philosophy in terms of what they are against — nuclear war, cultural imperialism, sexism. It is tougher to say what you are for. Imagine yourself standing at the foot of the Lincoln Memorial, as did Martin Luther King, Jr., giving a speech that started, "I have a dream..." What would your dream for a better world look like? Such a statement will start you on the path toward defining those values you want to incorporate in work that will be meaningful to you.

**3. Decide how the *practical parameters* of your life will shape your vocational choices.** Time (how much and when do you want to work?), health, location, primary relationships, money — all can place limitations on job choices. But parameters also represent personal priorities. In this age of "overchoice," having some fixed parameters can be a blessing!

**4. Choose and explore a *vocational focus* that interests you.** Sleuth your way to clarity. Follow your hunches and clues until you zero in on a field and then focus on jobs within that field that really resonate with your sense of purpose. Talk; read; experience. Don't assume the ideal job will drop from heaven. Most people have to work hard to find work they believe in doing.

**5. Identify and find the "people help" you need.** Don't expect one person (a spouse, a professor, a boss or friend) to give you all the support, encouragement or leads necessary. Be specific about the kind of "people help" you need — a mentor to help you move up, an advisor to offer technical know-how, a friend with whom to share your ups and downs. Brainstorm who could offer this kind of help. You'll be surprised at how many people you know. Then ask for specific help. Many hands make light work even in the job search.

**6. *Nourish* your whole person.** Keep stimulated with exciting ideas and excellent reading. Go out of your way to be with motivated people. Take time to play, to take that canoe trip, meditate, climb rocks, go dancing. Nourish your body, mind and spirit. Feed your whole self.

**7. Enhance your current *work environment*.** Identify how your best self, your creativity and compassion can be most fully engaged in your present responsibilities. Effect change. Find allies who want to "create a climate of integrity and excellence" and then make it happen one step at a time.

**8. *Plot* your next move.** Reflect on the seven first steps. In your pursuit of meaningful work, these steps are bases to



## CAREER CHOICES

cover, not just once, but all through your life. This last step requires that you take stock of where you now are, and where you want to be, and to identify one move that will advance you in that direction immediately. Take that step. Experience the feeling of intentionally introducing meaning into your life. This will then empower you to take further strides.

Now that you know the eight steps to bear in mind, we suggest you create a page for each step in your notebook.

Label each page with the key word: **GIFTS, IDEALS, PRACTICAL PARAMETERS**, etc. Then, as you have insights, questions or leads, jot them on the appropriate page. Much like an artist captures favorite scenes in a sketch book, you can use these pages as containers for the future work ideas you want to save. These insights come when you least expect them. This is a way to save and organize them for future use.

Tom's Peace Corps experience in Cameroon and subsequent job experience illustrate how the steps can work together. In the Cameroonian village of Njinikom, he was assigned as advisor to a women's palm oil cooperative. Much time was spent teaching members to keep financial accounts.

The turn-on for Tom, however, was not the accounting, but the teaching and motivating. Tom's secondary project in Cameroon was helping villagers build a road. The funding, bridge construction, engineering, consensus building — all fascinated him. His belief in participatory democracy gave meaning



**Tom McMakin advised women's co-op**

to what he did. Conversely, his work enriched his understanding of that ideal.

On his return to the States, a call from a fellow RPCV landed him a teaching job in a private school in Vermont. While there he found more challenge in helping the headmaster organize and manage the enterprise than in preparing kids for college. This was a clue for future work.

A question to always ask yourself is not only what gifts do you have, but which ones do you want to carry forward in work. Though he could teach, Tom realized it was organizing that he wanted to use in his next job.

When ready to move on from the school, Tom turned to his love of politics — organizing people to do a job together. But then he faced the question of where to start finding what was available in that field?

He began by telling everyone he knew that he wanted to be "a speedy young assistant" to someone who was doing

something useful politically. Through friends of friends, he met a local city manager who clued him into an association of city managers whose newsletter contained job listings. Applications and interviews for various positions in local government alternately raised and dashed his hopes when he learned someone else had been chosen.

Tom kept up his spirits by joining an *ngange*, a local saving society made up of Cameroonians and RPCVs. He started distance running again and read avidly.

A job search is hard, especially for multi-talented people. It's difficult to know in which direction to turn. And easy to get discouraged and think you're the only one who is jobless and uncertain about which field to investigate.

Finally his persistence paid off. In casual conversation, he learned that the county chairman of the Board of Supervisors needed an aide. He applied for the position and is now a "speedy young assistant."

Our beautiful and fragile world cries out for motivated people to solve some of its most pressing problems. If you have joined the Peace Corps, you care. Don't let your idealism get knocked out of you by the difficulty of finding work that is large enough for your spirit. Identify the gifts you want to use, the ideals you want to express, taking into account the limitations that are yours.

Don't get bogged down if several fields attract you. List them all on your page called **CHOOSE AND EXPLORE** and begin to investigate the ones that attract you.

Listen in on a conversation we had when Tom was in the depths of looking for work:

Tom: "Mom, I'm working through your processes, but I can't seem to limit choices. I've got a number of fields which look good."

Jackie: "What are they? Can you group them?"

Tom: "Import/export business, local politics, teaching, development."

Jackie: "Why not explore them all? You don't have to do 20 things related to each of them, but go down the road a bit with each one. Gradually they'll sort themselves out."

And they did. Inquiries into development jobs revealed that French was essential if Tom wanted to return to Africa. He knew his knowledge of French wasn't adequate, and decided he didn't want to put the resources into studying it then.

Import-export. A short course at a low cost, open university got him started but made him think that now was not the time. He found that he was essentially indifferent (relaxed?) to the several options he had chosen. Knowing that, he consciously chose the path of least resistance. The trail toward local government, no matter how discouraging at times, never completely dried up. There was always one more person to call, one more place to write away for information, one more inquiry to make.

Let's turn back to you in your Peace Corps assignment abroad. The experience you are having now — both the positives and negatives — contain clues to future work. Keep track of those clues. Let them lead you to a next work commitment that is worth doing.

Work through and explore the eight steps. Bring into focus the personal knowledge necessary to find or create meaningful work, work that is enjoyable, that makes a difference and that is challenging — work that comes "from your heart."

## New videotape portrays coping with harassment

A new video, "Coping With Harassment," was sent to Peace Corps field offices worldwide this fall along with a discussion guide that is designed to be tailored to specific country needs.

In addition, "A Personal Safety Awareness Manual," which also can be adapted to fit different countries and cultures, was sent out recently to Peace Corps field offices overseas.

The video, which features Peace Corps Volunteers talking about personal harassment incidents they experienced and how they handled them, is intended to be shown to new volunteers or trainees after they have completed their host country home stays.

Produced to be shown with a guided discussion, the film shows that unwanted and unsolicited attention can happen to both men and women in various places and ways. It also emphasizes that harassment can be physical or verbal, threatening or non-threatening.

The video presents common reactions to harassment, such as anger and frustration, and various causes of intimidation, then concludes with suggestions for dealing with such situations.

Barbara L. Pickett, director of the Office of Special Services, said that the genesis for the new Peace Corps' personal safety handbook is a guide originally produced by Peace Corps in Nepal. Several other country offices — Thailand, Kenya, Senegal and Belize — provided their personal safety handbooks to aid in development of the overall agency handbook, she said.

This expanded personal safety handbook can serve as a generic workbook for an overseas Peace Corps office to create their own guidebook, according to Pickett, who said the manual was first field tested in Jamaica and Belize.

Two Peace Corps staff members and eight Peace Corps Volunteers broke into groups and produced their own version in just a few days at one of the test sites, she said. Computer disks have been provided with the manual so that it can be easily revised to fit program and training needs of specific sites.

"Volunteers should be asking their country director or training officer what is planned for their own country-specific handbook on personal safety," Pickett said. "If they want to be part of putting it together, we recommend that they get in touch with staff in their country."

While the scope of the safety handbook is broad, Pickett said that several content sections have been deliberately omitted. These include issues regarding safe food, drink and health care, considered the province of training carried out in conjunction with the Office of Medical Services. The section on rape and physical assault also is limited because of the complex medical, psychological and legal aspects of violent crime may be more thoroughly addressed in the context of medical issues, she said.

The safety workbook, which covers everything from



Angry?



Scared?



Sad?

dress to demeanor, contains sections on traveling and getting about safely; safety at your site including ways to avoid theft and to maintain relations with neighbors; and harassment and personal safety discussions. An evaluation form also is provided.

Pickett said that by the 1980s it was apparent among all international organizations that there was a need for personal safety training because of widespread socioeconomic changes taking place worldwide.

One factor influencing this change was an unprecedented mass movement in the developing world from rural areas to cities and urban areas. Another factor was that global population growth rates have remained high. Meanwhile, the mass media created misconceptions about Americans as television shows like "Dynasty" and "Dallas" have been seen around the world, even in remote, isolated villages.

The safety handbook notes that personal safety is a focused version of cross-cultural awareness which requires individuals to be self aware, to pre-think behavior options and the possible consequences in different situations, and to act decisively in a culturally unfamiliar situation.

## ***HHS agreement to support PCVs in the field***

Orphaned children in Central Europe, malnourished infants in Africa faced with deadly but easily preventable diseases and homeless street youths in Asia will be among those benefiting from innovative agreements signed this fall by the secretary of U.S. Health and Human Services and the director of the U.S. Peace Corps. More than 1,000 Peace Corps Volunteers will have access to highly skilled technical guidance from HHS experts as they develop and implement health, nutrition, special education and early childhood development projects all over the world. The collaboration became official when HHS Secretary Louis W. Sullivan and Peace Corps Director Paul D. Coverdell signed the accords.

# **Dangers of smoking underscored**

Peace Corps trainees are now being told at staging events prior to their departure overseas that they should refrain from smoking for personal health reasons and to serve as role models for host country nationals.

While cigarette smoking is declining in the United States, the situation in the developing world is worsening. That has raised concerns from Paul D. Coverdell, director of the Peace Corps, and Dr. Theresa van der Vlugt, head of the Peace Corps' Office of Medical Services.

"I continue to be dismayed by the degree to which Volunteers are smoking," Coverdell said. "We all know our volunteers are exceptionally bright and they are coming from an environment which increasingly understands the dangers of smoking."

"Smoking is injurious to their health, and it contradicts our mission to bring good health and good will to the people we serve," he said. "I believe that Peace Corps Volunteers, as international development workers, should be role models to the people with whom they work and live."

"Cigarette smoking is the most preventable cause of cancer and death in the world," Dr. van der Vlugt said. "Smoking not only increases the likelihood of premature death and disability, but engenders an image that contradicts the goals of various Peace Corps health programs."

Dr. Tom Eng, medical epidemiologist with the Peace Corps' Office of Medical Services, said that Peace Corps Volunteers, especially women, were more likely to be smokers than the U.S. population of similar age, education and race.

"The reasons for this difference are unclear," Eng said. "The prevalence of smoking among Peace Corps overseas staff is unknown, but is also thought to be high."

Eng, who has been detailed to the Peace Corps from the Centers for Disease Control, said that a survey of 1,395 PCVs in 1987 and 1988 by the Peace Corps' Office of Medical Services showed that the prevalence of current

smokers was 25 percent, with 13 percent of current smokers having started during their assignment.

A report on that survey for the Peace Corps was issued two years ago by Dr. Kenneth W. Bernard, who then was an epidemiologist with the Centers for Disease Control. It noted that worldwide 2.5 million deaths are directly attributable to smoking related diseases.

Dr. Bernard, who now is with the Office of International Health of the U.S. Public Health Service, indicated the increase in smoking in developing countries is alarming. In China alone, cigarette use had grown by an incredible 9 percent a year since 1983.

China, according to the study findings, was expected to increase its number of lung cancer cases from 30,000 a year to 900,000 by the year 2025. Disturbing statistics from Africa showed that 51 percent of people between 30 and 54 in one village in Ghana smoke. In Papua New Guinea, cigarette consumption tripled between 1960 and 1980.

"These countries can ill afford the increased morbidity and mortality associated with smoking while dealing with the pressing problems of malaria, malnutrition and diarrheal diseases," Dr. Bernard said. "While child survival health issues such as immunization, nutrition and prevention of malaria are ordinarily considered high priority in the developing world, the provision of good health requires efforts in other areas as well."

D. Laverne Pierce, director of Peace Corps Volunteer Services, said that a tobacco hazard education program is being developed in cooperation with the Office on Smoking and Health, part of the Centers for Disease Control, and with the American Cancer Society and the American Lung Association as well as the U.S. State Department.

"The headquarters for the Peace Corps here in Washington has been a smoke-free workplace since it moved to its present location," Pierce said. "We would like to encourage



# Travel network for PCVs on the go

By Jones Megan Moynihan  
PCV/Thailand

The Thai word *tio* has no direct equivalent in English but translates roughly as any outing taken for the sheer fun of it — be it a bicycle ride, a walk to a neighbor's or a round-the-world tour.

Some time ago I noticed, from the Peace Corps/Bangkok office bulletin board, that there are quite a few COS-ing PCVs from other countries who like to *tio* Thailand on their various and sundry ways home. I also know from personal experience that one of the favorite conversation topics of PCVs in Thailand is "Where I will go when I COS."

Now I know that my idea of a good time on the way home is not a copy of *Fodor's* or *Let's Go*, because these will just dump me where they dump millions of other readers. What I'd really like to do is contact a PCV ahead of time and say, "I'm coming to (insert country of choice). What's the best way to see the country? What should I do or not do? What cultural codes and mores do I need to be aware of? Can you recommend some places to stay? Could I stop at your site and see what you're doing and take you to dinner and ask you bazillions of questions I will have about what I've seen on my trip?"

With this seed of an idea I contacted other PCVs in Thailand to see if any of them felt the same way and proposed putting together a resource list by and for people who like to travel this way. This was not to be an "I help you, you help me" sort of exchange, but a "I help folks coming here, you help folks coming there" *tio* network.

Our Thai *Tio List* now has 37 names. With the help of our former country director, Vance Hyndman, I contacted the Philippines, Marshall Islands, Papua New Guinea, Nepal and Kenya as most of our *tio*-ing PCVs come from those countries. Papua New Guinea and Kenya are putting together lists and the Philippines has a terrific list, but...Not everyone, of course, is interested in the network, but those that are *really* are.

I have a pat little file of testimonials saying things like:  
"I think the idea is simply fantastic..."

— Papua New Guinea

"I think it's a GREAT idea. By visiting a volunteer you

## Smoking

(Continued from page 19)

nonsmoking behavior among our Volunteers and staff in the field as well."

Recent studies show that quitting smoking carries major and immediate health benefits for men and women of all ages, even those in older age groups. These benefits are found in healthy people as well as smokers already suffering from smoking-related diseases.

"The tobacco industry has pushed smoking in the developing world. That may be one reason that Peace Corps Volunteers start while they are overseas," Pierce said. "Another factor may be stress, boredom and isolation. We hope that we can encourage a reversal in that trend."



*really get to see the culture up close, and also to share the hard earned secrets they've learned about the country they're assigned to..."*

— The Philippines

"I'd love to show some fellow PCVs around!"

— Thailand

In light of all the positive response the *Tio* network idea has received, we think it's an idea which should be flung out to the rest of the Peace Corps world....Senegal volunteers wanting to go to Gabon and Guatemala ones to Costa Rica, and all that.

We have some ground rules for the *Tio List* and its use, which we would appreciate other countries follow.

1. This is solely a Peace Corps thing — we do not want it turning into the hot, new travel agency.

2. A list should include PCV name, COS date, program and address. It should be updated once or twice a year to keep it current and should be available *by request* from country offices, *not* posted on bulletin boards.

3. Peace Corps country offices will give no information about PCVs or their whereabouts if their names are *not* on the list.

4. PCVs who sign are under no obligation whatsoever other than those of cordiality and good sportsmanship. If someone contacts you for help but you are going to be busy, it is perfectly acceptable to write back saying, "Sorry, I'd like to help you but can't do it right now. Try someone else on the list."

PCVs who take advantage of the list, though — PCVs who turn away everybody asking for their help while expecting lists of other countries to pave the way home for them — are snakes.

Any questions can be addressed to Thailand Country Director Ginny Kirkwood or PCV Jones Megan Moynihan, Box 73, Nan 55000, Thailand.

Happy trails!.....Jones Moynihan, Thai 94

## Memorial to honor former Volunteers

The U.S. House of Representatives approved a bill sponsored by Rep. Silvio Conte of Massachusetts to authorize a memorial in the District of Columbia to honor individuals who have served as volunteers in the Peace Corps, but Senate action on the legislation could not be completed before the 101st Congress adjourned. The measure is expected to be taken up again early next year when the new Congress convenes.

Under the proposed measure, a six-member presidential advisory committee would be named to determine the nature of the memorial and raise funds for its establishment. Members are to represent Peace Corps support organizations, former Peace Corps Volunteers, members of Congress and representatives of other organizations knowledgeable about international volunteerism.

The memorial advisory panel, including a chairman named by the president of the United States and the director of the Peace Corps would decide the concept the proposed monument. Private funding would be required to build it, but it would be placed on government land.

# Namibia joins list of new hosts

When the first 14 Peace Corps Volunteers arrived in the newly formed African nation of Namibia in September to begin their service, the scene was reminiscent of the arrival of the first Peace Corps Volunteers on the continent 29 years ago.

The 1990 group assembled on the tarmac at the airport in Windhoek, the capital of Namibia, and sang the Namibian national anthem just as those early U.S. PCVs sang the Ghanaian national anthem upon their arrival on an August day in 1961. The modern day PCV pioneers, who held a hand sewn banner in front of them depicting the Peace Corps emblem and a Namibian flag, are opening a new program in the fledgling republic. The first Peace Corps contingent in Namibia are English teachers.

Soon after Namibia gained its independence last March, the new government indicated a wide range of development needs which opened the door for the Peace Corps. An agreement establishing a Peace Corps program was signed Sept. 19, 1990.

In a move designed to achieve greater national unity, Namibia made English its official language although it is not widely spoken in the country. Because of this, English instruction became a major priority.

The first group of PCVs are now in their assigned schools in the northern part of Namibia. Another group of 15 Peace Corps Volunteers arrived in November. They will teach math and science in addition to English.

For the first year, the Namibia program is being administered from Botswana.

Another new program recently started in Côte d'Ivoire and still one more is set to begin in the spring in Uganda.

Here's what's happening elsewhere in the world:

**Old programs renewed** — Plans for re-establishing Peace Corps programs in Nicaragua and Uruguay are moving ahead. Peace Corps volunteers previously served in Nicaragua from 1968 to 1979 and in Uruguay from 1963 to 1974. The dramatic events in Nicaragua this year restored democracy there but fueled a high unemployment rate. The first Peace Corps volunteers going there early next year will work in vocational education and micro-enterprise development. Uruguay is expected to welcome the first Peace Corps volunteers back in the spring of 1991. They will initially focus their efforts on natural resources and small enterprise activities. Volunteers also are resuming service in Panama after an absence of 20 years with Panama's legislative assembly giving the final go-ahead for a Peace Corps contingent to arrive in the country in mid-November.

**Caribbean office switches** — After 20 years of operating out of Barbados, the headquarters for the U.S. Peace Corps in the Eastern Caribbean has been transferred to St. Lucia. The new office provides oversight for six island programs on Grenada, St. Vincent, Dominica, St. Kitts/Nevis and Antigua. With approximately 150 volunteers serving two-year assignments throughout the Eastern Caribbean, Peace Corps remains a strong component of development in the region. The new Peace Corps director for the Eastern Caribbean is Dr. K. Richard Pyle, who served as a volunteer in Jamaica in the 1960's and, most recently, was employed by the University of Texas.

**Budget backs expansion** — An operations budget of \$186 million, representing the largest one-year increase for

the Peace Corps since the mid-1960's, was approved for fiscal year 1991 by the 101st Congress. The spending measure represented a vote of confidence for the Peace Corps at a time it is going through one of the greatest new country expansions in its history.

**Chad Volunteers withdrawn** — Because of concerns over personal safety resulting from civil unrest in Chad, 31 Peace Corps Volunteers were temporarily removed for two weeks. About half of the Volunteers were flown to France and the remainder went to neighboring Cameroon while the situation was monitored. The first group of Peace Corps volunteers to serve in Chad arrived in 1966. They worked on education, wells construction and forestry projects for 13 years before the program was suspended because of political instability caused by civil war. Volunteers returned in 1987 to continue development work.



## Peace Corps brings U.S., Europe closer.

**Europe beckons PCVs** — New programs are well established now in Poland and Hungary in Central Europe. In another newly established program in the Czech and Slovak Federal Republic, the first group of 22 Volunteers are now winding up training at Podebrady, 60 kilometers east of Prague. They hail from such diverse locations as Missoula, Mont., and Philadelphia, Pa. Plans are under way to send 20 PCVs to Bulgaria starting in late June of next year to teach English in universities, teacher training colleges and secondary schools. Romania also is expected to open its doors to a small group Peace Corps volunteer trainees early next year to work in five special education institutions for children.

**Cleanup after Hugo** — When Hurricane Hugo struck Montserrat on Sept. 17, 1989, the small tropical Caribbean island was transformed into a disaster zone. Four Associate Volunteers who are builders — Rick Weinberg, Jonathan Pearce, Andrew Fontanez and Seamus Gilhooley — arrived last January to join in a six-month rebuilding program. Four PCVs already were on the island. For the first month after their arrival, the four Associate Volunteers repaired houses that remained standing. The Peace Corps' architect on the island, Joe Sandman, designed a small prefabricated house for the homeless and the four AVs set to work producing them with the assistance of soldiers from the South American country of Guyana. Later, members of the Caribbean Youth Program work camp and the Putney Group, 20 high school students from the States, lent a hand in the effort. Altogether, 191 houses were completed in seven months, according to Weinberg, one of the four AVs from Boston.

# ICE ALMANAC

A service of the Peace Corps Information Collection and Exchange

## English for specific purposes



**Editor's Note:** This is the first in a series of articles that Peace Corps' Information Collection and Exchange (ICE) plans to present in the ICE ALMANAC on specific English teaching techniques and exercises. Information in the articles will be useful to both Peace Corps Volunteers whose primary assignments are teaching English in a variety of settings as well as PCVs who teach English as secondary projects.

**By Mary Schleppegrell  
and Kerry McCollum**

At the Maritime Fisheries Institutes in Morocco, Peace Corps Volunteers teach the English of the seas to future sailors who will use English as a language of international communication in their voyages.

In a nursing education program in The Gambia, a Peace Corps Volunteer teaches English writing skills to future nurses who will use English to write community health reports in their country's official language.

At Masuku University in Gabon, a Peace Corps Volunteer with a background in engineering teaches technical English to students who need access to research and information in their fields that is available only in the English language. In

the evenings he conducts "Computer English" courses that also introduce basic programming skills.

What do all these Volunteers have in common? They are teaching English for Specific Purposes (ESP) to help host country nationals perform jobs that require English language skills for international communication. In their ESP assignments, these Volunteers teach English in the particular context in which their students will use it, including interaction with people from other countries, conducting scientific research, or participating in international commerce and communication.

### **What is ESP?**

English for Specific Purposes (ESP) is a growing trend in the field of TEFL (Teaching English as a Foreign Language). How is ESP different from TEFL? The major difference is in the learners and their purposes for learning English. ESP students are usually adults who already have some familiarity with English and need to improve their language skills in order to perform particular job-related

### **ICE ALMANAC**

**Director, General Support Division  
& Managing Editor-----David Wolfe**

**Editorial Assistant-----Christopher Broadway**

ICE ALMANAC features a variety of ideas and technologies Peace Corps Volunteers can adapt locally and highlights particular program areas with notes and recommendations from specialists in the Office of Training and Program Support (OTAPS).

Information Collection and Exchange is Peace Corps' central technical information unit.

Requests for technical information or correspondence concerning the ALMANAC should be sent to United States Peace Corps, ICE, Room 8684, 1990 K St. N.W., Washington, DC 20526.

functions or engage in professional activities that involve communication with people from other countries.

An ESP approach begins with the learner, asking "What does this student need to do in English; why does he/she need to learn English?" The answer to that question then guides the teacher in identifying appropriate objectives and a skills focus, and in selecting materials and activities for the classroom. ESP is especially appropriate for the adult learner, who is more motivated by a language class which provides an immediate focus on the particular goals he/she has for learning English than by a general course with no content focus.

ESP is part of a larger movement within language teaching toward an emphasis on the context of language use and toward teaching language in connection with a particular content area. ESP covers a range of subjects in various speciality, service, scientific or technical fields. An ESP focus means that English is not taught as a subject separate from the context in which the student will use it; instead, language instruction is integrated into subject matter important to the learners.

#### **Peace Corps' role in ESP**

Teaching ESP is a logical progression for Peace Corps after many years of assistance to developing countries in teaching English as a foreign language. Peace Corps TEFL teachers at the secondary level have helped to develop basic English competence among learners in many countries. This basic competence has now generated the need for specialized programs of English at the post-secondary level. Where local teachers are now able to fill secondary school English teaching positions, Peace Corps teachers are able to provide English instruction at the next level, whether in universities, technical schools or places of employment.

Growth in requests for ESP Volunteers is, then, in many ways indicative of changing needs in the host country's development process. Technical English is an area where there is often little expertise in a country, and often economic development depends on the availability of people who can communicate internationally for the exchange of knowledge and products.

Skill in English is often necessary in such development activities. The ESP approach to teaching English means that programs can serve the particular needs of the population with whom each teacher is working, and that the curricula and materials that are developed by Peace Corps Volunteers will be specific to the professional or academic needs of the population that is served.

ESP Volunteers receive approximately 11 weeks of technical training, including sessions on needs assessment, setting goals and objectives, selecting and adapting materials, designing lessons, creating a positive, adult-oriented learning environment, and evaluating student progress. They also gain experience through supervised practice teaching. Once at their sites, ESP Volunteers generally teach 15 to 20 hours per week to classes of varying size and mixed levels. They also develop curriculum manuals for the school or organization in which they work under the supervision of the administration of the institution where they are teaching.

As with other Peace Corps programming areas, the ESP project plans are designed to institutionalize English teaching within the organization where the Volunteer is working. Agreements stipulate that English is to be an integrated part of the work or study day and that material and financial support

for curriculum development is the responsibility of the school, office, or central ministry. A major goal of most ESP projects is to develop a program which will eventually be taken over by a host country teacher and become a permanent feature of the institution without continuing Peace Corps support.

ESP is a logical area for Peace Corps involvement, since making programs relevant and motivating to the learners is a major focus of all Peace Corps Education projects. Peace Corps currently has or is developing ESP projects in Morocco, Mauritania, Tunisia, The Gambia and Gabon.

#### **ESP program components**

Because ESP students are adults learning English for professional or job-related purposes, an ESP program is built on an assessment of purposes and needs and of the functions for which English is required by the learner. It may be that all four language skills (listening, reading, speaking, and writing) are not equally important for the learners.

The needs assessment identifies the language skills most needed by the students, and focuses the program accordingly. For example, an ESP program might stress the development of reading skills in students who are preparing for graduate work in engineering or it might emphasize the development of

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**PCVs who teach English in any setting are encouraged to send written descriptions of their English teaching exercises, techniques and experiences to the Editor, ICE ALMANAC, U.S. Peace Corps/ICE, 1990 K Street, N.W., Room 8684, Washington, D.C. 20526, for possible publication in future issues.**

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conversational skills in health researchers who have frequent interaction with visitors from other countries. Further, the needs assessment identifies the functions for which the learners need to use these skills. If students need to develop writing skills, for instance, the ESP teacher identifies the types of documents they will be writing in their work and develops lessons that help them practice the required skills in a relevant context.

An ESP program, then, combines a content, or subject-matter, focus, with concentration on language and its structure. Students approach the learning of English through a field that is already known and relevant to them. This means that they are able to use what they learn in the ESP classroom right away in their work and studies.

The ESP approach enhances the relevance of what the students are learning and enables them to use the English they know to learn even more English, since their professional interest motivates them to interact with speakers and to read other texts in their fields.

By integrating subject matter and English instruction, an ESP program motivates the students because they are able to apply what they learn in their English classes to their major fields of study or work. Being able to use the vocabulary and structures that they learn in a meaningful context reinforces what is taught and increases students' motivation.

The students' abilities in their subject matter fields in turn enhance their ability to acquire English. Subject matter knowledge gives them the context they need to understand the English of the classroom. The ESP class takes subject matter content and shows students how the same information is

expressed in English. The teacher can exploit the students' knowledge of the subject matter to help them learn English faster.

The major principles of ESP — focus on the learner and a program based on needs assessment — reflect a major Peace Corps goal in all its projects to target Peace Corps assistance in appropriate and meaningful ways by understanding and responding to local needs of a host country. Focusing on the learner recognizes that ESP students are generally adults with a reason for learning English, a context in which to use it, and well-developed learning strategies. The needs assessment means identification of the functions for which learners will use English, assessment of their current level of proficiency, and development of activities which enable them to practice and improve their English skills.

ESP teachers are generally also involved in materials development. A model of materials and activities design (adapted from Tom Hutchinson and Alan Waters, "English for Specific Purposes," pages 108-109) recognizes both content and language components of the ESP program. The model suggests a four-step process for presentation of a lesson in ESP — providing input, presenting both content information and information about the structure of English, and building skills toward a particular task learners will be able to perform as an outcome of the lesson.

### **1. PROVIDE INPUT**

A text, dialogue, video, diagram, or other piece of communication data is used as the basis for the lesson or

unit. These texts are typically drawn from authentic materials used in the learners' professional field, reflecting the ways they will need to use English.

The input provides:

- Stimulus material for activities
- New language items
- Correct models of language use
- A topic for communication
- Opportunities for learners to use their existing knowledge both of the language and the subject matter.

### **2. IDENTIFY A CONTENT FOCUS**

Language is not an end in itself, but a tool for conveying information and attitudes. Since the input text, drawn from the common content area of the students, is something of interest to them, it stimulates meaningful communication in the classroom and is the basis for activities that allow students to use English communicatively.

### **3. LANGUAGE FOCUS**

ESP lessons also give learners the opportunity to analyze English by studying how it works. A focus on grammar is an important part of the ESP program, giving students exercises designed to help them learn the structure of English. The grammatical structures which are the focus of each lesson are those which occur naturally in the input text. In other words,

grammar is not taught in isolation but is learned in the context of an interesting and motivating English text.

### **4. TASK**

The ultimate purpose of language learning is language use. Each lesson builds towards a communicative task in which learners use content and language knowledge in some meaningful way to practice their English. Typical tasks might include role plays of a situation like the one modelled in the input, writing tasks, a report similar to what might be required in the learners' professional field or participation in an information-sharing discussion that extends students' knowledge of the content of the input text. The primary focus for the lesson is the task. The input text provides the language and content which lead the learners to the point where they are able to carry out the task.

Hutchinson and Waters' model for ESP program design puts together language and content to meet the specific needs of the ESP student. Peace Corps ESP programs are a unique opportunity to provide meaningful and relevant instruction in skills that are immediately applicable by the learners, making an important contribution to the development of technical and professional expertise in the countries where Peace Corps is serving.

### **An ESP case study**

Peace Corps Volunteers have been involved in teaching English in Morocco for more than 20 years, making personal and professional contributions to the development and modernization of the country. In the past, the primary vehicle for that contribution was the secondary school system. As the nature of education in Morocco has changed, however, and as the

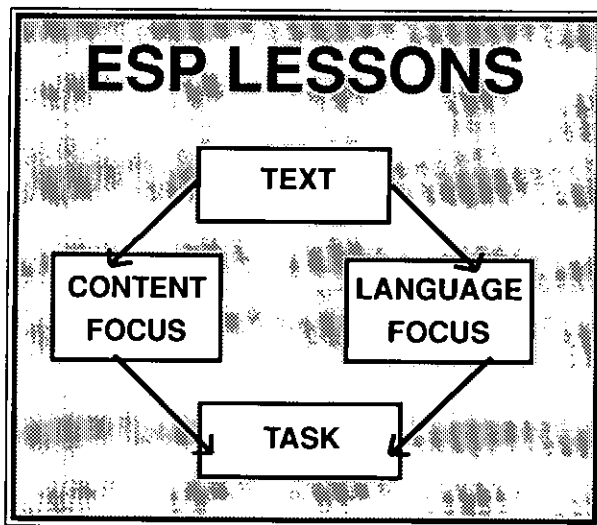
government has responded to the evolving need for technical and professional education, the nature of the need for English teaching has changed as well.

English is now viewed in Morocco as the language of the air and sea, the language of tourism and the language of technical information. Peace Corps/Morocco began receiving requests for ESP Volunteers in 1985. The number of such requests is continually increasing.

ESP programming is the highest priority area of Morocco's Ministry of Education, which is considering beginning a separate specialty in ESP within English departments of universities and at the teacher training college. Peace Corps/Morocco has been involved in assisting Morocco meet this need for technical English by providing ESP teachers to maritime schools, vocational schools, business schools, science faculties, agricultural schools and many other business and technically related organizations.

The ESP program works directly with Morocco's Ministries of Education, Health, Public Works and Maritime Fisheries. In other areas such as agriculture, commerce, and planning, the Peace Corps office works with directors of various institutes and offices who are designated as ministry representatives.

Since its official beginning in 1986, ESP has grown



(Illustration adapted from "English for Specific Purposes" Cambridge University Press.)

steadily as a program because of the number of requests which come in daily from schools, ministries and organizations wishing to begin English programs for their students and employees. The demand for teachers of specific purpose English far exceeds the supply of qualified English teachers. Peace Corps is attempting to improve the overall quality of ESP teaching in Morocco by working with counterpart teachers whenever possible and by helping each school or organization to design English language training relevant and appropriate to the needs of the individual setting.

There are currently 30 Volunteers serving in Peace Corps Morocco's ESP program in projects as diverse as health, agriculture, science, engineering, law, economics, and fisheries. Four Volunteers are teaching students and professionals in the health field. Two work in the national research lab of the Ministry of Health, holding classes for lab technicians, doctors and pharmacologists. Two others work at a training center, teaching English to technicians, nurses, midwives and hospital and clinic administrators who are participating in a two year in-

service training program sponsored by the ministry.

Four Volunteers are teaching in the maritime fisheries training centers. These Volunteers are working with students of maritime fishing who will soon be going to sea and will need to rely completely on their English skills to communicate over the radio and in various ports of call.

Some of the ESP teachers work in post-secondary schools, providing instruction in technical English to support content-area teaching. Four Volunteers are in vocational schools, teaching English to students of electronics, drafting, computer programming, refrigeration, mechanics, accounting and secretarial skills. Four Volunteers teach students and professors at science faculties of universities.

Since most of the current research in scientific fields is now being published in English, being able to read English is a crucial skill for both students and professors who want to keep abreast of their fields. Some are also interested in pursuing their studies in the United States and therefore must prepare

(Continued on next page)

## NETWORKING

# English group offers top-notch tips

Teachers of English to Speakers of Other Languages Inc. (TESOL) is the international professional organization for teachers of English as a second language (ESL) and as a foreign language (EFL). Founded in 1966 and based in Alexandria, Va., TESOL has 814,000 members — teachers as well as other professionals — working in English language education.

The organization has 28 affiliates outside the United States. Although it has none in Africa or the Middle East, TESOL has professional contacts in such countries as Morocco, Egypt, Turkey and Yemen that have large numbers of English language teachers.

Members receive the TESOL Quarterly, a scholarly publication geared to research, and the bimonthly TESOL Newsletter, which stresses practical aspects of the profession. The newsletter contains information on teaching techniques, book reviews and notices about job openings and conferences. An international exchange section features articles on teachers' experiences in countries other than the United States. By joining an interest section, members receive periodic newsletters that focus on the section's specific interest; they can choose from among 16, including "English as a Foreign Language," "Adult Education," "Teacher Education" and "Computer-Assisted Language Learning."

TESOL also produces other publications in the field of English language education, many of which are policy statements on issues and standards of the profession. In its effort to regulate worldwide programs, TESOL publishes a Manual for Self-Study for teachers and administrators. Accompanying booklets provide specific guidelines for programs for (1) elementary and secondary school students, (2) post-secondary school students, (3) adults and (4) teacher training. A catalog for ordering TESOL publications is available upon request. TESOL members receive discounts.

The annual fee for membership in TESOL is \$42, a bit more than most Volunteers may wish to pay. Susan Bayley, a former Peace Corps Volunteer who is now deputy executive director of TESOL, believes that it may be more appropriate for APCDs in charge of TEFL programs to join TESOL on behalf of the Volunteers, giving PCVs access to TESOL materials.

Currently, TESOL has affiliates in three Peace Corps

countries — the Dominican Republic, Honduras and Thailand — and Bayley thinks it is important for TEFL PCVs in these countries to link up with them. Elsewhere, she suggests that TEFL Volunteers contact the local professional association for language teachers or, if none exists, consider forming an association — a secondary project that would benefit the local profession in the years to come. Several PCVs have written asking for her help, and she would be happy to assist others.

During the summer, TESOL conducts an institute consisting of two three-week sessions on English language teaching. This year, the institute is taking place at Michigan State University, in East Lansing, Mich. Co-sponsors are Eastern Michigan University and the University of Michigan. Professors from various universities are conducting the courses, all of which offer graduate credit with some providing undergraduate credit as well.

Bayley thinks that the institute is an excellent vehicle for pre-service training for people considering language teaching as a profession. "Inspiring and stimulating, the institute can encourage new ESL teachers to work with refugees in the U.S., for example — a possible future career for TEFL Volunteers," she says.

In many ways, Bayley believes, TESOL can be a strong ally of RPCVs considering English teaching careers. TESOL, for example, has a teacher training directory "with all the information needed for selecting the right graduate school — a handy reference for someone considering such a career."

For an annual fee of about \$20, TESOL will send out a bimonthly listing of worldwide job opportunities. TESOL also keeps resumes on file for possible referral to employers who periodically contact the organization.

Bayley believes that TESOL has a special relationship with Peace Corps because "Peace Corps gave the impetus to the profession in the United States." A plaque that has hung in the Peace Corps director's office, presented by TESOL in honor of Peace Corps' 25th anniversary, testifies to that relationship.

The address of Teachers of English to Speakers of Other Languages Inc. (TESOL) is 1600 Cameron St., Suite 300, Alexandria, Va. 22314.

# ICE Resources available to ESP Volunteers

A primary resource for Peace Corps Volunteers involved with teaching English for special purposes is "ESP: Teaching English for Specific Purposes" (ICE No. M0031) coauthored by Mary Schleppegrell, an education specialist in the Office of Training and Program Support, and Brenda Bowman.

This Peace Corps manual describes the purpose of ESP, how it differs from other programs that teach English and details the procedures for developing ESP programs — assessing students' needs and designing, administering and evaluating programs corresponding to those needs. Specific exercises are included to teach the four basic language skills — listening, reading, writing and speaking — as well as grammar and study habits. An appendix contains reviews of essential reference materials.

Another basic book is "ESP in Practice: Models and Challenges for Teachers" (ICE No. ED109) edited by Pat Wilcox Peterson. Written especially for ESP teachers, it is a workbook that provides program models and activities for teaching language skills.

NUCLEUS English for Science and Technology is a series of textbooks written for university students to learn sufficient English to function in that language in a particular field. The series includes English for biology (ICE No. ED091),

engineering (ICE No. ED092), general science (ICE No. ED093), mathematics (ICE No. ED094) and medicine (ICE No. ED095). Two other publications also available through OTAPS Information Collection and Exchange are for teaching English as applied to science and technology: "Mathematical

Activities: A Resource Book for Teachers" (ICE No. ED089) by Brian Bolt and "Basic English for Science and Technology, Volume III" (ED098) by Charles Swanland. Both assist vocational education students coping with technical manuals written in English.

For ESP Volunteers worldwide, as well as all TEFL Volunteers who teach English as a foreign language, ICE distributes to Peace Corps country offices the "English Teaching Forum: A Journal for the Teacher of English Outside the United States." Published by the U.S. Information Agency (USIA), the quarterly Forum contains articles on a professional level for English language teachers working abroad.

USIA also has sponsored a video series intended for teacher trainers that demonstrates different methods for teaching English. A guide is being developed for trainers to use with the videos. Both the videos and the guide should be available to Peace Corps country

(Continued on next page)

## ESP: Teaching English for Specific Purposes

Peace Corps  
INFORMATION COLLECTION & EXCHANGE

## Moroccan engineering school students learn English

(Continued from page 25)

for exams like the Test of English as a Foreign Language (TOEFL) and the American Language Institute-Georgetown University (ALIGU). The ESP Volunteers are designing programs that build these needed skills.

Agriculture is an important part of Morocco's economy, and skills in English enable Moroccan agriculturists to interact with their international counterparts in sharing new techniques and research. Five Volunteers teach students and professionals in agriculture, working at the National Agriculture School and teaching agricultural engineers and economists.

Four ESP Volunteers teach secretaries, business students, future accountants and employees of the Ministry of Commerce. One Volunteer, who teaches at the National Judiciary Institute, is assisting Morocco's future magistrates to communicate in English so that they can participate in international law conferences. Another Volunteer is teaching students who are pursuing the equivalent of a bachelor of science degree in physical education.

Like the students in the science faculties, these students need English to keep abreast of current research in their field. One Volunteer teaches English to students at Morocco's most prestigious engineering school in Casablanca. These students will later work for the Ministry of Public Works, building Morocco's roads and bridges. Two Volunteers teach at the National Statistics and Applied Economics Institute. This institute is a crucial training facility for the Ministry of Planning. Students studying computers find English to be an absolute necessity.

Some of the ESP Volunteers in Morocco come with a

background in the particular field in which they are teaching English. However, this is not considered to be essential, since the ESP teacher can draw on the students' content area expertise.

The Volunteer's major role is to enable the students to express and understand in English the same concepts they already express and understand in Arabic. All ESP Volunteers are responsible for working to develop curricula for their schools and institutes while on a two-year assignment in Morocco. Through their work they have a unique opportunity to contribute to these many sectors which Morocco has deemed essential to development. At the same time, through their work, Volunteers have an opportunity to learn much about these various fields.

ESP classes are also excellent opportunities for forging links between Peace Corps' technical sectors. Recently, ESP Volunteers in Morocco have begun collaborating more closely with other technical sectors within Peace Corps/Morocco. For example, an ESP Volunteer teaching English to engineers might arrange for one of the Peace Corps Volunteer engineers in the rural water program to give a presentation to his/her class on the work he/she is doing. Environmental education Volunteers have found the ESP classroom to be an excellent place to speak with students and professionals about the environmental concerns they are working on in Morocco. Volunteers in Morocco hope to continue building ties like these between the ESP program and Peace Corps' other technical sectors.

Mary Schleppegrell is an education sector specialist in the Office of Training and Program Support. Kerry McCollum is a former APCD/Education in Morocco.

# Resources

(Continued from page 26)

offices in the near future so that the two can be used in Pre-Service Training.

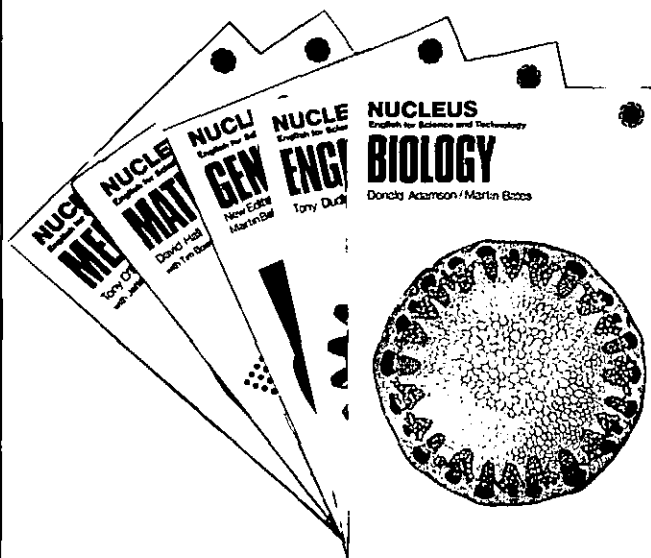
Besides having access to ICE, ESP Volunteers have a number of other resources to keep them up-to-date on knowledge and practices in the field. In Morocco, where the largest ESP contingent in Peace Corps is located, a newsletter called "The Clairvoyant" is published. It provides ESP Volunteers an outlet for describing their experiences, both successful and unsuccessful, in teaching English. Although geared to Morocco, many of their "tips" could apply to ESP Volunteers generally.



The newsletter in Morocco also contains a list of ESP books at the Peace Corps/Morocco education office. The list, together with reprints of some of the articles and lesson plans in the newsletter, would be a good starting point for any ESP program. For copies of "The Clairvoyant," write to Peace Corps/Morocco, 1 Rue Benzerte, Rabat, Morocco.

ESP Volunteers in the Middle East and North Africa also have available

to them the ESPMENA Bulletin, published twice a year by the English Language Servicing Unit of the Faculty of Arts at the University of Khartoum in Sudan. The bulletin gives news about research, current materials, conferences and workshops of interest to ESP teachers in this part of the world.



In addition to these various resources, ESP Volunteers can have access through their Peace Corps country offices to publications from such organizations as Teachers of English to Speakers of Other Languages (TESOL) and the International Association for the Teaching of English as a Foreign Language (IATEFL).

TESOL is the principal professional organization in the United States for English-as-a-second-language (ESL) education and IATEFL is its counterpart in Western Europe. TESOL is described fully in the "Networking" section of this issue of ICE ALMANAC. Information about IATEFL's services and publications can be obtained by writing to 3 Kingsdown Chambers, Kingsdown Park, Whitstable, Kent CT52DJ, England.

## Health/English: An integrated program

By Joan Savory

As a Peace Corps Volunteer in The Gambia, my assignment was to teach English writing skills to trainees in an 18-month community health nursing program. This program is an important part of the Gambian government's efforts to upgrade and promote primary health care.

Under the program, graduate community health nurses are posted to key villages throughout the country to provide primary care, maternal and child care, and health education to both urban and remote rural populations.

Most of the trainees were graduates of 10-year secondary technical schools. Although English is the language of instruction throughout The Gambia's public school system, most students have had little experience writing compositions during their school years. By the time they are accepted into nursing training, students need a refresher course in English in order to understand, think and communicate in their country's official language. (English is used in government, the courts and the schools of the country, but traditional languages like Wolof and Mandinka are used in everyday life.)

In designing my course, I first had to determine what

types of writing the students would need to produce during their training and in their careers as community health nurses, and what background knowledge was required in order to develop such writing. In collaboration with my PCV colleague, nurse tutor Claire Miller, I examined the nursing course requirements and worked out a series of composition exercises leading to the writing of standard nursing reports, specifically, case history reports.

Since Miller's students would be required to know the difference between objective and subjective data, I structured composition exercises to develop that distinction.

During Phase I, Introduction to Nursing, students wrote ungraded accounts of family life, village activities and holiday celebrations in order to become accustomed to thinking and expressing themselves in English without the pressure of producing error-free work.

During Phase II, Miller's students prepared what she called SOAP notes — abbreviated records of patients seen during home visits made with her. These notes included the patient's complaint (Subjective), student observation and measurement of the patient's condition (Objective), student

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# Health/English

(Continued from page 27)

evaluation or diagnosis of this condition (Assessment) and student plan for treatment (Plan). One-paragraph graded English assignments were introduced at this time. These consisted of descriptions of classmates, staff, classrooms and classroom buildings, in preparation for reporting on patients and home environments. Students learned to be objective and to selectively record facts as distinguished from personal impressions.

Students next encountered English class exercises which required them to form an opinion — to judge the state of health or feelings of a person in a photograph or to decide how best to remedy unsanitary food storage conditions discussed in a magazine article.

Students worked in pairs on these decision-making projects; discussing the situation with each other seemed to open up more possibilities and to relieve the pressure of sole responsibility for a decision. They then turned in a joint two-paragraph report describing their solution and giving two reasons for their decision. This *subjective* reporting reflected their response to the objective situation presented and expanded upon in Miller's SOAP notes.

In Phase III, Miller taught a segment on diarrhea-causing diseases. She presented a series of incidents of diarrhoea, including causes and cures. From this subject matter, we developed case histories as the basis for integrated report writing assignments, intended to reinforce student knowledge of these diseases and to improve their report writing ability.

In one-paragraph handouts we described the patient, the complaint and the diagnosis. I then developed a three-paragraph outline of the format the student was to follow in preparing a case history report. Students were to treat the assignment as a report requested by, and to be presented to, their supervisor on the Regional Health Team at their work site.

In paragraph one, the student briefly described the patient, how and where met, the onset of the diarrhoea, and the condition of the patient — all objective data obtained from the given case history.

In paragraph two, the student noted the diagnosis, as given in the case history, and his/her opinion as to the source of this infection. In her classroom teaching, Miller had stressed the difference between cause and source; cause refers to the bacteria or virus present in all cases of a particular disease; source is the environmental site of, or factor responsible for, the specific infection described. In paragraph two, the student also described the method of treatment and medication prescribed.

In paragraph three, the student described follow-up plans and the result of that follow-up, including the patient's present condition and any changes in treatment to be made.

Thus in the case history reports, the student was required to combine objective and subjective writing in a standard report form that was an expanded version of the SOAP notes prepared in Phase II of training.

Throughout the preparation and writing of these reports, students benefitted both in subject area knowledge and in English language skills. In Community Health Nursing, students:

1. Became familiar with symptoms of specific diarrhea-causing diseases;
2. Learned how to treat, and when not to treat, specific diarrhea-causing diseases;

3. Learned how to assess the home or village situation for the probable source of the infection;
4. Learned of proper follow-up procedures and possible additional treatments;
5. Practiced keeping Problem-Oriented Medical Records (POMR).

In English, students:

1. Became more proficient at preparing standard medical reports;
2. Learned to distinguish between objective and subjective writing;
3. Learned which information should be included in medical reports and which is not necessary;
4. Improved in the use of verb forms and in the mechanics of writing.

Students received a predetermined percentage of the grade for both English writing and for medical information on each report. Miller assigned points for three factors; source of the infection, method of treatment and medication.

English was graded for format, inclusion of required information, grammar — most especially verb forms — and mechanics. The students had the opportunity to reinforce their knowledge of specific diarrhea-causing diseases and treatments while gaining practice in writing standard medical reports of a kind they would use in their careers as community health nurses.

## *Small Projects Assistance program helps boost community enterprises*

In Gbodjome, Togo villagers used to travel 22 kilometers to purchase fresh vegetables. Then a community group approached Peace Corps Volunteers Michele Cavatalo and Jennie Hughes about expanding a privately owned garden plot into a community garden. The idea was to produce vegetables for both local consumption and for the European market in Lome, the capital.

That's when Small Projects Assistance (SPA), a unique program that joins the human resources of Peace Corps with financial resources from the U.S. Agency for International Development, came into the picture. A SPA grant of \$1,578 was used to buy buckets, fuel, insecticides, a pipe and a pump for irrigation purposes.

An added benefit to the gardening project in the small West African country of Togo is that it offers employment opportunities to community members. Farmers working in the community garden can earn a small income by selling their products outside the community. Another facet of the project was developed when the PCVs also began teaching a course in the principles of cooperatives development, including bookkeeping and by-laws development.

Established in 1983, the SPA program currently supports small self-help efforts through direct grants to community organizations in 40 Peace Corps posts. SPA consists of two components — the SPA fund, which directly supports community projects, and the technical assistance (TA) agreement, which provides training and technical advice to Peace Corps Volunteers, staff and host country nationals (HCNs) working on these projects.

Through the SPA fund, Peace Corps country offices provide grants to community groups working with PCVs in food production, small enterprise development, renewable energies and health. TA activities stimulate and/or directly support SPA projects. Funds for this purpose, available through Peace Corps/Washington, provide in-service training for PCVs and HCNs and program consultants.

Volunteers interested in a SPA grant or technical assistance should contact their Peace Corps country offices.

# Resource Center training offered

With funding support from the Small Projects Assistance technical assistance fund, Information Collection and Exchange Director David Wolfe and SPA Coordinator Renée Witherspoon traveled this summer to Honduras and Paraguay to conduct the first two on-site trainings in the Inter-America Region on In-Country Resource Center Development.

The Resource Center trainings/assessments are intended to enhance posts' capabilities for providing needed information services to Peace Corps Volunteers as well as others. Initially, participants examine the current functioning of the Resource Center in terms of its contributions towards the goals of that country's Peace Corps program. Facilitators and participants then work together to develop those information handling and management skills necessary to enhance the local capabilities to meet those goals and serve the information needs of Volunteers and staff. Throughout the training, participants develop an action plan for the Resource Center based on the country's individual needs.

The training in both Honduras and Paraguay was carefully matched to the needs of the countries. Skill areas which were covered in both trainings included:

- Organization of information.
- Local information identification, acquisition and management.
- Outreach and information service marketing.
- Networking with other information service providers.
- Services to Resource Center users.
- Book repair and conservation.
- Automation of library systems.

In addition to specific skill areas which were addressed, networking site visits were made to information service organizations in each country, both as a way to expand the knowledge base of Resource Center personnel and to encourage two-way sharing of technical information.

In Honduras, site visits were made to the Instituto Hondureño de Cultura Interamericana and the National Autonomous University of Honduras. A visit also was made to the Peace Corps Training Center library, where participants discussed ways the Peace Corps/Honduras Library and the Training Center library could work together in order to help trainees. In Paraguay, because of limited time, only one site visit was made, to the Paraguayan-American Cultural Center Library.

In both countries, the site visits resulted in increased knowledge of the resources available at both facilities, a new sense of cooperation between the organizations and a reinforced awareness that their information service goals overlapped.

Possibly the single most important skill developed at

the trainings was the capability to look at a Resource Center's situation and come up with a realistic action plan for development. A good action plan takes into account all relevant factors such as the current and anticipated functions of the Resource Center, resources available (including time to implement the action plan objectives), skills of all staff members, etc. These planning skills, along with the technical skills developed, will allow the Resource Center personnel to continually reassess their situation and develop and modify the action plan on their own to reflect changing needs and resources.

Two other important results of the training were (1)

increased awareness of the many roles the Resource Center and its personnel can play in serving the needs of the PC posts and (2) the development of methods and skills to fulfill these roles.

The continued development and operation of an In-Country Resource Center can help country posts to achieve their objectives in a number of different ways:

- By providing PCVs with technical information in support of both their primary and secondary or less formal projects.

- By providing Peace Corps staff with information to assist in country programming. This type of information can include technical information, historical information about projects, information about the country as well as information about the history of Peace Corps in the country.

- By providing PCVs with information about the country's language and culture as well as other information specific to that country.

- By providing PCVs with informational resources necessary to prepare themselves for their future careers or education.

- By sharing technical information with host country counterparts and other HCNs and development organizations.

- By providing PCVs and others with access to information about events in the United States and about U.S. culture and history so they can share this information with host country people.

In response to frequent requests from PCVs for advice on setting up and procuring materials for libraries, schools and community resource centers with which they're working, ICE staff members are currently developing a session aimed at helping these PCVs to acquire the necessary information handling skills for these tasks. This session will be available for future trainings.



**Librarian Lourdes Kestenbaum assists PCV in Honduras.**

# Americans make dreams come true through Partnership Program

Since its inception in 1964 the Peace Corps Partnership Program has enabled more than 3,000 overseas communities to begin realizing their self-help development goals. Last year the Partnership Program, with the assistance of hundreds of Americans, funded nearly 100 projects.

Here are a few examples of how the program has been working:

- On Tsis Island, in the Federated States of Micronesia, 450 people live without an adequate water supply. This is especially true during the dry season, which begins in early March and ends about mid June.

With the assistance of Peace Corps Volunteers Jeannie Frederick and the students of Blendon Middle School, in Westerville, Ohio, the residents of Tsis are building 10 water tanks.

Frederick writes that the residents of Tsis will no longer have to bathe in an ocean polluted with human waste and trash or buy bottled water for cooking and drinking. In fact, according to Frederick, once the water tanks are built, "There will be a marked improvement in the health of babies, children, and the community as a whole."

- The kindergarten in Banikani, Benin, needs a new building. Walls are cement blocks with holes punched in them to let in the light; the interior lighting is not sufficient for seeing, let alone reading or writing. Children sit and walk barefoot on dirt floors. Additionally, the school is on the corner of a busy intersection, and the children's play is often disrupted by traffic.

With the assistance of Peace Corps Volunteer Anne Mullen, Glen McLaughlin and

Jack Sandberg, along with their U.S. Partners, the community plans to install windows, lay cement flooring and construct a surrounding wall to enclose the school grounds. Soon the proposed improvements will become a reality.

- In the Dominican Republic, the community of Morquecho has been working to rebuild its primary school for five years. They have reached the roof. The primary school now enrolls 411 first through eighth graders.

Peace Corps Volunteer Alice Loughran writes: "Education is the backbone to the growth and development of the community. This community is in urgent need to construct

## Cycle accidents extensive

An item in the Summer 1990 Peace Corps Times reporting the death of a Peace Corps Volunteer in Africa in a motorcycle-related accident should have read it was the first motorcycle-related fatality involving a PCV since December 1983. For the first three quarters of 1990, there were 114 motorcycle-related accidents worldwide involving PCVs. There were 208 motorcycle-related accidents worldwide in 1989, 214 in 1988, 297 in 1987 and 328 in 1986.

proper facilities to school their children."

With the completion of the new school rooms, made possible by U.S. Partners, more students will be able to enroll, fulfilling the need for growth and education.

Despite being in different regions of the world, all of the Partnership projects have two things in common. They are all coordinated with the assistance of a Peace Corps Volunteer and they have all received funding through the Peace Corps Partnership Program.

Peace Corps Partnership Program is set up to aid communities in fulfilling a self-identified basic need, like a school, water source or equipment. The overseas community provides at least 25 percent of the overall project cost while U.S. Partners provide the rest.

But funding is not the Partnership Program's only function. The program also serves to link different cultures through a cross-cultural exchange.

Through such an exchange, the program aids in fostering understanding between different peoples of the world. Through



Kindergarten children assemble outside their Banikani school.

the sending of letters, packages, handcrafts and other items, the overseas partners and the U.S. partners share a part of their lives.

Martha Holleman, administrator of the Partnership Program, says, "Both the people here at home and the people abroad can learn more about each other as they engage in a cross-cultural exchange of information, artifacts, letters and other materials that illustrate their respective lifestyles."

"By participating in the Peace Corps Partnership Program, Americans around the country can contribute to world peace and friendship," says Paul Coverdell, director of the United States Peace Corps.

For more information on the Partnership Program ask your in-country staff for a copy of the new Peace Corps Partnership Program Volunteer Handbook or cable, write, or fax us in Washington: The Peace Corps Partnership Program, 1990 K St. NW, Washington, D.C., 20526. Fax: (202) 606-3110.

-- Chandra Paskowitz

# Volunteers pitching in to make World Wise Schools a success

The reception given the World Wise Schools program has blossomed beyond expectations. That is due in no small measure to the wholehearted cooperation of Volunteers around the globe. They are not only giving of themselves to people of their host countries, but also to young American students who are eager to learn about the world.

The World Wise program, in operation since September, 1989, is now active in all 50 states, where individual teachers have registered to correspond with a Volunteer. Approximately 1,500 Volunteers have been matched or are awaiting school matches for the present year.

In addition, one city, Tulsa, Okla., and four states — South Carolina, Oklahoma, Mississippi and Ohio — have formally proclaimed their support for the program by accepting the World Wise goals to promote the study of geography, help increase cultural awareness and to stress the importance of volunteer service.

The governors and mayors in these states recognize the educational value of World Wise Schools and the important contribution the Peace Corps Volunteer can make to help ensure that Americans overcome a serious lack of understanding of other peoples and nations.

Various states and communities support the program in different ways. In Mississippi, where the program was enacted Oct. 29, Gov. Ray Mabus plans an endorsement letter to school curriculum coordinators in the state. A feature article was to be prepared for the Mississippi Geographic Alliance newsletter and a promotional segment has been prepared for the state's educational television station. In addition, World Wise Schools will be promoted at a statewide conference of social studies teachers.

Peace Corps Director Paul D. Coverdell recognizes this important program as a formal vehicle to "bring the Peace Corps experience home," thus fulfilling the agency's Third Goal spelled out when Congress approved formation of the Peace Corps nearly 30 years ago.

Of the three goals established by passage of the Peace Corps Act in 1961, the last one calls for Peace Corps to forge "a better understanding" among Americans about their world neighbors. The World Wise Schools program is now one of several key initiatives that are helping fulfill that aspiration.

Peace Corps Chief of Staff Jody K. Olsen sees World Wise Schools as a way for Volunteers to allow young American students to become acquainted with a world many never knew existed.

"Sharing the experience is a great magnifier of the experience; it is enabling other people to share that experience with you," she says.

Defining the Peace Corps experience is a highly personal exercise. It is not easy to generalize about the satisfaction and the growth a Volunteer experiences, but Olsen sees the participation in World Wise Schools as something that, as the program continues to grow, will be a significant factor in the Volunteer's assessment of her or his tour.

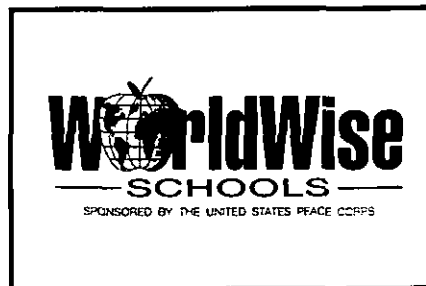
"It enhances your experience because you're observing through double eyes — your own and those of the people back home who count on you to open a new world to them," she says, "By that double vision, so to speak, you can clarify what you're learning while you're there."

New volunteers entering Peace Corps service will become familiar with the World Wise Schools mission at their local recruiting office. Orientation will start there, but the actual match to a school won't take place until pre-service training. This early assignment should serve to begin the relationship at a time when the new Trainee is being introduced to the Peace Corps as a whole.

Under the program, there are provisions for the Volunteer to be matched with her or his former school as long as the Volunteer asks that the school contact the World Wise Schools office.

As with any new and dynamic program, there are bound to be refinements, adjustments as it grows and matures. But as the program blossoms with time to include more American students and more Volunteers the dedication and enthusiasm shown to date will serve as a guiding example for all to follow.

-- Bruce MacDonald



## World Wise Schools Coupon

Please match me to a classroom in the United States.

Name \_\_\_\_\_  
(print or type)

Country \_\_\_\_\_

As a World Wise Schools participant, I agree that you may release my name, hometown, biographical data and any details related to my participation in this program to the media, members of Congress and RPCV groups.

Signature \_\_\_\_\_ Date \_\_\_\_\_

(Clip this coupon and return it to the address below)

World Wise Schools, Shirley Puchalski, Director, U.S. Peace Corps,  
Room 7304, 1990 K St., NW, Washington, DC, 20526.

### ***"Fred"***

Volunteer Julia Lowther, of Leesburg, Va., holds "Fred," a Samoan fruit bat that she raised when its mother was shot for food. Fred later was released back to the wild. Bats in Western Samoa are endangered species even though they pollinate or disperse the seeds of many tree species indigenous to the islands.



### **Best Photos Contest**

#### ***"Carding wool"***

An old Tunisian woman shows Kansas PCV Lisa Welborn how to card wool in this photo entry by PCV Michael Wilger. First-timers quickly find it's not as easy as it looks.



#### ***"Pricing melons"***

In Sierra Leone, PCV Rebecca Knoy, who works for the Bo-Pujehun Rural Development Project in a Women in Development program, helps members of one of her nine women's food production groups as they set prices on watermelons they just harvested. PCV Chris Klein caught the scene on film.

