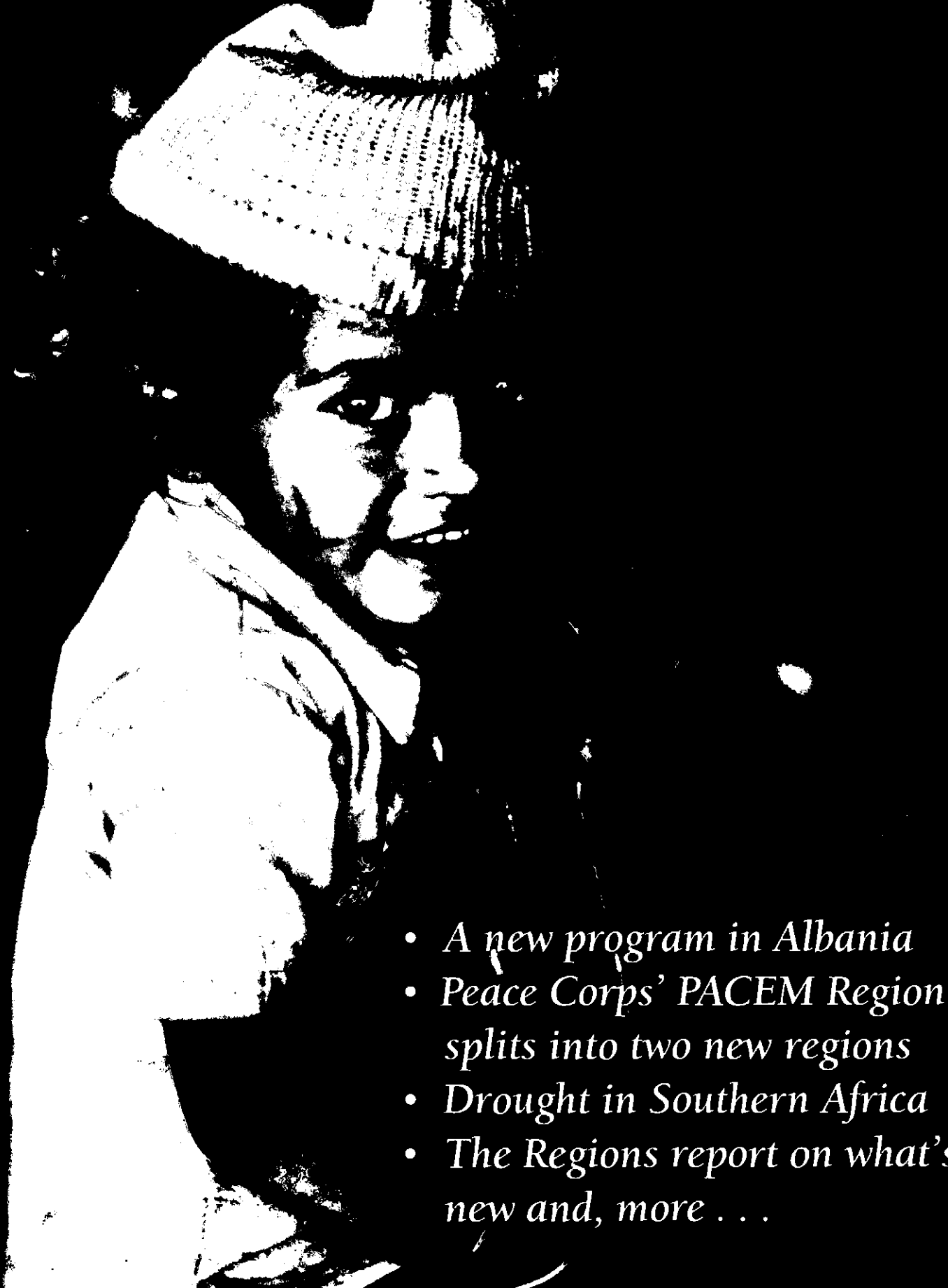


# PEACE CORPS TIMES

FALL 1992

A QUARTERLY PUBLICATION FOR PEACE CORPS VOLUNTEERS SERVING WORLDWIDE



- *A new program in Albania*
- *Peace Corps' PACEM Region splits into two new regions*
- *Drought in Southern Africa*
- *The Regions report on what's new and, more . . .*

# AU REVOIR PEACE CORPS

Dear Peace Corps Volunteer:

As I prepare to leave my position as Director, I reflect on our accomplishments, not only in the single year of my tenure but over the impressive history of the Peace Corps since its founding in 1961. I am proud to have taken a part in this unique organization that has had such a positive influence in the world.

The events of this past year have reconfirmed the world's high regard for us, as Peace Corps has been invited to open programs in many new countries, most notably the newly independent states of the former Soviet Union. Some of the high points:

- On May 6, 1992, President George Bush signed a historic agreement with Ukrainian President Leonid Kravchuk to establish the first Peace Corps program in the former Soviet Union. By the end of the year 60 Volunteers will be at work in 38 municipalities of Ukraine.
- On June 17, Acting Russian Prime Minister Yegor Gaydar and I signed an agreement establishing a Peace Corps program in the Russian Federation. The first 100 Volunteers will arrive in Russia in November.
- Sixty Volunteers began work in the nations of Estonia, Latvia, and Lithuania in July.
- Country agreements and plans are at various stages for programs that can be inaugurated in Armenia in 1992 and in Kazakhstan, Belarus, Moldova, Turkmenistan and Kyrgyzstan in 1993.

Our initiatives in the former Soviet Union have caught the imagination and attention of the American people. Media coverage has reaped tangible rewards in the Nation and in the Congress. As a result, Peace Corps won a substantial budget increase for FY 1993, to \$218,146,000, a funding level that can support 7,040 Volunteers and Trainees in 99 countries by the end of the new fiscal year. Additionally, the Peace Corps budget is no longer subject to certain restrictions that apply to other forms of US. foreign aid, and the legislation reasserts that Peace Corps does not provide direct assistance to countries, but supports the people-to-people efforts of our Volunteers.

While the new developments in the old

Eastern Bloc have captured the headlines, we have also stepped up our activities in the regions where Peace Corps has operated from the beginning. In Africa, we have entered Zimbabwe, Namibia, and Congo, and re-entered Côte d'Ivoire, Uganda, and Nigeria. I met with the President of Zambia,



Photo by Nathan Nulchayan

*Director Chao following her National Press Club Speech in May 1992.*

and Peace Corps will begin operating in that country in FY 1993. We will also begin full-scale operations in Zambia and Madagascar in FY 1993.

In the Latin America region, we are now in Argentina for the first time, and have returned to Panama, Nicaragua, Bolivia, Chile, and Uruguay. It is anticipated that by the end of FY 1993 we will re-enter El Salvador. And in Asia, we returned to the Philippines after an absence of 20 months for security reasons; I had the honor to represent President Bush at the inauguration of President Fidel Ramos there in July.

At home, I have worked with our headquarters staff to ensure that the optimum match is made between individual Volunteer skills and eventual job placement. We focused special attention on recruitment, seeking creative ways to simplify and accelerate the process. At the same time, we have refined the programming and training system to improve our effectiveness in meeting

host country expectations. We have made important improvements in our financial systems, property management systems, and human resource management, and have also strengthened our structures for accountability by revamping the Office of Inspector General on a sound basis. There will always be room for improvement in our performance as an organization, but I am confident we are moving in the right direction.

Shortly after I came on board, I led a Presidential delegation to Bulgaria, representing President Bush and the United States at the inaugural ceremonies of the first American university in Central Europe; this was the first of several ceremonial events where my presence symbolized the importance attached to the Peace Corps, both at home and abroad.

But I have had no greater satisfaction than to have visited personally with nearly 2,000 of the 6,000 active Peace Corps Volunteers in 16 countries around the world, and with hundreds of returned Peace Corps Volunteers in the United States. After all is said and done, it is you, the Volunteers, who are the measure of our success. By that standard we have fully lived up to the proud Peace Corps tradition this past year; we have contributed to the cause of peace and the betterment of humanity.

Thus I leave Peace Corps with the knowledge that we have accomplished a great deal that is worthwhile. What's more, I leave the organization in top running condition for my successor. And my association with Peace Corps and with all of you has profoundly changed my life, too. The Peace Corps will always be a part of me. I know that in the years to come I shall often think of Peace Corps, of many of you individually, of the great mission that you undertake every day, and of the many things we accomplished in this year that we have worked together in a great cause.

Elaine L. Chao  
Director, Peace Corps

# PEACE CORPS TIMES

## FEATURES

8

### REGIONAL UPDATES

What is hot in the Regions. Now there are four! Also, feature stories from each.

11

### DROUGHT IN SOUTHERN AFRICA

In a special report from Africa, CDO Michael Grimmert tells a gripping story of what happens when there is no water anywhere.

16

### REGION FOCUSES ON LANGUAGE TEACHING

Kathleen Corey, Acting Regional Director of the newly-formed Asia/Pacific Region tells us about language teaching programs.

19

### EAST MEETS WEST

In September, Peace Corps representatives from 16 countries met in Manila to form the Asia/Pacific Region of the Peace Corps.

24

### ALBANIA PROGRAM BEGINS

In a special report from the Eurasia/Mid-East Region, CDO Margaret Becker tells us about the new Albania program.

36

### ICE ALMANAC

"Books Can Make A Difference." We learn some specifics about how so in the ICE Almanac. We also get to know about the Farmer-to-Farmer Program and much more.

### PEACE CORPS PROGRAM UPDATES

WOMEN IN DEVELOPMENT .....	27
FELLOWS/USA .....	30
MASTERS INTERNATIONALIST PROGRAM .....	31
PARTNERSHIP PROGRAM .....	32
WORLD WISE SCHOOLS. ....	33
RETURNED VOLUNTEER SERVICES.....	35



Read News from Africa for country-by-country news updates. 8



These stars shine in Jamaica. News from Inter-America tells the latest in this Region. 12



See what's new in the Asia and the Pacific Region. 14



The Eurasia/Mid-East Region is the fourth of the regional updates. 20



The new CIS program is now well under way. Mark Hower tell us all about it. 22



Yes, flowers can talk. Ellen Kohn writes from Latvia and tells us what they are saying. 26

ON THE COVER: Genesh, a neighbor of PCV Judy Bowman in Shahilek in far western Nepal, displays a winning smile as he clutches an English dictionary. Photo by RPCV Mark Nachtreib.

## August/September/October 1992

### BUSINESS VOLUNTEERS DEPART FOR BALTICS

The first group of Small Enterprise Development Peace Corps Volunteers left Washington for Estonia, Latvia and Lithuania on July 23. The group of 26 is the first of a wave of Peace Corps Volunteers who will be going to the Baltics, Russia, Ukraine and other newly independent states. At the request of the governments of Latvia, Lithuania, and Estonia, Peace Corps Volunteers will assist in the development of a market economy and in privatization efforts. "In the past, the Peace Corps has been known for building irrigation systems; today's Peace Corps Volunteers are known for building financial systems and distribution systems. We are recruiting highly skilled business professionals to address the challenges of privatization in the Baltic nations and the newly independent states. This is an extraordinary opportunity for our Volunteers to help shape the future of these countries by mainstreaming their economies into the industrialized marketplace," said Peace Corps Director Elaine L. Chao. Director Chao addressed the trainees at a Peace Corps orientation held in Washington, D.C. prior to their departure. The Volunteers bring a diverse array of business expertise ranging from banking and computers to dairy farming and agribusiness. Currently there are 42 Peace Corps Volunteers in Estonia, Latvia, and Lithuania who will serve as English teacher trainers.

### PEACE CORPS OLYMPIC CHAMPION

Peace Corps Equatorial Guinea is proud to announce that Peace Corps Administrative Officer Tony Pinder was selected to be one of the official coaches of the 1992 Olympics for the tiny Spanish-speaking African nation of Equatorial Guinea. Tony Pinder has worked tirelessly over the past year (on his own time) to transform a group of young and ambitious Equatorial Guinean youths into a team capable of competing in world class track competition. The team comprised primarily of sprinters — two

women and four men — did not have high hopes for bringing home any Olympic medals. However, the fact that they were able to compete in the Barcelona 1992 Olympic Games made them winners in the eyes of their countrymen and women. Peace Corps Equatorial Guinea is pleased to have been able to support the Olympic team of their host country and is especially proud of Peace Corps staff member Tony Pinder who made an Olympic dream come true for six young athletes.

### PEACE CORPS STAFF AND VOLUNTEER RECEIVE HIGH HONORS

The Peace Corps is pleased to announce that Dr. Jean Zukowski-Faust, Associate Peace Corps Director for Teaching English as a Foreign Language in Poland, has been honored for her numerous contributions to the people of Poland. In a ceremony which took place on August 12, 1992, in the office of the Polish Minister of National Education, the Honorable Zdobyslaw Flisowski presented Dr. Jean Zukowski-Faust with the Medal Komisji Edukacji Narodowej. This medal, reserved only for those educators who have contributed to Poland's highest national education efforts, has never before been awarded to any American citizen. Dr. Zukowski-Faust, on leave from her tenured position at the University of Northern Arizona in Flagstaff, has just completed a 30-month tour with the Peace Corps. While in Poland, she launched what has become the largest U.S. English language program in the world. Additionally, she created the Peace Corps Book Project in July 1990, which in its first two years brought over 850,000 volumes to Poland. Dr. Zukowski-Faust also established and supervised teaching standards for the 180 Peace Corps teachers across Poland. At the reception given after the ceremony, U. S. Ambassador to Poland, Thomas Simons, Jr., remarked that "Dr. Zukowski-Faust now takes her place among the rare pantheon of Americans who are forever enshrined in the hearts of the people

of Poland." In Hungary, an award of great honor and distinction was given to one of 117 Peace Corps Volunteers currently serving there. On August 17, Hungary's Minister of Education, in a ceremony attended by the headmaster, town mayor and Acting Peace Corps Country Director Larry Bartlett, presented Peace Corps Volunteer Wendy Rogers with the "Pro Cultura Hungarica" award for "outstanding contributions in the fields of education and community service to the people of Hungary." Wendy is the first Peace Corps Volunteer to receive this award. Peace Corps is proud of the positive impact its Volunteers and staff are making throughout the world.

## PEACE CORPS TIMES

**Peace Corps Director**  
Elaine L. Chao

**Deputy Director**  
Barbara Zartman

**Director of External Affairs**  
Mary Lou Downing

**Peace Corps Times Editor**  
John Daniel Begg

**Peace Corps Times Production Editor**  
Brian G. Liu

**Contributing Copy Editors**  
Felice Pelosi  
Elsie Miller

**Editorial Assistants**  
Nancy Menapace  
Tracey McCoy  
Stephani Skalak

The Peace Corps Times is a quarterly publication of the Peace Corps, Washington, D.C. 20526.

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

Inquiries and letters should be sent to: Peace Corps Times, 1990 K Street, N.W., Washington, D.C. 20526.

### PEACE CORPS/LESOTHO CELEBRATES 25TH ANNIVERSARY

Peace Corps/Lesotho celebrated its 25th anniversary on September 2, 1992. The ceremony, with over 600 attendees, included the swearing-in of 30 agriculture, environment and small business development Volunteers. Peace Corps began its work in Lesotho in 1967, shortly after the nation obtained its independence. The program began with 60 Volunteers, the majority of whom served as secondary school teachers. Within a few years, 110 Volunteers were working as professionals, not only in education, but also in agriculture, health, small business and the environment. Today there are 120 Volunteers serving in these fields, as well as in water development, range management, and public records computerization.

### PEACE CORPS ARMENIA AGREEMENT SIGNED

Peace Corps Director Elaine L. Chao and Armenian Deputy Prime Minister Bagratian signed an agreement establishing the first Peace Corps program in Armenia during a ceremony Thursday, September 24, at the U.S. State Department. The Armenian government has requested assistance with English teaching methodology, curricula and educational resources. Peace Corps Volunteers will also assist in privatization efforts, economic development and planning, and small enterprise consulting. "Nurturing small business development and entrepreneurship is critical as Armenia struggles to convert to a free market economy," said Director Chao. "The business and English skills Peace Corps will provide give Armenia information and technical resources vital for the country's growth and stabilization." The agreement was signed within a day of the first anniversary of Armenia's independence, which was declared on September 23, 1991. Armenia joined the Commonwealth of Independent States on December 21, 1991. The country is still recovering from the 1989

earthquake, which left 500,000 people homeless and which severely damaged half of the schools in the country. Forty Volunteers are scheduled to arrive in Armenia in December. They will join groups of Volunteers already serving in Russia, Ukraine, and the Baltic nations of Lithuania, Latvia, and Estonia.

### PEACE CORPS TONGA 25TH ANNIVERSARY

On October 10, Peace Corps celebrated its 25th anniversary of service in the Kingdom of Tonga. The first Volunteers who

attended by the Tongan Crown Princess. Later, the Tongan Crown Prince joined the dinner celebration and presented Peace Corps Country Director Vinette Jones with a traditional Tapa cloth. Thirty returned Volunteers who had served in Tonga returned to the island to attend the celebration. Today, the 54 Peace Corps Volunteers and 15 staff members represent the only physical U.S. presence in the Kingdom of Tonga.

### LOTUS DEVELOPMENT CORPORATION DONATES SOFTWARE

The Lotus Development Corporation has made a generous contribution of software which will be distributed to Peace Corps programs all over the world. The software includes Lotus 1-2-3 in English, Spanish, and French, as well as the Symphony, Freelance Plus, and Agenda programs. These programs will be invaluable to Peace Corps staff and Volunteers, aiding them in program management and planning. Lotus President Jim P. Manzi worked with Peace Corps Director Elaine L. Chao and the Peace Corps Partners for Peace Program



*Director Elaine Chao and Armenian Deputy Prime Minister Bagratian sign the Armenia country agreement.*

served in Tonga in 1967 worked primarily as teachers and highly skilled health workers. Since then, the Kingdom of Tonga has expanded its requests to include teacher training, agricultural research and extension, marine biology, forestry, youth development and rural development. Additionally, secondary and elementary education programs in the country now include math, science, English language training and industrial arts. In celebration of the anniversary, Peace Corps staff, Volunteers, and Tongan nationals held a week long festival from October 5-10. The initial festivities took place on the main island with theme days such as "U.S.A. Day," which had activities and exhibits of American culture from different parts of the United States, and "Volunteer Day," where the community worked on a number of environmental and service projects. The festivities peaked with a formal ceremony

to assess and organize the needs and resources available. "With programs in over 90 countries worldwide, the importance of partnerships between the Agency and the American private sector cannot be overstated," said Director Chao. Through the Partners for Peace Program, managed by the Office of Private Sector Relations, individuals, organizations, corporations, and foundations are able to offer assistance to Peace Corps initiatives in areas such as health, education, urban development, small business development, environment, youth development, agriculture, minority outreach, university fellowships, and global awareness. Since the program's inception in late 1989, the American private sector has worked with Peace Corps to provide a level of support unprecedented in Peace Corps history. Nearly \$12 million, the largest amount in agency history, in financial contributions,

materials and services has enabled Peace Corps Volunteers, Peace Corps staff, and Returned Peace Corps Volunteers to foster the Peace Corps mission throughout the world. Peace Corps is grateful for the generous support of Mr. Manzi and the Lotus Corporation.

#### **SOUTHERN AFRICA DROUGHT RELIEF EFFORTS**

The Peace Corps recently signed an important agreement with the United States Agency for International Development (USAID), which provided funds to enable Peace Corps to assist with emergency drought relief projects in southern Africa. The ten nations of southern Africa are suffering through the worst drought in one hundred years. A recent United Nations report said that, "with less than fifty per cent of average crop yields anticipated during 1992-93, at least 18 million people face the specter of starvation, even famine." There will be no other source of food until the harvest season of March or April. Peace Corps is responding to this crisis by sending Volunteers with expertise in areas such as geo-hydrology, mechanics, and computers

to the drought-stricken area. The first Volunteers have arrived in Namibia where they will help to maintain rural water supplies and train Namibians in food distribution logistics. Volunteers in Lesotho will assist rural communities in constructing water catchment systems and drilling additional horizontal wells. This assistance will be invaluable over the next few months in the continuing effort to distribute food and water to all parts of southern Africa.

#### **PLOVDIV INTERNATIONAL TRADE FAIR**

The Plovdiv International Trade Fair, organized largely by Peace Corps' Bulgaria program and several Peace Corps Volunteers, was a huge success, drawing many individuals and businesses from around the world interested in establishing enterprises in Bulgaria. The purpose of the conference was to highlight U.S. private sector technological expertise and U.S. export capabilities. Additionally, the event raised Bulgarian awareness of U.S. commercial support available both in-country and in the United States, including the U.S. foreign assistance program for Central and Eastern Europe. The conference took place over three days

(September 29 - October 1). Events included a series of lectures on product development, sales techniques, personnel management, accounting for small business, and forums on technology, energy and the environment, franchising, joint-ventures, and manufacturing. The conference also addressed the international trade market, banking and finance. Conference speakers included resident Volunteers from the Peace Corps, the Citizens Democracy Corps, and the Bulgarian-American Enterprise Fund, among others. One of the highlights of the Conference was a televised seminar sponsored by Worldnet. John Block of the Citizen's Democracy Corps (former Secretary of Agriculture), Tom Duesterberg, Assistant Secretary of Commerce, and Barbara Zartman, Deputy Director of the Peace Corps were among the panelists. The format of the seminar was informal; questions were asked directly to each participant with an open discussion on subjects such as business basics, efficiency, product development, and the new bilateral treaty between the United States and Bulgaria. The program was broadcast on monitors sited throughout the fair.

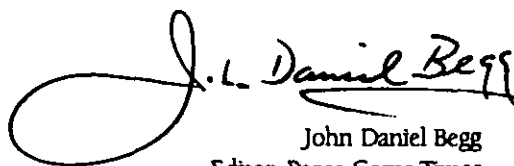
### *From The Editor:*

## **Barbara Zartman Is Acting Director**

As the Peace Corps Times Fall issue heads to press, Barbara Zartman has assumed the duties of Acting Director upon the departure of Director Elaine L. Chao.

Barbara Zartman has served as the agency's Deputy Director since the Senate confirmed her nomination in October of 1989. She has a deep knowledge and love of the agency, and has been actively involved in all aspects of our operations.

Our next edition will include a profile and an update on the impact of the transition, both at the Peace Corps and in the administration.



John Daniel Begg  
Editor, Peace Corps Times

## SPECIAL FROM HEADQUARTERS

## The PATS-ification of Peace Corps

By Pete Coursey  
CPTO, Asia/Pacific Region

Who would have thought at the close of 1989 that in three short years Peace Corps would institutionalize a systematic process for designing and managing development projects? By the end of this year the agency will be well on its way to converting all current projects to the *Programming and Training System* (PATS) format.

PATS is no less than a revolution in Peace Corps. During the agency's first twenty-five years, Volunteer assignments were guided primarily by individual job descriptions, originally called Trainee Assignment Criteria (TAC) sheets, and, more recently, Volunteer Assignment Descriptions (VADS). These job descriptions often did not set out long term goals to be realized over several generations of Volunteers. Rather, they focused on activities to be undertaken by the individual who would immediately occupy a particular position. As a result, Volunteer accomplishments, or lack thereof, were measured individually rather than collectively, and successes, often as not, had little relation to the original job description. While countless successes were realized over the years by individual Volunteers and the agency as a whole, the lack of a systematic process for planning and managing Volunteer interventions made it difficult to account for Peace Corps' contributions. We knew they were out there, but without much "hard data" we were reduced to reporting them anecdotally. This "free-form" approach to development, while maximizing agency and Volunteer flexibility to address needs as they were discovered, ultimately created more frustration than satisfaction as host country agencies, con-

gressional supporters, Peace Corps staff and Volunteers asked "What exactly are we accomplishing?"

Enter PATS. Its precursor, the Integrated Programming System (IPS), similarly

---

**"By the end of  
this year the  
agency will be well  
on its way to con-  
verting all current  
projects to the PATS  
format."**

---

attempted, with marginal success, to address the lack of a systematic project planning process. But PATS was introduced as agency policy in 1990 and the conversion of all Volunteer assignments to PATS project plans was mandated by the Peace Corps Director. And so began the major agency initiative which is redefining how Peace Corps operates overseas.

PATS is no panacea. Development is a complicated process; it has often confounded the likes of the World Bank, the Agency for International Development, the United Nations Development Programme and others, all of which have sophisticated project planning and management systems

themselves. What PATS has done is allowed Peace Corps a vehicle for increasing substantive dialogue with host country institutions; it has enabled the agency to carefully plan long term interventions using multiple Volunteers who, over the course of several years, work to achieve specific outcomes agreed upon by Peace Corps and its hosts. PATS also specifies project activities in such a way that Volunteer skill requirements can be more clearly defined, and, as a result, Volunteer training can be more focused.

Perhaps the most significant contribution that PATS has made, however, is that in planning and documenting project designs Peace Corps now has a system for determining the extent to which we are succeeding in our efforts to contribute to the development of countries we serve. The results are not yet in due to the newness of the system. But while initial anxiety and resistance to PATS was high, as the process has been encouraged throughout overseas operations, and its many potential benefits have been "marketed," enthusiasm for it is growing. Host institutions have shown much interest in the process. Volunteers are generally very appreciative of the increased clarity PATS project plans provide to their assignments, and country staff are finding it to be a useful management tool.

In an agency where the constant transition of personnel makes attempts at institutional memory challenging at best, there are great hopes that PATS will provide a piece of continuity which transcends the personalities which come and go. These are truly exciting times for the Peace Corps. And as we begin our third decade of service, PATS is at the forefront of agency innovations.

# NEWS FROM AFRICA

By Susan Olson  
Country Desk Officer  
Africa Region

Currently, there are more than 2,000 Peace Corps Volunteers working in 34 countries in sub-Saharan Africa. The Africa Region has plans to establish two new country entries in Madagascar and Zambia during FY 1993.

The following are highlights from several of our overseas posts:

## NATIONS AT A GLANCE

### CAMEROON Education Conference

Peace Corps/Cameroon will soon be hosting a conference for education APCDs and Ministry of Education representatives. The conference is being sponsored by the Africa Region and OTAPS and will take place from November 13 - 19 in Douala, Cameroon. Thirteen APCDs from Benin, Cameroon, Cape Verde, Central African Republic, Chad,

Comoros, Gabon, Guinea, Guinea Bissau, Mali, Mauritania, Niger and Rwanda will be joined by two Ministry of Education representatives from their respective countries whose participation is being funded by USAID.

Modeled after the successful education conference held in Ghana last September, the conference will emphasize collaboration between Peace Corps and ministries of education in designing education projects that incorporate capacity-building goals and objectives that contribute to countries' development goals for education. Volunteer roles in direct classroom teaching, teacher training, and curriculum and materials development will be explored. Country teams will present case studies of current innovative model collaborative efforts between Peace Corps and ministries.

### KENYA Special Education

Education continues to be one of the highest priorities of the Government and the people of Kenya. The emphasis on basic

education for all Kenyans is very strong. It is not uncommon for Kenyan families to make great financial sacrifices to educate their children. This also includes education for special children. The Ministry of Education has defined Special Education as the educa-



*Following the military coup, a group of Sierra Leone PCVs are evacuated on a USAF C-130 plane in early May.*

tion of exceptional children. An exceptional child is any child whose performance deviates from the normal, either positively or negatively, to such an extent that special programming is necessary in order to maximize his or her potential.

Kenya has had Special Education since the 1940s, started primarily by churches, interested individuals, voluntary and non-governmental organizations. The Kenya Institute for Special Education is an outstanding institute for the training of Special Education teachers, but unfortunately they are only able to graduate 80 teachers every two years. Therefore, the Ministry of Education has requested the assistance of the Peace Corps.

Peace Corps has participated in Kenya's education program at the request of the Government of Kenya (GOK) since 1969. Volunteers are highly respected for the significant contributions they have made in education throughout rural Kenya. In addition to English, Math, Science, Accounting and Business teachers, Peace Corps/Kenya will now provide Volunteer teachers to work in Special Education.

There are over 89 Special Education pri-



*In this Best Photo by PCV Emily Nolte, Eliman Gage helps PCV Marcella Hahn mix paint in a school map painting project in Senegal.*



mary schools scattered across Kenya. This first group of Volunteers will be assigned to schools for the deaf, where students use American Sign Language. The major focus of their responsibilities will be working with the students to develop basic life skills, working with a nearby assessment center and sharing knowledge with fellow teachers.

Currently (October, 1992), the six individuals who will serve as the first Special Education Volunteers in Kenya are training at the Naivasha training center. Kenya's Special Education project is the first of its kind in Sub-Saharan Africa, so this assignment will surely be an exciting challenge for the Volunteers—one that is full of rewards as well as frustrations.

Peace Corps/Kenya looks forward to continuing to help Kenya and its people with their educational needs.

## LESOTHO

### Home Gardens Nutrition Project

In "The Mountain Kingdom" of Lesotho, third-year Volunteer Phillip Rhodes has recently compiled the Home Gardens Nutrition Project (HGNP) Field Team Manual, a comprehensive work written for PCVs and their counterparts who are Field Team members for this project. The program's focus is on increasing the agricultural production of people in the rural, mountainous areas of the country. Results have been to lessen the dependency on food produced in the Republic of South Africa, generate income and increase the availability and knowledge of nutritional foods. The project was started in 1989 and has enjoyed great success at the grassroots level and in its collaboration with USAID and the Government of Lesotho's Ministry of Agriculture. Most of the Volunteers arrive in Lesotho as generalists and specialists in agriculture and are complemented by a small team of water development specialists. In this year of severe drought in Lesotho, the efforts of HGNP Volunteers, their host country counterparts and the Basotho they work with have helped to alleviate food shortages in areas where obtaining food has been difficult and the lack of rain has had a profound impact.

## MALAWI

### Environmental Programming

A locally based consultant working with the World Wildlife Fund (WWF) is helping Peace Corps Malawi develop a Natural Resource Conservation and Management Project. The project would place a team of five multidisciplinary Volunteers to work in



*PCV Kat Turner took this Best Photo of PCV Dina Blair during a well construction training session in Togo.*

three of Malawi's five national parks to give villagers residing near the parks a greater understanding of the parks' environmental worth and a greater share of the benefits that the parks produce. Despite a rapidly increasing population and severe pressure on arable land, the Government of Malawi has set aside ten percent of the country's land area in the form of national parks and reserves. The Peace Corps project is an important step in gaining public support for the government's program of conservation and the preservation of bio-diversity.

In a recent speech welcoming the president of the WWF to Malawi, the Minister of Environment cited the substantial contribution made by PCVs to the establishment of the national park system since the 1970s.

## SENEGAL

### Women In Development

In addition to Volunteer programs in the agriculture, SED, natural resource management, and health sectors, Peace Corps Senegal has a very active WID Committee whose contributions have been invaluable to the work of Volunteers in Senegal. The Committee provides a forum for the exchange of information between Volunteers who work closely with women's groups, and also monitors projects to ensure that Volunteers incorporate women's needs and concerns into their work. During the past two years, the WID Committee has established five separate task forces on issues identified as hindrances to women's access to resources key to economic and social progress. These include: project feasibility, numeracy training, appropriate technology, and networking.

A Regional Numeracy Conference was held in Senegal in March 1991 to train Volunteers and their counterparts from seven West African countries. A follow-up conference held in Senegal in February 1992 focused specifically on integrating numeracy training into the Health and SED projects.

The WID Committee is also addressing the needs of women in the area of natural resource management. Women exercise the most immediate control over their families' consumption of fuelwood, medicinal plants, charcoal, water, and other natural resources in Senegal. Their participation is vitally important to the Senegalese government's resource conservation efforts. Environmental Education Volunteers are working closely with Agriculture and Natural Resource Management Volunteers to bring the message to women that resource conservation offers tangible benefits to them and their families.

## ZAIRE

### Positive Sign for Peace Corps' Re-Entry

Peace Corps is pleased to note that one of the first acts of the new transitional government in Zaire, which took office the beginning of September 1992, was to request the return of Peace Corps.

Peace Corps entered Zaire in 1970 at the

invitation of the Government of Zaïre. The program grew rapidly and by 1973 there were almost 200 Volunteers working with Zaïrian counterparts in the areas of education, health, rural development and fisheries. By the late seventies, Volunteer numbers had doubled to 400. Ethnic conflict in the Shaba region resulted in Peace Corps leaving this area, reducing numbers to about 240. In 1986, due to strained relations between the U.S. and the Government of Zaïre, trainee input was canceled, bringing the number of Volunteers down to only 70. The education program was discontinued entirely.

For three years prior to September 1991, relations with the Government of Zaïre improved and Peace Corps was able to once again begin expansion. Peace Corps re-

entered the Shaba region with a USAID-sponsored agricultural extension program. The African Food Systems Initiative (AFSI) fielded its first Volunteers in Zaïre in 1988 with the introduction of agricultural extension agents in the Bandundu region. These Volunteers worked alongside health, water/sanitation and fisheries Volunteers in an integrated approach to development. In the latter part of September 1991, Volunteers and staff were withdrawn due to military and political unrest.

The Government of Zaïre appreciates the assistance provided by Volunteers and "ardently wishes" for their return. This positive sign contributes to a guardedly optimistic view that training of Peace Corps Volunteers at the Bukavu site in Zaïre may resume as early as the Spring of 1993.



*Benin PCV Nan Stephens encourages reforestation through village nurseries. By PCV Chris Allen.*

## Swaziland's All Volunteer Conference

By PCV Bill Acton and  
PCV Michele Murray

One weekend out of the year, the Peace Corps community in the Kingdom of Swaziland gathers for the annual All Volunteer Conference (AVC). The AVC provides a forum for Volunteers to learn more about current events in southern Africa, as well as allowing Volunteers time to share ideas that will make the work they do more effective. The conference is planned and organized by a committee of Peace Corps Volunteers working closely with the Peace Corps staff. As Volunteers around the world can guess, the two day agenda also provides time for PCVs to let their hair down and sing, dance, and relax.

The 1992 AVC, held the first weekend in August, centered around the theme "Social and Economic Progress in Swaziland." The AVC boasted sessions by three prominent Swazi speakers—a member of Swaziland's delegation to the Rio Earth Summit, the President of the Traditional Healers Organization of Southern Africa, and an expert on Women in Development. The

AVC this year was to be even more unique in that Swaziland's 24 year old ruler, King Mswati III, was to deliver the keynote speech. The Peace Corps and the U.S. Embassy

keynote address.

In the minister's speech, King Mswati stressed the need for relevant education in Swazi schools, noting the fact that "Swaziland could not afford the luxury of providing Swazi students with an all-around general education." The King recognized the role that PCVs play in the nation's schools and training institutions, and encouraged their input into resolving the country's current employment problems.

Following the speech, Prince Khuzulwandle accepted a plaque on behalf of His Majesty, presented by Peace Corps Country Director James Kelley, on behalf of the Peace Corps Volunteers of Swaziland.

Today, the majority of Swaziland's 68 PCVs work with the Ministry of Education as secondary and high school teachers, teacher trainers, and

as instructors in Swaziland's technical colleges. Volunteers also work with the Ministry of Finance, the Ministry of Labor and Public Resources, the Ministry of Housing and Urban Development, and the Ministry of Natural Resources.



*Minister of Education, Prince Khuzulwandle accepts Peace Corps Certificate of Appreciation on behalf of His Majesty Mswati III from CD James Kelley.*

worked closely with the Palace in coordinating His Majesty's attendance. Unfortunately, owing to unforeseen circumstances, His Majesty was not able to attend the Conference and appointed his Minister of Education, Prince Khuzulwandle, to deliver the

## SPECIAL FROM AFRICA

# Drought in Southern Africa

By Michael Grimmert  
CDO/Namibia, Botswana, Lesotho

*"The Queen made no bones about it. Her ancestors are furious. Last year a Lobedu peasant woman carelessly allowed a fire to run up the hill on which the royal kraal sits. By great bad luck it destroyed the burial sites of the Rain Queens. Immediate propitiation was required, and the woman was ordered to sacrifice five black cows and five black sheep. She could not; all-black animals, much sought after for witchcraft purposes, command a premium price. The Modjadji ancestors have held back the rains in consequence."*

-Financial Times Weekend  
May 30/31, 1992

An official with USAID/Africa blames the southern Africa drought on the periodic climate disruption known as El Nino.

Whatever the reason, angry ancestors or nature's harsh dry cleaning, the worst drought since the early 1900s is wreaking havoc with everyday life, both human and animal, throughout all of southern Africa.

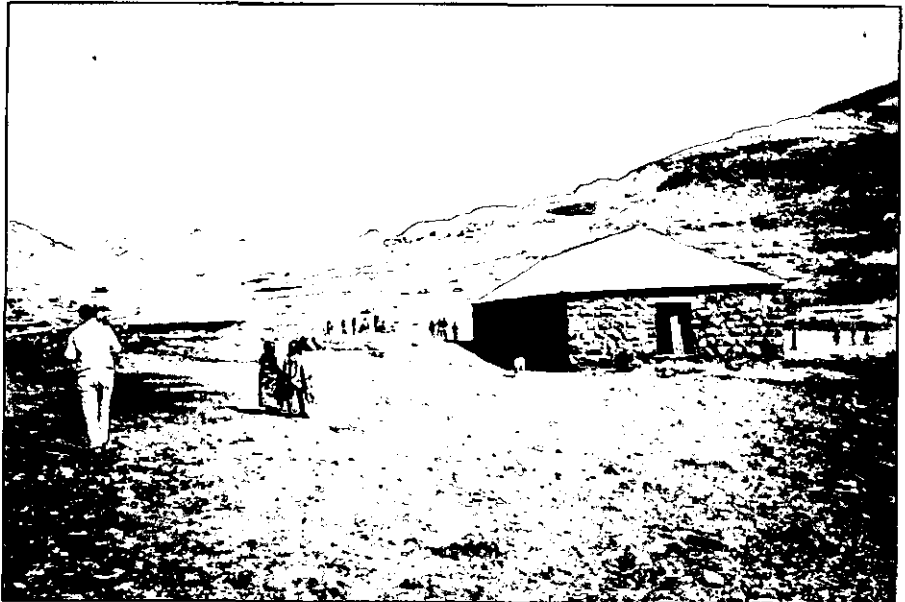
Wildlife in northern Botswana invade human homes looking for water. People living in rural areas of Namibia, Zimbabwe and Lesotho may walk up to 60 kilometers to find water for daily use. Whole rivers in the southern Africa region have virtually stopped flowing; lakes have dried up. Death from dehydration in Mozambique no longer relates to mostly small children with diarrhea; without water, you dehydrate, you can die: it's an adult thing, too. Water reservoirs for major cities throughout the entire southern Africa region are at a quarter or less of capacity. And the approaching rainy season appears likely to be a dry one, again.

Due to the cycle of ever decreasing rainfall over the past several years, crop failures and losses throughout the region have claimed up to 90% of the crops that were planted each

season. Emergency food imports to southern Africa are mandatory to keep an estimated 16 million people from starvation, as former food exporting countries such as the Republic of South Africa and Zimbabwe struggle to meet their own internal food

dry bucket of the estimated \$1.1 billion needed in 1993 for drought relief in the region.

However, as is typical with many Peace Corps projects and Volunteers, the quality of what can be accomplished with limited re-



*A Lesobeng area primary school in the central highlands of Lesotho. Photo by Michael Grimmert.*

requirements.

Although the drought in southern Africa has not received much world attention, its harsh daily impact on rural and urban life continues unabated.

### Peace Corps and the Drought

Peace Corps and USAID signed a Participating Agencies Service Agreement (PASA) on September 30, 1992 for \$1.1 million. This money is being used by Peace Corps programs in southern Africa over the next several months to help host governments and rural communities combat some of the effects of this devastating drought. This amount of money seems a mere drop in the

sources is considerable.

For instance, \$200,000 in drought funds from the Office of Foreign Disaster Assistance (OFDA) has allowed 12 Volunteers with expertise in areas such as geo-hydrology, pump mechanics and computers to come from all over the world to extend their service to Namibia. Six Volunteers are working with the Namibian Department of Water Affairs to drill new boreholes, and maintain existing ones in six regions of the country. Additionally, four Volunteers are being recruited to work directly at borehole sites and in regional workshops as mechanics to keep borehole pumps and drilling machinery in

*(Continued on page 18)*

# NEWS FROM INTER-AMERICA

**By Donna Frago  
Regional Director  
Inter-America**

## Country Director Conference in Miami

Fifteen Country Directors from Peace Corps Inter-America Region posts attended the annual Directors' Conference in Miami from September 20-24 with senior staff from the Washington headquarters offices. Senior Deputy Assistant Secretary of State for Inter-American Affairs Robert Gelbard briefed the group on current trends in hemispheric affairs and the prospects of closer cooperation between Peace Corps and the State Department. The conference participants discussed a wide range of issues, including programming, training, fiscal and administrative operations, and Volunteer recruitment and selection. The current budgetary situation as well as the future prospects of the Peace Corps in Latin America were among the topics examined at length during the conference.

## Frago is Inter-America Director

On October 12, 1992, Donna Frago became the Regional Director of the Inter-America Region. Prior to returning to Peace Corps (Donna was a Volunteer in El Salvador from 1963 to 1965), Donna worked for AID from 1988 to 1992. She worked first as a Project Analyst with the Office of Private and Voluntary Cooperation managing grants to PVOs and most recently with the Bureau for Europe, where she was responsible for all humanitarian assistance.

From 1965-1968, Donna was the PC trainer in such places as the University of Oklahoma, the University of Wisconsin, American Institute for Research for El Salvador, Costa Rica, Kenya, Togo, Peru and Paraguay. Donna also worked for CARE in Guatemala on an AID-funded Enhancement Project from 1985-1987.

Donna has done Temporary Duty (TDYs)

to evaluate and monitor implementation of a wide variety of AID-funded projects in many countries. Her last TDY was in Macedonia in June with the Office of Foreign Disaster Assistance to assess the impact of Bosnian refugees on health care delivery systems.

## Former Regional Director McClure's Visit to Panama

After the conclusion of the Country Directors' conference, former Regional Direc-



*RD Earl McClure visits a site along the Pequení River in Panama with PCVs and Inrenare officials in September.*

tor Earl McClure visited PC/Panama from September 25-29. While in Panama, former Regional Director McClure met with PC/Panama staff and Volunteers as well as U.S. Ambassador Deane Hinton and various Panamanian Government officials. Accompanied by PC/Panama Country Director Michel Holsten, AD/IO McClure toured several Volunteer projects in the Panama Canal watershed and discussed specific project activities

with PCVs Steve and Lenny Poitras, Michael Hayes, Lisa Gray, Lisa Zimmer, Dan Chu, Brian Deffer, and David Stults.

## IA Program and Training Workshop in Guatemala

From November 15-20, all of IA's Programming and Training Officers and Training Directors will meet for a workshop in Antigua, Guatemala. The workshop will focus on the integration of the Peace Corps program and training system (PATS) in pre-service training.

## NATIONS AT A GLANCE

### PARAGUAY

The first Peace Corps Volunteers in Paraguay were agricultural extension agents who arrived early in 1967. There are now approximately 180 Volunteers throughout Paraguay, primarily concentrating their efforts in the health, education, agriculture, environmental, and small business sectors.

On July 13-14, PC Director Elaine Chao visited Paraguay, participated in the PC/Paraguay All-Volunteer Conference in Asuncion, and met with PC/Paraguay staff and Volunteers. During her stay in Paraguay, Director Chao consulted with President Andres Rodriguez as well as the Paraguayan Ministers of Education, Public Health, Foreign Affairs, and Agriculture. Director Chao's trip included site visits to a flood relief project in Asuncion, and an environmental education and reforestation project in Caacupe. A highlight of Director Chao's trip to Paraguay was a visit to Hogar Norma, a special education and handicapped rehabilitation facility near Ypacarai run by PCVs Nancie and Tom Larson.

### BELIZE

The first group of Volunteers arrived in Belize in 1962. Today, approximately 70 Volunteers are providing assistance in edu-



*Jamaican children pose for this photograph submitted by the Peace Corps Jamaica headquarters.*

cation, youth development, agriculture, and small business.

Within the IA Region, PC/Belize has become known for its pioneering work in youth development. The process of urbanization and mass emigration of Belizean adults to other countries has had a severe impact on the large segment of the population of Belize that is under thirty years of age. This vulnerable group comprises nearly 75% of the country's population. Volunteers have played critical roles in enhancing the effectiveness of PRIDE, Belize's national drug education program for youth. PC/Belize Volunteers and staff have also contributed significantly to the growth of the Belize Youth Conservation Corps, the National Sports Council, and the National Youth Commission.

## CHILE

Peace Corps maintained a significant presence in Chile in 1962; the program was suspended in 1984. With the restoration of full democracy, Peace Corps activities in Chile resumed in December 1991 with the swearing-in of 22 Volunteers. Peace Corps' Chilean program has grown rapidly and now includes some 50 Volunteers. Due to the high level of development in Chile, the Peace Corps program is unique. Special recruitment efforts have been made to identify potential Volunteers with advanced degrees and specialized experience in such fields as forestry research, environmental education,

and small business promotion.

The small business sector in Chile has grown significantly in the past twenty years, with private sector organizations being of particular importance. Known in Chile as Popular Economic Organizations (PEOs), these entities were originally created to address a wide range of developmental issues in Chile, such as health care, informal education, business assistance, and legal services.

Now in the planning stages, a particularly noteworthy element of PC/Chile's program is its innovative approach to urban development activities. Decentralization of authority—especially at the municipal level—has become a high priority of Chilean President Patricio Aylwin's Government. In early FY93, it is envisioned that Volunteers can support this strategy through activities that improve the quality of municipal management and strengthen Chile's democratic institutions.

## ARGENTINA

Prior to the signing of the country agreement with Argentina in December 1991, Peace Corps Volunteers had never served in this important Southern Cone nation. The first group of five PCVs arrived in Argentina in July 1992 to conduct various projects in environmental training and technology.

According to PC/Argentina Country Director Ron Bloom, Argentina faces many difficult environmental challenges. The ecological impact of deforestation, for example, has been devastating, leading to uncontrolled cycles of flooding and drought, accelerated soil erosion, and a reduction in phyto and zoological bio-diversity. It is estimated that over two-thirds of Argentina's native forests have been eliminated during this century.

Today's Argentina also suffers from a significant lack of trained professionals in a variety of sub-fields in the environment sector, including wildlife management, forestry,

ecology, waste disposal, water resources, and resource management. Due to this shortage, the Argentine government and legal system are requiring the private sector to respond to an increasingly complex set of rules and regulations designed to address decades of environmental neglect.

In PC/Argentina, there is a great need for Peace Corps Volunteers with specialized skills and training to help local agencies in the areas of forestry, wildlife management, park planning, environmental planning, and environmental education. It is anticipated that the PC/Argentina program will grow to a maximum strength of 55 to 60 Volunteers, by the end of FY '95 working in the Salta/Jujuy, Cordoba/Mendoza, and Neuquen/Rio Negro areas.

## DOMINICAN REPUBLIC

PCVs have served in the Dominican Republic since 1962. Approximately 100 Volunteers work on projects affecting rural development, community education, child survival initiatives, small business enterprises, and forestry management.

*(Continued on page 15)*



*Honduran highland schoolchildren eat toasted wheat for lunch from tree leaves.*

Photo by PCV Allison Garcia

# NEWS FROM ASIA/PACIFIC

Compiled by  
Asia/Pacific Region Staff

## First Workshop for New Asia/ Pacific Region

In the first week of September, representatives met from the 16 countries which constitute Peace Corps' newest region, but some of its oldest programs — Asia and the Pacific. The workshop focused on project planning and monitoring and involved the Office of Training and Program Support (OTAPS), environment, education, small business, community development, agriculture and health specialists. A Safety and Security Workshop kicked off the regional training. Energy was high, as were hopes and plans for this cohesive new region.

## NATIONS AT A GLANCE

### THAILAND

Peace Corps Thailand is celebrating its 30th year. This year also marks the swearing-

in of Training Class 101. In recent happenings, the Thai Ministry of Public Health requested an HIV Control Worker Project, and within its first year the project has been extremely effective. The project has included the publication of an AIDS resource manual used throughout elementary, secondary and high schools in Thailand. It has received high marks from the Ministry of Public Health, the American Embassy and several other agencies working in Thailand.

### MONGOLIA

Peace Corps Mongolia swore in its second training class last week. In its successful first year, all Mongolia PCVs were placed in Ulan Bator. Peace Corps has expanded its program to 50 PCVs, with 20 PCVs living in the provinces. These new PCVs were welcomed to country with the first snow of the season three weeks ago! The Mongolia Desk recently hosted a Brown Bag Lunch at PC/W featuring presentations by a Mongolia PCV and the PC Medical Officer, who gave their first hand accounts of this exciting program.



*PCV Charmaine Harkins catches octoppi with friends on Kuttu Island in Micronesia in this Best Photo.*

### NEPAL

Peace Corps / Nepal celebrated its 30th Anniversary in September, noting the event with a reception in July to honor Volunteers. Since 1962, over 2,700 Volunteers have been part of Peace Corps' history in Nepal, from the earliest programs of agriculture and education to a wider range of programs that today include Forestry, Urban Planning, and Nursing Education.

### SRI LANKA

In January of 1983, President Junius Jayewardene expressed to U.S. Ambassador Reed his country's interest in reestablishing a Peace Corps program in Sri Lanka. Peace Corps Volunteers had served previously in Sri Lanka from 1962-1964 and 1967-1970.

Volunteers are now actively working in several sectors including TEFL, Ag/business, and the Environment. PC/Sri Lanka projects a peak PCV population of about 60 by fiscal year 1994 and is looking at the possibility of managing a new program in the Republic of Maldives.

### THE SOUTH PACIFIC

Country Desk Officer Michele Lagoy recently returned from a desk trip to Tonga, Fiji, Tuvalu, Western Samoa, and the Cook Islands. Western Samoa, Tonga, and Fiji are all celebrating 25 years of Peace Corps service, with Western Samoa celebrating its 30th anniversary of independence at the same time!



*Nepalese villiage children gather for a photo by PCV Joseph Daly after making mud to build houses.*

## KIRIBATI

Preparations are underway for the arrival of a new group of Peace Corps Trainees in Kiribati. The group will arrive on November 7 and will include eight Primary Education/ TESL Trainers, three Secondary Teachers, a Pharmacist, one Accounting Advisor, and a Small Business Advisor.

## THE PHILIPPINES

Jon Darrah, former Country Director for the Philippines has been reassigned to head Peace Corps in Russia, and Wayne Olson has been chosen as Jon's successor. Wayne brings a wealth of experience to the agency. From 1968 to 1971 he was Peace Corps

Deputy Country Director in Korea, following that in the role of Chief of Operations for NANEAP region in PC Washington from 1971 to 1972. Since 1972 Mr. Olson has worked for ACTION. In 1988 he became Regional Executive Officer for ACTION where he managed 150 volunteer projects in the Rocky Mountain Region. So ... best wishes to Jon and welcome to Wayne!

## MICRONESIA

Peace Corps staff in Micronesia won a Programming and Training System (PATS) award for their exemplary work in writing project plans according to the PATS format. Congratulations Peace Corps Micronesia!

## What's Next

In order to provide continued quality support to such a diverse and large number of countries, as of October 1, PACEM was split into two more manageable and geographically coherent divisions. One region is:

### ASIA AND THE PACIFIC (AP)

Nepal, Mongolia, Sri Lanka, Thailand, (Asia); Cook Islands, Fiji, Kiribati, Marshall Islands, Micronesia, Palau, Papua New Guinea, Philippines, Solomon Islands, Tonga, Tuvalu, Vanuatu, Western Samoa (Pacific).

## INTER-AMERICA REGION

(Continued from page 13)

Peace Corps training in the Dominican Republic is contracted to ENTRENA, whose President, John Seibel, was a Peace Corps Volunteer in the DR from 1971-1974. He has resided in the Dominican Republic since arriving as a PCV. Seibel's training staff includes two RPCVs, Robert Crowley in Agroforestry, and Eric Johnson in Water Sanitation. Seibel has found that having been a Volunteer, and having RPCVs on his staff, has made training more acutely sensitive to the unique needs of Trainees and Volunteers who serve in the Dominican Republic.

## HONDURAS

Following a late summer security crisis, conditions for PCVs in Honduras seem to have returned to the usual calm state. During the security alert in Honduras, Volunteers Matt Hoey, Heidi Pfunder, Heather Lair, Virginia McIntire, Tim Kohut, John Rogers, Mike Batsimm, and Robert Murdock did excellent work as emergency zone coordinators. Working closely with PC/Honduras CD Kate Raftery, the emergency zone coordinators made an important contribution by informing Volunteers in each region about the precautions that needed to be taken by all Volunteers to ensure their per-



PCV Alfonso Garcia, at right, poses with students in front of their old school house in the mountain village of Cantoral, Comayagua, Honduras.

sonal safety.

PC/Honduras has been a testing ground for an innovative agricultural initiative known as RENARM. The purpose of the RENARM program is to enhance the agricultural sustainability and productivity of small farmers in Honduras (and elsewhere in Central America) through improved crop production techniques, while decreasing the ecological and human harm caused by pesti-

cide use. In July, Peace Corps representatives from the various Central American nations met in San Jose, Costa Rica to evaluate the success of their respective RENARM projects. In cooperation with the Pan American School of Agriculture, the RENARM project in Honduras will shortly provide in-service training in pesticide management for 20 PCVs now working in the Hillside Agriculture sector.

## SPECIAL FROM ASIA/PACIFIC

## Region Focuses On Language Teaching

By Kathleen Corey  
Acting Regional Director  
Asia/Pacific Region

*"Most of the time, students resisted learning a new language. Once we introduced Competency-based Teaching, I found learners were interested in learning a new language and creditable results were obtained from it."* —Shekar Regmi, Assistant Training Officer, Nepal

*"I could discuss some abilities in myself I hadn't known of."* —Participant at 1992 Language Coordinator's conference

Volunteers throughout the Pacific, Asia, Central and Eastern Europe, and the Mediterranean Region (PACEM) are successfully learning languages. This is particularly important in a region where 64 different languages are spoken, including some of the world's most difficult such as Mongolian, Thai, Arabic, and Hungarian.

Why are Peace Corps' language programs becoming more effective? Because improving language training, an agency initiative endorsed by all three regions since 1991, has become an important priority throughout the Peace Corps world. Resources, both financial and human, have been given to improve one of the most important aspects of Volunteer training—language development. This article will address how one region, PACEM, aggressively addressed better language teaching in its 34 countries.

### The History

In 1962 Peace Corps was well known as a leader in language teaching in the United States. Not only did Peace Corps have the only materials in some of the least commonly taught languages, but the methodology employed throughout the Peace Corps world was impressively progressive. However, with changing priorities and budgetary cuts in the

70's and 80's, the agency slipped from the cutting edge of language teaching. During Peace Corps' 30 year history, many critical new developments in language teaching occurred in the United States and Europe that were ignored by the agency's training programs. As a result, Volunteers were being taught by methodology considered antiquated by the language teaching profession. Innovations in language teaching simply passed the Peace Corps by.

1987 was a pivotal year for improving language teaching in the Peace Corps. A conference was convened in Washington between the Peace Corps and the Center for Applied Linguistics, a leading agency in language teaching in the United States, to discuss updating Peace Corps language programs. Due to the increasing number of senior Volunteers joining Peace Corps, agency representatives reported that language training programs no longer were adequate. There was a need for language curricula and teaching methodology that would take into account the needs of the older learner. The recommendations from that conference were sweeping—convert all Peace Corps language curricula to a competency-based model and train language teachers in current methodology. Language teaching in the Peace Corps was to become revolutionized.

Why was a competency-based language curriculum (CBC) recommended? Although it is valuable for all groups of language students, CBC has been particularly successful with older learners. This is because its design is based on learner needs, allows for the feeling of "small successes," and facilitates learning through contextualization. Older learners need to believe that what they are learning will be useful to them; they balk at memorizing useless information. In addition, older learners need context to remember new items. A competency-based approach puts all new language material and

vocabulary, grammar points, and pronunciation into the context of real-life tasks and situations. Also, older learners require "small successes." Being able to practice in the community language that they've learned in class (and see that it produces results) not only helps the older learner to remember, but it provides them with successful language learning experiences.

In addition, a competency-based curriculum allows for the teaching of a variety of language teaching methods. Peace Corps programs historically were using audio-lingual techniques which require students to endlessly repeat perfectly spoken sentences. This was particularly difficult for the older learner who needs to practice language more interactively with less attention paid to perfection. In addition, older learners need a long listening period to feel comfortable and confident with the language before being required to speak it. Audio-lingual techniques with their emphasis on immediate production did not address or allow for this. With a competency-based curriculum, new language teaching methods especially suited for adults could be taught.

Following the 1987 language conference, three PACEM countries, Thailand, Sri Lanka, and Nepal, piloted new language programs. Each conducted extensive Volunteer language needs assessments, wrote competency-based curricula based on these needs, and participated in a joint workshop to train teachers in up-dated teaching methodology. The Philippines was simultaneously piloting a similar program. Pakistan soon followed, and the improvement of language teaching programs in North Africa, Asia, and the Pacific was launched.

### The Approach

Volunteers have specific language needs. They have to shop in the local market, get their laundry done, make small talk, and take transportation. In addition, they need lan-



guage to be successful at their jobs. They must give lectures on preventative health, or run rural community organizational meetings, or give advice on setting up small businesses. For some, mastering the language is so critical for job performance, that they are not allowed to swear-in until a certain language proficiency is attained.

A curriculum that is designed around the accomplishment of such tasks is called a competency-based curriculum. Those tasks become the umbrella under which language items such as grammar, pronunciation, culturally appropriate gestures, and the choice of correct language forms are taught. Because of its success with adult learners, competency-based curricula form the basis for adult basic education language programs in 34 states in the U. S.

In this approach, language is taught that naturally flows from the task or competency, but it is also chosen based on the level of complexity that a student can handle. For example, for the competency, "The volunteer will describe an ailment," the language chosen to answer the question, "What's wrong?" could be, "It hurts here," for a beginner, or, "My stomach hurts because I ate too much," for the more advanced learner. Competencies in the curriculum are sequenced from simple to difficult, and this can be accomplished through the choice of language samples.

The selection of grammar points also is based on the competency. When teaching prepositions, older approaches would use sentences such as, "The black hat is next to the pink carnation." I can't remember the last time I've said that in a foreign country. However, anyone living abroad needs to be able to comprehend statements like, "The post office is next to the bank." Similarly, for the competency, "The Volunteers can describe their families," Volunteers can learn the possessive pronouns 'my,' 'his,' 'her' through their descriptions of "my sister," "her children," and "his mother-in-law." At the same time they are learning the complex relationships found in the host culture.

Such cultural points can be integrated into the teaching of language by emphasizing the cultural context of any task. Saying

"hello" to a monk in Thailand requires vastly different language and gestures than saying "hello" to a friend. When teaching greetings in Thai, then, it is important to teach the various kinds of "wais" (hand gesture of respect) that accompany the greeting. The teacher can also explain in English that one's hands are placed higher for the monks in recognition of their relationship to God.

Competency-based language curriculum design is particularly useful for developing technical language curricula. Since a task analysis of Volunteer training needs is necessary for linking programming to training, curriculum developers can use these tasks to design technical language programs. If one task of an agriculture Volunteer is to describe the importance of reforestation to local villagers, then the curriculum will contain the language required to complete that task. As Peace Corps posts add new technical programs, new language programs can easily be developed. Once a project is established, Volunteers can be surveyed as to exactly what language they need and this can then be used to revise technical curricula.

### The Plan

PACEM's plan for improving its language program has been fivefold. First, all language teaching curricula were converted to competency-based. Second, all core language teachers received a two-week training of trainers (TOT) workshop that trained them to use current teaching methodology. This training was based on a set of language teacher training videos developed for teaching a competency-based curriculum. Third, language coordinators were hired in the majority of PACEM's posts. Their role is to oversee such activities as continuing to improve the curriculum, writing a variety of lesson plans at different levels, developing self-study materials, writing technical competencies for all program areas, and traveling around the country giving two-to-three day language ISTs to groups of Volunteers. They are also expected to train their language staff to use current language teaching methodology and to regularly evaluate their teachers. This is particularly important for posts where there is a large turnover of language instruc-

tors. Fourth, the language training videos used in the TOTs were sent to each post to assist in the training. Fifth, language coordinators participated in a one-week conference where they shared ideas about language teaching issues and received instruction in how to train teachers using the videos. Now with a competency-based curriculum in place at each post, language coordinators hired, and teachers trained, PACEM posts have a sound basis for their language programs.

### The Payoff

Is it working? Are Volunteers learning languages better and more easily? Language coordinators and country directors throughout the PACEM world report a resounding "Yes!" In a 1990 report, Nancy Geyer, Training Officer in Fiji, states that a group of small business Volunteers in the revised language program received an average of an FSI 1+ after their two and half-month pre-service training—this is particularly noteworthy since the average age of this group was 43.

In 1991 in Thailand, Larry Barlett, Program and Training Officer, reported: "We were pleased at the time of the (CBC teacher training) conference with the immediate results, but had to wait for our PST to really see what the effect would be. Now we know. The bottom line is that our trainees scored significantly better on the ACTFL (Thailand's exit examination) test than the previous groups." The group that scored high were agriculture and health Volunteers and the earlier groups were TEFL Volunteers, who have a reputation as superior language learners.

### Looking to the Future

Although a tremendous amount has been accomplished over the past five years, posts are not finished with language program improvement. There is still work to be done. Asking teachers to change 30 years of old teaching habits is not done through one or even two training sessions. Nor with changing initiatives in programming, are technical language curricula ever completed. In addition, as the field of language teaching

continues to develop, and other new methods are designed, it is important for Peace Corps to stay abreast of these developments. With a competency-based curriculum, virtually any communicative language teaching method can be employed.

As language coordinators become more comfortable and confident in their roles, and as they continue to share ideas with each other, language programs throughout the PACEM world will become stronger and Volunteers will become more proficient in host languages. It is an exciting challenge. And one that, as an agency, we are again up to.

We thank Peace Corps Directors Elaine Chao, Paul Coverdell, and Loret Miller Ruppe, and Regional Directors Jerry Leach and Jon Keeton for believing in the impor-

ance of improving our language programs. We also thank Doug Gilzow, Peace Corps Language Specialist, for his dedication to our goals. These people recognized that not only are we enriching the Volunteers' two year service, but that annually we are also giving America thousands of people who proficiently speak the languages they learned in the Peace Corps.

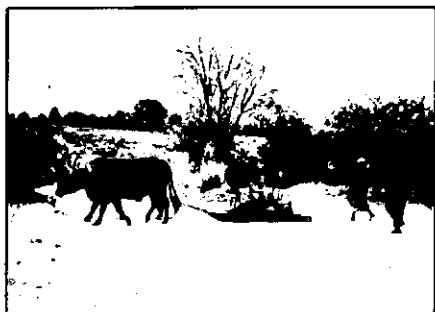
Peace Corps is once again at the forefront of language teaching in the United States. We can again boast that our curricula and methodology are sound and progressive. Recognizing the quality of our approach, agencies from around the world have written for copies of our materials. Since we have some of the only available materials written for "less commonly taught" languages, Peace Corps has once

again contributed to the field of linguistics. Most importantly, our Volunteers' language skills are improving. Volunteers are being better prepared to integrate into their communities and to perform their jobs because their language programs are better designed. And that's something of which we can all be proud.

*Kathleen Corey is Acting Regional Director of the Asia/Pacific Region of Peace Corps. She has been with Peace Corps for four years, beginning as Chief Program and Training Officer for PACEM and most recently as Chief of Operations. Previously "Corey" was a language specialist at the Center for Applied Linguistics where she worked as a consultant to Peace Corps' language programs in Thailand, Sri Lanka, and Nepal.*

## REGIONAL FEATURE

(Continued from page 11)



*Appropriate technology transportation in northern Namibia. Photo by Michael Grimmett.*

optimum working condition. Two Volunteers are working with the Namibian Council of Churches and the United Nations' Food and Agriculture Organization to train Namibian counterparts in emergency food distribution logistics, which includes computerized monitoring of food distribution to rural areas.

In Lesotho, \$600,000 from USAID is enabling PCVs to assist rural communities to build 75 water catchment systems and drill eight horizontal wells, mostly in the dryer

mountainous regions. These catchment systems and wells have the capacity to benefit an estimated 260,000 people. The water catchment systems and additional wells not only help rural people to conserve water, but also in maintaining home gardens to produce fresh vegetables, which are scarce and expensive in the highlands of Lesotho. The water catchment systems and wells constructed through this emergency effort will increase considerably the ability of mountain dwellers and rural communities to control their water and fresh produce needs for many years to come, drought or no drought.

The balance of the special drought funds will be used by Volunteers in other countries in the region to assist with emergency drought activities as they become identified.

The unique PASA developed for the emergency drought project between Peace Corps, USAID and OFDA is structured so that funds can be allocated by U.S. government agencies at any time for use by the Peace Corps. This will help the Agency to respond immediately to natural disasters and emergencies throughout the African continent, wherever Volunteers can be of assistance.

### Populations at Risk

Approximately 40 million Africans are threatened by malnutrition due to the current drought, according to United Nations estimates.

Nation	Population Affected
Angola	1,377,000
Botswana	100,000
Lesotho	170,000
Malawi	5,700,000
Mozambique	3,150,000
Namibia	332,000
Swaziland	250,000
Zambia	1,700,000
Zimbabwe	4,600,000

Source: UN World Food Program

## SPECIAL FROM ASIA/PACIFIC

## East Meets West

By Kathleen Corey  
Acting Regional Director  
Asia/Pacific Region

*"It was the best workshop I've been to in my four years with Peace Corps."*

*"I especially liked the opportunity to work with my colleagues from other parts of the world."*

—Conference participants

For the first time ever, Sri Lankans met Fijians, Thais shared development problems with Mongolians, Nepalis compared training issues with Filipinos, Micronesians discussed project plan monitoring approaches with Tongalese. The experience was both exciting and productive. Throughout the first week in September, representatives from 16 countries in Asia and the Pacific met in Manila, the Philippines, to form the Asia and the Pacific region of Peace Corps—the newest region to be formed by the split of the Pacific, Asia, Central and Eastern Europe and Mediterranean (PACEM) region into two divisions.

The workshop focused on project planning and monitoring. Throughout the week, participants had the opportunity to work with the Office of Training and Program Support (OTAPS) environment, education and small business sector specialists (and community development, agriculture, and health consultants from the region) on refining their project plans and establishing sound monitoring practices. Programmers worked in sector groups to share ideas. Even though development goals are different throughout Asia and the Pacific, participants greatly appreciated working with colleagues from other parts of the world.

One of the most interesting sessions of the week consisted of seven minute presentations from each of the countries describing the major development needs of these countries and how Peace Corps was addressing them. This was done through the presentation of a drawing depicting each country's situation. The similarities were startling and provided the basis for the groups of different nationalities to work together. For example,

Country Directors focusing on post management and counseling; establishing better field/headquarters communication; extending medical confidentiality to Country Directors; addressing AIDS education for Volunteers; and suggestions for changing the Integrated Programming and Budget System process into a one stage process.

Prior to the regional meeting, representatives from each post participated in a pilot

*Safety and Security Workshop* sponsored by the Office of Special Services. During the two day workshop, participants discussed issues such as helping Volunteers handle stressful situations, training Volunteers to be more proactive in protecting their physical security, and giving Volunteers strategies for dealing with cultural norms that could compromise their safety such as withstanding pressure to drink too much or be sexually permissive. In addition, participants received training in counseling Volunteers to deal with trauma and helping them become functional again.

Participants in the *Safety and Security Workshop* received a training manual that they will use to train other staff at their posts. This was the first workshop of its kind, and because OSS hopes to replicate this workshop in other parts of the Peace Corps world, they asked Asia and the Pacific participants to provide extensive feedback on the model.

The finale of the workshop was on the last evening when each country gave a cultural presentation and awards were given. A fond farewell was extended to outgoing Regional Director Jerry Leach. The energy was high, and it was apparent that the new region that had just been formed was going to be exceptionally cohesive and strong.



*The Asia/Pacific Peace Corps field staff at the PACEM Sub-Regional Conference in the Philippines.*

even though teaching English in Sri Lanka is important for nationalistic reasons of helping disparate groups work together better and English teaching in Mongolia is important for economic development, both countries have similar project designs, and, therefore, both programmers had much to discuss.

In addition, field staff had several days to discuss field/headquarters issues. This was done through general discussion, individual post and headquarters meetings, and a special country directors' session. Topics included such areas as improving computer training, maintenance, and repair; ideas for establishing a special track in OSD for Coun-

# NEWS FROM EURASIA/MID-EAST

**By Jill Diskan**  
Special Assistant  
EME Region

The Eurasia Middle East Region continues its task of establishing Peace Corps programs in the Commonwealth of Independent States. In October, during a negotiating and programming trip, Regional Director Jerry Leach met with the President of Kyrgyzstan. The Peace Corps was the first



*RD Leach in  
Kazakhstan*

foreign delegation to be received by the President. A Peace Corps Country Agreement was signed in Washington by Kyrgyzstan Ambassador Roza Otunbayeva and Director Elaine Chao on November 5. The Program in Kyrgyzstan will provide 25 TEFL Volunteers to universities and teacher training institutes throughout the country. Staff will arrive in-country in January and trainees in June.

RD Leach also initialled PC Agreements with the Governments of Kazakhstan and Uzbekistan. Uzbekistan will be the first Central Asian Republic to receive a Peace Corps program, with 50 Volunteers scheduled to arrive in Tashkent on December 19. The Volunteers will work in TEFL and SED.

The EME Programming and Training Unit brought 11 Pre-Service Training (PST) Directors and Technical Trainers for the programs in Russia, Armenia and Ukraine to Washington for a week-long workshop to design training modules for the SBD component of these PSTs. The workshop was highly successful as the participants developed designs on organizational development, consulting skills and adult education methods. The trainers have taken the designs to Post where they will be cus-

tomized for country specific programming needs.

Language coordinators and instructors from Saratov, Russia and Kiev, Ukraine attended a 10 day Training of Trainers (TOT) in Kiev. The language coordinators and instructors from Armenia were scheduled to attend this TOT, but were unable to get flights out of Armenia. The severe fuel shortage in that country caused all airline flights to be cancelled. The P&T Unit is now planning a similar TOT for the language instructors from Armenia and Uzbekistan.

## NATIONS AT A GLANCE

### HUNGARY

PCV Inga Peterson has organized and obtained funding for a project which is bringing 30 Hungarian students, ages 10 and 11, for a cultural and educational exchange. The students will live with host families in the Washington, D.C. area and will attend classes with their host "brother or sister."

### ROMANIA

Several PCVs have initiated individual projects working with youth-at-risk. PCV Tom Ritter works in a shelter for street boys in Bucharest.

Most of the youth he works with are addicted to some form of an inhalant drug

(sniffing glue, etc.), have no sense of identity, and have run away from orphanages or were abandoned by their families. There is evidence that most of them have been physically abused. They all live from day to day.

Tom tells the story of Suraj, who heard through the grapevine that a new shipment of supplies was to arrive at the shelter. He was adamant that he be allowed to stay to receive a gift. In an attempt to show his willingness he pulled up his shirt sleeves to display his scars, and then after a tirade, he picked up a broken bottle and again slashed his arm. The horrific sight was not the blood but the complete will to self-mutilate his young body. Tom spends his days at the train station in Bucharest, which is "home" for these children. He gets to know them and tries to convince them to come to the shelter where they can get a hot meal, a bed and hopefully a sense that there can be a future beyond the streets.

### BULGARIA

SBD Volunteers in Bulgaria helped organize an international trade fair in Plovdiv, Bulgaria which ran from September 29-October 1. Over 60 U.S. companies including McLane Pacific, AT&T and Carolina Export Int'l were present as well as hundreds of companies from around the world.

CD Azzedine Downes moderated a discussion on "Forms of Business." PCV Christine Donnolo coordinated a seminar, "Sharing the American Business Experience." PCV Steve Bartoletti spoke on banking practices in Bulgaria, Marsha Baird addressed product development and Thomas Garguilo spoke on "Salesmanship and Selling." In addition, Peace Corps arranged a display with information about Peace Corps' activities and the Multi-Link Resource Centers.

Worldnet television held a live broadcast which linked Bulgarian participants at the fair with panelists in Washington, D.C.



*Baltics TEFL teachers being sworn in on August 20, 1992.*



*PCV Randy Hammond works on a well improvement project in Sidi Brahim, Morocco. Photo by PCV Greg Moydell.*

Peace Corps Deputy Director Barbara Zartman, former Secretary of Agriculture John Block and Assistant Secretary of Commerce Tom Duesterberg answered questions from fair participants regarding U.S. support and assistance with enterprise development in Bulgaria.

## **POLAND**

PCVs and representatives of three Polish business organizations have opened the Free Enterprise Transition Consortium in Krakow. The Consortium provides training sessions on privatization and free enterprise to interested businessmen and government officials.

PCVs have organized and hosted the second Bankers' Conference as well as the first conference on tourism. The latter was for government and private officials involved in promoting tourism in Poland.

## **LATVIA, LITHUANIA AND ESTONIA**

Twenty-one SED Volunteers were sworn in the week of October 12, 1992 in three separate ceremonies, each attended by the country's ambassador. These 21 Volunteers join 40 TEFL Volunteers who have been at their sites since early September.

The nine Business Advisor Volunteers in Estonia are assigned to the new Rural Extension Program designed by the Higher School of Agrarian Management. The program provides assistance in various aspects of business management to the broad spectrum of agricultural participants in Estonia. Seven business Volunteers in Latvia provide assistance in the development of business management programs to private farmers through the coordination of local Farmers' Union

and the Latvian Agricultural Advisory Centers. Five Small Business Advisors in Lithuania have joined a network of Lithuanian organizations formed to provide business advice, establish networking databases, and to design and facilitate management workshops for entrepreneurs.

## **RUSSIA**

The Peace Corps sent its first 100 PCVs to Russia on November 20. The Russian Embassy, State Department and Peace Corps officials as well as prominent members of the Russian community, gathered in front of the Lincoln Memorial to celebrate in the send off on November 19.

In June, Peace Corps signed the historic agreement establishing the first Peace Corps program in Russia. The Volunteers will serve as Small Enterprise experts, serving the needs of Russian citizens as they make the transition to a market economy. A massive recruitment effort began in January to identify the most qualified business applicants to represent this first group to Russia.

## **UKRAINE**

The first 60 PCVs chosen to serve in the Ukraine were in Washington the week of November 10 for orientation and training before their departure. There was an official sendoff presided over by Peace Corps Deputy Director Barbara Zartman and Deputy Ukrainian Ambassador Valery Kuchinsky.

## **ARMENIA**

Director Elaine L. Chao and Armenian Deputy Minister Hrant Bagratian signed an agreement establishing the first Peace Corps programs in Armenia during a ceremony on September 24 at the U.S. State Department.

The first group of 40 PCVs are expected to arrive in Armenia in December. Volunteers will assist in privatization efforts, economic development and planning, and small enterprise consulting. They will also work to improve English teaching methodology, curricula and educational resources.

## **MOROCCO**

Peace Corps teachers are working with the visually impaired. Volunteers are placed in schools for the blind run by a private, non-profit organization, Alaouite Organization

for the Protection of the Blind. Princess Lalla Lamia of Morocco is the President of the organization. Since 1963, over 2,500 PCVs have worked in Morocco in the areas of education, health, urban development and agriculture. Morocco is currently in the process of rebuilding its program following the evacuation of 133 Volunteers in January 1991, due to the war in the Persian Gulf.

## **TUNISIA**

1992 marks the 30th Anniversary of Peace Corps in Tunisia. The Anniversary will be formally celebrated on November 22-27, 1992. Acting Director Barbara Zartman will attend Anniversary events in Tunis including a roundtable discussion on "Volunteerism" and development in Tunisia.

## **YEMEN**

Child health leads the way in Peace Corps initiatives in Yemen, a country with infant mortality rates of 130 per 1,000 and an under five-years-old mortality rate of 200 per 1,000. Peace Corps began its work in the Yemen Arab Republic in 1973. Over 500 Volunteers have since served in Yemen. In addition to their vital work in the health care sector, Volunteers in Yemen have also worked in education, earthquake reconstruction, agriculture and rural water supply projects.

## **What's Next**

In order to provide continued quality support to such a diverse and large number of countries, as of October 1, PACEM was split into two more manageable and geographically coherent divisions. One region is:

### **EURASIA AND THE MIDDLE EAST (EME)**

Albania, Hungary, Poland, Romania, Czechoslovakia, Bulgaria (Central Europe); Lithuania, Estonia, Latvia, (Baltic Nations); Russia, Ukraine, Armenia and the Central Asian Republics (Eurasia); Morocco, Tunisia, Yemen, Malta, (Middle East).

## SPECIAL FROM EURASIA/MID-EAST

# New CIS Program

By Mark Hower  
EME Region

*"Whatever happens to you from this day forward, you are part of history."*

— Director Elaine L. Chao,  
July 1992

The events of the past two years in Eastern Europe and the former Soviet Union have been unprecedented and Peace Corps' expansion into the new countries of the region signals a culmination of 3 decades of work by over 130,000 Volunteers.

The Peace Corps was established for a variety of reasons, not the least of which was the desire to work toward a better understanding between the cultures and superpowers of East and West. That the Peace Corps mission has largely played out in a North/South arena is a testament to the complexity of the world political climate during the Cold War and an acknowledgment that we have an obligation to support and foster development throughout the world. This course has been both a moral imperative and a simple matter of self-interest, and it helps explain why Peace Corps has consistently been held in high regard by so many disparate interests in our own country.

It is startling that the tremendous opportunities we face today were never foreseen by the "experts." Countless Ph.D. dissertations must have been scrapped and others born out of the rubble of the collapsing Soviet Empire.

A watershed period is upon us: How often in the course of a lifetime does one have

the opportunity to participate in transforming an enemy into a friend and partner?

As early as June 1989, Helen Viksnins, a first-generation Latvian American working as a Training Assistant in the Office of Training and Program Support (OTAPS), predicted what countless others dared not consider. Helen, who is now the Acting Country Desk Officer for Latvia, Lithuania, Estonia and Ukraine, was leaving her job in Peace

Helen's vision is now a reality — and it is definitely no joke. Peace Corps was invited to the Baltics in the fall of 1991. In February 1992, country agreements were signed by Vice President Quayle and Director Chao with representatives from all three republics.

American staff began arriving almost immediately thereafter, headed by Director Jim Lehman, a veteran from assignments in Thailand, Philippines and Laos. Five other Ameri-

cans—Jimmie Wilkins, Patricia Johnson, Michael Lowrie, Art Crisfield and Dr. Leo Zelkowitz and a handful of support staff (along with some key short-term contractors)—were charged with the seemingly heroic task of establishing a viable new program for 3 countries run out of a single office in Riga.

This was accomplished while preparing for the arrival of the first Volunteers, 43 TEFL Trainees, by early June. July saw the introduction of more PCVs in the form of 27 Small Enterprise Development Volunteers. At one

point, the Peace Corps staff in Riga was running 6 separate training sites in 3 different countries, requiring communications in multiple languages and the use of various fluctuating currencies.

The inevitable problems and frustrations of starting up a new program in unfamiliar territory were quickly overwhelmed by the excitement and vital can-do spirit of both the staff and the Volunteers. The Peace Corps experience (whatever it is) has always had a way of putting the bigger picture of life into perspective.

When the first group of Volunteers (Trainees actually) arrived in the Baltics in June 1992, they were initially housed at the Hos-



PCV Jerry Wirth (rt) speaks with Igor Bussov and his daughter in Latvia at an agri-business site. Photo by Hermine Dreyfuss.

Corps to visit her grandfather in Latvia. She recalls:

I mentioned to someone that when I returned to Peace Corps I would be working on the Country Desk for Latvia. At that time it seemed such an impossible dream, and a funny joke. The Baltic nations were all still under a very heavy yoke of...repression.

While in Latvia, I told many Latvians about Peace Corps: an organization that sends Volunteer Americans to under-developed countries to help the people of those countries in any way that they can. Everyone said to me: "We are an under-developed country. Just look around! We need Peace Corps! I had to agree with them."

tel of the Railroad Faculty at Riga Technical University. The Railroad Faculty lodged only Russian students. Within hours of arriving at the University, a poster on the front door of the hostel addressed the 43 TEFL Trainees:

American friend!  
Invited on the  
small celebration (Hi-Hi)  
in the room N314  
today evening 9:00 PM  
russian students

It was, as Country Director Jim Lehman proudly exclaimed, "a very auspicious beginning."

One of Peace Corps' great strengths is that the Volunteer experience creates opportunities for routine, daily interactions between Americans and our hosts, eventually leading to a more profound, mutual understanding. Though it sounds a bit like an advertisement for an investment company, Volunteers literally build relationships one person at a time. These learned truths seem to be as much a part of the Volunteer experience in Latvia as they are in Africa, Asia, Latin America or any other place where Volunteers serve.

Angie Wanke, a graduate in English with a teaching certification from the University of Alaska/Fairbanks, noticed one evening during training that her family "talked and talked and talked" among themselves while she washed the dishes. "Finally, I said, 'What's the big deal?' They said, 'We didn't know Americans still knew how to do the dishes by hand.' They think we're all rich." Like conversations have taken place between PCVs and host families throughout the Peace Corps World.

The Baltics SED Trainees have demonstrated that they are not only going to be a part of history, but they are going to make it

happen. Before a month had passed in training, the Latvian SED Volunteers, headed by Trainee Jay Coslow, had organized the first ever PC/Latvia pig roast. Then, Christopher Spivey, with generous contributions from many others, established "Baltic Peace," a newsletter linking Volunteers from all three Baltics countries. With a sense of wonder in his voice, Country Director, Jim Lehman, said of these extracurricular training activities: "Just when I thought I had seen it all...."

The first edition of "Baltic Peace," published in September, included four pages of travel information, safety tips, poetry, country updates, and restaurant reviews. An article by Mike Stewart, entitled "Ask Mike:

than-you-are. We are becoming accustomed to the Peace Corps, potatoes and TLAs (Three Letter Acronyms).

Roger (another trainee) is more or less fluent in Estonian by now and is making extra money on the side tutoring the rest of us monosyllabic heathens. Of course, the proceeds go to a trust fund for returned Peace Corps Volunteer sugar beet farmers from Minnesota...."

The Baltic SED Trainees were sworn-in on October 15, thereby joining the TEFL Volunteers who have been teaching since early September as full-fledged PCVs. Among the new Business Volunteers is Indre Biskis, a Lithuanian-American who left her successful

career in real estate to return to Lithuania with the first group of SED Volunteers in July. Indre is a native Lithuanian speaker and, like her fellow SED Volunteers, brings solid credentials to her assignment in Klaipeda. (She has an MBA from Loyola and over 5 years of business experience). Indre is, like Helen, living out her own dream.

If Poland and Hungary were the open doors to Eastern and Central Europe, then the Baltics have been Peace Corps' gateway to the former Soviet Union. The next few months will witness the kind of frenetic activity that was last seen when Peace Corps

was carving out its reputation in the early 1960s. Staff are in place in Ukraine, Russia (two programs: one in Saratov and another in Vladivostok), Armenia and Uzbekistan. A total of 250 TEFL and Business PCVs are scheduled to arrive in these new countries between November 15 and year's end.

New country expansion in the former Soviet Union for 1993 will probably include Belarus, Kyrgyzstan, Turkmenistan, and Kazakhstan, with one or more Central Asian Republics thrown in for good measure.

It's an exciting time to be a cartographer, or a Peace Corps Volunteer.



PCV Deborah Ryan (Business- Poland II) in Sandomierz, Poland. Photo by Hermine Dreyfuss.

The Column with the Answers," included such tidbits as:

Dear Mike: I live in E. Europe and haven't seen any beans. Say, dude, what's the story? — M.O., Latvia

Dear M.O.: Down in the DR we had lots of beans. Beans for breakfast, beans for lunch, beans for dinner. Beans. Beans. Beans. You see, M.O., if there were beans in Latvia, there would be fewer beans in the DR, simple economics, my friend.

A column by Jerry Wirth, Estonia trainee, entitled "News From Estonia" began:

"Howdy from the Great White Norther-

## SPECIAL FROM EURASIA/MID-EAST

## Albania Program Begins

By Margaret Becker  
Country Desk Officer  
EME Region

One thing was quickly made evident about PC's involvement in Albania: we weren't going to wait for anyone else to establish a presence and give the cues. When Michael Honegger set out from Peace Corps/Poland driving through Yugoslavia and on to Albania in the summer of 1991, he was one of the very first Americans to set foot in Albania in almost 45 years. Peace Corps was on the ground directly behind the first embassy staff in Tirana and before the arrival of the ambassador. Months before the Communist government was officially voted out of power, Peace Corps staff held meetings with key opposition members who would later form the core of the democratically elected government. Peace Corps was quick to become the dominant U.S. presence in Albania and is the only Western program with representation throughout the country.

It was in March 1991 that diplomatic relations between the United States and Albania were reestablished since 1946. On June 22, Secretary of State Baker visited

Albania, and in a speech at Skanderbeg Square, promised that Albanians would, "not be left behind as the new Europe is built." It took Peace Corps just two weeks after Baker's visit to send Michael Honegger from PC/Poland overland by car to Albania through Yugoslavia.

Honegger set out for Tirana in early July 1991. Although driving through war-torn Yugoslavia didn't offer the most favorable of travel conditions, the dearth of petrol proved a far greater impediment to travel than misdirected bullets. The journey was accomplished solely on account of two cans of gasoline carried from Poland and one pro-American gas station clerk willing to overlook the fundamental difference between a Washington D.C. driver's license and a gasoline ration card.

The description of Albania from that initial visit by Michael Honegger is that of a country from another century: no visible stores, nothing to buy, austere lifestyles and farming techniques, broken down communist block style structures, idle people wandering through barren streets and a people wholly transfixed by the presence of a foreigner—frequently the first they'd ever seen.

Since vehicles had only been legalized for the public a few months earlier, most people in the countryside were awestruck by the sight of a modern-looking foreigner conspicuously zipping towards Tirana in a new car complete with such amenities as headlights, door handles and hubcaps.

Even in Tirana, vehicles were, and still are, few and far between. In a slide show given at PC headquarters by former Desk Officer Toby Lester, the shot of rush hour



Photo by Michael Honegger

*A couple walks along a road in Northern Albania.*

in downtown Tirana showed a total of two vehicles. The few vehicles that do exist rarely manage to keep their windscreens, hubcaps, and any other parts that can be torn from the body. In Michael Honegger's trip report after his July visit he states that, "Vehicles will require armor!"

Pilfering from vehicles is just one manifestation of the desperation of the Albanian people. As the poorest nation in Europe, the lack of almost everything is omnipresent. With virtually no consumer items available, anything that appears as though it can be had, will be had. Nothing is wasted; anything and everything is needed. Glass is a high priority item, and the windows of most schools have been taken. Even greenhouses are windowless. In July of 1992, days after the Peace Corps office finally had its own phone line installed, service was halted when the phone cables were stolen. They were reinstalled underground.

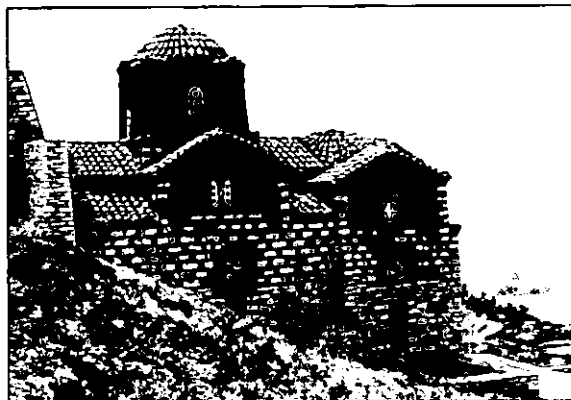


Photo by Michael Honegger

*A 9th Century Orthodox church in the museum city of Berat in Central Albania.*



In July, the Ministry of Education's attempt to revamp the content of text books which were printed under the Communist regime was halted due to a total lack of material on which to print. An appeal was made to the U.S. government for donations of paper, and through the efforts of AID, textbooks were ready just after the beginning of the school year.

Difficult though these shortages have been for the Albanian people, still other aspects of Albanian life under the former regime were more severe. The decades of harsh repression under the brutal reign of Enver Hoxha have had a lasting effect on the Albanian people. The paranoia over foreign incursion which Hoxha espoused is evident in the thousands of small concrete bunkers scattered throughout the country. Almost every individual has some personal tale of imprisonment or torture endured by themselves or a friend or relative. According to one opposition member, "Mandela doesn't know what prisons are like. His was like Dante's paradise, but ours were like the inferno."

Nevertheless, the Albanian people appear to have emerged with an extremely hopeful and enthusiastic attitude. The pro-American sentiment has consistently been high, and all indications from the initial programming trips were that Peace Corps was very much desired and needed in numerous programming sectors.

On July 24, 1991, Director Paul Coverdell and Chief of Staff Jody Olsen arrived in Tirana for two days of meetings with government officials. In meetings with the Ministers of Education, Youth and Sports, Health and Foreign Affairs, Peace Corps was enthusiastically received. The Minister of Health suggested signing a country agreement with Director Coverdell right there so as to get

PCVs on the ground as soon as possible.

Negotiating the Country Agreement and the start of operations in general proved to be an experience unlike that of other countries. The government was in such a state of flux that at the time of Director Coverdell's visit, and for the eight months thereafter, it was

and each high level official so unaccustomed to decision making that no individuals would commit themselves. There was great reluctance—almost a fear of exerting authority that may or may not be theirs and committing the government to obligations which it may not be able to fulfill.

The most significant steps towards program establishment were made in September 1991 when OTAPS' Myrna Norris and PACEM's Rebecca Parks made a programming visit to Albania and recommended that English education, health extension, agriculture and small business all be considered for future projects. A draft of the country agreement was initialed and plans were set for an official signing in Washington. The actual signing took place at Peace Corps head-

quarters on November 19, 1991.

In mid-November, Administrative Officer Rebecca Balogh and Country Director Michael Honegger, arrived in Tirana to set up operations. A makeshift office was set up in two small rooms above the garage of the American embassy building. Communication with the outside world remained difficult, lodging and office space in Tirana was unavailable, and heat and hot water were virtually nonexistent. CD Honegger sat in one of the two tiny rooms above the embassy garage in a down parka and hat, alternating gloves from right to left hand so as to keep five cold digits free for typing.

A bright spot in those cold days was Iris Asllani, a well-educated, well-connected, fluent English speaker who proved indispensable to the start up of Peace Corps/Albania. Iris was rapidly hired as the APCD for Albania's TEFL project. When she traveled to the U.S. for Peace Corps' Overseas Staff Development



Three women stop for this photo by Michael Honegger on his journey through Northern Albania.

Photo by Michael Honegger

impossible to be completely sure who exactly one was negotiating with and what position he/she held yesterday, holds today and may potentially hold tomorrow: communist on the way out, opposition member with no support, ex-communist trying to maintain status, opposition on the way in, etc. Within one six month period, four Ministers of Education came and went. The top echelon of the government was so sparse



(Continued on page 29)

## SPECIAL FROM EURASIA/MID-EAST

## Flower Talk

By Ellen Kohn

One thing an alien has is eyes that want to take in everything. And this I did, and I saw flowers everywhere. Half the people you passed on

expression when words are not there. Yes, of course, you say thank you. When in Riga, say *paldies*. But when in Vilnius, say *aciū* (just like a sneeze). And when in Tallinn, say *tanan vaga*. You get a little mixed up trying

more than a few words of Latvian but I had found a perfect home for the one source of English words I had brought to the Baltics.

On the day before I left, Guntis handed me a small daisy. "What's this for?" I asked. "The dictionary," he said. *Paldies*. And now I am home, but I have changed. I now wear flowers on my heart. And treasure small daisies and roses.



Artwork found on a series of Latvian flower cards.

the street were clutching flowers, the other half ice cream, and each bunch tickled you with its story. Grandma and child holding a delicate bouquet early Sunday morning. A dreamy young couple, a single red rose dangling from her hand. An old, old man leaning on a cane, a fresh bouquet held tightly in his free arm. Not many people were smiling, but they had flowers, and their flowers told stories, and the stories made me dream, made me smile...

That is, until I discovered how to say hello with flowers. Wordless petal greetings. The waitress who kindly served me breakfast, lunch, and dinner, the one who always smiled when I would venture forth with my not so evasive double talk. What if I gave her flowers? Very little risk linguistically speaking yet it was my heart talking to hers saying I like you and I wish I could speak with you. I did. And I discovered that flowers are not just for funerals, at least not in Latvia. They also speak the word hello...

Say it with flowers. How trite it all sounds. Yet flowers are a form of self-

to learn three languages at once and that's where flowers come in. Say it with flowers when you don't have any words. Not so trite anymore. I give the Russian-speaking maid in the hotel some flowers. The next day she puts a fresh bouquet in my room. I give the sales clerk in the hotel souvenir shop some flowers. That afternoon she gives me postcards of Riga. I give the hotel receptionist some flowers and her smile is noticeably sweeter that week. I give my favorite waitress some flowers and she tries out a few new words of English that I have never heard before...

And so the summer of '92 passed by and it was time for me to say goodbye. Guntis was one fellow who didn't get flowers. He'd been working at the Peace Corps office all summer long, a master at fixing anything wrong. But what amazed me was his self-taught English. He spoke so well yet was always curious for more. So he was the one who received my Oxford American Dictionary. It would take him a while to get through all those words. I couldn't speak

Ellen Kohn was a TEFL Technical Trainer in the Pre-Service Training for the first group of Volunteers in Latvia. Simultaneous trainings were held in Lithuania and Estonia from June through August 1992. Helen discovered the powerful symbolism of flowers in Latvian culture and adapted the symbols to bridge the language and cultural barriers she encountered.



A Latvian woman sells tulips at the Majori flower market. Photo by Ellen Kohn.

## SPECIAL FROM HEADQUARTERS

# The Peace Corps Women In Development Program: An Overview

By Barbara Ferris  
WID Specialist

The Peace Corps Women in Development (WID) Office was established in 1975 to ensure that the Agency would meet the mandate of the Percy Amendment by integrating women into the economic, political, and social development of their own communities and countries through Peace Corps projects and training programs.

Peace Corps does not have specific WID volunteers or projects; rather Volunteers work with women in agriculture, education, environment, fisheries, health, nutrition, AIDS education, small business, and water and sanitation projects. Therefore, it is necessary in the design and implementation of all Peace Corps projects and all training programs for the staff and Volunteers to ensure that the roles and responsibilities of women are clearly understood.

Historically, women's roles, responsibilities, and needs were not taken into account by development project planners and designers. As a result, development projects failed to fully integrate women into the planning, design or implementation of projects aimed to improve the quality of life for communities around the world.

Women in developing countries play a critical and significant role in the future of their nation's

economic, political, and social development. In addition to their role as the primary caretaker for the family, women work in all sectors of the economy including agriculture, education, environment, fisheries, health, nutrition, small business, and water and sanitation. On average, women work a 16-hour day in both income-generating and household support activities.

Although women perform two thirds of the world's work, they control only one tenth of its income and own only one-hundredth of its land. If given economic value, women's work in the household alone would add an estimated 33% to the world's Gross National Product (GNP). As 52% of the world's population, women often remain invisible in formal country statistics and lack direct access to basic societal benefits such as education, credit, health care, and extension services.

WID provides technical assistance in the form of programming, training, workshop design, materials development and resources. The WID office was able to increase funding for WID activities in Fiscal Year 1990 and 1991 by 90%.

Steps were taken by the WID office to ensure that host-country women and organizations had access to Peace Corps resources and technical skills by expanding the number of WID Coordinators in 35 countries and activating or reactivating 38 country WID Committees whose work it is to enhance, facilitate and foster the integration of host-country women in all Peace Corps programs and projects at the planning, design and implementation stages.

The WID office assisted over 40 countries in redesigning their pre-service training (PST) to integrate women's roles into the language and technical training. In-service trainings (IST) were designed to include host-country women in all the trainings, giving them access to the skills of the Volunteers and techniques for working with women in their own communities.

The WID Coordinator worked closely with Headquarters Staff to ensure that the Programming and Training System (PATS) Manual provides guidelines on how to integrate women into projects. Additionally, the Integrated Program and Budget System (IPBS) now asks how "projects impact women in the community." Project plans are being de-



*Defining personal goals at a leadership training workshop in Bolivia with HCN Olga Ticona and PCV Stephanie Rust.*

signed and revised to ensure that women's work is taken into account at the design, implementation, and monitoring phases.

These accomplishments serve as a foundation in fulfilling the mandates of the Percy Amendment, but much more needs to be done. Additional training plans are being developed and implemented for Washington-based and overseas professional staff on strategies for achieving the goal of integrating women into all Peace Corps projects. An agency-wide Advisory Committee on Women in Development was established to review agency WID activities, participate in the development of Peace Corps WID strategies and ensure that institutionalization occurs. WID activities and staff to support these activities have been promised in order to provide continued high quality technical assistance to the field.

In Peace Corps' training programs, efforts are made for Volunteers to become better equipped with a clearer understanding of the specific roles and responsibilities, including the barriers and opportunities, that women have in the countries where they work so that they can be more effective in the implementation of Peace Corps projects and training programs.

In 1991, ISTs for Volunteers and their counterparts were conducted by Teachers College, Columbia University, in 11 Peace Corps Countries. They emphasized the role of women in mathematics and science and noted that in many cultures mathematics and science are considered to be male domains of limited interest to and with few



*PCVs Jessica Robin and Stephanie Rust, with help from HCN Olga Ticonda (right of PCVs), hold a WID Leadership Training Workshop in Bolivia.*

opportunities for women. The goal of the workshop was to sensitize male and female teachers to the needs and interests of the female students.

Volunteers, along with their counterparts and other host-country nationals, learn and apply practical skills and strategies in working effectively with women in their communities.

In 1991 and 1992, Volunteers facilitated nearly 100 workshops for women in 40 countries. Given the constraints of logistics, transportation and politics, this is an accomplishment. The workshops addressed such needs as training in small business skills, participatory training techniques, literacy, numeracy, mud stove construction, animal traction, vaccination campaigns and leadership and management skills for women. As a result of these workshops, the participants have been able to take back to their communities the skills learned and train others.

In-country WID Coordinators and the WID Committees assist in ensuring that the Percy Amendment is implemented in each

country through a wide range of country-specific activities and projects. Each country determines what activities can best address needs expressed by the women themselves. Activities include workshops, seminars, career days, fairs, parades, sports events, festivals, and celebrations.

The WID Coordinator, at the request of the Department of State, served as an advisor to the U.S. Delegation to the 36th Session of the United Nations Commission on the Status of Women in Vienna, Austria.

The WID office hosted The Coalition for Women in Development and InterAction one-day workshop entitled, "Women in Leadership: The WID Agenda for the 90's." Attended by 75 representatives from organizations working worldwide to improve the quality of life for women and their families, the workshop focused on legislation and on the 1995 United Nations 4th World Conference on women, which will take place September 4-15, in Beijing, China.

The WID Office continues to provide and share information and resources with global organizations working to ensure that women are full partners in the economic development of their host countries. This work is a vital part of Peace Corp's mission.



*PCV Cindy Robinson led these students from Nareerat Girls High School in the Phrae Youth Environmental Theatre Project in Thailand.*

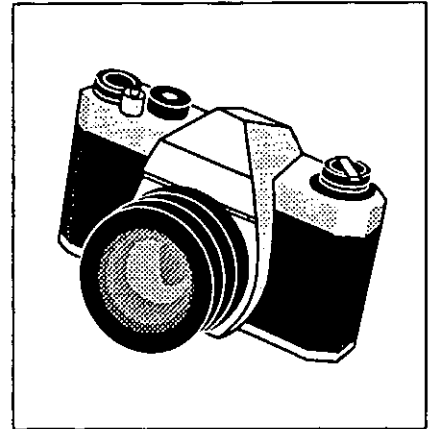
# DO IT NOW!

## ENTER THE BEST PHOTO COMPETITION

### *PCVs worldwide want to see what YOU are doing!*

Send in your photos and say hello to the world. Mail us your favorite photos of any PCVs with locals from their country of service. Make sure you write the photographer's name, pictured PCVs' names, your COS date, and return addresses carefully on the back of the photo. We welcome color, B/W, and slides; just keep them clear and focused. Lastly, if you do not want your photo used in other publications about Peace Corps or do not need your submission back, please note this. Maybe your photo will be in the next issue. Good luck!

Peace Corps Times  
attn: Best Photo Contest  
1990 K Street, NW  
Washington DC 20526



## REGIONAL FEATURE

*(Continued from page 25)*

trainingshe was issued visa number 00001—the first Albanian in almost 50 years to be issued a visa to the United States.

Towards the end of 1991, and throughout the first three months of 1992, political unrest was an integral part of daily life. There were strikes throughout the country and violence over food shortages and the tenuous state of the government. Staff dared not venture out in the evening for fear of getting caught in the gun fire that rang through the streets of Tirana after nightfall. By early 1992, it became obvious that in spite of heavy campaigning in rural areas, the Democratic party had not yet gained the same popularity in the countryside as it had in Tirana, and victory in the March elections was unsure. The Communists still enjoyed wide popularity, and the embassy was predicting only a 50% chance that they would be voted out of the government. CD Honegger expressed grave concern over what would transpire if the Democratic opposition did not win the March elections.

On March 15th, with election returns

counted, it was obvious that these fears would not be realized. Sali Berisha, the opposition leader who had earlier impressed Peace Corps staff by his enthusiasm and honesty, was elected head of the government.

In June, the first group of twenty trainees arrived in Tirana, and in August they were sworn in and sent to their sites at secondary schools throughout the country. The health, small business and agriculture sectors are all in desperate need of assistance. Current Country Director Matty Thimm has made great strides in the development of an agribusiness project to be started next spring.

The need in Albania is overwhelming. Fifty years as one of the world's most isolated nations has not bode well for the Albanian people. The repression that the people have endured will not easily be forgotten emotionally or psychologically. Economic, social and political integration with the rest of Europe will be a daunting task, and the potential for Peace Corps to contribute in this historic transition is limitless.



Photo by Michael Honegger

*Workers at a rug factory in Korca, Albania in July 1991 (The factory has since gone out of business).*

# Peace Corps Program Updates



PEACE CORPS FELLOWS/USA  
PROGRAM

## Peace Corps Fellows: Loving America's Toughest Jobs

By Kristin Wennberg  
PC Public Affairs Specialist

This fall, as millions of America's children head back to the classroom, most students are unaware of the debate about the quality of their education. They know little, if anything, about new curricula, teacher preparation and pedagogy. But ask them about teacher Thomas Durkin, who works with his African-American students on projects aimed to boost their personal self esteem. Or Kristin Potter, who volunteers after school with the Harlem Girl Scouts, preparing teenage girls for college entrance exams. Or Juan Gonzolas, who took it upon himself to translate a reading and writing program into Spanish, allowing students with limited English abilities to grasp new concepts for the first time.

For what little these children know about the education reform issue, they can tell you these teachers go the extra mile.

Durkin, Potter, and Gonzolas are returned Peace Corps Volunteers. They have parlayed the skills they learned overseas — a grass-roots approach to problem-solving, cross-cultural skills, and experience in working in less-than-ideal situations — into effective teaching careers at some of America's most challenging public schools. They are part of the expanding Peace Corps Fellows/USA Program, which recruits returned Peace Corps Volunteers not only to teach in challenging classroom situations for two years but to provide health care and to stimulate rural economic development in the United States. The former Volunteers work part-time toward their master's degrees in education, or other fields, concurrent with their paid assignments. The Fellows, who generally work during the day and take classes at night, are

aided by scholarships from foundations and corporations to help pay for their graduate school tuitions.

The University of Michigan, Wichita State University, the University of New Mexico, Columbia University, and San Francisco State are just a few of almost 20 universities throughout the country operating a Peace Corps Fellows/USA Program. Since the program's inception in 1985, over 250 fellows have taught nearly 50,000 of America's students in math, science, English as a Second Language, bilingual education, special education, and other subjects in which there is a critical need for teachers.

One reason this program works is the exemplary cooperation between the universities, the local school districts, the Peace Corps, and foundation, corporate, and individual supporters. In fact, the private sector has granted approximately 1.5 million dollars in the past 18 months to sustain and encourage these programs. Since the Xerox Corporation funded the first Fellows program at Teachers College, Columbia University, in 1985, over 32 private donors have helped establish and support Fellows pro-

grams all over the country. Recently, several universities received major grants from the Knight Foundation, the Hearst Foundation and the Kellogg Foundation.

Because these funds help Peace Corps Volunteers bring their special skills to America, the Fellows/USA Program is the fulfillment of one of the Peace Corps' missions. Thirty-one years ago John F. Kennedy launched the Peace Corps with the belief that not only would the peoples of other nations gain from the expertise of Peace Corps Volunteers, but that Americans would also benefit from the Volunteers' experiences and the skills acquired from their service. Through this program, former Volunteers have brought their skills back to rural Alabama, Harlem, an isolated school on the bottom of the Grand Canyon, and a predominantly Spanish-speaking area along the Texas/Mexico border.

Indeed, public school students are not the only ones that benefit from the participation of the returned Volunteers. The Fellows/USA Program, by virtue of placing the former Peace Corps Volunteers in these challenging assignments, has highlighted the



PC Fellow Chris Gellermann (RPCV Guatemala), a graduate student at the University of New Mexico, helps three Navajo Pine High School students.

Photo by Henry Fernandez

need for teacher education programs that address the tough problems faced by today's teachers. Accordingly, universities participating in the Fellows program have responded, modifying curricula and experimenting with new methods to prepare all new teachers for the reality inside the classroom.

Outside the classroom, the program has also demonstrated that education doesn't necessarily have to take place within four walls. Every year thousands of immigrants make their way into and through Texas, migrating as far as North Dakota in search of seasonal work as farm laborers. These poorly educated people must follow the harvest to earn what they can — making the education of their children problematic at best. In an

innovative approach, a program is now being designed to train returned Peace Corps Volunteers as teachers who will follow the workers as they make their way north and form classes to teach them. Another Peace Corps Fellows program will place a dozen former Volunteers as public health educators in migrant communities along the Mexican border. Programs in other disciplines are being developed right now to utilize in America the skills of all the Volunteers currently serving. We believe the same modifications in the curricula will happen in the other professions.

Each year, more than three thousand Volunteers return from service overseas. They have spent two years working with the peoples of other nations, learning their language and

their customs, and teaching skills that can lead to better lives. They are special to begin with, but they have been changed and enriched by their years of service to other people and other cultures.

Through the Peace Corps Fellows/USA program, former Volunteers can bring the world — and their special talents — home to where America needs them most. You see, Peace Corps service is just too good to leave overseas.

If you want more information on how to utilize your talents, skills and experience when you return (and receive a scholarship to continue your graduate school education!), contact Peace Corps Fellows/USA Program; 1990 K Street, NW, Suite 7605; Washington, D.C. 20526.



## MASTERS INTERNATIONALIST PROGRAM

### RPCV Peter Doan to Coordinate Master's Internationalist Program at Florida State University

By Lauren Morando  
University Program Specialist

On September 23, 1992, Deputy Director Barbara Zartman, on behalf of Director Elaine L. Chao, signed a Memorandum of Cooperation with Florida State University to offer a Master's Internationalist Program in Urban Planning. The Master's Internationalist Program has been designed to provide the field with advanced degree, scarce skill Volunteers. Historically Peace Corps has had a shortage of qualified Urban Planners. Peter Doan, RPCV, Togo 77-79, is the coordinator of the new program and has been instrumental in its development. He is an exciting example of an RPCV bringing their Peace Corps experience home to implement changes domestically.

"We believe world class scholars and practitioners require world wide experience.

Current and future global problems will require international experience. Florida State University is concerned with global issues and the Master's Internationalist Program will enable us to contribute to the development of global solutions," says Peter Doan.

In discussing the program with Dr. Doan, he reminisced about a Peace Corps poster prevalent when he applied to be a Volunteer. The poster was a photo of the Statue of Liberty with her arm extended pointing out of New York harbor. The quote underneath the photo said: "Make America a better place, leave the country." Doan drew an analogy between the poster and the Master's Internationalist program. By training Volunteers at the Master's level, prior to Peace Corps service, the field is provided with highly qualified individuals, as well as the United States once the Volunteers return home. Doan added that planning innovations utilized in advanced societies often originate from developing nations that have been forced to seek alternative solutions to common problems. Volunteers that serve overseas as planners will greatly increase their value on the domestic job market.

The FSU program will prepare students to go overseas as advanced degree Urban Planning Volunteers. Doan served as a Rural Development Volunteer in Togo and has geared the program to train Volunteers in

skill areas he felt he lacked prior to service. Specifically, the core curriculum focuses on: the definition of planners and their role in the community, the urbanization process, how and why cities and regions develop, as well as analytical methods, statistics, population and economic forecasting, and evaluation techniques. In addition to the core curriculum, individuals will specialize in planning for developing areas and may concentrate in one of the following areas: comprehensive land use, transportation, housing, health planning, or environment. All MI participants will complete their degree prior to Peace Corps training.

By participating in the Master's Internationalist program, individuals receive their advanced degrees, work overseas, and return home as very competitive young professionals. Doan currently has four students in the MI program and predicts that FSU will be able to provide at least five Urban Planners each spring. Master's International Urban Planning Volunteers from Florida State University will prove to be assets to Peace Corps and the United States.

If you are interested in more information about the Master's Internationalist Program, please see country staff resource materials, or write to the Office of University Programs/VRS, 1990 K St., NW, Room 9116, Washington, DC 20526.



PARTNERSHIP PROGRAM

## A PCV's Appropriate Solution To A Basic Need

By Marianne Miller  
PC Partnership Specialist



In response to low productivity and resultant low profitability of Tunisian cattle farmers, Warren Skinner, PCV/Tunisia (1989-92), introduced an effective and inexpensive method of weight determination of cattle to Tunisian extension agents and

livestock and dairy farmers. The simple solution to increase cattle production was accurate even under conditions in which minimal or non-existent technical expertise was available.

The tool used was a simple pre-measured cord with spaced knots along its length which Mr. Skinner dubbed the "Peace Cord™." With it, he demonstrated the *heart girth measurement method* for determining animal weight, a system with a purported accuracy rate of approximately 95%. Initially, a prototype of the cord was assembled and presented to local cattle and dairy farmers at PCV Skinner's site, then to the National Institute of Agriculture, Tunisia. All observers of the demonstrations received it very favorably.

To share the procedure on a country-wide scale, Mr. Skinner submitted a proposal to the Peace Corps Partnership Program to compile and reproduce information on the "Peace Cord™" and its use in an easy-to-follow brochure format. The project was funded with a grant from the Food Industry Crusade Against Hunger (FICAH), an orga-

nization committed to agriculture improvement worldwide. Brochures were published in three languages — English, French and Arabic — and distributed at Tunisian agricultural training conferences, to in turn be implemented and perpetuated by the agri-sector of Tunisia.

The "Peace Cord™" project follows the spirit of the Peace Corps in promoting a method that is productive, affordable, environmentally sound, and compatible with all phases of cattle production in the developing world. With the assistance of U.S. private sector support, information on the method is available extensively in Tunisia today.

The Peace Corps Partnership Program, the linking factor in the "Peace Cord™" success story, is an available resource to assist all Peace Corps Volunteers and their host communities bring viable ideas to reality. For more information on the program, contact your country's Peace Corps HQ, or write:

Peace Corps Partnership Program  
1990 K Street, N.W.  
Washington, D.C. 20526

## Ecuador Community Trade Workshop Thanks U.S. Partners For Assistance Through the Peace Corps Partnership Program



The participants in the Guadalupe Carpentry and Environmental Education Workshop tools project in Ecuador display the new tools that U.S. schools helped them purchase through the Peace Corps Partnership Program. PCV Pamela Schiefelbein, coordinator for the project, enhanced her host community's desire to share their lives with U.S. Partners by snapping these photos to accompany cross-cultural exchange letters.





## WORLD WISE SCHOOLS

## A French Connection: New York School Sends Medical Supplies to Cameroon

By Phil Budahn  
World Wise Schools

A lot happened on the road to a better education for Glenna Burke.

Ms. Burke, a teacher in Norwich, New York, was looking for ways to energize a language class a year ago. She found the Peace Corps' World Wise Schools program. She also found a lot more.

She found a destroyed hospital in Cameroon, a committed Peace Corps Volunteer, and a willingness to sacrifice among her own students.

She may also have found a post-retirement career for herself — as a Peace Corps Volunteer.

"I'm going to put in my 20 years here [at Norwich Middle School], earn retirement rights, then become a Volunteer," says Ms. Burke.

A lengthy chain of events began when Ms. Burke, a French teacher, heard about the classroom-to-Volunteer exchange operated by the Peace Corps of the United States. The prime "salesman" for the program was another teacher at the Norwich school, Beverly Robinson, herself a returned Peace Corps Volunteer.

"It sounded like a wonderful addition to our instruction," says Ms. Burke. Her students would get a chance to use their French while corresponding with a Volunteer. Their cultural horizons would broaden by exposure to a country in French-speaking Africa.

The staff of World Wise Schools matched Ms. Burke's class to PCV Saral Waldorf, a health nutritionist in Cameroon.

In her first letter to the students, PCV Waldorf disclosed that a hospital there had just burned down. The Peace Corps Volunteer wrote about the problems that result when such things as band-aids and rubbing alcohol are unavailable.

The letter got the attention of the students

in Norwich in unexpected ways. They didn't consider it merely as an illustration of hardships in the developing world. They took it as a call to action.

They looked again at money they had already raised through bake sales for a class trip to Quebec. Suddenly, the trip didn't seem to be a priority.

They contacted Waldorf for a list of needed supplies. Then they got in touch with a nearby medical supply company.

By the end of July, the students had purchased \$750 in basic medical supplies, boxed them in 10 cartons and mailed the material to Cameroon.

From this exchange, there are at least two legacies, one medical, the other emotional. A community in mid-western Africa has basic health care again. And in rural, upstate New York, some youngsters are feeling good about themselves.

"We're in a community that's gone through some tough times economically," Ms. Burke says. "It's important to rise up and look around, to get out of yourself. . . . This was our way of reaching out."

## How Are We Doing? Teachers Respond in 1992 Survey

By Phil Budahn  
World Wise Schools

World Wise Schools is always seeking information to increase its value to participating classrooms and to decrease the hassles for our Volunteers.

Ever since World Wise Schools began in 1989, Volunteers and teachers have offered helpful comments in a steady stream of letters, postcards and telephone calls. In April 1992, we mailed our latest comprehensive survey to participating teachers.

Approximately 700 educators responded. Their answers offered valuable insight into the Volunteer-classroom relationship and helped us to improve some aspects of our program.

Our Volunteers may also find the results interesting. Here are some of the highlights from our 1992 teacher survey.

### • Preference for regions

Does it seem that teachers are interested in finding Volunteers from some other part of the world that is in the headlines?

Not so, according to the teachers answering our survey. The educators showed little difference in preference among the three Peace Corps regions of Africa, South and Central America and PACEM (Pacific, Asia, Central Europe and the Mediterranean).

It is noteworthy that, as we prepare for the 1992-1993 school year, requests for Volunteers in Central and South America have increased. Enrollments have also risen for PACEM, largely due to interest in the Baltic nations.

In spite of longer mail delays, Africa has always generated a large number of requests for Volunteers, especially from urban schools.

### • A note on preference

In every region, teachers tend to request Volunteers who serve in the better known countries. In Africa, this usually means Kenya, Botswana or Zimbabwe. We've suggested that teachers request countries that are less familiar to Americans, but no less fascinating, like Mali, the Comoros Islands, Namibia, Gabon, Niger or Mauritania.

Less requested countries in Central and South America include Uruguay, Paraguay and Bolivia. In the PACEM region, Yemen, the only Middle Eastern country where Peace Corps serves, is also rarely requested because it is unfamiliar to many Americans.

### • How often do Volunteers write?

Almost 40 percent of all Volunteers wrote three or more letters to their World Wise Schools classroom last year. Now that the matching process has started three months earlier, the number of letters exchanged for the 1992-1993 school year is expected to increase substantially.

### • The most-mailed list

Besides letters, the items most often sent by Volunteers to their classrooms in the states, were, in order of frequency: photographs, stamps, currency, taped music, crafts, postcards, maps, newspapers, books, calendars and recipes.

• **Participation by state**

Where are the schools that seem most interested in the World Wise Schools program? One way of answering is to look for the areas with the most schools enrolled. The large states may have a greater number of total participants, but absolute numbers are not always the most revealing.

It is interesting to look at the states with the highest percentage of schools participating. Here is the latest breakdown:

1. New Mexico
2. Iowa
3. Wisconsin
4. South Carolina
5. Connecticut
6. Vermont
7. Nebraska
8. Idaho
9. North Dakota
10. Kentucky

• **If you haven't heard it lately...**

Thank you.

By working with World Wise Schools, you've done more than simply improve the geographic literacy of some young people. You're also helping them prepare for their own futures.

As adults, they will participate in a global economy. They must be effective stewards of the environment and stalwart guardians of the peace. For these future roles, they must begin now to appreciate cultural and geographic diversity.

Our Volunteers have a proven record for igniting youthful enthusiasm. You are essential for the success of this important program.

If you don't believe us, keep reading:

"The letters we received from our PCV, John DeCapriles, were like a personal visit to his community overseas."

—Dawn Berry,  
Whitehall Middle School  
Whitehall, Michigan

"Aaron Carlson, our PCV... made us feel almost like family. We wait eagerly for each letter."

—Jane Hall  
Pinelands Regional Middle School  
Tuckerton, New Jersey

"Our Peace Corps Volunteer, Bonnie Larson, could not have been better. The children loved hearing from her."

—Barbara Gaddis  
Oakleigh Elementary School  
Baltimore, Maryland

## Protocol, Friendships and Calendars: Some World Wise Tips

By Phil Budahn  
World Wise Schools

After Volunteers have been challenged by monsoons and droughts, toughened by amoebas and ethnic food, hardened by family separations and strange cultures, then they're ready for the difficult part.

They're ready to sit down at their desks and write to children in the states.

At World Wise Schools, we've spent three highly successful years matching Volunteers overseas to classrooms in the states where students are eager for an up-close, personalized look at other societies.

The vast majority of our classrooms, teachers and Volunteers look upon their World Wise Schools experience as enjoyable and instructive.

Still, like every human endeavor, there are occasionally, stubbed toes, missed connections and bruised egos. Here are some of the persistent glitches that affect Volunteers:

• **Misplacing your U.S. calendar:** We match Volunteers to classrooms at the start of each academic year. We make sure our Volunteers understand that.

Still, we've received letters in the spring from baffled Volunteers who can't understand why they haven't gotten the address of their classroom yet. After all, the Volunteers point out, in diplomatically phrased letters that were postmarked in March, the school year has been underway for a full month.

In some places in Africa, the school year begins in February. In the U.S., the school year tends to begin in early September.

• **Doing it on your own:** For as long as there has been a Peace Corps, there have been Volunteers corresponding with classes in the states.

World Wise Schools doesn't replace those relationships. But we can improve them. We offer participating teachers student-friendly videotapes about various Peace Corps countries, plus formal study guides and periodic newsletters.

If you're corresponding with a classroom outside the World Wise Schools network, you should consider notifying our staff.

Neither you nor your teacher will have to do anything differently as participants. The only difference is the free educational material that will be given to your teacher.

• **Standing on protocol:** In some circles, it's rude to talk to people until you've been formally introduced. In World Wise Schools, we don't stand on that sort of ceremony.

Every year, there are some teachers and some Volunteers who delay mailing their first letter until they've heard from the other guy.

It's polite to let other people go first through doorways. In this program, there's no protocol — and no sense — in letting the other guy go first. If you know whom you're matched with, let them hear from you now.

• **Abandoned by your teacher:** Every Volunteer who participates in World Wise Schools is matched to a teacher who wants to take part in our program.

All our teachers have told us they want to participate. They've taken some effort to join the program. They've filled out forms with basic information about themselves, their classes and their schools.

Still, after going to that effort, some teachers are never heard from again.

They don't respond to letters from Volunteers. Sometimes they don't respond to letters or telephone calls from the staff of World Wise Schools.

Occasionally, we've been able to penetrate this educational version of a black-hole. We've found teachers whose schedule changed. Most are under enormous pressure, with many demands on their time. Sometimes a personal tragedy explains a teacher's silence.

An abrupt end of contact can be hurtful when, as happens frequently in World Wise Schools, the teacher has become a friend.

If you're not getting any response from a teacher, and you don't know why, then contact our staff. We'll phone the school and find out the reason for you.



RETURNED VOLUNTEER SERVICES

## UPDATE ON THE OFFICE OF RETURNED VOLUNTEER SERVICES

By Pattie Ward  
Director, RVS

Returned Volunteer Services has recently undergone several changes and additions to staff. The Lounge/Resource Center has acquired some new equipment and program materials. Also, the RVS offices and Lounge formerly located on the 9th floor at Headquarters has moved to a great new space on the 7th floor.

•**Staff Changes and Additions:** In June, Susan Musich, who was *Hotline* Editor/Program Specialist for almost two years, headed south to Costa Rica where she has now completed her training as a community development Volunteer. This is Susan's second tour as a PCV. She served in the Philippines for eighteen months until suspension of that program in the summer of 1990. The new *Hotline* Editor/PS is Tracy Washington (RPCV Sierra Leone '88-'91). Tracy, who has an M.A. in journalism, transferred to RVS from a Desk Assistant position in the Inter-America Region to take on publishing the *Hotline* and assuring the smooth functioning of the Lounge/Resource Center.

Nedra Hartzell, RVS Coordinator, completed her five-year staff tour in July. (She also received her Ph.D. this summer, and is currently working on a short-term consulting contract in the Office of Special Services while exploring options for her, "life after Peace Corps.") As RVS bid a fond farewell to Nedra, we were delighted to welcome Mona Melanson (RPCV Thailand '69-'71) as Career Counselor. Mona has most recently worked in human resources management in the private sector, both domestically and overseas. While living in San Francisco, she was on the Board of the Northern California Council of RPCVs under whose auspices she counseled RPCVs and helped conduct job search workshops.

Early this year, responsibility for maintaining the RPCV database was transferred



Photo by Michael B. Stewart

*Director Elaine Chao and Deputy Director Barbara Zartman visit with RPCVs in the Washington D.C. RVS lounge.*

from Volunteer Recruitment Services to RVS. Mark Wilt (RPCV Kenya '89-'91) joined our staff as Management Information Specialist in charge of managing and expanding the RPCV database. Mark produces RPCV data (within the restrictions of the Privacy Act, of course) for use in recruiting efforts, starting up or expanding RPCV groups, statistical analysis of the RPCV community, supporting Peace Corps domestic initiatives, and helping former PCVs and others locate "lost" friends, former teachers, etc.

Sue Anne Athens (RPCV Ghana '87-'89), has recently been transferred from the World Wise Schools staff to RVS. Sue Ann, who is responsible for coordination of RPCV involvement in the WWS program, will continue these duties as well as liaise with the National Council of RPCV and RPCV groups around the country. Her current challenge is matching RPCVs with classrooms for participation in Geography Awareness Week, November 15-21, a collaboration between the Peace Corps and the National Geographic Society.

•**New Technology:** The past year has brought RVS improved technology in support of RPCV efforts to find employment, graduate programs, pursue fulfillment of the Third Goal, or whatever's next. In addition to typewriters, telephones, and a copy machine, the RPCV Lounge now has three

computers - one Macintosh and two IBM. We have software for SF171 preparation and, thanks to the American College Testing (ACT) Program, a career planning software program called DISCOVER. ACT has provided this package to RVS on a one-year trial basis, free of charge. The DISCOVER program, which is very user friendly, will guide users through an interest/skills assessment, generate relevant occupation lists, and provide details on developing paths to those occupations, as well as information about educational opportunities and improvement of job seeking skills.

•**New Space:** In October, RVS moved into bigger and better space. The Lounge/Resource Center is more spacious, and designed to more easily accommodate the increasing number of RPCVs who use the facility — and there are windows!

So, Mona, Tracy, Mark, Sue Anne and I offer all of you who pass through Washington a warm welcome to visit and use the RVS facilities. In addition to the services mentioned above, RVS offers a wide range of career resource materials, job vacancy announcements, graduate school guides, RPCV group contact information, notices on available housing in D.C., and a friendly atmosphere in which to enjoy the company of other RPCVs. If you are unable to visit RVS, call us at 1-800-424-8580; Ext. 2284.

# ICE ALMANAC

From the Peace Corps Information Collection and Exchange

## Books Can Make A Difference

By Mary Schleppegrell,  
Gail Wadsworth, and Judy Benjamin

At a secondary school in Zimbabwe, students and teachers proudly show visitors the new library that the woodworking class has built. Pupils whose homes have no electricity can now walk back to the school to study in the library in the evenings. The library shelves, however, are empty of books, and in the classrooms, several pupils share every copy of the few textbooks that are available.

This situation is typical of most schools where Peace Corps Volunteers are teaching. Currently, almost 2,500 Peace Corps Volunteers are serving in education projects designed to assist Ministries of Education in improving educational access and quality. As teachers, their primary assignment is teaching English, science, math, and a variety of vocational subjects, but the shortage of student materials makes their assignment especially difficult. In many schools, twelve or more students in a classroom must share each book.

In developing countries around the world, this lack of textbooks and library books is one of the most serious barriers to the educational achievement of young people. Summarizing the results of research on the subject, Stephen Heyneman, Joseph P. Farrell, and Manuel A. Sepulveda-Stuardo, in *Textbooks and Achievement: What We Know*, reported that in 15 out of 18 studies, availability of textbooks, more than teacher training, class size, or any other variable, consistently made the difference in students' progress.

In study after study, research in developing countries has shown that textbooks and reading materials contribute the most to improved educational achievement. In the Philippines, for example, a large experiment

found that providing one book for every two primary students, as opposed to one for every ten, produced large achievement gains in science, math, and language proficiency among first grade pupils. Moreover, it's the neediest children who have made the greatest gains. Studies in Thailand, Malaysia, Uganda, Chile, and Brazil have shown that the effect of books and resources is strongest among the poor and among those pupils whose parents are illiterate.

It's not just textbooks and library books, but the availability of printed materials in general that improves education. Comparing 20 experimental with 20 control schools in Ghana to measure the effects of a weekly newspaper in the classroom, researchers found that reading the newspaper significantly improved students' reading comprehension scores.

One way Peace Corps teachers have responded to this shortage of reading materials is by producing their own; another is by seeking out donations. Peace Corps' Information Collection and Exchange (ICE) publication, *Sources of Donated Books and Periodicals* (RE003 in the *Whole ICE Catalog*), which ICE updates regularly, describes the various organizations that donate materials and how to acquire their donations. In looking for magazines, Volunteers have also found helpful ICE's publication, *Free and Reduced Rate Periodicals for Peace Corps Volunteers* (RE007).

For many Volunteers, the primary source for donations has been Peace Corps' own Gifts-in-Kind Program. Annually in the fall, Gifts-in-Kind sends out a form to Peace Corps country offices asking for the numbers and kinds of books Volunteers will be requesting. These forms are then forwarded to the International Book Project (IBP) for a response. Gifts-in-Kind is the intermediary

for the International Book Bank (IBB) too, which also supplies free books in large quantities to Peace Corps countries.

Besides responding to these country requests, throughout the year Gifts-in-Kind receives letters from individual Volunteers asking for help.

In the month of August, for example, Gifts-in-Kind shipped to 16 different countries almost 100 boxes of books, including books to teach primary school children in Sierra Leone how to read, a set of encyclopedias for Ecuador, fiction for Namibia, and books on economics and first aid for Malawi. These books may come from individuals and organizations, as well as publishers, such as Houghton Mifflin, which supplied over half the boxes of books donated in August.

Volunteers have sometimes looked to Peace Corps' Small Project Assistance (SPA) program to provide extra funds for books

### ICE ALMANAC

Information Collection and Exchange (ICE) is Peace Corps' central technical information unit. Requests for technical information or correspondence concerning ICE should be sent to Peace Corps/ICE, Room 8684, 1990 K St. NW, Washington, D.C. 20526. The ICE Almanac is compiled by David Wolfe and Judy Benjamin.

and materials. In Tanzania, for example, PCV Terrance Alan Hall, on behalf of the teachers at the Rungwa School, was able to get a SPA grant of approximately \$2,500 to "upgrade the basic educational materials for Rungwa Primary School." The grant is being used to purchase school equipment, supplies, and textbooks in reading and writing.

For many Volunteers the primary motivation in requesting books is to start school libraries. Rosemary Petemell, a PCV teaching art at a junior secondary school in Sebina, Botswana, for example, requested "books on any subject, fiction as well as non-fiction, and reference materials" to establish a school library. As she wrote in her letter to Interchurch Medical Assistance, Inc., which was forwarded to Gifts-in-Kind, "Ours is a very new school, dependent upon the community for support. Sebina is a small rural village in the northeastern region and people here support themselves on subsistence farms. ...Our students are very eager to know

about the world."

Volunteers wishing to establish school libraries can draw on a number of resources for help. The *Whole ICE Catalog* lists several publications to get them started: *Managing Small Library Collections in Businesses and Community Organizations: Advice for Non-librarians* (RE021) is a basic guide to setting up and running a small library; while *Summaries DDC20: Dewey Decimal Classification* (RE023) provides a numerical system for organizing materials by subject. In addition, ICE has available the *Incountry Resource Center Procedures Manual* (RE015) and the *Incountry Resource Center Self-Instructional Manual* (RE020), which although designed specifically for managers of Peace Corps Resource Centers, offer many ideas, guidelines and techniques useful for school libraries. Volunteers can order these publications directly from ICE or ask their Resource Center managers for copies. Managers can also help Volunteers apply the information to the

particular country.

Organizing a school library can be an excellent secondary project for Volunteers. Peace Corps' *Secondary Projects Manual* (M0036), in fact, uses the reorganization of a school library as a case study to illustrate a successful secondary project. This particular project involved a math teacher in Fiji, who, with the help of the school administration, other teachers, students and the community, was instrumental in turning a small collection of books in the principal's office into a well-organized, well-equipped library, accessible to everyone in the school. Many of the books came from overseas donations, but the school and the community also were able to raise funds to purchase books on their own and maintain a sustainable school library. "I believe that the library is still in operation," the Peace Corps Volunteer stated. "I have been in touch with the subsequent librarian who reports that the students are still reading the books."

## Farmer-to-Farmer

# Farmer-to-Farmer Program (FTF)

The Farmer-to-Farmer (FTF) Program brings the expertise of American agriculturists to Peace Corps Volunteers working in agriculture and related fields. Primarily, these experts serve as a resource for PCVs involved in primary or secondary projects that require short-term (30-120 days) technical assistance, but they also may serve as technical consultants to other PCVs and host country counterparts.

These consultants are available for a range of projects from credit cooperatives to soil conservation.

The program is a collaborative effort: The in-country staff and FTF Coordinator/OTAPS review the PCV's project and request for

technical assistance; Volunteers in Overseas Cooperative Assistance (VOCA) recruits the appropriate FTF volunteer; and USAID funds the program.

If you are interested in having an FTF volunteer assist your project, contact your APCD or the Farmer-to-Farmer Coordinator, OTAPS, Peace Corps, 1990 K St. NW, Washington, D.C. 20526.

\*\*\*\*\*

### An FTF Example:

For six weeks in June and July, Mr. Monty Bell, a California State Agricultural Extension Agent and staff member at the University of California, specializing in livestock, range and natural resources, assisted PCV Shawna Karpovich, a livestock volunteer who works on an agricultural research farm in Tonga. The research farm consists of 200 acres of grazing land for cattle and goats, as well as trial plots for fruits and vegetables. Karpovich, in collaboration with the Ministry of Agriculture, had submitted a request for an FTF volunteer to help farmers deal

with the problem of overgrazing pasture land, and to develop a pasture improvement plan for the Ministry. The FTF volunteer was to conduct workshops for Ministry technicians and farmers on improved pasture management techniques and weed control, and review the PCV's experimental trials for controlled grazing.

After arriving in Tonga, Bell together with the PCV studied the area farms and determined that the single biggest factor limiting cattle reproduction was low quality protein derived from poor pastures. Bell conducted workshops centering around this problem, and together with Karpovich, outlined with Ministry officials a pasture improvement plan based on a holistic resource management approach. Bell also helped Karpovich by advising her on how to test her experimental protein mixture, which uses tree legumes, and how to determine the "carrying capacity" of pastures. A final accomplishment of this project was the intense training the PCV's counterpart received working with Bell and Karpovich on a daily basis for six weeks.

## From the Field

# Building A Home in the Philippines

By Rod and Kim Rylander

*Editor's Note: This article and the accompanying drawings were sent to us some time ago by Rod and Kim Rylander. Until Peace Corps Volunteers were evacuated from the Philippines in May 1990, this PCV husband and wife team lived in the village of Maite, in the remote Hermosa region on the island of Bataan. Now that Peace Corps has returned to the Philippines, we thought that Volunteers would be interested in learning about the Rylanders' experience that demonstrates how appropriate technology can benefit PCVs as well as the people they serve.*

Over the centuries, people constantly have reinvented techniques for building homes that suit the environment. My wife and I are no exception. As Peace Corps Volunteers in the Bataan Province of the Philippines, we wanted to upgrade the living conditions of our neighbors and decided to

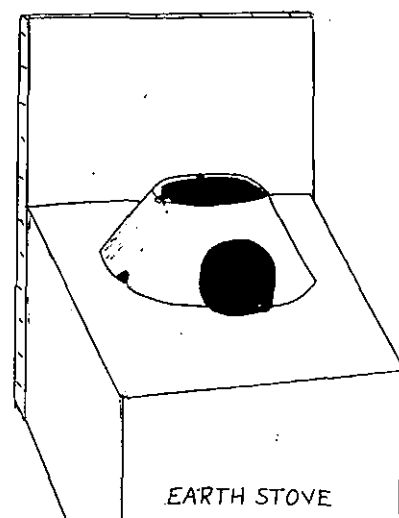
use our own home as a test case.

Our area has very high rainfall during the monsoon and typhoon seasons. Most of our neighbors' homes are of bamboo and grass, which make them vulnerable to storms. Since we wanted to build our house within the budget of the average \$35.00 a month income of our neighbors, we could not build a conventional foundation. Instead, we built a deep moat around the house, so that water falling off the grass roof would drop into the moat, keeping the ground around the house dry.

We followed the typical design of having an elevated sleeping room and ground floor living area. We allowed 4 centimeters of space between the interior supporting posts and the outside walls, which quelled our neighbors' worries that the posts would be eaten away by the ever-present termites. The outside walls we made of mud brick. Initially, we used the conventional mixture of soil, chopped hay and water buffalo dung. Later we found that by replacing the hay, which comprises 50 percent of the mixture, with ashes left in the fields from burning rice straw, we produced a brick that doesn't shrink. Comparison testing convinced our neighbors: When we dropped our brick on the ground, it didn't break; when we dropped a locally produced concrete hollow block on the ground, it shattered!

We waited until the walls were totally dry and hardened before plastering them. To find a substance that would stick to the walls, we used a 75/25 mixture of sifted ash and fresh water buffalo manure. We thoroughly wet the wall and patted on the moist mixture. It proved to be a fine, water resistant plaster, but its contents made our neighbors less than enthusiastic about mixing it.

Our last reinvention was a rat-proof vault for storing grain, which we built using mud bricks. We had no forms, so to prevent the bricks from sliding off as the vault proceeded

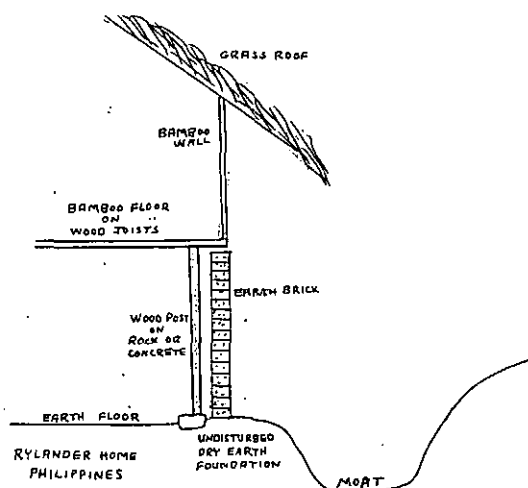


inward, we would support them by hammering large nails into the previously laid blocks. We also found that split bamboo could be used to hold them until the key course of bricks was laid.

Our home of earth, wood, bamboo and grass has now experienced more than a year of rain and typhoons. While many of the conventional bamboo and grass homes in our remote valley were destroyed last year, ours has weathered the storms.

Topping off our home, we built an efficient, wood-burning cooking stove, also out of mud bricks made from our 75/25 ash-clay mixture. In doing so, we combined talents with an elderly neighbor who, back in the '50s, had built his first cooking stove. Following his beautiful, simple design, we patted our clay mixture around an "L"-shaped form we fashioned from two pieces of banana stalk. The next day we cut out the stalk and shaped the stove with a knife. After each use, we kept the surface of the stove clean by rubbing it with white ash.

Our experience in the Philippines has convinced us that concrete and iron are not absolutely necessary to create the basic requirements for living a good life. By experimenting with the natural resources that exist around us, we can find solutions for ourselves as well as our neighbors.



## Networking

The Information Collection and Exchange division in the Peace Corps office in Washington, D.C. maintains a file of materials on over 650 organizations that, in one way or another, are helping Peace Corps Volunteers fulfill their mission. To give you some idea of who they are, each issue of the ICE ALMANAC has profiled one or two of these organizations. In this issue, the ALMANAC is presenting brief descriptions of several of them to give you an overview of this Peace Corps network. The addresses are listed for you to get in touch with any organization you would like to contact for help with your project.

**AMERICAN SOCIETY OF CIVIL ENGINEERS** — The Society's Illinois Section has established a Civil Engineering Assistance Program, consisting of about 40 individuals and organizations from among its membership who have volunteered to answer questions from PCVs who need their help. Their areas of expertise include water supply, sanitation, hazardous waste, construction, urban planning, and a variety of other civil engineering disciplines. Any PCV who needs their advice may write directly to the Program Coordinator, describing the particular problem. The Coordinator will either forward the letter to the appropriate person or send back the directory that lists the membership for the PCV to contact the person directly. Letters should be addressed to Program Coordinator, Civil Engineering Assistance Program, Illinois Section, American Society of Civil Engineers, 203 N. Wabash Ave., Chicago, Ill. 60601.

**GERMAN APPROPRIATE TECHNOLOGY EXCHANGE (GATE)** — A number of publications distributed by ICE bear the imprint "GTZ." This German publishing house has an appropriate technology exchange department (GATE) that, in addition to making publications available, also has a "Question-Answer-Service" provided by its Information and Advisory Service on Appropriate Technology (ISAT). Calling on its own resources as well as those of other GTZ

divisions and outside consultants, ISAT staff provides comprehensive answers to questions relating to agriculture, food processing, crafts and small-scale enterprises, construction, household energy, water supply and sanitation, and environmental protection. Anyone requesting GATE assistance should address his or her inquiry to GTZ/GATE, Abt. 402, Postfach 5180, D-6236 Eschborn 1, Germany.

**EDUCATION RESOURCE CENTER** — The Smithsonian's National Air and Space Museum (NASM) operates an education resource center, which provides teachers access to educational materials pertaining to aviation, space, and the Museum's collections. Education Volunteers teaching science should be especially interested in the Center's audio-visual materials, which include curriculum packages, lesson plans, videos, CD-ROMs, filmstrips, computer software (Apple II and IBM), a "Skylines" newsletter, and a variety of other resources. Anyone requesting videos or computer programs should supply the necessary blank tapes and disks. Catalogs are available to make appropriate selections. For more detailed information on receiving catalogs and making requests write to Education Division, MRC 305, National Air and Space Museum, Washington, D.C. 20560.

**TOOL** — Based in the Netherlands, TOOL is another non-profit agency specializing in appropriate technology. Volunteers may be particularly familiar with its vocational training manuals, for like GTZ, TOOL is a publisher as well as an information service. In addition to responding to individual inquiries, for a fee of \$25.00 annually, TOOL will enroll subscribers in its Selected Articles Service, keeping them informed of relevant publications in the field of technology and development, gleaned from its library of over 9,000 books and 260 journals. TOOL also publishes "AT Source," an English-French quarterly magazine, available for \$18.00 annually, which provides practical information on a variety of small-scale technologies for developing countries. For more direct help, TOOL can provide consultants offering technical, on-the-spot as-

sistance, especially for small enterprise and women's development projects. TOOL's address is Sarphatistraat 650, 1018 AV Amsterdam, The Netherlands.

**PLANT AND SEED MATERIALS PROJECT** — Funded by USAID and implemented by the Plant Introduction Office of the US Department of Agriculture, this project supplies seed and plant materials with associated information to PCVs, USAID Missions, and other groups in developing countries. Seeds for leucaena trees, which are a valuable source for such useful products as livestock feed, fuelwood and charcoal, have been especially popular among Volunteers. Anyone interested in writing to the project for seeds, graftings, or other plant materials should specify the species, amount of propagative material needed, and local environmental conditions. Special shipping or import requirements should also be indicated and any permits included with the request. The service is free, but in return, the Project would like a brief report on the results of the plantings, both successful and unsuccessful. Requests should be sent to Dr. George A. White, Plant Introduction Officer, USDA Agricultural Research Center, Building 003, Rm. 409, 10300 Baltimore Blvd., Beltsville, Md. 20705-2350.

**HIVDEV RESOURCE CENTRE** — A joint project of Columbia University's Center for Population & Family Health and the United Nations Development Programme (UNDP), the Resource Centre houses a multisectoral, international collection of materials on the impact of the AIDS virus. The Centre has a database of over 1,600 citations. In addition, it has access to the U.S. National Library of Medicine's AIDSLINE database, with more than 56,000 citations to published journal literature and abstracts from the International AIDS Conferences. Database searches can be requested by filling out a form the Centre provides. Documents from the database searches may be ordered for a fee of \$5.00 per document and \$0.10 per page. The HIV Resource Centre is located in the Center for Population and Family Health, Columbia University, 60 Haven Ave., New York, N.Y. 10032.

## PCVs in Development

# Thoughts On The Role Of PCVs In Development

By Weyman Fussell  
APCD Peace Corps/Bolivia

The Peace Corps has established an international role for itself based upon a pragmatic philosophy of development. This philosophy has been honed by 31 years of experience and the lessons of more than 130,000 Volunteers. A set of nine criteria has evolved that guide programming decisions and Volunteer activities worldwide:

1. Project increases local capacities
2. Beneficiaries are among the needy
3. Beneficiaries are part of the project design process
4. Project uses locally available resources
5. Project seeks lasting solution
6. PCV assignments are at local levels
7. PCVs do not displace local workers
8. Project is complementary to other development activities
9. Project has potential for replication.

It can be argued that criteria 3, 4, and 5 are central to all development efforts. If attention is faithfully focused on satisfying these three, then most likely the other six will fall into place as a result. At the heart of the Peace Corps approach is a belief that the project goals should be based upon the priorities of the beneficiaries, that the efficiency of locally available resources should be maximized before considering the infusion of external inputs, and that the solution to the problem should be sustainable.

As a development facilitator it is often tempting to base project goals upon one's own personal beliefs about what is best for the community. But experience has shown that as an "outsider" we have neither the insight nor the community status to make

such decisions, and doing so usually leads to major setbacks or outright failure. There are several reasons for this. Differences between ourselves and the community as a whole in terms of values, customs, priorities, and historical perspectives are but a few of the points where we can take a wrong turn in a well-meaning effort to lead. Leadership must come from within the community, and it is the role of the PCV to energize this leadership and help mobilize others behind it. Thus, Volunteers are encouraged by their APCDs to spend much effort in seeking to

---

***"Leadership must  
come from within the  
community, and it is  
the role of the PCV to  
energize this leader-  
ship and help mobilize  
others behind it."***

---

understand how their host communities function, identifying the community's priorities, and recognizing the variables that influence decisions.

Another pitfall is the tendency to see solutions in terms of outside inputs before fully exploring the potential for increasing the effectiveness of locally available resources. Again experience has shown that it is rare when significant gains cannot be made by reconfiguring existing resources. PCVs can contribute by bringing fresh insights or information to bear upon the local situation. For example, one community which was convinced that its efforts to increase crop production depended upon the introduction of improved seed varieties was shown by the PCV that yields of existing crops could be doubled simply by applying the fertilizer in split doses spread out over the season rather than the traditional practice of applying all the fertilizer at the time of planting. Similar examples exist with regard to

the mistaken idea that a computer, imported beekeeping equipment, or other magic bullet holds the key to progress. Fully explore efficiency enhancing adjustments to the existing situation using locally available resources before looking elsewhere for solutions. Otherwise underlying weaknesses remain unaddressed and will sooner or later weaken efforts to improve the situation in the long term. Peace Corps' role is first and foremost that of helping the beneficiaries realize new possibilities for themselves through maximizing locally available wherewithal. For Peace Corps, human ingenuity is the gospel, and capacitation is the holy grail. Roles in development beyond this focus are for the most part left to other agencies.

On another level, by the end of this year, the agency will be well on its way to converting all current projects to the *Programming and Training System* (PATS) format.

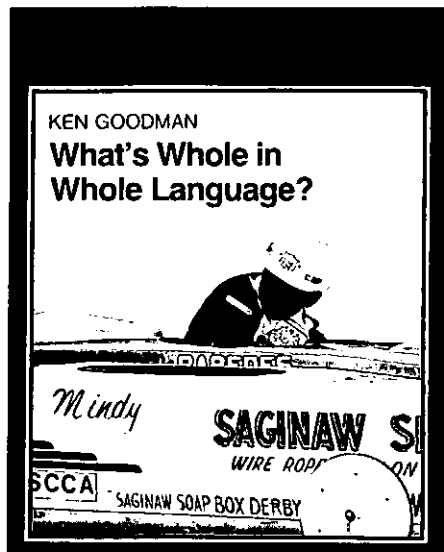
Finally, Peace Corps looks for sustainable solutions. Success in this regard links directly with the other two criteria. Experience has shown that quite often progress toward a sustainable solution means starting small and proceeding slowly thereby building a solid foundation for long term effectiveness. For those of us who see intense needs and are ourselves involved for only a matter of 24 months, it takes a herculean amount of self discipline and faith in the process to resist the temptation for a quick but non-enduring fix to a problem. Sometimes quick fixes are necessary as a means to a greater end, and this is ok as long as they do not divert attention away from genuine long term solutions. But in the larger scheme of things, Peace Corps tends to forego the flashy big splash approach in favor of a community based strategy founded on development of human capacities and strengthening of local organizational structures. Former Peace Corps Director Loret Miller Ruppe was fond of saying that in the Peace Corps, progress is measured in inches, but it is a progress which has been shown to endure and pay rich dividends over time.

Go forward with the commitment and energy for which PCVs are so well known. You are a catalyst for change, and it is difficult to give an example of when else in history a cadre of individuals like you working in mere stints of two years each have made a difference so great in the lives of so many.



## New Publications

Peace Corps' Information Collection and Exchange (ICE) division has received the publications listed below after the publication of *The Whole ICE Catalog* and the last



issue of *Peace Corps Times*. The publications listed are available to Peace Corps Volunteers and staff. "(RP)" preceding the Catalog number indicates Volunteers can request the publication directly from ICE if they demonstrate the publication is related to their projects. "(RC)" indicates ICE has distributed the publication to In-country Resource Centers (IRCs) and is available to Volunteers only through their IRCs.

### AGRICULTURE

(RP)R0076 - *Gua Para el Cultivo del Manzano en Costa Rica*, by Peter Alan Wainwright Swain. 1992 (Peace Corps/ICE) 55 pp.

Written in Spanish by a Peace Corps Volunteer, provides a thorough treatment of the history and nature of apple cultivation in Costa Rica. Discusses such subjects as taxonomy, nursery practices, grafting, transplanting, pruning and pest control as they relate to apple trees. Of practical interest to

anyone using appropriate technology in apple cultivation.

(RP)R0077 - *Nutricion, Enfermedades y Plagas del Melocoton y Durazno en Costa Rica*, by Peter Alan Wainwright Swain. 1992 (Peace Corps/ICE) 13 pp.

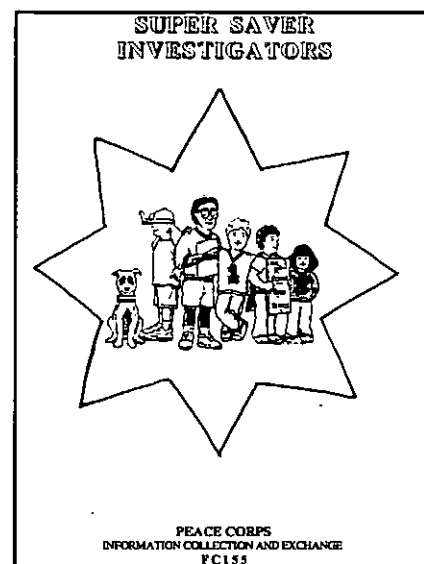
Written in Spanish by a Peace Corps Volunteer, reviews the nutritional needs and pests that affect growing peaches and apricots in Costa Rica. Suggests optimal levels of both macro and micro soil nutrients for planting and producing these fruits. Of practical use to anyone involved in apricot and/or peach cultivation.

### EDUCATION

(RP)ED148 - *What's Whole in Whole Language?*, by Ken Goodman. 1986 (Heinemann Educational Books, Inc.) 80 pp.

Deals with the question of why children have difficulty in school learning to read and write. Argues that while trying to make learning easier, teachers have broken down whole (natural) language into bite-sized, but abstract little pieces, unrelated to the needs and experiences of children. To solve this problem, this publication looks to instruct teachers on how to keep language whole and involve children in using it functionally and

purposefully to meet their own needs. Provides criteria that parents and teachers can use in helping children to develop literacy; mentions examples of whole language programs that are already at work; and suggests directions for developing them.

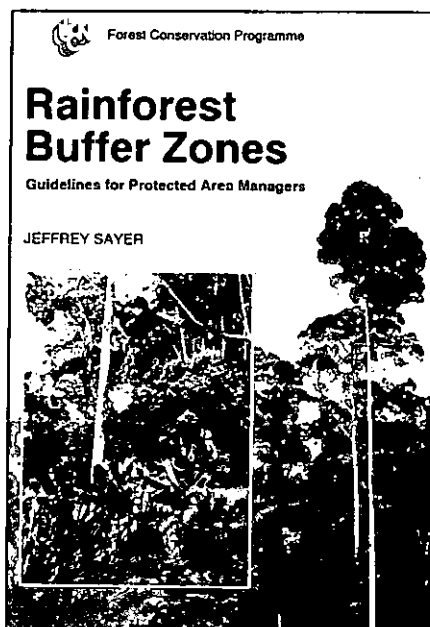


### ENVIRONMENT

(RP)FC146 - *Rainforest Buffer Zones: Guidelines for Protected Area Managers*, by Jeffrey Sayer. 1991 (International Union for Conservation of Nature and Natural Resources) 94 pp.

Presents case studies of different projects around the world, both successful and unsuccessful, to preserve areas peripheral to national parks and reserves. Case studies illustrate issues involved in creating buffer zones, such as legal status and land tenure laws, as well as objectives in creating them, i.e. rural development, agro-industry, reforestation, research and tourism. Suggests guidelines to keep buffer zones flexible, so that they can adapt to local situations and be sensitive to the needs and values of local people, who can then feel committed to them.

(RC)FC155 - *Super Saver Investigators*, by The Institute for Environmental Education. 1990 (Peace Corps/ICE) 384 pp.



Presents numerous activities and exercises for students to understand why they should not litter, why they should recycle, and why they should take a public interest in how waste is disposed of in their communities. These activities cross disciplines to link subjects of science, social studies, and language arts, often including exercises related to arts and crafts, drama and music.

## HEALTH

(RP)R0078 - **AIDS Education for Health Workers**, by AMREF/Tanzania and gtz. 1992 (Peace Corps/ICE) 211 pp.

Adapted from AIDS Education for Family Planning Clinic Service Providers, developed by the Institute for Development Training in North Carolina, presents four training modules to help health workers learn the facts about the Acquired Immune Deficiency Syn-

drome (AIDS) and integrate AIDS education into their on-going health care programs and services. Designed to make health workers aware of their own feelings about AIDS and the extent of the disease in their own com-



munities; also, how to counsel about HIV and AIDS, and how to control the infection in their own health units. Modules and lessons, based on independent learning, can be used individually or as a complete series.

## YOUTH DEVELOPMENT

(RP)M0043 - **Peace Corps' Rededication to Youth: Addressing the needs of youth-at-risk**. 1992 (Peace Corps/OTAPS) 40 pp.

Introduces Peace Corps' new emphasis on youth development with an overview of the problems faced by youth in the developing world. Provides examples of how Volunteers can help youth who may be facing such problems as homelessness, AIDS, unemployment, unwanted pregnancies, or lack of positive opportunities.

## Books, Books, Books

ICE is offering to Peace Corps Volunteers and staff, the publications listed below on a first come, first served basis. To find out if they are appropriate for your project, please see the abstracts in "The Whole ICE Catalog."

To request a publication, write to Peace Corps/ICE, 1990 K St. NW, Room 8684, Washington, D.C. 20526.

### AGRICULTURE

AG083 **Vulgarisation Education in the Tropics: Methodology for Teaching Agriculture**

AG112 **Tropical Yams and Their Potential: Minor Cultivated Dioscorea Species**

AG155 **The Role of Ruminants in Support of Man**

### APPROPRIATE TECHNOLOGY/ENERGY

AT022 **Teknologi Kampungan: A Collec-**

tion of Indigenous Indonesian Technologies

AT034 **Lab Tests of Fired Clay and Metal One-Pot Chimneyless Stoves**

### COMMUNITY DEVELOPMENT

CH020 **Como Inspeccionar Y Reparar Las Casas Danadas Por Terremotos**

### EDUCATION

ED020 **Mowing and Spraying Equipment (Fundamentals of Service Series)**

ED086 **Fuels & Lubricants: Selecting, Conserving, Storing**

ED091 **NUCLEUS English for Science and Technology: Biology**

### ENVIRONMENT

EN023 **River of Energy: The Hydropower Potential**

EN029 **The Solar Almanac**

EN046 **A Blacksmith's Bellows**

### FISHERIES

FH086 **Opportunities in Marine Sciences**

and Technology for Developing Countries

### HEALTH

HE075 **The Principles and Practice of Primary Health Care**

HE077 **Family Planning: Its Impact on the Health of Women and Children**

HE198 **The State of the World's Children 1987**

### SMALL BUSINESS DEVELOPMENT

SB044 **T-Shirts and Tapa Cloth**

### SPECIAL EDUCATION

SE004 **Ideas Creativas para las Aptitudes del Lenguaje: Un Manual para Ninos Pequenos**

SE041 **One in Ten: Disability and Very Poor**

### WOMEN IN DEVELOPMENT

WD039 **Simple Technology for Rural Women in Bangladesh**

WD044 **Women's Role in Economic Development**

# Volunteered Enough Lately?

## Here's the Pitch

Do you get enough mail? Are your friends losing interest in your ideas for improving the world's sanitation standards? Do you find yourself talking about the day you'll really make a contribution?

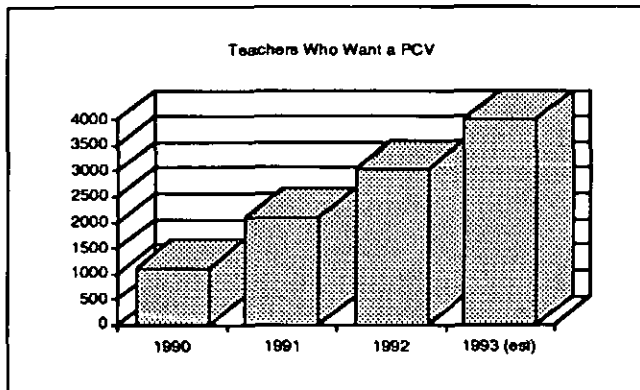
If you can answer *Yes* to any of these questions, then World Wise Schools wants to say *Yes* to you.

Yes, you can join nearly 3,000 Peace Corps Volunteers who are bringing their experience, knowledge of the world and zest for the volunteer life to 90,000 school children in the United States this year.

Yes, you can define your own relationship with a school. Most are delighted to receive a few letters during the school year.

Yes, the Peace Corps will help defray most of the costs of writing to *your* classroom in the states. Sorry, you're on your own if you want to mail packages.

Take on another challenge. You'll love it as much as the last time you volunteered.



### On Assignment in Africa?

- Continent's drought is a major topic in the states. Fisheries, water sanitation and health workers can find eager audiences.
- French-speaking correspondents welcome.

### On Assignment in Asia or the Pacific?

- Island cultures among the best models for studying ecological issues and how a society works.
- There's a new awareness of the global economy, where Asia is a major player.

### On Assignment in Eurasia, Middle East?

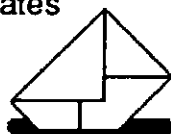
- Dramatic changes in eastern Europe have teachers scrambling for first-hand information.
- Study of world religions has a place in many curriculums, with little now written for children.

### On Assignment Inter-America?

- Spanish-speaking Volunteers needed as role models for students in border states.
- Deforestation and environmental issues in Latin America frequently make headlines in the north.

## Peace Corps of the United States World Wise Schools

Peace Corps of the United States  
Office of World Wise Schools  
1990 K Street, N.W.  
Washington, D.C. 20526



(800) 424-8580, ext. 2283  
(202) 606-3294  
(202) 606-3619 (FAX)



# Helping Hands

More Best Photo winners can be found throughout the magazine!



*ABOVE: PCV Melissa Osmond is photographed by PCV Ted Kulongoski as she learns how to arrange, or "dame," a new courtyard in northern Togo.*

*LEFT: Two children in the millet fields of Niger at the peak of harvest season pose for PCV Kristin Anderson.*

*RIGHT: PCV Catigan Adley helps Christiana, an orphan from the Sierra Leone Children's Home, refurbish and paint beds for the home. Photo by PCV Al Takemoto.*



**-Edited by Nancy Menapace-**

*LEFT: Mongolia PCV Janet Turner stands with a Buddhist lama, who has returned since fleeing during the revolution in the 1930's, and his grandchild in the city of Khara-Khorum. Photo by Mongolia in-country staffer, Nadia.*

*RIGHT: PCV Charmaine Harkins helps preserve breadfruit in banana leaves with three Kuttu Island women in Micronesia.*

